

DATES TO REMEMBER:

August

Mon 21 - Fri 25

Book Week

Wed 23

Year 7-8 Peel Carnival

Fri 25

Pupil Free Day - No School

Wed 30 - Fri 1 Sep

Year 12 Outdoor Education Expedition

Thurs 31

Year 7 Vaccinations

September

Tues 5

Year 7 Vaccinations

Wed 13

Warnbro Day

Thurs 14

R U OK Day

Fri 22

Last Day of Term 3



Celebrating NAIDOC

In Australia we live on a land where Aboriginal culture and history goes back over 60,000 years. The oldest culture in the world. I don't think that, as a country, we reflect very much on how awe inspiring this is. How immense this is. How privileged we are.



PRINCIPAL'S MESSAGE

We are quickly coming to the end of Term 3 and our senior students, particularly our Year 12s, are starting to finalise their courses. The final weeks of Year 12 are a culmination of all the hard work and effort put in throughout the last 18 months. Our senior school team (and our amazing senior school parents and guardians) are working hard to make sure the focus stays on the end goal of completing their West Australian Certificate of Education (WACE). We want our senior students to finish strong and achieve the best outcomes that they can. Planning is well underway for the final Valedictory celebration and farewells.

Every day I get to meet with parents, carers and wider members of our community. One recent conversation that has stood out was a long discussion about us recognising that it is only by working together that we make a difference. Public schools are a reflection of the community that they are in. Our school is a vibrant and diverse community and is a reflection of the community which we serve. It's a place where our students embark on their educational journey, learning and growing each day and we understand the pivotal role parents play in this journey. Your partnership, along with the support of the local community and other families, is essential in ensuring our students' success. Open and effective communication between us is vital to creating the best possible learning experience for your child.

Our collective goal is to provide every student with a safe, inspiring, and enjoyable learning journey here at our school – we want to make a positive difference to the lives of our young people. Your involvement and commitment make a meaningful difference in shaping the educational experience for your child and all our students. We want to invite you to give us your feedback on the work that we do with you as parents/carers via a short survey which will be open for the next two weeks. We will send out the link via Compass and look forward to your feedback.

The staff at Warnbro Community High School are committed to working towards that success of each of our students. Often we find that much of the teaching and learning in the curriculum is 'hidden' from our parents, guardians. In this edition, in light of some recent community events, we wanted to share some of the important foci that is taught to students through the Year 7 – 10 Health Program.

Debra Bright – Principal



YEAR 11 AND 12 NEWS

Term 3 is always a busy time of year for students in Years 11 and 12. For our Year 11s, the start of this term has seen them ordering their 2024 Leavers Shirts, finalising last minute Leavers Jackets orders and beginning preparations for the 2024 Year 12 School Ball. Our Year 12s have started Term 3 with mixed feelings as many of them start their series of 'lasts' at the school. The last first day back, the last awards assembly, the last Warnbro Day, the last breakfast are all events that they will undertake this term. For many, this is an exciting but nostalgic period as they start to imagine their futures beyond school whilst reflecting on the good times they've had here at Warnbro. I urge them to cherish these last few weeks and to not wish away their time at school too quickly because - and many don't believe me when I say this - they will miss it when it's gone.

Arrangements are underway for the 2023 Valedictory Ceremony, which will be held on Tuesday the 24th of October at the Mandurah Performing Arts Centre. Details will follow soon about times, ticketing etc, so please keep an eye out on Connect for further information in coming days.

Ms Simpson - Year 11 and 12 Associate Principal



YEAR 9 AND 10 NEWS

It has been a busy start to Term 3 for the 9s and 10s, all students have started in new elective courses across the Technology, Arts and Physical Education Learning Areas. It has been great to see students out and about taking photographs for media and photography, starting work on building metal dice and wooden clocks in Technology and getting ready to “catch the elusive big fish” in Outdoor Pursuits.

The Year 10s have had some changes in their MESH classes in order to prepare them for the pathways chosen for next year. Year 10s sat their OLNA earlier this term and students involved should be commended for how they handled themselves, as it can be a stressful time for many. During Year 10 careers classes, students are creating resumes.

In Year 9 careers classes students will begin working on Individual Pathway Plans – pathway planning helps students explore, reflect, identify and evaluate the learning and work pathways available and recognise opportunities, make connections and prepare for transitions.

