

PETER MOYES

ANGLICAN COMMUNITY SCHOOL



Information Guide

The Story of the Crest

The School Crest fulfils two very important roles in the School. It is a graphic symbol telling a story about the School. It is also the logo or “trade mark” of the School.

The Bishop’s Mitre shows the connection between the School and the Anglican Church. The Bishop has authority over the School so the Bishop’s Mitre sits at the top.

The Shield contains several important symbols. The waves of the left panel indicate the geographic position of the School near the ocean. They also represent one of the meanings of the word ‘mindarie’, which is ‘place of green water’.

The right panel contains three rushes/grasstree stems. This symbol has several meanings. It represents another meaning of the word ‘mindarie’, which is ‘dry leaves from a grasstree’. It also creates a link to the family name of Peter Moyes. ‘Moyes’ is Old French for the Hebrew word ‘Moses’. Moses as a young boy, was hidden from the Egyptian Pharaoh’s men in the bullrushes by the Nile River.

The open book represents learning. The Greek letters Alpha and Omega are early Christian symbols representing ‘the beginning and the end’, showing that learning continues all through life.

The motto, ‘Act justly, honour God’ directly refers to two important parts of life. The first phrase, ‘Act justly’ sets a high ideal for all to aspire to in life, treating all as we would like to be treated. ‘honour God’, the second phrase, indicates the spiritual aspect of life that is important in order to lead a full and rich existence. To ‘Act justly’ and to ‘honour God’ require us to acquire the skills and knowledge to be able to act in this manner. Learning to acquire the attitudes, skills and knowledge to be able to ‘Act justly, honour God’ is our aim.



School Colours

French Navy

Our School is named after Mr Peter Moyes who was the first Director of the Anglican Schools Commission that has established this school and others. These schools provide education in an Anglican tradition and make it accessible to as many people as possible. Mr Moyes was also Headmaster of Christ Church Grammar School for over 30 years from 1951–1981. One of the School colours for Christ Church Grammar is a navy blue and Moyes is originally a French word, hence French Navy.

Emerald Green

‘Mindarie’ has, as one of its meanings, ‘place of green water’.

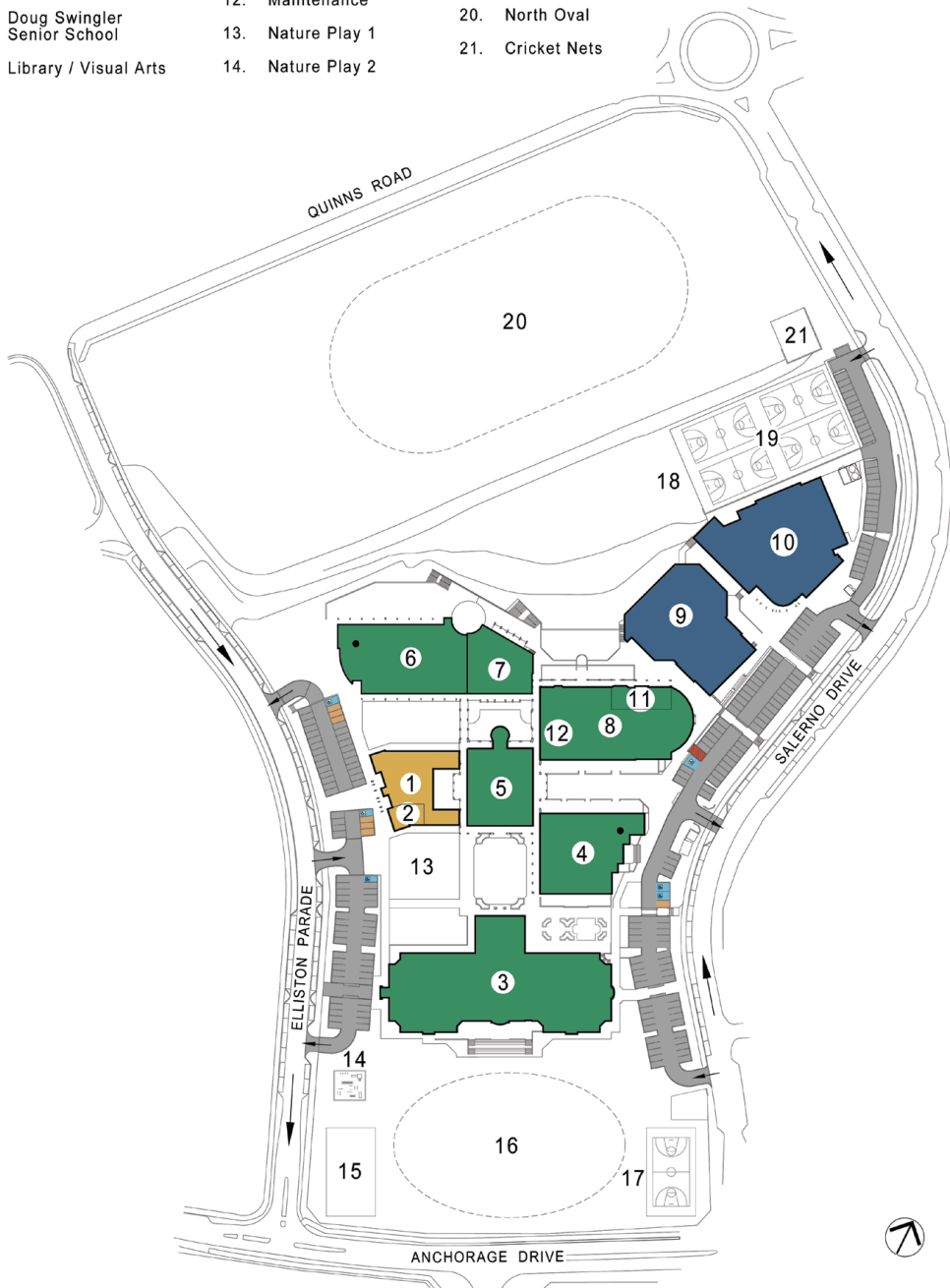
Gold

This is an excellent trim colour, providing a very good contrast and creates a quality colour combination, and again relates to Christ Church Grammar School whose colours are navy blue & gold.

