



PARENT HANDBOOK

Our School, Our Rules and Our Procedures

June 2020

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OUR SCHOOL



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

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

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

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



Student LEARNING EXPECTATIONS

- Take -
PRIDE
IN YOU

EVERY LESSON

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

EVERY UNIT

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

EVERY TERM / SEMESTER

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

NERANG VALUES

PRIDE

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

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

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

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

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

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

SCHOOL PERSONNEL

ADMINISTRATION

Along with the Principal, Mr Ison, our Administration team is made up of three Deputy Principals (Loreen Herlihy, Kerry Wharton and Suzy Riley), Gayle Rees – Business Manager, Debbie Hopper and Jo Lockyer - Administration Officers, Fiona Carter - Attendance Officer, Tracey Matthews - Finance Officer, Tanya Robson and Sara Tappenden – Student Services. Mrs Herlihy works with Senior School Year Levels, Mrs Wharton works with Middle School year levels and Mrs Riley works with Junior School Year Levels.

HEADS OF DEPARTMENT

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

Department	Head Of Department	Email
English	Mandy Aubrey	mself6@eq.edu.au
Maths	Alexandria Eddy	astep142@eq.edu.au
Science	Brendan O'Sullivan	bosul10@eq.edu.au
Humanities	Daniel Alarcon	dalar1@eq.edu.au
Industrial Technology & Design	Shane Courtenay	scour33@eq.edu.au
Home Economics / Visual Arts	Kym Whyte	kcook110@eq.edu.au
HPE	Cameron Puddey	cpudd1@eq.edu.au
Performing Arts	Mandy Acott	macot1@eq.edu.au
Special Education (HOSES)	Ferne Laing	flain2@eq.edu.au
Senior Schooling / Business	Jodie Teng	jteng5@eq.edu.au
Technology	Aaron Woolnough	awool42@eq.edu.au

SUPPORT NETWORK

Head of Student Engagement	Nigel Wilson
Dean of Students – Senior School	Prue Martin
Dean of Students – Year 10	Tim Thompson
Dean of Students – Year 9	Taryn Allen
Dean of Students – Year 8	Steve Gasson
Dean of Students – Year 7	Kerri-ann Condrin



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 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 happens prior to the next lesson for that subject. Student progress is tracked using the 8 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, messages and phone calls.

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

stay
will
point
text

Together
Everyone
Achieves
More

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

Guidance Officer – Garry King & Rishi Jagunundan

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 – Lisa Bancroft-Mitchell

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 – Naomi Dawkins

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.



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	• Financial support for equipment and programs
• Quality school uniforms	• Supporting school outcomes
• Enhanced learning environment	• Assistance to Achievers
• Parents voice in school matters	

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

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

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

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

CANTEEN

(Phone 5503 7857)

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

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

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

UNIFORM SHOP / STATIONERY BOOKSHOP

(Phone 5503 7858)

The Uniform Shop is situated in E Block (next to the Canteen) and is operated by the P&C Association for the maximum convenience of 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 is used to Pre-order / Lay-by School Uniforms - a 10% Deposit is required with your order.



both

Form

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.

Please see the Student Resource Scheme form (available from the school website) for more information, or contact Tracey Matthews, 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

PERIOD TIMES Monday ONLY	
Warning Bell	8.50 am
PERIOD 1:	8.55am – 10.05am
Assembly	10.05am – 10.25am
MORNING TEA	10.25am – 10.50am
PERIOD 2:	10.50am – 12.00pm
PERIOD 3:	12.00pm – 1.10pm
LUNCH	1.10pm – 1.50pm
PERIOD 4:	1.50pm – 3.00pm

PERIOD TIMES Tuesday, Wednesday, Thursday and Friday	
Warning Bell	8.50 am
Form Class (Roll Marking)	8.55am – 9.05am
Period 1	9.05am – 10.15am
Morning Tea	10.15am – 10.45am
Period 2	10.45am – 11.55am
Period 3	11.55am – 1.05pm
Lunch	1.05pm – 1.50pm
Period 4	1.50pm – 3.00pm

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

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

COMMUNICATION WITH HOME

Reporting & Parent-Teacher Meetings

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

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

QSchools Smartphone App

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



The

Facebook

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



SPORT

Interschool sport competition occurs between a cluster of high schools over a full day, 5 times throughout semester 1. Students must participate in either Interschool or Recreational Sport on these Cluster Sports Days. Exemption 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 or State teams in other sports such as AFL and Cricket.



