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Tannum Sands State High School Services Guide 2017
(CURRENT AS AT 30/11/2016)
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Welcome Messages

The Principal

To students
Welcome to students of 2017! You are joining a young and vibrant school. Tannum Sands State High School has established a reputation for quality and we intend to keep it that way. We know you will assist in doing this.

Tannum High values **Respect, Responsibility** and **Excellence**. This is a school where you can Create Your Futures. Listed below is what we expect of you.

**Showing Respect** – Treat self and others with consideration and regard as individuals of worth
We expect you to show respect for:
- Your teachers and classmates;
- Their property and yours;
- Your school’s environment and its reputation;
- Your parents and the dreams they have for you; and
- Most importantly, yourself.

**Demonstrating Responsibility** – Be accountable for your own actions, resolve differences in peaceful ways and take care of the environment.
We expect you to be responsible because you are growing towards adulthood. You would show responsibility by:
- Completing your classwork, homework and assignments because you wish to improve your skills, (not because someone ‘makes’ you);
- Being on time for class (even though there are no bells); and
- Volunteering to help e.g. with sports gear, (instead of having to be told).

**Seeking Excellence** – Enjoy the learning experiences by being positive, committed and willing to embrace challenge and change.
We ask you, at all times, to do your best. We all seek excellence in behaviour, class and assignment work, in cooperation and involvement. If everyone at the school—students, parents and teachers—seeks excellence, we will have a quality school.

‘Creating Our Futures’— Our Motto
Learning is an **active** thing, not something that **happens** to you. It is your **job** to learn. We expect you will set your own goals, work towards them without affecting the rights of others, attend, study hard and behave appropriately.

Remember, at high school, you have only 1000 school days to develop for yourself the broadest range of options after Year 12 that you can! Work hard and behave, not because you’ll get into trouble if you don’t (and you will!), but because it is important for YOUR future that you do. Create your futures, in fact!

Notice, the motto says ‘**our**’ because we all learn together, respectful of each other’s rights, feelings and successes.

**Secrets to Success**
Getting the best out of high school is not rocket science! If you **attend** (come every day unless you are sick), **behave**, **work** (to the best of your ability, always) and **get involved** (join in, try something new, have a go), you will enjoy high school ... and do really well.

**Being an Individual**
Finally, some words of advice: Don’t follow like a sheep, determined to be as mediocre as the mob. Do what you want to do, not what others talk you into. Choose your friends wisely. Set your own goals and work wisely towards them. Don’t be sucked in by those who would ridicule the successful ones. Be proud of whatever achievements you have, whether they are in Science, debating, soccer, drama, committee work or whatever. Become committed, become involved and you’ll enjoy wonderful years at Tannum Sands State High School.
To Parents

Welcome to Tannum Sands State High School! Your child’s enrolment begins an important partnership. The years of secondary schooling will be vital ones for your child. It is important that we, the school, and you, the parents, form as strong a relationship as we can. Together, we will watch your child grow towards adulthood and see the two hundred and forty school weeks go by quickly.

I believe the home-school partnership is a crucial one. We identify that our school is a team, and the student’s home and their carers establish and reinforce the values and behaviours for each child to be a strong player on our team. We need your support. Our goal is to provide the best quality education your child can access. The high expectations we have in attendance, work rate, dress, behaviour and involvement can only be met realistically when we support each other. Hopefully, this booklet and the enrolment information you have already been given will provide the basis for the quality communication that needs to occur between home and school.

How can you help? Please read our newsletters and come to our information nights. Attend parent forum events and send us feedback or suggestions. Let us know how to improve our service to you. Volunteer to help - there are lots of ways you can contribute in our school community: the canteen, learning assistance, help in the classroom, kitchen or workshop, at a fundraising event or offer your tradesman skills or professional advice. We need positive role models to give examples to our students that it’s ‘OK to learn’, its ‘OK to get involved’ and its ‘OK to be the best you can’.

We endeavour to keep you well informed of your student’s progress. Similarly, we wish you to make contacts with us—with our teachers, the office, our Parents and Citizens’ Association and so on. Contact us if you have any questions, concerns or even positive feedback.

Your son or daughter is going through big changes—from childhood to adulthood—during the secondary years. Sometimes this means confusion or strain for parents. Let us help. Come and talk to our Support Team.

High School is about setting yourself up for successful futures. High School is a ladder to a student’s future. Climbing the rungs of achievement, involvement, attendance, quality effort and high standards of behaviour is done by the student with the encouragement skills and support of carers and school staff.

Whether they are creating their futures in the world of work, involvement or relationships, we hope that our school helps you to support your child with the opportunities to create positive futures for themselves and those around them.

The Parents and Citizens Association

Parents as Partners.

Becoming a member of the P&C at Tannum Sands State High School is a great way to be involved in your child’s education. It is an important partnership between parents, school staff and students, and performs an extremely significant role in this regard.

The P&C is a group of parents, carers and members of the community, who work together to make a difference to the school and local area. P&C promotes the interests of the school, and facilitates the development and further improvement of Tannum Sands State High School. P & C also promotes parent participation and encourages close cooperation between parents, students and staff.

At Tannum Sands State High School, the P&C runs a uniform shop and canteen (staffed by both volunteers and paid employees), offers support to the principal and staff/student body, and gives advice on a wide range of school issues and operations. (The outcomes of being a parent involved in the P&C are, not only the development of a wide range of personal skills and enjoying a great learning experience). Getting involved in your child’s education also helps to improve student performance and wellbeing, as well as assisting in improvement to the school and local community.

All parents are invited to become members of the P&C and all time and input, no matter how big or small, is greatly appreciated. It is encouraged that we get as many as possible involved in the P&C as all help and support goes a long way towards creating the futures of all students at Tannum Sands State High School.

The wide range of people who take part in the P&C brings a diverse array of skills, knowledge and experience to what is a very important role in your child’s education.

Our P & C meets on the 2nd Thursday of the month, at 6:30pm in our Administration Building. Please come!

Owen Hewitt
President Tannum Sands SHS P&C Association

Fundraising

The Tannum Sands State High School P&C Association seeks your support to help to improve the quality of your child’s education by providing valuable resources throughout our school. There are currently two methods of contribution:

The Tannum Sands State High School Building Fund. All donations over $2.00 are tax deductable.

OR

Donation to the P&C in the form of a Voluntary Parent Levy (which is not tax deductable)

Keeping both these options open as a P&C also allows us to access a variety of grants. With students and their families leading increasingly busy lives it has become progressively difficult to find willing participants to organise and successfully run fundraising events. It is accepted that donations now replace the need to undertake major fundraising.

Your donation to the Building Fund has to be used in accordance with regulations sanctioned by the Australian Taxation Office and may include; providing shade covered areas, ground improvement and special projects etc.

If you are not concerned about claiming the tax back on this donation, our preferred option is that you choose to donate to the Voluntary Levy, as this can be spent on any area of identified need throughout the school.

Our target is to raise $30,000 per annum through our School Building Fund / Voluntary Levy. This represents an average of only $30.00 per student. Some families may be able to afford more and some less, however the more people who are willing to make a donation the fairer it will be to all. In previous years we have been able to purchase (along with grant funding) a long jump pit, cricket nets, sports uniform, curtains and large fans for the PC, air-conditioning, and most recently a cold room this year.

To make a donation is simple. Please transfer funds into our P&C Account by BSB transfer (details below). Your contribution will then be processed and an official receipt posted to you to enable you to claim your taxation* entitlements (*if you choose to donate to the building fund).

We thank you in anticipation of your donation and can assure you that it will be put towards projects that benefit all students at Tannum Sands State High School. Our P&C meets every second Thursday of the month at 6:30pm in the Administration building, why not come long and help us decide how we spend it?

Owen Hewitt
P & C President

Building Fund Account   BSB 06 4705 Account no 10281072
Please use your students surname and initial as a reference for us to issue you with a receipt to use for your tax return.

OR

Voluntary Levy Account   BSB 06 4720 Account no 10029216
Please use your students surname and initial as a reference or simply levy so we know what the payment is for (n.b we will not issue receipt for this transaction, you can however print your own copy from your computer, for your records)
Enrolment Management Plan

Tannum Sands State High School is an enrolment managed school.

This means that students will have to live in Tannum Sands State High School catchment area to be able to enrol in our school unless we have positions available. There are two different catchment maps, one for Year 7 – 10 and a second for Year 11-12 (with an extended southern boundary to include Bororen SS and Miriam Vale SS).

YEAR 7 - 10 CATCHMENT
If you live in our catchment area, you are guaranteed enrolment.

From now, if you live outside of the school catchment and are enrolling in 2015, you will have to complete the out of catchment expression of interest form for entry and some may wish to also apply for a place in our two Excellence Programs:

1. BSL/Zenith; and/or
2. Instrumental Music

Younger siblings of currently enrolled students are also guaranteed enrolment places in future years.

The Enrolment Management Plan has been signed off and has been placed on our school website. The weblink to the school catchment maps is already on the quick links on the main website page and is also included here for your information: [http://statistics.oesr.qld.gov.au/reverseproxy/schools/catchment/catchmentmaps/](http://statistics.oesr.qld.gov.au/reverseproxy/schools/catchment/catchmentmaps/). You can type in your address and check if you reside in the catchment area.

If you have any questions about the Enrolment Management Plan, please do not hesitate to contact Ray Johnston, Principal on 4979 9777.
The School Captains

Welcome to Tannum Sands State High School for 2015-2016. This following leadership / financial year is an exciting opportunity for the new leadership team to create an environment in which the student body can develop and succeed in its school ambitions!

We, members of the Student Council - our student leadership team - aim to provide the guidance and support that is necessary for our school to thrive.

Our first and foremost priority is to maintain the utmost standard of excellence among the students upon which this school prides itself greatly. After all, imagine our school is a business – it cannot be run without the hard work and dedication of the employees. Our school requires the support and efforts of all students. We aim to not only represent all students’ views, but also to provide a service that engages all students in being part of our great school.

Our team will strive to uphold the school’s Key School Values of Showing Respect, Demonstrating Responsibility and Seeking Excellence.

We encourage the entire student body to be actively involved within the school, taking advantage of the opportunities that are provided to you. Working alongside our peers, our team can make high school a valuable experience to ensure your future success.

This year marks a change in our schools student leadership structure. The Executive team made up of the School Captains and Vice Captains meet weekly with the Principal. Each house has a leadership team that meets regularly and includes the two Junior and Senior Captains and the Junior and Senior Coordinator. Instrumental music has two leaders that meet with the instrumental teachers and the Arts HOD. Full student council meetings with all students are held in week 2 and 8 of each term. Together this team will provide more activities each term to engage more students in participation.

Our advice to all students of Tannum Sands State High is to embrace all aspects of school, and give yourself the greatest opportunity to Create Your Futures.

Georgia Camman and Heitor Krete de Souza
School Captains, July 2016 – June 2017

Student Leadership Team
(July 2016 – June 2017)

<table>
<thead>
<tr>
<th>School Captains</th>
<th>School Vice-Captains</th>
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</thead>
<tbody>
<tr>
<td>Georgia Camman</td>
<td>Heitor Krete de Souza</td>
</tr>
<tr>
<td><a href="mailto:gcamm2@eq.edu.au">gcamm2@eq.edu.au</a></td>
<td><a href="mailto:hkret0@eq.edu.au">hkret0@eq.edu.au</a></td>
</tr>
<tr>
<td>Heitor Krete de Souza</td>
<td>Gemma Riley</td>
</tr>
<tr>
<td><a href="mailto:hkret0@eq.edu.au">hkret0@eq.edu.au</a></td>
<td><a href="mailto:grile8@eq.edu.au">grile8@eq.edu.au</a></td>
</tr>
<tr>
<td>Burarhl House Leaders (Senior)</td>
<td>Burarhl House Leaders (Junior)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Meredith Schultz [<a href="mailto:mschu93@eq.edu.au">mschu93@eq.edu.au</a>]</td>
<td>Ty Davison [<a href="mailto:tdav261@eq.edu.au">tdav261@eq.edu.au</a>]</td>
</tr>
<tr>
<td></td>
<td>Hannah Flintham [<a href="mailto:hflin5@eq.edu.au">hflin5@eq.edu.au</a>]</td>
</tr>
<tr>
<td></td>
<td>Liam Nell [<a href="mailto:lnell2@eq.edu.au">lnell2@eq.edu.au</a>]</td>
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<tr>
<th>Ghinmhine House Leaders (Senior)</th>
<th>Ghinmhine House Leaders (Junior)</th>
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<tbody>
<tr>
<td>Holly Richards [<a href="mailto:brich125@eq.edu.au">brich125@eq.edu.au</a>]</td>
<td>Kane Haua [<a href="mailto:khaua1@eq.edu.au">khaua1@eq.edu.au</a>]</td>
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<tr>
<td></td>
<td>Kaitlyn Deakin [<a href="mailto:kdeak0@eq.edu.au">kdeak0@eq.edu.au</a>]</td>
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<td>Tinoda Pfidze [<a href="mailto:tpfid0@eq.edu.au">tpfid0@eq.edu.au</a>]</td>
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<tr>
<th>Nagatin House Leaders (Senior)</th>
<th>Nagatin House Leaders (Junior)</th>
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<tbody>
<tr>
<td>Olivia Jenner [<a href="mailto:ojenn2@eq.edu.au">ojenn2@eq.edu.au</a>]</td>
<td>Jackson Mangion [<a href="mailto:jmang24@eq.edu.au">jmang24@eq.edu.au</a>]</td>
</tr>
<tr>
<td></td>
<td>Natania D’Sa [<a href="mailto:nsa0@eq.edu.au">nsa0@eq.edu.au</a>]</td>
</tr>
<tr>
<td></td>
<td>Joseph Airton [<a href="mailto:jairt1@eq.edu.au">jairt1@eq.edu.au</a>]</td>
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<tr>
<th>Whoolghun House Leaders (Senior)</th>
<th>Whoolghun House Leaders (Junior)</th>
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<tbody>
<tr>
<td>Bonnie West [<a href="mailto:bwest113@eq.edu.au">bwest113@eq.edu.au</a>]</td>
<td>Jacob Watson [<a href="mailto:jwats1764@eq.edu.au">jwats1764@eq.edu.au</a>]</td>
</tr>
<tr>
<td></td>
<td>Meli-Lisa Eayrs [<a href="mailto:meayr1@eq.edu.au">meayr1@eq.edu.au</a>]</td>
</tr>
<tr>
<td></td>
<td>Corne Boshoff [<a href="mailto:cbosh0@eq.edu.au">cbosh0@eq.edu.au</a>]</td>
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<thead>
<tr>
<th>Instrumental Music Leaders</th>
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<tbody>
<tr>
<td>Lauren McDonald [<a href="mailto:lmcdo152@eq.edu.au">lmcdo152@eq.edu.au</a>]</td>
<td>Kailyn Smith [<a href="mailto:ksmit676@eq.edu.au">ksmit676@eq.edu.au</a>]</td>
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Tannum Sands State High School Services Guide 2017 (Current as at 30/11/2016)
VALUES

Clear Values and Statement of Purpose

Statement of Purpose

In partnership with the whole community, we strive to provide a quality learning environment where students can maximise their potential to create positive futures.

Our Motto

Creating our Futures, encapsulates the following beliefs

Creating

- Learning is an active, not passive, pursuit;
- Learning does not happen to a student, it is something that he or she actively decides to do;
- Teachers and parents and the school can help to provide the right environment in which to learn; and
- Ultimately, however, the student chooses to learn.

Our

- In a school we learn together as a community: students, teachers and parents; and
- We need to help each other to learn, never taking away the right of others to learn.

Futures

- School prepares us for not one, but a variety of futures: employment, further study, relationships, parenthood, civic roles, recreation, cultural enjoyment and so on; and
- Students can widen and vary the futures that they have depending on how well they decide to create futures.

Key values: Showing Respect, Demonstrating Responsibility, Seeking Excellence

- These values apply to all members of the school community: students, staff and parents. Some examples of how to live out these values include:
  - Respect for others by avoiding put downs, harassment or racism;
  - Respect for the school and others’ property;
  - Respect for other learners in the classroom;
  - Respect for the uniform and the school’s good name;
  - Respect for yourself;
  - Being responsible enough to report damage instead of walking past;
  - Being responsible enough to set goals and work towards them;
  - Being responsible enough to be on time without the need for bells;
  - Seeking excellent results (excellence = my best); and
  - Seeking excellence on the sporting field, the drama stage and the musical stage.
**CURRICULUM**

**Quality Curriculum**

(N.B. See also sections on, *Meeting Individual Needs and Gifted Students*)

At Tannum Sands State High School we believe that:

- Individual students are important. Therefore, curriculum pathways appropriate to the needs and abilities of each student must be available;
- The Primary to High school transition involves recognition of students’ achievement, their abilities and their leadership qualities;
- As they begin Year 7, students should have a limited number of teachers and be in consistent class groups for most subjects;
- Any subject studied must involve a large amount of engaged learning time—70 minute lessons—three lessons per week—involving students actively in their learning;
- Students should have a break between each lesson—4 lessons each day with three breaks—this enables them to focus on their work during lessons;
- Students must study subjects from the eight Key Learning Areas (described in the Table below) so that they have a broad education;
- The subjects English, Maths, Science, History and Geography and Environment and Health and Physical Education are studied for extended periods in Years 7 to 10;
- Students should regularly set and review their goals and be actively involved in subject choices;
- Students should be supported to make appropriate choices in their selection of Elective subjects in Years 7, 8, 9 and 10;
- Students should have the opportunity to choose from a wide range of elective subjects; and
- From a broad education base, students should be able to focus on subjects they enjoy and in which they experience success as they continue their studies through Year 7, Year 8 and Year 9 and prepare themselves for entry into the Senior School – Years 10 to 12.

**It is recommended that students discuss their career pathways with:**

- Their family;
- Guidance Officer;
- Teachers’ and/or
- School Administration Members.

For students in Year 7-10, Tannum Sands State High School has implemented *The Australian Curriculum* in Science, Maths, English, History and Geography.

Queensland’s implementation of *The Australian Curriculum* will build on the strengths in the existing curriculum, retain the best teaching and assessment practices and focus on continual improvement.

*The Australian Curriculum* will contribute to a world-class education in Australia by setting out the knowledge, understanding and skills needed for life and work in the 21st century and by setting common high standards of achievement across the country.

As *The Australian Curriculum* subjects are released the curriculum within the school will need to be adapted, although the major structure will stay the same. Year 7-10 students starting in 2017 will follow the curriculum plan described below.
Curriculum Structures

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
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<tbody>
<tr>
<td>Term</td>
<td>Some subjects are taught in term units. There are 4 terms in a year.</td>
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<tr>
<td>Semester</td>
<td>Some subjects are taught in a semester unit comprising of three or more 70 minute periods a week.</td>
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<tr>
<td>Foundation</td>
<td>A compulsory subject that is studied by all students.</td>
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</tbody>
</table>
| Elective Subjects | A subject that students elect to study. Students can select: Three elective in Year 7 Term units  
|              | Two elective subjects in Year 8 (semester units)                                                                                             |
|              | Two elective subjects in Year 9 (semester units)                                                                                             |
|              | Five elective subjects – two in semester 1 Year 10 & three elective subjects Year 10 semester 2                                               |

Curriculum Overview

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
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<td>Semester</td>
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<td>1</td>
<td>2</td>
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<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 4</td>
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<table>
<thead>
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<th>English</th>
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<td>Maths</td>
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<td>Science</td>
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<tr>
<th>Humanities</th>
<th>Humanities/IT Skills</th>
<th>History</th>
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<tr>
<td>Core Skills</td>
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<tr>
<td>HPE (1 lesson per week)</td>
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<tr>
<td>JAP (1 lesson per week)</td>
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<tr>
<th>Elective</th>
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</thead>
</table>

Elective Choices – students will submit preferences for Electives in Term 1 of Year 7, 2017.

In Year 7 students can select from The Arts and Technology subjects.

Across Year 8 and 9 students can select four electives, with at least one from the Arts (Music, Drama, Visual Art) or one from Technology subjects (Home Economics, Manual Arts, Information & Media Technology).

In Year 10 students can select five elective subjects.
Assistance with Subject Selection (Year 8 and Year 9)

More detail on subject selection is contained in separate publications, Year 9 Subject Information Booklet, which is given to Year 8 students in Term 4 2016 and the Year 10 Subject Information Booklet which is given to Year 9 students in Term 3 (or to enrolling students) and is available for perusal at the school office. Assistance for students and parents in selecting units for a student’s course is available through information nights and/or individual interviews. Enquiries to: Guidance Officer or Deputy Principal.

Year 11 and Year 12

Year 11’s study six subjects all year. The lines that are offered may vary from year to year. Students must choose one and only one subject from each line.

Year 12 Subjects are similar - contact a Deputy Principal for details regarding the available subjects on lines. See following pages for a guide to subjects generally offered at our school. In addition, opportunities exist for off-site learning.

The following table shows courses available in Queensland high schools, with the subjects in bold typically offered by our school each year (subject to sufficient interest and available resources). Contact a Deputy Principal for this /next year’s offerings.

### Key Learning Areas Subjects (KLA)

<table>
<thead>
<tr>
<th>K L A</th>
<th>Subjects *</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>English, English Communication</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Physical Education, Recreation</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>French, German, Italian, Japanese, Indonesian, Chinese, Korean, Spanish,</td>
</tr>
<tr>
<td></td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics A, B &amp; C, Prevocational Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Physics, Engineering Technology, Chemistry, Biology, Health Education,</td>
</tr>
<tr>
<td></td>
<td>Earth Science, Marine Science, Aquatic Practices</td>
</tr>
<tr>
<td>Humanities</td>
<td>Modern History, Geography, Legal Studies</td>
</tr>
<tr>
<td>Technology</td>
<td>Home Economics, Hospitality Practices, Early Childhood Studies,</td>
</tr>
<tr>
<td></td>
<td>Business Management, Certificate II in Workplace Practices,</td>
</tr>
<tr>
<td></td>
<td>Information Technology Systems, Certificate I &amp; II in Business,</td>
</tr>
<tr>
<td></td>
<td>Information and Communications Technology, Engineering Skills,</td>
</tr>
<tr>
<td></td>
<td>Furnishing Skills, Graphics</td>
</tr>
<tr>
<td>The Arts</td>
<td>Dance, Drama, Music, Music Extension, Visual Art, Visual Art Studies,</td>
</tr>
<tr>
<td></td>
<td>Performance Studies</td>
</tr>
</tbody>
</table>

* Only those subjects typed in **bold** are offered by Tannum Sands State High School in Years 11 and 12.

