ENROLMENT INFORMATION HANDBOOK

2017
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Principals Welcome

I would like to take this opportunity to welcome you and your child to the Northern Beaches State High School community.

As a state school we are proud to cater for all students. In particularly we cater for the needs of our direct community, the Northern Beaches area. This includes Bohlevale State School, Bluewater State School and Rollingstone State School. I have a firm belief in the benefits of building a strong and supportive community. This community ethos particularly benefits young people and a major way to build on this is for young people to attend their local primary and high school. I believe that this is preferable to young people being “disjointed” from their community and friends to go to other schools outside their area.

As a parent you obviously want the best for your young person and I can assure you that Northern Beaches State High School offers leading educational experiences (through our Junior School and Senior School philosophies and structures) delivered in state of the art fully air-conditioned and ICT enhanced learning environments. Importantly, we also have strong beliefs in developing a “learning culture” and success being achieved through high expectations, good order and discipline. Ultimately this will instill self discipline in our young people as they prepare for life in society beyond school.

In recent years Northern Beaches State High School has won a number of awards at a state and national level. These awards acknowledge the excellent reforms and improvements that have been made across the school. In particular these awards have recognized our School Leadership structure, Junior Secondary School, Senior Curriculum and Student Services programs. We were selected to be one on 20 schools to pilot year 7 in High School in 2013. Our Year 7’s are an integral part of our school. We are now into our third year of year 7 and believe that this school is delivering quality outcomes for the young people of the Northern Beaches area.

I look forward to your young person joining us in 2017.

Yours sincerely
Robin Sprott
Principal
Privacy Statement

The school is part of Education Queensland in the Department of Education, Training and Employment. It is subject to Information Standard 42 – Information Privacy (IS42) which controls how it must collect, store, use and disclose personal information.

Why does the Department of Education, Training and Employment collect personal information at enrolment?

The Department of Education, Training and Employment collects personal information on the attached enrolment form so it can:

- meet its legal obligations under the Education (General Provisions) Act 1989;
- meet its duty of care to all students and staff members; and
- administer and plan for providing appropriate education and support services to students.

Also, the State of Queensland has agreed to collect information about students’ gender, indigenous status, socio-economic background and language background and provide it to the Commonwealth. Commonwealth law requires Education Queensland to collect and provide the information to the Commonwealth Department of Education, Science and Training (DEST) in order for the Commonwealth to provide funding for education to the State.

Do you have to provide all of the information requested on the enrolment form?

NO, you do NOT have to provide ALL of the information requested on the enrolment form. However, Education Queensland requires certain information by law to ensure that those seeking enrolment are eligible. Education Queensland also requires personal information to ensure that the school can meet its legal ‘duty of care’ obligations and to provide appropriate education and support services to students. If you choose not to provide the information requested on the enrolment form, the school may be unable to enrol the person as a student, or properly care for the student or provide appropriate education and support services to the student.

Do you have to provide the information requested by the Commonwealth?

NO, it is voluntary. You do NOT have to provide the information requested by the Commonwealth. The State of Queensland is required by law to collect and pass on the information, that you choose to give, to the Commonwealth BUT you decide whether to give that information to Education Queensland.

What will happen to the information collected by the Department of Education, Training and Employment and provided to the Commonwealth?

Queensland State schools normally collect information on students’ sex, indigenous status and language background and use it to provide appropriate education and support services to students. The school will continue to collect and hold this information. The two questions on the enrolment form about the student’s socio-economic background are about you, the student’s parent/caregiver. Education Queensland will not retain this information. The questions are:

- What is the highest year of primary or secondary school the parents/caregivers have completed?
- What is the level of the highest qualification the parents/caregivers have completed?

The information regarding gender, indigenous status, socio-economic background and language background is given to:

- the Queensland Studies Authority so that it can be linked with students’ numeracy and literacy test results; and
- the Commonwealth Department of Education, Science and Training.

Information provided to the Commonwealth government is aggregated and does not identify individuals. Your socio-economic background information is entered into a database using only the student’s numerical identifier. The name of the student and your name(s) are not part of the States’ reporting requirements. The school will destroy the forms used to collect your socio-economic background information and will have no future access to the data.
Are a student’s records transferred when the student moves from a Queensland State school to another school within Queensland?

