



THE CARMEL SCHOOL 2017 HANDBOOK

*Essential Information
for Parents and Students*

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THE CARMEL SCHOOL HANDBOOK

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Introduction

This handbook endeavours to address the frequently asked questions, routines and policies of the School. We ask that you work in partnership with us to support the School's culture and the implementation of the guidelines outlined in this book. There is no doubt that if parents are supportive of these, the Carmel School experience will be mutually fulfilling and successful.

If after reading this handbook you still have unanswered questions, the staff will be more than happy to assist you. All of our staff members, including myself, are happy to meet with you to discuss any aspects of Carmel School life and the well-being and progress of our students.

THE SCHOOL'S MOTTO

The School's motto is **Eemunah V'da'at - Faith and Knowledge** and is the cornerstone of the philosophy of Carmel. This motto is displayed prominently on the school crest.

VISION

Am Yisrael Chai

MISSION

The School aims to educate its youth in traditions of modern Orthodox Judaism and Zionism, and to provide a high quality educational program across the board.

- (a) The Jewish ethos of the School is respected and enhanced.
- (b) The teaching shows the relevance of the content and stimulates student interest.
- (c) The curriculum content and its level of sophistication are appropriate to the abilities and levels of knowledge of the students. Provision is made for students with special needs.
- (d) The progression of students towards independence as learners is fostered. Students are encouraged to accept responsibility for their own educational progress.
- (e) Student progress is monitored carefully. Weaknesses are systematically identified and remedied.
- (f) Classroom behaviour management is firm but fair. Students are respectful, not fearful. The dignity of the individual is respected at all times. Student self-esteem is promoted.

VALUES AND PURPOSES

We are guided by:

- a belief in Hashem and a love of learning of Hashem's world and everything within it;
- a commitment to Torah values and Talmud Torah (learning of Torah);
- a commitment to K'lal Yisrael; and
- respect for all Hashem's creations and the desire for the advancement of all of humanity and the environment.

Consistently with and in the context of those guiding principles we are, further guided by the following more specific set of values:

- **Connectedness** - Developing a sense of community through friendship, care, compassion, co-operation, acceptance, belonging and sharing.
- **Resilience** - Recognising strengths and maximising potential, developing self-management, self-confidence and self-respect, and nurturing optimism, perseverance and well-being.
- **Achievement** - Attaining personal success in a range of human endeavours, pursuing individual excellence and displaying pride and satisfaction in personal achievement.
- **Creativity** - Valuing original ideas, demonstrating enterprise and innovation, and engaging with and responding to the aesthetic qualities of the natural and constructed world.
- **Integrity** - Acting honestly, ethically and consistently.
- **Responsibility** - Accepting both individual and collective responsibility, and contributing to sustainable community development.
- **Equity** - Developing tolerance and a commitment to social justice, acknowledging diversity, respecting difference and encouraging distinctiveness.

We share the purpose of ensuring our students are:

- Learning to relate, participate and care;
- Learning to live full, healthy lives;
- Learning to create purposeful futures;
- Learning to act ethically;
- Learning to learn;
- Learning to think, know and understand;
- Learning to identify with their Jewish heritage.

ADMINISTRATIVE STRUCTURE

- (a) A **Board of Management** is elected annually. This Board consists of the President, Immediate Past-President, two Vice Presidents, the Honorary Secretary, the Honorary Treasurer and four other members. The Board represents the membership of the School, and as such establishes the general policies of the School (such as religious standards, eligibility for enrolment, budgeting requirements and those aspects of education and administration deemed necessary from time to time). The Board is also responsible for the School's planning and building programmes.
- (b) Two **Governors** are appointed from Life Members for a period of three years.
- (c) The **Parents and Friends Association** is an organisation made up of parents and friends of existing and past pupils. The P&F welcomes newcomers to the School, promotes social interaction among parents and offers parent education programmes as well as undertaking various fund-raising activities which make a significant contribution to the acquisition of "extras" for the benefit of our children. New members are always welcome.
- (d) **Dorot Carmel** is a Carmel Alumni group on Facebook that allows individuals who are past students of the school to keep in contact and share information. Please visit Dorot and 'like' the group. If you have any news or old photos that you would like to share please contact Sussana Wills-Johnson or Lisa Kaplan-Winters, our Development Officers on 9375 4306 or development@carmel.wa.edu.au.
- (e) The **Principal** is responsible for the management and administration of all activities of the School including both the secular and religious education programmes of the School.
- (f) The **Senior Management Team** comprises the Principal, Business Manager, Director of Jewish Studies, Head of Secondary and the Head of Primary.

SAFETY AND SECURITY

Carmel School is committed to providing a safe and secure environment for its students and staff.

Vigilance

Everyone using the School – students, staff, parents and others – is asked to maintain a sense of vigilance regarding safety and security. All visitors to the School are required to register at the front reception upon entry to the School and are issued with a “Visitor” badge. Any suspicious individuals, objects or incidents in or near the School should be reported immediately to the school office or to the Security Officer.

Parent Patrol Roster

The School Board requires at least one parent from each family to offer their services for the School’s Parent Patrol.

A Parent Patrol Roster is implemented for every school day. Two parents are rostered at the Primary School and two at the High School each morning and afternoon while children are entering and leaving the school grounds. It is necessary for each family to participate in the roster. Where possible, families are only rostered once each term, but there may be occasions where they are rostered twice.

The Community Security Group (CSG) is working with Carmel School on Parent Patrol and may be able to assist you with your queries. To contact CSG Telephone: 9276 1644 or 9276 1900 (leave a message for a return call) or email: parentpatrol@carmel.wa.edu.au. The Parent Patrol schedule is distributed throughout the year. Preferences for days and sessions are recorded by completing the preference sheet sent out at the start of each school year. Parents are required to find their own substitutes if they cannot fulfil their assignment (telephone numbers are on the delivered schedule).

Car Park and Street protocol

Car parking is available in the Maccabi car park, the Breckler Park car park and the designated Kindergarten car park off Cresswell Road. The School cannot accept responsibility for the security or supervision of students' cars. The School is not obliged to provide parking for students' cars. High School students are not permitted to park their cars on Cresswell Road, but must park in the Breckler Park or Maccabi car parks.

The Cresswell Road embayment and the Primary School drive-through are designated drop-off and pick-up zones only. It is not permitted to double-park or to leave your cars in these areas during drop-off or pick-up times. Students must use the designated crosswalks in the Primary School drop-off zone and on Cresswell Road when crossing. Students and parents must obey the instructions of the car park and crosswalk attendants.

All parents should obtain a 'C.S.' sticker for their car so that CSG can easily recognise which cars belong to Carmel School parents and staff. These stickers are available from both primary and secondary reception.

For the safety of our students it is vital that common sense is used and traffic rules are obeyed in the car parks and along Woodrow Avenue and Cresswell Road at all times. Parking difficulties can be overcome by displaying patience and consideration. Your cooperation is essential to avoid serious accidents.

Illness and Injury

Parents should call the School reception on 9276 1644 between 7:50am and 8:20am to inform the School of their child's absence. Alternatively, you can fill in a student absentee form on School Stream. Parents are asked to refrain from sending ill children to school. Students who become ill or who are injured during school hours must notify their class teacher, the teacher on duty or go to Reception immediately. Where necessary, staff will be called to examine the student and appropriate action (e.g. medication, notification of parents) will subsequently be taken.

Evacuation Procedures

Evacuation instructions are posted in every room and regular evacuation drills are held.

JUDAISM AND CARMEL SCHOOL

Carmel School is a co-educational modern Orthodox Zionist Jewish Day School. Its work will have full meaning for the child when the basic values of the home, school and community are in harmony.

In line with these beliefs, the School fosters and develops ethical behaviour derived from an understanding and appreciation of the Jewish moral and spiritual heritage. All School activities conform to orthodox Jewish principles, teaching and practice. The conduct and religious instruction in all institutions under the authority of the School shall be in accordance with the standards of Orthodox Judaism as established by the Chief Rabbinate of the United Hebrew Congregations of the British Commonwealth of Nations.

The School recognises that it caters for students from a wide variety of Jewish backgrounds, including students from very committed homes and students who come to the School with very limited Jewish knowledge and towards the end of their school career. In consideration of this fact, it is the objective of the School that every student, regardless of background, should receive a meaningful, satisfying and relevant Jewish education.

In keeping with the aim of developing a strong sense of Jewish identity and where appropriate, students will be:

- * encouraged to participate in Jewish communal activities - be they of a religious, sporting, Zionist or cultural nature; and
- * required to participate in services and other aspects of the religious programme at the School.

Parents are encouraged to be supportive of the Jewish ethos of the School in order to maximise the attainment of a meaningful and satisfying Jewish education.

Kippot

All boys require a kippah which must be worn on the School premises and when representing the School. Jewish male visitors to the School are requested to wear a kippah. Carmel School uniform kippot must be worn in the Primary School.

Kashrut

Only dairy or parve foods can be brought to the School. No meat, food derived from meat products or shellfish may be brought onto the premises of the School or eaten at school or at school-sponsored functions with the exception of kosher-catered functions. At all meals students are expected to observe the necessary religious precepts.

