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

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

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

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

ADMINISTRATION
Along with the Principal, Mr Ison, our Administration team is made up of two Deputy Principals (Loreen Herlihy and Trish Berryman), Gayle Rees – Business Services Manager, Debbie Hopper - Administration Officer, Fiona Carter - Attendance Officer, Donna Rath - Finance Officer and Missy Shaw – Student Services. Mrs Herlihy works with Senior School Year Levels and Mrs Berryman work with Junior School Year Levels.

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

<table>
<thead>
<tr>
<th>Department</th>
<th>Head Of Department</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Cathi Bell</td>
<td><a href="mailto:cbell37@eq.edu.au">cbell37@eq.edu.au</a></td>
</tr>
<tr>
<td>Maths</td>
<td>Helen Pryor</td>
<td><a href="mailto:hpryo2@eq.edu.au">hpryo2@eq.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Brendan O’Sullivan</td>
<td><a href="mailto:bosul10@eq.edu.au">bosul10@eq.edu.au</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>Daniel Alarcon</td>
<td><a href="mailto:dalar1@eq.edu.au">dalar1@eq.edu.au</a></td>
</tr>
<tr>
<td>Industrial Technology &amp; Design</td>
<td>Mark Simpson</td>
<td><a href="mailto:msimp32@eq.edu.au">msimp32@eq.edu.au</a></td>
</tr>
<tr>
<td>Home Economics / Visual Arts</td>
<td>Kym Whyte</td>
<td><a href="mailto:kcook110@eq.edu.au">kcook110@eq.edu.au</a></td>
</tr>
<tr>
<td>HPE</td>
<td>David James</td>
<td><a href="mailto:djame17@eq.edu.au">djame17@eq.edu.au</a></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Mandy Acott</td>
<td><a href="mailto:macot1@eq.edu.au">macot1@eq.edu.au</a></td>
</tr>
<tr>
<td>Special Education (HOSES)</td>
<td>Ferne Laing</td>
<td><a href="mailto:flain2@eq.edu.au">flain2@eq.edu.au</a></td>
</tr>
<tr>
<td>Senior Schooling / Business</td>
<td>Jodie Teng</td>
<td><a href="mailto:jteng5@eq.edu.au">jteng5@eq.edu.au</a></td>
</tr>
<tr>
<td>Junior Schooling</td>
<td>Aaron Woolnough</td>
<td><a href="mailto:awool42@eq.edu.au">awool42@eq.edu.au</a></td>
</tr>
</tbody>
</table>

SUPPORT NETWORK

<table>
<thead>
<tr>
<th>Head of Student Engagement</th>
<th>Mr Dixon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Senior Students</td>
<td>Mrs Clare</td>
</tr>
<tr>
<td>Dean of Junior Students</td>
<td>Mr Thompson</td>
</tr>
<tr>
<td>Head of Senior Wellbeing</td>
<td>Mr Bimrose</td>
</tr>
<tr>
<td>Head of Junior Wellbeing</td>
<td>Mrs Condrin</td>
</tr>
</tbody>
</table>

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

Guidance Officer – Suzanne Riley & Angela Dunshea
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 – Suzie Koenig
The school nurse provides an invaluable link between the school and health services. She supports the school community in the development of the “Health Promoting Schools” philosophy, through the creation of a more supportive and healthy school environment. Nurse Suzie is available to provide students with counselling on health-related issues, and also plays a part in a range of educational programs in the school, particularly in health, nutrition and human relationships. She is available Thursdays and Fridays. All consultations with the nurse are confidential under the Health Act.

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

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

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

Together
Everyone
Achieves
More
P&C ASSOCIATION

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

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

Our P&C is involved in:
- School policy decisions and development
- Financial planning and budgeting
- Canteen and Uniform shop management
- Grant Applications

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

Some benefits the P&C provides to our students and the school include:
- A nutritious and healthy canteen
- Quality school uniforms
- Enhanced learning environment
- Parents voice in school matters
- Financial support for equipment and programs
- Supporting school outcomes
- Assistance to Achievers
- Positive Rewards

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

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

Joining our P&C is as easy as attending one of our meetings. These are held on the second Tuesday of every month in the Administration building. Meetings begin at 6.00pm and we provide light refreshments. The P&C executive can be contacted on pandc@nerangshs.eq.edu.au

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

**CANTEEN**

(Phone 5503 7857)

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

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, Julie Shaw, if you have any queries or would like to volunteer.
UNIFORM SHOP / STATIONERY BOOKSHOP
(Phone 5503 7858)
The Uniform Shop is situated in E Block (next to the Canteen) and is operated by the P&C Association for the maximum convenience of both students and the school.
Stationery is sold at the Uniform Shop and may be pre-ordered. The Uniform Price List is posted on the school website. This Order Form is used to Pre-order / Lay-by School Uniforms - a 10% Deposit is required with your order.

<table>
<thead>
<tr>
<th>Uniform Shop Hours</th>
<th>8.15am - 11.00am Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>During School Year</td>
<td>8.15am - 11.00am Wednesday</td>
</tr>
<tr>
<td></td>
<td>8.15am - 11.00am Thursday</td>
</tr>
</tbody>
</table>

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

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

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

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

To ensure access to school resources, students must have the appropriate device that meets specified parameters. Full details are available in the BYOD Information Guide for Parent and Students – available on the school website.
BUS TRANSPORT
(Parents deal directly with the Bus Company)

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

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

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

Surfside Buslines Pty Ltd: Phone: 5571 6555
Areas serviced: Advancetown, Canungra, Carrara, Clagiraba, Gaven, Numinbah, Worongary & Nerang (including Boonooroo Park, Clearwater, Highland Park & Pioneer Downs Estates)

Sainty Bus Service: Phone / Fax: 5596 4495 or 0407 634 452
Areas served: Beechmont

