



PARENT HANDBOOK

Our School, Our Rules and Our Procedures

February 2021

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OUR SCHOOL



Nerang State High School is about every student! We are committed to providing our students with courses of study, programs of personal development and extra-curricular activities that will assist each individual in reaching his or her full potential.

We encourage every person in our school community to think of the needs of others, as well as his or her own needs. We seek to develop relationships that are friendly, genuine, open, caring and supportive. We believe effective communication is the key to good relationships.

We see the link between school and parents as a partnership. Good communication is necessary in such a relationship. We actively encourage regular contact between parents and school.

We believe that when students are given clear guidelines for personal and group behaviour, they are better able to achieve self-discipline. We consider that good manners, personal motivation, respect for yourself, others and property are important values for our students to acquire. Our Responsible Thinking Process is the core of our behaviour management strategy that encourages students to be responsible for their actions and behaviours.



Student

LEARNING

EXPECTATIONS

EVERY LESSON

- Apply prior knowledge to current tasks
- Attempt all tasks given
- Challenge yourself – don't be satisfied with "less than your best"
- Reflect on what you learned
- Reflect on how you learned

EVERY UNIT

- Establish your learning goals at the start of each unit
- Reflect on whether you achieved these learning goals at the end of the unit
- Complete all assessment tasks to the best of your ability
- Manage your time effectively so that you meet all due dates
- Seek advice and help if you are having difficulty with your work
- Make use of the resources and scaffolding provided by the teacher
- Submit quality draft material and respond to feedback

EVERY TERM / SEMESTER

- Reflect on your performance on assessment tasks and focus on areas for improvement
- Identify areas that need improvement by responding to academic reports and advice given during conferencing sessions with teachers

NERANG VALUES

PRIDE

- TO ENCOURAGE YOU TO HAVE PRIDE IN YOUR SCHOOL, IN YOURSELF AND IN YOUR COMMUNITY.
- TO BE A PART OF OUR SCHOOL WHERE WE ARE ABOUT ENGAGING MINDS AND EMPOWERING FUTURES.

PERSISTENCE Is working through things despite obstacles or difficulties. Seeing something through to the end and not giving up.

RESILIENCE Is knowing you have the ability to deal with the hard things in life and that you can solve your own issues and problems. It is about having inner strength and self-belief.

INTEGRITY Is adhering to moral and ethical principles. It is about being honest and true.

DIVERSITY Is a concept that encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences.

EMPATHY Is the experience of understanding another person's condition from their perspective. It is about placing yourself in their shoes and feeling what they are feeling.

SCHOOL PERSONNEL

ADMINISTRATION

Along with the Principal, Mr Ison, our Administration team is made up of three Deputy Principals (Kate Jorgensen, Kerry Wharton and Suzy Riley), Gayle Rees – Business Manager, Joanne Barton, HR Manager, Sandy Sheppard - Administration Officer, Fiona Carter - Attendance Officer, Sharon Payne - Finance Officer, Missy Shaw – Student Services, Jo Lockyer – PA to Principal. Mrs Jorgensen works with Senior School Year Levels, Mrs Wharton works with Middle School year levels and Mrs Riley works with Junior School Year Levels.

HEADS OF DEPARTMENT

Each faculty area at Nerang State High School has a Head of Department (HOD). If there are any issues that have not been dealt with at a classroom level or if there are any questions about a specific subject, students and parents can contact the Head of Department for that faculty area. The Head of Department for the Special Education Program (SEP) is referred to as Head of Special Education Services (HOSES).

Department	Head Of Department	Email
English	Cathi Bell	cbell37@eq.edu.au
Maths	Alexandria Eddy	astep142@eq.edu.au
Science	Lara Hayes	lhaye81@eq.edu.au
Humanities	Daniel Alarcon	dalar1@eq.edu.au
Industrial Technology & Design	Shane Courtenay	scour33@eq.edu.au
Home Economics / Visual Arts	Juliane Dwyer	jdwyer85@eq.edu.au
HPE	Cameron Puddey	cpudd1@eq.edu.au
Performing Arts	Mandy Acott	macot1@eq.edu.au
Special Education (HOSES)	Lindsay Russell	lhall138@eq.edu.au
Senior Schooling / Business	Jodie Teng	jteng5@eq.edu.au
Technology	Aaron Woolnough	awool42@eq.edu.au

SUPPORT NETWORK

Head of Student Engagement	Nigel Wilson
Dean of Students – Senior School	Sam Cox
Dean of Students – Year 10	Nigel Wilson
Dean of Students – Year 9	Sarah Firth
Dean of Students – Year 8	Alex Hinge
Dean of Students – Year 7	Steve Gasson



RESPONSIBLE THINKING CLASSROOM (RTC)

The RTC is a classroom that is staffed at all times during the school day. Students are directed to the room if they fail to meet behavioural expectations at school. Students stay in the RTC for the remainder of the lesson they have been sent from. Students are assisted to examine their behaviour in relationship to stated expectations and a plan is completed to enable successful negotiations with the classroom teacher involved. This will happen prior to the next lesson for that subject. Student progress is tracked using the 8 point level system. Support is offered to students to assist them in making and maintaining behavioural changes. Parent contact is maintained by plans being sent home for signing, text messages and phone calls.

***Choice,
not chance
determines
your future.***

Together
Everyone
Achieves
More

The Deans and their staff also support students in our TEAM (Anti-Bullying) process. Students can meet with any of the staff and/or complete a TEAM report and are supported in dealing with issues involving other student's behaviour towards them.

Guidance Officer – Rishi Jagunundan & Elice Grandfils

The Guidance Officers are available to support and advise students and their parents on matters as diverse as subject selection, career paths, emotional and social concerns, personal issues, scholarships and tertiary admissions procedures.

School Based Health Nurse – Vanessa Bradley

The school nurse provides an invaluable link between the school and health services. They support the school community in the development of the "Health Promoting Schools" philosophy, through the creation of a more supportive and healthy school environment. The nurse is available to provide students with counselling on health-related issues, and also plays a part in a range of educational programs in the school, particularly in health, nutrition and human relationships. She is available Thursdays and Fridays. All consultations with the nurse are confidential under the Health Act.

Indigenous Support – Kerrie Lomas

A staff member is available to provide support to Aboriginal and Torres Strait Islander students and parents across a range of issues. Our indigenous support aims to assist Aboriginal and Torres Strait Islander students to stay engaged with their education by providing them with access to support on a wide variety of issues including tutorials, in-class support, help with homework /assignments, referral to community organisations, connection with community Elders, self-esteem issues, conflict with family members, problems with friends.

School Chaplain – Justin Trigg

A joint program with Scripture Union Queensland provides a chaplain to the school in the role of a student welfare worker. The role of our Chaplain is to supplement the care of student pastoral needs within our school. The 'Chappie' is available to students and families for support during issues of grief and loss or family conflict. He also supports our students dealing with loneliness, conflict, resolving disputes, friendship problems, a family break-up, etc. Students can make appointments to see the Chaplain with any issues they are experiencing. Chappie works Tuesday, Wednesday and Thursday at Nerang High.

