



# PARENT HANDBOOK

Our School, Our Rules and Our Procedures

*December 2024*

## Contents

<b>SCHOOL PERSONNEL.....</b>	<b>5</b>
ADMINISTRATION	5
HEADS OF DEPARTMENT	5
SUPPORT STAFF	6
<b>P&amp;C ASSOCIATION .....</b>	<b>7</b>
<b>CANTEEN .....</b>	<b>8</b>
<b>UNIFORM SHOP / STATIONERY BOOKSHOP .....</b>	<b>8</b>
<b>FINANCIAL MATTERS .....</b>	<b>9</b>
<b>BUS TRANSPORT .....</b>	<b>10</b>
<b>DAILY TIMETABLE .....</b>	<b>10</b>
<b>COMMUNICATION WITH HOME .....</b>	<b>10</b>
<b>SPORT .....</b>	<b>11</b>
<b>WHERE TO GO... ..</b>	<b>11</b>
DROP-OFF AND PICK-UP	11
VISITING THE SCHOOL	12
<b>WHAT HAPPENS WHEN... ..</b>	<b>12</b>
STUDENTS ARE LATE TO SCHOOL	12
LEAVING SCHOOL EARLY	12
ACCIDENTS /ILLNESS	12
ABSENT FROM SCHOOL	13
CHANGE OF CONTACT DETAILS	13
ENTERING THE SCHOOL	13
COLLECTING YOUR CHILD DURING THE DAY	13
<b>UNIFORM POLICY.....</b>	<b>13</b>
<b>UNIFORM DETAILS .....</b>	<b>14</b>
WEARING THE UNIFORM	16
UNIFORM EXEMPTION PROCESS	16
<b>SCHOOL PHOTOS .....</b>	<b>17</b>
<b>HOW TO DEVELOP A HOMEWORK-STUDY PROGRAM.....</b>	<b>18</b>
<b>EXTRACT FROM THE YEAR 7 – 10 ASSESSMENT POLICY) .....</b>	<b>20</b>
2. ASSESSMENT	20
2.1 ASSIGNMENT DEFINITION	20
2.2 SUBMISSION OF ASSIGNMENTS	20
2.3 ASSIGNMENT DRAFTS	21
2.4 FINAL ASSIGNMENT	21
<b>3. TASKS (SPEECHES, PERFORMANCES, PRESENTATIONS) .....</b>	<b>21</b>
3.1 TASK DEFINITION	21
3.2 SUBMISSION OF TASKS	21
3.3 DRAFT TASK	22
3.4 TASK PRESENTATION	22
<b>4. EXAMS.....</b>	<b>22</b>
4.1 EXAM DEFINITION	22
4.2 SITTING EXAMS	22

<b>4.2 EXAM PROTOCOLS</b>	<b>23</b>
<b>5. EXTENSIONS</b>	<b>23</b>
<b>EXTRACT FROM SENIOR ASSESSMENT POLICY (YEARS 11 &amp; 12)</b>	<b>24</b>
2. SUBMISSION OF ASSESSMENT	24
E) EXTERNAL ASSESSMENT ADMINISTRATION	25
AUTHENTICITY OF STUDENT WORK	25
ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)	25
ILLNESS AND MISADVENTURE	26
<b>WHOLE SCHOOL APPROACH TO DISCIPLINE</b>	<b>27</b>
<b>DISCIPLINARY CONSEQUENCES</b>	<b>30</b>
DIFFERENTIATED INTERVENTION	30
DETERMINATION OF CONSEQUENCES	31
TABLE 2: MANAGEMENT OF DISCIPLINARY MATTERS OTHER THAN MAJOR	32
TABLE 3: MAJOR DISCIPLINARY MATTERS	36
<b>OTHER KEY INFORMATION</b>	<b>39</b>
• STUDENT WELLBEING (P.7)	39
• STUDENT SUPPORT NETWORK (P.7)	39
• DIFFERENTIATED TEACHING (P.9)	40
• TEMPORARY REMOVAL OF STUDENT PROPERTY (P.25)	40
• USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS (P.27)	40
• PREVENTING AND RESPONDING TO BULLYING (P.28)	40
• APPROPRIATE USE OF SOCIAL MEDIA (P.34)	40

## 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 their full potential.

We encourage every person in our school community to think of the needs of others, as well as their 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.



## **SCHOOL PERSONNEL**

### **ADMINISTRATION**



**Scott Ison**

Principal  
admin@nerangshs.eq.edu.au



**Suzi Tones**

Business Manager  
stone7@eq.edu.au



**Suzy Riley**

Deputy Principal  
(Years 7 & 8)  
srile35@eq.edu.au



**Kerry Wharton**

Deputy Principal  
(Years 9 & 10)  
kwhar2@eq.edu.au



**Kate Jorgensen**

Deputy Principal  
(Years 11 & 12)  
kjorg4@eq.edu.au

**Fiona Carter**  
**Lisa Horner**  
**Amber Greene**  
**Sandy Sheppard**  
**Jo Lockyer**  
**Leanne Hay**

Attendance Officer  
Parent Reception  
Parent Reception  
Finance Officer  
Executive Assistant  
Finance Officer

fcart10@eq.edu.au  
lhorn107@eq.edu.au  
alsch1@eq.edu.au  
sshep168@eq.edu.au  
jlock181@eq.edu.au  
lhay5@eq.edu.au

### **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.

Department	Head Of Department	Email
English	Cathi Bell	cbell37@eq.edu.au
Food and Service Industries	Kelly Copolov	kcopo1@eq.edu.au
HPE	Cameron Puddey	cpudd1@eq.edu.au
Humanities	Tamlyn Dooley	tdool16@eq.edu.au
Industrial Technology & Design	Shane Courtenay	scour33@eq.edu.au
LEAD	Lindsay Russell	lhall138@eq.edu.au
Maths	Jess Wilson	jwils869@eq.edu.au
Science	Lara Hayes	lhaye81@eq.edu.au
Senior Schooling / Business	Jodie Teng	jteng5@eq.edu.au
The Arts	Mandy Acott	macot1@eq.edu.au

Engagement Team		Email
Year 7 – 8 Head of Engagement	Nigel Wilson	nwils38@eq.edu.au
Year 9 – 10 Head of Engagement	Aaron Woolnough	awool42@eq.edu.au
Year 11 – 12 Head of Engagement	Jodie Teng	jteng5@eq.edu.au
Year 11 – 12 Dean of Students	Kandice Shaw	kxoli2@eq.edu.au
Guidance Officer Year 7 - 9	Elice Grandfils	egran9@eq.edu.au
Guidance Officer Year 10 - 12	Rishi Jagunundan	rjagu4@eq.edu.au

## 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.***

**T**ogether  
**E**veryone  
**A**chieves  
**M**ore

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.

## SUPPORT STAFF

### **Guidance Officer – Rishi Jagunundan (Tues – Fri) & Elice Grandfils (Mon – Thurs)**

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 – Summer Osmond (Tue & Thu)**

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. All consultations with the nurse are confidential under the Health Act.

### **Indigenous Support – Clair Selby**

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 – Emma Radcliffe (Mon, Thurs & Fri)**

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.



### **Youth Support Coordinator (YSC) – Erin Watts (Mon – Wed)**

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.