School's Site Map

MAP KEY

- | | | | |
|--------------------------------|----------------------------------|------------------------|----------------------------|
| 1. Administration | 8. Middle School / Creative Arts | 15. Kitchen Garden | ● Sub-School Receptions |
| 2. Uniform Shop | | 16. South Oval | ■ Visitor Parking Bays |
| 3. Primary School | 9. Allan Shaw Centre | 17. Covered Hardcourts | ■ Disabled Parking Bays |
| 4. Middle School | 10. Gymnasium | 18. Overflow Carpark | ■ Deliveries / Loading Bay |
| 5. Science | 11. Cafe | 19. Hard Courts | |
| 6. Doug Swingler Senior School | 12. Maintenance | 20. North Oval | |
| | 13. Nature Play 1 | 21. Cricket Nets | |
| 7. Library / Visual Arts | 14. Nature Play 2 | | |



Term Dates 2017

Term 1

Middle Management – Personal Preparation Day	Thursday 19 th January
Middle Management Day	Friday 20 th January
WAASA New Staff Induction Day	Friday 20 th January
New Staff Induction at School	Monday 23 rd January
Staff PD Day	Tuesday 24 th January
Staff PD Day	Wednesday 25 th January
Australia Day Public Holiday	Thursday 26 th January
School Holiday	Friday 27 th January
New Student Orientation Day	Monday 30 th January
Students commence Term 1	Tuesday 31 st January
Public Holiday	Monday 6 th March
Term 1 Ends for Students and Staff	Friday 7 th April

Term 2

Anzac Day	Tuesday 25 th April
Christian Purposes Day	Wednesday 26 th April
Students Commence Term 2	Thursday 27 th April
Staff PD Day/Student Free Day	Friday 2 nd June
WA Day Public Holiday	Monday 5 th June
Term 2 Ends for Students and Staff	Friday 30 th June

Term 3

Staff PD Day	Monday 17 th July
Students Commence Term 3	Tuesday 18 th July
Term 3 Ends for Students and Staff	Friday 22 nd September

Term 4

Staff PD Day	Monday 9 th October
Students Commence Term 4	Tuesday 10 th October
Term 4 Ends for Students	Tuesday 5 th December
Term 4 Ends for Staff	Friday 8 th December

Daily Times

Senior School

From 8:00am Supervision of students

Period 1	8:10 – 8:55
Period 2	8:55 – 9:40
Period 3	9:40 – 10:25
Recess	10:25 – 10:45
Period 4	10:45 – 11:30
Period 5	11:30 – 12:15
House Tutorial	12:15 – 12:50
Lunch	12:50 – 1:30
Period 6	1:30 – 2:15
Period 7	2:15 – 3:00

Middle School

From 8:00am Supervision of students

Period 1	8:10 – 8:55
Period 2	8:55 – 9:40
Period 3	9:40 – 10:25
Recess	10:25 – 10:45
Period 4	10:45 – 11:30
Period 5	11:30 – 12:15
Lunch	12:15 – 12:55
Tutorial	12:55 – 1:30
Period 6	1:30 – 2:15
Period 7	2:15 – 3:00

Primary School (K-6)

From 8:00am Supervision of students

Day Start	8:10 – 8:20
Period 1	8:20 – 9:00
Period 2	9:00 – 9:40
Period 3	9:40 – 10:20
Recess	10:20 – 10:40
Period 4	10:40 – 11:20
Period 5	11:20 – 12:00
Period 6	12:00 – 12:40
Lunch	12:40 – 1:20
Period 7	1:20 – 2:00
Period 8	2:00 – 2:40

Daily Times

Pre-Kindergarten

- › Students attend on pre-arranged days Monday to Friday
- › Supervision of students from 8:00am
- › The School day commences at 8:10am and concludes at 1:10pm

Kindergarten

- › Students attend Monday, Tuesday, Thursday and Friday

Pre-Primary

- › Students attend Monday to Friday

Supervision Before School

- › Supervision commences at 8:00am

Supervision After School

- › **Primary School:** Students on site (not involved in Co-Curricular activities) are to report to Primary School Reception after 2:55pm
- › **Middle & Senior School:** Students on site (not involved in Co-Curricular activities) are to report to Main, Middle or Senior School Reception after 3:15pm

Daily Times Co-Curricular

Primary, Middle & Senior School: Tuesday to Thursday afternoons.

Students will be supervised until collected. Please do so within 10 minutes of the conclusion of the activity.

If you wish your son/daughter to walk home, please provide written notification to the supervising teacher. If activities conclude after dark/sunset, students will not be allowed to walk home and must be collected promptly by a parent/guardian.

Anglican Vision and Values of our School

The Peter Moyes Anglican Community School is one of the Anglican Schools Commission (ASC) system of schools. The School is named after Peter Moyes, the Commission's first Director and former Headmaster of Christ Church Grammar School whose vision in establishing the Commission was to develop affordable Anglican schools in Western Australia that provided a high quality, socially inclusive and caring Christian education.

As an ASC School we seek to demonstrate and advocate to our students, Staff and the wider community the worth of the ASC's six principal values:

- ▶ **Faith:** Living the Gospel values
- ▶ **Excellence:** Pursuing high standards in all things
- ▶ **Justice:** Demonstrating fairness, compassion and conviction
- ▶ **Respect:** Respecting self, others and our planet
- ▶ **Integrity:** Acting with honesty and openness
- ▶ **Diversity:** Promoting social inclusion and celebrating difference.

These values have been used to develop the Vision, Values and Beliefs of the School. As a Christian community in the Anglican tradition, the School wishes to engender the following Vision, Values and Beliefs **within our students, Staff and wider community:**

- ▶ **Knowledge and Insight:** the pursuit of rational truth through learning
- ▶ **Equality and Compassion:** recognising the values needed to promote human equity, trust and acceptance of diversity
- ▶ **Integration and Wholeness:** recognising the importance of developing a purposeful mind, body and spirit
- ▶ **Confidence, Competence and Responsibility:** encouraging the potential in all to achieve and promoting personal

accountability for actions and respect for the rights of others

- ▶ **Self-worth:** through the emergence of a self-esteem based on consideration and respect encouraging the acknowledgement of the worth of others

"It is the unique mix of faith, reason and knowledge that our School provides that is at the heart of our vision to provide students with the ability to live true and full lives." *(Julian Dowse, School Principal, outlining his Vision of the School, June, 2014)*

Our School seeks to focus on the needs and development of the whole person. These are incorporated in the range of activities experienced principally by our students and Staff, but also by our School families, in the formal and informal elements of the School's curriculum.

The School recognises and believes that:

- ▶ All students are able to learn.
- ▶ Learning is best conducted in a safe environment, where mistakes can be made without ridicule.
- ▶ The focus of School life must be a holistic one that includes the full and balanced development of each member of the School community intellectual, aesthetic, emotional, moral, physical, social, and spiritual.
- ▶ A healthy balance must exist between the demands of School and home life for students, Staff and parents.
- ▶ Learning best occurs when the learner integrates experience, imagination, information and application.
- ▶ Regular support and assistance to learning is vital for teachers, students and parents.
- ▶ Students are recognised for their uniqueness.

History of The School

As noted earlier the School is a proud member of the Anglican Schools Commission of Western Australia's network of schools. It opened in 2000 and was named in honour of Peter Morton Moyes. The significance of Peter Moyes' contribution to education in Western Australia is immense. He served for over thirty years as Headmaster of Christ Church Grammar School until his retirement in 1981, presiding over its emergence as one of Australia's foremost independent Anglican boys' schools. After his retirement, Peter Moyes was instrumental in establishing the Anglican Schools Commission and promoting his vision of the Commission providing schools that offered Western Australian students a quality low fee, independent and Anglican education. Our School was the fifth School established by the Anglican Schools Commission.