In addition

Year 10, 11 and 12 students will participate in Horizons (Lifeskills and Sport) for two lessons a week. Year 11 and 12 students will also be allocated time to undertake either Literacy/Numeracy tutorials or QCS Test preparation during Horizons lessons. Students who are on track for successful completion of their senior studies and the attainment of their QCE can apply for Variation for the last period of the day on Thursday. Variations start in Term 2 for Year 12 and Term 3 for Year 11 students.

The Year 7, 8 and 9 Lifeskills and Sports programs occur within the HPE course across the whole year. In addition, Year 7, 8 and 9 will undertake NAPLAN preparation as part of their Horizons program.

Interspersed with guest speaker lectures and a Formal Assembly each term, Lifeskills includes mini-courses on topics such as human relationships education, drug education, first aid, careers guidance, parenting, bullying and driver education. Examples of School Sport offered may include: Volleyball, Soccer, Cricket, Walking, Touch, Netball, Fishing, AFL, Zumba and Ultimate Disc (subject to the availability of staff, school and community resources).
Off-site Learning

Students are encouraged and supported to create pathways to further study (at university, TAFE or other registered training organisations) or to full-time employment after Year 12. Those aspiring for university typically study a six subject load and apply during Year 12 through the Qld Tertiary Admissions Centre for a University place. For many students this is also the pathway to employment straight after Senior. However, often students create future jobs by reducing the at-school subject load and applying for off-site learning.

'The Next Step Survey’

In 2016, 52.5% of young people who completed Year 12 at Tannum Sands State High School in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (31.0%). The combined VET study destinations accounted for 21.5% of respondents, including 8.9% in campus-based VET programs, with 3.8% of Year 12 completers entering programs at Certificate IV level or higher.

12.7% commenced employment-based training, either as an apprentice (9.5%) or trainee (3.2%).

In addition to the above study destinations, a further 5.1% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

47.5% did not enter post-school education or training, and were either employed (31.6%) or seeking work (15.8%).

At our school, off-site learning includes the following:

**EQIP Business and IT Skills Centre at Boyne Smelters Limited.**

Year 11 and 12 Students attend one day a week to study a Business and Workplace Practices and complete Enterprise projects. Year 10 students can attend ½ day per week in Semester 2.

**EQIP Doorways to Civil Construction at McCosker Contracting, Gladstone (YR 10 students only)**

Students from Year 10 attend one day a week to study competencies from Certificate 1 in Resource & Infrastructure Operations in an authentic construction environment.

**EQIP Engineering Skills Centre at NRG**

Students are involved with the program 2½ days a week, working in an authentic industry environment, working towards the completion of engineering and automotive qualifications.

**TAFE (CQU) and other Certificate courses offered by RTOs**

A variety of study options exist including on-line, distance education and face-to-face delivery. Many students attend external courses one day per week at TAFE/RTOs*. Course information can be obtained from the Head of Department Senior Schooling.

**Start Uni Now (SUN)**

A number of students in Years 11 and 12 choose to commence university subjects whilst still in high school. Subjects are of a university standard and are completed via Distance Education. Successful completion of a SUN subject may guarantee direct entry into a related course at CQU. Application forms and course information can be obtained from the Head of Department Senior Schooling and the ZENITH team.

**School Based Apprenticeships and Traineeships (SATs)**

When students secure a job with an employer, they are paid. Typically students attend both school and work during the week. Days, times and workloads are negotiated between school and employer. SATs are advertised through student notices/school newsletters. Students then make application to the employer. The school does not find SATs for students but does work with students who secure one for themselves.

**Work Experience**

This is unpaid and is designed to give students a taste of the world of work - although sometimes it may lead to paid casual/permanent, part/full time employment afterwards. Work experience is available to all students 14 years and older. It is generally of 5 days’ duration at a time (maximum 30 days/year) and arranged in one of the vacation periods. It is important that the correct forms are used to ensure compliance with the Education (Work Experience) Act 1996 and hence insurance cover which includes damage to property. Students must apply through the Head of Department Senior Schooling and there are strict closing dates for applications. In 2017 a $40.00 placement fee must be paid in advance. It will be similar in other years. If the student/parent doesn’t have a particular employer in mind, the Head of Department Senior Schooling will have this organised through the Schools and Industry Network (SAIN). (SAIN is a consortium of district schools that employs a Workplace Co-ordinator).
Structured Work Placement
This is unpaid but linked to a certificate course the student may be doing as (part of) a subject. For some subjects it is compulsory for students to complete structured work placement. Structured Work Placement enables teachers to sign-off on competencies that form part of the student’s course of study.

Talk to our Head of Department Senior Schooling for more information, and also refer to our Contact page at the end of this publication.

*RTO – Registered Training Organisations

Responsible Behaviour Plan for Students

1. Purpose

Tannum Sands State High School is committed to ensuring that our school is a place where students can attend, behave, work and become involved, in a learning environment that is safe and supportive, respectful and disciplined.

From 2016, our school will adopt the Positive Behaviour for Learning (PBL) evidence-based framework for behaviour management.

Our mission is to provide a learning environment supported by the Positive Behaviour for Learning (PBL) framework, whereby clear expectations and positive behaviours are actively and explicitly taught, modelled and recognised – thus enabling students to be healthy, happy, successful and productive and to achieve their personal best.

Our Responsible Behaviour Plan is designed to make clear each person’s role and responsibility in order that teachers can teach well and students can learn effectively.

2. Consultation and data review

Our Plan has been developed and refined over many years. We have a very active Positive Behaviour for Learning Committee, containing a wide variety of staff designations.

The Parents and Citizens Association approves our Plan on an annual basis. School data relating to attendance; positive rewards systems; behaviour incidents and classroom referrals and suspensions, cancellations and exclusions have all informed our Plan’s evolution, as have School Opinion Survey data, inputs from staff, students and parents during quadrennial school reviews and anecdotal data.
3. **Learning and behaviour statement**

Our Responsible Behaviour Plan is based on the following Key Values:

**Showing Respect**

Treating with RESPECT all people, possessions and ourselves. This focuses attention on, for example, *attitude, manners, punctuality, communication, fairness and consideration for others.*

It is about how we act, what we say and how and when we say it – treating others how we would wish to be treated!

**Demonstrating Responsibility**

Behaving in a RESPONSIBLE way. This focuses attention on, for example, *safety, integrity, honesty, reliability and commitment.*

It is about behaving sensibly and safely, taking responsibility for one's own actions, using initiative and offering assistance without being asked – acting at all times as one should!

**Seeking Excellence**

Seeking EXCELLENCE. This focuses attention on, for example, *participating, setting clear goals, dedication, confidence, enthusiasm, challenge and a sense of enquiry.*

It is about how much we strive and challenge ourselves in the classroom and in all avenues of school life, and in encouraging and supporting others – being the best we can be!

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**Tannum Sands State High School** promotes learning, creativity and innovation as the platform upon which to build prosperity and quality of life for our students. Our Responsible Behaviour Plan is underpinned by the following principles:

- Our State School expects **high standards** of personal achievement and behavior;
- The foundation of positive classroom behaviour is **effective teaching,** inclusive and engaging curriculum and respectful **relationships** between staff and students;
- Positive behaviour is enhanced through a **whole school** approach and effective school organization and leadership;
- **Families** are important members of the school community, as they have valuable insights and information about how their children learn best and what help they might need;
- **Partnerships** with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools;
- **Staff expertise** is valued and developed;
- **Standards** of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences;
- Responses to inappropriate student behaviour must consider both the **individual circumstances** and actions of the student and the needs and rights of school community members;
- Students can be leaders in **modeling** proper behaviours and mentoring younger students;
- **Care** and support for students is a critical issue considered in all decision making; and
- **Positive behaviour** is enhanced through a whole-school approach, with behavioural expectations taught, modelled and recognised.

**Beliefs and Expectations**

We believe that to ensure effective learning it is essential to develop a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn;
- The rights of teachers to teach; and
- The rights of all to be safe.

**All members of our school community** are expected to:

- Uphold and recognise the significance of appropriate and meaningful relationships between all members of our community and model these for others;
- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others; and
- Respect the processes of natural justice.

Our **Responsible Behaviour Plan** is designed to provide:

- Supportive classrooms where learning comes first;
- Positive support to promote high standards of achievement and behavior; and
- Clearly articulated responses and consequences for inappropriate behavior.
Students are expected to:

- Uphold the school's positive behaviour expectations;
- Participate actively in the school's education program by work at school, off site and at home;
- Take responsibility for their own behaviour and learning displaying good manners;
- Demonstrate respect for themselves, other members of the school community and the environment;
- Behave in a manner that respects the rights of others, including the right to learn;
- Co-operate with staff and others in authority ensuring workplace health and safety is observed;
- Wear the school uniform with pride; and
- Develop their leadership skills and assertive behaviours.

Parents/Carers are expected to:

- Show an active interest in their child’s schooling and progress;
- Cooperate with the school to achieve the best outcomes for their child;
- Support school staff in maintaining a safe and respectful learning environment for all students;
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, well-being and behaviour; and
- Contribute positively to behaviour support plans that concern their child.

Staff Members are expected to:

- Model and teach school-wide positive behaviour expectations;
- Maintain high standards of ethical behaviour as in The Department of Education, Training and Employment’s Code of Conduct;
- Show an active interest in each student’s schooling and progress;
- Work at developing a safe and respectful learning environment for all students;
- Initiate and maintain constructive communication and relationships with students, their parents and each other regarding the student’s learning, well-being and behaviour;
- Contribute positively to behaviour support plans that concern their students;
- Model assertive behaviour management strategies and reduce aggressive behaviours;
- Ensure appropriate consequences are given in response to inappropriate behaviour;
- Provide learning experiences within the school’s curriculum that promote positive learning and innovative and creative practice;
- Provide opportunities for students to explore their gifts including access to the BSL Zenith program for Gifted students; and
- Respect the processes of natural justice.

Our School aims to:

- Promote positive behaviour for learning in all areas of the school;
- Provide safe and supportive learning environments;
- Provide inclusive and engaging curriculum and teaching;
- Initiate and maintain constructive communication and relationships with students and parents/carers;
- Promote the skills of responsible self-management;
- Work towards consistency and fairness in implementing our school’s Responsible Behaviour Plan;
- Communicate high expectations for individual achievement and behaviour;
- Review and monitor the effectiveness of school practices and their impact on student learning; and
- Support staff to facilitate compliance with the Responsible Behaviour Plan and facilitate professional development to improve the skills of staff to promote responsible behaviour.

NOTE: See also the school’s Bullying, No Way policy.
The **Positive Behaviour Matrix** below outlines the expectations that Clearly and continually outlining these expectations is a first and key

<table>
<thead>
<tr>
<th>SCHOOL VALUES</th>
<th>Classroom and learning environment</th>
<th>School grounds and tuckshop</th>
</tr>
</thead>
</table>
| **Respect**   | • Enter and exit classrooms in an orderly manner as directed by your teacher (C1)  
• Leave food or drink outside the class, except water bottles if teacher allows (C2)  
• Use manners, courteous behaviour, appropriate language and tone in all your interactions (C3)  
• Listen to and follow teacher instructions, without argument (C4)  
• Listen to others and allow others to learn and participate (C5)  
• Respect your property, that of others and school property (C6)  
| **Responsibility** | • Be ready to be a learner for each lesson, with materials out and bag stored on time in the bag racks (C7)  
• Act safely in classrooms, especially laboratories, workshops and kitchens (C8)  
• Adhere to the school presentation policy by wearing full school uniform, including your hat and appropriate jewellery, every day, with pride (C9)  
• Ensure mobile phones are off (not on silent) and away in class (C10)  
• Remain on-task in class, complete set work to the best of your ability and submit all assessment on time (C11)  
• Ensure you make an appropriate homework entry in your organiser before leaving class (C12)  
• Leave the room in a tidy condition every lesson (C13)  
| **Excellence** | • Actively participate and challenge yourself, asking for harder work if need be (C14)  
• Act on feedback to improve work submitted (C15)  
• Take pride in your bookwork and use your best handwriting (C16)  
• Work towards your SMART goals (C17)  
| | • Act safely in the school grounds (S1)  
• Use manners, courteous behaviour, appropriate language and tone in all of your interactions (S2)  
• Listen to and follow teacher instructions, without argument (S3)  
• Join the back of the line at tuckshop and use manners when ordering (S4)  
• Abide by the hands off rule (S5)  
• Respect our environment by using pathways, avoiding gardens and leaving your area tidy (S6)  
• Go to the toilet and get a drink during your break, rather than at the end so that you move to class 5 minutes before the end of break (S7)  
• Wear your school hat whenever you’re in the sun (S8)  
• Use your own money for tuckshop, rather than approaching others (S9)  
• Use your phone for friendly and appropriate communication only (S10)  
• Keep your property safe and in sight at all times (S11)  
• Report bullying and don’t be a bystander (S12)  
• Observe the out of bounds rules (S13)  
• Keep the grounds in the best condition they can be by picking up litter and food scraps, and reporting damage and hazards to teachers (S14)  

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**Tannum Sands State High School Services Guide 2017**

(CURRENT AS AT 30/11/2016)
Behaviour and responding to unacceptable behaviour

We will teach students upon enrolment and throughout the year. strategy towards instilling and upholding positive behaviour at TSSHS.

Matrix

<table>
<thead>
<tr>
<th>Parade and house group</th>
<th>To and from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remove your hat (P1)</td>
<td>• Wait for bus in lines of two, inside PC. Remain seated. A teacher will let you go, 5 at a time. (T1)</td>
</tr>
<tr>
<td>• Applaud respectfully when appropriate (P2)</td>
<td>• Enter and exit the school through designated gates only (T2)</td>
</tr>
<tr>
<td>• Listen attentively to all notices and speakers without speaking (P3)</td>
<td>• Walk your bike/ skateboard/ scooter to the mouth of the tunnel (T3)</td>
</tr>
<tr>
<td>• Stand quietly, and sing with pride the national anthem (P4)</td>
<td>• Dismount your bike/ skateboard/ scooter to cross the John Oxley Bridge (T4)</td>
</tr>
<tr>
<td>• Be helpful to your teacher and peers in house group (P5)</td>
<td>• Be respectful to all members of the community (T5)</td>
</tr>
<tr>
<td>• Arrive at house group or parade by 8.45am (P6)</td>
<td>• Aim to arrive at school by 8.30am and aim to depart at 3.10pm, unless permission note is in place (T6)</td>
</tr>
<tr>
<td>• Sit alphabetically for accurate roll marking (P7)</td>
<td>• Follow the road rules as the law requires and make use of underpass to cross Coronation Drive, to ensure the safety of yourself and other road users (T7)</td>
</tr>
<tr>
<td>• Exit parade when your house group is instructed to do so (P8)</td>
<td>• Utilise student parking outside the school grounds (T8)</td>
</tr>
<tr>
<td>• On formal assembly occasions, stack/ remove chairs as directed by your house group teacher (P9)</td>
<td>• Ensure your helmet is secured before riding (T9)</td>
</tr>
<tr>
<td>• Bring a note for your house group teacher when out of uniform or away from school (P10)</td>
<td>• Be aware of stranger danger (T10)</td>
</tr>
</tbody>
</table>

• Stand proudly when receiving awards and recognition (P11)                             • Anytime you’re in school uniform or identified with a school activity, demonstrate excellence in behaviour and attitude (T11)
The table below outlines further how we will foster and recognise the positive behaviours we desire – including recognition systems - and how we will respond when behaviours fail to meet our standards. This response includes care and support, as well as appropriate consequences.
## Maintaining and Encouraging Responsible Behaviour at Tannum Sands SHS

<table>
<thead>
<tr>
<th>Relationships</th>
<th><strong>Maximise the quality of teacher-student relationships to enhance learning and educational outcomes and develop positive relationships with parents.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical environment</strong></td>
<td><strong>Maintain a safe and clean environment with no graffiti and well-maintained grounds, to encourage students to take pride in their surroundings.</strong></td>
</tr>
<tr>
<td><strong>Responsive curriculum</strong></td>
<td><strong>Allow appropriate choice from a relevant and engaging curriculum related to individual student needs both in the classroom and in subject selection.</strong></td>
</tr>
<tr>
<td><strong>Positive classroom management and planning</strong></td>
<td><strong>Encourage students to set goals and develop strategies for improvement and use positive classroom management programs grounded in the Positive Behaviour for Learning framework.</strong></td>
</tr>
<tr>
<td><strong>Professional development</strong></td>
<td><strong>Assist teachers to reflect on their knowledge, skills and practices, investigate issues and alternatives, challenge themselves, remain life-long learners and raise their self-awareness— with particular emphasis on Essential Skills for Classroom Management.</strong></td>
</tr>
<tr>
<td><strong>Pro-active programs</strong></td>
<td><strong>Provide pro-active alternatives for student management through early identification, case management and access to professional support.</strong></td>
</tr>
<tr>
<td><strong>Recognise and Reward students</strong></td>
<td><strong>Recognise and reward positive behaviours, communicating these to parents through good news calls, by using the school’s Creating Our Futures Awards Scheme and through presentations at parades and Formal Assemblies.</strong></td>
</tr>
<tr>
<td><strong>Conflict resolution</strong></td>
<td><strong>Carefully discover all sides of a conflict situation, encourage openness and negotiation, and aim for a win-win solution.</strong></td>
</tr>
<tr>
<td><strong>Peer mediation</strong></td>
<td><strong>Involve peers or senior students in supporting students or helping with situations.</strong></td>
</tr>
<tr>
<td><strong>School community conferencing</strong></td>
<td><strong>Encourage regular contact with parents, and mandatory contact where behavioural referrals take place, recognising the two-way nature of information sharing.</strong></td>
</tr>
<tr>
<td><strong>Counselling</strong></td>
<td><strong>Refer to trained counsellors where appropriate.</strong></td>
</tr>
<tr>
<td><strong>Professional development</strong></td>
<td><strong>Provide professional development on conflict resolution, assertiveness training, conferencing and referral processes.</strong></td>
</tr>
<tr>
<td><strong>Curriculum issues</strong></td>
<td><strong>Encourage review of curriculum choice, career options and goal setting.</strong></td>
</tr>
<tr>
<td><strong>Support services</strong></td>
<td><strong>Refer to individual Student Support Team members where appropriate.</strong></td>
</tr>
<tr>
<td><strong>Inter-agency teams</strong></td>
<td><strong>Refer to the Guidance Officer for case management systems to be put in place.</strong></td>
</tr>
<tr>
<td><strong>Individual management plans</strong></td>
<td><strong>Develop contracts for behaviour and more detailed individual management plans where appropriate. District and Regional resources, such as Central QLD Region Senior Guidance Officer or Regional SCAN team can be called upon, as well as community agencies such as Child and Youth Mental Health Services, Child Protection Unit and the Department of Child Safety.</strong></td>
</tr>
<tr>
<td><strong>Restitution</strong></td>
<td><strong>Ensure restitution occurs where appropriate.</strong></td>
</tr>
<tr>
<td><strong>Suspension or withdrawal</strong></td>
<td><strong>Refer to the school’s Responsible Behaviour Flowchart to apply suspensions and withdrawals consistently and fairly. Consider use of Discipline Improvement Plans.</strong></td>
</tr>
<tr>
<td><strong>Alternative programs</strong></td>
<td><strong>Where extended suspensions occur, arrange for alternate programs with appropriate support agencies, such as Branchout.</strong></td>
</tr>
<tr>
<td><strong>School community conferencing</strong></td>
<td><strong>Ensure regular contact with parents occurs, recognising the two-way nature of information sharing.</strong></td>
</tr>
<tr>
<td><strong>Exclusion with a way back</strong></td>
<td><strong>Consider carefully length of exclusion applications and provide guidance and support in developing plans for return or alternate support education, where appropriate.</strong></td>
</tr>
<tr>
<td><strong>Restoring relationships and re-integrating students</strong></td>
<td><strong>Regular reviews of case management strategies, encourage positive communication, support and reward systems, recognise improvement, formal re-integration interviews and support for return to schooling.</strong></td>
</tr>
</tbody>
</table>
5. Emergency responses or critical incidents

In rare instances of severe problem behaviour, appropriate actions will be taken to ensure the safety of students and staff.

For example an emergency situation or critical incident may occur (i.e. a sudden, urgent or unusually unexpected event requiring immediate action) or severe problem behaviour might be exhibited (i.e. student behaviour that places in serious jeopardy their own safety or that of other students or staff).

At these times, defusing strategies will be used (e.g. avoiding escalating the problem behaviour, modelling calmness, using appropriate tone and body language, approaching the student in a non-threatening manner, restating expectations, de-briefing the student afterwards).

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted (provided there is time to try these) and the student is physically assaulting a student, staff member or visitor or posing an immediate danger to self or others.

Physical intervention could include, for example, the use of body position to block, leading a student by the arm or hand, shepherding a student via a hand in the centre of the upper back, removing objects or hazards or, in extreme situations, using more forceful restraint reasonable and proportional to the circumstances.

Special education and learning support teachers undertake available training in restraint.

When physical intervention is used, records will be kept (e.g. incident report) and contact with parent or guardian made.

6. Consequences for unacceptable behaviour

Student behaviour that does not comply with our expected standards is not acceptable.