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All
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and

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 have them walk a short distance to where you can access parking. The best options are to have them crossing at the lights in of the school and walking Crusader Way or crossing Gilston Road (in the 40 zone) to walk through the opposite our Gilston Road onto Citrus Drive.

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



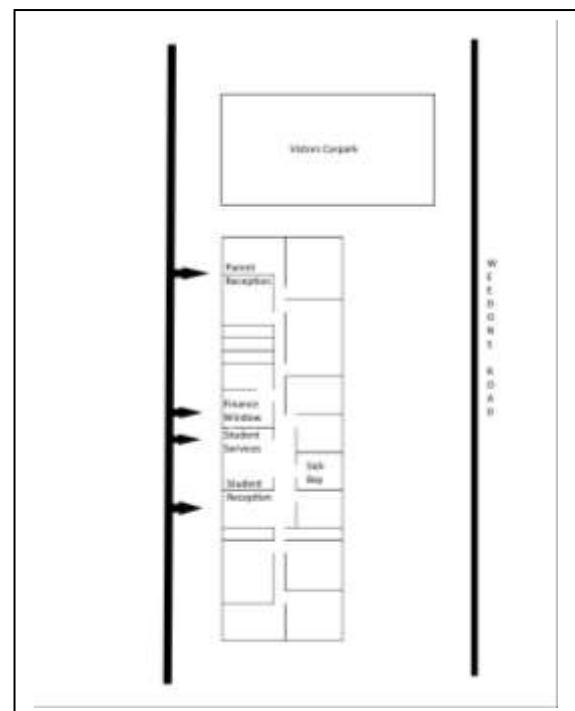
Please do not use the drive-through lane in the 'Bus-Bay' to park and collect children in the afternoon... It's dangerous, it's illegal, it's dangerous, and it's dangerous... Please do not use the staff car-parks to drop-off or collect your children. There are no turn-around areas in our staff car-parks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

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

Visiting the school

There is a small visitor's carpark through Gate-B on Weedons 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 walk up the footpath and enter in the main gate (opposite Crusader Way) in front of another large blue tiled 'monolith', follow the signage to Administration (follow the upper path around the corner to the Administration building).

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



WHAT HAPPENS WHEN...

Students Are Late To School

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

Leaving School Early

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

Accidents /Illness

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

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

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

Absent From School

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

Change of Contact Details

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



etc).
date

all
staff,

Entering the School

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

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

Collecting your Child During the Day

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

UNIFORM POLICY

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

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

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

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

UNIFORM DETAILS

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



Girls	Boys
<p>Formal Uniform: Blouse & Skirt White or Black Socks (ankle high or below the ankle)* Black School Shoes*#</p> <p>Sports Uniform: Sports Shirt & Shirt White or Black Socks (ankle high or below the ankle) * Predominately White or Black Sport Shoes*</p> <p>For Winter: Zip Front Jacket Unisex Track Pants</p>	<p>Formal Uniform: Shorts & Shirt White or Black Socks (ankle high or below the ankle)* Black School Shoes*#</p> <p>Sports Uniform: Sports Shirt & Shirt White or Black Socks (ankle high or below the ankle) * Predominately White or Black Sport Shoes*</p> <p>For Winter: Zip Front Jacket Unisex Track Pants</p>

* Not available from the Uniform Shop

See shoes section - over

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

SHOES

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

The correct formal footwear for Nerang State High School is:

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



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 below the ankle) are to be worn with the formal and sports shoe.



JEWELLERY

A watch is optional.

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



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



MAKE-UP & HAIR

Make-up is not permitted.

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



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



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

Hair colour is to be of natural tones.

WEARING THE UNIFORM

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

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

UNIFORM EXEMPTION PROCESS

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

Secondary School

Sun Smart plan/policy



Rationale

This Sun Smart Plan/Policy has been developed to ensure that all students and workers (i.e. teachers, staff and volunteers) of Nerang State High School maintain a healthy UV exposure balance which minimises the risk of skin cancer with appropriate sun protection measures, yet ensures some daily sun exposure for vitamin D requirements.

Objectives

- Assist the school community to achieve a healthy UV balance.
- Encourage the entire school community to use a combination of sun protection measures whenever UV levels reach 3 and above.