School	Location	Year of Foundation	Year Levels Offered
St Mark's Anglican Community School	Hillarys	1986	K-12
John Wollaston Anglican Community School	Kelmscott	1989	K-12
John Septimus Roe Anglican Community School	Beechboro	1989	K-6
John Septimus Roe Anglican Community School	Mirrabooka	1992	K-12
Frederick Irwin Anglican School	Mandurah	1991	K-12
Peter Moyes Anglican Community School	Mindarie	2000	K-12
Georgiana Molloy Anglican School	Busselton	2003	K-12
Swan Valley Anglican Community School	Aveley	2006	K-12
Peter Carnley Anglican Community School	Wellard	2007	K-12
Esperance Anglican Community School	Esperance	2008	8-12
Cathedral College Wangaratta	Wangaratta	ASC 2011, opened 2003	P-12
St James' Anglican School	Alkimos	2015	K-8
St George's Anglican Grammar School	Perth, CBD	ASC 2015, opened 2000	7-12
Trinity Anglican College	Wodonga	ASC 2015, opened 2002	K-12
Cobram Anglican Grammar School	Cobram	ASC 2015, opened 2000	P-12

The following is a brief history of the physical development of the School:

1997 – The Anglican Schools Commission determines the need for a campus in the Mindarie region

1998 – The School's site is purchased by the Anglican Schools Commission and Marcus Collins Architects are appointed as the School's architects

History of The School

1999, March – The School's Foundation Principal, Mr. Allan Shaw, is appointed and in June construction of Stage 1 of the School commences

2000, January – Construction of Stage 1 of the School, being the Primary School Building is completed and the School opens

2000, June – Design work begins on the School's Middle School and Science buildings

2001, December – Construction of Middle School and Science Buildings is completed

2002, February – Design work begins on the School's Creative Arts Building – now occupied by Senior School

2003, April – Construction begins of Creative Arts Building

2004, January – Construction of Creative Arts Building is completed

2005, June – Design of Allan Shaw Centre commences

2008, August – Construction of Allan Shaw Centre commences

2009, August – Construction of Allan Shaw Centre is completed and is formally opened in December, 2009

2009 – Designing of School's new Library and Resource Centre commences after receipt of Commonwealth Building Education Revolution (BER) funding

2009 – Construction of School's new Library and Resource Centre commences

2010 – Designing of School's new Senior School commences

2011 – Opening of School's Library and Resource Centre

2011 – Construction of covered Sports Area on Primary School Oval. School Council announces new Senior School Building to be named the Doug Swingler Senior School

2011, June – Construction of the new Senior School commences

2012, May – Doug Swingler Senior School is officially opened

2013, September – Designing of School's new Gymnasium commences

2014, November – Construction of Gymnasium commences

2015, October – School hosts Synod of the Diocese of Perth

2015, November – Completion of the Gymnasium

2016, February – Construction of Administration Building commences

2016, May – Official opening and blessing of the Gymnasium

2016, October – Completion of the Administration Building

Much has been achieved since the School opened in 2000. The growth, development and achievements of its students have been significant and the School has every right to be optimistic of its future. Situated amidst a distinct educational precinct, the School's Council is committed to having the School strive to be recognised as the pre-eminent school of Perth's northern suburbs.

School Information

Chairs of School Council

1999–2005	Bishop Brian Farran	2009–2012	Mr. Patrick Darling	2015–Present	Mr. John Filippone
2005–2008	Ms. Karen Caple	2012–2014	Dr. Trish Williams		

School Principals

2000–April 2005	Mr. Allan Shaw	2006–2009	Mr. Doug Swingler
April–December 2005	Mr. Brian Rowe	2010–Present	Mr. Julian Dowse

School Personnel

Principal	Mr. Julian Dowse
Associate Principal, Middle School	Mr. Richard Alchin
Associate Principal, Primary School	Mr. Roderick Wood
Associate Principal, Senior School	Mrs. Natalie Shaw
Deputy Associate Principal, Middle School	Mrs. Alison Grey
Deputy Associate Principal, Primary School	Mrs. Nicole Brown
Deputy Associate Principal, Senior School	Mr. Matthew Kameron
School Chaplain	Reverend David Deeny
Assistant Chaplain	Ms. Linda Pilton
Head of Library Services	Mrs. Denise Wiggan
Director of Inter-School Sports	Mr. Bernie Streeter
Primary School Co-Ordinators	Mrs. Karen De Swardt (Years K-2) & Ms. Kellie Shimmings (Years 3-6)
Primary School Librarian	Mrs. Cathy Mawby
Primary School Music Co-Ordinator	Ms. Tess Loewdin
Primary School Sports Co-Ordinator	Mr. Matthew Senior
Co-Curricular Programme Co-Ordinator	Mrs. Beverley Goosen
Senior School Counsellor	Ms. Angela Lamers
Middle School Counsellor	Mrs. Emily Kerins
Primary School Counsellor	Mrs. Ellen Wilson & Mrs Lucy Hinson
School Timetabler	Mr. Ian Todd
Careers and Vocational Education Co-Ordinator	Mr. Toby Wright

School Information

Heads of Academic Departments (7-12)

Humanities and Social Science	Mr. Keith Briggs
English	Mrs. Amanda Collier
Science	Ms. Trurina Cook
Languages	Mr. Linden Davis
Dance and Drama	Mrs. Peta Flanigan
Visual Art	Ms. Jacky Harrison
Technologies Learning Area	Mr. Andrew Milne
Religious Education Co-Ordinator	Ms. Linda Pilton
Mathematics	Mrs. Wendy Hurst
Music	Mr. Justin Tonti
Health and Physical Education	Mr. Drew Hall

ICT Co-Ordinators

Primary School ICT Integration Co-Ordinator	Mrs. Michelle Pestel
Middle School ICT Integration Co-Ordinator	Mr. Richard Cackett
Senior School ICT Integration Co-Ordinator	Ms. Andrea West

Learning Support and Academic Extension

Middle and Senior School Learning Support and Extension	Dr. Brigitte Burg
Primary School Learning Support Co-Ordinator	Ms. Gillian Dawn
Primary School Academic Extension	Mrs. Chrissie Payne

Middle School Team Leaders

Year 7 – 7.1, 7.2 & 7.3	Mr. Adam Hollingsworth	Year 7 – 7.4., 7.5 & 7.6	Mrs. Carol Hall
Year 8 – 8.1, 8.2 & 8.3	Mr. Jesse Phillips	Year 8 – 8.4, 8.5 & 8.6	Mr. Matthew Schluetter
Year 9 – 9.1, 9.2 & 9.3	Mrs. Christine Hiotis	Year 9 – 9.4, 9.5 & 9.6	Mr. Alan Rourke

Senior School Heads of House

Cuthbert	Mr. Mark Fussell	Florey	Mrs. Grainne Barber	Lingiari	Mrs. Karen Swain
Durack	Ms. Sharon Marwick	Hollows	Mr. Larry Parkes		

School Houses



Cuthbert

Cuthbert House is named in honour of Betty Cuthbert (born 1938), arguably Australia's greatest female track athlete. She became affectionately known as the 'Golden Girl' after winning three gold medals in the 100 metres, 200 metres and 4 x 100 metres relay events at the 1956 Melbourne Olympics, where she delighted crowds with her distinctive running style, that saw her run with her eyes apparently closed and her mouth wide open. After a premature retirement in 1960, Betty Cuthbert won a fourth Olympic gold medal in the 400 metres event at the 1964 Tokyo Olympics. During her athletics career she set sixteen world records.