**NOTE:** See also the school’s Bullying, No Way policy.

Our Responsible Behaviour Flowchart (pg. 24) sets out the range and level of responses and consequences for student behaviour that is not consistent with these standards. It is based on the belief that certain unacceptable behaviours’ demand a higher level of response in the first instance. "One occurrence will put you here”, clearly outlines to students who will deal with the unacceptable behaviour and what the expected consequences might be. In determining appropriate consequences, all staff members are expected to follow principles of fairness and social justice and will respond after taking all known factors into consideration. We believe that parents and carers should know about unacceptable behaviours and the consequences that are applied in response. Staff members are encouraged to contact home to share information and seek assistance in solving problems as they arise. Contact with parents/carers is mandatory for the more serious behaviors as outlined in the Responsible Behaviour Flowchart.

**Consequences will be applied to:**
- Provide the opportunity for all students to learn;
- Ensure the safety of staff and students; and
- Assist students who exhibit challenging behaviors’ to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. The range of consequences that are authorised by The Department of Education, Training and Employment will be used at Tannum Sands State High School. These include:
- Warnings;
- Detentions;
- Withdrawal;
- Daily or weekly monitoring cards;
- Out of hours detentions; and
- Parent contact.

For more serious types of behaviour, the range of consequences includes:
- Suspension;
- Community Service Intervention / Non School Day Detention;
- Discipline Improvement Plan;
- Exclusion; and
- Cancellation of enrolment.
These consequences will be used after consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour. For the most serious behaviours, the most serious consequences may be applied, regardless of prior behaviour, particularly when issues relate to safety or illegal activity.

"Suspension" is a temporary withdrawal of the right to attend school. It provides reflection time for the student, sends a clear and serious message that the student is now seriously infringing on others’ rights and involves parents in the resolution of the problem. During periods of suspension students are not to attend school. The care of the student becomes the responsibility of the parent/carer.

Longer periods of suspension can also be used. The latter are normally for more serious offences or situations, or for repeated failure to respond to short-term suspensions.

The Responsible Behaviour Flowchart displays the types of offences that invoke suspensions at this school and include but are not limited to: smoking, fighting, alcohol offences, provocative/aggressive swearing, dangerous behaviour or gross disrespect. The types of offences considered serious enough to lead to suspension also include "E-offences" e.g. electronically recording, storing, forwarding, or posting to the Internet or other highly public forum, material that the Principal deems to be highly inappropriate and connected to the school, especially that containing violent, sexually explicit or illegal images or material.

Knives or other weapons are not allowed at school. The Principal can search or confiscate your property if s/he suspects you have a knife. Bringing knives of any type to school is against the law too, and may result in the police being called. You will face suspension if you knowingly bring to or possess a knife at school. If you use a knife to harm or make serious threats towards another person, the Principal will propose your exclusion (see below). You should tell the Principal or Deputy Principal if you believe someone else has a knife or weapon at school or is talking of doing so.

The Principal will issue a Proposal for Exclusion (expulsion) to the parents/guardians for any instances of:
- Repeated failure to respond, even to repeated suspensions and/or behaviour improvement conditions;
- Possession of illicit or illegal drugs;
- Threatening use of weapons;
- Immediate and serious threat to the safety of staff or students;
- Posting on the Internet of grossly inappropriate material concerning a staff member e.g. threats, abuse, gross denigration, insinuations or privacy breaches; or
- Other very serious misbehaviour which threatens the good order and management of the school.

When Exclusion is proposed, the student and/or parent is given five days to make a submission as to why the exclusion should not occur, before the Principal makes a final decision to withdraw, amend or proceed with the Proposal. The Principal's decision is then subject to appeal to the Regional Director.

Before applying suspension with a Proposal to exclude, the principal may consider using a Discipline Improvement Plan. If used, this will include details such as the behaviour(s) to be addressed, the support to be provided and a case manager’s name. Another alternative strategy that may be used is Community Service Intervention / Non School Day Detention, in which arrangements are made with parents for a student to complete service in the community or attend Saturday detention, for example.

Post-compulsory students can have their enrolment Cancelled for:
- Failure to actively participate satisfactorily in the program of instruction.

Students in the senior school can have credit for subject achievement withdrawn if they do not complete the substantive requirements of their courses. Such withdrawal of credit can have implications for Overall Position (OP) or Qld Certificate of Education (QCE) eligibility.
**Responsible Behaviour Flowchart**

**2016 V.2**

**MINOR LEVEL 1**
- Teachers
  - **ONE OCCURRENCE WILL PUT YOU HERE**
    - Late to class
    - Absence without permission
    - Banned Items
    - Low level offensive language
    - Failure to submit work other than assignment
    - Disrupting class
    - No uniform/note
    - Littering
    - Poor playground behaviour
    - Minor disobedience
    - Minor breaches of safety
    - Insufficient work or effort in class
    - Incorrect use of organisers
    - Unsafe behaviour
    - Teasing, Bullying, Harassment

**MAJOR LEVEL 2A**
- Heads of Department
  - **ONE OCCURRENCE WILL PUT YOU HERE**
    - Repeated Level 1 offences
    - OR
    - Refusal to follow teacher’s direction
    - Gross disruption in class
    - Continual lack of effort, both in class or on home tasks
    - Repeated minor offences
    - Assignment extensions
    - Failure to hand in assignments on time
    - Computer misuse (minor)
    - Banned items
    - Continued safety breaches
    - Bullying or Harassment

**MAJOR LEVEL 2B**
- Heads of Year
  - **ONE OCCURRENCE WILL PUT YOU HERE**
    - Repeated Level 1 offences
    - OR
    - Requires monitoring in three or more subjects for effort and/or behaviour
    - Extended uniform issues
    - Gross disruption in the playground
    - Repeated minor offences in House Group
    - Showing a pattern of explained or unexplained absences or lateness to school
    - Misbehaviour at Carnivals or extra-curricular activities
    - Banned items
    - Bullying or Harassment

**MAJOR LEVEL 3**
- Administration
  - **ONE OCCURRENCE WILL PUT YOU HERE**
    - Repeated Level 2A or 2B offences
    - OR
    - Continual or serious bullying or Harassment
    - Graffiti or vandalism
    - Verbal abuse
    - Involuntary or defiance
    - Banned items - safety concerns
    - Theft
    - Serious offences against students and staff
    - Serious breaches of community standards
    - Offensive literature
    - Possession of weapons
    - Suspicion of smoking
    - Computer misuse (major)
    - Dangerous behaviour
    - Persistent lack of effort
    - Disrupting the rights of teacher to teach and students to learn

**MAJOR LEVEL 4**
- Suspension
  - **ONE OCCURRENCE MAY PUT YOU HERE**
    - Smoking
    - Possession of smoking implements including e-cigs/ vaporisers
    - Assault/fighting
    - Dangerous behaviour
    - Gross moral offences/disrespect
    - Throwing objects (danger/harass)
    - Provocative or aggressive swearing or abuse
    - Substance abuse
    - Supply, consumption or distribution of alcohol
    - Threatening or inappropriate comments to/about staff member
    - E-offences (see Responsible Behaviour Plan)
    - Serious theft/vandalism/graffiti
    - Repeated Level 3 offences or failure to respond to suspensions (E/DIP)
      - Involvement with drugs (E)
      - Immediate or serious threats to safety or use of weapons (E)
      - Publishing grossly inappropriate material concerning staff (E)
      - Failure to participate ©

**You have your rights and you accept your responsibilities.**

**You respond to guidance.**

**Positive Consequences**
- A safe environment
- Enjoy school
- Effective learning
- Clean, well maintained environment
- School pride
- Opportunities
- Leadership opportunities
- See Award Scheme!

**You respond and accept your responsibilities.**

*Following withdrawal you will be required to negotiate an agreement for re-entry with the parties involved*
7. Expectations of Post-Compulsory Students

Students in the post compulsory years (i.e. have turned 16 years or have finished Year 10) have **new responsibilities** towards themselves, their family, the school and society at large, to make the best of the opportunities presented to them. They need to **attend, behave, work and participate** to the **standards expected of them at this age**.

**Senior Privileges Policy**

This policy applies to all Year 11 and 12 students and ties the privileges afforded to senior students to their ability to meet the school’s expectations, demonstrating the school’s core values of respect, responsibility and excellence.

This policy will be provided to each Year 11 and 12 student at the start of the school year and will be published on the school’s website.

This policy should be read in conjunction with Expectations of Post-Compulsory Student.

**Purpose of the policy**

- To recognise students who consistently meet the school expectations for attendance, behaviour, work and participation;
- To reinforce with students that privileges are granted to students who meet the school’s expectations;
- To build a culture which encourages students to be self-managing in meeting their responsibilities – maintaining attendance, submitting assessment, bringing in notes and medical certificates, wearing the uniform and regulating their own behaviour; and
- To have a clear and transparent decision making tool, which is tracked and communicated to students regularly, and allows for an appeals process.

**Privileges include**

- Leadership positions;
- Ski trip, Uni. trip and Japan trip;
- Variation;
- Senior jersey (Year 11); and
- Senior formal (Year 12).

*NB - Student fees must be paid in full or payment plans up to date for student to make payments towards the above listed senior privileges.*

**Credit and infringements**

- All students commence each year with 100% credit. However, Year 11 infringements will be considered when hearing appeals for loss of Year 12 privileges;
- Students who consistently meet the school’s expectations retain their credits;
- Students will lose credit for infringements (see attached table of infringements); and
- Students with less than 90% credit will not be eligible for senior privileges.

**Tracking student infringements**

- The Senior Schooling Deputy will be responsible for administering the system;
- Heads of Year will be responsible for tracking students’ infringements through Oneschool and ID attend;
- Teachers will be responsible for recording infringements in Oneschool and attendance / truants in ID attend;
- The office staff will be responsible for recording attendance information in ID attend; and
- Student infringements will be reviewed twice a term by House Coordinators. Warning letters will be sent to students at 5% and 8%.
Senior Expectations

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Infringement</th>
<th>Penalty %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Meets school attendance target of 94% - no more than 10 days absences for the year. (<strong>See elaboration below</strong>)</td>
<td>• Absence without medical certificate / special provisions</td>
<td>1</td>
</tr>
<tr>
<td>• All absences from school are explained</td>
<td>• Failure to explain an absence within five days</td>
<td>1</td>
</tr>
<tr>
<td>• Signing in and out at the office</td>
<td>• Referral to DP for leaving school grounds without a leave pass</td>
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<tr>
<td></td>
<td></td>
<td>See attendance expectations</td>
</tr>
<tr>
<td><strong>Work</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>• Completing coursework and homework</td>
<td>• Achieving a D or E on a report for effort</td>
<td></td>
</tr>
<tr>
<td>• Bring organiser and equipment to class</td>
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<tr>
<td><strong>Assessment</strong></td>
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<td>2</td>
</tr>
<tr>
<td>• Submitting assignments and drafts</td>
<td>• Referral to DP for failure to prepare for, attend or submit an assessment item</td>
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</tr>
<tr>
<td>• Attending scheduled exams, orals, practicals, and group work</td>
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<td></td>
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<tr>
<td><strong>Behaviour</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>• Appropriate behaviour in class</td>
<td>• Achieving a D or E on a report for behaviour</td>
<td>1</td>
</tr>
<tr>
<td>• Complying with school rules and treating people with respect</td>
<td>• Referral to HC, HOD or DP</td>
<td>1</td>
</tr>
<tr>
<td>• Withdrawal or suspension (per 4 days)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
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<td>1</td>
</tr>
<tr>
<td>• Wearing the school uniform every day, including winter</td>
<td>• Referral to DP for persistent failure to wear the uniform correctly</td>
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<tr>
<td>• Complying with presentation code – no excessive jewellery or makeup</td>
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<tr>
<td><strong>Futures</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>• Attending, engaging in the course of study and progressing towards Senior Qualification</td>
<td>• Risk of Cancellation letter</td>
<td>5</td>
</tr>
<tr>
<td>• Show Cause letter</td>
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</tr>
</tbody>
</table>

**Attendance Expectations:**

When a student is absent from school, parents can respond (same day only) to the school-generated SMS message, ring the absentee line on 49799767 or write a note explaining the absence. However, where a student accrues absences of more than 10 days in the year, their absences must be supported by a medical certificate or special provision plan in order to retain their privileges. Students who face ongoing medical, physical or psychological health issues or significant trauma must apply to the Guidance Officer for a **Special Provision Plan**. The **Assessment Policy** requires ALL absences from assessment to be supported with a medical certificate. Where a medical appointment can’t be made, parents must seek approval from a Deputy Principal.

**Appeals**

- All appeal must be presented to the Principal in writing.
- Students and a parent / caregiver must make an appointment to meet with the Principal to present their case and any supporting reasons or evidence.
- The Principal will consider evidence and may seek additional information from Head of Year.
- The Principal will make the final decision and communicate to the student and parent/ caregiver.

*This policy and its expectations have been endorsed by our school’s Parents and Citizens Association.*
Network of student support

NOTE: See also the school’s Bullying, No Way policy.

The Network of Student Support

Tannum Sands State High School uses a team approach to behaviour support that includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. Positive support measures aimed at promoting high standards of achievement and behaviour include:

- A strong emphasis on goal setting and developing strategies to reach goals;
- The development and review of Aspirations Plans and Senior Education and Training Plans;
- Informal advice from teachers and administration members;
- Pastoral care by House Group Teachers, House Coordinators and the School Chaplain;
- Education with regard to bullying, harassment, rights and responsibilities;
- Our anti-bullying initiative;
- Two-way communication with parents/carers;
- Referral to Guidance Officer, Special Needs/Learning Support Staff, Police Adopt-a-cop, School Youth Health Nurse, Youth Worker or Psychologist;
- Links to Outside Support Agencies including Youth Mental Health, Roseberry Youth Services, Anglicare, Women’s Health Centre, Nulludo Wooribah (Indigenous Health), Youth Support Officers, Centrecare, Behaviour Management Support Team;
- Student leadership opportunities;
- Student self-reflection and behaviour review sheets;
- Recognition and celebration of good behaviour— (Creating Our Futures Awards Scheme); and
- A clearly communicated Responsible Behaviour Plan, a summary of which students have in their organisers.

Chaplaincy Statement

The School Chaplain assists the whole school community at Tannum High by providing social, emotional and spiritual support in a variety of ways.

- By operating in a ‘promotion, prevention and early intervention’ space rather than a ‘treatment and continuing care’ the chaplain is able to help with day-to-day pastoral care issues while referring more complex concerns onto other professionals and specialists.
- The school chaplain works with school support staff in providing welfare services however focuses specifically on spiritual support through spiritual conversations, groups and activities.
- Through their high regard for spirituality the chaplain provides opportunities for students, parents/carers and staff to explore their own spirituality, values and ethics as an integral part of overall health and wellbeing. This is done in a non-judgmental way without seeking to impose or persuade an individual to a particular world view.

Students who wish to have ongoing conversations with the school chaplain will need a completed consent form, available through administration.
8. Consideration of individual circumstances

In dealing with inappropriate behaviours, staff at Tannum Sands State High School aim to ensure that educational outcomes for the diverse needs of students are maximised. In responding to inappropriate behaviours the particular situation and context, the individual circumstances and the actions of the student and the needs and rights of school community members are all considered.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Disability Discrimination Amendment (Education Standards) Act 2005
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

http://ppr.det.qld.gov.au

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police Interviews and Police or Staff Searches at State Educational Institutions
- Using the Department’s Corporate ICT Network
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying, No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour for Learning; is found in our Services Guide and was endorsed by the P&C in 2015.

Bullying, No Way – The Tannum Sands State High Approach

School Stance

Tannum Sands State High School acknowledges that bullying is an issue in ALL schools but at Tannum it’s NOT ON. If it is reported, it will NEVER be ignored nor will the victims be marginalised.

The Department of Education, Training and Employment, through Tannum Sands State High, has a responsibility to provide every student with a learning environment that is free of harassment, intimidation and indeed any form of bullying. Student actions that inhibit this circumstance may even be unlawful under the Anti-Discrimination Act 1991. We treat reported bullying with the utmost urgency. WE CAN’T DEAL WITH UN-REPORTED BULLYING!
The school strives to achieve a dual approach of proactive and reactive initiatives (see below) designed to support and empower the victims while re-educating and encouraging the perpetrators to reflect and reconsider their destructive behaviours.

The school will do all it can to resolve school-related bullying, where this information is reported (and if necessary, re-reported) to the school. *(NOTE: Bullying that occurs out of school e.g. on the weekends, or in cyber space from home communities, may need to be reported to the police). It is a family’s responsibility to monitor social networking (eg. Facebook) on home computers and mobile phones.*

**Defining Bullying**

**What is “bullying”?**

“Bullying” is when someone (or a group of people) with more power than you repeatedly and intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing.

There are five kinds of bullying

1. **Physical bullying** e.g. hitting, poking, tripping, pushing or damaging someone’s belongings
2. **Verbal bullying** e.g. name calling, insults, homophobic or racist remarks and verbal abuse
3. **Social (covert) bullying** e.g. lying, spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone
4. **Psychological bullying** e.g. threatening, manipulation and stalking
5. **Cyberbullying – using technology** (e.g. email, mobile phones, chat rooms, social networking sites) to bully verbally, socially or psychologically.

“Bullying” is different from “conflict”. One-off incidents such as inappropriate comments, arguments and fights need also to be dealt with in a school situation (see Responsible Behaviour Plan) but do not necessarily constitute bullying as such. Bullying may have an element of threat, can continue over time and is often hidden from teachers and adults. **Bullying is likely to continue until the victim, peers or adults take suitable action.**

**Proactive initiatives**

**In-class education**

In Year 7 and 8 students complete a lifeskills session on bullying behaviours which informs them of the school stance, reporting procedures, coping techniques and how to avoid being bullied, with a particular emphasis on cyber bullying. This course gives every new student the chance to reflect upon his or her own views and actions, and those of others in this area. In this session and many other forums, bullying and the school’s expectations are clearly outlined. It strives to not only offer preventative strategies for potential victims but to also challenge those contemplating acts of bullying to rethink their behaviour. It sets a platform from their first association with the school, leaving them in no doubt as to whom to approach if bullied, where to find help and what the consequences for such anti-social activity are.

**Staff professional development**

All staff are trained in Education Qld’s Code of Conduct and Student Protection Policy. These highlight to teachers their responsibility to act on bullying.

All staff, teaching and non-teaching, are also afforded various in-service and external opportunities to focus their attention on the topic throughout the year and to engage with school generated data on the issue via staff meetings. Teachers care about this issue and do want to help.

**Bullying survey**

In keeping with all best practice bullying research, the school regularly tracks the nature and extent of bullying at Tannum Sands State High School. At least every two years, a computer survey is completed by each student in the school. This survey includes questions on a range of key issues including frequency, severity, type, location, and reporting rates of bullying in the school.

**On-going Education**

Students are given regular reminders on parades about bullying. *Messages include:* Don’t put up with it, Report it, Assert your rights and Don’t give up until it stops.

Parent reminders about our stance on bullying are also given through snippets in our newsletters from time to time. *Messages include:* We can’t stop unreported bullying, Ring the school yourself if your son or daughter won’t report, please re-report bullying if it starts up again.

We also offer information on bullying and the school’s responses to it at parent information evenings for new students held once a year.
Reactive initiatives
Every teacher in the school is responsible to act when informed about bullying behaviour and will follow upon any bullying incident as it arises, they can also refer bullying incidents to Heads of Year for follow up of each incident to ensure that it has been resolved, by talking to both victim and perpetrator.

A “No Blame” interview approach is taken to ensure all parties can speak freely. Victims are supported and listened to, and bullies are challenged to examine their behaviour, acknowledge it and make plans for its rectification. On most occasions, the bullies and their victims are thus brought together and in most cases, a positive outcome is negotiated. Any repeated bullying is first referred to the HOY for further action, then to Administration.

If a student is deemed to have committed repeated, serious bullying, they are referred to Administration and face possible suspension. (Note: this can also occur for a first offence, depending on its severity). At all times throughout the anti-bullying process the bully is given guidelines and support to make a genuine change in his or her actions.

Student Support Staff
Of course, our Guidance Officer or our Chaplain would be an excellent person for any student to turn to. Appointments can be made at the Student Counter in the Administration office.

Key Contacts for Parents
Parents are encouraged to ring their child’s House Group Teacher or Head of Year to report bullying, so that this can be followed up. Parents can also ring the Chaplain, Guidance Officer or any Teacher, the office staff will help direct you.

Alternatively, especially in serious or urgent cases, please ask to speak to a Deputy Principal or the Principal.

Key Messages for Students

What to do if someone else is being bullied?
1. Report it – see below.
2. Each person has a right not to be bullied. Help them!

What to do if I am bullied?
1. Don’t accept this. You have rights that are being taken away.
2. Try your own appropriate strategies first if you wish (e.g. ignore or make a clear statement to the bully that you don’t appreciate it and to stop; reflect on your own actions).
3. If this doesn’t work, REPORT BULLIES!
4. If someone (even you!) tries to tell you that you are ‘dobbing’, take no notice—this doesn’t apply here—you are simply asserting your right to be safe.

To whom do I report bullying?
1. To any teacher.
2. To my House Group Teacher or House Coordinator or Head of Year
3. To the Chaplain or Guidance Officer
4. To a Deputy Principal or the Principal
5. To your parents

What happens if it doesn’t stop?
1. Report it again to the same person
2. If that doesn’t work, report it to someone ‘higher up’
3. If that doesn’t work, ask your parents to ring the school to speak to a Deputy Principal.

What do I need to remember?
1. I have a right to go to school without being bullied
2. Adults can help me
3. Bullying? At Tannum High, it’s NOT ON!
Effective Teaching and Learning

One of the key indicators for student success is **time on task.** To this end the school has a four-lesson day with three breaks. Thus, students never move from lesson to lesson. They move only from a lesson to a break or vice versa. This means that seventy-minute lessons actually mean seventy minutes.