Youth Support Coordinator (YSC) – Erin Watts

The role of our Youth Support Coordinator is to provide support to students who are at-risk of not completing high school. The YSC works to ensure these students remain engaged with their education to enhance their opportunities for further education and sustainable future employment. Youth Support Coordinator also assists with referring at-risk students to appropriate agencies and support services that will assist students to overcome barriers to education and training. She also provide individual support, case management and, where appropriate, group support to students to maximise their engagement with education and training. Students can see the Youth Support Coordinator to discuss Peer pressure, Homelessness, Grief and Loss, Career options.



P&C ASSOCIATION

Nerang State High School Parents and Citizens Association involve people just like you - parents, past parents and community minded people who want to help our school. The P&C works very closely with our school in the development of resources and aims to help the school improve the quality of each student's educational experience.

Our P&C has **no formal fundraising activities** for parents and students. Funds are raised through canteen and uniform sales, along with an annual Family Contribution. **Our annual contribution to the P&C is \$30 per family.**

Our P&C is involved in:

- School policy decisions and development
- Financial planning and budgeting
- Canteen and Uniform shop management
- Grant Applications

Joining our P&C is one of the best ways to show your children how much you value their education and your commitment to helping our students and school community.

Some benefits the P&C provides to our students and the school include:

- A nutritious and healthy canteen
- Quality school uniforms
- Enhanced learning environment
- Parents voice in school matters
- Financial support for equipment and programs
- Supporting school outcomes
- Assistance to Achievers

Financial assistance is available to students selected to represent the school at State, National and Regional levels in sporting and academic school related competitions and activities. To be eligible for assistance the family contribution must have been paid by the end of Term 1.

A lot can be achieved through the P&C and school working together towards common goals. The P&C and school partnership is built on trust, respect and shared values. Everybody has a role to play and your ideas will be heard.

Joining our P&C is as easy as attending one of our meetings. Dates are on the website and a text is sent home as a reminder the day before. Meetings begin at 6.00pm and we provide light refreshments. The P&C executive can be contacted on pandc@nerangshs.eq.edu.au.

Assistance to Achievers: Financial assistance in relation to travel and relevant compulsory costs is available to students selected to represent the school at State (25%), National (50%) and International (50%) level sporting and other school related competitions and activities. (maximum \$250) To be eligible for such assistance, the annual parent contribution to the P&C must have been paid by the end of Term 1. All funds for assistance to our achievers are provided by the Parents' & Citizens' Association. Nerang State High School is one of only a few schools who support its students in this manner. **Students must obtain an Application Form from the Sports Master or relevant Head of Department, when seeking this assistance.**

CANTEEN

(Phone 5503 7857)

Nerang State High School canteen is based on a cafeteria style, where the students select food items they wish to purchase and take them to the cash register. We have EFTPOS facilities and Flexischools.

Our Canteen staff are fully trained in safe food handling and hygiene practices. Our menu follows the Smart Choices guidelines as set out by Education Queensland and is posted on the school website.

Please feel free to phone our canteen Convenor, Jo McGivern, if you have any queries or would like to volunteer

UNIFORM SHOP / STATIONERY BOOKSHOP

(Phone 5503 7858)

The Uniform Shop is situated in E Block (next to the Canteen) and is operated by the P&C Association for the maximum convenience of both students and the school.

Stationery is sold at the Uniform Shop and may be pre-ordered.

The Uniform Price List is posted on the school website. This Order Form is used to Pre-order / Lay-by School Uniforms - a 10% Deposit is required with your order.



Uniform Shop Hours	8.15am - 11.00am Tuesday
During School Year	8.15am - 11.00am Thursday
	8.15am - 11.00am Friday

FINANCIAL MATTERS

Student Resource Scheme

In accordance with the Education Act, the cost of providing instruction, administration and facilities for the education of students enrolled at State schools is met by the State. Parents/carers are responsible for providing textbooks and other personal resources for their children while attending school. In recognition that these costs can be high, the school operates a Student Resource Scheme that enables the parent/carer to enter into an agreement that, for an annual fee, the school provides for the temporary use of prescribed textbooks and/or other resources, along with the provision of consumable resources for the students. Resources are supplied by the school once the annual fee has been paid or a contract to pay by instalment has been entered into.

Please see the Student Resource Scheme form (available from the school website) for more information, or contact Sharon Payne, Finance Officer - 5503 7804.

Stationery Lists for each year level, outlining the personal stationery a student will require, are published and these requirements are the responsibility of parents and students. Most stationery can be purchased from the Uniform Shop.

BYOD

We are a BYOD (Bring Your Own Device) school, and this means students are able to bring personally owned devices (usually a laptop) to school for the purpose of learning. This allows students to access the internet and the school servers so that teachers and students can share learning resources and assessment. IT devices are a powerful means of personalising a student's education, and student-owned devices allows student choice regarding which applications best suits their learning and communication style. We are giving families control over the choice of IT device students use at school (within specifications).

To ensure access to school resources, students must have the appropriate device that meets specified parameters. Full details are available in the **BYOD Information Guide for Parent and Students** – available on the school website.

BUS TRANSPORT

(Parents deal directly with the Bus Company)

Free bus passes are available for students who live more than 4.8km from the school by the shortest, trafficable route. This is conditional on attending the nearest High School. Other students who live closer to the school may travel on buses, paying a concessional fare to the bus driver.

Please phone the Bus Company concerned for Application Forms for Bus Passes. Application Forms are not available from the school and must be lodged directly with the Bus Company.

For information on precise bus routes and fares please contact the following services:

Surfside Buslines Pty Ltd:

Phone: 5571 6555

Areas serviced: Advancetown, Canungra, Carrara, Clagiraba, Gaven, Numinbah, Worongary & Nerang (including Boonooroo Park, Clearwater, Highland Park & Pioneer Downs Estates)

Lone Star Coachlines:

Phone: 5591 6799 or 0418 271 398

Areas served: Beechmont

DAILY TIMETABLE

PERIOD TIMES Monday to Friday	
Warning Bell	8.50 am
Form Class (Roll Marking)	8.55am - 9.05am
Period 1	9.05am - 10.15am
Morning Tea	10.15am - 10.45am
Period 2	10.45am - 11.55am
Period 3	11.55am - 1.05pm
Lunch	1.05pm - 1.50pm
Period 4	1.50pm - 3.00pm

ARRIVAL TIME: Students are required to be at school no later than 8.45am

There are no teachers rostered on to provide supervision prior to school, however teaching staff are in staffrooms and moving throughout the school during the morning. We strongly advise students do not come to school before 8.00 am.

BRING YOUR OWN DEVICE

We are a BYOD school.

BYOD stands for Bring Your Own Device. This means that students are able to bring personally owned devices to school for the purpose of learning. They are able to access the internet (via the Department of Education secure portal) and the school servers. To ensure this access, students must have an appropriate device that meets the parameters specified by the school.

We are committed to continuing to move students and staff forward in a contemporary learning environment. We will be continuing the journey we began in 2014, using a BYOD model to give parents and students greater choice in device, functionality and budget.

In our school the learning resources are provided via Microsoft OneNote. We also provide access to online learning platforms, such as Mathspace and Education Perfect.

In a large number of our subjects students will access their textbooks on a digital platform (Readcloud).

For students to be a learner in our school their own laptop is essential.