DAILY TIMETABLE

<table>
<thead>
<tr>
<th>PERIOD TIMES</th>
<th>Monday ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning Bell</td>
<td>8.50 am</td>
</tr>
<tr>
<td>PERIOD 1:</td>
<td>8.55am – 10.05am</td>
</tr>
<tr>
<td>Assembly</td>
<td>10.05am – 10.25am</td>
</tr>
<tr>
<td>MORNING TEA</td>
<td>10.25am – 10.50am</td>
</tr>
<tr>
<td>PERIOD 2:</td>
<td>10.50am – 12.00pm</td>
</tr>
<tr>
<td>PERIOD 3:</td>
<td>12.00pm – 1.10pm</td>
</tr>
<tr>
<td>LUNCH</td>
<td>1.10pm – 1.50pm</td>
</tr>
<tr>
<td>PERIOD 4:</td>
<td>1.50pm – 3.00pm</td>
</tr>
</tbody>
</table>

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

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

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

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

Newsletters
The School Newsletter is available on the school website (www.nerangshs.eq.edu.au) each month. From our website you will be directed to the Schoolzine site where you can read online or print our newsletter. At this website you can also subscribe to receive the newsletter by email.

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

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

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

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

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

<table>
<thead>
<tr>
<th>House</th>
<th>House Colour</th>
<th>Students Surname Begins with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha</td>
<td>Blue</td>
<td>A - D</td>
</tr>
<tr>
<td>Beta</td>
<td>Gold</td>
<td>E - K</td>
</tr>
<tr>
<td>Gamma</td>
<td>Red</td>
<td>L - R</td>
</tr>
<tr>
<td>Delta</td>
<td>Green</td>
<td>S - Z</td>
</tr>
</tbody>
</table>
WHERE TO GO...

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*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).
- 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 options of plain black tights or black slacks for the girls and black dress trousers for the boys are not available from the uniform shop. These options DO NOT encompass Leggings, Track Pants 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).

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal Uniform:</strong></td>
<td><strong>Formal Uniform:</strong></td>
</tr>
<tr>
<td>Blouse &amp; Skirt</td>
<td>Shorts &amp; Shirt</td>
</tr>
<tr>
<td>White Socks*</td>
<td>White Socks*</td>
</tr>
<tr>
<td>Black School Shoes*#</td>
<td>Black School Shoes*#</td>
</tr>
<tr>
<td><strong>Sports Uniform:</strong></td>
<td><strong>Sports Uniform:</strong></td>
</tr>
<tr>
<td>Sports Shirt &amp; Shirt</td>
<td>Sports Shirt &amp; Shirt</td>
</tr>
<tr>
<td>White Socks</td>
<td>White Socks</td>
</tr>
<tr>
<td>Predominately White or Black Sport Shoes</td>
<td>Predominately White or Black Sport Shoes</td>
</tr>
<tr>
<td><strong>For Winter:</strong></td>
<td><strong>For Winter:</strong></td>
</tr>
<tr>
<td>Zip Front Jacket</td>
<td>Zip Front Jacket</td>
</tr>
<tr>
<td>Plain Black Tights*</td>
<td>Black Dress Trousers*</td>
</tr>
<tr>
<td>Black Slacks*</td>
<td></td>
</tr>
</tbody>
</table>

* Not available from the Uniform Shop
# See shoes section - over

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

*Shoes are not available at the school’s uniform shop.*

The correct formal footwear for Nerang State High School is **black enclosed lace up shoes** (fully enclosed toe, sides & heel, sides below ankle, upper with a tongue).

These must be worn with the day uniform. They may be of sports style. Laces are to be black.

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.

Correct footwear is an essential part of the uniform policy.

**SPORTS SHOES**

An appropriate Sports Shoe that is **predominately white** or **all black** is to be worn with the sports uniform.

**SOCKS**

White ankle socks, of a length that ensures they are visible, 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 up to two pairs of simple studs or sleepers. Other piercing, if present, **must not be visible**.
MAKE-UP & HAIR

Make-up and coloured nail polish are not permitted.

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

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

Hair colour is to be of natural tones.

WEARING THE UNIFORM

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

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

UNIFORM EXEMPTION PROCESS

Exemptions: Should a student be unable to wear an item of uniform for a day due to an unusual circumstance, parents are asked to send a note of explanation with the student on that day. The note is to be taken to Student Services (in the admin office) before school. 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 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 carry the printed docket while they are at school and is obliged to present it if school staff query their uniform status. Failure to carry the docket 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 and jewellery apply.

Personalised envelopes are provided for each student and distributed during form. The student personally hands the envelope containing the correct amount of money (or receipt details) to the photographer on the day.

Costs of photo packs are printed on the envelopes refer example below. For any further information you can visit their website www.msp.com.au.

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Example Only

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Example Only
ASSESSMENT POLICY

Students must complete all assessment relating to a subject in order to be awarded a Level of Achievement.