We endeavour to employ a range of teaching strategies (pedagogies), to **maximise:**

- Intellectual challenge;
- The ability to work together with others;
- Engagement with the outside world and new ways of learning; and
- The learning of students with different learning styles.

The array of teaching strategies used will include, but not be limited to:

- Direct instruction;
- Group work;
- Focussed and open ended tasks;
- Excursions and field trips;
- Guest speakers;
- Appropriate use of technology, (e.g. Computers);
- Role plays, debates and orals;
- Library and other research;
- Drawing, sketching and representing; and
- Building models.

When teaching new content our teachers will use the Explicit Instruction lesson format.

**Excellent Teaching and Learning at Tannum Sands SHS**

At Tannum Sands SHS, we seek excellence and have high expectations of ourselves and our learners. In order to guide us, we wish to be clear about the expectations we have. Using well respected teaching theories as guidance, we deliver quality curriculum with the aim of giving our students deep knowledge and the skills for later success in life. The diagram below represents our eight key beliefs of Excellent Teaching and Learning, and how students’ learning is enhanced through these core values.
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</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Friendships Harassment Assertiveness Communication Cyber Bullying Web Safety Reconciliation and the environment</td>
<td>Self Esteem</td>
<td>Time Management Manual Skills in the Home</td>
<td>Planning and Goal Setting Study Skills Knowledge of Curriculum Junior Subject Selection Processes</td>
<td>Career Planning</td>
<td>First Aid Sun Safety Making Healthy Decisions smoking, nutrition, Obesity and Lifestyle Diseases</td>
<td>Visiting Speakers and Entertainers Faith Group Membership</td>
<td>Participation in the community-service, fundraising, old and young people</td>
<td>Welcome to Country Local indigenous groups NAIDOC Celebrations ATAP, 8 to 11 7/8 Transition</td>
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</tr>
<tr>
<td>Year 8</td>
<td>Friendships Harassment Assertiveness Communication Cyber Bullying Web Safety Reconciliation and the environment</td>
<td>Self Esteem</td>
<td>Time Management Manual Skills in the Home</td>
<td>Planning and Goal Setting Study Skills Knowledge of Curriculum Junior Subject Selection Processes</td>
<td>Career Planning</td>
<td>First Aid Sun Safety Making Healthy Decisions smoking, nutrition, Obesity and Lifestyle Diseases</td>
<td>Visiting Speakers and Entertainers Faith Group Membership</td>
<td>Participation in the community-service, fundraising, old and young people</td>
<td>Welcome to Country Local indigenous groups NAIDOC Celebrations ATAP, 8 to 11 7/8 Transition</td>
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<tr>
<td>Year 9</td>
<td>Relationships within Families Resolving Conflict Group Dynamics Cyber bullying Harassment</td>
<td>Stress and Relaxation</td>
<td>Decision Making Work Experience By arrangement</td>
<td>Careers and my Future</td>
<td>Drugs and Alcohol Addictive Behaviours Human Body</td>
<td>Visiting Speakers and Entertainers Faith Group Membership</td>
<td>Participation in the community-service, fundraising, old and young people</td>
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<td>NAIDOC Celebrations Leadership Main Roads Scholarship Preparation</td>
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<tr>
<td>Year 10</td>
<td>Effective Communication – body language, assertion, appropriate self disclosure, blocks to communication Cyber bullying STIs and Contraception Parenting Core of Life</td>
<td>Body Image and Self Concept Relaxation and Stress Management</td>
<td>Study Skills Revisited Planning and Goal Setting Senior Subject Selection Work Experience By arrangement</td>
<td>Career Pathways Resume Writing and Interview Skills Real Game Goal Scorer My Futures</td>
<td>Healthy Lifestyles CPR for Life</td>
<td>Visiting Speakers and Entertainers Faith Group Membership Auslive</td>
<td>Environmental Awareness Participation in the community-service, fundraising, old and young people</td>
<td>Reconciliation Week Leadership Rio Tinto – Resume Writing</td>
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<tr>
<td>All Year</td>
<td>Men and Women’s Health Dealing with Authority Figures</td>
<td>Sexuality and Values Self Audit Leaving School</td>
<td>Living on Your Own Centrelink Jobs Network Electoral Roll Leaving Home</td>
<td>Planning and Goal Setting Work Experience By arrangement</td>
<td>CPR for Life Schools &amp; You Finishing School Docudrama Safe Partyng Drug &amp; Alcohol Abuse</td>
<td>Visiting Speakers and Entertainers Faith Group Membership</td>
<td>Participation in community service, fundraising Mentor Training and Activities Electoral Enrolment</td>
<td>Harmony Day Leadership Rio Tinto – Work Readiness Crossing Cultures for International Students</td>
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</tr>
<tr>
<td>Year 12 QCE Elective</td>
<td>Support Services Sample Bag</td>
<td>Queensland Core Skills Test Preparation</td>
<td>Tertiary Entrance Procedures Job Application Strategies QCE CHECKS</td>
<td>Voluntary Blood Donation By arrangement</td>
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<tr>
<td>Year 12 Voc Ed Elective</td>
<td>Loans</td>
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Valid and Reliable Assessment

Purpose

The purpose of assessment at our school is to:

- Promote, assist and improve student learning;
- Inform teachers to improve teaching and learning; and
- Provide data to others, including students and parents, about progress.

Assessment will be for diagnostic, formative and summative purposes. It will balance the issues of reliability (consistency) and validity (measuring what it means to measure).

Techniques

To take into account different learners, assessment will use data from a number of sources. Techniques used will include, but not be limited to:

- Traditional examinations;
- Assignments finished at home;
- Oral presentations;
- Practical performances;
- Computer produced work;
- Field trip reports; and
- Group presentations.

In Queensland schools assessment is timed to suit the course and, in that sense, is "continuous". Assessment calendars are sent home each semester via students. It is important that students copy down assessment dates as they are issued in class into Student Organisers, with reminder dates.

Assessment will take into account special considerations for students with special needs eg. exam readers, modified assessment.

Homework and Assessment Policies

Homework at our school

Types

Tasks at home should address the past, present and future. Students need to do:

1. **Teacher set homework**—compulsory tasks to be done for the next day
2. **Self-set study**—tasks that students set for themselves; teachers will give study ‘tips’ in earlier grades
3. **Assignments**—students can attend to reports, orals, projects and essays that would be best completed before the due date

As the student moves from Year 7 to Year 12, the emphasis should shift from relying on teacher set homework to developing responsible study habits.

Purpose of Homework

Homework should engage students in independent learning to complement work undertaken in class. It can be:

- Revision and reflection to consolidate learning;
- Applying knowledge and skills in new contexts;
- Pursuing knowledge individually and imaginatively;
- Preparing for forthcoming classroom learning;
- Homework that enhances student learning;
- Is purposeful and relevant to students’ needs;
- Is appropriate to the phase of learning (Early, Middle or Senior);
- Is appropriate to the capability of the student;
- Develops the student's independence as a learner; and
- Is varied, challenging and clearly related to the class work.
Phase of Learning

Homework is to be set in "most subjects, most nights".

In the Middle Phase of Learning, Years 7 to 9, some homework can be completed daily or set over a weekly or fortnightly period and may include:

- Daily independent reading;
- Coordinated work across different subject areas; and
- Extension of class work, projects and research.

In Years 7, 8 and 9 students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class.

Homework in Year 7, 8 and 9 could be up to, but generally not more than, 5 hours per week.

In the Senior Phase, Years 10, 11 and 12, the amount of time devoted to homework and independent study will vary according to the student’s learning needs, aspirations and individual program of learning, determined through their Senior Education and Training (SET) Plan. Those students whose course is tertiary oriented should be spending 2-3 hours per night on homework, study and assignments, plus time on weekends.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours’ time they devote to their studies. Of course care should be taken to ensure a balance is maintained between the various demands of study, sporting, cultural, recreational and part-time employment activities.

Study Timetable

Students have a daily timetable to follow at school. In the same way, students should develop an ‘evening timetable’. This will show when students will do homework/ study/ assignments each night, fitting this around sport, chores, dinner and TV. It should go above the study desk. Examples are included in the Student Organiser.

Examples of How to Study

- Writing down the three points emphasised in Metalwork today;
- Copying out the Science words in black type with a definition for each;
- Asking dad or mum to hear the definitions of key SOSE terms;
- Trying some exercises from the Mathematics chapter from a month ago;
- Starting the research for an Art assignment;
- Reading the English novel for fifteen minutes;
- Teaching a family member new Japanese phrases;
- Searching the Internet or library for features of Musical styles;
- Preparing a list of questions to ask the Business teacher tomorrow; or
- Devising a diagram to teach classmates the key tactical plays learned in HPE today.

It is recommended that a special folder or exercise book be purchased in which to place study notes.

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning.

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, culture, recreation, and part-time employment where appropriate.

Students’ Responsibilities

Students can take responsibility for their own learning by:

- Discussing with their parents or caregivers homework expectations;
- Accepting responsibility for the completion of homework expectations within set time frames;
- Using the suggestions and advice given by teachers about their learning;
- Seeking assistance when difficulties arise;
- Seeking advice on how to balance the amount of time spent completing homework, study and assignments with home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment.
- Using the school organiser effectively
- Managing peak loads including the balance between homework, assignments and study for exams
- Asking the teacher about work missed when absent
- Realising that homework in high school often needs to be self-set.
Teachers’ Responsibilities
Teachers can help students establish a routine of regular, independent study by:
• Setting homework on a regular basis;
• Clearly communicating the purpose, benefits and expectations of homework;
• Checking homework regularly and providing timely and useful feedback;
• Using homework that is varied, challenging, directly related to class work and appropriate to students’ learning needs;
• Explicitly teaching strategies to develop organisational and time management skills and providing opportunities to practise these strategies through homework;
• Giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework; and
• Discussing with parents and caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework.

Parents’ and Caregivers’ Responsibilities
Parents and Caregivers can help their children by:
• Talking about or reading aloud for enjoyment, novels, poetry, community literature, newspaper articles, letters, e-mails;
• Helping them to read and to take an interest in and discuss current local, national and international events;
• Discuss / critique advertising, media techniques, internet sites;
• Talking with students and involving them in tasks at home including shopping, playing games and musical instruments and physical activity;
• Helping them to complete tasks by discussing key questions or directing them to resources;
• Encouraging them to organise their time and take responsibility for their own learning;
• Organising their time to manage and balance the time spent completing homework, study and assignments with home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment; and
• Contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to the homework.

Student Organisers
Each student at Tannum Sands State High School is issued annually with a Student Organiser. It is much more than a diary - it is designed to be a tool for learning.

Daily learning
• Organisers are provided to learn valuable skills for students’ futures e.g. time management, goal setting, forward planning, organisation and balance of daily routines. Therefore ...
  • Organisers are to be brought to each and every lesson; and
  • Students are to leave each lesson with an entry i.e. HW set or Study suggested or continue on Assignment or NIL.

Longer term organisation
• All appropriate long term planning sections need to be filled out e.g. Goals, Study Timetable, Assessment Planner—as well as the daily pages. Time will generally be devoted to this in an extended House Group meeting near the beginning of every term.
• If the Organiser becomes lost, students must purchase a new one from the Student Counter. Appropriate long term planning sections (see above) will need to be completed again.

Care
• The student’s name needs to be in her/his Organiser.
• Organisers need to be looked after and cared for as much as any text or exercise book. Students may cover the Organiser with contact to prolong its life. They may personalise their Organisers but nothing is to cover daily homework pages. Suitable material only is to be included—no graffiti or offensive material. Teachers may look at the Organiser in exactly the same way as other learning materials. Students may keep a separate ‘personal diary’, provided this causes no disruption to classes.
• Students are not to touch or interfere with other people’s Organisers nor let others interfere with theirs!
Key Points - Assessment Policy

For a full version of our Assessment Policy, please visit our website: http://www.tannumshs.eq.edu.au/

STATEMENT OF INTENT
This policy applies to all students currently enrolled at Tannum Sands State High School to ensure fairness and equity. The goal is to support students to become independent learners equipped with appropriate knowledge and organisational skills. It is intended that this policy will inform all matters related to assessment. The central purpose of assessment is to improve the quality of teaching and learning, and raise the standards achieved by all students, both now and in the future. Students are provided with a balanced variety of assessment opportunities and contexts to demonstrate their knowledge, skills and abilities. It may include: tests, exams, assignments, reports, orals, practicals or multimodal tasks.

SUMMARY OF RESPONSIBILITIES
Teacher/School Responsibilities, Tannum Sands SHS Teachers (& school) are committed to:

- Publishing all assessment dates on the school calendar;
- Providing copy to student;
- Providing a Task sheet with conditions including a draft date to allow progressive monitoring; and
- Monitor all progress, record any infringements and record grades on individual student folios.

Student Responsibilities
Tannum Sands SHS Students are committed to:

- Ensuring all assessment tasks are cited and referenced appropriately;
- Understanding that plagiarised work will result in consequences ranging from re-submission to external suspension;
- Presenting a draft to teachers for each assessment;
- Submitting assessment tasks by the due date;
- Seeing both teacher and HOD if assessment missed;
- Understanding that in cases of extenuating circumstances (for example, serious illness, accident or family bereavement), the timeframe can be less but it must be substantiated with appropriate documentation e.g. medical certificate*; and
  * Senior Students may be eligible for QCAA’s Special Provisions Policy but communication with the relevant HOD/DP/GO is needed before this can be determined;
- For Senior Students, understand that late/non-submission of assessment in Authority and Authority based subjects can result in the loss of Semester Credits if warranted.

Parent/Caregiver Responsibilities
Tannum Sands SHS Teachers/School & Students:

- Encouraging students to submit all assessment instruments by the due date; and
- Informing the appropriate school staff of any difficulties relating to the completion of assessment items and provide documentary evidence where necessary.
EXAMINATIONS, ORALS, PRACTICAL AND OTHER FORMS OF ASSESSMENT
PROCEDURES FLOWCHART FOR PARENTS AND STUDENTS

Student is absent on the due date for the assessment item with NO EXTENSION

Teacher gives completed Notification of Late Assessment form, listing students’ names, to HOD
Details are recorded on OneSchool under Record Incident and parents are notified of non-submission
Whilst a late assessment is usually given no credit, the HOD may decide credit can be given due to personal circumstances or parental/medical advice. A medical certificate or note fully explaining the reason for absence and acknowledging that assessment has been missed is required
Senior students must provide a medical certificate
Teachers may not give extensions nor accept late assessment

Student realises they will be absent on the due date for the assessment item and has a valid reason to apply for an extension: illness, family circumstances.

Students obtains an Application for Extension form from HOD prior to the assessment due date. If extension granted, HOD notifies teacher and records as Contact in OneSchool

Assessment submitted to HOD on the new due date

Student not required to submit item: ‘A’ for absent, no penalty recorded on profile

Teacher records results on student profile

Student receives credit for work seen by the due date
Assessment must still be completed in the next available lesson. Alternatively, HOD and teacher to negotiate alternative time: i.e. Lifeskills, sport, variation

Reason Accepted

HOD assesses evidence submitted to support absence

Reason Not Accepted

Student receives NO CREDIT for work seen by the due date
Assessment must still be completed in the next available lesson. Alternatively, HOD and teacher to negotiate alternative time: i.e. Lifeskills, sport, variation

‘N’ for non-submit recorded on profile

Warning of Loss of Semester Credit issued by Head of Department
TIMELINE

- Dates set

STUDENT RESPONSIBILITY

- Assignment reminders filled out in Student Organiser
- Students read and understand task requirements (including genre)
- Students write plan for assignment
- Work on assignment: including working on rough draft

TEACHER ACTION

- Assignment set, Criteria Sheet produced
- Sufficient resources checked
- Teacher to check student organiser
- Teacher monitoring:
  1. feedback is provided to student
  2. a copy will be kept and used as evidence to apply
- Teacher check:
  If insufficient progress – notification to parents via phone, email or letter may be used when phone contact has not been successful. Record in OneSchool.

Due Date

- Assignment complete and handed in to teacher by 3:10pm or Deputy Principal by 4:00pm

Late assignment

- Late Assignments to be complete by extension date (where applicable) and handed directly to HOD for full credit
- Student fails to hand in the assignment by the appropriate due date. Students will receive credit for work completed up to due date or no credit if no work has been sighted.
- Students to complete assignment to a satisfactory standard and then hand into the appropriate HOD

The HOD may decide credit can be given due to personal circumstances or parental/medical advice. A medical certificate or a note fully explaining the reason for absence and acknowledging that assessment has been missed is required. The HOD will otherwise determine the level of credit for a late assignment.

TEACHERS MAY NOT GIVE EXTENSIONS NOR ACCEPT LATE ASSESSMENT
SPECIAL PROVISION FOR SCHOOL-BASED ASSESSMENT

POLICY FOR SENIOR STUDENTS

The special provisions policy defines the responsibilities, principles and guidelines to be applied for special provisions in school-based assessments for authority and authority-registered subjects.

What is special provision?

Special provision is a positive act of making reasonable adjustment to conditions of assessment to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills. Special provisions may be particularly relevant for students with specific educational needs. These needs must be considered in a proactive way — to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements.

Why would I need special provision?

An application for special provisions is advisable in any of the following situations which present a barrier to a student accessing learning and /or demonstrating achievement:

- Absence of two weeks or more due
- extended medical illness (including both physical &/or mental illness)
- personal trauma
- specific educational needs (including ESL, disability or impairment and learning difficulties)
- socioeconomic, cultural and/or linguistic factors

In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances. These adjustments are agreed to, documented and communicated to all parties for implementation.

How / when do I apply?

Apply to your school Principal with documentary evidence (assessment, medical certificate, psychologist report, bereavement notice etc.) as soon as you become aware of the circumstances.

What kind of provision might I get?

Your Principal may decide to make reasonable adjustment to some forms or items of your assessment. This could include:

- Extensions of due dates;
- Alternative arrangement/conditions of assessment (extra time, rest breaks, scribe or exam reader, access to assistive technology, access to interpreter etc...);
- Differentiated task to cater for cultural diversity; and
- In limited circumstances - exemptions from an item of assessment where sufficient alternative evidence is available.

What are the terms and conditions?

This policy comes from the QSA policy - Special Provisions Policy for School-Based Assessment in Authority and Authority Registered Subjects 2009.


To be fair to other students, you cannot be given credit for work you have not done, or be given credit for how well you might have achieved.

The QSA states: If your situation has greatly affected your studies and results, you may have to consider repeating your studies after your circumstances have changed for the better.
APPLYING FOR SPECIAL PROVISION

Step 1 - Identification

Parents / students apply directly to the Deputy Principal (DP), Guidance Officer (GO) or Head of Special Education Services (HOSES) as soon as circumstances arise. Documentary evidence (medical certificates, specialist reports or assessments) must be provided.

Relevant school personnel (teachers, HODs, HOSES, GO, DP) may identify a need for adjustment to assessment conditions and recommend support for students.

Step 2 – Delegation to case manager

The Principal / School Moderator will assign a case manager:
- Deputy Principal - where the duration of absence is known in advance
- Guidance Officer – where there is long term illness, mental illness or other significant personal circumstance of an ongoing nature.
- Head of Special Education Services – where provisions for disability, impairment or cultural / linguistic barriers is required.

Step 3 – Negotiation of adjustments

The case manager will communicate with HODs to negotiate the nature and extent of appropriate adjustments (as per syllabus requirements).

Reasonable adjustments will be discussed with the student and/ or parent and recorded on the attached Special Provision Plan. Advice on Reasonable adjustments may be sought from HOSES / GO or DP.

The Special Provision Plan will be recorded on One School. A copy of the plan is provided to all parties. The student profile is annotated and a copy of the plan is included in folio.

Step 4 - Monitoring and Support

The plan will be implemented, with ongoing monitoring by teachers and HODs.

The case manager may set a review date, at which time the case manager will determine if a revision of the plan or additional support is required.
Regular Reporting

At our school, reporting is directed towards our students to maximise student responsibility for learning. Parents receive these reports too as key partners in the learning process.

Purposes

Reporting is to:

- Celebrate students’ successes;
- Reveal weaknesses and opportunities to improve;
- Identify times, persons or places for intervention and assistance;
- Assist students and parents to make wise subject and career choices; and
- Complement the school’s accountability to parents and the community.

Format

Written School Reports

Written reports are given to parents at least once per semester. These indicate student progress in each of the units studied, including information on academic, attitude, behaviour and work rate aspects.

Face-to-face reporting

At least twice per year, written reports are supplemented by face-to-face “Student–Parent–Teacher Conferencing”. Appointments are made via the Internet. Parents can book appointments to speak to some/all of their student’s six teachers or other members of administrative or support staff. Instructions on how to do this will be mailed out with student’s report card. If you do not have Internet access, just ring the school and administrative staff can book appointments for you. Please come!

Ongoing Communication

Parents and teachers are encouraged to keep in regular contact via phone or mutually arranged interviews, especially where there are concerns about work rate, behaviour or progress. The Head of Year is a good point of contact. Phone 4979 9777.

Systemic Information

During Years 7 and 9, parents receive a report on their child’s performance on National Year 7/9 Tests in literacy and numeracy (NAPLAN). At the end of Year 12, students receive a Senior Statement from the Queensland Curriculum and Assessment Authority (QCAA). Year 12 students may additionally receive a Tertiary Entrance Statement (including Overall Position—OP Score and Queensland Core Skills (QCS) Test result). OP scores are the chief instrument used to decide direct-entry in Queensland Universities. Those graduating from Year 12 may also qualify for a Queensland Certificate of Education, depending on the amount of work studied and passed. More information is available from the school or from www.qcaa.qld.edu.au.

References

Students may apply to the Principal for a reference:

a) When leaving schooling;
b) At the end of Year 12;
c) When specifically requested by an employer for an interview for permanent employment; and
d) To apply for Defence Forces or university accommodation.

