

Learning @ Mulock

the Principal’s Message

Welcome to Sir William Mulock Secondary School's Viewbook. It is important that you carefully read the information provided on these pages as you make some important decisions about next year. There is a summary of what is required to graduate, as well as a description for each of the elective courses available to grade nines. There are instructions on how to electronically select your courses and additional information regarding the different pathways to post-secondary.

Sir William Mulock Secondary School is committed to developing learners that are able to connect, create, communicate with the changing world around them. Blended learning marries the use of personal technology with strong instructional practices, seeks to prepare our students for life beyond high school. Our focus on technology serves to enhance the learning environment provided by our teaching and support staff. The integration of technology is not the only notable feature of the school.

Sir William Mulock Secondary School provides a variety of courses to support the learning needs of the students in our community. The school provides programs at the locally developed, destreamed and open levels. We offer a full range of programming, including music, visual arts, drama, and broad based technology programs. We are home to a number of community class programs as well, to support those students who require specialized program opportunities. We offer four Specialist High Skills Major programs, and courses for High Performance Athletes.

The school also provides students with a wide variety of co-curricular activities, from Student Council to clubs. Mulock also offers a wide range of sports teams in the fall, winter and spring seasons.

We invite you to explore our website to find the information to learn more about our school at mulock.ss.yrdsb.ca. You can also find more information that is useful at the York Region District School Board Website www.yrdsb.ca.

Debbie Ziegler

Viewbook

Debbie Ziegler - Principal, Nadia Bearcroft - Vice Principal, Stewart Todd - Vice Principal, Pamela McCarthy - Newmarket Trustee, Elizabeth Davis - Superintendent of Schools


Mulock’s Cornerstones

Our school holds high academic standards and expectations for students. Students, parents, teachers and community partners work collaboratively to ensure success in the classroom, in out-of-school learning experiences, in school wide activities and in extra-curricular pursuits. Our goals are to consistently pursue excellence, to maximize success for everyone, and to promote life-long learning. Each year we continue to develop and provide programming that offers students a wide range of academic, social, and personal growth possibilities based on the following beliefs and vision statements:

- ✓ We are committed to academic excellence and strive to make sure that all students realize their full potential through a variety of educational and vocational pursuits.
- ✓ We foster a caring community in which all members are treated with respect. We provide a school environment that promotes character and demonstrates commitment, responsibility and accountability.
- ✓ We facilitate strong partnerships in our local and global communities through staff, student and parent initiatives and activities.
- ✓ We support the emotional and physical needs of all members of the school community in a safe and inclusive environment.

Ongoing communication is encouraged between home and school. Achievement reports, interview nights, conferencing, telephone attendance system (INFORM), access to marks through TeachAssist and email are available as means to provide parents and guardians with news about school events and student progress. Please ensure that you have given a parent email address to the school if you wish to be included in the school’s distribution list.

Mulock Website



Access the website to discover Teachassist and my Pathway Planner, browse through the Daily Announcements/Weekly eBulletins and the School Calendar, learn about the Mulock Guidelines (student handbook for policies and procedures), and find out more about Department Information, News and Events, our School Council and more...

Built for Students, Built for Parents
mulock.ss.yrdsb.ca

High School at a Glance for Grade 9 students

Sir William Mulock Secondary School

What do you need to graduate?

17 Compulsory Credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English*
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Technological Education (grade 9 or 10)
- 1 credit in the Arts
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship

Plus one credit from the **STEM-related course group**:


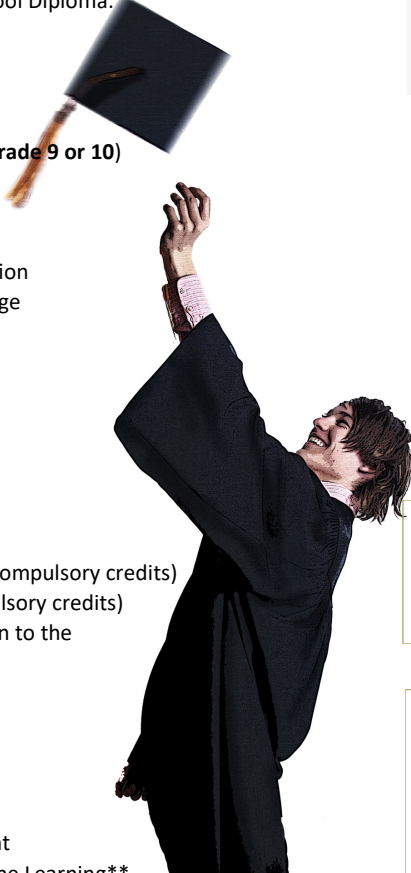
- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics (in addition to the 3 compulsory credits)
- Science (in addition to the 2 compulsory credits)
- Technological Education (in addition to the 1 compulsory credit)