COMMUNICATION WITH HOME

Reporting & Parent-Teacher Meetings

Formal reporting occurs at the end of each term. This is supplemented by a formal system of Parent-Teacher Meetings at the beginning of second term and the beginning of third term.

We encourage all of our parents to keep in contact with their child's teachers. The best way to accomplish this is to email the teacher directly. The email addresses for all teachers are on the school website in the 'Our Staff' page, under the 'Our School' tab. If parents wish to meet with a teacher, this is the best way to organise a meeting. Just send an email with your child's name, the topic of conversation and times that would suit you to meet and the teacher will get back to you with when they can meet.

QSchools Smartphone App

The app allows parents and students to have instant access to live school updates and information. The app displays school contact information, news, emergency announcements, calendar events and newsletters. This information feeds directly from our school website and when we update and publish content on the website, the app will be automatically updated. Parents/caregivers can add multiple schools to enable accessing of updates from several schools in a single view. Android and iOS versions of the QSchools app are available for parents to download free via the Apple iTunes store and Google Play.



Facebook

Like us on Facebook to receive regular updates about school events and other reminders.



SPORT

Interschool sport competition occurs between a cluster of local high schools over a full day, 5 times throughout semester 1. All students must participate in either Interschool or Recreational Sport on these Cluster Sports Days. Exemption is granted only in exceptional circumstances (e.g. serious medical condition). Interschool sports may include: Volleyball, Rugby League, Swimming, Rugby Union, Basketball, Touch Football, Tennis, Netball and Soccer.



Students may gain selection in District, Regional or State teams as a result of their participation in these sports. Students may also compete for selection in District, Regional and State teams in other sports such as AFL and Cricket.

Students are divided into houses for competition within the school as below:

House	House Colour	Students Surname Begins with:
Alpha	Blue	A - D
Beta	Gold	E - K
Gamma	Red	L - R
Delta	Green	S - Z

WHERE TO GO...

Drop-off and Pick-Up

We have to accept that parking around our school is very limited. Our 'Bus-Bay' area on Weedons Road is designed primarily for buses, and is not the best site for parents to drive in and collect their children in the afternoon.

The best way to manage collecting your child by car is to have them walk a short distance to where you can access parking. The best options are to have them either crossing at the lights in front of the school and walking down Crusader Way or crossing Gilston Road (in the 40 km/hr zone) to walk through the park opposite our Gilston Road gate onto Citrus Drive.



There is a drop-off zone on the school side of Gilston Road (just past the gate), this is designated as a loading zone, so is usable for morning drop-offs, but it is not suitable for parking in the afternoon to wait and pick up children.

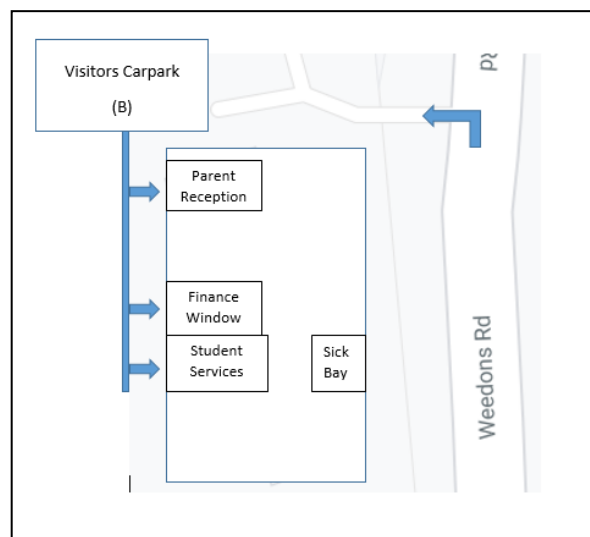
Please do not use the drive-through lane in the 'Bus-Bay' to park and collect children in the afternoon... It's dangerous, it's illegal, it's dangerous, and it's dangerous... Please do not use the staff car-parks to drop-off or collect your children. There are no turn-around areas in our staff car-parks and they are always full, so manoeuvring in them is very tight.

Our student's safety is paramount, please do not drive into the school.

Visiting the school

There is a small visitor's carpark through Gate-B on Weedons Road. Look out for the large blue tiled 'monolith' with the 'Visitor Parking' sign on it (follow the path around the corner to the Administration building). If you have parked on Weedons Road, walk up the footpath and enter in the main gate (opposite Crusader Way) in front of another large blue tiled 'monolith', and follow the signage to Administration (follow the upper path around the corner to the Administration building).

When you come to the school please go direct to the Parent Reception – it's on the northern end of the Administration building.



WHAT HAPPENS WHEN...

Students Are Late To School

Students arriving late to school must report to the Student Services window **with a parent note** explaining the reason for lateness and 'Sign In' before proceeding to class. Our rolls are legal documents and it is necessary they accurately record student attendance.

Leaving School Early

Students are not permitted to leave the school grounds during the day without the permission of the Principal or Deputy Principals. In all cases, **a note from a parent or guardian** must be presented at Student Services (before school, morning tea or lunch time). The student will then be issued with 'Permission to Leave School Grounds' Slip. Students are not permitted to use or go to cars during the school day, or park in the grounds.

Accidents /Illness

Students who become ill during the school day are to obtain permission from their teacher to leave the classroom and report to the Administration. Students are given an opportunity for a short rest of no more than 20 min. Should they not be well enough to return to class their Parent/Caregiver will be contacted by the school and asked to collect them.

In cases of sickness or injury which require medical treatment, the school makes every effort to contact Parents or Guardians. However, on some occasions, it is necessary to call an Ambulance prior to this. Where medical attention is required students are transported to the nearest available hospital (parents will be informed of this).

Please be aware that injuries may occur without any negligence on the part of the school and in such circumstances the responsibility for the injury and any associated costs will rest with you, not the school. Please take this into consideration in deciding whether or not to allow your child to participate in an excursion or other extra-curricular activities. You may choose to obtain private insurance coverage for your child.

Absent From School

Please advise the school on the day of absence by phoning the school on **5503 7860** or have the student return to school with a note of explanation which is to be handed to the student's Form Teacher or Student Services. If the student has unexplained absences, the parent will be notified by txt-message each day and by letter should there be an unexplained pattern of absences.

Change of Contact Details

Please notify the school immediately of changes to address, telephone numbers and/or other relevant personal details (e.g. emergency contacts, email address, etc). It is extremely important for our records to be kept up to date in case we have to contact you in an emergency.



Entering the School

At Nerang State High School we are committed to taking all reasonable steps to provide a safe school environment for staff, volunteers, students, parents and visitors. Parents and visitors to the school are to report to the school administration office. Entry into the school after hours is only by the invitation of the Principal (or delegate).

It is an offence for a person to wilfully disturb the good order or management of a State educational institution. It is also an offence to insult (meaning "to treat insolently or with contemptuous rudeness, to abuse") an officer of a State educational institution in the presence or hearing of a student. (s.333 -1&2: Education Act). Further, it is an offence for a person to be on the premises of a State educational institution unless the person has lawful authority or a reasonable excuse for being on the premises (s.334 of the Act).

Collecting your child during the day

Student must **bring a note** as we cannot page them, so we are unable to contact them during break times. Please ensure you include on your note where you will be collecting them from.