### **How to make an appointment with our Support Staff:**

**Students** can self-refer by completing a referral form located at The Hub reception desk.

**Parents** can make an appointment through Tracey Spiers on 0755 037 863



### **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.

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 the 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](mailto: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 Co-Ordinator 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, Sharon Collis, if you have any queries or would like to volunteer.

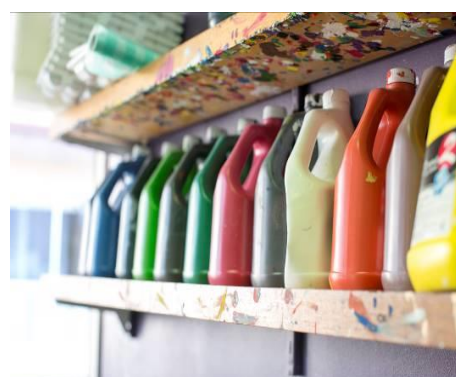
N.B. Students are not allowed to leave school grounds to purchase food or order food in (eg. Uber Eats). This is for safety reasons (unknown people coming to school and unknown whereabouts) and purchasing from the canteen supports the P&C, which funds and develops resources for the school.

## **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  
During School Year**

8.15am - 11.00am Tuesday  
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.

The *Student Resource Scheme form* which is available on the school website [\(link\)](#). For more information, or contact Sandy Sheppard, 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.

## **BRING YOUR OWN DEVICE (BYOD)**

We are a BYOD (Bring Your Own Device) school, and this means students are able to bring personally owned devices (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 allow student choice regarding which applications best suits their learning and communication style.

Families have control over the choice of IT device their student uses at school. See the school website for a copy of our BYOD Handbook for acceptable laptops. [\(link\)](#)



To ensure access to school resources, students must have the appropriate device that meets specified parameters. We are committed to continuing to move students and staff forward in a contemporary learning environment. We will be 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, that is, all subject information is located in the student's class notebook. We also provide access to online learning platforms, such as Mathspace and Education Perfect. In a number of our subject's students will access their textbooks in a digital format.



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

Full details are available in the *BYOD Information Guide for Parents and Students* – available on the school website. [\(link\)](#)



## **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:

**Kinetic 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**

<b>PERIOD TIMES</b>	
<b>Monday to Friday</b>	
Warning Bell	8.55 am
Form Class (Roll Marking)	9.00am - 9.10am
Period 1	9.10am - 10.20am
Morning Tea	10.20am - 10.50am
Warning Bell	10.48am
Period 2	10.50am - 12.00pm
Period 3	12.00pm - 1.10pm
Lunch	1.10pm - 1.50pm
Warning Bell	1.47pm
Period 4	1.50pm - 3.00pm

**ARRIVAL TIME:** Students are required to be at school no later than 8.50am.

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 that students do not come to school before 8.00 am.

## **COMMUNICATION WITH HOME**

### **Reporting and 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. ([link](#))

If parents wish to meet with a teacher, this is the best way to organise a meeting. Send an email with your child's name, the topic of conversation and times that would suit you to meet. The teacher will get back to you with a meeting day and time.



## Social Media

Like us on Facebook or Instagram 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 terms 1 - 3. All students must participate in either Interschool or Recreational Sport on these Cluster Sports Days. Exemption is granted only in exceptional circumstances (eg. serious medical condition). Interschool sports may include: Volleyball, Rugby League, 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:**

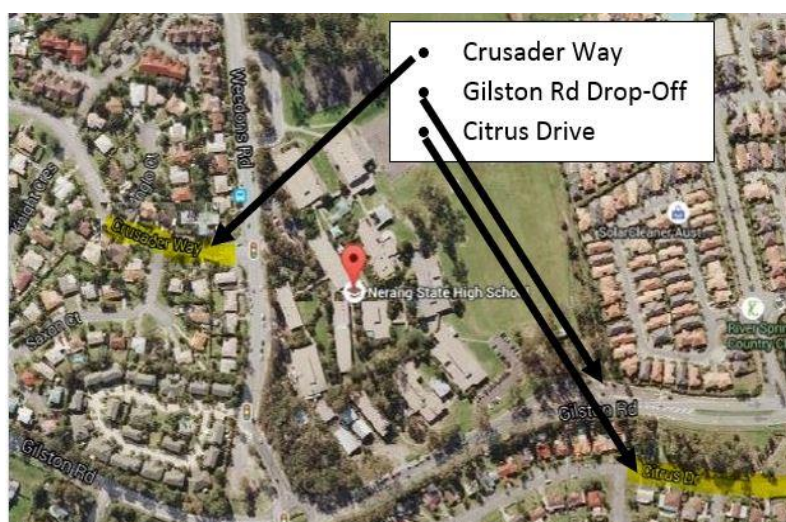
House	House Colour	Students Surname Begins with:
Alpha	Blue	A - D
Beta	Gold	E - K
Gamma	Red	L - R
Delta	Green	S - Z

## 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. It is not suitable for parking in the afternoon to wait and pick up children.

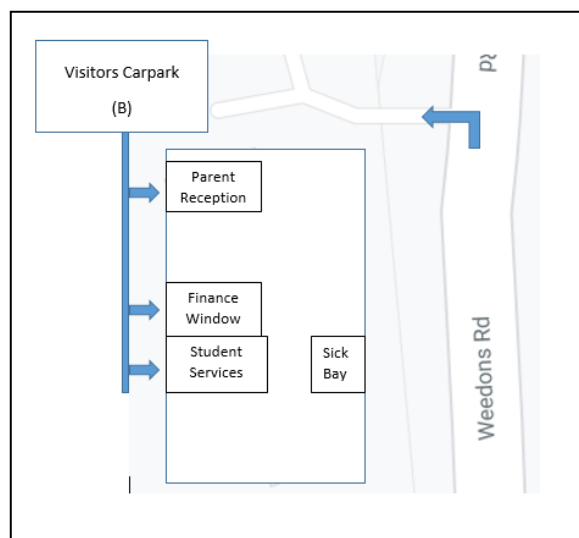
Please do not use the drive-through lane in the 'Bus-Bay' to park and collect children in the afternoon. It's dangerous, it's illegal, it's dangerous, and it's dangerous... Please do not use the staff carparks to drop-off or collect your children. There are no turn-around areas in our staff carparks. They are always full and 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. Students **who arrive late**, without parent explanation, will receive a lunch detention.

#### 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. 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 entering absence on QParents 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 text-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 (eg. 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 Parent Reception 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.



#### **Formal Uniform:**

- School Blouse & Skirt or Formal Shorts (girls)
- School Shirt & Formal Shorts (boys)
- Black School Shoes (see over page)
- White or Black Socks (ankle high or below ankle)

#### **Sports Uniform**

- Sports Shirt and Sports Shorts
- Predominately White or Black Sport Shoes (see over page)
- White or Black Socks (ankle high or below ankle)

#### **Winter Uniform**

- School Zip Front Jacket
- School Logo Pullover or V Neck
- School Track Pants

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



## SHOES

The correct formal footwear for Nerang State High School is:

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

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.

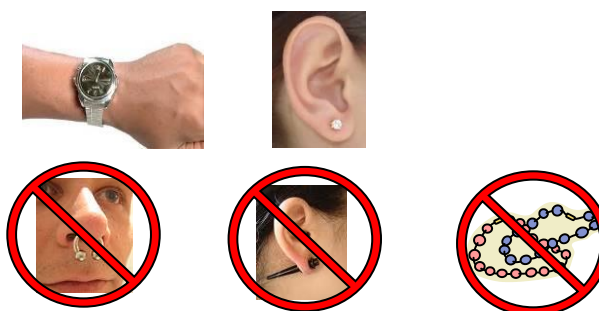


## JEWELLERY

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) 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 (eg. 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 Teacher 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.