1. ASSIGNMENTS:
   (a) Draft Copy:
      (i) The Assignment Draft must be submitted on the due date
      (ii) IF the Draft is not submitted, students will be required to produce a Draft Copy at school during their class time on the day the draft is due. Parents will be contacted.
   (b) Final Copy:
      (i) The Final Copy is to be submitted on or before the due date.
      (ii) Where an assignment is not submitted by the due date, the assignment result will be based on the student’s Draft Copy.
   (c) Submission of Assignments:
      (i) Requests for extensions are made through Special Provisions process, via the Head of Department or the Guidance Officer.
      (ii) Plagiarism is unacceptable – work must be the student’s own.
      (iii) Students off-campus on a school related activity (e.g. excursion, traineeship, etc) must ensure the draft or final copy is submitted on or before the due date.
      (iv) In the event of computer/printer failure students must submit the USB back-up of their work to the teacher for printing on the due date of the assignment.
   (d) Plagiarism: Involves students submitting the work of others as their own, without appropriate acknowledgement by referencing of the original work. In the event that plagiarism is evident in the draft or final copy:
      (i) Only the work that can be verified as the student’s own will be assessed.
      (ii) In the case of draft work being plagiarised students will be required to resubmit work as detailed in 1 (a) (ii) above.
      (iii) Plagiarism in the final copy will require work to be resubmitted as detailed in 1b above.
      (iv) Parents/Caregivers will be contacted by the relevant Head of Department.
   (e) Absence on the Due Date due to Illness:
      (i) Students must submit the Assignment Draft or Final Copy to School on the due date (deliver to the Office or email to the teacher)
      (ii) In the event of not being able to submit the assignment:
         • Parents/Caregivers are to make immediate contact with the relevant Head of Department.
         • On the first day of return to school, the student must submit the assignment.
         • Students must also provide a medical certificate or a parental note, clearly outlining why this assignment was not submitted on the due date.
      (iii) Should there be an ongoing pattern of late submission of assignments, students will need to access the Special Provisions process.
   (f) Absence on the Due Date Caused by Special Circumstances:
      Parents/Caregivers are to contact the relevant Head of Department to discuss the circumstances (e.g. bereavement) that prevent submission on the day assessment is due. A new submission date will be negotiated.
2. EXAMS
   a) Sitting Exams:
      (i) Students are to sit an exam on the set date as informed by the assessment calendar or the
          examination timetable.
      (ii) If a student is unable to sit an exam due to illness:
           - Parents/Caregivers must make immediate contact with the Deputy Principal or Head of
             Department to advise of the situation and to negotiate a new date to sit the exam.
           - Students must also provide a medical certificate or a parental note on the day of their
             return, clearly outlining why they could not sit for the exam on the set date.
      (iii) If a student is unable to sit an exam due other extenuating circumstances (eg family
            bereavement), they will need to access the Special Provisions Process. Parents will need to
            contact the Guidance Officer.
   b) Cheating: Situations involving cheating are defined as students bringing in prepared or prohibited
      materials into an examination room or accessing material from any source (mobile phone, another
      student, etc) during an exam.
      - In the event that a student is caught cheating in an exam:
        ○ The student’s exam will be stopped when cheating is evident and work completed up
          to that point on the exam will be signed off and not marked.
        ○ Student will be allowed to continue to complete exam. What is completed from that
          point on will be marked. Students may be required to sit a similar examination.
        ○ Student will be sent to Deputy Principal or relevant Head of Department. Parents will
          be contacted.

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

4. SPECIAL PROVISIONS
   a) “Special Provisions” means making reasonable adjustments to the conditions of assessment to ensure
      equitable opportunities for all students. In making a decision about Special Provisions, the school is
      required to consider what adjustments to the assessment conditions are reasonable in the current
      circumstances.
   b) When requesting an extension of time:
      - Requests must be made prior to the due date. Parent/Caregiver contact is to be made
        directly with the relevant Head of Department to explain the circumstances.
      - The student is to complete an Extension Form (with the Head of Department) and provide
        relevant documentation (e.g. Medical Certificate or Parental Note). The Parental Note must
        clearly outline the circumstances impacting on the student’s capability to complete
        assessment within the set timeframe.
   c) 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 (e.g. medical
        certificate) and negotiate new assessment conditions.
      - A Special Provisions Form will record all changes to assessment conditions.

5. APPEALS
   Students can appeal any decisions in writing to the Deputy Principal or Principal.
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;

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:

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Time</th>
<th>Sat</th>
<th>Sun</th>
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</thead>
<tbody>
<tr>
<td>AM</td>
<td>Music Practice</td>
<td>Music Practice</td>
<td>Music Practice</td>
<td>Music Practice</td>
<td>Music Practice</td>
<td>AM</td>
<td>Maths Study</td>
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<td>6.30 – 7.00</td>
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<td>8.00 – 8.50</td>
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<tr>
<td>PM</td>
<td>Maths</td>
<td>Science</td>
<td>HPE</td>
<td>Foot Training</td>
<td>Home work</td>
<td>PM</td>
<td>Assignments</td>
<td>Football</td>
</tr>
<tr>
<td>4.00 – 4.50</td>
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<td></td>
<td>9.00 – 9.50</td>
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<tr>
<td>PM</td>
<td>Science</td>
<td>History</td>
<td>Science</td>
<td>Home work</td>
<td>Home work</td>
<td>PM</td>
<td>Assignments</td>
<td>Football</td>
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<td>5.00 – 5.50</td>
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<td>2.00 – 2.50</td>
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<td>Home work</td>
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<td>8 Review</td>
<td>PM</td>
<td>Assignments</td>
<td>Football</td>
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<td>6.00 – 6.50</td>
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<td>3.00 – 3.50</td>
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<tr>
<td>PM</td>
<td>Revision</td>
<td>English</td>
<td>Science</td>
<td>TV</td>
<td>Revissiion</td>
<td>PM</td>
<td>TV</td>
<td>Assignments</td>
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<tr>
<td>7.00 – 7.50</td>
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<tr>
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<td>Revision</td>
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<td>Revision</td>
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<td>PM</td>
<td>TV</td>
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<tr>
<td>8.00 – 8.50</td>
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<td>3.00 – 3.50</td>
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</tbody>
</table>

**Developing a Weekly Timetable**

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

1. Make a blank copy of the weekly planner to develop a draft version of your weekly plan. Write into the weekly planner the following:
   - **The times** into the weekday and weekend columns of the planner, with ten minutes break every hour. (e.g. 6.00 pm – 6.50 pm)
   - **Extra study sessions** – for those subjects that you know you need to do more work in – these may be sessions with a tutor or planned timeslots to work with your parents or times on the weekend or nights to do extra work on your own.
   - **Relaxation times** – reading, watching TV, swimming, etc
   - **Sporting and other commitments** – e.g. sport training times, playing times, musical tuition, etc
   - Any other **personal or family commitments** - e.g. church, family visit times, weekly medical appointments, etc
2. Write in the subjects you have each day in the first blank in the weekly planner for that day - e.g. If you have Maths, Science, History, and English on Tuesday, and you have music tuition lessons until 5.45 on Tuesday afternoon, then you would write these subjects in the 6.00pm box (allowing a 15 min break before starting Homework).