Implementation

Curriculum

- Educational programs on skin cancer prevention and healthy UV exposure for vitamin D are incorporated into appropriate areas of the school curriculum in all year levels.

Uniform/clothing

Whenever UV levels are 3 or above:

- Students are actively encouraged to wear broad-brimmed, legionnaire or bucket hats whenever they are outside.
- Workers are required to wear broad-brimmed, legionnaire or bucket hats (or alternatively use a parasol/umbrella) for all outdoor activities, including yard duty.
- Parents should also be encouraged to wear broad-brimmed, legionnaire or bucket hats (or alternatively use a parasol/umbrella) when participating in and attending outdoor school activities.
- The school will support those staff and students who choose to wear sunglasses. A close fitting wrap around style that meets AS 1067 is recommended.

Sunscreen

Whenever UV levels are 3 or above:

- Students and staff are actively encouraged to apply SPF30 (or higher) broad-spectrum, water-resistant sunscreen regularly eg. prior to school, before lunch, PE lessons, sport, excursions, etc.
- Sunscreen is easily available throughout the school for staff and student use.
- With appropriate consultation, students with naturally very dark skin (skin that rarely or never burns) are not required to wear sunscreen.

Sport and Physical Education

Whenever UV levels are 3 or above:

- Students are actively encouraged to wear broad-brimmed, legionnaire or bucket hats for sport and physical education.
- The school sport uniform/dress code includes shirts with collars, singlets are not to be worn for outdoor sporting events.
- For outdoor swimming carnivals and events, students should be encouraged to wear a t-shirt or rash vest.
- Where possible, outdoor activities/events will be scheduled to minimise time in direct sun e.g. earlier in the morning or later in the afternoon. The use of indoor and shaded facilities will be considered at other times where possible.
- Physical Ed teachers will be required to wear a broad brimmed, legionnaire or bucket style hat, and sensible clothing that covers skin, i.e. at least elbow length sleeves and knee length shorts, or preferably long pants.

Camps and Excursions

Whenever UV levels are 3 or above:

- Sun protection is considered in the planning of all camps and excursions.

- Processes for the planning of outdoor activities and excursions include the provision of shade areas Eg permanent and portable structures, and access to trees etc,

Shade

Whenever UV levels are 3 or above:

- The school council/board ensures shade provision is considered in plans for future buildings and grounds.
- The school council/board ensures shade is available in the school grounds particularly in areas where students congregate – for example, lunch areas, canteen, and outdoor lesson areas. If this is not possible, the school is working towards increasing and/or maintaining shade (built, portable or natural) in the school grounds.
- Where shade is otherwise not available, temporary shade structures will be considered for events such as sports carnivals.
- Students and staff are actively encouraged to use shade when outside, particularly if they are not wearing appropriate hat or clothing.

Whenever UV levels are 3 or above:

- As part of OHS UV risk controls and role modelling, all workers are required to use a combination of sun protection measures (sun protective clothing, broad brimmed hats, sunglasses, sunscreen and shade) when outside.

General awareness and reminders

- The school actively promotes a positive culture around sun protection. i.e. Via school newsletters, notice boards, assembly announcements and school website etc
- A Sun Smart Web Widget is available to schools to upload to their website at::: <http://www.cancer.org.au/preventing-cancer/sun-protection/uv-alert/uv-alert-widget.html>

Professional Learning

- Information about a balanced approach to UV exposure is included in staff training to enable staff to work safely outdoors and encourage them to be positive role models.
- Information on appropriate UV exposure measures are included in staff manuals.
- New staff are provided with a copy of this policy as part of their induction.

Teaching staff are encouraged to complete Cancer Council's free online professional learning modules at

www.GenerartionSunSmart.com

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.

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.