At all school-sponsored functions to which students, staff, or parents are invited, any food served is prepared strictly in accordance with the laws of kashrut.

Prayers and Religious Services

As an orthodox school, Tefillah is an integral part of the Carmel School curriculum and all students are required to participate. Students should take an active role during dovening and inappropriate talking is not permitted.

All students above Year 1 must have a copy of the designated Siddur. All boys who have had their Barmitzvah must wear their tefillin where appropriate. The wearing of tallit is optional.

Observance of Jewish Values

The School's programme stresses observance of Jewish values. Parents are asked to support the promotion of Jewish values by not scheduling parties on Shabbat or Jewish Festivals. Such events, even if inadvertently planned, are a source of embarrassment and exclusion to those who have been invited but who will not violate the Shabbat or Festival.

These events also undermine the respect that children should have toward the School in general, and more specifically, the teachers.

Parents are also urged to refrain from holding class parties at venues where the sensitivities of children who observe Kashrut are violated. By respecting the principles of these individuals, even of a single individual, you are supporting the Jewish ethos of the School.

Please ensure that students wearing school uniform do not patronise fast food outlets.

EDUCATION STRUCTURE

Carmel School is divided into two sections. These are:

- ◆ Primary School, including Kindergarten, Prep and Years 1 – 6
- ◆ High School: Years 7 - 12.

In order to attend Kindergarten, children must turn 4 years of age before 1st July of that calendar year.

Within the secular education programme, the curriculum implemented is that prescribed by the School Curriculum and Standards Authority. The aim is to give the children as comprehensive a programme as possible in an environment, which is stimulating and happy.

Our school aims to maximise the scholastic, sporting and social achievements of all pupils, irrespective of ability. To this end:

- (a) support teaching is available as deemed necessary for students.
- (b) academic Enrichment and extension is available to advanced students in most subjects in all years to promote academic excellence.
- (c) a School Psychologist, Careers Advisor and Special Education Support teachers are available to provide educational, social counselling and support and give career guidance.

ENROLMENTS

Enrolment enquiries are encouraged and are to be directed to the Development Office - development@carmel.wa.edu.au. The School Prospectus and other marketing tools are available on request.

Placement in Class

The following are the criteria used for the placement of children, and the procedure followed.

- ◆ Primary School placement

A great deal of thought is put into this process, which involves considerable discussion between the Head of Primary School and the teaching staff. Often parents can provide valuable background information, but please remember that while your wishes will be taken into consideration, the School staff will take the final decision.

Classes in each year level are balanced so that each set of teachers has an even number of children, including: high achieving children in both secular subjects and Jewish Studies, children who have difficulties in the skills subjects, girls/boys, observant children, children with behavioural problems, new arrivals and children for whom English is not the language spoken at home.

As we aim for children to be happy in the class, a high priority is given to how each child will react to the teaching style and personality of the next teacher.

Decisions about multiple births and cousins will be made according to the situation of each family and after discussion with parents.

It is the School's policy that each child should progress with his/her peer age grouping wherever possible. Support will be offered where appropriate. Repeating a year will be an infrequent occurrence following comprehensive discussion and consultation with parents, teachers, senior staff and counsellors where necessary.

◆ High School placement

Decisions about High School placement for newly enrolled students are made after extensive consultation between the Head of Secondary, the parents and the student. In some cases, assessments may be required to ascertain the optimal level of entry. New students will also be placed in a pastoral house. This placement will be made by the Head of Secondary.

FEES AND ACCOUNTS

School accounts are sent out prior to the commencement of each school term. The annual tuition fees are payable in four instalments each instalment being one quarter of the annual fees. Fee instalments are due and payable within 14 days of the first day of each term. Parents who enrol or re-enrol a child at the School shall jointly and severally bear the responsibility to pay all school fees and charges as decided by the School Board from time to time. It shall be no excuse from such liability that one or other of such parents is unable for any reason to pay such fees and charges.

Notice of Withdrawal

Notice in writing at least one full term in advance must be given prior to the removal of a student from Carmel School. In default of such notice, one quarter of the annual fee is payable.

Fee Assistance

Carmel School is an independent school. Its fees and charges are detailed in the Fees and Charges brochure, and are payable accordingly. In certain circumstances, however, limited and conditional assistance with tuition fees may be available to enable children who are Jewish according to Orthodox Law (Halachah) to obtain a Jewish education at Carmel School.

Applications for such assistance are confidential and will be handled with due regard to the sensitivities and legitimate concerns of both those who feel that they must apply for assistance and those who carry the burden of paying full fees. The School asks, however, that all parents look properly and fairly at their own priorities where fees are concerned. Applicants for fees assistance should direct their enquiries to the Business Manager, Mr John O'Sullivan.

Deposits

New parents enrolling children in Kindergarten and Prep are asked to pre-pay an amount of \$200.00 as a deposit on the Term 1 fees for the year of entry into the School. Payment of this deposit enables the School to determine staffing and class sizes for the following year.

Fundraising

Like other independent schools, Carmel School relies on fundraising to provide many of the resources and facilities that our children enjoy, as fee revenue does not cover all of these expenses. Funds are raised in a number of ways including:

- ◆ P & F Association events and fundraising drives
- ◆ Carmel School Annual Giving Appeal (phoneathon)
- ◆ Capital Appeals for specific capital projects
- ◆ Jewish Education Foundation

Parents are asked to support these initiatives as much as possible.

SCHOOL HOURS

Primary School

Kindergarten	8:15am - 12:15pm	(half day session)
Kindergarten	Varied Programs	(1/2 day sessions Monday and Friday Full day sessions Tues–Thurs)
Kindergarten	8:15am - 3:00pm	(full day sessions)
Prep	8:15am - 3:00pm	
Years 1 – 6	8:20am - 3:15pm	
Recess	10:00am - 10:20am	
Lunch	12:20pm - 1:00pm	

High School

Years 7 - 12	8:00am - 3:15pm
Mentor Group	8:30am - 8:50am
Recess	10:40am - 11:10am
Lunch	1:35pm - 2:05pm

The School assumes responsibility for students between 7:45am and 3:30pm in the Primary and High School (Years 1-12). Gates will be opened at 7:45am in the Primary and High School to allow students to enter.

SCHOOL TERMS and HOLIDAYS

School terms and holidays are generally in line with the other government and independent schools in Western Australia.

Carmel School is also closed on Yom Tovim and throughout Pesach. Where school holidays do not directly coincide with Jewish holidays, there may be some adjustment of days. Please note that school finishes at the regular time of 3:15pm in both the Primary and High School on the last day of each term. On Erev Pesach and Yom Kippur the School will finish early in the Primary

School 1:00pm and the High School 1:30pm. Parents are given notice of early closures for this reason.

Public Holidays

The School's policy is that apart from Australia Day and Anzac Day, the children attend School on all public holidays which fall during term time, unless otherwise specified.

THE SCHOOL CANTEEN

A variety of food is available from the Primary School Canteen. It is open during recess and lunch break. High and Primary School orders are to be placed in boxes before school with collection at lunchtime from the Canteen for Primary School students and from Administration for High School students. Parents may also wish to order their child's lunch using Flexischools on the School Stream app. Please note there is a small cost incurred when using Flexischools.

Volunteer parental help is absolutely essential to effectively run the Canteen. Please offer your services, which will be appreciated greatly.

Please note that Credit is not available for students.

VISITORS TO THE SCHOOL

The School is delighted to welcome visitors. Prospective new parents and visitors from overseas are most welcome to make arrangements for a tour of the School with the Principal or Development Officer through the Principal's Assistant.

RULES OF STUDENT BEHAVIOUR

The most important rule is that students exercise common sense at all times and show concern for others.

Students are expected to:

- Be punctual at all times
- Take pride in their appearance by being well groomed and wearing their uniforms well (see uniform guidelines)
- Show respect for others and their property
- Be courteous to others at all times
- Respect each others' differences and everyone's right to learn

- Take pride in the School environment
- Represent the School well in the wider community

ATTENDANCE AND ABSENCE

Carmel School demands regular attendance at school. Students are expected to be at school and in classes on time and to be prepared for all classes and scheduled activities.

Punctuality

Students who arrive late for school must bring a note from parents on the day explaining the reasons for lateness.

Primary School students must give this note to their class teacher.

High School students are required to bring the note to the Administration Office and sign in before attending class. Students who arrive late for Davening must report to the duty teacher and at the discretion of the duty teacher will be assigned a lunchtime duty. Students who arrive late for a lesson must get a late note from their previous teacher.

Regular lateness will attract an appropriate sanction.

Absence from School

Parents are expected to ring the School receptionist on 9276 1644 before 9:00 am if a child will be absent from school. Alternatively, you can fill in a student absentee form on School Stream. The receptionist will ring parents of students who are absent after this time if students have not arrived.

Students who have been absent from school, must, on the day of their return to school, bring a note addressed to their Mentor written and signed by parents stating the date(s) of, reason for, absence. This note must be given to the Mentor.

High School students are expected to attend school on special days such as festival celebrations and sports carnivals and any other day where the normal curriculum does not run. Commitment to all aspects of school life is viewed as an expectation of being a student at Carmel School.

Absenteeism for reasons other than illness will be followed up.