UNIFORM POLICY

The wearing of the uniform is compulsory and is enforced in accordance with State Government Legislation.

The Nerang State High School Dress Code Policy has been developed in consultation with parents and caregivers, school staff, students and the Parents' and Citizens' Association. The Nerang State High School community endorses, supports and expects students to be in uniform. The Parents and Citizens Association endorses the uniform and ensures availability through the Uniform Shop at reasonable cost to parents. The parent community is regularly consulted on school uniform matters through the Parents' and Citizens' Association. The Nerang State High School Dress Code Policy is reviewed annually.

There are a number of reasons for promoting the uniform, and dress standards in general. These include:

- To promote the important link between dress standards, school discipline and school spirit.
- To foster a school identity.
- To ensure that school personnel can easily identify enrolled students, visitors and others in the school grounds. (Safety issue.)
- To minimise the cost, to parents, of providing suitable clothes for school.
- To promote a feeling of fairness so that students without fashionable clothes are not disadvantaged.
- To promote a positive image of the school within the general community.

UNIFORM DETAILS

- **The Formal and Sports uniform is only available from the school Uniform Shop.**
- There are different uniforms for the Junior School (Years 7, 8, 9) and Senior School (Years 10, 11, 12).
- All students are required to have a Formal and Sports uniform. Sports uniform is only to be worn when timetabled with Health and Physical Education and/or Dance. Senior Students may wear their Sports uniform on a Tuesday.
- Shoes and socks are purchased from retailers and are not sold by the school uniform shop.
- Students can choose to wear an undershirt, but must ensure that it is not visible, or should the neckline be visible, the shirt must be white.
- The **winter option** is zip front jacket and unisex track pants which are available from the uniform shop. This DOES NOT encompass leggings/tights or Jeans.
- No matter what the circumstances, our fundamental rule is that **NO HOODIES** are allowed. (To ensure the safety and identification of all young people in our school).
- We recommend all students wear a hat when outside. School hats are available at the uniform shop or wearing of their own hat is approved.



Girls	Boys
<p>Formal Uniform: Blouse & Skirt or Formal Shorts White or Black Socks * <small>(ankle high or below the ankle)</small> Predominately Black School Shoes*#</p> <p>Sports Uniform: Sports Shirt & shorts White or Black Socks * <small>(ankle high or below the ankle)</small> Predominately White or Black Sport Shoes*</p> <p>For Winter: Zip Front Jacket Pullover School Logo Jumper Unisex Track Pants V-Neck Fleece Jumper</p>	<p>Formal Uniform: Shirt and Formal Shorts White or Black Socks * <small>(ankle high or below the ankle)</small> Predominately Black School Shoes*#</p> <p>Sports Uniform: Sports Shirt & shorts White or Black Socks * <small>(ankle high or below the ankle)</small> Predominately White or Black Sport Shoes*</p> <p>For Winter: Zip Front Jacket Pullover School Logo Jumper Unisex Track Pants V-Neck Fleece Jumper</p>

* Not available from the Uniform Shop

See shoes section - over

We take pride in how well our students present themselves and with your support we can maintain our high standard of dress.

SHOES

Shoes are not available at the school's uniform shop.

The correct formal footwear for Nerang State High School is:

- fully enclosed shoe with a tongue
- sides below the ankle (no boots)
- an predominately black upper
- black laces (or velcro-tab).

Predominately Black shoes must be worn with the formal uniform. They may be of sports style.

It is essential, for safety reasons that students wear enclosed shoes when working in potentially dangerous areas such as laboratories, workshops, kitchens and practical art areas.



SPORTS SHOES

An appropriate Sports Shoe that is **predominately white** or **predominately black** is to be worn with the sports uniform. No coloured shoes.



SOCKS

White or black socks (ankle high or below the ankle) are to be worn with the formal and sports shoe.

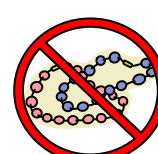


JEWELLERY

A watch is optional.

Necklaces, if worn, must be long enough to be concealed below the neckline.

If ears are pierced, they may be fitted with simple studs or sleepers. Facial piercings must be fitted with small (less than 1mm) and simple studs only. For safety reasons, rings in the nose, eyebrow, etc are not permitted.



MAKE-UP & HAIR

Make-up is not permitted.

Sunscreen is encouraged in our climate at all times. It should be of natural skin tone or translucent.

Inappropriately long nail extensions or coloured nail polish is not permitted.

Hair-cut and style are to be that which is suitable for the corporate workplace.

Hair colour is to be of natural tones.



WEARING THE UNIFORM

The uniform is to be ironed, worn neatly and in a manner that is modest and appropriate to a school setting. In particular, the skirt is not to be hemmed short (the logo must be visible) or rolled up at the waist.

Students are expected to comply with the dress code when at school, travelling to and from school and when participating in out-of-school activities (e.g. excursion, sports days, etc). Students will not be permitted to leave the school to participate in outside activities unless dressed in the appropriate uniform.

UNIFORM EXEMPTION PROCESS

Exemptions: Should a student be unable to wear an item of uniform for a day due to an unusual circumstance, parents are asked to send a note of explanation with the student on that day. The note is to be taken to Student Services (in the admin office) before school or to the Form Teach in Form Class. Should the explanation be satisfactory, the student will be issued an exemption for the item(s) of clothing for that day.

In exceptional circumstances, parents may request an exemption to parts of the uniform policy - for example, on the basis of genuine religious or cultural grounds. In these cases, an application for exemption should be made in writing to the School Principal. The School Administration, in considering the application may require additional information from an applicant to satisfy themselves that the application has a genuine basis (as opposed to a mere preference or dislike). The School Principal will endeavour to respond to such an application as soon as practicable after receiving it, either granting the application or refusing it. The Principal's response will be in writing and the decision is final. In all dealings on this matter applicants will be afforded natural justice.

Approved Exemptions: Where a student is granted an exemption to parts of the policy, they will be registered in DayMap and/or provided with a printed docket outlining the individual approved modification(s). The exemption allows the student to attend school without receiving a disciplinary consequence for uniform non-compliance, but the student may however be prevented from attending any activity for which the student would have been representing the school or be in the public domain, and is not part of the essential educational program of the school (this can include school excursions and extra-curricular activities). The student is obliged to advise staff on a query if they have an exemption. Failure to have an exemption may result in disciplinary action in line with the sanctions for non-compliance outlined below.

Sanctions for non-compliance: Students who are non-compliant will be subject to the following consequences for each instance of non-compliance:

- detention (lunch or after school) and/or
- prevented from attending any activity for which the student would have been representing the school or be in the public domain, and is not part of the essential educational program of the school.