## **SCHOOL PHOTOS**

School photos are taken in February to ensure we are able to provide Students with their ID Cards. Students are to be dressed in formal day uniform. Jumpers are not to be worn in the photograph. School rules regarding uniform, makeup, jewellery and hair apply.

**Envelopes and flyers** – most schools send our order envelopes containing the product information home with your child prior to the day of photography. This gives you both cash or online ordering options. Schools will also provide you details on how to order via email/newsletter/school app, with the online ordering access link or code, so please check for this communication from your school.

At most schools there are 2 ways for parents/carers to order school photos – online (before, on or up to a week after photo day) or using one of our order envelopes (which needs to be handed in to our photographers on the day)

**Phone orders** – we cannot take credit card or bank details over the phone; we can only accept orders submitted online or paid in cash using an advancedlife order envelope.

**OPTION 1 ORDER ONLINE NOW**

Online payment options include Visa, Mastercard and PayPal.

**STEP 1**

Find your school's shared 9 digit community order code on the **advancedlife** order envelope.

**STEP 2**

Go to [www.advancedlife.com.au](http://www.advancedlife.com.au) on your computer, phone or tablet.

Enter your school's 9 digit order code in the 'order & download' box. This will take you to the secure online ordering site for your school.

**STEP 3**

Click on 'Order Photos' and complete your details and choose your package, then follow the payment process. During this process you can place orders for additional children at your school and sibling photos, if available.



**OPTION 2 CASH/ENVELOPE ORDERING**

Schools prefer orders placed online. However, if you are unable to order online, please complete your order using the order envelope provided.

**STEP 1**

Complete a separate order envelope for each individual child's package/s ordered. If ordering for more than one child, payment should be enclosed in the envelope of the eldest child and this should be indicated on the envelope of the other child/children (the envelope that does not have cash enclosed).

**STEP 2**

Enclose exact cash payment in one envelope for the package/s you are ordering. Payment for more than one child should be in the eldest child's envelope and marked at the bottom of the envelope in the space provided.

**STEP 3**

Return your completed envelope/s, with correct cash payment, to our photographers on photo day.

**Please note:** You must enclose exact correct payment, as change is not available. Credit card payments can only be made online and we no longer accept cheques. There is a separate envelope for sibling photo orders, should your school choose to offer sibling photos.

Here you can find the *how to order video* ([Link](#)).



## 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	<ul style="list-style-type: none"> <li>Maths</li> <li>Science</li> <li>HPE</li> </ul>		<ul style="list-style-type: none"> <li>Maths</li> <li>Science</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Maths</li> <li>Science</li> <li>Art</li> </ul>	<ul style="list-style-type: none"> <li>Work Ed</li> <li>English</li> <li>HPE</li> </ul>	AM 9.00 – 9.50	Assignments	Football
PM 5.00 – 5.50	Home work & Review	Footie Training	Home work & Review	Home work & Review	Home work & Review	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	Home work & Review	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, the timetable can be written on paper or developed in 'Outlook' or similar program.

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. (eg. 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** – eg. sport training times, playing times, musical tuition, etc
  - ♦ Any other **personal or family commitments** - eg. 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 - eg.. 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"> <li>▪ Maths</li> <li>▪ Science</li> <li>▪ History</li> <li>▪ English</li> </ul> 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 (eg. 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.





- Transfer **tests** from the assessment schedule into this planner. (eg. Write “Maths Test” on the day you have a maths test)
- Transfer **assignment Issue** and **Due** dates from the assessment schedule. (eg. Write “English Assignment Issued” and “English Assignment DUE” on the relevant date)
- 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.
- 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.
- 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 (40min)</i>	<i>MATHS TEST</i>	<i>SWIMMING CARNIVAL</i>	

#### EXTRACT FROM THE YEAR 7 – 10 ASSESSMENT POLICY)

Find the Nerang State High School Junior Assessment policy on the website ([link](#))



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.

## 2. ASSESSMENT

### 2.1 Assignment Definition

An assignment is considered to be an assessment that is to be completed in the students’ own time. There may be time allocated during class to work on the assignment. An assignment is submitted without the need for an oral or physical presentation being made by the student.

### 2.2 Submission of Assignments

- Students off-campus on a school-related activity (eg. excursion or traineeship) must ensure the draft or final copy is submitted on or before the due date.
- For instances of illness on the due-date, parents or students are to submit the draft assignment or final assignment by email to the Teacher or deliver as a hard-copy to the Administration Office.
- Extensions may be granted due to students being absent from school for long periods as a result of illness or misadventure<sup>#</sup>. Contact must be made prior to the draft or final due date.

**See Section 5 - Extensions**



- For instances of misadventure<sup>#</sup> on the due-date, contact the school immediately. **See Section 5 - Extensions**

*(<sup>#</sup>Misadventure: Events that are beyond the student's control such as illness/accident, family emergency, bereavement or unforeseeable technical issues)*

### 2.3 Assignment Drafts

- Students will work on assignments during designated class times and show evidence of progress at scheduled checkpoints. The schedule of checkpoints will be outlined on the assessment task sheet. Teachers will use these checkpoints to identify and support students to complete their assessment.
- Heads of Department will be notified and Parents/Caregivers will be contacted if checkpoints are not met. The submission of a draft is the most significant checkpoint.
- If the draft is not submitted on the due date, students will be required to produce a draft at school during their class time or lunchtime on the day the draft is due. Parents/Caregivers will also be contacted by the class Teacher via text message, phone or email.

### 2.4 Final Assignment

- The final copy is to be submitted on or before the due date.
- The due date will be as shown on the assignment, unless an extension has been approved via the Assessment Extension Application process.
- The final copy will be due a minimum of 5 school days after the draft due date, to allow appropriate time for teacher feedback to be actioned.
- Refer to the assignment task sheet on how to submit the assessment eg. email teacher or hand in a hard copy during class.
- Where an assignment is not submitted by the due date, the assignment grade will be based on the student's submitted draft.

## 3. TASKS (speeches, performances, presentations)

### 3.1 Task Definition

A task is an assessment item that is to be submitted in more than just written form. These items include speeches, creative spoken responses, performances (dance, drama, sport, music, etc), multimodal presentations, practical demonstration of skills (Food preparation, ITD project, etc).

### 3.2 Submission of Tasks

- Students off-campus on a school-related activity (eg. excursion or traineeship) must negotiate with the teacher either:
  - a presentation date to ensure the assessment is completed before the due date; or
  - a pre-recording of the task, submitted on the due-date.
- For instances of illness on the due-date, parents or students are to immediately:
  - submit the written evidence of their work to the teacher (eg. text of the speech, music score, choreography directions, powerpoint or other visual presentation); **and**
  - contact the teacher to seek an approval for an extension of the presentation date (via Extension Application form). **See Section 5 - Extensions**

- Extensions may be granted due to students being absent from school for long periods as a result of illness or misadventure<sup>#</sup>. Contact must be made prior to the due date. **See Section 5 - Extensions**
- For instances of misadventure<sup>#</sup> on the due-date, contact the school immediately. **See Section 5 - Extensions**

*(<sup>#</sup>Misadventure: Events that are beyond the student's control such as illness/accident, family emergency, bereavement or unforeseeable technical issues)*

### 3.3 Draft Task

- Students will work on tasks during designated class times and show evidence of progress at scheduled checkpoints. The schedule of checkpoints will be outlined on the assessment task sheet. Teachers will use these checkpoints to identify and support students to complete their assessment.
- Heads of Department will be notified and Parents/Caregivers will be contacted if checkpoints are not met. The submission of a draft is the most significant checkpoint.
- If the draft is not submitted on the due date, students will be required to produce a draft at school during their class time or lunchtime on the day the draft is due. Parents/Caregivers will also be contacted by the class teacher via text message, phone or email.