In addition to the compulsory credits, students must complete:

- 13 optional credits
- The provincial literacy requirement
- 40 hours of community involvement
- Earn at least 2 credits through Online Learning**

* a maximum of 3 credits in English as a second language (ESL) may be counted towards the 4 compulsory credits in English but the fourth must be a credit earned for a Grade 12 compulsory English course

** Families who wish to opt out of the Online Learning requirement will be able to do so by completing an opt-out form



Ontario Secondary School Literacy Test

In grade ten all students write the Ontario Secondary School Literacy Test. This is a requirement for graduation. The test includes several reading and writing tasks. At Mulock we prepare our students by having them write a practice literacy test, offering after school remedial programs and targeting specific skill development in every grade ten classroom.

Assessment of Mathematics

The **EQAO Grade 9 Assessment of Mathematics** is a test of students' knowledge and skills, based on the Ontario curriculum expectations for students in Grade 9 programs. All students in these programs are required to participate in the assessment. Questions are in the form of multiple choice and short answer tasks (where all work must be shown). The tests are written at the end of the semester in which the students take their grade 9 math course, and are completed over 2 days. The results of the test count for 5% of the students' overall grade 9 math mark. Individual student results of the test are sent home in the fall of the students' grade 10 year. More detailed information and sample tests can be found at: www.eqao.com.

40

hours minimum

10 per year recommended

Community Involvement

All Grade 9 - 12 students must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma. A helpful hint is to encourage your child to complete at least 10 hours per year. Students may begin to earn hours in the summer after grade 8 graduation. Visit www.yrdsb.ca and search “Community Involvement” for more information. All activities must involve work for a non-profit organization, take place outside scheduled class time, and be performed without pay.

The 13 optional credits may include up to 4 credits earned through approved dual credit courses

Note:

- Starting in September 2025, students must earn a new Financial Literacy Graduation Requirement as part of their compulsory grade 10 Mathematics course with a mark of 70% or higher

Selecting your Courses

Deadline Dates

Electronic Transfer Forms due ➡ [Friday, January 31, 2025](#)

Course Selection due ➡ [Friday, February 21, 2025](#)

Step 1

Compulsory Courses

In grade 9 all students must take:

- English
- Math
- Science
- French | FSF1D1 (for students who have taken French since grade 4);
FSF1O1 – beginner French
- Geography
- Health and Physical Education | PPL1O8 (girls), PPL1O9 (boys), PAI1O1 (all ed)

ADA101 | Drama

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

AMI101 | Instrumental Music - Band OR

AMI102 | Instrumental Music - Beginner Band

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. This course is designed for both experienced and beginner musicians. Students brand new to music will have the opportunity to select a woodwind, brass or percussion instrument to study during the semester. Students are also encouraged to sign up for the complementary after school repertoire band course. Please see the AMR course description for more details.

AMR101 | Repertoire

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. Repertoire is a full-year, after school band course that compliments the daytime AMI instrumental music course. Repertoire students will earn a ninth credit on their timetable and will have the opportunity to represent the school at local festivals and perform at our annual concerts. To fulfill course requirements, students will meet once a week after school, and once a week at lunch or in the morning. It is strongly recommended that students who take AMR have AMI or AMV on their timetable.

AMV101 | Music – Vocal/Choral OR AMV102 | Music – Vocal/Choral-Beginner Vocal

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. This course is designed for both beginner and experienced vocalists. Students taking vocal music will focus on developing proper vocal production, breathing technique and diction while singing musical theatre, pop, rock, jazz and traditional choral music. Vocal students who also play a band instrument are also able to sign up for the after school repertoire band course. Please see the AMR course description for more details.

AVI101 | Visual Arts

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Individuality is welcomed and encouraged. You do not need any prior knowledge or skills to take this course. For students who wish to explore other streams in the visual arts such as photography or media arts, this course is recommended. Program enhancement materials may be available at an additional cost.

BEM101 | Building the Entrepreneurial Mindset

(this course replaces BTT1O1 – Information and Communications Technology in Business)

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today’s business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it’s important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

HIF101 | Exploring Family Studies

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. Students must successfully complete a safety unit with an average of 80% or more to be able to participate in food & fashion labs.