HOW TO DEVELOP A HOMEWORK-STUDY PROGRAM

There are 4 types of activities that make up a homework-study program and each of these needs to be included in a study plan:

1. **Homework:** completion of questions, activities, etc as set by the subject teacher
2. **Review:** reading through notebook/text sections covered that day and where appropriate completing a set of summary notes
3. **Assignments:** planned amounts of work on assignments over a number of nights so as to complete it by the due date
4. **Revision:** review of units of work prior to exams

Parent can help by ensuring:

- their children are organised for homework and study and that there is a regular routine for this work;
- they take an active interest in the work - look at their work and talk about it with them;
- checking of homework diaries is a nightly practice;
- that in the 3rd week of each semester, the following procedure is put into place:

There are two stages to developing an effective study program:

1. Develop a **Weekly Timetable** showing the times when you can commit to study/homework
2. Develop an **Semester Assessment Planner** showing assessment commitments

Weekly Timetable

There is no perfect weekly study timetable that will suit every student. Students need to develop individualised timetables that suit their lifestyle, family routines, most productive study hours and home conditions. As well as the 4 activities listed above a weekly timetable needs to include extra study sessions, study breaks, relaxation times, sporting and other commitments, etc.

A sample of a weekly timetable is shown below:

Time	Mon	Tue	Wed	Thur	Fri	Time	Sat	Sun
AM 6.30 – 7.00	Music Practice	Music Practice	Music Practice	Music Practice	Music Practice	AM 8.00 – 8.50	Maths Study	
PM 4.00 – 4.50	▪ Maths ▪ Science ▪ HPE <u>Home work & Review</u>	Footie Training	▪ Maths ▪ Science ▪ History <u>Home work & Review</u>	▪ Maths ▪ Science ▪ Art <u>Home work & Review</u>	▪ Work E d ▪ English ▪ HPE <u>Home work & Review</u>	AM 9.00 – 9.50	Assignments	Football
PM 5.00 – 5.50						PM 2.00 – 2.50	Assignments	Football
PM 6.00 – 6.50		- - - -Dinner Break - - - -				PM 3.00 – 3.50	Assignments	Football
PM 7.00 – 7.50	Revision	English Science	TV	Revision	Friends	PM 4.00 – 4.50	TV	Assignments
PM 8.00 – 8.50	Revision	<u>Home work & Review</u>	Revision	Revision	Friends		TV	

Developing a Weekly Timetable

Look carefully at the sample weekly timetable noting all the types of information that is recorded in it

1. Make a blank copy of the weekly planner to develop a draft version of your weekly plan. Write into the weekly planner the following:

- ◆ **The times** into the weekday and weekend columns of the planner, with ten minutes break every hour. (e.g. 6.00 pm – 6.50 pm)
- ◆ **Extra study sessions** – for those subjects that you know you need to do more work in –these may be sessions with a tutor or planned timeslots to work with your parents or times on the weekend or nights to do extra work on your own.
- ◆ **Relaxation times** – reading, watching TV, swimming, etc
- ◆ **Sporting and other commitments** – e.g. sport training times, playing times, musical tuition, etc
- ◆ Any other **personal or family commitments** - e.g. church, family visit times, weekly medical appointments, etc

2. Write in the subjects you have each day in the first blank in the weekly planner for that day - e.g.. If you have Maths, Science, History, and English on Tuesday, and you have music tuition lessons until 5.45 on Tuesday afternoon, then you would write these subjects in the 6.00pm box (*allowing a 15 min break before starting Homework*).
3. Allow a minimum of 1 ½ hours per night for homework and review (*6 subjects @ 1¼ hrs per week each equals approx 1½ hrs per night*).

Time	Tue
PM 4-00 – 5.50	Music Tuition
PM 6.00 – 6.50	<ul style="list-style-type: none"> ▪ Maths ▪ Science ▪ History ▪ English Homework & Review

Remember **Review** means to do at least one of the following for **each subject**:

- Read over the days material that was covered in class by reading your notes
- Reading the relevant text sections
- Attempting extra problems or questions
- Writing a set of summary notes

4. Fill in the remaining timeslots with **Assignment** and **Revision** times. Try to allow large blocks of time for assignments (e.g. weekends).

Constructing a Semester Assessment Planner

Because your weekly planner contains sections referring to Revision and Assignments you will need to complete a **Semester Planner** that shows the dates that Test items need to be revised for and what assignments need to be completed by particular dates. This is then used in conjunction with the weekly planner when deciding what work needs to be done each night.

1. Make a table like the one below showing each week of the semester.
2. Use a copy of your Assessment Schedule (published in week 3 of each semester) to transfer the assessment items into this planner.
3. Write in any major school events that affect you, from the semester overview in your School Diary.
4. Write in any known personal or family commitments.
5. Transfer **tests** from the assessment schedule into this planner. (e.g. Write “Maths Test” on the day you have a maths test)



6. Transfer **assignment Issue** and **Due** dates from the assessment schedule. (e.g. Write “English Assignment Issued” and “English Assignment DUE” on the relevant date)
7. **Schedule assignment and revision times** by planning for exam study and assignment work times:
 - **Tests:** Write revision times for each test. Plan to spend 15-30 minutes for 4 nights in the week leading up to the test, and at least 30-50 minutes in the night before the test.
 - **Assignments:** Build a minimum of 5 times when the assignment will be worked on. Start by committing 15-30 minutes and increase this to 40-60 minutes on the days before it is due.
8. These planned times will make up part of your nightly homework time, so ensure that there is not an overload of work on revision or assignments on any one night.
9. **Write each of these known “Homework Items” into the relevant date in the diary section of the Organiser.**

Example Semester Planner

Week	Monday	Tuesday	Wednesday	Thursday	Friday
3		<i>ENG Assign Given</i>	<i>ENG Assign work</i>	<i>ENG Assign work</i>	
4	<i>ENG Assign work Maths Rev (15min)</i>		<i>Maths Revision (20min)</i>	<i>ENG Assign work Maths Rev (20min)</i>	<i>ENG Assign Due</i>
5	<i>Maths Revision (30min)</i>	<i>Maths Revision (10min)</i>	<i>MATHS TEST</i>	<i>SWIMMING CARNIVAL</i>	

EXTRACT FROM THE YEAR 7 – 10 ASSESSMENT POLICY)

Full policy is found on our website [Policy](#)

(https://nerangshs.eq.edu.au/ourcurriculum/Documents/Junior%20Assessment%20Policy%20Years%207_8_9_10.pdf)

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures regarding assessment. Nerang State High is committed to the fair and equitable treatment of all students to achieve their personal best. This policy is enacted consistently across all subject areas of the school.

Student Responsibility:

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date
- record checkpoints and draft and final response due dates in their diaries/planners
- plan and manage their time to meet the due dates
- adhere to the specific requirements for each assessment instrument e.g. word length
- inform the school as soon as possible if they have concerns about assessment load and meeting due dates. Contact should be made with the classroom teacher, Head of Department or Guidance Officer.

Assignments:

a) Draft Copy:

- I. The assignment draft must be submitted on the due date
- II. If the draft is not submitted, students will be required to produce a draft copy at school during their class time or at break time on the day the draft is due. Parents will be contacted by text message, phone call or email if the draft is not submitted.
- III. Checkpoints will:

- be outlined on student task sheets
- be used to monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated class times and show evidence of progress at scheduled checkpoints.

Teachers will use these checkpoints to identify and support students to complete their assessment.