At the start of the Term, we have been focusing on one of the PBS Always Behaviour – Wear Full Uniform and working with students on “why” we wear uniform.

There are a number of things coming up this term

- In Physical Education – Athletics have started in the lead up to our annual Warnbro Day in Week 9.
- CASP students are involved in various Incursions preparing them for their Showcase
- Careers tasters coming up for Year 9s check out the “careers news” page in this bulletin
- Various Excursions to universities
- Science and Book Weeks
- R U OK Day

Make sure you are checking Connect as information on opportunities for students are placed up there.

The Student Services Team will be focusing on following up on unexplained attendance this term. It is really important that you are notifying the school if your child is going to be absent. “Attending school every day enables your child to get the most from their education and create a bright future”

Ms Wetton – Year 9 and 10 Associate Principal



ATTENDANCE

At Warnbro CHS, we want to make sure all children receive the best education possible which is why attending school every day is so important.

You may have received some messages from our Attendance Team as part of our outreach to families to build positive school habits. Research from the Western Australian Telethon Kids Institute shows that every day at school counts towards a student's learning. Students who attend more, generally do better at school and in life. The Education Act stipulates that all school-aged children must attend school every day and attendance is taken at every lesson. The Department of Education deems students to be 'at risk' if their attendance falls below 90%.

At school, many concepts such as literacy and numeracy, are taught in a sequence. Missing school means missing out on learning - which can often make it difficult to catch up later. This is particularly important when essential foundation skills are being taught.

Did you know:

- missing half a day of school each week equates to one month of missed learning each year
- the attendance habits set by children when they first start school continue throughout their school life
- if children miss half a day of school each week between Pre-primary and Year 10, they would miss almost one full year of learning
- learning is cumulative - if children miss a day, it is harder for them to catch up.

At WCHS, we're using Compass to notify families of missed sessions and half day absences; we encourage our families to respond to our messages so that we can clear up any unexplained absences and develop a plan to address and restore regular attendance.

Ms Mulhare - Year 6-7 Student Services Manager

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4



ALUMNI

After graduating from Warnbro Community High School, have you completed any courses or what has been your experience since?

I've been working in politics as a policy adviser, first for a shadow minister and now a minister in the federal government.

How did you decide on this path?

I've always been interested in politics and became more politically active at university. I ended up volunteering for the Labor party and working on campaigns, before picking up relief work with different politicians and eventually being employed as an electorate officer full time.

Any advice on your younger self or to current students?

My advice is to be open minded and study something you enjoy because you'll likely change your mind about your career path regardless.

Georgia Tree, Class of 2009



Career Pathways

To become a Policy Analyst, you will need to complete a bachelor's degree in international relations or political science. While studying many students will obtain an internship to gain work experience in their chosen field. Often a postgraduate qualification in a specific field e.g health, defence, social services, etc would be an advantage.

For more information on courses in political science visit www.seek.com.au/career-advice/role/policy-adviser

INTRODUCING OUR NEW LOTE TEACHER



Kaya,

Nganyang kwerl Birdiya Collard, ngany Wadjak Ballardong Noongar yok. Ngany baal djoorabiny, noonoon koolangka Noongar waangkaniny wer kadadjiny.

Hello, my name is Ms Collard, I am a Wadjak Ballardong Noongar woman. I am happy to be teaching your students Noongar Language.

It has been almost twenty years since I graduated from Murdoch University as a teacher. Most of my teaching career has been at Secret Harbour Primary School but I have also taught adult students at the University of Western Australia. I have been learning and teaching Noongar Language for five years. I am excited to be working at Warnbro Community High School in this space of teaching Noongar Language, to young students.

I believe the learning and sharing of Noongar language is a step forward to the healing of this nation. Together, we can revitalise the Noongar Language, working towards a reconciled future.

Ms Latricia Collard – Aboriginal Language Teacher – Noongar

NAIDOC

From our NAIDOC Day Speech



Our elders are not only the keepers of this knowledge but also the living bridges that will connect us to this ancient history. They carry the memories of their ancestors, the lessons of their struggles, and the deep spiritual connection to the land. Their guidance is invaluable in navigating the complexities of reconciliation. They provide us with a lens through which to view our shared history and envision a united future.

By listening to the stories of our elders, we acknowledge the resilience and strength of Aboriginal and Torres Strait Islander peoples. Despite the hardships, they have preserved their culture, language, and heritage.