Durack

Durack House is named in honour of Dame Mary Durack (1913-1994). Part of a famous pioneering Western Australian family, Dame Mary Durack wrote the novels *Kings in Grass Castles*, *To Be Heirs Forever*, and *Pilgrimage* that all highlighted the role that women and families played in the work of colonial and pioneering families, and gave many Australians an iconic image of our nation's outback environment. She has been acknowledged as having played an important role in beginning the process of reconciling modern and indigenous Australian cultures. Dame Mary Durack strongly advocated the value and importance of knowledge, equality and kinship in a society. In the 2010 Federal election an electorate named in honour of the Durack family was created in northern Western Australia.



Florey

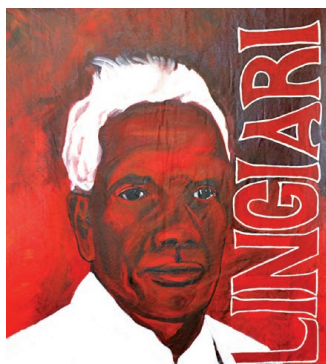
Florey House is named in honour of Howard Florey, Baron Florey of Adelaide OM FRS FRCP (1898 –1968), who was an Australian pharmacologist and pathologist. Howard Florey's work saved the lives of millions of people. He won a scholarship to the St. Peter's Anglican School in Adelaide after which he commenced his remarkable career in science. He shared the Nobel Prize in Physiology or Medicine in 1945 with Sir Ernst Boris Chain and Sir Alexander Fleming for his role in the development and mass production of penicillin. Florey is regarded by the Australian scientific and medical community as one of its greatest scientists. Florey's portrait appeared on the Australian \$50 note for 22 years (1973–95), and the suburb of Florey in the Australian Capital Territory is named after him, as is an electorate in the South Australian parliament.

School Information



Hollows

Hollows House is named in honour of Fred Hollows (1929-1993) who was a skilled eye doctor and surgeon. He became well known for his commitment to social justice through his advocacy of affordable and high quality eye care for all Australians. Fred Hollows restored the eyesight of thousands of people in developing countries, and was especially committed to treating endemic eye diseases amongst Australia's indigenous population. The Fred Hollows Foundation, under the direction of his widow, Gabi, supports ophthalmologists to continue his pioneering work.



Lingiari

Lingiari House is named in honour of Vincent Lingiari (1908-1988) who is remembered as a pioneer and advocate of the working conditions and land rights interests of aboriginals in the Northern Territory. He was a member of the Gurindji people of the Northern Territory's Victoria River District and worked as a stockman. In 1966 he organised a protest against working conditions at Wave Hill station that saw him lead fellow workers off the station. This direct action is regarded by many as the catalyst for greater legal recognition of the political and social rights of indigenous Australians. The Federal electorate that covers most of the Northern Territory is named in his honour.

School Information

Overview of Middle School Pastoral Care

Within the Middle School the Tutorial Teachers and Team Leaders of Years 7, 8 and 9 have a similar role to the Tutor and Head of House in the Senior School. Each Tutorial Teacher is responsible for the ongoing pastoral care and development of their students and it is expected that if parents have any concerns about aspects of their child's progress at the School that they initially contact their child's Tutorial Teacher. The Tutorial Teachers liaise with their respective Team Leaders to monitor the development of students. Middle School students are also allocated into House Groups.

School Counselling Services

When students are in need of additional support and assistance, the School's Counsellors will endeavour to aid and support students. The Counsellors are available to talk about any issue that may be affecting a student's wellbeing and progress. Students are welcome to make an appointment to see the Counsellor, either directly or through a tutor or pastoral leader, and parents and staff may also refer students to the Counsellor.

As attendance at counselling is a student's choice, students may choose to cease sessions at any time. Some students will only need to attend counselling for a few sessions, while others may choose to attend over a more extended period of time. Students also have the option to resume counselling at any stage.

On occasion, it may be appropriate that students are referred to specialised outside professional agencies that may better assist a student's particular needs. The Counsellor is also able to refer students to a range of organisations and agencies that may be able to assist students manage particular concerns.

Administration and Support Staff

Allan Shaw Centre Manager	Mr. Andrew Frankish
Business Manager	Mr. Philip Cartwright
Cafeteria Manager	Mrs. Sheena Richardson
Enrolments Officer	Mrs. Sue Webb
Data Administration Officer	Mrs. Janet Milne
Finance Officers	Mrs. Suzanne Anderson, Ms. Michelle Hughes, Mrs. Zoe Wallace
Marketing & Communications Officer	Ms. Karen Russell
Grounds Staff	Mr. Ron Gangell, Mr. Geoffrey Hill, Mr. Gary Hinton
Property & Maintenance Officers	Mr. Dean Henley & Mr. Mark Nolan
Reception, Main Administration	Ms. Janette Gratton
Reception, Primary School	Mrs. Claire Long
Reception, Middle School	Mrs. Pauline Hughes
Reception, Senior School	Mrs. Tracy Neilson
School First-Aid Officer	Mrs. Wendy Weston
Uniform Shop Manager	Mrs. Sara Smith

Discipline

The School's approach to discipline is based on the following assumptions:

Effective discipline is achieved through mutual respect and self-discipline.

- ▶ Good discipline or "tone" cannot be imposed; it must be achieved through mutual respect. A student must feel he/she is valued and respected by peers, teachers and parents in order to develop a sense of self-worth.
- ▶ Individual rights and freedoms must be protected, ideally through self-discipline. This requires both an underlying framework of firm standards (School rules) and student awareness of the validity of such rules.
- ▶ The School does not seek to make its students compliant and uncritical. An understanding of what rules are designed to achieve, the community and values they aim to protect, will not be achieved without questioning and discussion. Self-discipline cannot develop freely without understanding.

Moral awareness is integral to the life of any community, and a significant factor in the development of self-discipline.

- ▶ Moral awareness assumes a set of values by which to live. School rules are based on established Christian values and codes of behaviour. These values and codes may well vary from those condoned or promoted in the wider world of a student's experience.
- ▶ Accordingly, a student will be encouraged to develop a moral code based on Christian and appropriate family values.

The development of mutual respect, self-discipline and moral awareness should prevail in all areas of School life.

- ▶ All learning experiences provide an opportunity for the development of positive individual qualities. Such qualities are strengthened by a flexible approach to curriculum and activities which provide student participation.
- ▶ The School's pastoral-care systems provide a natural means to pursue this approach to discipline, with staff playing a fundamental role.
- ▶ The School's Co-Curricular programme provides an active and immediate context for personal growth and the development of self-discipline.

In every instance mentioned above, the word "parent" could and should be placed beside that of "teacher".

The School accepts that the largest influence in developing effective discipline comes from the home, and acknowledges that achieving such discipline without parental support is an enormous and, at times, unreasonable task.

