



LAKELAND
SENIOR HIGH SCHOOL



INFORMATION
BROCHURE

SPECIALIST MUSIC TECHNOLOGY PROGRAM

The Lakeland SHS Music Technology Program is widely regarded as best practice in music technology and contemporary music production. The program is designed to create recording artists and music industry professionals of the future. Students selected into the program learn to use and apply the most up to date music industry technologies.

The Year 7 to Year 12 program is designed for both tertiary and vocationally bound students with a strong aptitude for music and/or the technologies essential to the modern day music industry. The ability to play a musical instrument or sing will be an advantage to selection, but it is not essential. Students will experience all aspects of the modern music industry including performance, recording, sound editing for film and music, mastering of music technologies (hardware and software) and the application of information technology.

The Program

The program is rigorous and has essential extracurricular components including workshops, rehearsals and concerts. Course requirements include the production of a music album and organising a major community music event each year.

- Students will also have the opportunity to workshop with successful recording artists, musicians, songwriters and industry professionals.
- Students who play musical instruments and vocalists will receive additional tuition in order to further develop their abilities.
- The Specialist Music Technology Program is unique in WA and has outstanding facilities and resources.

Teachers

Mr Ray Foo

Mr Ray Foo has over 20 years of music industry experience working, performing and recording with artists such as Nicholas Roy, Che'Nelle (Capitol Records). Mr Foo has worked in schools for over 12 years. Mr Foo is a highly competent guitar/bass and keyboard player and also runs his own professional studio.

- Associate Degree of Performing Arts (Jazz)
- Bachelor of Music (Creative Technologies)
- Diploma of Education (Secondary)
- Certificate IV (Training and Assessment)

Mr Brett Kelly

Mr Brett Kelly is a Sound Engineer and Animator. In addition to being a guitar and piano enthusiast, Mr Kelly has been producing Electronic Music for over 13 years releasing content on various labels in Europe, USA and Australia. Digital Media skills are also incorporated in his curriculum as Mr Kelly has a unique background in Animation. Projects such as Music videos and montages help enrich our Music students' personal portfolio.

- Bachelor of Arts (Education)
- Bachelor of Creative Arts (Visual Arts)
- Certificate IV (Training and Assessment)

Program Details

Year 7

Course orientation and equipment familiarisation

Allocation to instrumental music tutors

Aural Training and Basic Music Theory

Exploration of multiple instruments

Performance and Composition tasks

Introduction to music software and hardware

Collaborative Learning

Occupational Health and Safety in a recording studio or concert environment

Year 8

Course orientation

Equipment familiarisation

Allocation to instrumental music tutors

Performance task for major concert

Introduction to basic recording using Logic Studio 9

Introduction to composing music for film using Logic Studio 9

Applying software technologies e.g. Google applications and cloud technologies

Aural Training and Basic Music Theory using www.musictheory.net

Composition and recording of musical pieces

Occupational Health and Safety in a recording studio or concert environment

The resources and equipment used at Lakeland SHS is of the highest industry standard. Students are regularly exposed to new ideas and current trends in technology and the context in which it may be used in the music and music production industry. The students are consistently given opportunities to prove themselves in a professional capacity by participating in many live events (including the Perth Convention Centre, Crown Perth and other high profile local venues). Students also gain recording studio experience, post production experience and more.

Lakeland SHS's program is challenging, innovative and exceptional in its approach to course content and assessment delivery.

Mick Coleman
College of Sound and Musical Production

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SPECIALIST TOUCH FOOTBALL PROGRAM

Year 9 & 10

Certificate II in Music CUS20109

Basic compositional skills for film, contemporary dance and basic contemporary music production

Introduction to third party music production tools e.g. Ableton Live (Music Performance), Reason 6 and Reaper (Digital Audio Workstation)

Basic performance skills

Basic technical production skills

Develop and apply creative arts industry knowledge

Participate in Occupational Health and Safety processes

Work effectively with others

Assist with sound recordings

Perform basic sound editing

Play or sing simple musical pieces

Operate computing packages

Handle physical elements safely during bump in/bump out

Year 11 & 12

Certificate II or III in Technical Production CUS30209

Music business skills

Marketing

Copyright and contractual obligations

Advanced music production skills in Logic Studio 9, Protocols, Ableton Live and Reaper (Digital Audio Workstation)