### 3.4 Task Presentation

- The task is to be presented on the published due date.
- Where a task is not presented on the due date, the assessment grade will be based on the student's submitted draft.
- Students will be expected to present their tasks to the class as an audience, as a part of the assessment requirements. The students can choose to negotiate with the teacher (prior to the due date) to access changed presentation condition options that include:
  - pre-record and give to class Teacher by the due date on a USB
  - present during class time to Teacher and Peers.

## 4. EXAMS

### 4.1 Exam Definition

An exam is a formal written test undertaken in-class with strict conditions of individual, silent work.

### 4.2 Sitting Exams


- Students are to sit an exam on the set date as informed by the student's Assessment Schedule or as advised by the Teacher/Head of Department.
- If a student is unable to sit an exam due to illness:
  - Parents/Caregivers must make immediate contact with the class Teacher.
  - The student will sit the exam during the first lesson for that subject upon their return to school.

## 4.2 Exam Protocols

Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses:

- Students must arrive at the exam room on-time.
- It is the student's responsibility to bring all required materials and equipment.
- Teachers will advise students on the specific exam conditions and the best place to store bags, phones, etc.
- Students must not access mobile phones, smart watches or other devices during an exam.
- Students may not communicate with anyone other than the exam supervisor during the exam.
- Supervising teachers cannot provide advice or assistance to students regarding the materials, content or questions on the exam paper.
- To support students with time management, exam supervisors will clearly communicate time junctures such as 30 minutes before the finish time.

## 5. EXTENSIONS

- Parents/Caregivers are to make contact with the class teacher to apply for an extension via email or phone.
- An extension will not be granted in the event of computer failure - it is the student's responsibility to save a backup copy of their assignment.
- **When requesting an extension of time**, the Parent/Caregiver must:
  - make contact directly with the teacher to explain the circumstances.
  - complete an **Assessment Extension Application Form**. [\(link\)](#) 
    - clearly outline the circumstances impacting the student's capability to complete assessment within the set timeframe.
    - provide relevant documentation if possible (eg. medical certificate).
- The Teacher will:
  - confer with the relevant Head of Department for approval.
  - email the Student and Parent/Caregiver the completed Assessment Extension Application form showing the approved/not approved status and any changes to the assessment conditions and due-date.
  - The Head of Department may approve for a student to be exempt from the need to complete the assessment in extenuating circumstances (eg. family bereavement, prolonged illness). In this case, evidence gathered during class may be considered to determine the student's overall grade (eg. revision sheet, OneNote tasks, in-class quiz).
- Where the circumstances affect more than one piece of assessment:
  - The case will be referred to the Guidance Officer.
  - The Guidance Officer will meet with the student, assess the relevant documents (eg. medical certificate) and negotiate new assessment conditions and due dates with the relevant Head of Department.
  - The Guidance Officer will email the Student, Parent/Caregiver and relevant Heads of Department the new assessment due-dates and assessment conditions.

## **EXTRACT FROM SENIOR ASSESSMENT POLICY (YEARS 11 & 12)**

Find the *Nerang State High School Senior Assessment policy* on the website [\(link\)](#)



### **2. SUBMISSION OF ASSESSMENT**

#### **a) Due dates and Assessment Submission**

In cases where students are unable to meet a due date, they will:

- Inform the Head of Department and classroom teacher as soon as possible.
- Provide the school with relevant documentation, eg. AARA application form including any supporting documentation such as a medical certificate.
- Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. You can find the *AARA application form* on our website. [\(link\)](#)



#### **b) Spoken/Signed or Multimodal Presentation / Performance Submission**

- Students who are unavoidably absent from school on the day of their Performance Task, are required to contact their teacher as soon as practical and submit an AARA application. This is in addition to the parent/caregiver contacting the school to notify of the absence.
- Students who are unavoidably absent from school on the day of their Spoken/Signed or Multimodal Presentation, are required to contact their teacher as soon as practical and submit an AARA application or email their Spoken/Signed or Multimodal Presentation to their teacher. This is in addition to parent contacting the school to notify of the absence.

#### **c) Late and Non-Submission**

- Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. 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:
  - Provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgements 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 QCAA Student Management system.
  - In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject, hence impact QCE points. Please contact the Head of Department for Senior Schooling regarding QCE predictions.

#### **d) Exam Procedures**

- Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses:
  - Students should arrive at the exam room at least 10 minutes prior to the exam.
  - It is the student's responsibility to bring all required materials and equipment, but they must not bring into the exam room any specifically-prohibited items such as mobile phones, smart watches, ear buds, computers/Ipads etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones, etc.
  - Students may not communicate with anyone other than the exam supervisor during the exam.

- Supervising teachers cannot provide advice or assistance to students with questions regarding the materials, content or questions of the examination.
- Students are not permitted to leave the exam room in the first 40 minutes of the exam or in the final 10 minutes. They must wait until instructed to leave by the exam supervisor. To support student with time management, exam supervisors will clearly communicate time junctures, such as 30 minutes before the finish time on the board. Please refer to the Exam Procedure Policy.

#### e) External Assessment Administration

External assessment is developed by the QCAA for all General and General (Extension) subjects. See the *QCE and QCIA policy and procedures handbook* ([link](#)) and follow the '*External Assessment – Administration Guide for Processes, Roles and Responsibilities of the school External Assessment (SEA) Coordinator, Teacher and Students*'.



#### Authenticity of Student Work

- Nerang State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. Misconduct in relation to assessment authenticity includes:
  - Cheating while under supervised conditions
  - Collusion
  - Contract cheating
  - Copying work
  - Disclosing or receiving information about an assessment
  - Fabricating
  - Impersonation
  - Misconduct during an examination
  - Lack of referencing
  - Self-plagiarism
  - Significant contribution of help
  - Artificial Intelligence Software

#### Access Arrangements and Reasonable Adjustments (AARA)

##### Purpose

- Access Arrangement and Reasonable Adjustments (AARA) are designed to assist students who have a verified diagnosis, disability, impairment, medical condition or experience other circumstances which may be a barrier to their performance in assessment.
- An AARA must be planned as early as possible to remove these barriers.

##### Process

- Students, parents/caregivers or staff may identify a student as requiring an AARA application. ([link](#))



- This application form is also available from the Head of Department for Senior Schooling or Guidance Officers. Parent fact sheets are available to explain the process in detail.
- Supporting evidence must also be submitted which may include, but is not limited to, prior recognition of a verified disability, medical report, police report, official notices or psychologist's assessment and student statement.
- Parent/caregivers must also sign the AARA indicating their support of the application.
- Applications are submitted to the Guidance Officer, Head of Department for Senior Schooling or Head of Special Education Support.
- Approved AARAs will be documented in OneSchool under "Support Provisions" and parents/caregivers and classroom teachers will be notified via email.
- In Year 12, AARA applications for cognitive, physical, sensory, social / emotional adjustments to Unit 3 and 4 examinations are approved by QCAA. These are required to be submitted by the end of Term 1 to the Principal's delegate: Head of Department for Senior Schooling or Guidance Officer.