3. Allow a minimum of 1 ½ hours per night for homework and review (6 subjects @ 1¼ hrs per week each equals approx 1½ hrs per night).

   Remember Review means to do at least one of the following for each subject:
   - Read over the days material that was covered in class by reading your notes
   - Reading the relevant text sections
   - Attempting extra problems or questions
   - Writing a set of summary notes

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

**Constructing a Semester Assessment Planner**

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

1. Make a table like the one below showing each week of the semester.
2. Use a copy of your Assessment Schedule (published in week 3 of each semester) to transfer the assessment items into this planner.
3. Write in any major school events that affect you, from the semester overview in your School Diary.
4. Write in any known personal or family commitments.
5. Transfer tests from the assessment schedule into this planner. (e.g. Write “Maths Test” on the day you have a maths test)
6. Transfer assignment Issue and Due dates from the assessment schedule. (e.g. Write “English Assignment Issued” and “English Assignment DUE” on the relevant date)
7. **Schedule assignment and revision times** by planning for exam study and assignment work times:
   - **Tests**: Write revision times for each test. Plan to spend 15-30 minutes for 4 nights in the week leading up to the test, and at least 30-50 minutes in the night before the test.
   - **Assignments**: Build a minimum of 5 times when the assignment will be worked on. Start by committing 15-30 minutes and increase this to 40-60 minutes on the days before it is due.
8. These planned times will make up part of your nightly homework time, so ensure that there is not an overload of work on revision or assignments on any one night.
9. Write each of these known “Homework Items” into the relevant date in the diary section of the Organiser.
STUDENT COMPUTER USE POLICY

The use of the school’s network is for bona-fide research and educational purposes only. Transmission of material which contravenes Education Queensland Policy or State and Federal Government Regulation is prohibited. The school’s networks are not to be used for commercial purposes. Use of the Internet, in particular, will be monitored by the school to determine if any inappropriate usage is occurring.

The school’s Internet access is established in such a way that access to certain inappropriate material and sites is blocked. However, parents should be aware that, whilst this system is in operation and staff supervision will also be in place, no guarantee can be given that a student will not inadvertently gain access to offensive, dangerous or illegal sites when using the Internet. Should a student accidentally encounter offensive, dangerous or illegal material, they will immediately clear the screen and quietly notify a supervising teacher without showing it to any other student.

To be granted access to the Internet, students and parents must complete the undertaking section of the enrolment agreement.

The student accepts that when using the computer resources at Nerang State High School it is unacceptable for students to:

- view, download, distribute or publish offensive messages or pictures;
- use obscene or abusive language to harass, insult or attack others;
- use IT resources for purposes other than school (e.g. to play games; “Surf the Net” - searching without a clear educational purpose; send message over the school network);
- deliberately waste printing and internet resources;
- modify or damage computers, printers or the network equipment;
- attempt to use or otherwise interfere with another user’s work;
- violate copyright laws, which includes plagiarism;
- use internet chat or social media sites, or online email services (e.g. Hotmail, facebook);
- send chain letters or spam e-mail (junk mail).

Usernames and passwords are to be kept by the student and not divulged to any other individual (e.g. a student must not give other students their username and password). Students cannot use another student or staff member’s username or password to access the school’s network, including not trespassing in another person’s files, home drive or e-mail. Additionally, students should not divulge personal information (e.g. name, parent’s name, address), via the internet or e-mail, to unknown entities or for reasons other than to fulfil the educational program requirements of the school. Students should report any security problems immediately to a supervising class teacher.

The student accepts that breaching this agreement may result in their computer privileges being revoked, either temporarily or permanently, depending on the seriousness of the offence. For more serious matters further disciplinary and/or legal action may be taken.

Students who access the school’s Take-Home Laptop Program will sign a Student Laptop Charter Agreement which sets out the additional responsibilities of students with regard to computer, network and school resource usage.

BRING YOUR OWN DEVICE

The BYOD Responsible Use Policy is provided in the BYOD Information Guide for Parent and Students – available on the school website.

This should be read in conjunction with The Use of Personal Technology Devices at School detailed over, along the Responsible Behaviour Plan for Students.
**The Use of Personal Technology Devices at School**

*Personal Technology Devices includes, but is not limited to, portable games devices, laptop computers, PDAs, MP3 players, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPods® and devices of a similar nature.*

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using Personal Technology Devices (PTDs).

**Confiscation**

Permitted PTDs used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

**Personal Technology Device Etiquette**

Bringing PTDs to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies and classes. PTDs may be used at morning tea and lunch breaks and before and after school.

**Recording Voice and Images**

We uphold the value of trust and the right to privacy at Nerang SHS. Students using PTDs to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting, pranks, etc) for the purpose of dissemination to others, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony, and is not permitted.

Students must not record images anywhere that recording would reasonably be considered not to be appropriate (e.g. in toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a PTD to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute, is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will take disciplinary action where images or sound captured by PTDs (on the school premises or elsewhere) being disseminated to others, is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in recording or disseminating material (through text messaging, display, internet uploading, etc), or knowingly being a subject of a recording, are in breach of this policy and may be subject to disciplinary action (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as those involving nudity or sexual acts involving children), is against the law and will result in a referral to QPS.

**Text communication**

The sending of text messages that contain obscene language or threats of violence may amount to bullying or harassment, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school administration.