Discipline

There must be a coherent system of correction and punishment for times when discipline breaks down. Such a system is necessary to promote an orderly community and a clear understanding that actions have consequences for which responsibility must be taken.

Goals of Discipline Policy

- ▶ To develop students' self-discipline and self-control.
- ▶ To enable students to be on-task with their learning.
- ▶ To enhance students' self-esteem.
- ▶ To encourage accountability for behaviour.
- ▶ To encourage the individual student to recognise and respect the rights of others.
- ▶ To affirm cooperation as well as responsible independence in learning.
- ▶ To promote the values of honesty, fairness and respect for others.
- ▶ To enable rational conflict resolution.

School Expectations

Value	Behaviours and attitudes of Students in support of the Value
Knowledge and Insight	<ul style="list-style-type: none">▶ Students will understand the tentative nature of accumulated knowledge – 'use it or lose it'.▶ Students will be eager to learn. They will use good research skills, utilise Library and Internet resources and engage in discussion with others in age appropriate ways.▶ Students will strive for the understanding of knowledge rather than to memorise it.▶ Students will work collaboratively as well as individually, sharing their knowledge and understanding.▶ Students will assist their peers to learn.▶ Students will set learning and career goals and work hard to achieve them.▶ Students will regard their relationship with teachers as a learning partnership.
Equality and Compassion	<ul style="list-style-type: none">▶ Students will want to come to School.▶ Students will feel safe and make others feel safe.▶ Students will feel accepted for who they are and accept others.▶ Students will feel free to express their opinions and listen to those of others.▶ Students will be accepted as part of a community and accept others.▶ Students will feel valued and value others.▶ Students will have high self-esteem and build self-esteem in others.

School Expectations, *continued*

Value	Behaviours and attitudes of Students in support of the Value
Integration and Wholeness	<ul style="list-style-type: none"> ▶ Students participate with enthusiasm in a range of School activities. ▶ Students participate in community activities including community service. ▶ Students are actively interested in global issues. ▶ Students demonstrate understanding and compassion in their dealings with others less fortunate than themselves. ▶ Students will protect the rights and property of others and of the School and protect the fabric of the School. ▶ Students will act to enhance the reputation of the School.
Confidence, Competence and Responsibility	<ul style="list-style-type: none"> ▶ Students will demonstrate realistic confidence in the manner in which they conduct themselves. ▶ Students will assist in and take age - appropriate responsibility for developing the confidence of their classmates by being positive, patient, encouraging and supportive. ▶ Students will be accepting of difference and respectful of the rights and beliefs of others. ▶ Students will have had the opportunity to demonstrate their particular areas of competence (strengths) to their classmates. ▶ Students will behave responsibly in relation to themselves, the School, their classmates and the community.
Self-Worth	<ul style="list-style-type: none"> ▶ Students will demonstrate an appropriate degree of self-confidence. ▶ Students will interact with their peers in appropriate ways. ▶ Students will feel accepted and understood. ▶ Students will feel that they are not alone but have trusted staff members to whom they can turn in times of trouble. ▶ Students will demonstrate an appropriate understanding of the teacher-student relationship. ▶ Students will accept challenges.

Procedures & Consequences at School

Minor misdemeanours or infringements are dealt with by the teacher using a variety of strategies that will involve appropriate warnings and consequences. Parents may be informed of these incidents directly or via a note in the Diary or green folder.

Repeated minor infringements or more serious infringements may lead to isolation in another classroom, internal suspension or loss of privileges in some form as part of the consequences and limitation of damage as a result of the infringement. Parents would be informed of these instances via the Diary / green folder, telephone, email or sms.

Serious infringements or repeated infringements can lead to short periods of probation where behaviour and attitude are closely monitored and parents would be asked to countersign any documentation associated with this procedure. Parent interviews, with the Deputy/Associate Principal of Sub-School, student/parent interviews with the Principal, parent interviews with the Principal are all options that may be used to facilitate behaviour modification.

There is a strong pastoral care programme in the School. This provides students with the opportunity to talk to the School's Chaplain and/or School Counsellor if needed. Parents can also avail themselves of this service.

The School reserves the right in cases that it considers sufficiently serious to institute a significant period of attendance on probation and/or suspend and/or expel a student.

Primary School

The Primary School uses various strategies to ensure that the School's discipline policy is adhered to, with the class teacher being responsible for the day-to-day discipline and maintenance of the Policy. At the beginning of each year, the class teachers and students discuss and outline their classroom policy and expectations so that students are aware of the agreements and the consequences of inappropriate behaviour. The behavioural expectations will vary from class to class to ensure they are age appropriate.

Students are encouraged to think about their actions and consequences thereof.

There is a strong pastoral care programme in the School. This provides students with the availability to talk to the School's Chaplain if needed. Parents can also avail themselves of this service.

Behaviour Management Plan

Step One

Warning given. Child is directed back to the task at hand.

Second warning. Child is redirected to task.

On third warning, child is sent to 'time out' area in the classroom. The child is isolated from class peers and allowed time to refocus.

Step Two

For subsequent issues the child will be sent to 'time out' in a place external to the classroom. This might be another classroom, or to a senior member of staff.

Discipline

The plan can be carried out over the whole day or adjusted, depending on the severity of the behaviour, for each session of the day, i.e. before recess, before lunch or before going home.

Step Three

The Child is sent to the Upper Primary/Lower Primary coordinators for resolution.

Step Four

If the child continues to misbehave or in the case of extreme behaviours, the child is sent to the Deputy Associate Principal or Associate Principal of the Primary School.

Middle School & Senior School Resolution Process

The Resolution Process is the means by which the School assists students to resolve negative behaviour within school. It is important to give students responsibility to resolve their own situations.

Level 1. Best practice

This level should include positive interactions between teachers and students.

Level 2. In the classroom

When a problem arises the teacher should try to resolve this problem within the classroom, or another classroom.

Level 3. Resolution team

If no resolution is gained within or out of the classroom, and the teacher has consulted and been assisted by other teachers, a referral to the Head of House or the Team Leader for action can occur.

Level 4. The Sub-School level

Admission to this level will occur if the student has not resolved the situation in previous levels. The Associate Principal (or Deputy Associate Principal) is notified of the problem and action is taken that may result in extended work in isolation or suspension. Parents will be notified by phone or letter as soon as possible if a student reaches this level.

Severity clause

In some instances, a student may move straight to Level 4 and possible suspension/expulsion. Examples of such instances include, but are not limited to, the following:

- ▶ Physical violence
- ▶ Substance abuse and/or possession of illegal/inappropriate material
- ▶ Abusive behaviour (bullying)
- ▶ Unauthorised absence from class / School
- ▶ Theft
- ▶ Vandalism
- ▶ Sexual Harassment

In the case of student suspension, meetings occur before and on return to School between student, parents and senior staff, whenever possible.

Level 5: The School level

For repeated infringements that have resulted in suspension, a student may be referred to the Principal.