## Illness and Misadventure

### Purpose

- An Illness and Misadventure provision allows for unavoidable and unexpected events which may impact on a student's ability to complete assessment. These are events that are beyond the student's control such as illness/accident, family emergency or unforeseeable technical issues.
- Students are not eligible for Illness and Misadventure for:
  - matters that could have been avoided such as misreading a due date or exam timetable
  - matters of the student's or family's choosing such as family holidays

### b. Process

- Students, parent / caregivers or staff may identify a student as requiring Illness or Misadventure provision.
- The application form for this is available on the school website or from the HOD Senior Schooling and Guidance Officers.
- Supporting Evidence must also be submitted which may include but is not limited to medical reports, police reports, official notices, or psychologist's assessment.
- According to the *QCE/QCIA Policy Handbook*, [\(link\)](#) supporting medical reports for Illness and Misadventure in Year 11 or 12, must include:
  - the illness, condition or event
  - date of diagnosis, onset or occurrence
  - symptoms, treatment or course of action related to the condition or event
  - explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
  - for non-medical claims, written evidence from a relevant independent professional or other independent third party such as a witness or police report





- Parent/Caregivers must also sign the form indicating their support of the application.
- Applications are submitted to the Head of Department for Senior Schooling, not the classroom teacher. A classroom teacher cannot approve an extension or exemption for an individual student.
- Outcomes will be for either an extension for an assignment of new due date or exemption.
- Approved Illness and Misadventure applications will be documented in OneSchool under “Support Provisions” and parents / caregivers and classroom teachers notified via email.
- In Year 12, Illness and Misadventure applications for extension of summative assessment in Units 3 and 4, will need the approval of QCAA.

## **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 involves students reflecting on the choices they have made that have led to their disengagement or disruptive behaviour. 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.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or RTC Framework are encouraged to speak with the Dean of Students or make an appointment to see the Deputy Principal or Principal.

### **Ways of Working**

All teachers are expected to clearly outline the school’s Ways of Working, including 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 whilst engaged in learning.

These expectations (described as our “Ways of Working”) are that students will:

- Be Prepared
- Be Responsible
- Be Respectful

Classroom Rules	Ways of Working
Be Prepared	<b>Arrival</b> - On Time & Quietly in Line <b>Equipment</b> - Bring Laptop & Pens Everyday <b>Lesson Start</b> - Follow Directions - Store your Bag
Be Respectful	<b>Leaving The Room</b> - Ask for Permission <b>Late to Class</b> - Knock & Wait <b>Hat</b> - Off in the Room <b>Treat Others</b> - With Kindness & Respect <b>Teacher Directions</b> - Listen & Follow <b>Speaking</b> - Wait your Turn <b>End of Lesson</b> - Remain Seated & Await Directions
Be Responsible	<b>Toilet Break</b> - Ask for Permission <b>Where To Sit</b> - Seating Plan <b>In The Room</b> - Never Without a Teacher <b>Learning</b> - Actively Participate <b>Classwork</b> - Complete on Time

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 Curriculum Head of Department and/or the Responsible Thinking Centre (RTC).

Teachers are responsible for dealing with minor disruptions and minor incidents of misbehaviour. Our teachers use their repertoire of ‘micro-skills’ to encourage students to modify their behaviour, and emphasis is placed on the provision of quality 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 of expectations in the classroom
- having and practicing clear routines.

#### Students continuing to behave in a disruptive manner (RTP):

To develop a positive whole school culture and a consistent approach to behaviour management, all staff at Nerang High use the Responsible Thinking Process. Students continuing to behave in a disruptive manner are asked the questions –

1. “What are you doing?”;
2. “What should you be doing?”;
3. “What will happen if you disrupt again?”

The student responds to each question in turn and is thus redirected to focus on their learning, rather than disrupting the learning of others.

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 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. The student and Teacher will formally discuss the behaviour plan (conferencing) at the start of the next lesson. Conferencing is designed to discuss positive engagement choices and the students’ plan for changing their behaviour.

A students’ referral to the RTC is tracked using a level system. (This is described in the sections pertaining to Focused and Intensive Teaching)

#### Students not meeting engagement expectations (Class Expectations):

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 and makes email contact with parents, followed by an escalated response for subsequent instances of failure to meet that expectation.

<b>Class Expectations:</b>
<ul style="list-style-type: none"><li>• <b>An Active Learner</b><ul style="list-style-type: none"><li>- follow all directions without debate</li><li>- sit in your seating plan</li><li>- actively participate in all class activities</li><li>- complete all set work on time</li></ul></li></ul>
<ul style="list-style-type: none"><li>• <b>Arrive on-time</b><ul style="list-style-type: none"><li>- line up with class outside classroom</li><li>- arrive within 3 minutes of class beginning</li></ul></li></ul>
<ul style="list-style-type: none"><li>• <b>Bring Equipment</b><ul style="list-style-type: none"><li>- book, pen &amp; other subject specific equipment</li></ul></li></ul>
<ul style="list-style-type: none"><li>• <b>Bring Laptop</b></li></ul>

This escalation involves:

- For 2nd instances, the teacher issues a 10-minute detention and makes email contact with parents.
- For a 3rd instance of the failure to meet a particular expectation, the teacher refers the student to the HOD. The HOD develops a ‘Class Expectations Action Plan’ with student. This plan details 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 fail to attend the detention, the HOD will conference with the student and reissue the detention. Further failure to attend the detention will result in an afterschool detention being issued with the Deputy Principal.
- Should the student continued to not meet the engagement expectations, they are referred to the Deputy Principal.

## Classroom Rules

## Ways Of Working

### Be Prepared

**Arrival** - On Time & Quietly in Line  
**Equipment** - Bring Laptop & Pens Everyday  
**Lesson Start** - Follow Directions - Store your Bag

### Be Respectful

**Leaving The Room** - Ask for Permission  
**Late to Class** - Knock & Wait  
**Hat** - Off in the Room  
**Treat Others** - With Kindness & Respect  
**Teacher Directions** - Listen & Follow  
**Speaking** - Wait your Turn  
**End of Lesson** - Remain Seated & Await Directions

### Be Responsible

**Toilet Break** - Ask for Permission  
**Where To Sit** - Seating Plan  
**In The Room** - Never Without a Teacher  
**Learning** - Actively Participate  
**Classwork** - Complete on Time

## 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 Intervention

Class teachers follow our Ways of Working (WOW) to clearly and explicitly teach and practice key behaviours in response to low-level or minor problem behaviour.

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

### Focused Intervention

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, LEAD Case Managers, 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 On Tracks cards for low levels, On Track Plans, counselling 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.

### Intensive Intervention

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

### **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**

The following tables outline the range of consequences employed at Nerang State High School in response to inappropriate and unacceptable behaviour.