YES, a student’s records are transferred when the student moves from a Queensland State school to another school within Queensland. Education Queensland is permitted by law to transfer information about a student from a State school to another State school or from a State school to a non-State school within Queensland. This helps the new school to understand the student’s needs and assists with continuing appropriate educational support programs. It also provides an opportunity for parents/carers to review and discuss the information being transferred to make sure that it is up to date, accurate and complete.

In what other circumstances can the school or the Department of Education, Training and Employment disclose personal information?

The Department of Education, Training and Employment can only use and/or disclose your personal information in accordance with IS42. Further, under IS42, Education Queensland can disclose your personal information that is relevant to other organisations if:

- you consent;
- you are likely to be aware that the disclosure is usual practice;
- it is required or authorised by law;
- it is necessary for law enforcement; or
- it is believed to be necessary to prevent or lessen an imminent threat to a person’s health or life.

Listed below are Queensland government agencies to which Education Queensland regularly discloses relevant personal information under IS42.

- Queensland Transport;
- Queensland Studies Authority;
- Queensland Police Service;
- Department of Employment and Training;
- Department of Child Safety;
- Department of Communities;
- Disability Services Queensland.

The Department of Education, Training and Employment is also regularly required by Commonwealth law to give personal information to the following Commonwealth government agencies for data matching for the payment of welfare benefits:

- Centrelink; and
- Australian Taxation Office.

How can you access the information about your child enrolled at a Queensland State school?

You may request access to personal information about you or your child held by Education Queensland or a school by making a request in writing to the principal of the school. The principal will assess your request in accordance with Education Queensland policy. You may also apply in writing to Education Queensland for access under the Freedom of Information Act 1992.

What are your responsibilities as a parent/carer regarding personal information?

It is the responsibility of parents/carers to continue to provide to the school up-to-date and accurate information when circumstances change so that the school can meet its obligations to the student. This will include, for example, maintaining current contact information and advising the school of any relevant changes to custody or care arrangements.

Further information

If you have any questions about information privacy practices of Education Queensland, please first contact the school principal or consult the Department of Education, Training and the Arts website. See Information Standard 42 for further information.
Insurance Arrangements and Accident Cover for Students

Activities at school and on school excursions, particularly sports and field trips, carry inherent risks of injury.

Parents are advised that the Department of Education and Training does not have Personal Accident Insurance cover for students.

The Department of Education, Training and Employment has public liability cover for all approved school activities and provides compensation for students injured at school only when the Department is negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or caregiver.

It is a personal decision for parents as to the type and level of private insurance they arrange to cover students for any accidental injury that may occur.

Insurance Information – Work Experience Placement only
Access to the following two forms of protection is available only when the principal of a school has signed a written agreement with the employer to place a particular student on a work experience.

Worker’s Compensation
The Department of Education, Training and Employment insures students from State Schools on approved work experience, under a Contract of Insurance with WorkCover Queensland, against permanent impairment or death, occurring while undertaking work with the approved provider or while travelling directly between their home or school and the site where the placement is provided or while travelling directly between their home, school or the site where the placement is provided.

The insurance also covers payments for medical or hospital treatment, for rehabilitation or for artificial limbs.

Parents who choose to take out personal accident insurance for their children should make private arrangements.

Liability Insurance
The Department of Education, Training and Employment has an arrangement with an insurer to indemnify students from State and Non-State Schools on approved work experience placements. Students are indemnified against costs for which the student may be liable if the work experience provider’s property is damaged or injury is caused to the work experience provider or an employee at the work experience provider’s premises or at another location while carrying out work experience duties on behalf of the work experience provider. The indemnity extends to students in instances where they may be liable for injury to the person or the property on a member of the public, arising out of the work experience.

This cover is provided subject to the terms and conditions of the policy, which specifically exclude various activities. Information on excluded activities will be provided at the time that work experience placements are arranged.
Student Resource Scheme

GENERAL INFORMATION
For students to derive maximum benefit from their Secondary Education, it is important that they have the advantage of access to the usage of essential texts, reference and other necessary materials.

A Student Resource Scheme operates at Northern Beaches State High School whereby students pay a contribution and the school lends them a range of necessary books, printed notes, and a range of other materials and equipment.

The purpose of this scheme is to minimize costs to the parent. The savings are very considerable in that if each student was required to provide all books, booklets and resources the cost to parents would be significant.