 Suite 216, Locked Bag 1, ROBINSON QLD 4230 PH: (07) 5444 9150 A/Box - Try 9.00am to 4.00pm ABN: 32 473 387 428		School Name: _____ Student: _____ Class: _____ Year: _____ Daytime Phone: _____ Parent Email: _____ Is this family order (please tick): Mother <input type="checkbox"/> Father <input type="checkbox"/> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Unique Shoot ID: _____ <input type="checkbox"/> Please add my reference number to the back of my photo prints Order Reference No: _____ <small>Delivery address for prints</small> </div>
<p>How to order Online</p> <p>Log on to www.msp.com.au and click on ORDER ONLINE Basic steps are available via online ordering only</p> <p>Please enter child using the online system. ONE SINGLE SHOT KEY PER STUDENT Please enter the student's name and class. This is the name that will appear on the photo prints. Please enter your reference no. on your child's envelope. If you need to have prints from two (2) children, please do this in two (2) separate online photo sessions.</p> <p>1. Payment 2. Order 3. Get Photo Day</p>		
<p>Example Only</p> <p>How to Order - other than online ordering</p> <p>Cash Please enclose <u>correct</u> money tightly and the envelope, no change is available.</p> <p>Cheque/Money Order ALL cheques and money orders should be made to GC SCHOOL PHOTOS PTY LTD If cheques are not made out to this name, they will be returned. Please also write your child's name and School name on the reverse.</p> <p>Credit Card Only available with online ordering (see above for details on how to order)</p> <p>Total Enclosed <input type="checkbox"/> CASH <input type="checkbox"/> CHD \$ _____</p> <p>This envelope is empty, payment is included with Name: _____ Class: _____</p>		



JUNIOR ASSESSMENT POLICY (YEARS 7,8,9 &10)

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

Student Responsibility:

Students are expected to:

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

Contact should be made with the classroom teacher, Head of Department or Guidance Officer.

Assignments:

a) Draft Copy:

- (i) The assignment draft must be submitted on the due date
- (ii) If the draft is not submitted, students will be required to produce a draft copy at school during their class time or at break time on the day the draft is due. Parents will be contacted by text message, phone call or email if the draft is not submitted.
- (iii) Checkpoints will:
 - be outlined on student task sheets
 - be used to monitor student progress
 - be used to establish student authorship.

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

Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Department and parents/carers will be contacted if checkpoints are not met.

b) Final Copy:

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

SENIOR ASSESSMENT POLICY (YEARS 11 & 12)

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Nerang State High is committed to the fair and equitable treatment of all students to achieve their personal best and work towards the attainment of a QCE. This policy outlines the roles, responsibilities, processes and procedures used to ensure academic integrity in relation to the submission and development of all assessment instruments.

This policy provides information to students about expectations for assessment and their responsibilities and includes guidelines for staff about their roles and responsibilities. The policy is enacted consistently across all subject areas of the school.

The roles and responsibilities outlined apply to all Nerang State High students, parents/guardians and staff, and comply with policies and procedures established by the QCAA.

The policy includes procedures and practices for:

- Promoting academic integrity
- Managing academic misconduct
- Applying for AARA
- Meeting deadlines for the submission of internal assessment instruments
- The administration of external assessment

Principles

Nerang State High's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

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

<u>QCE and QCIA policy and procedures handbook</u>	Policy and procedures
Location and communication of policy	<p>The school assessment policy is located on the school website at https://nerangshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Exam/Assessment%20Policy.pdf and in the Parent Handbook.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester at year level assemblies to coincide with the distribution of assessment schedules and when each assessment task is handed to students.</p>

Expectations about engaging in learning and assessment	<p>Nerang State High has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date.
Due dates	<p>School responsibility</p> <p>Nerang State High is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be included on individual task sheets and final due dates will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • give consideration to allocation of workload. <p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording checkpoints and draft and final response due dates in their diaries/planners • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. (AARA) <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
Submitting, collecting and storing assessment information	<p>Assessment instruments will provide information about Nerang State High's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the academic integrity software (turnitin).</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p>

Ensuring academic integrity

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

Internal assessment administration

<u>QCE and QCIA policy and procedures handbook</u>	Policy and procedures
Scaffolding	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>

Checkpoints	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be outlined on student task sheets • be used to monitor student progress • be used to establish student authorship. <p>Students will work on assessment during designated class times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of Department and parents/carers will be contacted if checkpoints are not met.</p>
Drafting	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts will be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Parents and caregivers will be notified by email about non-submission of drafts and the consequences of non-submission.</p>
Managing response length	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length will be provided. • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>Any such work submitted for confirmation purposes needs to be annotated to clearly indicate the evidence used to determine a mark.</p>
Authenticating student responses	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Nerang State High uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)	<p>Applications for AARA</p> <p>Nerang State High is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The processes outlined by the QCAA are followed and the Principal or his/her delegate manages the approval of AARA applications.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or his/her delegate.</p> <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the Senior Schooling Deputy Principal or the Head of Department (Senior Schooling) as soon as possible and submit an AARA (Access arrangements and reasonable adjustments) Form 1A. This applies to both assignments and exams.</p> <p>A copy of the AARA package is on the school website. This package consists of a confidential medical report template, AARA Application Form 1A and confidential student statement. The application form and appropriate documentation needs to be submitted to the Head of Department (Senior Schooling).</p>
Managing non-submission of assessment by the due date	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
Internal quality assurance processes	<p>Nerang State High has internal quality assurance processes in place to ensure that assessment is valid and accessible to all students.</p> <p>Quality assurance tools provided by the QCAA are utilised for all assessment instruments before they are administered to students. The quality assurance of judgments about student achievement are also quality assured through a range of moderation processes.</p> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>