Engaging with our elders is essential in the reconciliation journey within school communities. By incorporating Indigenous perspectives into our curriculum, including introducing Noongar Language classes, what we want to do is foster an environment of respect and understanding. We also create opportunities for students to learn about the diverse knowledge systems and worldviews that have shaped Australia for tens of thousands of years.

What we hope to do is equip you all with the tools to challenge stereotypes, confront prejudice, and build a more inclusive society.

Debra Bright



The weaving project above was started on Sorry Day by Ms Lanza and the Aboriginal girls group with the help of Kirsten Mulholland our AIEO and Tina Harper, EA.

Here is an explanation of the work:

"Our NAIDOC weave draws inspiration from areas of the Dreaming created by the Wagyl. The Wagyl is a central figure in the Dreaming, being responsible for giving life or sustenance for life to the people who are the custodians of its land.

The weave also plays tribute to past and present Elders who have preserved the Noongar language for this and all generations.

This project was created by a range of Year 7-10 art classes as part of our end of Semester alternative project. It was also in consultation with students from the Year 7 Girl's Group."

Below are the Noongar and English word for the individual weaves. Some of the Noongar words you will already be familiar with.

Ngaangk -Sun

Djinda- Star

Mirda - Red

Kedalak - Night Time

Mikang- Moonlight

Nginyaanga - Ocean wave

Kwongkan - Desert/ Sand Plain

Maambakoort - Ocean

Ngoombrit - Mari Flower

Djet - Flower

Karda Mordo - Hills/ Ranges.

Balyoonnga - Sand Hill

Kep - Water

Bilya - River

Mari - Forrest

Koondart- Clouds

CASP NEWS

CASP Performance

On Wednesday 16 August, the 9/10 CASP Performance and selected Year 8 CASP students participated in a two hour Shakespeare workshop ran by Ian and Sophie from Perth Academy of Performing Arts. The workshop began with introducing ourselves playing the name game. This game allowed students to introduce themselves to each other, which greatly helped students when working together for following activities.

CASP students then took part in a variety of teamwork based games, which were played to help students portray a certain character, item or feeling, working both individually and as a team. As an outcome, great teamwork and persistence was shown by all.

By the second hour of the workshop, students got straight into Shakespeare using a variety of resources. 'Shakespeare insults' was an activity played in groups of three for students to work on remaining in their character. Scripts were also given to students to not only build their character but to also see how people interpret words in a script differently to one another.

The workshop ended with a 'Romeo and Juliet' themes scripted performance with some students on stage, acting out the characters and applying their skills taken from the workshop.

Overall, I loved this workshop as it taught me, as well as all participating CASP students a range of skills and took us out of our comfort zone to try something new. It has helped me understand Shakespeare on a different level and these skills will definitely be used for our Semester 2 Showcase, 'A Midsummer Nights Dream'!

Jennifer - CASP Captain



CASP NEWS

Media Arts

Our Media Arts incursion with Sharon Merideth was a great way for us to learn how a professional photographer sets up and takes her photos. She gave us tips and tricks for taking a photo with a subject. We learnt how photography can tell a story and how things can represent a person in a photograph.

Sharon Merideth displayed how her photography captures the art of life and how anyone has the potential to create a piece that tells a story.

- Felix



ADVENTURE RECREATION NEWS

Term 3 has been a busy time in the Adventure Recreation Program. Although no camps have been scheduled, our students have been extremely engaged in school based and off-site activities.

For our Year 7 adventurers, the towering rock walls have become their canvas as they conquer the art of rock climbing. Scaling new heights and mastering teamwork, they learn to rely on each other's strength and encouragement.

Year 8 students have delved into the heart of nature as they immerse themselves in camp skills that teach survival, resourcefulness, and camaraderie. From building shelters to camp cooking, our students are acquiring essential skills for their upcoming expeditions.

The Year 9 cohort have taken to the trails with mountain biking, experiencing the thrill of speed and agility through some local trails. As they navigate through twists and turns, they not only build physical resilience but also gain an appreciation for the environment around them, fostering a sense of responsibility and bike safety.

Year 10 participants have taken a leap of faith with abseiling, descending from the gym platform with courage and grace. Confronting personal fears and conquering them head-on, they learn the importance of trust, focus, and calculated risk-taking, embodying the true spirit of adventure.