Heads of Department and parents/carers will be contacted if checkpoints are not met.

b) Final Copy:

- I. The Final Copy is to be submitted on or before the due date.
- II. Where an assignment is not submitted by the due date, the assignment result will be based on the student's draft copy.

c) Submission of Assignments:

- I. Requests for extensions are made via the Head of Department or the Guidance Officer.
- II. Students off-campus on a school related activity (e.g. excursion, traineeship, etc) must ensure the draft or final copy is submitted on or before the due date.
- III. In the event of computer/printer failure, students must submit the USB back-up of their work to the teacher for printing on the due date of the assignment.



d) Absence on the Due Date due to Illness:

- I. Students must submit the assignment draft or final copy to school on the due date (deliver to the Office or email to the teacher if not attending school on the due date)
- II. In the event of not being able to submit the assignment:
 - Parents/Caregivers are to make immediate contact with the relevant Head of Department.
 - On the first day of return to school, the student must submit the assignment or email the assignment to the Head of Department on a date negotiated by the Head of Department and parent.
 - Students must also provide a medical certificate or a parental note, clearly outlining why this assignment was not submitted on the due date.
- III. Should there be an ongoing pattern of late submission of assignments, the student will be referred to the Head of Department or Deputy Principal.

e) Absence on the Due Date Caused by Misadventure:

Parents/Caregivers are to contact the relevant Head of Department to discuss the circumstances (e.g. bereavement) that prevent submission on the day assessment is due. A new submission date will be negotiated.

Exams:

a) Sitting Exams:

- I. Students are to sit an exam on the set date as informed by the classroom teacher or Head of Department. An assessment calendar is distributed at the beginning of each semester with a list of all due dates.

- II. If a student is unable to sit an exam due to illness:
 - Parents/Caregivers must make immediate contact with the Deputy Principal or Head of Department to advise of the situation and to negotiate a new date to sit the exam.
 - Students must also provide a medical certificate or a parental note on the day of their return, clearly outlining why they could not sit for the exam on the set date.
- III. If a student is unable to sit an exam due to other extenuating circumstances (e.g. family bereavement), they may need to access the Special Provision process, which is accessed through the Guidance Officer. Parents will need to contact the Head of Department or Guidance Officer.

Oral Presentations / Performance Tasks:

- a) All students will be expected to present oral/performance tasks to the class.
- b) If an extension is granted, the student will be required to complete the oral/performance task in front of the class - a change of conditions will not be granted.
- c) In extenuating circumstances, a student may be given the option to perform the oral/performance task in front of only the teacher or a smaller group of students. A letter providing the details of the consulting medical practitioner and reasons for the request is to be provided to the teacher prior to the due date.

Extensions for Assessment:

- a) **When requesting an extension of time:**
 - Requests must be made prior to the due date. The parent/caregiver must make contact directly with the relevant Head of Department to explain the circumstances.
 - The student is to complete an Extension Form (with the Head of Department) and provide relevant documentation (e.g. Medical Certificate or Parental Note). The Parental Note must clearly outline the circumstances impacting on the student's capability to complete assessment within the set timeframe.
- b) **Where the circumstances affect more than one piece of assessment:**
 - The case will be referred to the Guidance Officer for Special Provision.
 - The Guidance Officer will meet with the student, assess the relevant documents (e.g. medical certificate) and negotiate new assessment conditions and due dates.
 - A Special Provisions Form will record all changes to assessment conditions. The student, parent and HOD will receive a copy and a copy will be uploaded to One School.

Non Submission of Assessment:

Students must complete all assessment relating to a subject in order to be awarded a Level of Achievement. If a student does not complete all the required assessment for the semester, a Not Rated (NR) will apply.

EXTRACT FROM SENIOR ASSESSMENT POLICY (YEARS 11 & 12)

Full policy is found on our website [Policy](#)

(https://nerangshs.eq.edu.au/ourcurriculum/Documents/Senior%20Assessment%20Policy%20Years%2011_12.pdf)

Promoting Academic Integrity

Nerang State High promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Submitting, collecting and storing assessment information	<p>Assessment instruments will provide information about Nerang State High's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by the due date and where appropriate, via the academic integrity software (turnitin).</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p>

Ensuring academic integrity

Nerang State High has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none">• maintain the integrity of the requirements of the task or assessment instrument• allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints	<p>Checkpoints will:</p> <ul style="list-style-type: none">• be outlined on student task sheets• be used to monitor student progress• be used to establish student authorship. <p>Students will work on assessment during designated class times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of Department and parents/carers will be contacted if checkpoints are not met.</p>
Drafting	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts will be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none">• provided on a maximum of one draft of each student's response• a consultative process that indicates aspects of the response to be improved or further developed

	<ul style="list-style-type: none"> delivered in a consistent manner and format for all students <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> compromise the authenticity of a student response introduce new ideas, language or research to improve the quality and integrity of the student work edit or correct spelling, grammar, punctuation and calculations allocate a mark. <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Parents and caregivers will be notified by email about non-submission of drafts and the consequences of non-submission.</p>
Managing response length	<ul style="list-style-type: none"> Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. If the student's response exceeds the word length required by the syllabus, the school will mark only the work up to the required length, excluding evidence over the prescribed limit
Authenticating student responses	<ul style="list-style-type: none"> In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA)	<p>Applications for AARA</p> <ol style="list-style-type: none"> All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or his/her delegate. Applications for extensions to due dates for unforeseen illness and misadventure. Students and parents/carers must contact the Senior Schooling Deputy Principal or the Head of Department (Senior Schooling) as soon as possible and submit an AARA (Access arrangements and reasonable adjustments) Form 1A. This applies to both assignments and exams. <p>A copy of the AARA package is on the school website. This package consists of a confidential medical report template, AARA Application Form 1A and confidential student statement. The application form and appropriate documentation needs to be submitted to the Head of Department (Senior Schooling).</p>
Managing non-submission of assessment by the due date	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>

Managing academic misconduct

Nerang State High is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

Procedures for managing academic misconduct

For authorship issues

When authorship of student work cannot be established or a response is not entirely a student's own work the student will be asked to demonstrate that the submitted response is their own work. Students may be asked to sit an alternative exam.

For instances of academic misconduct

The teacher/supervisor refers the situation to the HOD and DP and/or Principal.

Results will be awarded using any evidence from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

Results may not be awarded for the assessment item and alternative assessment may be given.

For instances of academic misconduct during examinations

Where appropriate, the school's behaviour management policy will be implemented.

Students may be awarded an NR (Not Rated) and as a result may not be given credit for the semester.

Refer to the Responsible Behaviour Plan for consequences for serious forms of academic misconduct.

Suspension may be an outcome depending on the nature of the misconduct.

Academic consequences will be determined on a case by case basis. After investigation the work that can be confirmed as the student's own will be considered in determining a result. In some cases this may result in an NR (Not Rated) being awarded and the student may not be given credit for the semester.

Extracts from the Student Code of Conduct

Whole School Approach to Discipline

At Nerang State High School we believe that all students have the right to be educated in a disruption free environment that is conducive to learning. Maintaining clear expectations for learning and high standard of classroom behaviour is an integral part in ensuring that students are given every opportunity to achieve to their potential. We encourage all students to think of others and respect everyone's right to learn in a caring, supportive and well managed environment.