The additional subject fee covers the provision of a wide range of books, audio-visual materials, computer materials and printed notes.

AREAS COVERED BY PARENT CONTRIBUTION SCHEME

a) All textbooks required by the students.
b) All notes and materials (excluding pads, pens, folders, drawing sets, rulers, personal audio tapes, computer discs, etc)
c) Student Diary
d) Basic Manual Arts and Home Economics materials - all Manual Arts and Home Economics jobs will be subsidised, (this does not include, foodstuffs, clothing, materials, and more expensive Manual Arts items which students take home.)
e) Purchase of necessary audio-visual and computer hardware and software in addition to that supplied by the Department of Education.
f) Remedial teaching kits and materials.
g) Other items required by the school to help it provide an excellent educational service to students eg. sporting and reprographic equipment.
h) An individual Student Identification Card
i) Broadband internet access and personalised email account for each student.

AREAS NOT COVERED BY THE PARENT CONTRIBUTION SCHEME

a) Admissions to sporting venues eg. Squash courts, bowling alley, swimming pool, etc.
b) Materials and services required by some specialist subjects – see User Charges – Additional Subject Fees Forms for details.
c) Excursions
d) Student Consumables

SPECIFIC CONDITIONS

1 Resources may not be issued to students where fees are not paid and no arrangement has been made with School Administration.
2 Students will supply their own personal requisites, stationery, writing materials and protective clothing where necessary. Students will supply their own materials for any additional work they wish to do at home.
3 Books issued to the students are to be kept in good condition during the period of the loan.
4 Books negligently damaged or lost must be replaced by the student before any further issues can be made.
5 Students who show a bad record with regard to the care of books may be removed for the scheme.
6 If a student steals a book or materials issued to another student, he/she will be removed from the scheme.
7 All textbooks or materials provided under the scheme cannot be issued to students whose parents choose not to participate. (conditions 11,12, 36)
8 No pro rata reduction of fees will be made in cases where students supply texts/resources in some subjects and use texts/resources in others. The full fee will be payable in accordance with Conditions 11 and 12.
9 All monies received by the school under this scheme will be banked in the school's Internal Account and will be subject to Annual Audit. As well, a budget report will be made to the Parents and Citizens' Association. A receipt will be issued for all monies received.
10 If a student enrols at the school in the first quarter and the school is able to claim the Government Textbook cheque, the full parent contribution as per paragraph 14 is the fee which must be paid (no pro rata reduction).
11 If a student enrols or transfers in from another school during second, third or fourth quarter a pro rata amount of the full fee, being Government Textbook cheque plus contribution, will be payable.
12 If a student leaves the school after having paid the fees a pro rata refund will be made. The return will be calculated on the full fee, being Government Textbook cheque plus parent contribution. Any refund will be reduced by the cost to the school of replacing lost or damaged resources.
The Student Resource Scheme is $190 for Years 11 & 12 and $220 for years 7, 8, 9 & 10.

Parents of students who change schools during the year are reminded that it is their responsibility to apply for a refund prior to leaving. Refunds are made on the basis of total amount payable (ie. Government Textbook cheque PLUS parent contribution) as well as the period of the year which has elapsed.

Parents who are experiencing financial difficulties may make arrangements with the Principal to pay the contribution in regular instalments.

Students will not be permitted to participate in optional activities or excursions while they have any outstanding debt to the school. (eg Year 12 Formal, school camps, end of year activities, rewards days, receive senior jerseys, student ID cards, interschool and representative sports).

**PAYMENT**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Amount</th>
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<tbody>
<tr>
<td>7-10</td>
<td>* Government Textbook Cheque ($121) + Student Resource Scheme ($220.00)</td>
</tr>
<tr>
<td>11-12</td>
<td>* Government Textbook Cheque ($262) + Student Resource Scheme ($190.00)</td>
</tr>
</tbody>
</table>

* Amount of Government Textbook Cheque is current as at time of printing. It may increase slightly in 2017.

**PLEASE NOTE:**

If the student is not eligible for a Government Textbook Cheque (eg. overseas or adult student), they must pay the total sum (contact school for cost).

The Government Textbook Cheque will be paid direct to the school, in bulk, for all students. **Your out of pocket cost is $190 or $220.** If you are not in a financial position to pay this sum immediately, your student can receive the full benefits of the scheme if you sign the Participation Agreement Form and return it to school, with an explanation so that arrangements can be made for the payment to be made over a period of time.