CAREERS NEWS

Chamber of Minerals and Energy Inspiring Girls Forum

On Wednesday of Week 3, 10 year 10-11 girls attended the Chamber of Minerals and Energy Inspiring Girls Forum at Optus Stadium. This event is designed to showcase the resources industry to secondary female students and to inspire them to take that step into the resources industry in the future.

Students listened to inspiring stories from women currently working in the resources sector, before exploring the range of companies showcasing their work. We would like to take the opportunity to thank our hosts for the day Worley Services and Glencore, representatives from each of these companies hosted our students throughout the day.



Year 9 Career Taster Events Term 3

The Year 9 Career Taster Program will continue in Term 3, with several events already organised. If students are interested in attending one of the below events, please visit Miss Popperwell in the Careers Office for an application form.

Fashion Design Incursion - Karen Elizabeth Young Fashion Design Week 8 - 8th September

A presentation and workshop from a real fashion designer on the careers available in the fashion industry. This is a great workshop for anyone interested in the arts, fashion, or retail industry.

Drones Incursion Week 10 - 18th September

Half day taster program, students will get to fly our drones through an obstacle course with rings and hoops and understand how drones are controlled. Students will be provided with some fun indoor activities and quizzes.

Automotive Career Taster Week 10 - 21st September

Prepare to get dirty! Students will participate in tasks often undertaken in the Automotive industry including changing tyres, checking pressures and engines.

FRIENDLY SCHOOLS



Exploring Emotions Through "Inside Out"

We're excited to bring you the latest update from our Friendly School initiative. This month, our students have been engaging in thought-provoking discussions about emotions and their expressions, all while enjoying the wonderful movie "Inside Out." This animated film takes us on an emotional journey, diving deep into the intricate world of feelings and thoughts that shape who we are.

Students have been actively sharing their thoughts on emotions - what they mean to them and how they can be expressed. "Inside Out" has provided a fantastic platform to explore these concepts, allowing us to better understand ourselves and each other. The film's characters, each representing a distinct emotion, have sparked insightful conversations about the importance of acknowledging and processing our feelings.

Through these discussions, we've learned that emotions are not just something to be experienced in solitude; they're meant to be shared. Openly expressing our feelings fosters a sense of connection and empathy among peers. Our students have been discovering creative ways to communicate their emotions, encouraging healthy conversations that lead to stronger relationships and a more inclusive school environment.

A whole-school approach to social and emotional wellbeing that meets your primary or secondary school's unique strengths, needs and context



BULLYING NO WAY DAY

On Friday 18 August, we were thrilled to share our involvement in the 2023 National Day of Action Against Bullying and Violence. This year's theme, "Growing Connections," highlights the significance of student connectedness and a sense of belonging within our school community. These bonds of friendship and support are essential in ensuring that every student feels accepted, respected, and included. Research has highlighted that healthy connections within the school community serve as a protective factor against bullying and encourage positive help-seeking behaviours. By fostering an environment where students feel connected, we empower them to stand up against bullying and to reach out for assistance when needed.

Here's a glimpse of the meaningful activities that took place on this special day:

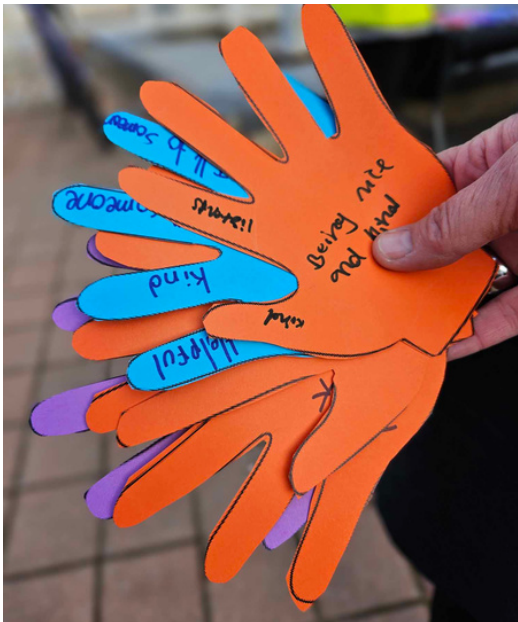
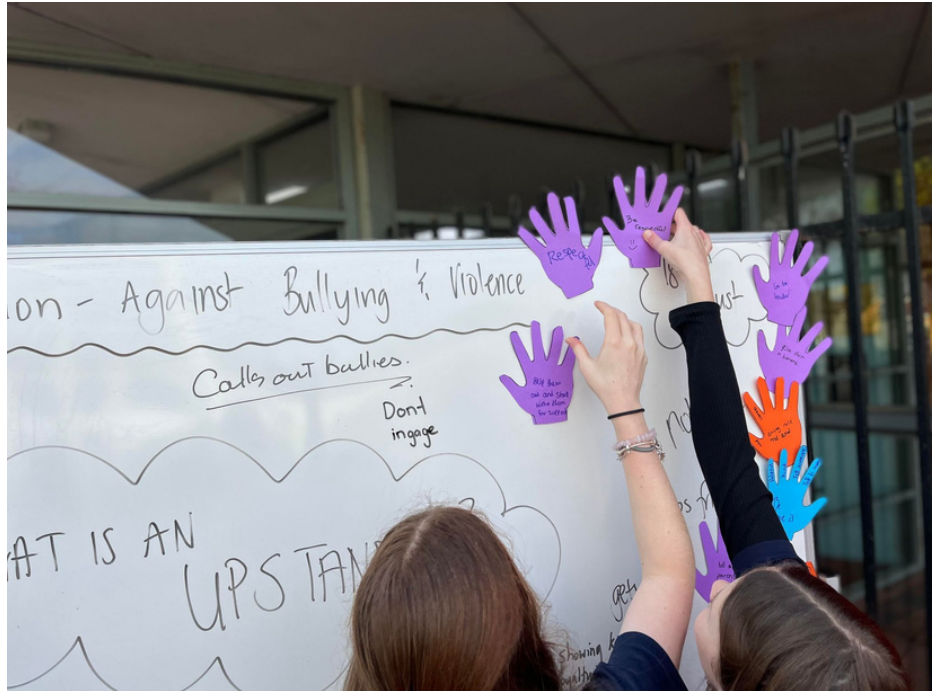
- **Help Seeking Wall:** Students from both WCHS and WCHS ESC collaborated to create a "Help Seeking Wall." Here, they shared tips on being a good friend and how to exhibit positive help-seeking behaviours.
- **Community Support:** The City of Rockingham joined us during lunchtime to connect with our local community support services. This interaction provided an opportunity for students to learn about resources available to them outside of school, reinforcing the idea that help is always within reach.
- **Music and Connection:** Mr. Nalapraya, with his DJ decks, brought the rhythm of music to our lunchtime. Students gathered to enjoy tunes and connect over their shared love for music.
- **Being an Upstander:** At the school gate, students were asked to define what it means to be an "upstander." This important term emphasizes the role of each individual in standing up against bullying and advocating for their peers. The insightful responses from our students highlighted their commitment to creating a safer, more inclusive environment.

Let's carry forward the lessons learned and connections made. Let's continue to support one another, uplift our friends, and stand against bullying and violence. Together, we can grow connections that last a lifetime and make our school an even more welcoming and harmonious place.

Thank you for being part of this positive movement!



BULLYING NO WAY DAY



PROTECTIVE BEHAVIOURS

WHAT ARE PROTECTIVE BEHAVIOURS?

Protective behaviours are important to teach because they empower individuals, especially young people, to recognize and respond effectively to situations that may compromise their safety, well-being, and personal boundaries.

These behaviours provide practical skills and knowledge that help individuals avoid, prevent, or respond to potentially harmful situations. Teaching protective behaviours is crucial for several reasons:

Personal Safety

Protective behaviours empower individuals to identify and avoid potentially dangerous situations. This includes teaching young people about personal space, appropriate touch, and how to recognize and respond to unsafe situations.

Prevention of Abuse

Protective behaviours education equips individuals with the tools to recognize and report abuse, whether it's physical, emotional, or sexual. By teaching them what constitutes inappropriate behaviour, they are more likely to disclose incidents of abuse and seek help when needed.

Respect and Consent

Protective behaviours emphasize the importance of mutual respect and consent in all interactions.

Confidence and Decision-Making

Learning protective behaviours supports the development of critical thinking and decision-making skills. Young people become more adept at evaluating situations, assessing risks, and making informed choices.