Advanced performance and production skills

Internet radio

Digital media online distribution

Music web portfolio production

Work effectively with others

Manage own work and learning

Source and apply entertainment industry knowledge

Follow occupational health and safety procedures

Operate professional audio equipment

Provide sound reinforcement

Record and mix a basic music demo

Set up and disassemble audio equipment

Provide event staging support

Apply knowledge of genre to music making

Education & Further Opportunities

Students may also be able to access the academic enrichment program – NOVA – and Specialist Touch Football.

In upper school, students can select an ATAR or VET pathway depending on their career aspirations and abilities.

Selection Criteria

- Students demonstrate ability and knowledge in music technology skills.
- Students demonstrate an aptitude and interest in music. The ability to play a musical instrument or sing will be an advantage. Selected students who do not play an instrument or sing will be encouraged to learn.
- Students need to participate fully, adhere to the Code of Conduct and maintain a high attendance rate or their position will come under review.

Selection Process

Contact the school for an application/enrolment package and to arrange an audition.

Requirements

- Completed application form – demonstrates the ability to meet the selection criteria.
- Music (SIM) aptitude test.

Applications

For information about closing dates and applications, contact the school's Enrolment Manager.



The program is designed to develop skills and performance in Touch Football and provide pathways to club, state and national levels.

Touch Football is a young and exciting sport with opportunities for students to progress to the top level. Skill development and increased understanding of the game are key elements of the program. Involvement leads to increased opportunity for high level competition, training, coaching courses and referee courses. Students will also have access to state coaches and officials.

The Program

Training is based on the latest Touch Football principles and will balance high intensity training with enjoyment. The Lakeland SHS Approved Specialist Touch Football Program is a part of Touch Football WA's Elite Athletes Pathway.

Students are expected to follow a Code of Conduct, maintaining good behaviour, good attendance and participation in all aspects school life, including other subjects.

The program caters for all experience levels. Players will be challenged in a supportive environment to extend their skills both technically and tactically in order to achieve their full potential.

Teachers

Mr Karoa Timms

- Touch Football Co-ordinator
- Level 2 coach
- Level 2 referee
- District and state representative
- Junior New Zealand Youth Squad
- Australian Cook Island Squad
- Rugby League – State Coach

Mr Trevor Twose

- Level 2 coach
- Level 2 referee
- District and state representative
- Coached District, School – Sport WA Touch & Western Tigers

Mr Duncan Brown

- Level 2 coach
- Level 2 referee
- District and state representative
- State under 18 coach boys
- School – Sport WA U15 coach boys – U15 Manager girls

Ms Rebecca Fraser

- Level 2 coach
- Level 2 referee
- Played and coached district, state and international level
- School – Sport WA Touch Coordinator and involvement with State School Boys and State School Girls

Program Details

Year 7 & 8

Coaching sessions – In class time

Additional training sessions as required

Participates in club competitions

School carnivals/competitions

State team trials

Team trips/tours

Year 9 & 10

Coaching sessions – In class time

Specialist Touch Football option

Referee & coaching courses

Additional training sessions as required

Participates in club competitions

School carnivals/competitions

State team trials

Team trips/tours

Year 11 & 12

Involvement in coaching sessions

Physical Education Studies, specialising in Touch Football

Certificate II Sport and Recreation

Referee & coaching accreditations

Additional training sessions as required

Participates in club competitions

School carnivals/competitions

State team trials

Team trips/tours

Sports Medicine Awareness courses

2008-14 Touch Football Honour Roll

Physical Education Department & Elite Touch Program

ACHPER Healthy Active Lifestyle Award for School

Community Physical Activity Initiative presented by the Governor of Western Australia