Nerang State High's Code of Conduct is based on Ed Ford's framework of the Responsible Thinking Process, where all students are encouraged to take responsibility for their own behaviour. This process involves students reflecting on the choices they have made that have led to their disengagement or disruption. Students are also asked to develop an effective plan that clearly indicates how they will commit to making positive choices to engage in their learning when they return to their classroom. This is achieved through a 'Conferencing' process with the teacher or the development of an 'Action Plan' with a Head of Department.

All teachers are expected to clearly outline their classroom guidelines, student expectations and positive learning outcomes. We believe that when students are given clear guidelines they are more likely to work towards achieving self-discipline.

The expectation of all students at Nerang State High School is that they will behave in such a manner as to uphold our set of core values: (PRIDE) – Persistence, Resilience, Integrity, Diversity and Empathy.

Aligned to these core values, the school has explicit expectations with regard to student's engagement in learning and their behaviour while doing that learning. The expectations are that students will:

- Be Prepared
- Be Responsible
- Be Respectful
- Be Punctual
- Be Engaged

In supporting students to maintain appropriate behaviour, they are initially supported by their classroom teachers, and should this not provide a high enough level of support, students are then engaged by the Responsible Thinking Centre (RTC).

Teachers are responsible for dealing with minor disruptions and minor incidents of misbehaviour. Staff use their repertoire of 'micro-skills' to encourage students to modify their behaviour in their classrooms and emphasis is placed on the provision of quality learning and teaching practices and a relevant and engaging curriculum. Teachers teach their behavioural expectation through an ongoing and explicit set of learning experiences, including regular reminders, modelling of the appropriate behaviours, rewards for demonstrating ongoing appropriate behaviours, regular discussion of class expectations, the display expectations in the classroom, having and practicing clear routines.

Students continuing to behave in a disruptive manner:

To develop a positive whole school culture and a consistent approach all staff at Nerang High use the Responsible Thinking Process. Students continuing to behave in a disruptive manner are asked the questions – "What are you doing?"; "What should you be doing?"; "What will happen if you disrupt again?" If the student continues to disrupt the class, the teacher will again ask, "What are you doing?" and "What should you be doing?" In doing so the teacher is checking that the student understands what it is that they are doing that represents continued disruptive behaviour. The teacher will then follow these two questions with, "I see you have chosen to leave."

The student is then referred to the Responsible Thinking Classroom where a behaviour plan is written. Students are then responsible for attending a 'Conferencing' meeting with the teacher to discuss positive engagement choices and the students' plan for changing their behaviour. Their plan is signed-off by the teacher and the parent. The student returns to class in the next lesson.

Students not meeting expectations regarding engagement in learning:

For students who fail to meet expectations regarding their engagement in learning there is a tiered response involving in the first instance the Teacher revisiting the expectation with student, followed by an escalated response for subsequent instances of failure to meet that expectation. This escalation involves for 2nd & 3rd instances the teacher issues a 10-minute detention and makes email contact with parents. For a 4th instance a failure to meet a particular expectation the teacher Refer the student to the HOD and The HOD develops a 'High Expectations Action Plan' with student to put into place definite actions that will allow the student to meet the expectation they are currently struggling to meet. This plan is emailed home to the parents and provided to the teacher to monitor. Should the student not meet the actions in their plan, they are referred to the relevant

Dean of Students and the RTC process of escalation of levels and subsequent responses comes into effect.

Consideration of Individual Circumstances

Staff at Nerang State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

Our staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child.

Disciplinary Consequences

The differentiated responses to problem behaviour can be organised into **three tiers**, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated Consequences

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour

- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed Consequences

The class teacher is supported by other school-based staff to address in-class problem behaviour. These staff would include the Heads of Department, Student Engagement Team and the Support Team.

A student's frequency of ongoing behavioural issues is tracked via the RTC ladder. As students progress through the 8-point system, the gravity of the consequences will increase. Eg. From behavioural contracts and counselling for low levels to detention and stakeholder meetings for those on the mid-range levels, and ultimately suspension for those reaching Level 8. Any consequence, particularly Suspension, is only enacted after all due consideration is given to the specific circumstances involving the student and consideration has been given to all other available responses.

Focussed consequences may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small groups
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- RTC referral debriefing
- Referral to Student Support Team for problem solving
- Stakeholder meeting with parents and/or external agencies

Intensive Consequences

The school leadership team work in consultation with Student Engagement Team to address persistent or ongoing serious problem behaviours. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Nerang State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so serious that continued attendance at the school is considered untenable.

Determination of consequences

Staff consider a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary absence.

Differentiated, Focused and Intensive Consequences, as listed previously, provide a broad guide on the range of responses that may be used to respond to problem behaviour. The following tables outline the range of consequences employed at Nerang High in response to inappropriate and unacceptable behaviour.

Management of Disciplinary Matters (other than Major)

The table below provides a guide on the probable consequences that inappropriate behaviours (not deemed as major discipline matters) may attract, depending on the circumstances.

Inappropriate Behaviours		Most Likely Consequence †
Low Level	<ul style="list-style-type: none"> ▪ Class-related issues (eg. unprepared for learning, late to class, ongoing off-task behaviours, non-completion of classwork or homework, failure to attend detention, etc) ▪ Non-compliance issues (eg. late arrival to school and not following the appropriate procedures, not bringing appropriate equipment to class, etc) ▪ Minor disruptive behaviour (e.g. talking in class) 	<ul style="list-style-type: none"> ▪ Extra work issued ▪ Referral to HOD ▪ Parent/Caregiver contacted via phone or email ▪ Community service ▪ Detention*
Moderate Level or Repetitive Low Level	<ul style="list-style-type: none"> ▪ Repetitive low-level behaviour ▪ Disruption of class ▪ Disobedience - refusal to comply with a direction ▪ Disrespectful to staff ▪ Leaving class/school without permission ▪ Use of offensive language ▪ Bullying or harassment ▪ Truancy ▪ Smoking ▪ Inappropriate items brought to school # 	<ul style="list-style-type: none"> ▪ Referral to RTC (Dean of Students) ▪ Confiscation of property# ▪ Referral to a Support Team Member ▪ Parent/ Caregiver contact and/or meeting ▪ Detention* ▪ Monitoring card issued ▪ Suspension[°] (1-5 days)
Elevated Level or Persistent Medium Level	<ul style="list-style-type: none"> ▪ Persistent moderate or low-level behaviours ▪ Gross disobedience ▪ Repeated smoking incidents ▪ Major harassment ▪ Repeated bullying ▪ Breach of the 'mobile phones and other devices' policy ▪ Conduct that is held in such low regard and disfavour by the public that it brings our school into disrepute 	<ul style="list-style-type: none"> ▪ Referral to Dean, Deputy Principal or Principal ▪ Referral to Support Team Member ▪ RTC referral ▪ Parent/Caregiver contact/meeting ▪ Referral to alternate learning centre ▪ Suspension[°] (1-10 days)

† While this outcome may not be given in all cases, it is the most likely outcome for the behaviours indicated.

*Detention: 20 minutes during the school lunch break or 45 minutes after the school-day is finished. If the detention is imposed after school, the staff member must inform the parent/caregiver of the proposed period of detention before it is imposed.