Step 2

Elective Courses

In addition, students must choose:

- 2 of the following
- plus 2 alternates
- If a student does not choose a technology elective in grade 9, they will need to in grade 10.

Elective Courses - continued

GLE101 | Learning Strategies Skills, Success in Secondary School (for students with an IEP)

GLS101 | Learning Strategies Skills, Success in Secondary School (for students without an IEP)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

TAS101 | Technology and the Skilled Trades

(this course replaces TIJ1O1 – Exploring Technologies)

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

TEJ101 | Exploring Computer Technology


This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics and STEM activities such as designing 3D printed projects, explore simple circuits using Little Bits kits, create simple wearable technology gears and compete with classmates in advanced robotics challenges. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field. This course prepares you for the Grade 10 computer courses that build apps for smart phones and explore digital circuits and robotics.


Step 3

My Pathway Planner/ Online Course Selection


Course selection is done online using My Pathway Planner. You can use this program to select courses, explore career and education options, and develop a career plan.

How to access and select courses:

- Go to www.yrdsb.ca/schools/mulock.ss then select  on the right hand side of the page.
- Login by your GAPPs username and password
- Once you are logged in, you will be on the "Dashboard". Here, you can begin the process of accessing your classes, setting goals, setting up your portfolio. This is the place where you can store the information about the careers and post-secondary institutions you have researched, as well as the place where you can highlight your skills and abilities.
- To enter your course selections for the next school year, click on "High School" from the list of options in the menu on the left hand side of the screen.



To choose a **compulsory course** (showing with grayed font), click on the 


- All the courses in that grade and subject area will appear.
- If you click on the course name or code, the description and prerequisites for the course will appear to the right.
- To add a course to your selections, click the blue “Add Course” button in the bottom right corner of the screen.
- You will return to your planner and the course you have chosen will appear.
- Continue until you have selected all your compulsory courses.

To choose an **elective course**, click on the  Course button

- A drop down menu will appear with all subject areas available in our school. Choose “Grade 9 Electives” as your subject area and all the available elective courses will appear.
- If you click on the course name or code, the description and prerequisites for the course will appear to the right.
- To add a course to your selections, click the blue “Add Course” button in the bottom right corner of the screen.
- You will return to your planner and the course you have chosen will appear.
- Continue until you have selected all your elective courses ; and alternates.


To make changes to your course selection, click on the icon to change or edit your selection

-  This symbol means there is an “Guidance Message” that you must read. Hover over the blue symbol and the note will appear.
-  This symbol means there is a “Issue Note” that you must read. Hover over the red symbol and the note will appear. You will not be able to submit your course selection without an override from guidance if there is an issue note.

To review your course selection, click on the  button printer icon at the top right of the planner.

Click “Yes” on the Alert Box when it asks you to proceed

Please review your course selection.

To submit your course selections, click the  button in the top right corner at the bottom of the school year you are selecting.

Once you have submitted your courses, you cannot go back in and change it.

Soaring to excellence

Assessment/Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students’ strengths and weaknesses in their achievement of the curriculum expectations in each course.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Student Academic Achievement is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/ Inquiry, Communication, and Application/ Making Connections. Student achievement is made up of 70% for the semester and 30% for the summative assignment which may include exams, performance tasks, demonstrations, projects and/or essays.

Pathways

We are all going to work...but we enter the workforce at different times in our lives! The term “pathway” refers to the combination of courses and supports (including social / emotional) that make up a student’s educational journey. A “pathway” is designed to lead a student to an **initial** post-secondary destination. Pathways are not fixed; rather they change as individuals develop new interests, abilities, and skills.

Students at Mulock will learn about each of the following post-secondary options:

- **Apprenticeship**

 - hands-on training for people who want to work in a skilled trade
 - approximately 80% occurs on the job and 20% in a classroom
- **College**

 - students may earn certificates, diplomas, advanced diplomas or applied bachelor’s degrees
 - combines theoretical knowledge and practical experience
- **University**

 - students earn bachelor’s degrees
 - theoretical academic training
- **Workplace**

 - jobs for students who have completed their Ontario Secondary School Diploma
 - training is unique to each circumstance

English as a Second Language

Students from various linguistic and cultural backgrounds may need specific programs to develop their level of proficiency in English. Courses in English as a Second Language (ESL) meet this need and also assist students in expanding their literacy skills. SWMSS offers ESL courses from Level A to Level E.

- What’s included
- Reading and Writing skills development
 - Listening and speaking practice
 - Cultural Integration activities and clubs
 - Academic and Career preparation
 - Lessons to fit the language level and learning goals
 - Exciting content, interactive projects
 - Supportive environment that builds confidence with the help of peers and mentors

Students new to Canada who are not Canadian citizens are required to visit the Newcomer Reception Centre prior to registration at the school. Call 905-883-5241 to book an appointment.