Absence during tests and examinations

See Appendix 2: Tests and Examinations policy

Leaving School during school hours

If there is a legitimate reason for a student to leave during the School day parents must provide a written note signed and dated, to the School on the day.

In the Primary School, written notification via a note in the student's diary should be given to the class teacher.

High School students should present the note from their parents, initialled by their mentor, at the High School reception when signing out to leave.

Parents please note that dental, medical and other appointments should be scheduled where possible outside school hours.

Extended Absence

The laws of Western Australia require that students attend school until the end of the year in which they turn 16 years of age from 2006 and 17 years of age from 2008.

Where students will be absent from school for an extended period, parents are expected to give written notification of this to the Principal. Please bear in mind that staff will not be obliged to teach students course material which was covered during their absence but notes, handouts and course outlines will be made available if requested via Seqta Learn.

Please also be aware that postponements of tests and examinations will not be offered to students who have extended absences in Years 8-10. Any assessments or assignments, which are missed or are not submitted, will be given a mark of zero. Grades on reports will be a reflection of term assessments completed only.

If a student is ill then the staff will do their very best to ensure that the learning of the student is assisted in every way possible. Where a student has an extended illness, special arrangements will be considered.

Any work missed due to absence can be found online via SEQTA - Learn.

Parents who wish to seek permission for special leave for their children should write to the Principal, Head of Secondary or Head of Primary. Where a parent has sought permission from the School well in advance for a student to be absent for special circumstances (e.g. representing the state in a sporting competition, batmitzvah being held overseas, long service leave travel), it is the student's responsibility, with assistance from their Mentor/Class teacher to find out what work will be missed and how best to complete it.

Where a family simply decides to take a long weekend or a holiday in school time without prior permission, there is no obligation by the staff to make up lost teaching time or assessment.

DRESS CODE AND PERSONAL APPEARANCE

Expectations

All students are required to be well groomed, neat and tidy and in full school uniform. Any child not dressed correctly must bring a note with a satisfactory explanation signed by their parent.

School Uniform

Details of school uniform requirements can be found in the appendix to this handbook.

Summer uniform is worn in Terms 1 and 4. Winter uniform is worn in Terms 2 and 3.

Children (Primary and High) who attend school functions must always be dressed in full school uniform.

Students participating in interschool events can only do so if they are attired in correct school uniforms. This includes interschool sports events.

All items of school uniform must be clearly marked with the owner's name.

Please note:

- ◆ **Footwear – Years 5 -12:** Black school shoes are the only acceptable footwear for students. Sandals are not to be worn. Shoes are to be polished regularly.
- ◆ **Kindy to Year 4:** Sandals may be worn in Terms 1 and 4.
- ◆ Blazers are compulsory for students in Year 10 - 12. They must be worn at all formal assemblies and official functions, for photographs and whenever a student represents the School. Blazers are optional for Year 8 and 9.
- ◆ Students may wear a black or navy coat on very cold days.
- ◆ Ties are compulsory in Terms 2 and 3 for Year 4 -12. Year 10 -12 students are required to wear Seniors ties.
- ◆ It is important all Year 12s have full school uniform, including the school blazer until their graduation.
- ◆ Boys must wear kippot at all times, except when participating in sporting activities.

- ◆ Boys must be clean-shaven at all times; (boys seeking exemption on religious ground must discuss the matter with the Director of Jewish Studies).
- ◆ Shirts are to be worn inside the waistband at all times.

Hair

Hair must be neat and tidy at all times. Students must wear their hair up, in a neat style, if it is longer than collar length. If hair accessories are used such as ribbons, elastic bands, bobbles or slides and pins, they should be navy blue or white in colour. No outlandish hairstyles, cuts or colours are permitted. Students who have unacceptable styles may be sent home or required to wear head covering. Hair must not be gelled or spiked. Students who arrive at school with gelled, spiked or coloured hair or any style not in keeping with the School's culture may be sent home.

Jewellery

Jewellery, other than the items listed below, must not be worn at any time.

1. A wrist-watch may be worn, but students are encouraged to wear an inexpensive, serviceable one in case of damage or loss;
2. A Magen David pendant is permissible, providing it is not obtrusive or too large to be a hazard in sport and in the classroom;
3. Girls are permitted to wear plain silver or gold studs or sleepers. Studs with coloured set-in stones are not permitted, and only one set of studs or sleepers may be worn, one in each ear lobe; and
4. No other piercing is to be displayed. Taping over piercing is also unacceptable.

No responsibility can be accepted for the loss or damage of any personal items, which a pupil may bring to school.

Make-up

Make-up and nail polish must not be worn.

UNIFORM SHOP

Opening Hours

Tuesday	8:00am - 9:00am
Wednesday	2:15pm - 3:45pm
Friday	8:00am - 9:00am

Criteria for acceptance of goods for the second-hand shop can be found in Appendix 3 in this booklet.

The Uniform Shop is often opened during school holidays and peak times (changeovers) for parents' convenience. These extra opening times are advertised in the *Kesher Carmel* and on the website.

Free Dress Code

The Free Dress Code is designed to reflect Carmel School's ethos as an Orthodox Jewish Day School.

Neat, clean, casual dress is to be worn.

Please note:

- ❖ The current school policies regarding make-up, nail polish and jewellery are to be upheld.
- ❖ Concern for safety requires **closed-in** footwear to be worn i.e. no thongs or sandals.
- ❖ Clothing needs to be sensible, appropriate and modest. Singlet and strapless tops, very short skirts, revealing necklines, exposed midriffs and visible underwear are unacceptable.
- ❖ Only inoffensive slogans may appear on clothing items.
- ❖ Hair colour and hairstyles are to be in keeping with currently acceptable regulations. Hair should be tied back as during the normal school day.

This is a guideline only. It is impossible to provide a complete list of acceptable/unacceptable dress requirements; however, at the discretion of Mentors and other staff, any student dressed inappropriately will be asked to report to the School Office. Choose to dress sensibly, comfortably and appropriately so that you have an enjoyable day.

TEXTBOOKS AND STATIONERY

Every student of the School must be in possession of all required textbooks and stationery. Booklists are provided at the end of Term 4 for the following year. Parents are responsible for purchasing the required books from the stockists as indicated on the booklists, and replenishing consumables as needed.

A Car Park sale to buy and sell second-hand high school textbooks is run by the P&F Association and is usually held on the last Sunday morning before the end of Term 4. This event is advertised in the *Kesher Carmel* and on the website.

SPORT

Sports activities are an integral part of the School's curriculum and all students in Years 1-11 are required to participate. Participation is encouraged in Years 11 and 12 but is not compulsory. In order to participate, students must wear the appropriate designated school sports uniform. Students are offered a wide variety of sporting activities and we are fortunate to have the services of specialised Physical Education teachers in both Primary and High Schools.

Medical certificates must be presented if a student is to be exempted from sport. Consideration will be given to students who are unwell.

Students in Years 7, 8, 9 and 10 are required to participate in and attend the Interschool ACC Sporting fixtures and carnivals. These often involve fixtures after school hours and parents are reminded to consider them when scheduling after school appointments and extracurricular activities. Years 7 and 8 – Tuesday, Years 9 and 10 - Wednesday, Optional, Year 11 - Tuesday until 5:30pm.

After-school activities for Years 11 and 12 are voluntary, but if a student chooses to be involved at the start of the season they are expected to attend all sessions thereafter.

Inter-house swimming carnivals are held yearly in both the Primary and Secondary Schools. The Primary School carnival involves all students from Years 4 to 6. Participation in the High School Swimming Carnival is voluntary but all students must attend unless an exemption is granted for religious reasons. Students granted such exemptions are required to remain on the High School campus.

Yearly inter-house Athletics carnivals are also held for both the Primary (K-6) and High Schools. All students are required to attend.

HOUSES

In the Primary School all pupils are allocated to one of four houses:

Moriah	-	(Colour Red)
Nevoh	-	(Colour Gold)
Sinai	-	(Colour Blue)
Tavor	-	(Colour Green)

In the Primary School an Inter-House merit points competition recognises good deeds, behaviour and some sporting achievements.

In the High School all pupils are allocated to one of four houses:

Be'er Sheva (Red)	Teveria (Blue)
Yerushalayim (Gold)	Zfat (Green)

In the Senior School, the Houses vie for the House Shield. This incorporates Academic, Sporting and Cultural pursuits and is awarded to the winning House at the completion of the School year.

HOMEWORK

The School recognises the rationale for homework and the vital place it occupies in the educational process. The assistance of parents is requested to ensure that all homework is completed according to the School's guidelines and expectations. Parents will be informed in the event of homework not being completed.

Primary School teachers outline their expectations at the Parent Information evenings which are held at the beginning of each school year. All students from Years 4-12 are also given a School Diary in which their homework expectations are outlined. If students are taking significantly longer than these times, classroom teachers should be notified. Please note that homework for Primary students may take different and varied forms, i.e. formal written work, sticking in and colouring or reading. Formal written homework may commence at Year 3 level at the teacher's discretion.

ASSESSMENT AND REPORTING

A primary purpose of assessment is to enhance learning. Another purpose is to enable the reporting of students' achievement.