External assessment administration

<u>QCE and QCIA policy and procedures handbook</u>	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects	<p>See the <i>QCE and QCIA policy and procedures handbook</i> and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>

Managing academic misconduct

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

Types of misconduct		Procedures for managing academic misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the student will be asked to demonstrate that the submitted response is their own work. Students may be asked to sit an alternative exam.</p> <p>For instances of academic misconduct</p> <p>The teacher/supervisor refers the situation to the HOD and DP and/or Principal.</p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p> <p>Results may not be awarded for the assessment item and alternative assessment may be given.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct or a student gives or receives a response to an assessment to another student. 	<p>For instances of academic misconduct during examinations</p> <p>Where appropriate, the school's behaviour management policy will be implemented.</p> <p>Students may be awarded an NR (Not Rated) and as a result may not be given credit for the semester.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials. 	<p>Refer to the Responsible Behaviour Plan for consequences for serious forms of academic misconduct.</p> <p>Suspension may be an outcome depending on the nature of the misconduct.</p>
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	Academic consequences will be determined on a case by case basis. After investigation the work that can be confirmed as the student's own will be considered in determining a result. In some cases this may result in an NR (Not Rated) being awarded and the student may not be given credit for the semester.
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student. 	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

HOMEWORK-STUDY PROGRAM

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

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

Parent can help by ensuring:

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

There are two stages to developing an effective study program:

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

Weekly Timetable

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

A sample of a weekly timetable is shown below:

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

Developing a Weekly Timetable

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

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

2. Write in the subjects you have each day in the first blank in the weekly planner for that day - e.g.. If you have Maths, Science, History, and English on Tuesday, and you have music tuition lessons until 5.45 on Tuesday afternoon, then you would write these subjects in the 6.00pm box (*allowing a 15 min break before starting Homework*).

3. Allow a minimum of $1\frac{1}{2}$ hours per night for homework and review (*6 subjects @ $1\frac{1}{4}$ hrs per week each equals approx $1\frac{1}{2}$ 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*

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

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

Constructing a Semester Assessment Planner

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

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



Example Semester Planner

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

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.



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 student accused of bullying, 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 DEAN of students will organise another meeting. 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 investigated immediately and may result in 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 Wellbeing 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.



The Code of School Behaviour

Better Behaviour
Better Learning



RESPONSIBLE BEHAVIOUR PLAN

Extracts from our Responsible Behaviour Plan for Students

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 2020.

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 student returns to class in the next lesson. The conferenced plan will be emailed home for parents to review and discuss with their student.

• 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

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

- **The Engagement team provides 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:**
 - **The Use of Personal Technology Devices at School**
 - **Procedures for Preventing and Responding to Incidents of Bullying.**

- **Targeted behaviour support**

At Nerang High the Responsible Thinking Classroom (RTC) tracks the behaviour of students using a point system. 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 may be engaged in a supportive intervention program. When a student reaches Level 6, the student, parent and Dean of Students may organise 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 (Head of Student Engagement, 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. Consequences for unacceptable behaviour