**Assumption of cheating**

PTDs may not be used by students during exams or class assessment, unless expressly permitted by staff. Staff will assume students using such devices during exams or assessments are cheating.

**Recording Private Conversations**

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has recorded or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to be aware that to record, monitor or listen to a private conversation may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**

Students who require the use of a PTD in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Procedures for Preventing and Responding to Incidents of Bullying

( Including Cyber-bullying)

Purpose

Nerang State High School strives to create positive, predictable environments for all students at all times of the day. There is no place for bullying at Nerang State High School.

Bullying behaviours that will not be tolerated at Nerang State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Bullying may be related to race, religion, culture, disability, appearance, health conditions, sexual orientation, and can include sexist or sexual language.

At Nerang State High School there is an acceptance among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in a similar fashion, that is, as categorically unacceptable in our school.

Actions

Research indicates that many bullying behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to problem behaviours, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The schools methodology for dealing with issues of bullying is known as our TEAM (Together Everyone Achieves More) approach. Students, as witnesses or victims, are encouraged to report incidences via a TEAM Report. Students designated as “Bully Busters” support other students in reporting incidences of bullying.

- Filing a TEAM REPORT is the first step.
- The person who is being bullied will be interviewed.
- A referral to the Guidance Officer will be made if necessary.
- A NO BLAME MEETING will be held with the bully to help them understand that they have behaved inappropriately. They will have one week to stop the behaviour.
- If no improvement is seen in one week a RED CARD will be issued. While in the RTC, a TEAM PLAN will be completed, which will require a parent signature. They will also be referred to the Guidance Officer for support.
- If a SECOND TEAM REPORT is received the process will be repeated, but this time parents will be required to attend an interview with administration.
- A THIRD time through the process will result in suspension.
- Serious and/or physical abuse will be ‘Red Carded’ immediately and may result in an immediate suspension.

Prevention

- The anti-bullying procedures at Nerang State High School are an addition to our school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Lessons on bullying, and how to prevent and respond to it, is a subset of procedures that our students are provided with.
- The student curriculum modules of the anti-bullying process consist of lessons taught in Pastoral Care classes. Initial introductory lessons deliver the clear messages of our TEAM approach. These lessons include instruction on how to approach staff and also on what reactions and systemic responses they should expect.
- Nerang SHS uses behavioural data for decision-making. This data is entered into the One-School database so summary reports can be accessed. This allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
1. Purpose
Nerang State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards and expectations of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review
Nerang State High School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during 2016. A review of school data relating to behaviour incidents, attendance and school disciplinary absences informed the development process.

The Plan was endorsed by the Principal and the President of the School P & C Association and will be reviewed in 2019.

3. Learning and behaviour statement
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 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 responsible Behaviour Plan is based on Ed Ford’s framework of the Responsible Thinking Process where all students are encouraged to take responsibility for their own behaviour. This process involves students reflecting on the choices they have made that led to their disengagement. Students are also asked to develop an effective plan that clearly indicates how the student will commit to making positive choices to engage in their learning when they return to their classroom. This is achieved through a process called conferencing with the teacher.

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

Nerang High’s Responsible Behaviour Plan also promotes the values identified in the national Framework for Values Education in Australian Schools, especially the values focussing on students respecting others and treating other individuals in a fair and just manner, taking responsibility for one’s own actions and doing your best by displaying a commendable work ethic.

The expectation of all students at Nerang State High School is that they will abide by our set of core values: (PRIDE) – Persistence, Resilience, Integrity, Diversity and Empathy.

All students are dealt with in a fair and just manner and we ensure that there is consistency in our approach with the consequences given for disengagement or inappropriate behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Teachers are responsible for dealing with minor disruptions and minor incidents of misbehaviour. Staff are expected to use their repertoire of micro skills to encourage students to modify their behaviour in their classrooms and emphasis is placed on the provision of quality learning and teaching practices and a relevant and engaging curriculum.

To develop a positive whole school culture and a consistent approach all staff at Nerang High use the Responsible Thinking Process. Students behaving in a disruptive manner are asked the questions – “What are you doing?”, “What should you be doing?” & “What will happen if you disrupt again?” If students continue to disrupt the class, the teacher will again ask, “What are you doing?” and “What should you be doing?”. In doing so the teacher is checking that the student understands what it is that they are doing that represents continued disruptive behaviour. The teacher will follow this up with, “I see you have chosen to leave.” The student is then referred to the Responsible Thinking Classroom where a behaviour plan is written. Students are then responsible to attend a conferencing meeting with the teacher to discuss positive engagement choices, their plan is then signed-off by the teacher and the parent, and the student returns to class in the next lesson. (See Appendix 1)

- Universal behaviour support

Our whole school approach supports the provision of a safe and supportive learning environment for all students. Staff use the Responsible Thinking Process in dealing with students demonstrating inappropriate behaviour. This provides a consistent approach for all teachers and students across the school. Teachers use a wide variety of classroom strategies and establish high expectations for the purpose of encouraging expected positive student behaviour. Whole school procedures and practices encourage a consistent approach by staff and a shared understanding of students’ rights and responsibilities.

Programs provided by outside agencies and support-staff are sourced to cater for student needs. We work closely with parents/guardians to ensure strong communication links are maintained and collaborative action plans are developed. Our overall emphasis is to encourage and exhibit positive behaviours whilst re-engaging students who display inappropriate behaviours.

Students of Nerang High are also recognised for their commendable work ethic and exemplary behaviour through the Principal’s Awards scheme. This award program acknowledges the students’ involvement in extra-curricular activities, their effort in class and high standard of behaviour.