Cooperative Education

- Co-op is a credit earning program where the students gain work experience in a sector related to their career interest.
- Students who enroll in Co-op can take a 2 credit (half day) or 4 credit (full day) package.
- Grade 11 and 12 students can participate in this program
- Consider opportunities in: Health Care, Business, Technology, Engineering, Arts, Social Services, Law, Fitness, Science, Hospitality, Military and many more
- Opportunities also in the trades through the Ontario Youth Apprenticeship Program (OYAP). Examples include electrical, carpentry, plumbing, auto service, hairstyling, culinary.
- Students gain valuable experience, try out a career and further develop their self-confidence and maturity
- For more information, please contact Teresa Godin at teresa.godin@yrdsb.ca

Student Services

All students who are identified through the IPRC process receive accommodations. The level of support is based on placement:

Placement	Support from Special Education Resource Teacher (SERT)
Indirect	Student meets with assigned SERT, once per semester or as needed, to assist with strategies for success
Resource	Student has access to a SERT, once per week or as needed, to assist with strategies for success
Withdrawal	Assigned SERT teaches the student's Learning Strategies course one semester, the other semester the student has access to a SERT, once per week or as needed, to assist with strategies for success
Partially Integrated	Assigned SERT teaches the student at least 50% of the day. The focus in these classes is to build skills for success in the classroom and in their post-secondary pathway

In all levels of support, the SERT is also responsible for completing a student’s Individual Education Plan and assisting the classroom teacher in implementing the student’s accommodations. We are proud of the achievements of all our exceptional students and our graduates who have left to attend college, university, apprenticeship training, community living or the workplace. For more information please contact Julia McAvoy at julia.mcavoy@yrdsb.ca

Student Success at Mulock

Every student coming into high school has individual strengths and needs. The student success team at Mulock is here to ensure that all students are successful and achieve their full potential. The student success teacher may liaise with other teachers, parents, administration, school board personnel and community agencies in order to best meet individual student needs. Mulock has a student success resource room where students can find a quiet place to work with support from the student success teacher. Some examples of the kinds of assistance provided by the student success team include academic, social and emotional support, transition planning, monitoring, early intervention, small group counselling, credit salvaging, and credit recovery. In addition, the student success teacher assists in developing students’ learning skills, including organizational habits, the use of graphic organizers, goal setting, time management, and stress reduction. For more information please contact our student success teacher, Ms Sotiropoulos, at anna.sotiropoulos@yrdsb.ca.

Extra Help at Mulock

If you experience difficulty in a course in high school, there are various ways for you to get extra help. You can speak with your teacher to arrange a time to meet with him/her. Some teachers and departments have “office hours” in which staff are available for extra help. Check outside the classroom or department office doors for schedules. Mulock also has a peer tutoring program available for you to use. Peer tutors are senior students who have been trained to offer their expertise in math, science, English and French. There are also peer translators available to assist students for whom English is not their first language.

High Performance Athlete

The High Performance Athlete (HPA) program is an option for students competing at the provincial, national and/or international level in eligible sports. It is designed to provide high performing student-athletes with timetable support to enable them to attend their regular training and compete during times that would typically conflict with otherwise-regular academic programming.

Student-athletes who compete at the provincial, national, or international level in a qualifying sport may be eligible to enrol in up to two Day School Online Courses during the school year.

For more information please contact the Guidance department.

Specialist High Skills Major

The Specialist High Skills Major (SHSM) program is a Ministry initiative that allows students entering grade 11 to concentrate their studies in specific employment sectors. SWMSS currently has four SHSM programs for students to consider. The first SHSM program focus is on Health and Wellness where students can explore careers in health care, child care, elder care, life sciences, fitness, food science and psychology. Our second SHSM program focus is Information and Communications Technology. Students interested in computer engineering, computer science, robotics, electronics, broadcasting and media arts can now focus on opportunities in this dynamic career path. Our third SHSM program is in the Business sector and will appeal to students interested in accounting, project management, marketing, entrepreneurship, human resources and more. Our fourth SHSM program focus is Construction and may be of interest to students wishing to explore the skilled trades in this sector. Potential SHSM candidates participate in specialized courses, industry-related certificate training and field trips to local colleges, universities and various workplaces. To reinforce their career interests, in grade 11 or 12, all SHSM students participate in one Co-op placement. SHSM students earn extra recognition among high school graduates with a red seal distinction on their diploma. This additional qualification is recognized by colleges and universities across the province. For more information please contact the guidance department.