Assessment practices have a powerful impact on learning and teaching. Assessment information should enable judgements to be made about

students' progress towards the desired outcomes in a way that is fair and contributes to continue learning. Fair assessment is based on criteria, which are valid and transparent and applied with consistency and without discrimination. These in turn require an assessment regime based upon multiple kinds and sources of evidence.

Assessment is likely to enhance learning when the criteria are valid and explicit and when the assessment activities are themselves educative.

At Carmel School the progress of students is assessed and reported on in a number of ways, comprising a combination of the following:

- Three-way interviews (i.e. parent, teacher and student)
- Parent Interviews
- Tests and examinations
- Self-reflection and evaluation
- Student portfolios
- Reports
- External Benchmark Testing (e.g. NAPLAN)

Students are issued with a detailed assessment policy at the beginning of each year and the rules and deadlines must be understood and followed.

Procedure for Areas of Concern

The following procedure should be followed in the Primary and High School if there are areas of concern:

- (a) First consult the class, subject or Mentor teacher;
- (b) If necessary, meet with the Head of Primary, Heads of Departments or the Director of Jewish Studies;
- (c) If necessary, meet with the Head of Secondary making an appointment via the PA to the Head of Secondary;
- (d) If necessary, meet with the Principal making an appointment via the PA to the Principal.

Appointments for parents can be made through the school secretaries at the appropriate school office.

Teacher/parent meetings are organised on a regular basis but parents are encouraged to liaise with staff at other times as well. If parents are unable to attend scheduled three-way interviews, alternative arrangements can be made and are encouraged.

STUDENT DEVELOPMENT

Student Development involves overall care and concern for the physical, social and emotional wellbeing of students.

The Student Development Team is led by the Head of Secondary and includes the School Psychologist, the two Deans of Students, Mentor and class teachers who all have responsibilities in this area.

COMMUNICATION and PUBLICATIONS

The *Kesher Carmel*

Parents are kept informed of school activities through our weekly *Kesher Carmel* available to download from the website each Friday. It is also available on our School stream app. Please ensure that you read the *Kesher* as it often contains important notices and dates including updates and variations.

Notices and Email

Notices to parents are regularly sent home with students. Parents are asked to check with their children each day regarding notices that have been distributed.

Increasingly, the School is using email as a means of communication with students and parents. Please ensure that the School is given your email contact details and that you advise the School of any changes. This also applies to any change of mailing address or contact telephone numbers.

The School also uses *School Stream* to notify you of events.

Website

The *Kesher Carmel*, photos, policies and other items of interest are available on the School's website, www.carmel.wa.edu.au and are regularly updated.

Carmel School Year Book ("*Shnatenu*")

Our comprehensive Year Book is distributed to each family at the end of the School year. There is no charge for this publication.

PRIVACY ACT – STANDARD COLLECTION NOTICE

1. **CARMEL SCHOOL** (the School) collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for your son/daughter.
2. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include the Education Act, Public Health and Child Protection laws etc.
4. Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about pupils from time to time.
5. The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, sports coaches and contracted service providers and volunteers.
6. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.
7. Parents may seek access to personal information collected about them and their son/daughter, subject to the requirements of the Privacy Act. There are some exceptions to this right set out in the Act Pupils will generally have access to their personal information through their parents. **Requests for access to information should be directed to the School Principal in writing.**
8. As you may know the School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
9. Personal information collected from pupils is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, photographs, pupil activities and other news is published in newspapers, School newsletters, magazines, on our website and on, staff controlled, social media. **If you do not agree to this you must advise us in writing now.**
10. We may include your contact details in a class list and school directory. **If you do not agree to this you must advise us in writing now.**
11. When you provide the School with the personal information of others, such as doctors or emergency contacts, **we encourage you to inform them** that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose this information to third parties.

TELEPHONES

Phone Calls

Students will not be permitted to use the phone unless it is for exceptional circumstances or unless a teacher or senior staff member feels it is necessary. It is important therefore that students remember to bring their sports uniform, homework, assignments, and notes etc. from home to avoid the necessity of using the phone. Again in the High School, if a student feels unwell at the beginning of the day but wishes to attend school for a test or in the hope that they will feel better as the day progresses, please send a note to this effect to the Mentor teacher. The School will then allow the student to phone home to arrange to be picked up.

Mobile Phone Policy

Whilst the School recognises the convenience of mobile phones, students are discouraged from bringing them to school and parents should be aware of the fact that no responsibility will be taken for any loss of or damage to, mobile phones at school.

- If mobile phones are brought to school they must remain on silent or preferably turned off. They may not be used during the School day from 7:55am to 3:15pm for either calls or text (SMS) messages.
- Students have access to school phones for urgent calls and for calls approved by a staff member.
- Mobile phones that are taken into class and are left on or used will be removed until the end of the day and there will be a consequence. Second and subsequent infractions will see the mobile phone held by the Head of Secondary for up to a week and the parents asked to collect the phone from the School.
- Repetitive disregard for the School's policy will result in an after-school stay.
- Students who use mobile phones at School for sending text messages or photos or making or taking calls and messages during tests and examinations will be deemed to have cheated and will have a zero recorded for that particular test or examination paper.
- Unauthorised photos taken and or sent using a mobile phone at school are not allowed as this infringes the privacy provisions of all members of the School community. Any such use of a mobile phone may have serious consequences.

Carmel School students are encouraged to deal with daily circumstances and situations including problem solving whilst at school without resorting to ringing parents or family members to help. The School aims to teach students life skills which include the ability to face and solve problems and difficulties independently.

Seeking premature help for solving routine problems or challenges may have the adverse effect of undermining or weakening the individual student's ability to develop resilience, maturity and independence.

We encourage students to seek the help of staff members where appropriate and School Psychologist for more personal problems rather than calling in assistance from outside of school. Mobile phones in these particular circumstances may be a hindrance rather than a benefit.

UPPER SCHOOL STUDENTS

All Years 11 and 12 students and in particular all Year 12 students are expected to set an example to younger students and to help younger students who are experiencing difficulties, social or otherwise.

Senior students will therefore be given leadership responsibilities, badges of honour and privileges. Where students do not provide an exemplary role model, privileges, status and honours will be curtailed or removed.

Year 12s have the privilege of a shorter school day on Fridays unless they are required to stay on by the Principal or other staff members.

It is anticipated therefore that driving lessons and tests, medical and other appointments will be made during this time rather than during normal and valuable teaching time.

APPENDIX 1 - POLICIES

1.1 DRUG POLICY AND RESPONSE TO INCIDENTS OF DRUG USE

1. Preamble

Drug use by students is an issue that confronts the majority of schools in some way at some stage.

A drug is defined as any substance with the exception of food and water which when taken into the body alters its function physically and/or psychologically. This definition includes all drugs, e.g. analgesics, alcohol, tobacco, cannabis, amphetamines, solvents etc.

The School's responsibility includes a concern for and understanding of how to achieve physical health and well being for all its students in the context of an orthodox Jewish ethos and environment.

Although the School plays an important role in addressing drug use issues, they are in fact a shared responsibility and require a family and whole community based approach.

Carmel School's curriculum includes the K-10 Western Australian Health Education syllabus, which incorporates drug education. In addition to this, the School through its parent organisation (P&F Association) has provided parents with the opportunity to learn about and discuss drug use and related issues on a regular basis. Letters to parents from time to time from the Principal and items in the School's newsletter as well as profiling drug use issues in assemblies and during talks with students augment drug education in the classroom. External and expert counsellors run counselling and information sessions for students on a regular basis.

Carmel School's modern Orthodox Jewish culture provides its students and staff with an immensely rich heritage upon which to draw in the educative process. This culture plays an important role in all aspects of the curriculum including the addressing of concerns related to drug abuse. It is less likely that students who find self-realisation or self-fulfilment through Judaism will become victims of drug abuse. The support of Jewish Studies staff in a counselling role is therefore considered essential and of benefit.

2. Background

Drug use is a complex issue and drug-use problems result from a combination of many contributing factors. The School's response is

therefore as comprehensive as possible. The intention of this policy is to respond to incidents of drug use in a caring and consistent manner. A standardised approach to drug education and incidents of use will be implemented at Carmel School as a result of this policy.

This policy and subsequent procedures have been developed in consultation with school staff, parents, students and Drug Counsellors.

The Carmel School Drug Policy is binding on all members of the school community while they are on school premises or at a school function where there are students present. This includes students, staff, volunteer staff, ground staff and other workers. The policy also applies to school visitors and any functions held on school premises unless otherwise negotiated with the Principal.

3. Aim

This policy aims to contribute to a positive, healthy and caring school environment in which students can achieve their full potential and develop interpersonal skills that will help them face challenges both in and out of school, now and in the future. The policy seeks to be consistent with State and Federal laws.

4. Prevention

Carmel School has a comprehensive health education programme that contains drug education as part of the curriculum. The programme consists of factual information, attitude clarification and skill development appropriate to the age of the students. The programme adopts a rational harm-reduction approach to drug education. Carmel School recognises the sensitive and demanding nature of teaching comprehensive health education including drug education. Where possible, the programme is delivered by teachers who are trained in using a balance of knowledge, attitude and skills activities to teach drug education.