#Inappropriate items (other than those referred to in Major Disciplinary Matters) brought to school or any objects used in a manner that is disruptive to learning may be confiscated by teachers. At the discretion of the teacher, they will be made available for collection at the end of the lesson or from the office at the end of the school day, unless the item is required to be kept for purposes of disciplinary investigation.

°Full details are provided in the section 'School Disciplinary Absences'

Management of Major Disciplinary Matters

Major disciplinary matters are those involving disobedience, misconduct or other conduct prejudicial to the good order and management of the school that are of a more significant nature and which can only be dealt with by the Head Student Engagement, Deputy Principals or the Principal.

The school response will be aligned to the Focused or Intensive Consequences described in the section on 'Disciplinary Consequences'. An SDA may be necessary to address such serious incidents; for example, when student behaviour is of such intensity (eg. severity) and / or frequency (eg. repeated behaviour). Serious matters may also be referred to the Police for further investigation.

In determining the consequence, the Principal will take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary consequence. Our school draws upon a comprehensive range of strategies (previously described - differentiated, focussed and intensive) to consider when addressing individuals and their misbehaviour.

The Possible Consequence listed in the table that follows is likely, but not definite. The table shows the most likely outcome for the behaviours described, but this does not mean that this outcome will be the result in all cases. Ultimately, the severity of the disciplinary outcomes is determined by the school Principal, based on an assessment of the totality of the alleged misbehaviour, the effect of the said misbehaviour on others and the student's personal circumstances and history.

If the 'Possible Consequence' is drawn from the Intensive Consequences, the most likely SDA is also noted.

MAJOR DISCIPLINARY MATTERS			
Category	Problem Behaviour	Definitions	Possible Consequences
Abusive language	Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Focused or Intensive (Suspension)
	Occupational Abuse	Offensive language directed at a staff member	Intensive (Suspension)
Bomb Threat/ False Alarm	Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Intensive (Suspension or Exclusion)
Bullying	Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	Intensive (Suspension)
	Bullying	Ongoing bullying and/or intimidation of others.	Intensive (Exclusion)
Defiance	Defiance	Student refuses to follow adult directions.	Focused or Intensive (Suspension)
	Consistent and Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support.	Intensive (Suspension or Exclusion)
Disrespect	Occupational Disrespect	Student is disrespectful or dismissive towards adults.	Focused or Intensive (Suspension)
	Possession of sexual items	Possession or sharing of pornographic material or sexual items/materials.	Intensive (Suspension)
	Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (Full or partial) during school.	Intensive (Suspension or Exclusion)

	Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Includes but not limited to sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Focused or Intensive (Suspension)
Disruption	Hostile Disruption	Aggressive behaviour including yelling, throwing objects (not causing harm) or other actions (that could include kicking, punching, smashing objects).	Intensive (Suspension or Exclusion)
	Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Focused or Intensive
Dress code	Fighting	Student is involved in mutual participation in an incident involving physical violence.	Intensive (Suspension)
Fighting	Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Intensive (Suspension)
Harassment	Persistent Harassment	Ongoing delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Intensive (Exclusion)
	Occupational Harassment/ Threats	The delivery of threats or disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff.	Intensive (Suspension or Exclusion)
Physical aggression	Physical aggression	Student engages in actions involving physical contact with other students where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Intensive (Suspension)
	Physical aggression	Student engages in actions involving aggressive and sustained physical contact on other students, aiming to assault or causing injury (e.g. hitting, punching, hitting with an object, kicking, stomping, slamming into a wall, etc.).	Intensive (Exclusion)
	Encouragement of Violence	Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises).	Intensive (Suspension or Exclusion)
	Premeditated acts of violence	Student engages in planned actions so as to cause physical harm to another student.	Intensive (Exclusion)
	Occupational Violence	Student engages in actions with a member of staff involving physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Intensive (Exclusion)
Plagiarism	Plagiarism	Student has signed a person's name or claims someone else's work as their own.	Focused or Intensive (Suspension)
Property misuse	Property misuse	Student engages in misuse of property, which could include but not limited to behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Intensive (Suspension)
Property damage	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Intensive (Suspension)
	School property damage	Student engaging in the wilful destruction, damage or disfigurement of school property	Intensive (Exclusion)
Substance misconduct involving tobacco and/or other legal substances	Substance possession involving tobacco and other legal substances	Student is in possession of or is using tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device.	Intensive (Suspension)
	Substance supply involving tobacco and other legal substances	Student is supplying tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers & vaping device.	Intensive (Suspension)

Substance misconduct involving illegal substances	Substance possession involving illegal substances	Student is in possession of or is using illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongos, papers, lighters, matches, pipes, needles, syringes.	Intensive (Suspension or Exclusion)
	Substance supply involving illegal substances	Student is supplying illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongos, papers, lighters, matches, pipes, needles, syringes and scales "baggies".	Intensive (Exclusion)
Technology violation	Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Intensive (Suspension or Exclusion)
Theft	Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	Intensive (Exclusion)
Use/possession of combustibles	Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Intensive (Exclusion)
Use/possession of weapons	Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.	Intensive (Exclusion)
Other	Misbehaviour	Serious behaviour in a private capacity that is prejudicial to the good order and management of the school.	Intensive (Exclusion)
Criminal Charges	Charge related suspension	Student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities.	Suspension

Other Key Information

For information on the following topics, see the Student Code of Conduct at [Link](https://nerangshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Behaviour%20Management/NerangSHS-student-code-of-conduct.pdf#search=code%20of%20conduct) (<https://nerangshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Behaviour%20Management/NerangSHS-student-code-of-conduct.pdf#search=code%20of%20conduct>)

- **Student Wellbeing (P.7)**
 - Wellbeing education
 - Drug education and intervention
 - Specialised health needs
 - Medications
 - Mental health
 - Suicide prevention
 - Suicide postvention

- **Student Support Network (P.9)**
 - Guidance Officer
 - Chaplain
 - Head of Student Engagement
 - Youth Support Coordinator
 - Industry Liaison Officer
 - Year Level Dean of Students

- **Differentiated Teaching (P.11)**
 - Teaching expected behaviours
 - Focused Teaching
 - Intensive Teaching

- **Temporary removal of student property (P.24)**
 - Items explicitly prohibited
 - Temporarily removed student property
 - Search of property

- **Use of mobile phones and other devices by students (P.26)**

Under teacher direction, it is acceptable for students to use a mobile phone for assigned class work. At all other times, the phone is switched off and out of sight during classes. Any student found breaching Nerang SHS Code of Conduct in relation to mobile phones will have it confiscated.

 - The responsibilities for students
 - Unacceptable use

- **Preventing and responding to bullying (P.28)**
 - What is / What isn't bullying
 - Minimising Bullying
 - When bullying occurs, what should be done?
 - Our Procedures
 - Cyberbullying

- **Appropriate use of social media (P.35)**
 - strategies to keep the use of social media positive and constructive:
 - Is it appropriate to comment or post
 - What about other people's privacy?
 - What if I encounter problem content?

General School Contact Details:

Student Absence	5503 7860
Office	5503 7888
Uniform Shop	5503 7858
Canteen	5503 7857
Address	1 Weedons Road Nerang Qld 4211
Email	admin@nerangshs.eq.edu.au
Website	www.nerangshs.eq.edu.au