**ALL HOUSEHOLDS HAVE A CHOICE**

a) Join the Student Resource Scheme according to the enclosed arrangements.

OR

b) Purchase individually ALL texts and requisites and pay the school costs for other materials and requisites. If parents make this choice, they will be entitled to the Government Textbook and Resource Allowance. The school will provide a comprehensive list of required books and resources for purchase.

You must advise the school, in writing, by returning the Participation Agreement Form within fourteen days if you **do not** wish to join the scheme.

Robin Sprott
Robin Sprott
Principal

*Privacy Disclosure:*
Northern Beaches State High School is collecting personal information on this form for the purpose of processing payments associated with the school’s Textbook and Resource Scheme. This is in accordance with the Departmental policy (FNM-PR-018 Student Resource Scheme, Textbook and Resource Hire Scheme, and Textbook and Resource Allowance in State Schools). This information is not usually disclosed to third parties, however, where authorised or required by law, information on this form can be disclosed without your consent.
School Processes

Absences
If your student is absent from school please contact the school absence line on 4751 7111 on the day of absence or send a note when the student returns. This line is available 24 hours a day. If your student is absent for an extended period of time due to illness, or will miss an assignment or exam, it is vital that a medical certificate is submitted to the office upon their return to school.

Lateness
If your student is late, they are required to come to the office and provide a parent note. Alternatively, have a parent/caregiver contact the school to explain the lateness before the student presents at the office. Students are provided with a pass to enter class, once their late arrival has been recorded. We actively discourage lateness as it makes a major impact on key learning time and school communication processes.

Leaving Early
If your student has an appointment during the day for something that cannot be scheduled for out-of-school hours, or has to leave school during the day, please write a note providing all details regarding the appointment. This note should be presented at the office, so that the details can be recorded and a pass produced. Alternatively, please ring the school prior to the event so that a pass can be produced for your student to collect. For unexpected events, requests to collect students from their class will require adequate notification (e.g. 1 hour). Please do not contact student on their Mobile Phone as all requests should come through the office.

Sickness
If your student becomes ill or sustains an injury during the day, we ask them to report immediately to the office. We provide simple care or first aid. Parents are asked to collect students when they may require professional medical assessment. Parents are asked not to send students to school when they are unwell. Students must not use their mobile phone to contact parents directly, but rather sign into the sick bay and allow the office staff to contact their parents.

Medication
If the student has to bring medication to school, the student must leave their medication with the staff in the office, unless it is vital that they need to have the medication on their person. Full details must be provided to the office, including written advice from a medical practitioner. Please be aware that we are unable to supply and administer Panadol, nurofen & aspirin products.

Details Change
If you change your address / telephone number (home, work or mobile) / email address please provide all the new details to the staff in the office as soon as possible. We rely on this information in event of an emergency, so we appreciate your advising us of all changes as they occur.

Lost / Found
We encourage the students to be very careful with their belongings. We advise students to leave valuables at home. Students are also advised NOT to leave wallets or valuables in their bags. We also advise students to keep their bags with them or in plain sight at all times. Bag racks are provided outside classrooms. In the event of a lost item the student should check with the office as soon as possible. We ask students to hand in all found items to the office.

Excursions
The school runs a number of excursions to enrich the curriculum or provide for the broader development of students. These dates are approved by the Leadership Team and published on the school calendar. Where students are travelling out of the school a letter is provided to parents giving the details of the trip and a permission section. Payments must be received on the specified payment dates listed on the excursion letter.
Northern Beaches State High School
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Northern Beaches State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

Northern Beaches State High School conducted a review of the 2010 plan in collaboration with our school community. During the review, consideration was given to the introduction of Year 7 into Secondary and its impact on the Responsible Behaviour Plan for Students. Consultation with parents and staff was again undertaken through focussed meetings held during November and December, 2012 and submission to the P&C. The Plan was endorsed by the Principal, the President of P&C Association, and the Assistant Regional Director (Schools) in December 2012, and will be reviewed as required in changes to policy and legislation.

The plan was reviewed against latest changes in legislation and policy as of March 2016 and December 2017 as per directive from Regional Office. The reviewed changes were endorsed by the Northern Beaches SHS Leadership team and P&C.