NAB Schools First \$50,000 Award

Delivery of Touch Clinics at district level and in local primary schools

Runner up Year 8/9 Girls 2008

Champion Boys Year 8/9 2008

Champion Girls Open division 2008, 2009, 2011

Champion Boys Open division 2008, 2009

Runner up Boys Open Division 2009, 2011

Queensland all school's competition 2011

5 U15 State school boys and girls 2012

4 former, 2 current U18 representatives 2012

1 student named in the Australian Development Squad 2012

Queensland all school's competition 2012

Open Champions super schools mixed touch series 2013

Asian School Touch Football Championships Singapore – Girls Team 2nd – Boys Team 4th 2013

Champion Boys Year 8/9 2010

Runner Up Girls Year 8/9 2010

8 students in the State School Sport Boys and Girls Teams 2008, 2009

7 students in the State School Sport Boys and Girls Teams 2011

4 students in the State School Sport Boys Team 2010

3 students in the State Under 18 Teams 2009

5 students (and 1 former student) in the State Under 18 Teams 2010

1 student in the Australian Youth Squad 2009

Education & Further Opportunities

Students may also access the academic enrichment program – NOVA and Specialist Music Technology – where they also meet the selection criteria for these programs.

In upper school, students can also select a VET or ATAR pathway.

Lakeland SHS has strong partnerships with local associations and Touch Football WA to ensure students have access to further training outside of school.

Selection Process

Requirements

- Completed application form – demonstrates the ability to meet the selection criteria.
- Talent Identification & Development Program involving primary schools.
- Trials, interviews and fitness testing.

Students from outside the Lakeland SHS boundary will need to include this information in their application.

Current squad members enrolled at Lakeland SHS will also need to complete an application.

Application forms available on the Lakeland SHS website www.lakelandshs.wa.edu.au

Enquires to **K Timms, A Reid or S Dober** on 9412 3117 or by email Lakeland.shs@education.wa.edu.au

Applications

Applications for admission to the program should be made by contacting the school's Enrolment Manager.

NOVA: ACADEMIC ENRICHMENT PROGRAM



The Program

NOVA is an academic enrichment program designed to prepare students for an ATAR/university pathway.

NOVA students are given the opportunity to display their knowledge and understanding of content in a variety of ways, with a large emphasis placed on learning using ICT. Places are highly competitive in NOVA. Students who gain a place into the NOVA Program need to maintain high academic standards, adhere to the Code of Conduct and have an attendance rate above 90% or their position will be reviewed.

NOVA students will be effective communicators

It is essential for future success in Year 12, at university and in careers that students can express themselves effectively as writers and speakers.

To enhance this capability students are encouraged to participate in a wide variety of public speaking forums including:

- Public speaking is embedded in the NOVA English program.
- NOVA students compete in the Fremantle District Interschool Debating Competition.
- Representatives are selected to compete in other speaking competitions held throughout the year.

NOVA and Personal Development

Students are more successful in ATAR exams if they are supported by others working towards the same goal. NOVA will focus on team-building. We want students to be enthusiastic about their academic development and understand the importance of building effective relationships. Throughout Years 7, 8, 9 and 10, students take part in a range of activities which allow this personal growth.

- NOVA has a vertical form structure in which older students act as mentors to the younger students.
- NOVA students see community service as a responsibility and will be provided with opportunities to contribute to the local and wider community.

NOVA students are encouraged to develop their leadership skills

- NOVA students will strive to achieve and maintain Advanced Standing within the school community, demonstrating the highest standards of behaviour, dress and attendance.
- NOVA students will be confident in their abilities and assertive in their personal presentation.
- NOVA students are expected to seek opportunities to take on leadership roles within the school to assist both staff and peers.

Teachers

Mr Craig Foster

Academic Coordinator Years 8–12

Mr Foster is a specialist in Biology, Chemistry and Integrated Science. In 2013 his Year 12 ATAR Integrated Science class was the best class in WA and had the top student in WA (Course Exhibition Winner) for the course. Mr Foster looks forward to further developing the academic rigor in the NOVA Program and providing students with opportunities and skills so they can become successful university students.

Academic Pathway

A student in the NOVA program will have the opportunity to participate in a range of activities. These activities include, but are not limited to;

- Completing Independent Projects – providing opportunities for students to study areas of personal interest.
- Participating in Incursions – bringing expertise into the classroom: writers, lawyers, engineers, scientists, politicians, police officers...