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

Inappropriate Behaviours		Most Likely Consequence [‡]
LOW LEVEL	<ul style="list-style-type: none"> Class-related issues (eg. unprepared for learning, late to class, ongoing off-task behaviours, non-completion of classwork or homework, failure to attend detention, etc) Non-compliance issues (eg. late arrival to school and not following the appropriate procedures, not bringing appropriate equipment to class, etc) Minor disruptive behaviour (e.g. talking in class) Use of inappropriate language 	<ul style="list-style-type: none"> Extra work issued Referral to HOD Parent/guardian contacted via phone or letter Community service Detention* 'Referral Card' issued and referral to RTC with demerit points allocated
MEDIUM LEVEL OR PERSISTENT LOW LEVEL	<ul style="list-style-type: none"> Disruption of class[#] Disobedience, refusal to comply with instructions Disrespectful to staff Leaving class/school without permission Use of offensive language Bullying, harassment Truancy Repetitive low level behaviour Smoking Inappropriate items brought to school [#] 	<ul style="list-style-type: none"> Referral to HOD, Dean or Deputy Principal Confiscation of property[#] Referral to a Support Team Member Parent contact and/or interview Detention* 'Referral Card' issued, sent to RTC and demerit points allocated Monitoring card issued Suspension[○] (1-5 days) and suspension booklet issued

HIGH LEVEL OR PERSISTENT MEDIUM LEVEL	<ul style="list-style-type: none"> ▪ Persistent medium or low level behaviours ▪ Gross disobedience ▪ Repeated smoking incidents ▪ Major harassment ▪ Repeated bullying ▪ Breaches of the 'Use of Personal Technology Devices at School' Policy ▪ Offensive language or threats directed at staff ▪ Theft / Vandalism ▪ Fighting / Physical assault ▪ Drugs/Alcohol/Weapons – possession, supply, use ▪ Possession or sharing of pornographic material ▪ Behaviours that place Nerang State High School in disrepute ▪ Racist language or behaviour ▪ Other: Illegal activities 	<ul style="list-style-type: none"> ▪ Referral to HOD / Dean / Deputy Principal / Principal ▪ Referral to Support Team Member ▪ 'Referral Card' and RTC demerit points ▪ Parent contact/interview ▪ Police contact, where appropriate ▪ Referral to alternate learning centre ▪ Suspension [◊] ▪ Exclusion [◊] <p>[◊]Full details are provided in policy section - 'Disciplinary Absence'</p>
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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)	
Defiant behaviour	<ul style="list-style-type: none"> ▪ Disobedience - including refusing to follow teacher directions ▪ Failure to attend detention (lunch or after school) ▪ Wilful disobedience, through failure to report to the RTC room or office as directed ▪ Persistently or significantly disruptive behaviour ▪ Repeated truancy from school and/or class
Acts of physical aggression / intimidation	<ul style="list-style-type: none"> ▪ Fighting or physical assault ▪ Verbal abuse of any member of the school community ▪ Offensive language directed at a staff member ▪ Unsafe behaviour, including throwing objects or inappropriate use of objects and property ▪ Using social media to threaten or intimidate other students
Regulated, prohibited or illegal substances / items / acts	<ul style="list-style-type: none"> ▪ Smoking cigarettes/tobacco or being in possession of lighters, cigarettes or tobacco ▪ Supplying cigarettes/tobacco to others ▪ Possession or sharing of pornographic material or sexual items/materials ▪ Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (full or partial) during school ▪ 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) ▪ The sharing of recordings or images of other students engaging in sexual behaviour or nudity (full or partial)

Suspension (1-5 days or 6-20 days) continued....

Other	<ul style="list-style-type: none"> ▪ Behaviour or misconduct that is held in low regard and disfavour by the public, bringing our school into disrepute ▪ Persistent racist language and behaviour ▪ Recording images that would be considered to be inappropriate ▪ 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 ▪ Any behaviour considered for exclusion where exclusion is not proposed (6-20)
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Exclusion

Misconduct / disobedience	<ul style="list-style-type: none"> ▪ Behaviour that interferes with the property of the school or staff or students (including, but not limited to, vandalism, graffiti, wilful damage or theft). ▪ Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school. ▪ Persistent misconduct or disobedience (includes repeated breaches of the school's Behaviour Plan) ▪ Persistent conduct prejudicial to the good order and management of the school.
Acts of intimidation / physical aggression	<ul style="list-style-type: none"> ▪ 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). ▪ Aggressive behaviour toward and/or intentional physical assault of any staff member.
Regulated, prohibited or illegal substances / items / acts	<ul style="list-style-type: none"> ▪ 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). <i>*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.</i> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<p><i>Applies only to students who are more than 16 years of age and/or have completed Year 10.</i></p> <ul style="list-style-type: none"> ▪ Repeated failure to attend class. ▪ Repeated failure to submit assignments, attend testing or complete other assessment. ▪ Unsatisfactory effort by the student in the classroom.
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General School Contact Details:

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