Preparation for Adulthood

Protective behaviours education lays the groundwork for individuals to navigate complex social situations, relationships, and challenges as they grow into adulthood.

Empowerment

Teaching protective behaviours helps young people develop a sense of empowerment and autonomy over their own bodies and personal boundaries. This can enhance their self-confidence and ability to stand up for themselves.

Communication Skills

Learning protective behaviours involves teaching effective communication skills so that young people can express their feelings, needs, and concerns assertively and confidently, which can help prevent misunderstandings and resolve conflicts.

Cyber Safety

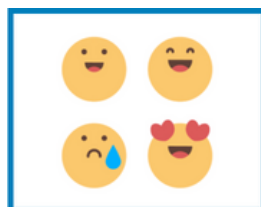
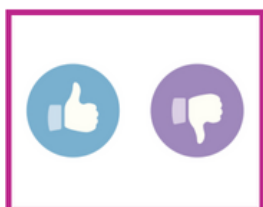
In today's digital age, teaching protective behaviours includes educating individuals about online safety, including how to protect personal information, recognize online threats, and practice responsible digital behaviour.

Early Intervention

By teaching protective behaviours from a young age, children can develop a strong foundation for recognising and responding to potentially harmful situations.

Safer Communities

When young people are educated about protective behaviours, they contribute to the creation of safer and more respectful communities. By looking out for one another and respecting boundaries, people can collectively help prevent harm.



PROTECTIVE BEHAVIOURS AT WCHS

Teaching protective behaviours is an essential aspect of personal development and safety education as it equips individuals with the skills and knowledge they need to navigate the world confidently, make informed choices, and protect themselves and others from potential harm.

In Health Education at Warnbro Community High School protective behaviours are taught from Year 7 right through to Year 10. Protective behaviours are essential for promoting physical, emotional, and mental wellbeing as well as keeping our students safe.

Some of the protective behaviours taught in Health Education include:

SEMESTER 1

SEMESTER 2

YEAR 7

Bullying - incorporating, social, physical, verbal and cyber
Preventative health practices - focus on conflict resolution
Help seeking strategies
Positive decision making

Anger management strategies
Coping methods
Sunsmart behaviours
Cigarette safety

YEAR 8

Resilience
Cyberbullying - cyber awareness
Managing emotions
Personal Privacy

Body image
Self esteem
Anxiety
Harm reduction strategies
Risks associated with drug use

YEAR 9

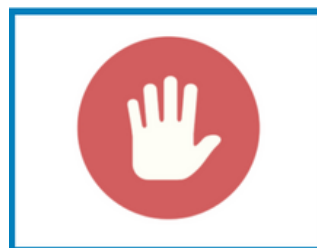
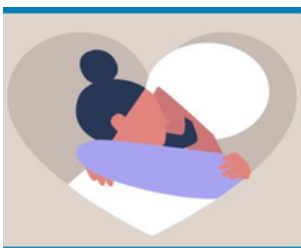
Respectful relationships - consent
Drug and alcohol risks
Decision making strategies

Body image - identity
Health lifestyles

YEAR 10

Emotional intelligence
Stress management
Harm minimalisation

Road safety
Resilience and assertiveness
Managing extreme emotions
Mindfulness



CONNECT AND RESPECT

Our school community is a vibrant and diverse representation of society, where our young people learn and grow. We rely on the local community, parents and families to partner with us in their children's learning journey and encourage open communication.

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence. Parents and carers, and other visitors to our school, support safety by ensuring communication and conduct at school and school activities is respectful. We all have the right to feel safe and be safe at school.

The Department of Education has recently released Connect and Respect, a suite of resources to assist school communities in setting shared and respectful expectations to enable us to continue to work together in the best interests of our young people.

This includes when and how to contact the school, what you can expect from us and the behaviours that interfere with teaching and learning. These resources and guidelines will assist us to continue to build upon our culture of connection and engagement, and we will implement them to support our staff to deliver quality education at our school.

At Warnbro Community High School we provide many opportunities for you to connect with teachers through: the Compass app, Parent/Teacher evenings, school tours, a large pastoral care team headed by experienced Student Services managers.