3. Learning and behaviour statement

All areas of Northern Beaches State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our vision;
Our students have high expectations of themselves and others, and aspire to achieve as global citizens.

At Northern Beaches State High School, we encourage the development of valuable and active citizens who can face tomorrow’s challenges with sound academic foundations, confidence, respect and commitment within their local, national and global communities.

Our school is built on a foundation of respect for all students, staff and community members.

Our Responsible Behaviour Plan outlines our system for facilitating our vision through encouraging positive, respectful behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Northern Beaches State High School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following values to underpin our high standards of responsible behaviour:

**RESPONSIBILITY  RESPECT  RESILIENCE**

Our values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**
Northern Beaches State High School takes a whole school approach to student well-being, which focuses on the whole student. It is underpinned by *MindMatters* and seeks to build the capacity of students through positive behaviours.

Communicating behavioural expectations is also a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school values. The School-wide Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

### Be Respectful, Be Responsible, Be Resilient

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<thead>
<tr>
<th>Expectations in Class</th>
<th>Expectations out of Class</th>
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<tbody>
<tr>
<td><strong>Talking</strong></td>
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<tr>
<td><strong>Learning</strong></td>
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<tr>
<td><strong>Safety</strong></td>
<td></td>
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<tr>
<td><strong>Movement</strong></td>
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#### Expectations in Class
- Listen when teacher is talking to class
- Any talking should be on task and kept to a minimum
- Language should be polite and respectful
- One person talks at a time
- Noise should be kept to a “working” level

- Allow others to learn
- Respect the rights of others and their property, but no hats in the classroom
- Bring correct and necessary equipment to class but no personal technology devices unless directed by the teacher
- Work to the best of their ability
- Avoid preventing or disrupting teachers from performing their required duties
- Students should sit as per their seating plan

- Use equipment safely and follow all safety rules
- Keep workplace neat and tidy and leave rooms neat and tidy
- Do not interfere with other students’ use of equipment
- Respect equipment
- No chewing gum, food, drinks (except for water), lollies, aerosol deodorants
- No bags in rooms
- Students should not move class furniture unless directed by the teacher

- Keep movement in class to a minimum
- Line up quietly outside classrooms
- Permission is required before entering and leaving classrooms
- Movement in and out of classrooms must be orderly
- Must have a teacher’s permission in your diary to leave the classroom

#### Expectations out of Class
- Language should be polite and respectful
- Respect the rights and opinions of others
- Respect the rights of others and their property
- Be prompt in presenting homework and assignments
- Keep the school grounds safe and clean
- Don’t take food or drinks onto the oval
- Play contact sports only on oval with teacher coach
- Report any potentially hazardous situations
- No spitting
- Play safe at all times
- No running in or around the school buildings

- Movement around the school must be orderly
- Be aware of and respect out of bounds areas
- Movement to outside venues should be orderly and prompt
- Move promptly between classes
These expectations are communicated to students via a number of strategies, including:
- a clearly stated, positive purpose via posters, enrolment package, Student Diary and Student Handbooks,
- explicit teaching in U2U lessons; and
- reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

Reinforcing expected school behaviour
Northern Beaches State High School also implements the following proactive and preventative processes and strategies to support student behaviour:

Active student involvement
Positive student participation is taught though peer mentoring, leadership roles, a progressive student council, school celebrations that foster student success, and improving school climate through behaviour reward incentives.

Behaviour/Student Support Plans
Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Engaging Curriculum & Effective Teaching
Classroom teachers have a duty of care to monitor and promote standards of appropriate behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:
- access to relevant professional development;
- mentoring from the Head of Department or Student Support Services personnel including Year Coordinators; and
- open and informed communication from school leaders.

Induction Programs
Induction programs on the Northern Beaches State High School Responsible Behaviour Plan for Students are delivered to new students as well as new and relief staff.

Policy and Procedures
Development of specific policies to address:
- The Use of Personal Technology Devices at School (Appendix 1).
- Bullying (including Cyberbullying) Policy (Appendix 2).

Positive Reinforcement
Positive reinforcement is a well documented means of promoting and maintaining acceptable and appropriate behaviours. At Northern Beaches State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as praise, encouragement, privileges/awards, appointing school leaders and student council members.

The Guidance Officer, Year Level Coordinators or Teachers monitor identified students’ class behaviours and record positives. The purpose is for positive reinforcement and encouragement. These are most appropriate for low-level behaviours, as an early intervention tool, or to reinforce positive change after being on a Monitoring Card.