BEHAVIOUR MANAGEMENT POLICY

- Excursions – At least one day each term will be spent extending the classroom into the community: to Parliament, law courts, Murdoch University and its media and science laboratories, and to areas of historical, cultural and environmental interest.
- Visits to local primary schools to deliver subject specific lessons.
- Attendance at the Julie Arliss Gifted and Talented conference.
- Preparing for ATAR courses – All students and parents will have a clear and confident understanding of the requirements of the university pathway. ELEVATE Education has Teamed up with Lakeland SHS to deliver quality, up to date information about study techniques and being successful.

Participation in the following competitions:

- Australian Mathematical Competition (Westpac)
- The RIO TINTO Big Science Competition
- The RACI Chemistry Quiz
- The ANZAC Tour Competition
- The Australian Geographic Geography Competition
- And others involving essay writing and public speaking.

NOVA Links

NOVA has formed strong bonds with many local organisations. We look forward to our continued partnerships with:

Murdoch University

Our local university provides expert staff for incursions. Science labs, media studios and lecture halls for extension activities and functions. Admissions staff offer counseling for students and parents concerning courses and school prerequisites.

Local Primary Schools

NOVA students and staff will maintain their relationship with local primary schools through community service (as mentors) and by extending the skills and understandings developed through PEAC.

Local Rotary

Local Rotary provides financial support for students to attend certain extra curricular activities.

Cockburn Friends of the Community

This is a scholarship is offered to a Year 10 student who is a role model amongst their peers.

Selection Process

LSHS will make offers of places in the NOVA program based on the outcome of testing at Primary School and after discussion with Year 7 teachers. Placements are announced in Term 4.

Requirements

- Naplan Results
- Teacher References
- Most Current Report

Applications

Applications for admission to the program should be made by contacting the NOVA Coordinator.

Lakeland Senior High School is committed to providing a calm, safe, caring and positive learning environment where courtesy and respect for others are strongly promoted.

Lakeland Senior High School is a community where staff, students and parents work in partnership in order to help students achieve their academic potential and prepare for life beyond school. Social and civic responsibility and the acceptance of all students and staff, are values held in the highest regard.

Students

Students aim to reach their potential as learners. They commit to participating in lessons and completing assigned work. All students respect the rights of other learners and teachers to work without disruption. Students treat all others with courtesy and respect and are accepting of individual difference. Instructions given by any staff member are followed at all times. The wearing of school uniform in its entirety is compulsory. Students are expected to maintain a 90% attendance rate.

Parents

Parents are the key to their children's educational achievements. They need to take an active interest in their children's school activities and are encouraged to work in partnership with the school staff. Regular communication with staff is important to student success. The school values courtesy and respect for all, encompassing the entire school community and parents. Appointments need to be made in order to see staff. Technologies including Connect, Skoolbag and email are utilized to enhance parent partnership and communication. All visitors must go through Reception when wishing to contact staff or students. For security and safety reasons all visitors must have a Visitor's Pass in order to enter other areas of the school. It is important that parents inform the school when their child is absent and support the school in achieving 90% attendance rates for students.

Teachers

The Department of Education and Training has a Code of Conduct for all staff. The actions of staff are guided by the Department's values that reflect social responsibilities owed to students, parents, care-givers and other community members. These values are:

- Learning – where a positive approach to learning is taken for ourselves and others.

- Excellence – reflecting high expectations for students and ourselves.
- Equity – where the different circumstances and needs of others are recognised.
- Care – fostering a relationship based on trust, mutual respect and acceptance of responsibility.

Promoting a Safe School

Students' Role

- Treating all others with the same courtesy and respect they would wish for themselves.
- Being self-confident, but never aggressive when handling difficult situations.
- Support the school's Hero Bystander program through taking positive action to prevent bullying e.g. telling someone, for instance your teacher, Deputy Principal or member of Student Services, if you or someone else is being bullied. Tell someone until it stops and work with all others to resolve the situation.
- Embracing the school's values e.g. calm and friendly school; support the Lakeland SHS brand; conduct ourselves with pride, class and dignity; a family ethos; a you can do it attitude; multicultural respect and tolerance.