**Table 2: Management of Disciplinary Matters other than major**

Behaviour Type	Teacher will manage	Teacher Strategies	Student Engagement Team / Admin will manage	Probable Consequence
<b>Abusive Language:</b>  Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> <li>Swearing in general speech</li> <li>Muttering profanities, swearing 'under breath'</li> <li>Shouting at others</li> <li>Making unkind comments about another</li> <li>Inappropriate language that is willingly retracted upon redirection</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Verbal reminder of school rules</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate derogatory or demeaning verbal messages</li> <li>Abusive language or offensive statements made to a staff member</li> </ul>	<ul style="list-style-type: none"> <li>See Table 3 for Abusive Language</li> </ul>
<b>Bullying/ Harassment:</b> <b>Bullying-</b> The repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons.  <b>Harassment-</b> Behaviour that intimidates, offends or humiliates another student. Harassment can be inferred from a single incident, and is typically based on gender, physical features, sexual orientation, religion, age, or ethnicity.	<ul style="list-style-type: none"> <li>'One-off' verbal altercations</li> <li>Not talking to someone due to conflict</li> <li>Instances of 'name-calling', 'put-downs' or teasing</li> <li>Behaviour designed to offend or upset eg. Pushing another students' books off a desk,</li> <li>Mutual disagreements or acts of nastiness</li> </ul>	<ul style="list-style-type: none"> <li>Verbal negotiation</li> <li>Reminder of school rules</li> <li>Re-teaching of expectations</li> <li>Active supervision and reinforcement for appropriate behaviour</li> <li>Restorative conference</li> <li>In-class separation</li> <li>Phone call to parent/carers</li> </ul>	<ul style="list-style-type: none"> <li>Derogatory statements made about a staff member</li> <li>Teasing, name-calling or derogatory language, despite previous teacher intervention</li> <li>Verbal and physical threats / intimidation</li> <li>Deliberate social exclusion</li> <li>Racial harassment</li> <li>Sexual harassment</li> <li>Threats or harassment via social media or digital technology</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conference</li> <li>Contact home</li> <li>After-school detention</li> <li>Online bullying course</li> <li>See Table 3 for repeated bullying / ongoing bullying/harassment, despite previous intervention</li> </ul>
<b>Defiance:</b> Persistent refusal to follow directions from staff. Challenging the directions from a staff member via argumentative or dismissive language.	<ul style="list-style-type: none"> <li>Student engages in initial refusal to follow reasonable instructions from staff</li> </ul>	<ul style="list-style-type: none"> <li>Checking and reiterating "Are you choosing not to following my direction to ...?"</li> <li>Verbal negotiation</li> <li>Re-teaching of expectations</li> <li>Give student opportunity to make the right choice by asking 'The RTC Questions' ("what are you doing? What should you be doing? What happens if you continue to...?")</li> </ul>	<ul style="list-style-type: none"> <li>Willful persistent refusal to follow repeated directions, despite giving the student the opportunity to comply by asking 'The RTC Questions'</li> <li>Refusing to give name or giving a false name</li> <li>Refusal to leave classroom to attend the RTC</li> <li>Leaving class / walking away when specifically asked not to leave</li> </ul>	<ul style="list-style-type: none"> <li>Contact home</li> <li>After-school detention</li> <li>Suspension</li> <li>See Table 3 for continued defiance despite being provided redirection and persistent defiance</li> </ul>



Behaviour Type	Teacher will manage	Teacher Strategies	Student Engagement Team / Admin will manage	Probable Consequence
<b>Disruption:</b> Persistent interruption to the learning, causing a teacher to stop teaching for a significant period of time.	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Talking to another student across the room</li> <li>• General off-task behaviour</li> <li>• Back chat</li> <li>• Eating in class</li> <li>• Throwing small objects around room (eg paper, eraser)</li> <li>• 'Out of seat' without permission</li> <li>• Playing with safety equipment (that does not put safety at risk)</li> </ul>	<ul style="list-style-type: none"> <li>• Use ESCM</li> <li>• Re-teaching of expectations</li> <li>• Seating plan</li> <li>• Lunch detention</li> <li>• Asking 'The RTC Questions'</li> <li>• RTC referral</li> </ul>	<ul style="list-style-type: none"> <li>• RTC supervision during lesson and parent notification</li> <li>• Support for a restorative re-entry meeting</li> </ul>	<ul style="list-style-type: none"> <li>• See Table 3 for intensive disruption or hostile disruption</li> </ul>
<b>Dress Code:</b> Not wearing the correct uniform as per NSHS uniform policy	<ul style="list-style-type: none"> <li>• Any breach of School's Uniform or Sun Safety Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Issue detention and refer to Dean of Students</li> </ul>	<ul style="list-style-type: none"> <li>• Jewellery or other item confiscation</li> <li>• Refusal to change into school-provided uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Item confiscated</li> <li>• Lunch detention</li> <li>• Contact home</li> <li>• After-school detention</li> </ul>
<b>IT misconduct:</b> Misuse of school computers/personal devices	<ul style="list-style-type: none"> <li>• Use of computer for off-task purposes</li> <li>• Persistent misuse of computer for off-task purposes</li> <li>• Tampering with school computer hardware</li> </ul>	<ul style="list-style-type: none"> <li>• verbal redirection</li> <li>• remove student from computer</li> <li>• in-class separation / isolation</li> <li>• detention</li> <li>• phone call home to parent/carer</li> <li>• re-teaching of expectations</li> <li>• active supervision and reinforcement for appropriate behaviour</li> <li>• Referral to curriculum HOD (contact home, detention)</li> </ul>	<ul style="list-style-type: none"> <li>• Sight of a mobile phone or headphones on school grounds prior to 3.00pm</li> <li>• Hacking school files</li> <li>• Destruction of school computer hardware</li> <li>• Accessing/distributing pornographic materials via any electronic format</li> <li>• Using a mobile phone to film or share fights or prohibited activities</li> </ul>	<ul style="list-style-type: none"> <li>• Item confiscated</li> <li>• Lunch detention</li> <li>• Contact home</li> <li>• After-school detention</li> <li>• cost of repair – charged to families</li> <li>• See Table 3 for technology violations or possession / sharing of pornographic material</li> </ul>
<b>Late:</b> Not arriving at class or at school on time	<ul style="list-style-type: none"> <li>• Late to class</li> <li>• Persistent lateness to class</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder of school expectations</li> <li>• Detention for time owed</li> <li>• Phone call to Parent/ Carer</li> <li>• Contact home for support</li> <li>• Referral to curriculum HOD (contact home, detention)</li> </ul>		