All students K-10 will be taught Health Education which incorporates drug education components of the Western Australian Health Education K-10 Syllabus. The Health Education programme will adopt a rational harm reduction approach to drug education and will recognise that the drugs most likely to be used by young people are alcohol, medicinal drugs, tobacco and for older students, cannabis.

As Carmel School is responsive to community needs, the Health Education programme may be modified from time to time to reflect immediate community requirements. To assist in this, Carmel School undertakes to liaise and involve the school community in its Health Education programme wherever possible. This includes the provision of

parental awareness programmes, and ongoing interaction with key community groups.

5. Intervention

The best intervention procedure is designed to address drug-use incidents in a way, which is in the best interest of all parties, while also conforming to legal requirements.

This School does not permit students, school staff, other workers or visitors while on school premises, at school camps or at a school function (where students are present) to:

- smoke tobacco products;
- consume and/or possess alcoholic beverages except for religious ritual or as negotiated with the Principal;
- possess drug-related equipment such as syringes, bongs, pipes etc. (Misuse of Drugs Act 1981) except in cases of lawful medical use; for example, the use of needles by diabetics to administer insulin;
- possess or use prohibited drugs in accordance with the Misuse of Drugs Act 1981.

Students, while on school premises, are not permitted to use prescribed medicines or analgesics unless the parents have approved this.

The School Nurse, or person acting on his/her behalf during his/her absence, is the only staff member permitted to administer analgesics, or oversee the use of diabetic syringes.

6. Responding to Incidents of Drug Use

The procedure outlined below has been developed with the health and welfare of Carmel School students in mind. It should be followed where possible and any variations should be discussed with the Principal.

In a situation where drug use is suspected, an assessment of the condition of the student should be made. If necessary, first aid should be administered. The student should then be taken to the School Nurse or to the Head of Secondary or Head of Primary if the nurse is not available.

The Principal should be notified and a decision made regarding action to be taken. It is the Principal's responsibility to notify the student's parents as soon as possible or to delegate this responsibility.

7. Smoking

All Offences

Parents/guardians will be notified and a letter sent home. Student to attend an interview where he/she will be informed of the school rules relevant to smoking, the consequences should further incidents occur and the health implications of smoking.

First Offence

Student to complete two days' detention after school with the Health Education Coordinator and/or the School Health Nurse (during this time the student will be given appropriate drug education activities to complete).

Subsequent Offences

Student(s) to face disciplinary action namely suspension.

8. Alcohol and Solvents

Possession and/or consumption of alcohol or deliberate inhalation of solvents will require the School to contact parents/guardians for a face-to-face meeting. The Health Education Staff will arrange counselling and the student(s) will face disciplinary action, namely suspension.

9. Illicit Drugs

If possession of an illicit drug is suspected, the student will be asked to empty the contents of his/her school bag, pockets, open and empty his/her locker, etc. If the student refuses to do so, the Principal may call the police. Parents will also be contacted. Searches may be undertaken by a police officer when *reasonable suspicion* exists.

In the case of possession, use or sale or supply of prohibited drugs, the parents/guardian will be informed immediately. The Principal may inform the police and the student(s) will remain under the supervision of the Principal until the police arrive. In the absence of a student's parent or guardian, a teacher nominated by the student will always be present at any police interview that takes place on school premises. The student will be offered counselling and will face disciplinary action, namely an extended suspension or expulsion. Outside counselling agencies may be contacted if appropriate at this stage as intensive drug counselling is not usually the role of school personnel. Students will be referred to relevant agencies after discussion between the student, the Principal and the parents.

The students involved with all drug-related incidents will face disciplinary action. Confidential written records will be maintained by the School about all incidents of drug use. If no drug use is detected but strong suspicion exists, it should be reported to the Principal who will keep confidential written notes. Only staff members who need to

know will be informed of any incidents of drug use and kept up-to-date with the case. However, in the case of a suspension or expulsion, the Principal will notify all staff verbally. All staff are required to maintain strict confidentiality and refrain from gossip.

1.2 “*BE A MENSCH*” POLICY (Anti-Bullying and Harassment)

1. RATIONALE

Policy Statement

The aim of the *Be a Mensch Policy* is to ensure that the School is a safe and supportive environment for all members of the Carmel School community. The policy chooses to identify positive behaviours and encourage all members of the community to act like a Mensch.

This policy will

- Provide a learning environment where individual differences are appreciated and accepted;
- Model behaviour that shows tolerance and acceptance at all times by all members of the community.

What is a Mensch?

A Mensch is a person who is admired, respected and trusted because of their sense of what is right and fair. They are a compassionate and responsible role model who gives of their best, displays a fundamental decency, sense of ethics and respect for mankind and the environment.

*What you do not want others to do to you, do not do to them.
Hillel, Pirke Avot.*

Carmel School aims to provide a safe, secure and caring environment for our children to grow in harmony. Our school does not tolerate bullying or disruptive behaviour and expects all members of the School Community to treat each other with respect and dignity.

2. WHOLE-SCHOOL COMMUNITY AGREEMENTS

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and supportive environment, promoting Mensch-like behaviour.

2.1. **Rights**

Every person has the right to feel safe at Carmel School.

Students, teachers, parents, caregivers and members of the wider school community have the right to:

- Be safe and supported in the school environment.
- Feel valued and respected in the school environment.
- Be involved in the development of the whole-school community decision making process with regard to the *Be a Mensch Policy*.
- Have a clear, shared understanding of what bullying is and how we as a School Community manage it.
- Have a clear, shared understanding of what is acceptable behaviour.

Students have the right to:

- know that their concerns will be responded to by school staff.
- be provided with appropriate support if involved in bullying either as a person bullying, a person being bullied or a person who witnesses bullying.
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety and bullying.
- learn in a safe and co-operative environment.

Staff have the right to:

- feel safe in their working environment.
- be treated with respect by students, parents and other staff.
- teach in a cooperative environment which is conducive to learning.
- address their concerns with the appropriate personnel.

Parents have the right to:

- expect their child to be safe, supported and treated with respect.
- be heard and to have their opinions valued.
- be provided with information regarding the prevention and managements of bullying situations.
- be provided with information outlining the expectations in promoting and managing positive behaviour in all learning environments.
- have their concerns dealt with in a confidential and professional manner.

2.2. **Responsibilities**

All stakeholders have a responsibility to promote positive relationships that respect and accept individual differences and diversity within Carmel School and wider community.

Parents and caregivers have a responsibility to:

- be aware of the *Be a Mensch Policy*.

- assist their children in understanding bullying behaviour and the policy.
- support their children in developing positive responses to incidents of bullying consistent with the *Be a Mensch Policy*.
- support the school to deal effectively with bullying and behaviour management through the strategies outlined in the *Be a Mensch Policy*.

Students have a responsibility to:

- behave appropriately, to ensure all students have the opportunity to maximise their time in safe learning environment.
- respond to incidents of bullying and behaviour management according to their *Be a Mensch Policy* and assist in maintaining a safe environment.

Teachers have a responsibility to adhere to the *Be a Mensch Policy* including:

- being familiar with the schools *Be a Mensch Policy* and procedures.
- acknowledging their responsibility as role models for caring and tolerant behaviour.
- encouraging parents to be open in their discussions about bullying and behaviour management in the School.
- being observant of signs of bullying and treating reports of bullying seriously.
- responding in an appropriate and timely manner to incidents of bullying and classroom management according to the *Be a Mensch Policy* and in accordance with the Schools expectations on confidentiality (refer to Marketing and Public Relations Policy).
- reporting, recording and following up incidents of bullying and behaviour management.

Carmel School has a responsibility to inform staff, students, parents, caregivers and the wider school community about the *Be a Mensch Policy* including:

- providing staff with ongoing support and professional development in the implementation of the *Be a Mensch Policy*.
- providing students with strategies to respond positively to incidents of inappropriate or, bullying behaviour.
- providing parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the appropriate consequences for inappropriate behaviour.
- communicating to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour and behaviour management issues involving their children.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and supportive environment, promoting Mensch-like behaviour.

- be safe and supported in the school environment.
- feel valued and respected in the school environment.
- be involved in the development of the whole-school community decision making process with regard to the *Be a Mensch Policy*.
- have a clear, shared understanding of what bullying is how we as a School Community manage it.

Students have the right to:

- know that their concerns will be responded to by school staff.
- be provided with appropriate support if involved in bullying either as a person bullying, a person being bullied or a person who witnesses bullying.
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety and bullying.

Staff have the right to:

- feel safe in their working environment.
- be treated with respect by students, parents and other staff.
- be provided with information regarding the prevention and management of bullying situations.
- address their concerns with the appropriate personnel.

Parents have the right to:

- expect their child to be safe, supported and treated with respect;
- be heard and to have their opinions valued.
- be provided with information regarding the prevention and managements of bullying situations.
- Address their concerns with the appropriate personnel.

2.3. **Responsibilities**

All stakeholders have a responsibility to promote positive relationships that respect and accept individual differences and diversity within Carmel School and wider community.

Parents and caregivers have a responsibility to:

- be aware of the *Be a Mensch Policy*.
- assist their children in understanding bullying behaviour and the policy.
- support their children in developing positive responses to incidents of bullying consistent with the *Be a Mensch Policy*.

- support the school to deal effectively with bullying through the strategies of the *Be a Mensch Policy*.