References are not issued for casual or part-time permanent job interviews - please use school reports instead.

References are written by the Principal using information from teachers plus records such as attendance and reports. Therefore they take at least a week (more at peak times) to compile—it is not possible to produce a reference at short notice. In the interests of consistency and efficiency, only one reference is issued by the school—please do not ask teachers for individual references unless known on a private, out-of-school basis. (Teachers may act as referees, however). Applications for references should be made at Student Counter, enquiries to the Principal.
KNOW YOUR CLASS, LEARNING LADDERS AND LEARNING CONVERSATIONS (Summary)

For a full version of our Learning Conversations Policy, please visit our website: http://www.tannumshs.eq.edu.au/

PURPOSE:
In order to achieve a high performance culture in our school we need students to be active participants in planning their next steps to improve their performance (NEXT STEP LEARNING GOALS). A Learning Conversation between the teacher and student should give feedback to students about their current performance, provide feed-forward comments students can incorporate into subsequent performance and influence the quality of their learning in positive ways. This process takes place by the end of week 2 each term.

Effective feedback answers three questions:

- Where am I going? (the goals)
- How am I going? Feed back
- Where to next Feed Forward

Learning Conversations need to be based on evidence from current / past performance, identify areas to improve (from criteria), set targets for the next stage and establish checkpoints for monitoring progress towards the goal.

WHY A CONVERSATION?
Talk is an important vehicle for learning. Providing opportunities for talk addresses many needs, including the developmental needs of adolescent learners. Students generally want to talk, but they may not have all the necessary skills for productive talk. Learning Conversations provide the support and framework for students.

Whole Class preparation
Students need to be actively involved in learning what the criteria mean and in understanding the goals and purposes of feedback.

Student Reflections
Students need to be guided through a review of their past achievement against subject / performance. This will be a faculty generated product such as an assessment self-reflection, progress check or profile review.

Teacher preparation
Teachers assist students to identify or reflect on next step learning and strategies by consulting data sources and student reflections. Possible sources of information that Teachers could consult to inform conversations could include: Knowing My Class data, Learning Ladder, Student Profile, Exit Criteria, future Assessment Criteria and NAPLAN.

Setting Next Step Targets
Students need to formulate and document their Next Step Learning goals. The following goals setting framework is 1 tool that can be used to formulate goals. Students must document these goals and strategies in the Organiser.

<table>
<thead>
<tr>
<th>GOALS – What do I want to achieve?</th>
<th>TARGETS – ISMART? How will I know that I'm making progress? Short term deadlines to meet.</th>
<th>STRATEGIES – What things will I do and how will I achieve my targets and goals?</th>
<th>TO LEARN – What do I need to learn and be able to do better to succeed?</th>
<th>RESOURCES – What resources do I need and where will I find them?</th>
</tr>
</thead>
</table>

Good Feedback Principles
► Promote dialogue and conversation around the goals of the assessment task
► Emphasise the instructional aspects of feedback and not only the correctional dimensions.
► Remember to provide feed forward - indicate what students need to think about in order to bring their task performance closer to their goals
► Specify the goals of the assessment task and use feedback to link student performance to the specified assessment goals
► Engage the students in practical exercises and dialogue to help them to understand the task criteria
► Engage the students in conversation around the purposes of feedback and feed forward
► Design feedback comments that invite self-evaluation and future self-learning management
► Enlarge the range of participants in the feedback conversation- incorporate self and peer feedback
Excursions and Camps

Our school offers a large range of excursions and camps, across all year levels and subject areas. This off-site learning helps to broaden students' understanding by applying learning to the real world.

All variations to school routine go through a school approval process that scrutinises purpose, value for money, suitability of venue and activities, safety and risk assessment and communication processes. A letter will be sent home about all variations to school routine, seeking parental approval and medical information. For students with high level medication or other needs, we ask parents to talk directly to the teacher in charge of the excursion.

We are happy to accept feedback at all times e.g. good new stories, any concerns about the conduct of the camp/excursion or suggestions for next time.

Learning Support Program

Learning Support staff provide support to students who require extra assistance with learning or support to access the curriculum. This staff comprises **Support teachers for literacy and numeracy (ST:LaN)** and **Special education teachers** who work as a team to provide support to students diagnosed with learning difficulties or disability, or have learning barriers.

**Students who have learning difficulties or barriers to learning are supported by the ST:LaN.** Students in years 7, 8 and 9 are targeted cohorts. Identified students will be invited to participate in the Maths and English alternate classes called Recovery Classes. These classes are small enabling the students to receive intensive support by St:LaN and teacher aides. Assistance is also provided as in-class support, provision of exam readers and scribes, assignment support as well as adjustments to curriculum to address Essential Learnings.

**The Special Education teachers assist students with low-incidence disabilities through a Special Education program.** The students may have an Intellectual Disability, Physical Impairment, Hearing Impairment, Visual Impairment, Speech Language Impairment or Autism Spectrum Disorder. Each student is assigned a case manager to support them with all aspects of their schooling; academic and social emotional. Special education teachers assist classroom teachers to modify/adjust student’s work or assessment in order to provide inclusive education to our diverse learners. The Special education teachers provide alternative classes for Maths, English, Science, Geography and History to support students in Year 7, 8, 9 and 10 who require these subjects to be completely modified. These classes are called “Foundation” classes and are small enabling the students to receive intensive support by the Special education teacher and teacher aides.

Learning Support staff open **The Hub** every morning before school from 8:00am – 8:45am. The Hub is located in G2-05. Students are welcome to attend as frequently as they like. Attending the Hub allows students to:

- Access internet, digital resources and online support programs to enhance their learning in literacy and numeracy;
- Access to iPad and computer programs
- Homework and assignment support
- A social friendly atmosphere to network friendships
- Participate in targeted programs e.g. MultiLit

**Additional Programs** offered to Learning Support students include experience in a Laundering Service, vegetable and green house, social skills, cooking, work experience and transitioning programs in the workforce.

The Moolbee deck area provides an opportunity for closely monitored supervision and varied activities during lunch times. Quiet areas are utilised by students who want a space to read, enjoy a gentle conversation or play board games.

*Parents with enquiries are welcome to contact Mrs Lyn Ward, Head of Special Education Services for Tannum High cluster schools, on 4979 9777.*
Indigenous Education

Tannum Sands State High School is a member of the Australia-wide “Dare to Lead” project, aimed squarely at improving educational outcomes for Indigenous students. We have developed strong links with our local indigenous community, the Gooreng Gooreng, Gurang and Bailai people.

We are a key player in local district initiatives, working with Nhulundu Indigenous Health, to support indigenous learners to be high achievers, culturally proud and strong in their identity. Our school’s Indigenous Support Team works on building relationships to engage indigenous community members, industry/business, tertiary institutions and all school personnel, using local knowledge for planning and implementation of local history and cultural practices. Current initiatives include a two-day a week Homework Centre operating before school, teacher aide support, NAIDOC activities, career advance days, ATAP and Deadly Choices.
BSL Zenith Gifted and Talented Program

The BSL Zenith Program is a school-based program that is targeted but not limited to Gifted and Talented Students. The program provides opportunities for students to participate in enriching and challenging activities and have that participation recognised. BSL Zenith is a program that strives to recognise the existence and needs of gifted students. Gifted and Talented students require challenging and complex learning experiences and opportunities to explore ideas at greater depth, to reconceptualise existing knowledge, and to generate new knowledge.

At Tannum Sands State High School we believe that all students can be successful and achieve excellence. The Gifted and Talented Strategy is built around this foundation and encourages students with Talents, Interests, and Gifts to seek out those opportunities which will allow them to extend their knowledge, follow their interests, aim higher and excel. By taking part in the BSL Zenith Gifted and Talented Program students are encouraged to go “Above and Beyond” to attain the highest point they can reach.

BSL Zenith Options

To ensure effective provision for individual students who are gifted, our school has considered and developed a range of options for their curriculum. Students may be offered the following options for personalising their learning path:

Curriculum Differentiation or, Acceleration.

Identification of Gifted and Talented students occurs via a variety of mechanisms:
- Review of Academic Performance (including NAPLAN)
- Diagnostic Assessment/s
- Collation of Data from external sources (e.g. ICAS Tests)
- Involvement in extra-curricular activities and competitions
- Anecdotal evidence from teachers and parents.

Curriculum Differentiation is a broad term referring to the need to tailor teaching environments and practices to create appropriately different learning experiences for different students. Keirouz (1993) suggests typical differentiation procedures in the case of gifted and talented students should include:
- deleting already mastered material from existing curriculum,
- adding new content, process, or product expectations to existing curriculum,
- extending existing curriculum to provide enrichment activities,
- providing course work for able students at an earlier age than usual, and
- writing new units or courses that meet the needs of gifted students.
Acceleration occurs in one of three main ways. All of these require approval from a team that includes Mrs Heather Moller (Deputy Principal), Mr Craig Airton (HOD of Science/BSL Zenith), Mrs Belinda Redden (BSL Zenith Coordinator) and our TSSHS Guidance Officer.

1. **Curriculum Compaction**: Students may, for example, spend one lesson each week pursuing an independent project, or exploring concepts and skills not contained in their regular curriculum.
2. **Subject Acceleration**: Students skip one year level in a particular subject.
3. **Grade Level Acceleration**: Students skip an entire year of curriculum and advance to a higher year level.

### THE BSL - ZENITH PROGRAM AND ACTIVITY ROOM

BSL Zenith Students are invited to visit the BSL Zenith Activity Room (HE02) which is open at selected times during 2nd break or before school. We have many games and puzzles available for students to enjoy and Mrs Braithwaite is on hand with information about any upcoming competitions or activities in which students may be interested. Desktop Computers are also available for students who do not have access to a laptop/tablet, to enjoy programs and games available on the school network or through the Learning Place Website, and to use for assignments/class work.

We encourage BSL Zenith Students to be pro-active in their school lives and welcome any suggestions from students of activities or competitions they would like to participate in, or see organised through the BSL Zenith Program. A record of BSL Zenith Members participation in Competitions, Camps, and Zenith Room Activities is maintained in One School and is available as a printed or electronic report at the conclusion of their schooling.

The BSL Zenith Program offers an ever expanding number of opportunities to students throughout the year. In 2013/2014 BSL Zenith students had the opportunity to participate in the following competitions, camps and activities:

- Aurecon Bridge Building Competition
- Australian Brain Bee Challenge
- Australian History Competition
- Australian Informatics Competition
- Australian Mathematics Competition
- Australian Science Olympiad Exams in Physics, Chemistry & Biology
- Australian National Chemistry Quiz
- Australian Youth Aerospace Forum
- Conoco Phillips Science Experience
- District Mathematics Competitions
- Engineering Link Project – CQU
- FIRST Technology Challenge
- National Geographic Competition
- National Youth Science Forum & Next-Step Programs
- Out of the Box Workshop
- Premier’s Anzac Prize Competition
- QAMT Mathematics Problem Solving Competition
- QMEA Engineering & Trade Camps
- Queensland Readers Cup
- QUT Vice-Chancellor’s STEM Camp
- ICAS Computer Skills, English, Mathematics, Science and Writing Competitions.
- Rio Tinto Big Science Competition
- Rostrum Voice of Youth Competition
- Royal Commonwealth Society Writing Competition
- RSL Youth Development Fund Awardees
- SEA Technology Bootcamp
- SPARQ-ed Biomedical Science Research Program
- UQ Enhanced Studies Program
- UQ Young Scholars Program
- UQ Physics Olympiad

**WANT MORE INFORMATION ABOUT THE BSL ZENITH PROGRAM?**

For academic issues or information about joining BSL Zenith, please phone the school by calling 4979 9777, or email the Zenith team Mrs Jodi Pallett, BSL Zenith Program Coordinator, Mrs Rebecca Robinson, Arts/BSL Zenith HOD(acting), Mrs Maxine Braithwaite, BSL Zenith Program Teacher Aide.
Instrumental Music

Instrumental Music gives students an opportunity to develop their musical skills in a supportive and cooperative environment. The instrumental program seeks to extend a student's experience in music through group lessons and through participation in ensemble rehearsals and performances. Students learn orchestral or band instruments.

Students have at least two contact periods per week, one in an instrumental lesson (of 30 mins in a small group) and one in ensemble rehearsal. Student lessons are timetabled on a rotating pattern, this is intended to minimise loss of class time in any one particular subject. The ensemble experience is provided through our Stage Band, Symphonic Band, String Orchestra and Marching Band.

Instruments can be hired from the school (depending on availability) for $150 per year. Students in secondary school are encouraged to purchase their own instrument if possible.

Tannum Sands State High School’s bands, orchestras and ensembles perform at many school and community functions throughout the year. A week-long tour is undertaken every odd year in order to provide an urban performance experience for our regional students.

Ensembles:

Symphonic Band
A large ensemble consisting of woodwind, brass and percussion instruments.

Stage Band
A small ensemble featuring saxophones, trumpets and trombones with a rhythm section which may include keyboard, electric or acoustic guitar, electric bass or a double bass and a drum kit. A vocalist may also be included with this group.

String Orchestra
An ensemble consisting of stringed instruments. This ensemble may occasionally include a piano, vocalist or percussion.

Marching Band
A dynamic ensemble consisting of brass, woodwind and specialist percussion instruments.

Enquiries or comments should be directed to the Head of Department for the Arts, Mrs Anna Osborn or Instrumental Music Teachers, Mr Michael Reibel (Woodwind, Brass and Percussion). Miss Mandy Ruge (Strings teacher) in staffroom 1.
Structured Award Scheme

The Creating our Futures Award Scheme was designed by a joint committee of students and teachers. Its aim is to recognise effort, consistency and excellence in a wide range of student endeavours. It operates continuously, students being able to receive certificates at any time during their six years of school at Tannum High.

**Award Areas**

**Subjects:**
- English
- Mathematics
- Science
- Humanities
- Japanese Technology (i.e. Business OR Manual Arts OR Home Economics)
- The Arts
- HPE

**Co-curricular:**
- Sport
- Culture
- Zenith

* * PBL – Futures Awards given for 10 Gotcha Stickers – Processed by Timetabling Aides

This is where to start

↓

**Level 1: FUTURES AWARD**

5 of these entitle you to

↓

**Level 2: EXCELLENCE AWARD**

4 of these entitle you to

↓

**Level 3: GOLD AWARD**

3 of these entitle you to

↓

**Level 4: PRINCIPAL’S AWARD**

2 of these entitle you to

↓

**Level 5: REGIONAL DIRECTOR’S AWARD**
Criteria for a Futures Award (Level 1)

The aim of having criteria is that awards are not "too easy" nor "too hard" to get and that all staff members are issuing Futures Awards for similar things.

Subjects

You can approach your class teacher for an award when you believe you have reached the required standard in a subject. Your teacher may also approach you to offer you an Award. You can gain a Futures Award for each and any one of the following:

- **Greatly improved results** in an assessment instrument (exam, assignment, oral etc.) due to increased or persistent effort and/or
- **Good behaviour** and consistent high levels of **diligence**, over a **term** and/or
- **VHA result** in any assessment instrument (maximum of two VHA awards per semester)
- Thus, per subject, there is a maximum of **4 awards available to a student in any single semester**.

A Head of Department (or delegate) can give a Futures Award for:

- Student awarded a **subject prize** at Awards Evening
- Represents the faculty/school or enters into an external **competition** (e.g. National English, Hungry Jack's Maths, Apex debating, Youth Speaks, Capricornia Art)
- Awarded an **achievement** (i.e. beyond "participation" e.g. Credit or Distinction) **certificate** in the above or proceeds to next level in the competition

Sport

You can approach either the HPE Head of Department, Sports Coordinator or a teacher in charge of your team who can give a Futures Award for

- Being an **Age Champion** at a school carnival
- Training for and playing in a school team for a one-off meet (netball knockout) or for a season comp (e.g. district rugby)
- QSSS Sports...
- Representing the school at Port Curtis trials
- Representing Port Curtis at Capricornia trials
- Representing Capricornia at State titles
- Representing Queensland at Australian titles
  (i.e. An extra award for each level/representation)
Service – STARS PROGRAM

Service is expected from all students at Tannum Sands State High School and this is recognised through the program STARS (Students at Tannum are Recognised for Service).

You can approach the teacher in charge of an activity who can give a Futures Award for service to a staff member, subject area or the school for:

- ‘One off’ substantial service (e.g. running errands all day at a carnival, selling roses for Valentine’s Day, participating in a working bee, ushering at night, giving up a day on weekend to door-knock, singing at Retirement Village)
- Shorter but consistent service, over a term (e.g. roll monitor, sports equipment roster, tuckshop assistance)
- Representing the school in official service capacity (e.g. School Captains with the Mayor, students marching in Anzac Day parade)

You can approach the Student Council Coordinator who can give a Futures Award for:

- Satisfactory service to Student Council over a semester (including 80% attendance at meetings)

Bonus!
Gaining five Futures Awards for Service can, as per other categories, lead to an Excellence Award for Service, which in turn can be combined with Excellence Awards from other categories to gain a Gold Card.

In addition, however, Futures Awards for Service can gain Service Badges, as shown below. This shows your increasing and active contribution to service, within and outside our school:

This is where to start

Level 1: SERVICE FUTURES AWARD
5
of these entitle you to

Level 2: SERVICE EXCELLENCE AWARD
2
of these entitle you to

Level 3: BRONZE SERVICE BADGE
2
of these entitle you to

Level 4: SILVER SERVICE BADGE
2
of these entitle you to

Level 5: GOLD SERVICE BADGE
Culture

You can approach the teacher in charge of the activity who can give a Futures Award for:

- Representing the school at a cultural event such as debating, Eisteddfod, choir, public speaking

You can move to higher levels (2, 3, 4 or 5) in the Award Scheme by gaining enough awards in the previous level. The awards don’t have to be gained in one year—you are in the scheme from the time you enrol until you leave the school.

HOWEVER, to prevent “hoarding”, at least one Futures Awards that you present must be from the previous 12 months.

Criteria for an Excellence Award (Level 2)

You can approach the Head of Department for an Excellence Award in each key learning area. Five Futures Awards in one* subject area can be traded in for an Excellence Award. Your Futures Awards will be stamped “processed” and returned to you. An Excellence Award will be presented to you on House Parade.

*(When a student no longer studies a subject after Year 7, 8, 9 or 10, up to two of these subject-based Futures Awards can be used as ‘wild cards’ with 3 others from a subject to get to the five. Eg: you studied Home Economics in Year 9 but not in 10, 11 or 12 – Futures Awards collected during your Year 9 course may contribute to an Excellence Award in Science.)

Similarly, you can approach the
- Head of Department for HPE for an Excellence Award in Sport. Five Futures Awards in Sport can be traded in for an Excellence Award.
- Head of Department for The Arts to trade in five Culture Awards for an Excellence Award in Culture
- House Coordinator to trade in five Service Awards for an Excellence Award in Service;

You can also receive an Excellence Award for at least 94% Attendance per semester but you must be in attendance for any school sporting carnival held in that semester. This type of award will be automatically generated – you don’t have to apply for an Attendance Excellence award.

Criteria for a Gold Award (Level 3)

You can approach your House Coordinator for a Gold Award. Four Excellence Awards can be traded in for a Gold Award. The four Excellence awards must not have more than two from any one Excellence Area. Your Excellence Awards will be stamped and your Gold Award will then be presented at the next Formal Assembly. Note: Gold Award card benefits (e.g. discounts) will only be valid for one year after Year 12.

Criteria for a Principal’s Award (Level 4)

Three Gold Awards make you eligible for a Principal’s Award. This is automatically generated by staff in the Timetabling room. Principal’s Awards will be presented at Awards Evening.

Criteria for a Regional Director’s Award (Level 5)

Two Principal’s Awards make you eligible for a Regional Director’s Award. This is automatically generated by staff in the Timetabling room. Regional Director’s Awards will be presented at Awards Evening.
Rationale for Uniform

We believe a uniform is important, because it:

- Encourages student pride and ownership in the school;
- Reduces competition amongst peers;
- Increases safety by allowing for easy identification of strangers and is; and
- Is cost effective for parents.

The wearing of uniform is also an important preparation for the workforce. It is this workplace standard that we will impress upon students. The image they present through the wearing of Tannum Sands State High School uniform, both at school and in public, will have an important bearing upon the school name. Ultimately, this good school name could be a crucial factor when one day students present for job interviews.

Availability

The P & C Association has established a Uniform Shop, which operates out of the Canteen building and is manned by a paid Convenor and by volunteers. This will be open the week before the commencement of the school year. During the term, uniforms will be available through the school Uniform Shop. Opening hours are advised through school newsletter (or phone the office). EFTPOS facilities are available. For enquiries; please ring the Uniform Shop on 49799752 (direct line).

Uniform

- School polo shirt—design incorporates navy, jade and white, with official school logo
- Boys: Ink Navy micro-fibre shorts or Ink Navy school-designated “Canterbury” style shorts with Ink Navy logo (not white logo)
- Girls: Ink Navy micro-fibre shorts or Ink Navy school-designated “Canterbury” style shorts with Ink Navy logo (not white logo) or Ink Navy sports skirt or Ink Navy box pleat skirt for girls
- Ink Navy school broad-brimmed hat incorporating official school logo or Ink Navy school bucket hat incorporating official school logo
- White socks—short or anklet
- Footwear is to be a cross-trainer style shoe, suitable for sport, predominantly white, silver/grey or black, not higher than the ankle. The definition of a cross trainer is: lace-up, bends at big toe, resists twisting at mid foot, firm heel counter, lightweight
- Laces are to be a matching pair, both white, silver/grey or black, to match the base colour
- Winter—Panelled jacket (incorporating navy, jade and white with official school logo) or windcheater (Ink Navy with gold collar, with school logo).
- Winter—Ink Navy micro-fibre track pants or navy tailored unisex trousers. Year 12 only—Senior Jersey (design approved and order placed yearly only for students who wear rest of uniform as well and qualify under Senior Privileges policy).