Social Skilling
In all year levels a systematic, detailed, and developmentally appropriate program including a strong focus on positive relationships, relationship building, relationship restoration, anti bullying and harassment, violence prevention and child protection are implemented. Positive behaviours are actively taught through U2U sessions. A Student Resilience Survey is conducted annually to monitor growth in resilience competencies and to inform the U2U program. Mentor teachers develop, deliver and review these lessons during each school year.
**Student Leadership**

Positive behaviours through student leadership is developed across year levels and cultures with students elected as leaders from Years 7 to 12 and leaders elected to represent the indigenous community. These students form the student council and meet regularly. Leadership and Challenge Camps/Days, run for all year levels, develop skills in leadership and positive relationship building.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Individual classroom strategies are exercised by all teachers, such as:

- verbal and non-verbal cues;
- curriculum adjustment; and
- curriculum support.

**Targeted behaviour support: Individual Support Plan -Behaviour (ISP)**

Students identified as requiring targeted support may be supported through one or more strategies. The aim of these strategies is to modify the inappropriate behaviours. Strategies may include:

- Targeted Behaviour Program – individual mentoring and support from the YLC or HOD Junior/Senior School, monitored over 1 term
- Time-out as a proactive strategy – provision of a cool down card or short term buddy class
- Monitoring card - used for monitoring (re-entry, work ethic, behaviour, attendance) and goal setting for a nominated period. Taken to key lessons, where the teacher identifies what has been achieved in that lesson. Reviewed with the student by the case manager.

Students identified as requiring targeted support may also require an Individual Support Plan (Level 3 onwards). Led by the Guidance Officer, the Year Level Head of Department, teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Support Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Support Plan are required to have attendance records and specified/negotiated goals for class lessons.

Students whose behaviour does not improve after this intervention, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support and case management.

**Intensive behaviour support: Level 4/Level 5**

Northern Beaches State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Intensive behaviour support is provided for students who have been provided with targeted support and are still identified as having inappropriate behaviours and/or behaviours which significantly impact on their educational achievement. These students will have had regular case management reviews by the Student Services Executive Team (SSET) of their behaviour, and further increased support as deemed appropriate, who will assign a case manager. The **Student Services Team** and Year Level Heads of Department provide additional support to students through:

- working with other staff members to develop appropriate behaviour support strategies;
- monitoring the impact of support for individual students through continuous data collection; and
- making adjustments as required for the student.

Local external support may also be accessed where intensive support is required, including:

- Senior Guidance Officers
- Flexible Learning Centre
- Stanton Lodge
- Other programs as available
5. Consequences for unacceptable behaviour

Northern Beaches State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

A 5-level framework provides a context for a behaviour/consequence framework, with all the students commencing on the Level 1 (Self-Managed). Subsequent individual student behaviour results in the student moving to a level which most appropriately describes their behaviour.

This framework applies to all behaviours both in the classroom, the playground, and to all school related activities such as sport, excursions, carnivals, camps, special days etc. Each level has support, guidance and/or intervention associated with it, the level of which increases along with the level of identified behaviour. There are consequences associated with each level; these begin at a least intrusive level and progress according to the behaviours displayed.

The school recognises that partnerships with parents and caregivers and the local community are fundamental to successful educational outcomes for students and to the operation of the Northern Beaches State High School Responsible Behaviour Plan for Students.
### Definitions of consequences*

**Time out**
A principal or school staff may use time out as a proactive strategy as well as a behaviour management strategy. Time out is defined as giving a student time away from their regular class program/routine:
- To a separate area within classroom (no more than 10 min).
- To a separate supervised area outside the classroom (no more than 5 min) eg Cool Down card.
- To other supervised room or setting eg HoD at Staffroom (no more than 20min) - teacher to provide student with opportunities to complete assignments or assessments to fulfil educational requirements (recorded on OneSchool as Follow-up).

**Temporary Withdrawal**
A principal or school staff may use time out as a proactive strategy as well as a behaviour management strategy. Temporary Withdrawal is an organised short term withdrawal from the student’s regular classroom. An example is a buddy class such as a Junior student attending a Senior class for 2-3 lessons, prearranged and with regular class work provided; parent will be contacted to inform of temporary removal (recorded on OneSchool).