PRIDE is our school wide positive behaviour focus. PRIDE stands for Persistence, Resilience, Integrity, Diversity and Empathy. On a daily basis teachers issue Pride Points to encourage and acknowledge students following our school values. Students are expected to take PRIDE in our school, in our community and in themselves. Our student expectations are:

- Be on time
- Be prepared
- Be respectful
- Be a learner

(See Appendix 2)

Nerang High implements the following proactive and preventative processes and strategies to support student behaviour:

- Responsible Thinking Leadership team members’ provide regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Responsible Behaviour Plan for students are delivered to new students as well as new and relief staff.
- Individual Support Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
• Development of specific policies to address:
  o The Use of Personal Technology Devices at School (Appendix 3)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 4).

• Targeted behaviour support
At Nerang High the Responsible Thinking Classroom (RTC) tracks the behaviour of students using a point system. (Refer to Appendix 5)
If students are being disruptive/disengaging from their learning they are referred to the RTC and given a demerit point. There are various action plans developed at different stages along the RTC continuum. Students are counselled and supported in their endeavour to improve their behaviour and engagement and a process of conferencing is involved where teachers and students discuss relevant issues before students are accepted back into classrooms.

Students are issued with an Individual Behaviour Plan at Level 4 and at Level 5 students are engaged in a supportive intervention program. When a student reaches Level 6, the student, parent and Dean of Behaviour are involved in an intervention meeting to ensure that parents are involved in a collaborative effort to achieve successful outcomes for all parties.

• Intensive behaviour support
Students who progress through the 8 point system and reach level 8 may be suspended after all due consideration is given to the specific circumstances involving the student and consideration has been given to all other available responses. Students reflect on their behaviour by completing a suspension booklet which is reviewed upon the student’s return. At this level the Administration (Deputy Principal or Principal) meet with parents and students after the suspension to develop a plan of action. Alternate programs within the school and with outside agencies may be initiated.

Students demonstrating high level challenging behaviours and who have disengaged from school may require specialised, intensive support. The student may be placed on School Discipline Improvement Plan and case managed by a member of the Support Team, Head of Department Special Education Program, the appropriate Deputy Principal, the parent/guardian of the student and outside agencies if required. Information is collated and shared amongst the members of this team to devise a proactive re-engagement plan. This plan is shared with the student and parent/guardian and modified where necessary. Regular meetings with the student and the case manager, support team are established and monitoring continues.

5. Emergency responses or critical incidents
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

▪ Avoid escalating the problem behaviour
  Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

▪ Maintain calmness, respect and detachment
  Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

▪ Approach the student in a non-threatening manner
Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

- **Follow through**
  If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other student’s attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

- **Debrief**
  Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

**Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Nerang High’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping - Each instance involving the use of physical intervention must be formally documented in One School. Other suggested formats for recording of incidents are shown in Appendix 6 and debriefing suggestions in Appendix 7.
6. Consequences for unacceptable behaviour
The following tables outline the range of consequences employed at Nerang High in response to inappropriate and unacceptable behaviour.

<table>
<thead>
<tr>
<th>Inappropriate Behaviours</th>
<th>Most Likely Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOW LEVEL</strong></td>
<td></td>
</tr>
<tr>
<td>- Class-related issues (e.g., unprepared for learning, late to class, ongoing off-task behaviours, non-completion of classwork or homework, failure to attend detention, etc) (refer Appendix 8)</td>
<td>- Extra work issued</td>
</tr>
<tr>
<td>- Non-compliance issues (e.g., late arrival to school and not following the appropriate procedures, not bringing appropriate equipment to class, etc)</td>
<td>- Referral to HOD</td>
</tr>
<tr>
<td>- Minor disruptive behaviour (e.g., talking in class)</td>
<td>- Parent/guardian contacted via phone or letter</td>
</tr>
<tr>
<td>- Use of inappropriate language</td>
<td>- Community service</td>
</tr>
<tr>
<td></td>
<td>- Detention*</td>
</tr>
<tr>
<td></td>
<td>- ‘Referral Card’ issued and referral to RTC with demerit points allocated</td>
</tr>
<tr>
<td><strong>MEDIUM LEVEL OR PERSISTENT LOW LEVEL</strong></td>
<td></td>
</tr>
<tr>
<td>- Disruption of class#</td>
<td>- Referral to HOD, Dean or Deputy Principal</td>
</tr>
<tr>
<td>- Disobedience, refusal to comply with instructions</td>
<td>- Confiscation of property#</td>
</tr>
<tr>
<td>- Disrespectful to staff</td>
<td>- Referral to a Support Team Member</td>
</tr>
<tr>
<td>- Leaving class/school without permission</td>
<td>- Parent contact and/or interview</td>
</tr>
<tr>
<td>- Use of offensive language</td>
<td>- Detention*</td>
</tr>
<tr>
<td>- Bullying, harassment</td>
<td>- ‘Referral Card’ issued, sent to RTC and demerit points allocated</td>
</tr>
<tr>
<td>- Truancy (see Appendix 9)</td>
<td>- Monitoring card issued</td>
</tr>
<tr>
<td>- Repetitive low level behaviour</td>
<td>- Suspension (1-5 days) and suspension booklet issued</td>
</tr>
<tr>
<td>- Smoking</td>
<td></td>
</tr>
<tr>
<td>- Inappropriate items brought to school#</td>
<td></td>
</tr>
<tr>
<td><strong>MEDIUM LEVEL OR PERSISTENT MEDIUM LEVEL</strong></td>
<td></td>
</tr>
<tr>
<td>- Persistent medium or low level behaviours</td>
<td>- Referral to HOD / Dean / Deputy Principal / Principal</td>
</tr>
<tr>
<td>- Gross disobedience</td>
<td>- Referral to Support Team Member</td>
</tr>
<tr>
<td>- Repeated smoking incidents</td>
<td>- ‘Referral Card’ and RTC demerit points</td>
</tr>
<tr>
<td>- Major harassment</td>
<td>- Parent contact/interview</td>
</tr>
<tr>
<td>- Repeated bullying</td>
<td>- Police contact, where appropriate</td>
</tr>
<tr>
<td>- Breaches of the ‘Use of Personal Technology Devices at School’ Policy</td>
<td>- Referral to alternate learning centre</td>
</tr>
<tr>
<td>- Offensive language or threats directed at staff</td>
<td>- Suspension ○</td>
</tr>
<tr>
<td>- Theft / Vandalism</td>
<td>- Exclusion ○</td>
</tr>
<tr>
<td>- Fighting / Physical assault</td>
<td>* Full details are provided in policy section - 'Disciplinary Absence'</td>
</tr>
<tr>
<td>- Drugs/Alcohol/Weapons – possession, supply, use</td>
<td></td>
</tr>
<tr>
<td>- Possession or sharing of pornographic material</td>
<td></td>
</tr>
<tr>
<td>- Behaviours that place Nerang State High School in disrepute</td>
<td></td>
</tr>
<tr>
<td>- Racist language or behaviour</td>
<td></td>
</tr>
<tr>
<td>- Other: Illegal activities</td>
<td></td>
</tr>
</tbody>
</table>