Parents' Role

- To observe changes in your child's behaviour at home, or attitude towards school and respond appropriately.
- Communicating appropriately any concerns to the school (teacher, deputy principal or member of Student Services).
- Understanding that some situations take time to resolve and require persistence and a working partnership with the school.

Teachers' Role

- Sharing and communicating.
- Promoting a code of conduct.
- Promoting core values, respect and tolerance.
- Considering the school design in terms of occupational health and safety.
- Embedding values education in the school programs.

Steps in the Behaviour Management Process

Step 1

Teachers use low-key techniques and 'winning over' strategies to establish a safe, cohesive classroom. The teacher works directly with the student to build positive

relationships and to promote a good working environment. Class and student rewards are also used to promote positive behaviours.

Step 2

Parent-teacher partnerships sought in order to promote learning and develop strategies to encourage appropriate Behaviour. Formal student contracts may be developed between teacher and student.

Step 3

Student is referred to the Head of Learning Area. The HOLA assists to address behaviour concerns and plan effective strategies, where the desired outcome is a good learning environment for all. Assistance may be sought from the Student Services Support Team for advice or background information. Temporary withdrawal from class may be appropriate until a resolution and plan to move forward with the student can be achieved (parent must be informed). Formal contracts and Individual Behaviour Plans are appropriate. Parent contact and partnership are sought.

Step 4

Student is referred to the Deputy Principal of the relevant year group. HOLAs will generally make the referral unless the behaviour incident is serious or occurred out of class time. Students may be temporarily withdrawn from classes or suspended from school. Students, parents and teachers are involved in the resolution process and develop an Individual Education Plan and/or Behaviour Management Plan and/or Risk Management Plan. The student Services Support Team may be engaged in the process to provide additional support to the student.

Step 5

Case Conference convened by the Deputy Principal. Case conferences include parents, the student, teachers, Student Services Support members and sometimes outside agencies. IEP's/BMP's and/or RMP's are modified appropriately.

Step 6

Exclusion procedures commence where serious misbehaviour and suspensions continue or where there is an extremely serious incident (A ten day suspension will precede).

What does the School do to Promote the Engagement of Students?

- Provides a relevant education.
- Implements positive management strategies in the classroom.
- Focuses on maintaining and enhancing student's self esteem and dignity.
- Implements transparent and fair classroom management strategies.

Teachers at Lakeland Senior High School are committed to

- Enhancing student learning.
- Treating students with consistency, respect and procedural fairness.
- Building on the positive attributes of students.
- Seeking to establish positive partnerships with parents.

Systems in place to promote positive engagement

- Relevant 'education to work' programs which meet the needs and interests of students.
- Advanced Standing Program.
- In class rewards.
- The 28 Days Program.
- Hero Bystanders initiative to prevent bullying.
- Peer support programs.
- Modified timetables.
- Homework class.
- Student Services Support (School Nurse, School Psychologist and School Chaplain).
- Work experience programs.

In accordance with Department of Education & Training Policy

- Mobile telephones must be turned off and put away during classes.
- Social media must be used responsibly and safely.
- Recording another person's image on any photographic device without the person's permission is a serious offence and may result in suspension.
- Violent, aggressive or threatening behaviour is not tolerated for any reason and will result in suspension.
- Weapons of any kind are also prohibited and if a student has a weapon it will result in immediate suspension. The minimum suspension period is usually five days.

Further Support for Students, Parents and Teachers

Fremantle Peel District Education Office
9336 9563

City of Cockburn
9411 3444
www.cockburn.wa.gov.au

South Metropolitan Youth Link
9430 4921
www.smyl.com.au

Learning and Attentional Disorders Society (LADS)
9346 7544

Child and Adolescent Mental Health Services (CAMHS)
Refer through General Practitioner

General Practitioners

Department Community Development
9431 8800
www.community.wa.gov.au

Department of Health
1300 135 030
www.health.wa.gov.au

Chaplain, School Nurse,
School Psychologist
9412 3100

Southlake Ottey Family & Neighbourhood Centre
9417 2372

BUILDING EMPATHY AND RESILIANCE

Lakeland Senior High School is committed to providing a safe, caring and positive learning environment. All school community members have a right to feel safe, supported and respected within the school environment. For this to occur, we all have a responsibility to treat others with respect and to prevent and respond to reports and observations of bullying.