Expected Standards of Student Behaviour

It must be understood that the laws governing individual behaviour which apply in the community outside the School will be enforced strictly within the School and, without limiting the application of the community's laws, examples of such laws are the laws relating to physical assault, vandalism, interference with other people's property, trespass, offensive language and behaviour.

Bullying

The School seeks to create a safe, friendly and enjoyable environment for all of its students where effective learning can take place. In such an environment students are entitled to pursue their various activities and studies feeling secure, confident and valued. Each student at the School must recognise the need to respect and appreciate the individual differences of the members of the School community and the importance of harmonious personal relations within the School.

The School believes the bullying of one student or students by another student and/or students is unacceptable.

Bullying is any form of behaviour that constitutes the deliberate harming by one student or students of the emotional and/or physical health and well-being of another student or students. This harm may arise through activity that causes a student to experience direct physical interference and/or fear and/or anxiety and may occur either in or out of the physical boundaries of the School. Activity constituting bullying is usually of a persistent and repetitive nature, but may be evidenced in a single episode of behaviour.

Without limiting the scope or nature of activity that may constitute bullying, bullying may take the form or any or a combination of the following acts:

- ▶ physical harassment of and/or interference with a student;
- ▶ verbal and/or visual harassment of a student through taunts, spreading of rumours, intimidating looks, name-calling, threats or by acts of humiliation;
- ▶ tampering with the property or belongings of another student;
- ▶ harassment of a student through the use of technological media;
- ▶ threatening another student for financial advantage;
- ▶ behaviour that leads to a perception by a student of being forcibly isolated from the School's community and/or social groups within the School community;
- ▶ behaviour that involves harassment and/or physical behaviour that is sexual in nature including allegations concerning a student's sexual orientation, spreading rumour about personal matters and/or committing or inciting indecent or inappropriate acts that are designed to humiliate another student.

Students are expected to report any alleged episode or episodes of bullying or their knowledge of any alleged episode or episodes of bullying as soon as possible after they occur and/or become aware of them to a member of Staff within their respective Sub-School.

All alleged episodes of bullying will be investigated in a manner considered appropriate by the School.

The School reserves the right to apply all sanctions and implement such procedures as it considers necessary in the investigation and resolution of alleged incidents of bullying. The emphasis of the School's decisions

Expected Standards of Student Behaviour

concerning appropriate sanctions and procedures will be one of promoting positive student behaviour, preventing anti-social behaviour and encouraging respect and co-operation amongst students.

The wrongful use of power and/or influence is not tolerated within the School community and instances of such behaviour should be reported to teachers. Information will be acted upon by staff.

Confiscated Property

Students who have non-school uniform or property confiscated by staff will not receive their property back until the end of the term. All confiscated items are labelled and kept by the respective Sub-School Reception for safe-keeping. At the end of term, students can claim their confiscated items from the appropriate Reception. Alternatively items can be collected by the parent. If an item is of special significance, e.g. jewellery, please do NOT allow it to be worn to school.

Alcohol and other drugs

Students are not permitted to have in their possession, or consume, alcoholic liquor either on the School premises, in any public place or at any school activity.

The supply, possession or use of any prohibited drugs or any dealing in such drugs is forbidden at the School, school functions and whenever the School is responsible for a student.

Smoking

Smoking is forbidden during school time, within the school precincts, at all school functions within and outside the School, and at all times when in school uniform. Students are not to have smoking materials in their possession at School.

Late, Absences and Obtaining Leave

Late

Students who arrive late to school must report to the relevant Sub-School Reception. An office staff member will record their arrival time and produce a late slip which is to be given to the class teacher by the student.

Absences

Parents are required to notify the School on or before the day of a student's absence. If the School is not notified, the parent/guardian will be contacted for an explanation. Students must be signed out at the relevant Sub-School Reception by a parent/guardian if they are required to leave the School during school hours.

Leave

If for a day or more, application for Leave should be made by parents (in advance and in writing) to the Associate Principal of the relevant Sub-School.

Expected Standards of Student Behaviour

Students travelling to/from School by car, bicycle and/or scooter

The means of transport to and from School are manifold e.g. car, bus, walking, train, bicycle. Students who are driving to school are not permitted to park in the School staff and visitor parking bays. Bicycles, scooters or skateboards are not permitted to be used on the School's campus. Students using bicycles must comply with their legal obligations to wear a helmet. Students using scooters and/or skateboards as a means of transport to and from School are encouraged to wear helmets for their safety.

Students who have circumstances which necessitate them travelling to and from School by motorised scooter are asked to speak with the Principal to seek permission. In such circumstances where permission is granted, students are to follow the same guidelines as those for bicycle travel.

Year 11 and 12 students driving/riding to school must park off the School grounds. These students are required to speak with the Associate Principal to complete a driving to school form.

Students are reminded that, as with all personal property, their bicycles, scooters or skateboards are stored at their own risk.

Students using public transport are naturally expected to behave in a responsible and courteous manner.

Students are to remember that when travelling on a bus, behaviour is to always be of the highest standard and that they are publicly demonstrating standards and behaviour to the community at large. They should ensure that they follow the bus driver's direction at all times.

Any student who travels to and from School on a bicycle must keep their bicycle in the bicycle enclosure. Bicycles are not to be ridden on the School grounds and must be walked at all times. On leaving the School, bicycle riders must wait until they have left the School grounds and are past the congestion of cars and people before mounting their bicycles.

As a safety precaution, the bicycle enclosure is locked each morning once the School day has begun (approximately 9:00am) and is unlocked prior to dismissal (approximately 2:30pm).

If students need to access their bicycles for some reason during the day (e.g. need to depart early), they are asked to come to the Main Administration to request entry to the bicycle enclosure. Arrangements will subsequently be made to have the enclosure unlocked.

Even though the enclosure is locked for the majority of the School day, students are encouraged to use personal bicycle locks or security devices. Whilst the School pledges as much security of students' bicycles as possible, it is unable to take ultimate responsibility for the safety and care of the bicycle.

The above is a summary of some of the School's policies. Students and parents are reminded that full copies of all School policies are contained in the Student Handbook, which is available for viewing on the Parent and Student portals.

The School Uniform & Personal Grooming Expectations

The Peter Moyes Anglican Community School's uniform is available from the School Uniform Shop.

It is expected that children come to School each day in correct uniform. Correct uniform must also be worn when travelling to and from School.

Primary School students are to wear their School sports uniform to and from School on the days that they have Physical Education lessons.

Middle School students are to wear their House sports uniform to and from School on the day that they have a House activity.

Students who have sport after lunch, or who may be in an after-school Co-Curricular activity that involves changing into sports' uniform, may leave school in their School sports' uniform.

At sporting matches and practices, at Physical Education and relevant Co-Curricular afternoon events, full sports uniform or other prescribed dress (such as whites for cricket etc.) must be worn.

Personal Grooming

Students must meet the requirement that their dress and personal grooming reflect the high standards expected.

This is of particular importance when students are seen in uniform in the wider community. Students are also expected to maintain the code of dress and grooming on the sports field, or as spectators.