Behaviour Type	Teacher will manage	Teacher Strategies	Student Engagement Team / Admin will manage	Probable Consequence
<b>Lying/Cheating:</b> Behaving in a manner that is untruthful or deliberately misleading	<ul style="list-style-type: none"> <li>Breach of school assessment policy (plagiarism, cheating)</li> </ul>	<ul style="list-style-type: none"> <li>Referral to curriculum HOD (Academic consequences as outlined in assessment policy; Repeat QCAA Academic Integrity Course)</li> </ul>	<ul style="list-style-type: none"> <li>Providing a false name when questioned by teacher</li> <li>Providing information that is untrue or deliberately misleading / incomplete, with the intent to harm others or protect one's self or others from recrimination</li> </ul>	<ul style="list-style-type: none"> <li>Contact home</li> <li>After-school detention</li> <li>Suspension</li> </ul>
<b>Misconduct involving object:</b> Using objects for negative purposes	<ul style="list-style-type: none"> <li>Using school supplies for purposes other than the intended</li> <li>Using a permitted object inappropriately (eg. Spraying aerosol deodorant on others, Riding skateboards/scooters/ bikes in school grounds)</li> <li>Throwing items in classroom (in a manner that does not cause harm)</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Proximity cues</li> <li>In-class separation/ isolation</li> <li>Detention</li> <li>Temporary removal of object</li> <li>Phone call to parent/ carer</li> <li>Re-teaching of expectations</li> <li>Active supervision and reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Using an object to break or damage items</li> <li>Pushing (with force) or throwing items capable of causing damage or injury eg. Chairs or desks</li> <li>Using an object with intent to harm or the potential to harm others</li> </ul>	<ul style="list-style-type: none"> <li>Cost of repair – charged to families</li> <li>See Table 3 for property misuse causing injury or property damage</li> </ul>
<b>Possession of prohibited items:</b> Student is in possession of substances/objects that are prohibited	<ul style="list-style-type: none"> <li>Chewing gum</li> <li>Fast food delivery / Uber Eats</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Confiscate prohibited item</li> <li>Phone call home to parent/carers</li> <li>Re-teaching of expectations</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Possession of any object readily capable of causing bodily harm and/or property damage (eg. Spray paint, lighters/matches, fuels, propellants, knives, sharp tools)</li> <li>Use/Possession of prohibited legal substances (eg. alcohol, tobacco)</li> <li>Use/Possession of any illegal substances or illegal items</li> <li>Use/possession of combustibles or weapons</li> </ul>	<ul style="list-style-type: none"> <li>See Table 3 for use/possession of prohibited substances, illicit substances, combustibles or weapons</li> <li>Police referral</li> </ul>
<b>Property Misconduct:</b> Damaging equipment or other property through deliberate misuse	<ul style="list-style-type: none"> <li>Drawing on books</li> <li>Deliberately destroying stationery</li> <li>throwing food</li> <li>Minor damage that can be repaired by student</li> <li>Accidental damage to plants/gardens</li> <li>Accidental damage to school equipment or property</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Reminder of school rules</li> <li>Detention</li> <li>Phone call to parent/ carer</li> <li>Supervised cleaning/repair of damage</li> <li>Re-teaching of expectations</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate misuse of equipment in an unsafe manner</li> <li>Punching or kicking of structures</li> <li>Deliberate destruction of plants/gardens</li> <li>Destruction, damage or disfigurement of property belonging to the school, staff member, student or community</li> <li>Vandalism or graffiti</li> <li>Theft</li> </ul>	<ul style="list-style-type: none"> <li>Cost of repair charged to families</li> <li>Community service outside of school hours</li> <li>See Table 3 for property damage or theft</li> <li>Police referral</li> </ul>

Behaviour Type	Teacher will manage	Teacher Strategies	Student Engagement Team / Admin will manage	Probable Consequence
<b>Physical misconduct:</b> Physical contact others	<ul style="list-style-type: none"> <li>Incidental pushing</li> <li>Grabbing as part of play</li> <li>Accidental contact during activity</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Reminder of school rules</li> <li>Detention</li> <li>Phone call to parent/ carer</li> </ul>	<ul style="list-style-type: none"> <li>Fighting</li> <li>Student intentionally engages in actions involving physical contact with other students or staff</li> <li>Student deliberately applies heat, electricity or any substance that causes injury or bodily harm.</li> <li>Student encourages, facilitates or incites violence.</li> </ul>	<ul style="list-style-type: none"> <li>See Table 3 for Fighting, Physical aggression, Physical assault, Encouragement of Violence, Premeditated acts of violence and Occupational Violence</li> <li>Police referral</li> </ul>
<b>Truancy:</b> Not being in timetabled class and/or not under the direct supervision of staff	<ul style="list-style-type: none"> <li>Prolonged unjustified absence from a class having been released by teacher (eg. to go to the toilet)</li> <li>Surreptitiously (ie. without permission) leaving the class / allocated outdoor area and then returning</li> </ul>	<ul style="list-style-type: none"> <li>Issue detentions to make up lost learning time</li> <li>Phone call to parent/ carer</li> <li>Referral to curriculum HOD (contact home, detention)</li> </ul>	<ul style="list-style-type: none"> <li>Confirmed truancy from lesson</li> <li>Leaving the campus without a leave-pass</li> </ul>	<ul style="list-style-type: none"> <li>Contact home</li> <li>Lunch detention or after-school detention</li> <li>Attendance monitoring card</li> <li>DIP</li> </ul>
<b>Other Serious Misbehaviour:</b> Serious behaviour that is prejudicial to the good order and management of the school. Behaviour undertaken in the community that constitutes conduct that is held in such low regard and disfavour by the public that it brings the school into disrepute.			<ul style="list-style-type: none"> <li>Unsafe travel</li> <li>Any major misbehaviour in a location off school grounds where students are representing the school or are identifiable as a student of the school</li> <li>Subversion</li> <li>Serious Misbehaviour</li> <li>Public Misbehaviour</li> <li>Public Damage</li> </ul>	<ul style="list-style-type: none"> <li>See Table 3 - Other</li> </ul>

**Table 3: Major Disciplinary Matters**

Category	Behaviour	Definition	Probable Consequences
Abusive language	Abusive language	Delivery of derogatory or demeaning verbal messages that include swearing, name calling, or use of words in a disrespectful way.	Focused or Intensive (Suspension)
	Occupational Abuse	Abusive language or offensive statements made to a staff member.	Intensive (Suspension)
Academic misconduct	Cheating	Student inappropriately and falsely demonstrates their learning. This includes copying work, collusion, receiving assessment information, fabricating or plagiarism.	Focused or Intensive (Suspension)
	Assessment misconduct	Student engages in planned behaviour to access and/or distribute assessment information, undertake contract cheating or deploy methods of examination misconduct.	Intensive (Suspension)
Bomb Threat/ False Alarm	Bomb Threat	Student delivers a message of possible explosive materials being on campus, near campus, and/or a pending explosion.	Intensive (Suspension or Exclusion)
	False Alarm	Student delivers messages of an impending threat to the safety and wellbeing of the students on the school campus due to the presence of violent perpetrators. This may include a gunman, vigilante group, extortionist, intimidator.	Intensive (Suspension or Exclusion)
Bullying	Bullying	The deliberate delivery of ongoing verbal or on-line (cyberbullying) messages that involve intimidation, teasing, taunting, threats, or name calling.	Intensive (Suspension)
	Continued Bullying	Ongoing bullying and/or intimidation of others, despite previous intervention and suspension(s).	Intensive (Exclusion)
Defiance	Defiance	Student refuses to follow directions given by school staff, despite being provided redirection.	Focused or Intensive (Suspension)
	Persistent Defiance	Persistent refusal to follow directions given by school staff, despite warnings and support, that have resulted previously in suspension(s).	Intensive (Exclusion)
Disrespect	Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Focused or Intensive (Suspension)
	Occupational Disrespect	Student is disrespectful or dismissive towards school staff.	Focused or Intensive (Suspension)
	Occupational abuse	Aggressive and repeated demeaning language directed at a staff member.	Intensive (Exclusion)
Disruption	Intensive Disruption	Student engages in behaviour that causes a school activity or event to be interrupted / halted. Disruption includes instances of loud noise making (yelling, screaming, banging objects, hitting walls, etc) and/or sustained out-of-seat behaviour.	Focused or Intensive (Suspension)
	Hostile Disruption	Sustained aggressive behaviour including yelling, throwing objects (not resulting in harm) or other actions that could include kicking, punching or smashing objects.	Intensive (Suspension or Exclusion)
Falsifying documents	Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Focused or Intensive (Suspension)
Fighting	Fighting	Student is involved in mutual participation in an incident involving physical violence.	Intensive (Suspension)