Definitions of Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying.

Bullying takes many forms and can include

Verbal Bullying – Repeated use of words to hurt or humiliate another individual or group, which includes put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

Psychological Bullying – Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

Relational Bullying – Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections;

making up or spreading rumours and sharing or threatening to share another's personal information.

Physical Bullying – Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property.

Cyber Bullying – Use of information and communication technologies such as e-mail, text messages, social media, instant messaging and websites to engage in the bullying of other individuals or groups.

Our Approaches to Bullying Behaviour

Lakeland Senior High School takes a restorative and solution-focused approach to addressing bullying behaviour. The emphasis is on developing empathy, restoring relationships and building resilience among school community members. Students are encouraged to act as Hero Bystanders when they observe bullying. Students who bully others are a small minority and the collective actions of bystanders does work very effectively to prevent and minimize bullying. Hero bystanders may positively support victims of bullying or let an adult know what is happening.

Some of the specific methods used to deal with bullying behaviour include the Peer Mediation Process, No Blame Approach, Stop, Think and Do Behaviour Guidelines and Mind Matters Framework.

Students' Role

- Treat others with care and respect
- Seek help or guidance from a trusted adult if being bullied
- Respond effectively to bullying by being a Hero Bystander and reporting all incidents of bullying. Hero Bystanders do not quietly watch bullying take place and do not reinforce the bullying behaviour with laughter, verbal encouragement or by repeating rumours. Instead, they tell a person who is bullying to stop it. They can go further by explaining why their actions or language may be hurtful or offensive.
- Stick to plans which have been put in place.
- Never react to bullies in an aggressive, threatening or physical manner. Responding to bullies in this way can encourage further bullying and make resolution more difficult.

Parents' Role

- To work in partnership with the school in helping to resolve issues.
- To supervise and monitor the use of their child's when using social media.
- To understand that the school is not responsible for managing bullying issues that take place out of school hours e.g. weekends, holidays.
- Parents should not approach the other student, either directly or through social media, as this can escalate the problem. Work with the school.
- Encourage the child to report any bullying to a trusted staff member as soon as it is noticed. Students often find it difficult to respond without help.
- If the child is unwilling to report to a teacher, or if the issue continues after an initial report has been made, then the parent is to contact the relevant deputy principal.

Teachers' Role

- Promote and model positive relationships and respect for others.
- Respect and accept individual differences.
- Participate in implementing the school plan to counter bullying.
- Teach students how to respond effectively to bullying.
- Promote social problem solving with students.
- Respond to identified or reported bullying behaviour.
- Be a role-model in how to positively develop relationships and interact socially.
- Support and encourage children to treat others with care and respect.
- Work in partnership with staff and support the school in effectively managing bullying.
- Monitor children's access to internet and mobile phones.
- Act in accordance to the school plan if there is concern a child is being bullied or engaging in bullying behaviour.
- The teacher should have an informal discussion with student/s about the situation. The teacher must document this early intervention, with the option of recording on our computerised Student Information System. If the issue is resolved, no further action is required.
- Where bullying continues, the matter is reported to the relevant deputy principal. Parents will be engaged as partners in resolving the situation. Restorative approaches are applied. Where necessary the school psychologist will be included to support the victim and to assist in the restorative process.

Further Information and Support

Lakeland Senior High School's Preventing and Managing Bullying in Schools Policy

Lakeland Senior High School
9412 3100

Kids' Helpline

1800 55 1800
www.kidshelp.com.au

The Parenting Line

6279 1200

Community Police

131 444

Murdoch Police Station

9313 9000

Bullying. No Way!

www.bullyingnoway.com.au

Mind Matters – Mental Health Promotion in Schools

<http://cms.curriculum.edu.au/mindmatters/>

Fremantle Head Space

7 Quarry Street, Fremantle WA
9335 6333
www.fremantleheadspace.com.au



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