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

* Detention: 20 minutes during the school lunch recess or one-half hour after the school program for the day is finished. If the detention is imposed after school the principal or teacher must inform the parent of the proposed period of detention before it is imposed.

# Inappropriate items brought to school or any objects used in a manner that is disruptive to learning may be confiscated by teachers. At the discretion of the teacher, they will be made available for collection at the end of the lesson or from the office at the end of the school day, unless the item is required to be kept for purposes of disciplinary investigation.
DISCIPLINARY ABSENCE - Suspension / Exclusion / Cancellation

Student Disciplinary Absences are used after consideration has been given to all other responses. Those behaviours that warrant a disciplinary absence as the consequence are shown below. The table shows the most likely outcome for the behaviours described, but this does not mean that this outcome will result in all cases. Ultimately, the severity of disciplinary outcomes is determined by the school Principal, based on an assessment of the totality of the alleged misbehaviour, the effect of the said misbehaviour on others and the student’s personal circumstances (including their behaviour history).

**Suspension (1-5 days or 6-20 days)**

<table>
<thead>
<tr>
<th>Defiant behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Disobedience - including refusing to follow teacher directions</td>
</tr>
<tr>
<td>▪ Failure to attend detention (lunch or after school)</td>
</tr>
<tr>
<td>▪ Wilful disobedience, through failure to report to the RTC room or office as directed</td>
</tr>
<tr>
<td>▪ Persistently or significantly disruptive behaviour</td>
</tr>
<tr>
<td>▪ Repeated truancy from school and/or class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acts of physical aggression / intimidation</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Fighting or physical assault</td>
</tr>
<tr>
<td>▪ Verbal abuse of any member of the school community</td>
</tr>
<tr>
<td>▪ Offensive language directed at a staff member</td>
</tr>
<tr>
<td>▪ Unsafe behaviour, including throwing objects or inappropriate use of objects and property</td>
</tr>
<tr>
<td>▪ Using social media to threaten or intimidate other students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regulated, prohibited or illegal substances / items / acts</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Smoking cigarettes/tobacco or being in possession of lighters, cigarettes or tobacco</td>
</tr>
<tr>
<td>▪ Supplying cigarettes/tobacco to others</td>
</tr>
<tr>
<td>▪ Possession or sharing of pornographic material or sexual items/materials</td>
</tr>
<tr>
<td>▪ Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (full or partial) during school</td>
</tr>
<tr>
<td>▪ Sharing, through social media or otherwise, of recordings/images of events in school that bring the school into public disrepute (including: acts of physical aggression or intimidation, threats, misconduct, violence, illegal behaviour, embarrassing matters)</td>
</tr>
<tr>
<td>▪ The sharing of recordings or images of other students engaging in sexual behaviour or nudity (full or partial)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Behaviour or misconduct that is held in low regard and disfavour by the public, bringing our school into disrepute</td>
</tr>
<tr>
<td>▪ Persistent racist language and behaviour</td>
</tr>
<tr>
<td>▪ Recording images that would be considered to be inappropriate</td>
</tr>
<tr>
<td>▪ Being charged with a criminal offence and the principal considers the student’s attendance at school would not be in the best interests of other students or of staff</td>
</tr>
<tr>
<td>▪ Any behaviour considered for exclusion where exclusion is not proposed (6-20)</td>
</tr>
</tbody>
</table>

**Exclusion**

<table>
<thead>
<tr>
<th>Misconduct / disobedience</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Behaviour that interferes with the property of the school or staff or students (including, but not limited to, vandalism, graffiti, wilful damage or theft).</td>
</tr>
<tr>
<td>▪ Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school.</td>
</tr>
<tr>
<td>▪ Persistent misconduct or disobedience (includes repeated breaches of the school's Behaviour Plan)</td>
</tr>
<tr>
<td>▪ Persistent conduct prejudicial to the good order and management of the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acts of intimidation / physical aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including, but not limited to, bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/devices to abuse or denigrate).</td>
</tr>
<tr>
<td>▪ Aggressive behaviour toward and/or intentional physical assault of any staff member.</td>
</tr>
</tbody>
</table>
### Exclusion continued...

| **Regulated, prohibited or illegal substances / items / acts** | Possession of certain inappropriate items or weapons (including, but not limited to, knives of any type*, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers/explosives). *You are not allowed to have any type of knife at school including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives. You are not allowed to have any item that can be used as a weapon, for example, a chisel. If you need a knife or tools for school subjects, staff will provide them and supervise their use.  
  The inappropriate use, possession or supply of intoxicating substances and/or utensils (including, but not limited to, illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication) |
| **Other** | Illegal activities  
  Being convicted of a criminal offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school  
  Repeated behaviours that lead to suspension |

### Cancellation of Enrolment

| **Refusal to participate in in the educational program** | Applies only to students who are more than 16 years of age and/or have completed Year 10.  
  Repeated failure to attend class.  
  Repeated failure to submit assignments, attend testing or complete other assessment.  
  Unsatisfactory effort by the student in the classroom. |
CONSEQUENCE CONTINUUM

Our behaviour management approach is based on the principle of the Responsible Thinking Classroom. Students are encouraged to make the correct choice regarding their behaviour in order to have teaching and learning uninterrupted in the classroom. Students who disrupt the class choose to leave the room. A level system (demerit points) is in place to monitor behaviour and keep parents informed.