Hair

Hair must be neat, tidy and clean, and for boys should not fall below the collar line. If boys elect to wear their hair below the collar line, it must be tied back in a ponytail at the nape of the neck. Girls with hair below the collar line are to tie it back with hair ties and their head bands or hair ties should be French Navy or School Tartan and clips should be dark.

It is expected that students' hair styles are sensible and reflect the conservative and professional nature of the School. As such, mohawks, undercuts,

crew cuts, shaves, spikes, wedges, ridges or any other unusual lines or shapes cut into the hair are unsuitable. Fringes must clear the eyebrow. Braided hair is acceptable provided there are no enhancements such as beads and or ribbons.

Students choosing to dye their hair should only do so in a natural hair colour.

In all matters concerning the styling and appearance of students' hair the School's Management Team has the sole authority and discretion to determine what it considers appropriate to uphold the intent of these guidelines.

Jewellery

Apart from a standard watch, or a plain medical alert bracelet, jewellery is not to be worn at School. In the event that girls have their ears pierced, one pair only of plain gold or silver round studs or sleepers, may be worn in the ear lobe. For boys, the above expectation outlined for girls regarding the wearing of earrings applies also; however, only one earring may be appropriately worn. Piercings on parts of the body that are not covered by clothing are not permitted. This includes the tongue.

Chains or necklaces are inappropriate wear. However, parents may in writing, seek permission for their child to wear a chain or a cross of special religious significance. Should the Principal grant permission, then they are to be worn inside the blouse or shirt on a chain long enough not to be readily visible.

Other

- ▶ Visible tattoos are not permitted.
- ▶ Male students are to be clean shaven.
- ▶ Make-up is not to be worn.
- ▶ Acrylic fingernails are not to be worn.
- ▶ Nail polish is not allowed.
- ▶ Fingernails are to be kept short.

The School Uniform & Personal Grooming Expectations

Any student whose appearance is contrary to the dress and personal grooming expectations may be sent home until such time as their appearance meets the expectations of the School and assurances have been received from the student and his/her parents or guardians, that appropriate dress and grooming will be maintained in the future.

Rules and conventions of wearing the School Uniform

Winter uniform is worn in Terms 2 and 3. Summer uniform is worn in Terms 1 and 4. A plain black or dark navy leather belt must be worn with trousers. (Available from the uniform shop.)

At Formal functions the winter uniform is worn by students in Years 7 – 12 (with stockings for girls).

Pre-Kindergarten to Year 2 students wear black sports shoes with a flexible sole. Pre-Kindergarten, Kindergarten and Pre-Primary students require Velcro ties, while students in Years 1 and 2 have the option of either Velcro or lace-up.

For students from Years 3 to 12, appropriate sports shoes must be worn in accordance with the School's Guidelines are available at the Uniform Shop.

School shoes must provide adequate support and protection.

Years 3-6: Blue socks are worn with formal boys or girls trousers.

Pre-Kindergarten to Year 2: Blue socks are worn with track pants.

Years 3-6: Students must wear white socks when wearing sports uniform.

All socks must be worn at appropriate height. (Above the ankle bone and below the calf.)

School jumper and blazer sleeves are not to be pulled up to the elbows and jumpers should not be tied around the waist.

Shirts are to be tucked in at all times.

Skirts and dresses should be long enough to meet the top of the knee.

Underwear should not be visible through or under the School uniform.

The School sun hat provides protection from the sun. Pre-Kindergarten to Year 6 students are required to wear the School sun hat whenever outdoors.

Students from Years 7 to 12 are required to wear the School sun hat when outdoors and the UV rating is 3+. There is a meter available at the School that gives a live reading.

Therefore, all students are required to have access to a sun hat on every school day.

Students are also encouraged to apply sunscreen regularly.

The School scarf may be worn outdoors as part of the winter uniform. Scarves are not to be worn at formal occasions including School Assembly and Chapel.

During the winter terms (Terms 2 and 3), the blazer must be worn by students as their outer garment when travelling to and from School. The blazer is also to be worn at formal occasions and when representing the School.

When raining, students may wear the School's waterproof jacket when coming to and from the School; however, the waterproof jacket may not be worn around the School as an outer garment.

ICT Student Policy

The School accepts that the use of digital and online technology and environments can be an effective education and social tool and that such media is regularly used by the community.

The School provides an ICT Network for students to conduct research, study and communicate with others.

Student use of the ICT Network must take place in accordance with the following guidelines and procedures.

The School believes that its students should behave in a manner that does not negatively affect or bring into disrepute the reputation of the School. The School also recognises that the misuse of digital and online technology and environments can cause both damage to the School's reputation and seriously affect the welfare of its students.

However, the School believes it is important for its students to have a clear understanding of its expectations of how digital and online technology and, in particular, Social Media should be used. This policy sets out these expectations.

Nothing in this policy is to be interpreted and/or applied in a manner that affects the applicability of other School policies, especially the School's Bullying policy, concerning student behaviour that may be applied in the event of student misuse of digital and online technology, including Social Media.

Similarly, nothing in this policy is to be interpreted in a manner that restricts the application of State and Commonwealth laws governing individual behaviour which apply in the community outside the School. The School will fully support the application of these laws within the School.

The following practices using School local and wide area networks are prohibited:

- ▶ access the Network through computers in staff rooms. Students are only permitted to access the Network through computers in classrooms, the Library or designated places;
- ▶ use the Network for political or commercial purposes;
- ▶ use electronic mail on the Network in a manner that is contrary to School policy;
- ▶ use the Network to disrupt the educational and administrative functioning of the School;
- ▶ use a School Network account of anyone but the authorised owner of the account;
- ▶ use the Network to allow reproduction of copyrighted material without written or explicit permission;
- ▶ use the Network to access, or attempt to access, material that is deemed inappropriate for School use.

Use of Social Media – Expectations of Students and Staff

Social Media is defined for the purposes of this policy as all social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, You Tube and MySpace.

The School expects its students and staff to use Social Media in a manner that demonstrates courtesy and respect to and for others, both inside and outside of the School. In particular, students are not permitted to use any of their own or the School's ICT resources to take, generate and/or make any photographic or audio images and/or recordings of School staff and/or fellow students and distribute them on any social media medium. A breach of this rule will be considered by the School to be an especially serious breach of the ICT Student Policy.

ICT Student Policy

To demonstrate such courtesy and respect, students and staff are to use Social Media in a manner that:

- ensures the protection of the confidentiality of others;
 - does not involve them impersonating or falsely representing another person;
 - does not bully, intimidate, abuse, harass or threaten others;
 - does not use obscene or offensive language;
 - does not involve the 'posting' of content that is hateful, threatening, pornographic or incites violence and/or vilification towards others;
 - does not harm the reputation of the School and/or those associated with the School through the improper use of School images and copyright material including the School crest, the School's motto, the School uniform and the name of the School and/or making improper comments about the School on websites and/or electronic media that are regarded as sites of public record and information about the School; and
 - does not portray another person as socially, mentally, physically or intellectually inferior.
- Facebook requires users to be at least 13 years old before they can create an account. Creating an account with false information is a violation of Facebook's Terms. If your child has created an unlawful account you can contact Facebook online to request their account be deleted.