Students have a responsibility to:

- behave appropriately, according to the School Behaviour Education Policy.
- respond to incidents of bullying according to their *Be a Mensch Policy*.

Teachers have a responsibility to adhere to the *Be a Mensch Policy* including:

- being familiar with the school's bullying policy and procedures;
- acknowledging their responsibility as role models for caring and tolerant behaviour.
- encouraging parents to be open in their discussions about bullying in the School.
- being observant of signs of bullying and treating reports of bullying seriously.
- responding in an appropriate and timely manner to incidents of bullying according to the *Be a Mensch Policy*.
- reporting, recording and following up incidents of bullying.

Carmel School has a responsibility to inform staff, students, parents, caregivers and the wider school community about the *Be a Mensch Policy* including:

- providing staff with ongoing support and professional development in the implementation of the *Be a Mensch Policy*.
- providing students with strategies to respond positively to incidents of bullying.
- behaviour, including responsibilities as bystanders to bullying situations.
- providing parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the appropriate consequences for inappropriate behaviour.
- communicating to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.

3. SCHOOL COMMUNITY COMMON UNDERSTANDINGS

3.1. What is Bullying?

1. By definition bullying is not being a Mensch.

2. Bullying can and does depend upon the perception of the individual targeted. What is upsetting behaviour to one may not be considered to be so by another.
3. It is a repetitive behaviour targeted at an individual, which causes distress, not only at the time it occurs, but also by the threat of reoccurrence.
4. It is characterised by an imbalance of power.
5. Its nature may be:
 - Verbal - name-calling, the use of ridicule.
 - Physical - pushing, shoving, kicking and tripping.
 - Social - the use of exclusion.
 - Psychological - rumours, threats, passing notes.
 - Cyber - rumours and innuendo communicated via SMS, MSN, emails and websites.

Is fighting bullying?

While fighting between two students of equal power is of concern, it is not bullying. It is the presence of a power imbalance that distinguishes bullying from fighting, conflict, violence and disagreement. Acts of physical violence will be dealt with in accordance with the School's Behaviour Education Policy.

Is teasing bullying?

Teasing, done in mutual fun and jest, where all individuals are involved and feel capable of responding, is not bullying. However, there comes a point where teasing can become bullying when considered in the light of the above definition.

3.2. Bystanders to bullying

Most students are not directly involved in bullying although many can be affected as bystanders, these students can play a vital role in the prevention of bullying by supporting students who are bullied, telling someone to seek help for that person and influencing their peer group to refrain from bullying others.

Bullying is more than a relationship between students who bully and students who are bullied. It is a social relationship involving group values and group standards of behaviour which requires consistent action across the school community to achieve positive change.

A bystander is someone who sees the bullying or knows that it is happening to someone else.

Bystanders can be identified in the following categories:

- **Supporters** – Support the person bullying, either by helping the child to bully the other person or by encouraging the person bullying;
- **Spectators** – Gather or deliberately stay to watch the incident (sometimes from concern and sometimes for enjoyment);
- **Witnesses** – Are aware that the incident is occurring (know about the bullying or see it from a distance).

Within each group there may be potential victims who are afraid they could be bullied next and this may influence their decision-making when deciding what to do.

What can bystanders do?

If a student sees another student being bullied he or she could:

- Ask a teacher or support person for help.
- Let the person doing the bullying know that what they are doing is bullying.
- Refuse to join in with his or her bullying and walk away.
- Support the student who is being bullied.
- Support their friends and protect them from bullying by being there for them (people who are alone are more likely to be the target of bullying).

4. WHOLE-SCHOOL INTERVENTION STRATEGIES

4.1. Prevention Strategies

Ethos

Be a Mensch Policy links directly to the Carmel School Ethos that provides safety, supports a sense of connectedness and encourages open communication for students, staff and parents.

- Bystander awareness and intervention
- Positive peer support and influence
- School connectedness
- Open communication

Student Management and Support

That encourages empathy, problem solving and positive action.

- Restorative Practices
- Peer Support
- Student social competencies
- Cooperative work with parents
- Breaking up 'poor behaviour' sub-groups
- Incentives for positive behaviour
- Providing non-threatening methods of reporting

Family Links

Increasing parents' knowledge, attitudes and skills to talk with their children about bullying and how to cope effectively should it occur.

- Assembly Items
- Newsletter Items
- Home activities
- Parent information booklets and diaries
- Parent information sessions

Classroom Practice

Creating a common understanding of bullying and how to cope effectively, whilst simultaneously building the social skills and resilience of students.

- Classroom management
- Student grouping and social architecture
- Class meetings
- Student social competence
- Experiential activities e.g. role play

Physical Environment

Positively modify the school's physical environment to reduce bullying

- Deliberate use of student work
- Seating and social areas that allow for pro-social behaviour
- Peer supporters
- Identifying problem areas and establishing safe areas

4.2. Classroom Curriculum

Be a Mensch Policy is embedded in the curriculum through explicit and incidental learning opportunities. A range of resources are available to staff including:

- National Safe Schools Framework
- Values for Australian Schools
- Friendly Schools and Families
- Restorative Practices
- School Drug Education and Road Awareness Resources (Challenges and Choices)
- Pirkei Avot (Ethics of the Fathers)

Knowledge

- An understanding of what behaviours constitute bullying and why bullying is unacceptable;
- Adaptive responses to being bullied, including reporting bullying, seeking support and responding assertively

- The role of the bystander
- Understanding the school's *Be a Mensch Policy*

Attitudes

- Empathy building
- Positive social norms and normative expectations to discourage bullying
- Peer support for students who are being bullied
- Being unprejudiced
- Being cooperative and empathic
- Resisting negative group pressure
- Self-acceptance and self-respect

Skills

- Social skill development and social problem solving;
- Being assertive and not acting aggressively
- Resolving differences constructively, using conflict resolution techniques
- Helping others who are being bullied, as a good bystander
- Reacting effectively in bullying situations
- Students' ability to talk about bullying with each other and adults;

Communication and Promotion

Information for new students and their families is provided for awareness raising and promotion of the *Be a Mensch Policy*

- Parent Information Meetings
- Orientation Days
- Student Diary
- Keshet Items
- Parent Handbooks

New staff, relief staff and support staff

Line managers/administrators to discuss *Be a Mensch Policy* with new staff as part of the induction process.

4.3. **Intervention Flowchart** - See following page

5. PLANNING AND REVIEW

Provision for ongoing review of policy, procedures, programs and structures.

The development of the whole-school plan for addressing bullying will be part of an ongoing, collaborative planning and review process including specific methods of:

- Monitoring and evaluating the whole-school policy and practice that includes input from the entire school community, particularly students, parents and the wider community.
- Maintaining awareness raising activities to periodically reaffirm the school's stand on bullying and reach new school community members.
- Keeping action on bullying a high priority.
- Identifying resources (including staff and time) committed to the review and maintenance of the policy.

INTERVENTION – CASE MANAGEMENT

FLOWCHART

KEY POINTS

LEVEL 1 INCIDENT
 For individual or groups who are “at risk” of being involved in on-going bullying
 ➤ Mentor Teachers
 ➤ Classroom Teachers
 ➤ Colleagues



Respond

Consultation with those concerned to plan appropriate response/s



Record

Incident recorded at discretion of teacher ie Student Reference Slip

LEVEL 2 INCIDENT
 For individuals or groups who are involved in bullying behaviours.
 ➤ Mentor Teachers
 ➤ Classroom Teachers
 ➤ Senior Staff (HOP, DOSD, HODS etc)
 ➤ School Psychologist



Respond

- Meeting with individuals involved using restorative practices to problem solve the situation
- Individuals supported and provided with skills to make changes to their behaviour
- Situation is monitored
- Follow up meetings with all stakeholders



Record

Incident Report Form completed

 Copy given to all stakeholders.

 All forms stored in student files.

LEVEL 3 INCIDENT
 Case work for individuals who are persistently bullying or bullied
 ➤ Mentor Teachers
 ➤ Classroom Teachers
 ➤ Senior Staff (HOP, DOS etc)
 ➤ School Psychologist
 ➤ Principal
 ➤ Outside support and expertise.



Respond

- Principal contacts parents by phone and parents required to attend case meeting.
- Action planned devised to provide support and counselling.
- Principal issues consequence for significant inappropriate student behaviour.



Record

Incident report form and other relevant records completed.

 Meetings documented

 All Information filed and relevant personnel notified

Actions

- Discussions with students involved
- Resolutions are negotiated
- Students are encouraged to ask for help immediately if they experience bullying again
- Counselling about more appropriate behaviour
- Support is negotiated for students involved
- Provide support for the bullied student
- Provide effective incident response e.g. Shared Concern
- Record incident, actions and outcomes
- Inform and support parents/ caregivers
- Inform relevant staff.

Specialised work:

for students who are bullied -

- Self-esteem building;
- Social skills development;
- Assertiveness training;
- Cooperation skills;
- Conflict resolution skills; and
- Decision making;

for students who bully -

- Social skills development;
- Anger management;
- Empathy building;
- Cooperation skills; and
- Conflict resolution skills;

for bystanders –

- Peer support
- Bystander awareness

Actions

- Incident response plan implemented in collaboration with caregivers, specialist education system personnel.
- Staff briefed on response plan
- Individual counselling
- Family-focused intervention and support.