<table>
<thead>
<tr>
<th>Level</th>
<th>Outcomes</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSITIVE RECOGNITION</td>
<td>PRINCIPAL’S AWARDS</td>
<td>Recognise appropriate behaviour and participation in class or extra-curricular activities.</td>
</tr>
<tr>
<td></td>
<td>♠ GOLD: Outstanding involvement in, and contribution to, the school … plus eligibility for Bronze level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>♠ SILVER: A significant involvement in extra-curricular activities … plus eligibility for Bronze level.</td>
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</tr>
<tr>
<td></td>
<td>♠ BRONZE: Acknowledges a student’s effort to do their best in class and behave in an exemplary fashion.</td>
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</tr>
<tr>
<td></td>
<td>♠ PRIDE POINTS: To follow the school values and expectations.</td>
<td></td>
</tr>
<tr>
<td>RTC LEVELS</td>
<td>Parental contact (eg. plans, notifications, letters) occurs at all levels</td>
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</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>plus Individual Behaviour Plan</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>plus Program Intervention</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Parent Intervention meeting</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Dean notified</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Dean/Admin review (suspension is a likely consequence)</td>
</tr>
<tr>
<td></td>
<td>High Level Behaviours*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STEP 1: Suspension 1-5 Days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STEP 2: Suspension 5-10 Days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STEP 3: Suspension 10-20 Days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXCLUSION</td>
<td></td>
</tr>
</tbody>
</table>

*High Level Behaviours include: Persistent medium level behaviour; Gross disobedience; Repeated smoking incidents; Major harassment; Repeated bullying; Theft; Fighting/physical assault; Drug/Alcohol possession, supply or use; Offensive language directed at a staff; Weapon possession, threat of use or use; Vandalism, malicious damage or theft of school property; illegal activities. (See Disciplinary Absence section)

OUR SIGNATURE PROGRAMS

Nerang State High School’s Signature Programs offer students a unique learning experience in a caring and supportive educational setting. Our professional teachers provide advanced lessons and opportunities for selected
students to excel in their chosen field of excellence. These Signature Programs also offer students a direct pathway to distinct senior programs and links to careers beyond school.

**COMETS ACADEMIC EXCELLENCE PROGRAM**

We are attracting high achieving students into our junior school programs. Our flagship “Comets Academic Signature Program” provides an ongoing pathway for academic students. We are very proud of our successful Comets Program which has been responsible for providing students with opportunities to further develop their academic abilities. Some of highlights of our program include:

- Cross-curricula projects each term which focus on critical thinking;
- A mentoring program where older students mentor and guide the younger students;
- A Year 9 Comets Camp at Jacobs Well;
- Presentation evenings where students present their projects to the community;
- Links with Griffith University – many of our Year 10 & 11 Biology students are enrolled in GRIF BIOL;
- Opportunities for students to accelerate into senior subjects from Year 10;

This program is specifically for students who are academically gifted and wish to extend their education beyond school and pursue a future University pathway. It is a competitive course that is dependent on results. Students must achieve to stay in this program. To be considered for this program, students must have demonstrated:

- High achievement in a range of subject areas—evidenced by Year 6 & 7 reports
- Involvement in academic extension activities e.g. ICAS competitions, writing camp, summer schools, Opti Minds or other Gifted and Talented programs
- Outstanding commitment and attitude toward school
- Outstanding personal qualities in cooperation, courtesy, teamwork, reliability, responsibility, initiative, punctuality and dress
- Outstanding potential for future academic success

**QUALITY ARTS SIGNATURE PROGRAM** - Audition is required

We believe that there is a creative capacity in all children that should be fostered and encouraged. The school looks to develop talent and inspire artistry in each student. Our Quality Arts Signature Programs are designed specifically to meet the needs of young people who, in addition to their core studies, wish to focus on Music or Drama and/or Dance. While there is a focus on the performing arts, there is also emphasis on academic excellence, and students are equipped to maximise post school opportunities and tertiary pathways.

Prior performance experience is beneficial; however, it is not essential. Students may select their specialisation within the program which are:

**QA Music**

The QA Music Program is designed to cater for students who play an instrument or sing. These students will be offered opportunities to extend their skills in the areas reading, composing and performing music. Students undertaking this course will study Music for an entire year, instead of one semester, ensuring a deeper knowledge of the subject.

**QA Performance**

Students who demonstrate a keen interest and talent for performance in the areas of Dance and/or Drama should consider our Quality Arts Performance Program. Learning experiences include drama and dance performances, script writing and choreography. Students undertaking this course will study Performing Arts for an entire year, instead of one semester.
**General School Contact Details:**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Absence</td>
<td>5503 7860</td>
</tr>
<tr>
<td>Office</td>
<td>5503 7888</td>
</tr>
<tr>
<td>Fax</td>
<td>5503 7800</td>
</tr>
<tr>
<td>Uniform Shop</td>
<td>5503 7858</td>
</tr>
<tr>
<td>Canteen</td>
<td>5503 7857</td>
</tr>
</tbody>
</table>
| Address         | Weedons Road  
|                 | Nerang Qld 4211 |
| Email           | admin@neranghs.eq.edu.au |
| Website         | www.neranghs.eq.edu.au |