Computer Notebook Programme

Overview

Advances in information communication technology are changing how schools develop and deliver learning programmes. In 2013 the School launched the Middle School 2.0 programme (MS2.0) which sought to improve student learning outcomes through the integration of technology into teaching and learning. This programme has been extended into the Primary School and Senior School for Years 4, 5, 10 and 11 in 2017.

The School's vision is to utilise information technology to enhance the School's teaching and learning environment; and enable students to become literate, self-directed learners, flexible problem solvers and productive members of a technology-oriented society.

The programme includes further development of the School's Learning Management System (LMS) through which students can access educational material via the Internet. It is also based on the implementation of a Notebook programme in which in Year 4, 7 and 10 students are issued with a Notebook computer, for their sole use to complete learning tasks both at School and at home, for a period of three years.

Students and parents are required to be aware of and adhere to the appropriate School policies related to ICT use and also the Computer Notebook 'User Guide' and 'Policy Guide' documents.

Technical Support

Parent Portal	portal@petermoyes.wa.edu.au
Co-curricular	co-curric@petermoyes.wa.edu.au
Family Information Updates	fupdate@pmacs.wa.edu.au
Hardware Issues – IT Help Desk	9304 5587

Homework Policy

Primary School

Pre-Kindergarten, Kindergarten and Pre-Primary students are not allocated homework, although we do encourage home reading. As a guideline, Pre-Primary students' activities should include shared reading and experimental writing.

Year 1 and 2 homework will consist mainly of reading and being read to. It also may include unfinished class work, spelling and mathematics revision. The recommended time to spend on homework, including reading is 20 – 30 minutes a day, Monday to Friday.

Year 3 and 4 homework will consist of daily reading, completion of unfinished class work and set assignments. It also may include projects and research. The recommended time to spend on homework, including reading is 30 – 45 minutes a day, Monday to Friday.

Year 5 and 6 homework will consist of daily reading, completion of unfinished class work and set assignments. It also may include projects and research. The recommended time to spend on homework, including reading is 45–60 minutes a day, Monday to Friday.

Middle School

Students in the Middle School undertake a variety of learning activities at home for many pertinent educational reasons. It is important for students to manage and organise their time at home effectively, to develop a good balance between school, home, leisure and sport life. Students learn in a variety of ways and at School students work on both explicit and integrated tasks, using resources and participating independently or in group situations. Homework is structured to complement, extend, consolidate and revise the learning that students complete in school time. There are three major types of homework provided to students:

1. Task oriented activities that allow students to do repetitive, practice activities that consolidate learning.
2. Project type, set assignments that allow students to develop research, thinking, initiative and decision-making skills. These assignments also directly allow students to demonstrate some of the skills they have learnt about in class.
3. Revision of work studied throughout the week. This may involve re-reading class notes, writing study notes or doing one of the specific study strategies taught at school so that students can recall and remember their learning. It is a requirement that students spend the equivalent of 5 minutes each night over the course of a week revising vocabulary and phrases learned in the Languages Learning Area.

Students are expected to complete homework at least five nights of the week. This would involve doing at least one or a mix of all three homework forms each week night. Below is an example of a homework plan for a Yr 9 student for one night of the week:

40 min – Mathematics problems and Science equations (Type 1 above)

45 min – Integrated assignment on Music webpage (Type 2 above)

35 min – Revision of Industrial Revolution notes (Type 3 above)

Homework Policy

The allocation of these times may vary from night to night as different priorities and deadlines arise. However, Middle School students need to work for the following times for five nights:

- ▶ Year 7: 45 – 60 minutes per night
- ▶ Year 8: 60 – 90 minutes per night
- ▶ Year 9: 90 – 120 minutes per night

It is important that work is consistent, organised and managed to gain the best results from learning.

Senior School

Homework should take at least two hours per night.

Year 10

Students will have to complete all given Learning Area Packages each week, or daily homework, as required by their teachers. Learning packages will be worked on both during School tutorial periods and at home. It is anticipated Year 10 students should be spending 120-150 minutes or so on homework six days a week.

Year 11

Students will have to complete all given Subject Learning Packages, or daily homework, as required by their teachers each week. Subject packages will be worked on both during School tutorial periods and at home. It is anticipated Year 11 students should be spending 150-180 minutes or so on homework six days a week.

Year 12

Students will have to complete all given Subject Learning Packages, or homework, as required by their teachers each week. Subject packages will be worked on both during School tutorial periods and at home. It is anticipated Year 12 students should be spending at least 180 minutes or so on homework six days a week.

Co-Curricular Activities

It is compulsory for all students from Years 3 to 9 to be involved in a Co-Curricular activity, whether within or outside the School. Should a child be involved in an activity outside the school, the activity details must be completed when selecting the 'EXEMPT' option on the Parent Portal. For students in Senior School, participation in the School's Co-Curricular Programme is voluntary.

Co-Curricular Timeline

In Week 9 of each Term, a brochure of activities available for the following Term will be released. All parents are to enrol their son/ daughter via the Parent Portal on the School's website by the end of Week 1 of the Term. The recording of student exemptions should also be completed by this time.

***Please note that there are no Co-Curricular activities during the first and the last week of each term.**

Courses will run based on enrolment numbers received. Therefore, the ability for students to change their Co-Curricular choices is very limited. The last day to make a change to a student's enrolment will be the last day of the second week of the Term.

List of Policies

- ▶ Absences & Attendances
- ▶ Anglican Vision and Values of our School
- ▶ Awards – Student Colours, Honours & Service
- ▶ Booklist Procedures
- ▶ Bus Etiquette
- ▶ Café
- ▶ Car Park
- ▶ Change of Details Form
- ▶ Chaplaincy
- ▶ Co-Curricular
- ▶ Combination Locks for Year 7 to 12 Lockers
- ▶ Curriculum – PRIMARY SCHOOL
- ▶ Curriculum – MIDDLE SCHOOL
- ▶ Curriculum – SENIOR SCHOOL
- ▶ Daily Times
- ▶ Discipline
- ▶ Examination Rules and Regulations
- ▶ Finance
- ▶ Instrumental Music
- ▶ IT Policy
- ▶ Lost Property
- ▶ Medication Procedures
- ▶ Middle School 2.0 Programme Policy Guide
- ▶ Middle School 2.0 Programme User Guide
- ▶ Middle School 2.0 Programme FAQ
- ▶ Mobile Phones
- ▶ Parents' & Friends' Association
- ▶ Peter Moyes Profile
- ▶ Privacy
- ▶ School Council
- ▶ School Crest
- ▶ School Site Map
- ▶ Staff – Parent Communication
- ▶ Student Diary – MIDDLE SCHOOL
- ▶ Sun Protection
- ▶ Term Dates
- ▶ Travelling to and from School
- ▶ Uniform
- ▶ Viewing of AV Material

All policies can be located on the Parent Portal via your Quicklinks.



Phone: 07 5309 6481 * 1800 236 712

Print Diaries: www.MyDiary.com.au * sales@MyDiary.com.au

Electronic Diaries: www.MyEDiary.com.au * sales@MyEDiary.com.au

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