Get Involved!

Join a Team

Badminton	Flag Football	Soccer
Baseball	Golf	Tennis
Basketball	Ice Hockey	Track & Field
Cross Country	Lacrosse	Ultimate Frisbee
Field Hockey	Ski / Snowboard	Volleyball

Join a Club

A Capella Choir	DECA	Nintendo Club
Advocacy Association	Drama Club & Council	Pickleball Club
Announcement Team	Film Club	Prom Committee
Athletic Council	Gay-Straight Alliance	Puzzle
Best Buddies	Hand in Hand	Ravens Robotics Club
Chess Club	Investment Club	Raven Team
Christian Youth Alive	Jewish Student Union	Student Council
Coding Club	Music Council	Visual Arts Council

Participate in an Event



- Coffee House - show us your musical talent!
- Halloween - show us your best costume!
- Math Contests - challenge your brain!
- Semi-Formal - dress up for a fancy night out!
- Spirit Weeks - pajama day, jersey day, twin day and more!
- Terry Fox Run - raise money for a very worthy cause!

Contact Us

Administration

Principal Debbie Ziegler
Vice Principals Nadia Bearcroft
..... Stewart Todd

Subject Heads

Alternative Ed Cynthia Crone
Business Debralee Lloyd-Graham
Cooperative Ed Teresa Godin
English Rachel Lengyell
English as a Second Language Silviu Apostolide
Family Studies Angela Partridge
Geography Lynn Dutcher
Guidance Natalie Avery
Health and Physical Education Shane Poupart
History Jesse Smiley
International Languages Sarah Ryalen
Library Angela Barrett
Mathematics Donna Green
Music Chris Uchida
Special Education Services Julia McAvoy
Science Samantha Siebert
Technological Studies James Crozier
Visual Arts | Drama Kate Skinner

Guidance Counsellors

Surnames A-G Natalie Avery
Surnames H-N Mimi Kim
Surnames O-Z Michelle Dacey

Tips for Students

To be successful in high school, you need to establish good study skills. Here are some tips to help you out.

1. Get organized. Use your computer, phone or an agenda to keep track of homework and upcoming tests/ assignments. Bring all of your books and supplies to class every day.
2. Make sure you have a good place to study and do homework. This should be a quiet spot with good lighting, enough space for your books, and a comfortable chair. Don't work where there are a lot of distractions ~ you might spend a lot of time there, but you won't get much done.
4. Set aside a regular time to get homework done. Don't leave assignments until the night before they're due ~ if you're missing something or don't understand, it's too late.
5. If you don't understand something, ask right away. Often it can be explained really easily, and it means that you don't get behind.
6. Get plenty of rest and eat properly. You can think more clearly when you are not tired.

Tips for Families

As your child begins high school, here are some tips you can do to help them be as successful as possible.

1. Provide them with a place to do homework and study that has good lighting, is comfortable and is free of distractions.
2. Communicate with the school. Let us know if your child is going to be late or absent. Feel free to contact your child's teachers to see how he/she is progressing in class.
3. Get to know your child's friends.
4. Monitor your child's use of the internet. Keep computers and televisions in common areas of the home, rather than in bedrooms. Students will think about what they are posting on-line if you are monitoring it.
5. Consider having your child's cell phone charge in your room at night. This will prevent the late-night texts / calls.

Things you should know from Grade 9 Students!

1. Homework – you actually need to do it or you may not pass.
2. Try to make a positive first impression with your peers and teachers.
3. Expect to meet new people. You will likely not have classes with your old friends.
4. Stay organized. Independence is good but helpful advice from parents and teachers goes a long way.
5. Sign-up for clubs and teams. It is a great way to meet new people and have fun.
6. Use the Guidance Department – they are helpful!!
7. Plan ahead to help balance your work!! You cannot do everything the night before.
8. Check out the announcements and sports boards for information on school events, teams and clubs.
9. Make new friends and keep the old.
10. Don't be nervous! Be yourself; there is a place here for everyone.

Billy
your school mascot

School Colours
black | gold | white

School Council

Welcome parents/guardians to Sir William Mulock Secondary School. School Council meetings are an opportunity to learn about the ongoing activities at Mulock. Parents/guardians are invited to participate in the discussion and to be active in your child's education through our monthly meetings.

School council meetings take place regularly throughout the school year.

You will find these meetings open, informative and interactive with reports from administration, staff and student representatives.

Please join us!