Winter: Uniform standards are just as important during cold weather, so we ask parents to order winter uniform items in Term 1, well before cold weather arrives.
Enforcement

The Education General Provisions Act (2006) incorporates authority for Principals to enforce a school dress code. Action can be taken against students who choose not to wear the uniform even when offered the opportunity to do so. This school will be strict about this code, but prefers to work on a cooperative basis with parents. The vast majority of parents and students know the benefits of a distinctive uniform worn with pride. Every variation (e.g. wrong hat, different shorts) may seem inconsequential but, oft repeated, it risks a slide towards poor uniform standards—so we appreciate your cooperation.

The school reserves the right to interpret whether any apparel worn meets the uniform and safety requirements of the school.

Senior Jersey

Year 12 students will be able to purchase a senior jersey to wear as part of their school uniform. These jerseys are not available from the uniform shop. Orders and payment will be arranged during Term 1 of each year. Orders will only be placed for students who commit to wearing the rest of the uniform as well.

Representative Uniform

It is not necessary to buy “representative” uniform. Representative uniforms are only worn by students involved in formal occasions e.g. Student Leaders or chairing Formal Assembly/Awards Evening or entertaining dignitaries, school debating teams or students on Sister School tours. The P&C has purchased a pool of representative uniforms for loan on such occasions. The uniform is:

- White short sleeved shirt or blouse with motto on pocket (ordered through Uniform Shop)*
- Ink Navy trousers (males or females) OR Ink Navy lengthened box pleat skirt (girls)*
- Black shoes (closed in, low heels, no boots)*
- Black socks (boys) OR black ankle socks or skin tone stockings/stocking sockettes (girls)*
- School blazer and school tie

Student Leaders are asked to purchase, at the beginning of their term of office, the items marked* above. Blazer and tie will be supplied to Leaders and to other students for special occasions. Note: Assistance is available to Leaders for purchase of shoes, if necessary.

Safety

The Principal has responsibility for Workplace Health and Safety issues on site. Students, staff and visitors are expected to act safely at all times and to comply with safety directions. This means:

- Footwear is worn as per definition in personal presentation is required for entry into laboratories, workshops, kitchens, art and textiles areas;
- Cyclists are expected to wear helmets at all times and have these securely fastened. Skateboards and skates are not allowed around our grounds;
- School hat is to be worn at all times when out in the sun. Shade areas should be used wherever possible. Sunscreen is available at the office student counter, sports room or the canteen; and
- Jewellery needs to be removed or taped during higher risk activities, e.g. sport, welding. Sharp or projecting jewellery is not allowed.

Not to be worn: jeans, basketball shorts, football socks, coloured socks or no socks, incorrect colours, personal caps, beanies, bandannas, bike pants, undershirts, flannelette jackets, riding boots, slipper style shoes, shoes past ankle, unsafe footwear, coloured jumpers, expensive, inappropriate or offensive clothing, jeans, knitted track suits, skivvies protruding from shirts.

Personal Presentation

Quality personal presentation is very important as it contributes to personal pride and an appropriate school ethos. Students are expected to present themselves at all times in ways which enhance their own and the school’s reputation. This means that:

- “Acceptable jewellery” includes a watch, a plain signet ring, one pair of earrings (studs or sleepers) and only necklaces that have legitimate medical or religious significance.
- Facial jewellery (such as nose studs, eye bars or lip rings) must meet Work Place Health and Safety requirements. Sharp or protruding jewellery is not allowed;
- Hairstyles or colours deemed to be extreme or likely to negatively influence the school are not permitted;
- Make-up worn should be natural and not excessive;
- Clothing or apparel that is or could be offensive, unsafe, likely to disrupt or to negatively influence the school should not be worn;
- On formal occasions, when representing the school students will be expected to have shirts tucked in, e.g. excursions or whilst entertaining visitors. Teachers will require students to tuck shirts in, for safety reasons, during some activities, e.g. workshops, kitchen; and
- Uniforms, including logo, must not be written on nor defaced (such uniforms cannot be worn to school as they show lack of pride and respect).

These school uniform, safety and personal presentation policies have been endorsed by the Parents’ and Citizens’ Association.
Uniform Shop

We would like to assist you to have correct uniforms for your student for the start of the school year 2017. The Tannum Sands State High School P&C runs its own Uniform Shop. We strongly recommend that students try on the uniforms, as the sizes are different to normal store sizes.

The Uniform Shop will be open for the following extended hours during October:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>12th October</td>
<td>3:30pm – 6:00pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>13th October</td>
<td>8:15am – 11:15am &amp; 3:30pm – 6pm</td>
</tr>
<tr>
<td>Friday</td>
<td>14th October</td>
<td>3:30pm – 6:00pm</td>
</tr>
</tbody>
</table>

All completed orders forms must be returned to the Uniform Shop by no later than Wednesday 24th October, 2016. A 25% deposit is required on the day that the order is placed.

Students will be given the option of collecting their uniform orders towards the end of December, or the week before school starts next year.

! Please note! We cannot guarantee uniforms being available for those students who don’t place an order!!

Uniform orders may be collected:
During normal Uniform Shop Hours or
in December
Monday 16th January 9am-12pm
Tuesday 17th January 9am-12pm
Wednesday 18th January Closed
Thursday 19th January 9am-12pm
Friday 20th January 9am-12pm 1pm-3pm

Price list:

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo Shirt</td>
<td>$36.00</td>
</tr>
<tr>
<td>Microfibre Shorts</td>
<td>$20.00</td>
</tr>
<tr>
<td>Canterbury Shorts</td>
<td>$35.00</td>
</tr>
<tr>
<td>Box Pleated Skirt</td>
<td>$38.00</td>
</tr>
<tr>
<td>Panelled Jacket</td>
<td>$45.00</td>
</tr>
<tr>
<td>Windcheater</td>
<td>$40.00</td>
</tr>
<tr>
<td>Mouse</td>
<td>$10.00</td>
</tr>
<tr>
<td>Wide Brim Hat</td>
<td>$12.00</td>
</tr>
<tr>
<td>Bucket Hat</td>
<td>$12.00</td>
</tr>
<tr>
<td>Posture tuff school bags</td>
<td>$60.00</td>
</tr>
<tr>
<td>Calculator</td>
<td>$30.00</td>
</tr>
<tr>
<td>Microfibre Track Pant</td>
<td>$30.00</td>
</tr>
<tr>
<td>Shoelaces</td>
<td>$3.00</td>
</tr>
<tr>
<td>Calculator</td>
<td>$30.00</td>
</tr>
</tbody>
</table>

Method of payment: EFTPOS or cash. Lay-by facilities are available.

The normal operating hours of the Uniform Shop: Monday 8.15 – 11.15am
(The Uniform Shop is located in the Canteen building) Wednesday 8.15 – 11.15am
Friday 8.15 – 11.15am

If you have any enquiries please contact Tara at the Uniform Shop on 49799752.
Structured Care System

First Level of Care—Our House Group System

Students belong to a ‘family’ at school called a House Group. This system is explained below:

**Logo**

Our Logo depicts a student, positive, forward looking, confidently reaching for their future. The coloured logo can also be seen to represent the (gold) rising sun, the (jade) sea meeting the (white) sand, (Tannum Sands) and the (blue or navy) Boyne River flowing out to the sea. The stylised ’TS’ also represents the name of the school, Tannum Sands.

**Houses**

Aboriginal names used by the local Gooreng Gooreng people (the flying fox people) have been used to name the four houses and these names link to the four major colours visible in our school uniform.

- **Ghimnhine** is the Sun
  - The House colour is **GOLD**

- **Burarhl** is the sand or clouds
  - The House colour is **WHITE**

- **Whoolghun** is the sea
  - The House colour is **JADE**

- **Nagatin** is the River
  - The House colour is **NAVY**

In turn each House is divided into twelve smaller groups called House Groups. House Groups are named e.g. Ghimnhine 1, Burarhl 3, Nagatin 2, Whoolghun 5, and so on. Upon enrolment, each student is allotted to a House and then to a House Group within his or her House. Each House Group contains a mixture of year levels so that students can interact, care for each other and be aware of what other year levels are doing. It is within this House Group that rolls are marked and notices read each morning. They will also attend parades and assemblies with this particular group. Siblings are not necessarily placed in the same House.

The **House Group teacher** will take a care role for the group and would be an excellent point of contact for students or parents.

House Coordinators will lead each House Group and organise House events and activities.

In addition, each Year level will have a **Head of Year** whose responsibilities will include tracking individual students and facilitating communication between the students’ subject teachers and parents. Parents could contact Head of Year for informal reports on student progress in between the issue of formal reports. (This process normally takes some days in a high school since a number of teachers need to be consulted). House Coordinators could also be rung about minor incidents of harassment, teasing or bullying. More serious incidents should be brought to the attention of the Executive Team.

**Student Protection Policy—the Department of Education, Training and Employment**

In addition, all staff members undergo Education Queensland training in Student Protection. This policy enables all staff to recognise and report to the principal instances of potential harm—physical, sexual, mental, neglect or otherwise. The Principal reports such matters to the Criminal Misconduct Commission liaison officer, the Queensland Police Service and/or the Department of Child Safety.

Second Level of Care—Our Student Support Team

In the case of more involved issues for students e.g. grief, family breakdown, medical problems, conflicts and disputes, career guidance and so on, further support is available from our Student Support Team, consisting of:

**School Guidance Officer**
Educational, personal, crisis or vocational counselling

**Special Education Teachers**
Programs for students with low-incidence disabilities

**Learning Support Teachers**
Programs for students who need learning support

**School Chaplain**
Pastoral Care, Personal support and Bereavement

**School Based Youth Health Nurse**
Health related issues and referrals, education program

**Community Education Counsellors**
Working with indigenous students

**Youth Support Worker**
Students at risk of leaving school
For more information on whom to contact refer to our Contact page at the end of this publication.

Students can make appointments with these staff members by going to the Student Counter or the Student Support Team foyer during any break. Appointments are also available for parents on matters affecting their child’s progress at school. Student appointments are treated confidentially under privacy provisions of the Public Service Act. Subject to this, wherever possible, of course, our Student Support Team members will endeavour to share information with parents and involve them in the solution of problems.

All student support staff members operate within The Department of Education, Training and Employment Student Protection Policy. The school also has close links with the Rosella Learning Centre Behaviour Management Team, coordinated by our Gladstone Regional Office to provide intensive behaviour management support. We also work closely with various welfare agencies in Gladstone such as the Youth and Family Mediation Service, The Women’s Health Centre and the Youth Mental Health Service.

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### Range of Extra-Curricular Activities

A range of extra-curricular activities is offered. These vary from year to year depending on staff and student interest and expertise but the list below is representative of the opportunities for students. Often, these opportunities are advertised through the daily notices read out to students so it is important that students listen carefully and turn up to any meetings called. Information is also presented to parents, wherever possible, through the newsletter.

**EXAMPLES:**

- Instrumental Music Program
- After school interschool sport e.g. boys rugby league, girls soccer and many, many more
- Sport knockout competitions: e.g. Netball, Australian Rules
- Optimind problem solving competition
- Lunchtime competitions e.g. staff-student volleyball, Yr8 indoor soccer
- Sport Carnivals—one per term: Swimming, Athletics, Cross-Country, Beach Bash
- National competitions e.g. Australian Mathematics Competition
- Door-knocks and other fundraisers for charity e.g. 40Hr Famine, Shave for a Cure
- Trials for Port Curtis District and Capricornia Region sports
- Chaplain’s Bike-a-Thon ride
- Student Leadership positions
- Lunchtime tutoring e.g. mathematics
- Camps and excursions
- NAIDOC week
- Debating and public speaking
- Uniform Free Days
- Human Powered Vehicle race in Maryborough

.........AND LOTS MORE!
Connections for students

**Mature Age Students**
The school would welcome, on a case-by-case basis, inquiries regarding enrolment of mature age students. This may be, for example, a parent or older teenager wishing to come back to study Year 11 or Year 12, on a full or part time basis. Matters such as uniform are negotiable. All mature age students are required to undergo a Criminal History Check. Enquiries: to the Principal.

**Exchange Students**
The school will also consider inquiries from established Exchange Student programs. Contact should be made by the program coordinator to the Principal well before any placement process begins, as acceptance of enrolment is not guaranteed.

**Sister School Relationships**
A sister school relationship has been established with Tsuruya Junior High School in Saiki City, Oita, Japan. This involves annual exchange trips which gives the students a chance to experience something unique and different. In September 2015, 16 students from our school travelled to Osaka, Kyoto and Hiroshima. In August 2016, we hosted 15 students and 2 teachers from Tsuruya.

**International Fee-Paying Students**
In 2016 we have had the privilege of having 12 International Students join us at our school. In the past we have had students from Norway, Germany, Columbia, Italy and many other countries enrol at this school.

With the support of the community, homestay families, staff and students, the international program will continue to grow and enrich our students’ lives.

**N.B. Please consider being a” Homestay Family”! Financial support is provided.**
TANNUM SANDS STATE HIGH SCHOOL
PARENTS AND CITIZENS ASSOCIATION

STUDENT RESOURCES HIRE SCHEME 2017
INFORMATION FOR PARENTS AND STUDENTS

Tannum Sands State High School along with the Parents and Citizens’ Association operate a voluntary Resource Hire Scheme. Bulk payment of the Government Textbook allowance is made directly to the school, and in addition parents are asked to make a contribution for each student that is enrolled at the school. The parent contribution has been set at $200.00.

The purpose of this scheme is to ensure that all students have the necessary resources for their education, and to save parents/caregivers money and the need to shop for classroom resources and textbooks, or the need to re-sell textbooks at the end of the year.

What is provided – it’s not just for books!

PLEASE NOTE: The Student Resources Hire Scheme provides

- Some textbooks that students bring home (in some cases, only one or two, depending on Year level and course)
- Many more textbooks are used at school and
- MANY OTHER non-book RESOURCES.

Specifically: In return for a hiring fee of $200.00, the scheme provides

(a) All textbooks used by the student for as long as they are needed. Students will be issued with some texts to use all year and many other texts will be available at school as class sets for use in units of study for shorter duration;
(b) A necessary range of Photocopying of prepared notes, booklets, student work sheets,
(c) Most consumable materials in practical areas such as Art, Manual Arts, Marine Studies Science, Physical Education, Drama;
(d) Student identity card issued in years 7 and 11;
(e) Student Organiser—for recording of daily homework, assignments and messages;
(f) How to write what you want to say booklet
(g) Loan of a Graphing Calculator for all Year 11 & 12 Mathematics B & C students;
(h) Computer printing allowance.
(i) $20.00 subsidy towards all Work Experience/Industry Placement Registration
(k) Software packages enhancing curriculum e.g. IXL Maths, Adobe, CAD

The scheme provides this package for a set fee. It is not available in part.

What is not provided

Items specifically not covered by the Student Resources Hire Scheme and which are direct family costs include:-

(a) Items listed on the stationery list;
(b) Protective clothing where required e.g. safety glasses;
(c) Cooking ingredients and materials where these become the student’s property;
(d) Replacement student organiser
(f) Work Experience/Industry Placement registration fee of $40 ($20 subsidy from student Resource Scheme towards SAIN $60 placement fee);
(g) Excursions and camps;
(h) Costs associated with offsite learning e.g. TAFE, EQIP Programs, Gladstone Tutorial Centre

Conditions of Scheme

1. For participating students, the school will provide all textbooks and duplicated notes required by the student.
2. Students are to provide stationery requirements list
3. The office should be immediately notified of the loss of any textbook.
4. It is the responsibility of the student to keep borrowing books in good condition. Students may be responsible for up to the full cost of books that are lost or negligently damaged, not reported immediately as damaged or lost. Replacement costs must be paid before any replacement texts of items can be issued.
5. The principal may refuse to admit a student to the scheme if there are resource payments overdue from the previous year. Students who show a poor record of damaging, returning or losing books may be removed from the scheme.
6. Textbooks and other resources supplied under the scheme remain the property of Tannum Sands State High School and must be returned when the student leaves. Any resource not returned will be deducted from any refund due.

7. All scheme monies received by the school will be banked in the school’s general account, which is subject to annual audit.

8. Students enrolling later in the year will be charged on a proportional basis. Refunds to departing students will also be made on a proportional basis with deductions being made for lost or damaged books and any outstanding monies owed.

9. Textbooks and resources provided under the scheme cannot be issued to students whose parents/caregivers choose not to participate.

10. Students who have not paid their Resource Hire Scheme in full will not be able to participate in any non-compulsory extra-curricular activities run by Tannum Sands SHS. These may include:

- Excursions (non-curriculum)  Saiki Japan Exchange
- Year 12 Formal  Ski Trip
- Senior Jerseys  Laptop Programs

Benefits

1. All students are equipped properly at the beginning of the year.
2. Not necessary for parents to have to buy textbooks or sell them at the end of each year.
3. Subject areas can access a variety of texts rather than just one.
4. Reduces theft of books.
5. More efficient control of resources with a supervisor.
6. All students pay an equal amount for their courses as the scheme develops. Removes administrative need to recover outstanding debts and huge amounts of time spent on individualising accounts.
7. Places the school in a much better position to develop resources, to budget on a longer term and to purchase resources in bulk.
8. Removes the need for the school to continually approach the P & C Association for basic resource funding - allowing the P & C Association to run with special projects.
9. Purchasing your own textbooks will be several times more expensive.

When are Textbooks NOT issued

Unless alternate arrangements have been made with the Business Services Manager or Principal, textbooks are not issued in the following circumstances:

1. outstanding money is owed to the school for the Student Resources Hire Scheme or Laptop for Learning Program from prior years
2. your student has outstanding textbooks not returned from the prior year
3. your student has outstanding library books not returned from the prior year

Your involvement in the hiring scheme is voluntary. If you do not wish to participate in the scheme you are entitled to receive a refund of the Government Textbook allowance. It is your responsibility to provide your student with all necessary textbooks and resource requirements. A list of textbooks, materials and other requirements are available from the office upon written request.

If you choose not to be part of the Student Resource Hire Scheme you must notify the Business Services Manager in writing before 17th February 2017.

Please do not hesitate to contact the Business Services Manager if you wish to discuss the Student Resource Hire Scheme further.

Arrangement for Payment

A “Participation Agreement Form” for membership of the 2017 Student Resource Hire Scheme needs to be completed and signed and returned to the office along with payment. If you need to change the instalment plan as per the participation Agreement Form please contact the Business Services Manager to arrange.

Payment can be made by QParent/Bpoint, EFTPOS (Credit/Debit Card), Centrepay Deduction Cash or Cheque. Centrepay deductions are available upon application made to the Business Services Manager.
Refund Policy

Resource Hire Scheme

- Refunds are provided upon written request only.
- Refund of Government Text Allowance is calculated on number of weeks attended.
- Refund for Parent Contribution to Resources Scheme is calculated on number of weeks attended.
- Deductions are made for any outstanding invoices, lost or damaged books/resources provided.
- Refund is made to parent/guardian for all amounts greater than $10.00.

Extra Curriculum and Curriculum Activities

- Refunds are provided upon written request within 1 month of the activity taking place.
- Parents may claim a refund for all activities, (i.e. for deposit or full payment made) so long as this does not impact on the final cost by other students towards the planned excursion or tour.
- Refunds are made to the parent/guardian for all amounts greater than $20.00.
- Any refunds less than $20.00 will be credited to the student’s account to be used at a future time.

OTHER SCHOOL POLICIES

INSURANCE COVER FOR STUDENTS

Some school activities and physical education, particularly contact sports, carry inherent risks of injury.

Parents are advised the Department of Education and Training does not have student accident insurance cover for students.

If your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs are the responsibility of the parent or caregiver.

Some incidental medical costs may be covered by Medicare. If you have private health insurance, some costs may also be covered by your provider. Any other costs must be covered by parents.

Student accident insurance pays some benefits in certain circumstances should your child have an accident.

It is up to all parents to decide what types and what level of private insurance they wish to arrange to cover their child.

Please contact your insurer or an approved Australian insurance broker if you wish to take out student personal accident insurance cover for your child.

COMPLAINTS/ENQUIRIES MANAGEMENT

Contact with Parents

The school believes that when the home school partnership is the strongest is when students have the greatest chance for success. It is with this in mind that contact between teachers and parents is strongly encouraged. The school will endeavour to contact you when issues of concern arise in work, behaviour or attitude.

Addressing concerns from Parents

We ask parents to do the same—ring the school and ask to talk to someone if you have any questions or concerns. Talk to:

- The subject teacher (concerns about one subject);
- Head of Department (next level of advice or contact re a particular subject);
- Head of Year (concerns across a range of subjects); or
- A member of Executive Team (issues of a serious or confidential nature or of ongoing concern, including bullying or complaints about classroom behaviour).

Simply ring the school, describe briefly what you are after and the switch will put you through. If it appears your message has been lost or not responded to, please ring the Principal or a Deputy Principal. Please don’t email us re problems, as we prefer to deal with issues face-to-face or over the phone.

If you feel the problem has not been attended to by the school, you may wish to contact Education Queensland’s Regional Office in Gladstone on 49777000. Personnel there will normally enquire whether you have first endeavoured to solve the problem with the assistance of the Principal.
Supplying Student Work

We have received a number of requests recently from parents for teachers to send work home/re-schedule assessment because 'my son/daughter is starting holidays early'.

Our school is happy to assist students where absences are necessary due to illness, bereavement or accident. On the other hand, we do NOT make any special arrangements for students who are 'taking an early mark' for holidays. Such absences are 'unauthorised'.

We understand that, for some families, it is difficult to avoid absence during a term however, it is also unreasonable for families to expect staff to take on extra workloads caused by such absences. Hence, students absent before the end of term without medical or similar excuse, will need to catch up work missed via their friends.