Support

- Identify relevant Support Services
- Health Care
- Support

1.3 GRIEVANCE POLICY

Although it is most unusual for complaints or grievances to remain unresolved at the School, there may be times where students or parents feel the need to take their grievances further.

When this situation arises, parents and students should follow the outlined procedure:

1. See the most appropriate staff member first, namely the subject teacher or Mentor/class teacher. Most problems should settle at this level.
2. If the matter remains unresolved seek an appointment with the Head of Department, Head of Secondary, Director of Jewish Studies or Head of Primary.
3. In the unlikely event that the situation has not been resolved satisfactorily, an appointment should be made with the Principal or a letter written to the Principal.
4. If the problem persists after contact with the Principal, parents or students should detail their grievance in writing to the President of the School Board who will then discuss the matter with the Principal. It may be necessary to table the written complaint at a Board meeting. The Board will make a ruling and the President will relay this to the parent or student at which time the matter will be at an end.
5. If the problem or grievance is directly to do with the Principal, then the parents or students should detail their grievance in writing to the President of the School Board.

Parents are advised that educational and disciplinary matters, which include staffing of the School, are the responsibility of the Principal and the Board does not usually intrude into this area.

In most cases where a grievance occurs, we have found that misinformation is the cause of misunderstanding. The School's advice is therefore to seek information from the most appropriate staff member about any situation, which has the potential to cause problems or grievances.

Please also bear in mind that School policies are in place for most contingencies. These policies have evolved over many years and are the result of a consultative process, which has involved all the stakeholders at some stage. It is expected therefore that all students, staff and parents will be aware of the policies and will pay heed to them.

1.4 TERMS AND CONDITIONS FOR THE USE OF CARMEL SCHOOL'S COMPUTER NETWORK

As users of the Carmel School Network, students are expected to sign the following agreement each year:

I agree to follow the school's rules and code of ethics in all of my work with computers while attending Carmel School.

1. I understand that all use of the Internet must be in support of education and research and be consistent with the purposes of Carmel School.
2. I recognise that all Carmel Network users have the same right to access the school's computers. Therefore:
 - I will not play games or use the computer resources for non-academic activities when others require the system for academic purposes.
 - I will not waste nor take supplies, such as paper, printer cartridges, and diskettes that are provided by the School.
 - When I am in a computer laboratory, I will talk quietly and work in ways that will not disturb others.
3. I recognise that software is protected by copyright laws.
 - I will not make unauthorised copies of software found on the Carmel Network, either by copying them onto my own diskettes or onto other computers through electronic mail, bulletin boards or other means.
 - I will not download or install unauthorised information or software onto the hard drives of any Carmel computer.
4. I recognise that the work of all users is valuable; therefore:
 - I will protect the privacy of others' areas by not trying to learn their passwords.
 - I will not copy, change, read, or use files in another person's area, without that person's prior permission.
 - I will not plagiarise works that I find on the Internet. I understand that plagiarism is taking the ideas or writings of others and presenting them as if they were my own.
 - If, as part of my studies, I include work which has been created by others, I will reference and acknowledge the source of the material.
5. I understand that there are proper codes of conduct regarding the use of computers.

- I will not attempt to gain unauthorised access to system programs, computer equipment, files or directory areas to which I have not been granted access.
 - I will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
6. I understand that malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited and is a serious offence.
 7. I am responsible for my individual account and password and should take all reasonable precautions to prevent others from being able to use my account. Under no conditions will I provide my password to another person.
 8. I will not post personal information about myself or other people on computer systems. Personal information includes addresses, telephone numbers, school address, work address, photographs etc.
 9. I will not use the Carmel Network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
 10. I will not use inappropriate language in public messages, private messages, or material posted on web pages.
 11. I should expect only limited privacy in the contents of my personal files and directories on the Carmel Network.

A contract relating to the use of the Internet and email at Carmel School is in each student's school diary and must be signed by students and a parent/guardian at the commencement of each school year.

1.5 CHILD PROTECTION POLICY STATEMENT

- All Carmel School students have a right to feel safe at school and/or when participating at authorised activities.
- All Carmel School staff when accepting a position in the School are also accepting shared responsibility for the pastoral care of students.
- Whilst the School employs specialists whose specific area of expertise is in counselling and in pastoral care, every staff member is required to offer pastoral care and a duty of care to all students whenever a staff/student relationship exists within or outside of the school hours and environment.
- Carmel School staff are entrusted to take on, in partnership with parents, the primary educators and caregivers of their children the total education of the child.
- The School's Child Protection Policy incorporates the beliefs and values of Orthodox Judaism and Torah Education which promotes Gemilut Hassadim (loving kindness) and compassion to one's fellow human being and reinforces the belief that every student's welfare and well-being is of prime importance.

SUMMARY OF PROCEDURES:

Staff must report to the Principal instances of student:

- Disclosure of abuse or neglect from someone with a responsibility to care for the student;
- Signs of abuse or neglect from someone with a responsibility to care for the student;
- Allegations of sexual contact by staff; and
- Disclosure or discovery of sexual contact with another student. Instances involving the Principal must be reported to the Board President.

Upon receipt of such a report, the Principal must initiate appropriate actions from the following:

- If an allegation of abuse is made against a staff member the Principal will ascertain the extent of and nature of the claim by interviewing the student and staff member individually in the presence of the School Psychologist.

- If the abuse involves bullying such as verbal or similar forms of abuse the Principal will counsel the staff member and give him/her the opportunity to modify such behaviour and will arrange for behaviour management strategies to be put in place if justified or appropriate. Confidential notes will be kept on interviews with the student and staff member and there may be liaison between the Principal and the parents of the student.
- If the allegation is one of sexual or physical abuse the staff member will not be permitted any contact with the student while the matter is being investigated by the DCD and/or Police. The staff member will be placed on leave with pay until such time as the matter is determined. If the case is proved, the staff member will be dismissed immediately. If it is established that there is no case to answer the staff member will be reinstated with no loss of entitlements.

Confidentiality will be maintained throughout the investigation. The student and staff member will have the opportunity to access counselling.

All students and staff members will have access to *The Child Protection Policy and Procedure* document. Professional Development will be provided for all staff so that their understanding of the policy and procedures is established. Students will be informed of aspects of the policy and procedures and a copy will be available to them and to their parents on request. Ongoing education as part of the students' Health Education programme will be provided in matters of Child Protection.

1.6 CAMP AND SHABBATONIM BEHAVIOUR POLICY

Primary School

The School begins its camp programme with Day Camps in Years 1-6. All camps are part of the School's teaching programme, and while arranged to be enjoyable, they have a serious intent. All children are expected to attend and to stay for the duration of the camp. Permission to miss or leave the camp is only given by the Head of Primary School, and then only for exceptional circumstances. In these cases the student does not return to the camp and must attend school instead. The School's Alcohol and Drug policy applies to all camps and parent helpers are required to abide by these restrictions as well.

High School

In Year 7, the overnight camp programme begins with Camp Kef and Barmitzvah and Batmitzvah Retreats. The Outdoor Education camp is held for Year 8 students and the Physical Education camp is held for Year 9 students. Jewish Studies camps are held for students in Years 7-12. *Shorashim* a three week tour of Israel is held for Year 10 students. All eligible students are expected to attend these camps as they are part of the educational programme of the School.

For safety and welfare reasons, it is important that directions from staff members and other personnel are followed promptly.

- Students may not leave the dorms after 'lights out' without proper cause.
- Students will participate in all camp activities unless unable to do so due to injury, illness etc.
- Dormitories and toilet blocks of the opposite sex are out of bounds at all times.
- Students may not leave the camp site boundaries without permission.
- No food, kosher or not, may be bought onto any campsite without specific prior permission.
- There is to be no physical expression of intimacy with the opposite sex.
- Strict adherence to the School's Drug and Behaviour Management policies is expected.
- Possession of any inappropriate printed or electronic material or weapons of any kind are forbidden.
- No damage to property of any kind will be tolerated.

APPENDIX 2 - ASSESSMENT ADDENDUM

This document is a simplified version of the full School Policy distributed to Years 11 and 12. All students in Years 11 and 12 should refer to the full document for clear explanation.

Student Responsibilities

Students are required to take responsibility for familiarising themselves with this. This means they will be aware of the proposed nature and timing of key assessments. Any work missed due to absence can be found on line via Coneqt.

In addition, students must:

- Complete all assessments required in each unit, course or subject.
- Complete all work requirements in each unit, course or subject.
- Ensure that they inform the School before anticipated absences or after any unforeseen absences, extension requests or any other issues relating to assessment (see details in Section 6 - Absences, Missed Work and Late Submission).
- Maintain a folio of achievement evidence throughout the year.

Absences - In-class Assessments

- Where a student **knows in advance they will be absent** for a scheduled assessment task such as a test or examination, they must contact their teacher. A letter from the parent or guardian is required to be provided to the subject teacher
- Where a student is **absent without prior knowledge**, the School should be telephoned on the day of absence with a request that the class teacher or the Head of Secondary be informed. On the day of returning to School, the student must provide a letter from the parent or guardian and a medical certificate from the attending medical practitioner,
- In both of the above cases, the teacher will attempt to provide an alternate assessment at a time negotiated with the student; normally on the day of return to School.