Category	Behaviour	Definition	Probable Consequences
Harassment	Harassment	The delivery of disrespectful messages in any format to staff or students related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Intensive (Suspension)
	Persistent Harassment	Ongoing delivery of disrespectful messages* in any format to staff or students, after having been being warned to desist from continuing this behaviour.  (*related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics)	Intensive (Exclusion)
Hostile Behaviour	Assault, not involving physical harm	Deliberate acts perpetrated on another student as a means of demeaning, causing apprehension of imminent harm or engaging contact so as to cause offense. These behaviours may include 'dacking', restraining, spitting on, running at as if to attack.	Intensive (Suspension)
	Robbery / Demanding property with menace	Student intentionally engages in stealing property from a student or staff member by using actual violence or threatening to cause harm (intimidation) in order to obtain the stolen property. The intimidation may involve threats of physical harm, threats with a weapon, threats to injure or cause detriment to the person, either by themselves or by another person.	Intensive (Exclusion)
	Intimidation	Aggressive actions or threatening language to cause fear that results in the intimidation of staff or students.	Intensive (Suspension or Exclusion)
	Occupational Threats	The delivery of threats to cause harm to a member of staff.	Intensive (Suspension)
Persistent Misbehaviour	Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support.	Intensive (Suspension or Exclusion)
	Consistent and Persistent Misbehaviour	Ongoing instances of misbehaviour, misconduct or disobedience that have resulted in multiple suspensions.	Intensive (Exclusion)
Physical aggression	Physical aggression	Student intentionally engages in actions involving physical contact with other students where injury may occur. For example, by hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, slamming into a wall, etc.	Intensive (Suspension)
	Physical assault	Student intentionally engages in actions involving aggressive and sustained physical contact on another student causing injury or bodily harm. For example, by hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, slamming into a wall, etc. Student deliberately applies heat, electricity, a chemical or any substance that causes injury or bodily harm.	Intensive (Exclusion)
	Encouragement of Violence	Student encourages, facilitates or incites violence using any form of communication. Includes encouraging others onto school premises to engage in the assault of students/staff.	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 toward a member of staff involving physical contact, for example hitting, punching, hitting with an object, kicking, hair pulling, scratching, biting, spitting on etc.	Intensive (Exclusion)
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)

Category	Behaviour	Definition	Probable Consequences
	School property damage	Student engaging in the wilful destruction, damage or disfigurement of school property (eg. vandalism or graffiti).	Intensive (Exclusion)
Sexualised behaviours	Production of sexual images	The making of and sharing with other students' nude images or sexually explicit videos by taking naked or partially naked photos or videos of yourself and sending these via the internet or phone.	Intensive (Suspension)
	Possession of sexual items	Possession or sharing of pornographic material, sexually explicit images/video or sexual items.	Intensive (Suspension)
	Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (full or partial) during school/school events.	Intensive (Suspension or Exclusion)
	Sexual intimidation	Using images or video of a student that are of a sexual nature to taunt or harass by showing, distributing or posting online (including 'revenge porn').	Intensive (Exclusion)
Substance misconduct involving prohibited substances	Legal substance misconduct	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements*. ( <i>*implements include lighters, matches, cigarette papers, vaping devices</i> )	Intensive (Suspension)
	Illicit substance <sup>‡</sup> misconduct	Student is in possession of, is using or is under the influence of illicit drugs/substances.	Intensive (Suspension or Exclusion)
		Student has supplied illicit drugs/substances through the sale or promise of other gain. Student has illicit drugs/substances in their possession for the purpose of supply.	Intensive (Exclusion)
		<sup>‡</sup> <i>Illicit substances include:</i> <ul style="list-style-type: none"> <li>• <i>illegal drugs (such as cannabis, amphetamines, ecstasy, cocaine and heroin).</i></li> <li>• <i>prescription medicines that are not being used for medicinal purposes.</i></li> <li>• <i>other substances that are being used inappropriately – eg, sniffing glue or inhaling paint thinner.</i></li> </ul>	
Technology violation	Technology violation	Use of a mobile phone or other camera to film fights / prohibited activities or to film in bathrooms or classrooms.  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 combustible substances/objects readily capable of causing bodily harm and/or property damage (eg. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Intensive (Suspension or Exclusion)
Use/possession of weapons	Possession of weapons	Student is in possession of a real or replica knife, firearm or other object defined as a weapon in the <a href="#">Weapons Categories Regulation 1997 (Qld)</a> .	Intensive (Suspension)
	Use of weapons	Student is in possession of a weapon* and uses it to threaten, intimidate or cause harm to others. (*see <a href="#">Weapons Categories Regulation 1997 Qld</a> ).	Intensive (Exclusion)
Other	Serious Misbehaviour	Serious behaviour that is prejudicial to the good order and management of the school.	Intensive (Exclusion)
	Public Misbehaviour	Behaviour undertaken in the community that constitutes conduct that is held in such low regard and disfavour by the public that it brings the school into disrepute. For example, lewd behaviour in a public place, assault on a member of the public, unsafe behaviour on a school bus.	Intensive (Exclusion)



Category	Behaviour	Definition	Probable Consequences
	Public Damage	Wilful damage to private or public property (eg. vandalism, graffiti) during school.	Intensive (Suspension or Exclusion)
	Subversion	Behaviour that deliberately prevents, impedes or subverts an investigation (eg leaving an interview with a school bag to prevent a police search).	Intensive (Suspension or Exclusion)
Criminal Charges	Charge related suspension	A student who 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

**Note:** The grounds for suspension provided in Sections 282 of the Education (General Provisions) Act 2006 are as follows:

- (1) Each of the following is a ground for suspension—
  - (a) disobedience;
  - (b) misbehaviour;
  - (c) conduct that adversely affects, or is likely to adversely affect, other students;
  - (d) conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
  - (e) the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
  - (f) the student is charged with a serious offence.
- (2) It is also a ground for suspension if—
  - (a) the student is charged with an offence other than a serious offence; and
  - (b) the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
- (3) To remove any doubt, it is declared that, for subsection (1)(c) or (d), conduct may be a ground for suspension even if the conduct does not happen on school premises or during school hours.

### **Other Key Information**

For information on the following topics, see the *Student Code of Conduct* at [Link](#)



- **Student Wellbeing (P.7)**
  - Wellbeing education
  - Drug education and intervention
  - Specialised health needs
  - Medications
  - Mental health
  - Suicide prevention
  - Suicide postvention
- **Student Support Network (P.7)**
  - Guidance Officer
  - Chaplain
  - Head of Student Engagement
  - Youth Support Coordinator
  - Industry Liaison Officer
  - Year Level Dean of Students

- **Differentiated Teaching (P.9)**
  - Teaching expected behaviours
  - Focused Teaching
  - Intensive Teaching
- **Temporary removal of student property (P.25)**
  - Items explicitly prohibited
  - Temporarily removed student property
  - Search of property
- **Use of mobile phones and other devices by students (P.27)**

*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.34)**
  - 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	<a href="mailto:admin@nerangshs.eq.edu.au">admin@nerangshs.eq.edu.au</a>
Website	<a href="http://www.nerangshs.eq.edu.au">www.nerangshs.eq.edu.au</a>