Assessment missed may result in 'not rated' on report cards. For Year 11/12 students, assessment missed without due cause could result in non-granting of a semester’s credit for the subject. Hence, absences during term time should be avoided at all costs – students have to be AT SCHOOL to learn. Enquiries are to be directed to the Principal or Deputy Principals.

Healthy Food and Drink

Tannum Sands State High School is a Health Promoting School and therefore it actively encourages healthy eating and drinking behaviours. We aim to make healthy nutrition an easy and informed choice for the whole school community including students, staff, parents and other involved community members.

At Tannum Sands we recognise that:

- Some food & drinks (“Green”) should be encouraged and promoted—those rich in nutrients as well as low in saturated fats, sugar and/or salt;
- Others (“Amber”) must be selected carefully—foods with some nutritional value and moderate amounts of saturated fats, sugars and/or salt; and
- Still others (“Red”) need to be consumed occasionally—foods lacking nutritional value and high in saturated fat, sugar and/or salt.

"Red Food" Days will be:

**Term 1**  Beach Bash, Formal Assembly
**Term 2**  Formal Assembly
**Term 3**  Athletics Carnival, Formal Assembly
**Term 4**  Swimming Carnival, (Yr. 12 Transition Week activities exempt)

Other events are School Musical/Theatre Production (1) AND Student Council (1, to be advised and placed on Calendar annually)

As a school, we will endeavour to:

- Make healthy, tasty and varied food and drink a very easy option for students and staff when making a purchase at the school canteen;
- Put health considerations above profit concerns;
- Promote water as the first and very best choice of drink;
- Limit to 2 per term any school activities where less healthy food & drink options are available;
- Encourage school community members to bring to school healthy food and drink;
- Support healthy food and drink fundraising activities;
- Use healthy food and drink choices as student rewards;
- Endeavour to implement a comprehensive, sequential health & nutrition school curriculum, encouraging students to make wise choices when selecting food and drink;
- Ensure our Breakfast Club provides a nutritionally sound menu;
- Request caterers for camps to provide healthy menus and where students purchase their own meals on excursions, make available healthy choice options; and
- Ensure advertising & sponsorship arrangements promote good nutrition.

Comments and feedback regarding this policy or the implementation of it are welcome.
Sun Safety Policy and Procedures

Belief Statement
All members of the school and local community need to be informed about the dangers associated with sunlight exposure and are actively encouraged to keep safe in the sun.

Background
Queensland has one of the highest skin cancer rates in the world. Some cancers, e.g. melanoma, are aggressive and can be fatal. Even in winter or on cloudy days, exposure to harmful UV rays can be Extreme.

Sun Cancer Facts
- Sun exposure in the 1st 15 years of life is a major risk factor for skin cancer later in life*.
- You can die from skin cancer!
- Teenagers can die from e.g. melanoma (one type of skin cancer).
- Qld has the highest rate of Skin Cancer in the world*.
- At least one in every two Australians will be diagnosed with a skin cancer in their lifetime*.
- Skin Cancer = 80% of all new cancers diagnosed each year*.
- Skin can burn in as little as 10 minutes in the Queensland sun*.
- Everyone is at risk of cancer, not just those with fair skin*.

*From the Cancer Council...

Policy
All members of the school community need to:
- Be informed of the dangers associated with sun exposure and about sun protection;
- Have ready access to sunscreen at all times;
- Comply with the uniform policies and requirements at all times, for example, hats and clothing
- Model sun safety practices;
- Have access to facilities and environments that are suitably providing maximum shade and shade structures to reduce the amount of UVR received when participating in outdoor activities, for example, during sporting carnivals.

Procedures
Our school endeavours to:
1. Inform school community of risks associated with sun exposure through such avenues as:
   - QLD Cancer Fund talking to students/staff
   - through curriculum (in Life Skills and/or HPE)
   - School Newsletter
   - constant reminders on parade and in notices
   - School radio station.
2. Have sunscreen available in every staffroom, at the canteen, sports shed and student counter.
3. Remind all school community members to wear hats, e.g. staff, students, visitors:
   - During Sport and HPE lessons
   - During Carnivals / PGD / House Group activities / Excursions
   .......Or any other occasions* when they are likely to be exposed to the sun over a prolonged period of time.
   .......*Students in particular are reminded to wear hats to and from school.
4. Remind school community members without adequate sun protection to utilise shaded or covered areas before, during and after school.
5. Expect that all community members be appropriately attired for the activities where there will be exposure to UV rays, e.g. Sport, excursions, PGD supervisions. This includes the wearing of a hat and collared & sleeved shirts.

Suitable shade structures will be provided wherever possible for all community members during planned activities such as Carnivals, Camps and excursions.
Quality Facilities

Specialty blocks exist for Art, Music, Manual Arts, Home Economics, Science, Business Studies, Resources (library), Mathematics, Special Education (Moolbee Place), Drama and Sport. All classrooms are air conditioned and fully wirelessly networked. Our Performance Centre incorporates indoor sports and drama.

A two-football field oval boasts a full 400m running track. A four court Multipurpose Courts Complex is available for tennis, netball, basketball or volleyball.

Our school Canteen operates five days a week, before school and first and second breaks.

Electronic Devices Policy

ACCEPTABLE USE POLICY of Mobile Phones and any other electronic devices (including those with Bluetooth functionality)

It is important that all students and staff display courtesy, consideration and respect to others whenever they are using a mobile phone or electronic devices (including those with Bluetooth functionality). At Tannum Sands State High, we uphold the value of trust and the right to privacy at Tannum Sands State High School. Using mobile phones or any other technologies to underhandedly record events builds a culture of distrust and disharmony that is considered conduct that is prejudicial to the good order and management of the school.

Use of Mobile Phones and any other electronic devices (including those with Bluetooth functionality) is only permitted at school where it is not deemed disruptive to the normal routine of school.

Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971 (QLD), ‘a person is guilty of an offence against this Act if the person records personal conversations or daily activities and or further distribution (e.g. via Multi Media Messaging Service, Bluetooth)’.

Students need to understand that conversations or activities in schools are deemed private and therefore to capture images/record conversations in these cases may be deemed to be in breach of this Act and will result in investigation and possible disciplinary action or be passed onto appropriate authorities for further investigation.

The capturing of images or recordings of School staff by mobile phones or other devices in classes or in the playground that are then forwarded to others, posted on the internet or published in any other way will not be tolerated. Such incidents will result in further investigation and possible disciplinary action or be passed onto appropriate authorities for investigation.

Gaining the consent of others to record images that are inappropriate and then sharing these images with others and/or posting them onto the internet is also considered inappropriate use of a Mobile Phones and any other electronic devices (including those with Bluetooth functionality)

Should a student knowingly agree to have their image recorded he/she needs to consider that it could be, without his/her knowledge, posted onto the internet. Regardless, if such publicity adversely affects the well-being of another and/or brings the school into disrepute, the student may be suspended. Students engaging in such an incident will be reported to police.

Also highly inappropriate, and potentially in breach of the Telecommunications Act, is the sending of text messages at school (or on the way to and from school or away from the school site on a school day but involved in a school activity) that contain obscene language and/or threats of violence. These activities may amount to bullying and or harassment or even stalking, and will be subject to disciplinary action and potentially police investigation.

If a student receives such a message at school, he/she should ensure the message is kept as evidence but IMMEDIATELY do the right thing and bring the matter to the attention of the school office staff. In these cases, the matter will be investigated, may be referred to the Police Service and may attract disciplinary action including a school suspension.
Classroom Use of Mobile Phones and any other electronic devices (including those with Bluetooth functionality)

Students with Mobile Phones and any other electronic devices (including those with Bluetooth functionality) are required to have them switched off during all lesson times and place them out of sight.

A teacher may allow students to use mobile phones and any other electronic devices (including those with Bluetooth functionality) in class during a teacher directed activity that enhances learning.

Students may not take mobile phones and any other electronic devices (including those with Bluetooth functionality) into exams or use them during class assessment unless expressly permitted by school staff.

Mobile Telephone Etiquette

Students should only use mobile phones and any other electronic devices (including those with Bluetooth functionality) before or after school, or during lunch breaks.

Students are not to use the in-phone camera device of mobile phones and any other electronic devices (including those with Bluetooth functionality) anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.

Students are required to switch off mobile phones and any other electronic devices (including those with Bluetooth functionality) and have them out of sight in areas such as the school office and in the Performance Centre during school activities, or in any manner or place that is disruptive to the normal routine of the school.

Students are required to negotiate with relevant staff to use mobile phones and any other electronic devices (including those with Bluetooth functionality) in special circumstances.

Consequence of contravening ‘Acceptable Use Policy’

Confiscation of mobile phones and any other electronic devices (including those with Bluetooth functionality) will occur if any incident is in contravention of the schools’ ‘Acceptable Use Policy’. Confiscated devices are to be signed into the school office by school staff. Students can collect confiscated devices at end of school day if the device is not required for further investigation.

Parents will be required to collect mobile phones or other electronic devices from the main office if repeated confiscation has occurred. Students who further re-offend are deemed as persistently disobedient and suspension may be actioned.

Other Electronic Devices

Students are discouraged from bringing other personal devices like cameras, digital video cameras, MP3 players or iPods to school. These are often very valuable and there is a risk of damage or theft. Should the student choose to bring such a device to school, the same stipulations as above for mobile phones apply.

Students are not to have entertainment devices switched on during class, unless via the express permission of the classroom teacher. Ear buds/head phones and cords for entertainment devices are also to be out of sight. Students are required to accept without fuss the directions from their teacher on this, as teachers’ rulings will vary according to the individual curriculum activities.

LOSES of MOBILE Phones and other Electronic Devices

Mobile phones or personal entertainment devices brought to school are ‘brought at own risk’. School staff will not be investigating lost mobile phones or personal entertainment devices or alleged theft of these devices, as this is inappropriate use of time of school staff.

Tannum Sands State High School accepts no responsibility for loss of or damage to the abovementioned electronic devices.

(Advice concurred by Legal Branch at Department Education, Training & Employment)
BYOx (Bring Your Own device) - 2017 Tannum Sands SHS

BYOx is the term used to describe a digital device ownership model where students and staff use their privately owned devices to access the departmental networks and information management systems in an educational setting. This will be available to all students.

Much has been done in preparing the school for the start of the BYOx strategy for 2016 with vast improvements to infrastructure including wireless access points and bandwidth. We are now awaiting the final step of installation and configuration of BYOx Connect which will allow personally owned devices to connect to the schools network in a safe and secure manner.

Why BYOx?
- It is a solution to maintain a 1-to-1 model for our students providing them with access to technology 24/7.
- It provides greater capacity to participate and deliver inquiry/project based learning with greater student choice and differentiation.
- It builds an increase in students’ confidence through using a device they are familiar with.
- It provides opportunities for students to personalise their device to suit their own learning.
- It encourages the creation of a diverse community of devices helping to enhance awareness of emerging technologies.
- It promotes reciprocal learning between staff and students in a contemporary learning environment.

What devices can be used?
As this is a new initiative there will be some issues that arise that we have not encountered before. At this stage we will endeavour to connect devices that are already owned by students although we will not be able to guarantee there will be full access to the schools network such as printing and network drives, although most devices should be able to access the internet through the department and schools web filtering system.

If you decide to purchase a device that can be used at school you are strongly encouraged to purchase a device with minimum specifications of:
- Windows 8.1 or later
- Physical keyboard
- 64GB HDD
- 4GB RAM
- 11” screen
- USB Port
- Minimum 5 hour battery usage

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Student – BYOx program</td>
<td>$95 to cover network support, authentication solution, some software licensing and administration.</td>
</tr>
<tr>
<td>School owned- stay at school program</td>
<td>Nil (although damage costs/accidental damage protection excess will be passed on to parents)</td>
</tr>
<tr>
<td>School owned- take home program</td>
<td>$160 plus accidental damage protection excess amounts according to the charter. This Program will cease at the end of 2017</td>
</tr>
</tbody>
</table>

BYOx Devices Quick Guide

<table>
<thead>
<tr>
<th></th>
<th>Smartphone</th>
<th>App-based device</th>
<th>Windows tablet PC with pen</th>
<th>Laptop client computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet access</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Audio-video capture</td>
<td>Most</td>
<td>Most</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Physical keyboard</td>
<td>No</td>
<td>Optional</td>
<td>Optional</td>
<td>Full</td>
</tr>
<tr>
<td>Web based applications</td>
<td>Limited</td>
<td>Limited</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Note-taking</td>
<td>Limited</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Word processing</td>
<td>Limited</td>
<td>Most</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional software</td>
<td>Limited</td>
<td>Limited</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Educational applications</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Considerations/Responsibilities for BYOx Models

<table>
<thead>
<tr>
<th></th>
<th>Network connectivity</th>
<th>Management</th>
<th>Security</th>
<th>Maintenance and repairs</th>
<th>Virus protection</th>
<th>Software</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent/Student purchased device BYOx</strong></td>
<td>School</td>
<td>Parent</td>
<td>Parent</td>
<td>Parent</td>
<td>Parent</td>
<td>Parent (except for Adobe Web Premium and CAD)</td>
</tr>
<tr>
<td><strong>School owned take home program</strong></td>
<td>School</td>
<td>School</td>
<td>School</td>
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<td>School</td>
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**NOTE:** The Take Home Laptop Program will cease at the end of 2017.

### BYOx Security, Theft, Damage and Insurance

Devices are the sole responsibility of the student. The school accepts no responsibility for the security or safety of the device. It is recommended that a suitable protective bag be used with the device. Teachers and other school staff will not store or be responsible for student owned devices. Parents are advised to consider purchasing accidental damage protection for the BYOx device. Some home insurance policies may cover devices. There may be a requirement to individually list devices on your policy. Close examination of damage protection and insurance documents and consultation with your insurance representatives is highly recommended.

### BYOx Technical Support

School technical staff will address issues regarding connection to the wireless network only. If additional issues are apparent at this time some advice may be given however it is the owner's responsibility to follow up.

### Current Virus Protection Software

It is mandatory that all devices have virus protection software. The recommendation is that this is set to daily automatic updates with weekly scheduled scans. The authentication system will not allow a device to connect to the network unless the virus protection software is up to date.

### Other implications and information

- **Students are expected to bring their own device fully charged.** Students are not permitted to charge their device at school due to workplace health and safety requirements.
- **Students are responsible for the security and backup of their data.**
- **Wi-Fi will be available in most areas of the school and in every classroom.** When a student is connected to the school network they will have access to the internet through the department’s website filtering, printers (depending on the device) and network drives (depending on the device).
- **Some teachers will not expect nor require students to use a device during some lessons although others may expect that students are able to access a device for research, online tests and polls, etc.** The use of devices in the classroom is at the teacher’s discretion and will be for educational purposes only.
- **Students are able to connect up to three devices** through BYOx Connect.
- **Software**—Office 365 is provided by Education Queensland and can be installed on up to five personal devices at home. Adobe Web Premium can be installed on student owned devices for educational purposes but must be installed at school.
- **To participate in the BYOx program** the resources hire scheme must be paid, program fees must be paid, network agreement form must be signed and the BYOx charter must be signed (when this becomes available).
Drug Education Policy

Belief Statement
All members of the school and local community need to be informed about the hazards and dangers associated with drug abuse as well as provide them with opportunities to develop the necessary skills to make good decisions and minimise harm.

Policy
In the delivery of a drug education program, the following guidelines are addressed:
1. Students and staff should be informed of the possible harms and dangers associated with drug abuse of different substances.
2. Students and staff should be able to distinguish the difference between drug abuse and use.
3. Students will be informed through such avenues as Lifeskills, Science and Health and Physical Education (HPE) subjects (Junior Curriculum). In the Senior School, Lifeskills topics include an emphasis on responsible drinking and avoiding drug use.
4. Staff will be responsible for program delivery (Lifeskills and HPE teachers).
5. The Drug Education Programs will be age appropriate and resources will be current and selected to complement the role of the classroom teacher.
6. External resources and providers will be used to enhance, not replace, the classroom teacher and school programs.
7. When selecting and using resources, teachers will follow the guidelines as outlined by the Queensland School Drug Education Strategy Committee. (Copy available from HOD, HPE department.)
8. Programs will address the values, attitudes, behaviours, beliefs and concerns of the school community eg. Respect, Responsibility and Excellence. We aim to specifically target ‘harm minimisation’ as an outcome.
9. The programs will address myths by changing beliefs about prevalence of drug use, provide opportunities for students to develop skills to resist pressure to use drugs, provide alternative strategies for students to gain peer approval and make students aware of existing support agencies and networks.

Drug Education Overview

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifeskills</td>
<td>Rethinking drinking</td>
<td>Healthy Behaviours</td>
<td>Pre-schoolies talks</td>
</tr>
<tr>
<td></td>
<td>Cannabis and consequences</td>
<td></td>
<td>Docudrama</td>
</tr>
<tr>
<td></td>
<td>On the Edge</td>
<td></td>
<td>Drug and Alcohol Abuse</td>
</tr>
<tr>
<td></td>
<td>Drink Spiking</td>
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<tr>
<td></td>
<td>Drink Driving</td>
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</tr>
</tbody>
</table>

| Health & PE            | PE4—Harm minimisation            | Sociology – Drugs in sport  |                             |
|                        | Drug use/abuse; inquiry methods  |                             |                             |
|                        | Decision making                  |                             |                             |

| Science                | Effect of a Range of drugs on body systems (incidental) |                             |                             |
**FURTHER INFORMATION**

**Key Dates for 2017**

<table>
<thead>
<tr>
<th>COMMENCEMENT OF SCHOOL 2017</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>UNIFORM SHOP</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 16 January</td>
<td>9am-12pm</td>
</tr>
<tr>
<td>Tuesday 17 January</td>
<td>9am-12pm</td>
</tr>
<tr>
<td>Wednesday 18 January</td>
<td>Closed</td>
</tr>
<tr>
<td>Thursday 19 January</td>
<td>9am-12pm</td>
</tr>
<tr>
<td>Friday 20 January</td>
<td>9am-12pm &amp; 1pm-3pm</td>
</tr>
<tr>
<td><strong>OFFICE</strong></td>
<td>Office will be open from Monday 16th January – <strong>NO receipting of money will be available on this day.</strong></td>
</tr>
<tr>
<td>Monday 16 January</td>
<td></td>
</tr>
<tr>
<td>Tuesday 17 January</td>
<td></td>
</tr>
<tr>
<td>Wednesday <strong>CLOSED</strong></td>
<td>Payment of RESOURCE HIRE SCHEME at ADMINISTRATION OFFICE 9am-12pm and 1pm-2pm. <em>(Textbooks will be issued to all students in the first week.</em></td>
</tr>
<tr>
<td>Thursday 19 January</td>
<td></td>
</tr>
<tr>
<td>Friday 20 January</td>
<td><strong>Please note:</strong> No payments can be made on <strong>Wednesday, 18 January,</strong> as the School office will be closed all day for staff induction.</td>
</tr>
<tr>
<td><strong>SCHOOL COMMENCES</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 23 January</td>
<td>School commences for Years 7, 11 and 12 students</td>
</tr>
<tr>
<td>Tuesday 24 January</td>
<td>School commences for all Years 7, 8, 9, 10, 11 and 12 students</td>
</tr>
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</table>

Please note that the Uniform Shop operates from the school Canteen building, payment for the Resource Hire Scheme to be made to the Administration office and the collection of textbooks operates from the Resource Centre during class time in the first week of school.

<table>
<thead>
<tr>
<th>ACADEMIC UNIT DATES IN 2017</th>
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<tbody>
<tr>
<td><strong>SEMESTER ONE</strong></td>
<td></td>
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</tbody>
</table>
| Term 1 | Monday 23 January to Friday 31 March  
Easter & Autumn Holidays: 01 April to 17 April |
| Term 2 | Tuesday 18 April to Friday 23 June  
Winter Holidays: 24 June to 9 July |
| **SEMESTER TWO** |  |
| Term 3 | Monday 10 July to Friday 15 September  
Spring Holidays: 16 Sept to 02 Oct *(Monday 2 October is a Public Holiday)* |
| Term 4 | Tuesday 3 October to 17 November — Yr. 12  
Tuesday 3 October to 24 November — Yrs. 10 and 11  
Tuesday 3 October to 08 December — Yrs. 7, 8 and 9  
Summer Holidays 9 December to 22 January 2018 |

**Student Free Day 2017**

'Student Free Days' are set aside for professional development activities for all teaching staff.

**Term Four:** Monday 16 October – the third Monday of Term 4.
School Calendar of Events

These are just SOME of hundreds of activities at our school. Please READ OUR WEEKLY NEWSLETTER for more! Watch our FACEBOOK page.

Term One
Beach Bash
School Photos
Meet the Teacher Evening
Year 8 Vaccinations
Ghinmhine Formal Assembly

Term Two
Athletics Carnival
Cross Country
Year 8 Carnarvon Excursion
Interviews for Student Leaders
QCS Practice Year 12
Year 9/10 Subject Selection Evening
Year 11/12 Tertiary Information Night
Anzac Day Ceremonies
Student/Parent/Teacher Conferencing
NAPLAN
Nagatin Formal Assembly

Term Three
Semester 1 Reports issued
QCS Practice Test Year 11
Student/Parent/Teacher Conferencing
Maths Competition
School Musical
Saiki City Exchange
Uni Tour
Mentor Training
Eisteddford—Instrumental
QCS Test Year 12
Year 12 Reference Applications
Human-Powered Vehicles Race
Whoolghun Formal Assembly

Term Four
Semester 2 Reports
Year 8 Vaccinations
Year 7 Enrolment Information Evening
Awards Night
Swimming Carnival
Year 12 Transition Week
Year 12 Formal Evening
Year 12 Valedictory Breakfast
Year 9 Canberra Excursion
Burarhl Formal Assembly
School Directory

School name and address: Tannum Sands State High School
65 Coronation Drive
Tannum Sands Qld 4680

Postal address: Tannum Sands State High School
PO Box 3058
Tannum Sands Qld 4680

Telephone: 07 4979 9777 +61 7 4979 9777 (International)
Fax: 07 4979 9700 +61 7 4979 9700 (International)
E-mail address: info@tannumshs.eq.edu.au
Website: www.tannumshs.eq.edu.au
Office Hours: Monday to Friday - 8.00 am–4.00 pm
Facebook Find us on Facebook!