Late Submission of Work Completed out of School

Students are made aware of the timeline for submission of assessed work. Teachers will provide advice if dates are changed.

Where appropriate, teachers will scaffold work for students and where possible, indicate key interim dates when elements of the assessment tasks must be submitted. By keeping students continually informed of their progress,

students will be better placed to submit all work and submit it by the required date.

It is the responsibility of students to submit assessments on the required date.

Students may apply to the class teacher for an extension to the due date of an assignment (application forms can be downloaded from the School Intranet site or collected from the School Reception). Extensions will be sparingly given and at the sole discretion of the teacher. These must be applied for in advance.

In the case of illness, critical events or significant personal issues the student should submit the portion of the assessment item that has been completed (e.g. rough draft or notes) so the staff member can consider how much time should be allowed if the application for an extension is successful.

Where a student fails to submit work by the due date without an extension and with no acceptable excuse, the work will be subject to a loss of marks equal to 10% per day until the assignment is worth zero. If late submission of an assignment is deemed to negate its validity no marks will be awarded.

Failure to Submit Work Completed Outside School

Where the student is unable to meet the guidelines above and provide acceptable supporting evidence for failure to submit work the student will receive zero for the assessment task. The student will still be expected to submit the task for the purpose of feedback and evaluation. Failure to comply may result in it becoming a disciplinary issue.

In circumstances where students fail to submit work, parents will be informed within five days.

Cheating, Collusion and Plagiarism

Cheating is where a student has engaged in a dishonest act to increase their mark. This is typically the type of behaviour that may occur in tests and examinations.

Collusion is where a student submits work that is not their own for assessment and which may be similar or identical to that of other students.

Plagiarism is where students copy large sections or all of another person's work, ideas etc without acknowledgement. In most assessments, teachers will discourage more than a minimum level of other people's work, even if acknowledged.

Students found guilty of **cheating, colluding or plagiarising** in School

Assessments will either have their entire assessment disqualified or, if the teacher is able to isolate that part which has been advantaged through these acts, only that part (or marks) which can be clearly and solely related to the act will be deducted. Parents will be informed immediately if such actions by their child occur.

Examinations

When attending examinations, students must adhere to the regulations pertaining to the examination. Regulations are issued with the examination timetable.

Attendance at semester and other major examinations is compulsory as these represent part of the assessment program. In exceptional circumstances, special arrangements may be made through the Head of Secondary. Exceptional circumstances generally relate to health issues and temporary disability. Participating in family holidays will not be accepted as an exceptional circumstance. Students who are sick on the day of an examination need to get a Medical Certificate to support their claim for exceptional circumstances.

Appeals against Assessment Procedures

Appeals can only be made if the student feels that the stated assessment procedures have not been applied in accordance with requirements or not in accordance with the stated School Assessment Policy.

Students have no right of formal appeal against marking standards of teachers.

If students feel they have a case for concern with their result, the following procedures are to be applied;

- In the first instance, the student should contact their subject teacher as soon as possible to address the matter.
- If the student feels the matter has not been resolved satisfactorily, then contact needs to be made with the Head of Learning Area concerned. The School will attempt to resolve the issue as a matter of urgency.
- If the student feels the matter has still not been resolved satisfactorily, then contact needs to be made with the Head of Secondary.

2.3 EXAMINATION ROOM RULES

1. Normal School uniform is to be worn and all School rules observed.
2. Notes, texts, prompt cards, revision exercises etc are not to be brought into the examination room unless specified.
3. Pencil cases, bags, pillow, cushions and rugs are not to be brought into the examination room.
4. All required equipment, including tissues, is the student's responsibility and no borrowing will be allowed.
5. Electronic devices other than calculators approved by the School Curriculum and Standards Authority are banned from the examination room. Graphics calculators can only be used in upper school Physics, Chemistry and Mathematics. Mobile phones are specifically banned.
6. Foodstuffs other than water in clear plastic bottles are not permitted in the examination room.
7. Once students have entered the examination room they must stop talking and listen for instructions from the supervisor.
8. If a student has a question they must raise their hand to attract the attention of a supervisor and direct their question to the supervisor once the supervisor has come to the student's desk.
9. Any form of cheating will immediately result in the loss of the examination paper, banning of the student from the examination room and a zero result for the examination.
10. When told to "stop work" at the end of working time students must immediately cease work, put their pens down and follow the supervisor's instructions for packing up. Talking is prohibited and students should remain in their seats until all papers are collected.
11. During "Reading Time" students are not permitted to have a writing implement in their hands.
12. Students arriving late will not be given any extension of working time.
13. Students are not permitted to leave the examination room early.

APPENDIX 3 – UNIFORM LISTS

3.1 KINDERGARTEN and PREP

Kindergarten and Prep students are not required to wear school uniform but may wear the prep uniform if they wish. “I’m a Carmel Kid” short-sleeved and long-sleeved T shirts are optional and are available in various colours from the Uniform Shop.

3.2 PRIMARY SCHOOL

GIRLS SUMMER UNIFORM

- Dress
- School bag
- Navy sports hat
- Blue sandal (Clarks) or
black lace-up school shoes (no platform or fashion-styled shoes)

GIRLS SPORTS UNIFORM

- Sport shirt
- Track suit top and pants
- Navy bathers
- House colour T-shirt
- House colour bathing cap
- Sports shorts or navy blue pleated skirt (Target, Big W, K-Mart)
- White low cut sports shoes (predominantly white with a little blue – no high tops)

GIRLS WINTER UNIFORM

- Navy Blue skirt
- Chambray shirt (short and long sleeve shirt)
- School tie (Years 4 – 6)
- School jumper
- Black lace-up school shoes (no platform or fashion-styled shoes) and
Navy tights
- Navy gloves and navy school scarf are optional
(Navy or Black coat can be worn on very cold days)

BOYS SUMMER UNIFORM

- Chambray, short sleeve shirt
- Navy shorts or long trousers optional
- Navy socks
- Kippah Summer and Winter
- Navy sports hat
- Black lace-up school shoes

Navy blue sandals, no socks

BOYS SPORTS UNIFORM

Navy blue sports shorts

Sport shirt

Tracksuit top and pants

Navy bathers

House colour T-shirt

House colour bathing cap

Low cut white sports shoes (Predominantly white with a little blue – no high tops)

BOYS WINTER UNIFORM

Long trousers, navy (Shorts optional)

Chambray long and short sleeve shirt

School tie (Years 4 –6 only)

School jumper

Navy socks

Black lace-up school shoes

Navy school scarf is optional

(Navy or Black coat can be worn on very cold days)

MISCELLANEOUS ITEMS (ALL AVAILABLE FROM SCHOOL UNIFORM SHOP)

Art shirt, book bags, chair and library bags

3.3 HIGH SCHOOL

GIRLS SUMMER UNIFORM

Dress

Black lace-up School shoes (no platforms or fashion-styled shoes)

White Socks

School Bag

GIRLS SPORTS UNIFORM

Sport shirt

Tracksuit top and pants

Navy bathers

House colour T-shirt

House colour bathing cap

Sports shorts or navy blue pleated skirt (Target, Big W, K-Mart)

White low cut sports shoes (predominantly white with a little blue – no high tops)

"Rashy" shirt - PE students only

GIRLS WINTER UNIFORM

Chambray long and short sleeve shirt

Navy blue skirt
School tie (*Senior's tie for Years 10 – 12*)
School blazer Years 10-12 (optional for Year 8 and 9)
School jumper
Black lace-up school shoes (no platforms or fashion-styled shoes) and
Navy tights
Navy gloves and navy school scarf are optional
(Navy or Black coat can be worn on very cold days)

BOYS SUMMER UNIFORM

Chambray short sleeved shirt
Navy shorts or long trousers optional
Navy socks
Kippah
Sports hat
School bags
Black lace-up school shoes

BOYS SPORTS UNIFORM

Navy blue sports shorts
Sport shirt
Tracksuit top and pants
Navy bathers
House colour T-shirt
House colour bathing cap
Low cut white sports shoes (Predominantly white with a little blue – no
high tops)
"Rashy" shirt – PE students only

BOYS WINTER UNIFORM

Long trousers –navy, Black belt
Chambray long and short sleeve shirt
School tie (*Senior's tie for Years 11 – 12*)
School jumper
School blazer Years 11-12
Navy socks
Kippah
Black lace-up school shoes
Navy school scarf is optional
(Navy or Black coat can be worn on very cold days)

Carmel School Second-hand Uniform Shop

CONDITIONS OF ACCEPTANCE OF GOODS FOR SALE

Uniform items can only be accepted if they meet the following requirements:

Items must:

1. be current Carmel School uniform.
2. be freshly cleaned or dry cleaned according to instructions on labels.
3. have no loose threads, name tags removed and obvious wear and tear.
4. be presented either on hangers or neatly folded.
5. Please note No socks, hats, kippot or bathers will be accepted.
6. Any donated clothes deemed unsuitable for sale will be donated to charity.

Acceptance of any items will be at the discretion of
the Uniform Shop Coordinator.