KEY CONTACTS

Year 7 Coordinator	Kiesha Kirkwood	Kiesha.kirkwood@education.wa.edu.au
Year 8 Coordinator	Adam Nalapraya	Adam.nalapraya@education.wa.edu.au
Year 9 Coordinator	Bianca Pedri	Bianca.pedri@education.wa.edu.au
Year 10 Coordinator	Eleanor Lambert	Eleanor.lambert@education.wa.edu.au
Years 6 - 7 Student Services Manager	Julie Grobbelaar	Julie.grobbelaar@education.wa.edu.au
Years 6 - 7 Student Services Manager	Sarah Mulhare	Sarah.mulhare@education.wa.edu.au
Years 8 - 9 Student Services Manager	Aleesha McKenna-Green	Aleesha.green@education.wa.edu.au
Years 10 - 12 Student Services Manager	Dean Tyrrell	Dean.tyrrell@education.wa.edu.au
Years 7 & 8 Associate Principal	Craig Chadwick	Craig.chadwick@education.wa.edu.au
Years 9 & 10 Associate Principal	Kelly Wetton	Kelly.wetton@education.wa.edu.au
Years 11 & 12 Associate Principal	Christie Simpson	Christie.simpson@education.wa.edu.au




Connect and Respect Engagement

Expectations that promote learning, wellbeing and safety in all public schools in Western Australia.

Together we make a difference. We welcome parents and other members of our diverse community into schools across Western Australia. Student learning is strengthened when school staff, parents and carers are actively and positively involved in their education.

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence.

Parents and carers and other visitors to schools support safety by ensuring communication and conduct at a school and school activities is respectful. Every student, staff member, parent or carer has the right to feel safe and be safe at our schools.

Respectful engagement	It is expected that parents and carers and/or visitors to our schools will:	Parents and carers and/or visitors to our schools demonstrate this by:
<p>Culture</p> 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a respectful school culture • promote and model good behaviour • work together with staff to resolve issues or concerns • respect the right of staff to disconnect from work outside of school hours • share responsibility in creating safe and secure learning environments 	<ul style="list-style-type: none"> • respecting the diversity of our schools and the right to an education for every child • always communicating respectfully about our schools and our staff • not engaging in malicious or judgmental gossip in person, in writing, or on social media; about our students, staff and school community members • raising concerns early with a staff member, the principal or the Department of Education directly • understanding sometimes compromises are necessary, to find an acceptable solution to concerns raised • understanding that obstacles, barriers and disappointments are part of the growth journey • supporting children and young people to work through difficulties and build resilience
<p>Communication</p> 	<ul style="list-style-type: none"> • be mutually respectful • act as positive role models • actively help to solve concerns • use the school's communication channels and processes to address concerns 	<ul style="list-style-type: none"> • appreciating that school staff may not be available to respond immediately • knowing that staff will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about your child's education — allowing staff time to prepare and appreciating their time may be limited • not using offensive, insulting and derogatory language; and inappropriate conduct • being kind when interacting with others
<p>Collaboration</p> 	<ul style="list-style-type: none"> • work with the school to provide a safe and productive learning environment • ensure your child attends school ready to learn • know and support the school's Student Good Standing Policy • schedule meetings at an agreed time, for an agreed purpose 	<ul style="list-style-type: none"> • maintaining professional relationships that are open, honest and respectful • taking responsibility for your child arriving and leaving school safely on time every day • supporting your child to understand and follow the Student Good Standing requirements • scheduling an appointment to meet with the teacher or principal

E-RIDEABLES

Does your child ride an e-scooter to school?

We have noticed students riding e-scooters to school and would like to take the opportunity to go through the rules and road safety.

- On footpaths, keep to 10km/h or less.
- On bicycle paths, shared paths and local roads eRideables can be ridden up to 25km/h where safe.
- Always ride to the conditions and slow down where there's congestion, before turning corners and when passing pedestrians.
- Never carry a passenger
- Remember to wear your helmet
- Don't be distracted by your mobile phone
- Never attach yourself to, or allow yourself to be pulled along by, any other vehicle.

eRideables are classed as vehicles, so all road laws that apply to vehicles apply to riders as well. eRideable riders share the same rights and responsibilities as drivers and must obey the road rules.

ERIDEABLE CURRENT LAWS

One person
per device



Helmets
required



Age
requirement

16+

Bell or verbal
warning



Lights and
reflectors
required



Speed on
footpaths



Speed on bike
paths, shared paths
and local roads



Roads
>50km/h