School Personnel

Administration Support Team
Principal Ms Heather Moller
Deputy Principals Mr Todd Comrie
Mrs Anna Osborn
Mrs Tarah Vardy

Heads of Departments With responsibility for:
Mrs Kirsten Kane English/Whole School Literacy
Ms Edwina Harding Humanities/LOTE/Indigenous Education
Mr Craig Airton Science/Marine
Mr Gary Hill Industrial Design & Technology/Home Economics
Miss Fran Johnston Senior Schooling/Senior Pathways & Transitions/Lifeskills incl. Career
Education Yrs.10-12
Mr Farshid Paymon Mathematics/Whole School Numeracy
Mr Steve Moulds eLearning/I.T./Business/Resource Centre
Mr Leon Sternberg HPE/ Sport/Senior Health Ed
Mrs Rebecca Robinson The Arts/ BSL Zenith (Gifted and Talented)/Higher Order Thinking
Mrs Lyn Ward Learning Support Program/Whole School Inclusive Education
Mrs Sonya Comrie Junior School/Junior Pathways & Transitions/Life skills incl. Career
Education Yrs.7-9
Mrs Belinda Redden Numeracy Coach
Ms Joanne Mossop Literacy Coach
Mr Brian Rowe Master Teacher

House Coordinators (at time of print)
Burarhl Mr James Berlin (Snr) Miss Tayla-Jay Flynn (Jnr)
Ghinmhine Miss Britt Johansen (Snr) Miss Naomi Geri (Jnr)
Nagatin Miss Amy McDonald (Snr) Mr Luke Tait (Jnr)
Whoolghun Mr Rob Paul (Snr) Miss Libby Berlin (Jnr)

Student Support Team
Learning Support Mrs Lyn Ward, Mrs Zenobia Swart, Mr Bruce McDougall, Mr Kane
Leslee, Ms Amy McDonald, Ms Janelle Brooks
School Guidance Officer Mr Brendan Burke and Ms Maree Dwyer
School Chaplain Mr Dale Lawrence
School Based Nurse Mrs Shanelle Skelton
Youth Support Worker Mrs Michelle Lowry
Indigenous Education Support Ms Deidre Carey
Community Education Counsellor Mrs Cassandra Benjamin
Regional Community Education Counsellor Ms Sophia Yasso

P & C Staff
Canteen Convenor Ms Jacki Westlake, (Phone 4979 9735)
Canteen Asst. Convenors Mrs Lyn Adams, Mrs Renate Frew, Mrs Carmel Wardle
Uniform Convenor Mrs Tara Whiting (Phone 4979 9752)
School Routines

Absences
Monitoring of student attendance is a high priority requiring parental, student and school support if we are to reach the target of 94%.
Parents are obligated to explain all student absences. Each day absent, requires a reason. This can be done by the following methods:

- Note to the school
- Replying to the SMS
- Phoning the Absentee Room 4979 9767
- QParents

We operate an SMS/Text messaging service for student absences, unless a parent opts out of the program, the school will send a text message when no note or phone call has been received for students who are marked absent on the morning roll.

The school regularly sends absence letters home via students if absences are not explained. This is a legal requirement from the Department of Education Training and Employment and parents are expected to justify all absences.

Students are expected to see their teachers upon return for any work missed due to absences of one or two days. (See section on Absences – Extended)

Privacy Information
1. Information used by the carrier to deliver the text message is your mobile number and the name of your student
2. That data is collected in an Australian based server and the carrier is bound by all the relevant national and state privacy legislation.

Absences - Extended
Sometimes, parents contact the school requesting work to be set for their student because of an extended absence e.g. extended illness, family holidays.

If the student is to be absent for 10 or more school days (e.g. family holiday) the parents/guardian will need to complete an "Exemption from School Compulsory Participation Phase" Form 1, which is signed by a parent, the student and the school principal.

Schools can permit absences during the term for reasons Authorised under the Education Act. These include illness, bereavement, doctors’ appointments and emergent family circumstances. Where the absence is for only one or two days, students should catch up on the work missed upon their return.

For absences of three days or more, please ring the office so that we can instigate a procedure to collate suitable work. Please note: about a week beforehand is a good time to ring—it will usually not be possible to gather work with only a few days’ notice! Parents should then supervise the work and ensure that their student ASKS each teacher upon return for any work still missed, especially any assessment dates or sheets given out. In extreme cases, we can assist with possible options such as Hospital School, Distance Education or Home Schooling.

Please be aware in particular that Senior students may fail to gain credit for a semester (and therefore, fail to gain an OP or their Qld Certificate of Education) if absent for significant sections of a course (whether assessment is completed or not).

It is best to arrange family holidays during school holidays, particularly now that your son or daughter is in high school. Please direct any enquiries to a Deputy Principal.

Being Prepared for Lessons
Students are to bring required equipment to all lessons – and an active mind! Specifically, student are to bring basic stationery (e.g. pens, ruler), exercise notebooks for writing, their Student Organiser and (where applicable) their laptop. NOTE: laptops do NOT take the place of other items, they supplement them!

Canteen
The canteen operates 5 days per week with the help of volunteers. The canteen will operate at morning break and lunch. Volunteers are asked to ring Jacki Westlake on 4979 9777 or 4979 9735 (direct school line). Students are encouraged to pre-order lunch before school—faster than buying directly over the counter at 1st or 2nd break.
Carrying Books
At Tannum Sands SHS, your student will have only four lessons per day. Some books are issued on a ‘whole year basis’, the rest are used only at school or taken home for shorter periods. Thus the load of books should not be substantial. In general, students will be expected to keep their books in their bags. Bags are to be outside classrooms - in port racks - during lessons and with their owners at all other times. Neither money nor valuables (eg walkmans, MP3s, iPods, mobile phones and calculators) are to be kept in bags. If necessary, valuables can be left at the office; keep your calculator and in your pencil case in the classroom with you. Any students with genuine medical problems can apply for a locker—see Ms Heather Moller, Deputy Principal. Ergonomic bags are available for purchase from the School Uniform Shop.

Financial Assistance
A guide to assistance available to Queensland parents and students from the State and Commonwealth Governments is available from the Administration Office (Business Services Manager).

Fire/Evacuation/Lock Down Drills
These will be held once per term.

Lesson Times

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.15</td>
<td>No students in grounds before this time (unless in morning classes)</td>
</tr>
<tr>
<td>8.30</td>
<td>Suggested arrival time</td>
</tr>
<tr>
<td>8.45</td>
<td>Preparation for the day</td>
</tr>
<tr>
<td>8.50</td>
<td>Parade/House Group meetings for roll marking, notices</td>
</tr>
<tr>
<td>9.00</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>10.10</td>
<td>Morning Break</td>
</tr>
<tr>
<td>10.40</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>11.50</td>
<td>Lunch</td>
</tr>
<tr>
<td>12.35</td>
<td>Lesson 3</td>
</tr>
<tr>
<td>1.45</td>
<td>Afternoon Break</td>
</tr>
<tr>
<td>2.00</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>3.10</td>
<td>School Finishes</td>
</tr>
</tbody>
</table>

Terms 1 and 3  
Monday, Thursday  
House Group Meetings in House Group room

Tuesday, Friday
Whole School Parade in the Performance Centre

Wednesdays
House Parade or Year Level Parade (alternating weeks)
- Burarhl (Canteen Covered Area)
- Ghinmhine (Student Covered Area)
- Nagatin (Performance Centre - Amphitheatre)
- Whoolghun (Performance Centre - Stage Area)

Terms 2 and 4  
Monday, Thursday  
Whole School Parade

Tuesday, Fridays
House Group Meetings in House Group room

Wednesdays
House Parade or Year Level Parade (alternating weeks)
Lunch Passes
Lunch passes will only be issued to a student to go to her/his own house for lunch. Parents should apply in writing to a Deputy Principal for either a permanent or temporary lunch pass for their student. For reasons of safety and order, passes will definitely not be issued to go to other students’ houses or to go to the shops. This includes Senior students in care.

Medical - High Risk
Parents should contact Heather Moller, Deputy Principal, for a one to one interview regarding any high risk medical conditions their child suffers e.g. anaphylaxis.

Newsletters
Our school’s Newsletter publication is produced weekly in both paper and electronic form. Parents may receive either or both. To reduce the impact on the environment, parents are encouraged to request a copy of our eNews version which is emailed in colour to parents each week. Then you can choose to still receive your paper copy or not! For those who do not have access to an adequate internet service, the paper copy is distributed to the youngest in the family during House Group.

Please ensure that you receive and READ our newsletter, as it contains vital information regarding students’ schooling, additional training and employment opportunities, upcoming events, celebrations, parent information evenings and lots more! Each issue has a calendar section (“For the Fridge”) which is updated each week.

Facebook
Please find and like our Facebook page. It is a GREAT way to keep up to date with school news and events.

Notes to the School
Students will be asked to furnish written notes from parents to the school for these reasons:
- Absence from school, including dates and brief reason (unless already phoned or texted through);
- Arriving late to school;
- Requests to leave school early or for a portion of day for appointments;
- Lunch passes, either permanent or for one day;
- Permission to go on excursions;
- Being temporarily out of uniform, not being able to do homework because of special occasion; and/or
- Lateness for assignments.

The school appreciates the time parents take to write these notes, which assist us to be consistent and accountable and to sort out genuine cases from ‘other’ ones. To help with the processing of such notes, parents are requested to include a date plus your student’s name and house group on such notes.

Religious Education (Non Compulsory)
There are no regular classes but it is hoped that one or two ecumenical services can be arranged through the year or Religious Education offered during Lifeskills on occasion. Parents have right of withdrawal by sending a note to the Chaplain or Deputy Principal.

School Dental Service
The School Dental Service provides oral health care universally to children from four years of age to those who have not yet completed year 10. The majority of treatment is carried out by dental or oral health therapists who are highly trained and skilled in dentistry for children. More specialised treatment may be carried out by the Dentist who also advises parents with respect to orthodontics or other dental specialties.

While the dental clinic is located at Tannum Sands State High School, your child will receive a form offering free dental services. If you wish for your child to be seen by the School Dental Service please return this completed form promptly to aid the clinic in their efficient delivery of service.

Your child will then be seen for a check-up. If any treatment is required you will be advised in writing and must give written consent in order for the treatment to be completed. Again, please return the consent to treatment note without delay. If you find your child will be unable to attend a dental appointment, please advise the dental staff well in advance so that they can reschedule the appointment. This helps the dental staff avoid wasting clinical time. Once an entire school’s treatment is complete, the dental van will move to their next school. Should your child have a dental problem whilst the clinic is not at your child’s school, the School Dental Service can be contacted and an appointment made at another school. Parents wishing their children to have more frequent dental checks are encouraged to contact their local School Dental Service. In order to maintain efficiency, these extra checks are generally scheduled in school holidays or out of school hours.

For further information please contact your local service:

Oral Health Services Gladstone: 49621440 Flinders St, Gladstone
Gladstone South School Dental: 07 4972 9362
Gladstone West School Dental: 07 4972 9364

TANNUM SANDS STATE HIGH SCHOOL SERVICES GUIDE 2017 (CURRENT AS AT 30/11/2016)
Sickness and Accidents at School
In a school of over 1100 students, sickbay is simply a transition point for students going home or awaiting treatment. Office staff who administer first aid have been asked to ring parents to come and collect students who report sick to the office. The basic rule of thumb is, “If you are too sick to stay in class, you are sick enough to go home.” As usual, our excellent first aiders will use required discretion. In the event of injury or accident, parents will be contacted, wherever possible, whilst first aid is given. Parents will be asked how they would like the school to proceed. If the problem is serious/urgent or parents cannot be contacted, however, an ambulance will be called in any case. We need to have up-to-date phone/addresses, mobiles, emergency contacts.

Smoke-Free Grounds and Surrounds
The use of cigarettes, other tobacco products and electronic cigarettes is banned with our grounds, and within five metres of school land. This applies before, during and after school hours, and on school holidays and weekends. The ban doesn’t extend over neighbouring residences or businesses. This is part of the Queensland Government’s health initiatives, strongly supported by our school, in the interests of healthy futures.

Some School Rules
- No one in the grounds before 8.15am or after 3.30pm weekdays, nor on weekends, without permission.
- If you arrive after 8.45am, you are late. Aim to be at school at 8.30am.
- No chewing gum, liquid paper, felt pens or aerosol cans.
- No food and drink in classrooms or away from eating areas or on oval/courts.
- No one on the ovals at morning break or afternoon break, before or after school, unless with a teacher.
- No one outside the ring of buildings unless with a teacher.
- No one to leave the grounds without written permission.
- No one near cars, bike racks, the front fence or out of bounds areas.
- No one is to swing on the covered walkway beams.
- No throwing any objects at any time.

Sport
We have four houses for sport. Sport will be played once every week for Semester 2 by Year 10s. Year 11 will play sport in Semester 1 and are offered variation in Semester 2 (if they successfully complete their Organisation for Success Lifeskills unit and participate appropriately in Semester 1 Sport). Every student will participate. A variety of sports are played, changing each term. Examples of sports offered include: dance, ultimate disk, yoga, fishing, soccer, touch, cricket, basketball, netball, volleyball, bocce and boot camp. We use community facilities as well as our own. Each term, interschool fixtures are arranged after school against Gladstone schools. We conduct our own swimming, athletics and cross-country and beach carnivals. Students can also try out for Port Curtis teams. Students have the opportunity to nominate for a sport leading up to the holding of the Port Curtis trials. In 2017, 12 years and under trials will be conducted for those students in Year 7 who are eligible for this age group.

It may be that specialised courses will be offered to selected students in place of Variation eg. to assist low levels of literacy/numeracy or for specialised programs (Zenith students).

Stationery Lists
Students need to purchase their own stationery. Lists are available at the office. Stationery is not sold through the school. Students are expected to BRING all listed stationery to school every day, each lesson.

Student Drivers
Student drivers do not have permission to park in staff car parks. They are asked to park across the road, on the western side of Coronation Drive. This will enable the pick-up, set down parking bays outside the school to be used by parents of younger students, in the interests of safety. **Cars are not to be used during school hours.**

Traffic Issues
Parents will notice that there is a parent set down and pick up zone provided (time limits apply) out the front of the school, on Coronation Drive. This is the area to be used. The best way to avoid congestion in the afternoon is to **delay picking up your student for five minutes.**

Specifically, please observe the following to maximise safety:
- **Do not park across the road** and call students across;
- If necessary, park around the corner in Cremorne Drive or Bevington Street so that students can use the tunnel;
- Avoid u-turns, **use the turnaround** at the end of Coronation Drive;
- **Delay your pick up** by five minutes and avoid congestion;
- **Do not enter the grounds**—this is for delivery vehicles and staff parking only;
- Do not use the gravel entrance off Old Tannum Road—**emergency vehicles only**;
- Do not ask your student to wait for you to collect them at the gravel entrance off Old Tannum Road **as this area is secluded and not supervised**; and
- **Observe no-standing zones** marked by yellow lines.
Transport
In Queensland, free bus transport is only available to the nearest state or nearest private school. Other nearby schools include Toolooa State High School and Gladstone State High School. A full list of Queensland schools can be found at www.education.qld.gov.au. Assistance may be given to students living more than 4.8 km from the nearest school or who are eligible under Safety Net provisions. This does not apply to most of the Boyne/Tannum area. Students living within the 4.8k zone may use the existing bus service on payment of a fare and subject to seat availability.

Information on this service is available from Buslink Gladstone, phone 4972 1670. A bus will come in from the Benaraby, Miriam Vale and Calliope areas. Students are expected to behave according to Queensland Transport’s Code of Conduct. Transport matters are under the auspices of Queensland Transport, not The Department of Education, Training and Employment. Generally, the first point of contact regarding bus matters is the Bus Company itself.

Otherwise: Contact Mr Gerard Bom, Transport Services Officer, Queensland Transport, telephone 4931 1538.

Videos
The following guidelines apply to videos shown at school. Videos are shown for educational reasons. "G/PG" videos can be shown to any student. "M" videos are only shown to students with approval of Head of Department (Year 11, 12) or Principal (Years 8, 9, 10). M15+ videos are only shown to Year 11/12 if approved by Principal. Please phone the school if you have any concerns regarding the content of any video or other resource used.

Visitors
In the interests of personal safety, all visitors or parents proceeding past the Parent Counter at Administration Block are asked to sign the Visitor’s Book and wear a visitor’s badge.

Website and Official TSSHS Facebook Page
Please visit our website. Please provide feedback to us info@tannumshs.eq.edu.au. Please keep an eye on Notifications from our school’s official Facebook page.

Where Do I Go on the First Day?

For Year 7 Students
Year 7s will attend for their first day on Monday 23 January 2017. Only Years 7, 11 and 12 students will be in attendance.

Year 7 are asked to assemble at 8.45am in the Performance Centre (largest building on Coronation Drive), where they will be organised into House Groups. Teachers will direct students to House Group rooms. We ask that you do not arrive before 8.15am on any school day.

What do I bring?
On the very first day, bring ‘something to write with and something to write on’ e.g. three exercise books and some stationery. There is no need to bring everything. Once you have your timetable, (from day two onwards), you will know what to bring each day.

For Year 11 & 12 Students
Year 11 & 12s will attend for their first day on Monday 23 January 2017.

Year 11s are to assemble at 8.45am under the Canteen Covered Area and Year 12s are to assemble in the Student Covered Area where they will be organised into House Groups. Upon receiving timetables, Year 11s & 12s will commence lessons immediately.

For Years 8, 9 and 10 Students
Years 8, 9 and 10 will attend for their first day on Tuesday 24 January 2017.

Years 8s are to assemble in the Performance Centre, Year 9s under the Canteen Covered Area and Year 10s under the Student Covered Area, for House Group allocation. Year 7, 11 & 12 students will go directly to their House Group room.

Following House Group Meetings, students will assemble in the Performance Centre for a whole school parade.

If you have any queries or concerns on the first day, proceed to the office and our friendly staff will assist you.
Involvement of Parents and the Community

Please become involved in your son’s or daughter’s school. When parents become involved in their child’s school, the student sees that the parents perceive education as important and then is more motivated to succeed at school. So where do you start? **Ring Carol, our Community Liaison Officer.** Listed below are several ways in which parents can be involved.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>IN THE CLASSROOM</th>
<th>AT SCHOOL</th>
<th>AT HOME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Listening to reading</td>
<td>Making classroom posters</td>
<td>Making classroom posters</td>
<td>Camps and Excursions</td>
</tr>
<tr>
<td>Maths</td>
<td>In class support</td>
<td>Making resources to assist in concept development</td>
<td>Making resources to assist in concept development</td>
<td>Camps and Excursions</td>
</tr>
<tr>
<td>Science</td>
<td>Helping with Experiments Research</td>
<td>Preparation and maintenance for experiments</td>
<td></td>
<td>Camps and Excursions</td>
</tr>
<tr>
<td>Studies of Society &amp; Environment</td>
<td>Assistance with Reading/Classwork Drafting assignments</td>
<td>Typing worksheets on computers. Making resources to assist in concept development</td>
<td>Making resources to assist in concept development</td>
<td></td>
</tr>
<tr>
<td>Manual Arts</td>
<td>Assistance with: AutoCad Injection/Blow moulding Resin Casting Basic fibreglassing</td>
<td>Making shadow boards Painting Welding Preparing materials</td>
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<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Assistance with: Sport activities Sporting events</td>
<td>Making classroom posters</td>
<td>Sewing and repairing sport bibs and sashes Making classroom posters</td>
<td>Sports days</td>
</tr>
<tr>
<td>Art</td>
<td>Assist students helping with ideas and techniques. Assistance on computers.</td>
<td>Restocking art materials (ie paint) Labelling equipment Helping with stocktake</td>
<td>Making classroom displays</td>
<td></td>
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<tr>
<td>Japanese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Business Education</td>
<td>Assisting individual students with practical support (1 on 1)</td>
<td>Learning Support Unit assistance with technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>Assisting with: Cooking Sewing</td>
<td>Helping with stocktaks Labelling equipment Sewing machine maintenance Making classroom displays</td>
<td>Making classroom displays</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Demonstrating or tutoring with specific instruments</td>
<td>Stringing and maintenance of guitars Maintenance of keyboards</td>
<td>Tutoring Mentoring</td>
<td></td>
</tr>
<tr>
<td>Instrumental Music</td>
<td></td>
<td></td>
<td>Be a member of the Parent Support Group</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Listening/watching rehearsals</td>
<td>Making/repairing props and costumes</td>
<td>Making/repairing props and costumes</td>
<td></td>
</tr>
<tr>
<td>Learning Support Unit</td>
<td>As tutor working in the classroom Withdrawal to Resource Centre Extra assistance—valuable in Man Arts/Home-Ec</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School in general</td>
<td>Lunchtimes assisting students on various committees (e.g. Magazine Committee)</td>
<td>Making school trophies Sewing banners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canteen &amp; Uniform shop</td>
<td>Regular volunteers Assisting with special occasions/events</td>
<td>Bake items to sell at canteen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Photocopying, unpacking stock, collating Word processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Grounds</td>
<td>Mulching, propagation of native shrubs</td>
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<td></td>
</tr>
<tr>
<td>P&amp;C</td>
<td>School events</td>
<td>Involvement in meetings (2\textsuperscript{nd} Thursday of each month), fundraising events and school events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As you can see there is a lot that can be done by **Mums and Dads** either at school or at home. If you would like to assist please leave a message for Carol Shuttleworth, Community Liaison Officer at the school, on 49799777.