**Detention**
A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. Detentions should be recorded in OneSchool.

- **LUNCH:** A detention is no more than 40 minutes during Break 1, 15 minutes during Break 2.
- **AFTER SCHOOL:** Parents to be notified prior of the date, location and duration. Students may complete an Afterschool detention for 30min and up to 1hr

Detentions should be supervised by the teacher in an open classroom and appropriate behaviour reflection tasks or class work provided.

**Temporary Removal of Property**
A principal or staff member has the power to temporarily remove property from a student, as per the procedure – Temporary Removal of Student property by School Staff. Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy eg mobile phone in class, permanent marker, fluid liquid paper, cigarettes, lighters, large bottles of soft drink, Energy drinks, Personal Technology Devices etc.

*Items removed are to be handed to the Administration Block by the teacher at the end of the class and logged into the Confiscated Items Log Book. Removed items will be kept in the Administration Block. Students will sign the removal of property register when collecting removed items at the end of the school day on the day of removal.*

1. **For the first offence the item may be collected by the student at the end of the school day.**
2. **For the second offence the item will need to be collected by a parent or guardian.**
3. **A third offence may result in a suspension, banning of item or other Level 4 consequence at the discretion of the Deputy Principal/Principal.**

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone. Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency).
Emergency circumstances may include where the life or welfare of a student or students is at immediate risk. A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

*except illegal or prohibited items which may not be returned directly to the student. If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

### Definitions of Consequences

| Discipline Improvement Plan | Is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school. |
| Community Service Intervention | With the consent of the student and their parent, the student performs unpaid work or activities outside of school hours, in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour. |

| School Disciplinary Absences (SDA) |
| Suspension | A principal may suspend a student from school under the following grounds: |
| | • disobedience; |
| | • misbehaviour; |
| | • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; |
| | • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; |
| | • the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school. |

| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: |
| | • persistent disobedience; |
| | • misbehaviour; |
| | • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; |
| | • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; |
| | • the student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school; |
| | • the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school. |

<p>| Cancellation of Enrolment | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |</p>
<table>
<thead>
<tr>
<th>Level</th>
<th>Types of behaviours</th>
<th>School / staff response and possible disciplinary consequences*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (Student with minimal teacher support)</td>
<td>At this level, students are on task and no disciplinary action is required.</td>
<td>The student is Self-Managed with limited Teacher Intervention&lt;br&gt;Positive reinforcement of appropriate behaviours and positive achievements could include:&lt;br&gt;- verbal reinforcement&lt;br&gt;- record of achievements for formal acknowledgement&lt;br&gt;- phone calls/letters to parents for good behaviours/achievements&lt;br&gt;- Rewards Days.</td>
</tr>
<tr>
<td>Level 2 (Student receives support from Class Teachers)</td>
<td>Inappropriate student behaviours to be dealt with at this level include:&lt;br&gt;- minor incidents&lt;br&gt;- ignoring instruction&lt;br&gt;- lateness to class&lt;br&gt;- littering&lt;br&gt;- low level bullying e.g. teasing&lt;br&gt;- inappropriate use of personal technology etiquette (Appendix 1)&lt;br&gt;- failure to follow procedures when wearing incorrect uniform (as per Education (General Provisions) Act 2006 section 362 &amp; Student Dress Code version 4)&lt;br&gt;- eating/drinking in classrooms&lt;br&gt;- unsafe behaviours in class or playground.</td>
<td>Teacher Response &amp; intervention&lt;br&gt;Teacher initiated actions could include:&lt;br&gt;- monitoring via teacher – anecdotal notes&lt;br&gt;- verbal negotiation&lt;br&gt;- reminder of classroom expectations&lt;br&gt;- in-class separation or time out area&lt;br&gt;- removal from classroom for one-on-one resolution with teacher&lt;br&gt;- organise student to Time Out/ Buddy class&lt;br&gt;- assign student to accompany staff on break time playground duty&lt;br&gt;- assign student a lunchtime/afterschool detention&lt;br&gt;- restitution eg cleaning classroom&lt;br&gt;- letter of apology&lt;br&gt;- contact with parents.&lt;br&gt;- confiscation – temporary removal of property.</td>
</tr>
<tr>
<td>Level 3 (Student receives support from School Year Coordinator, Guidance Officer &amp;/or Head of Department)</td>
<td>Inappropriate student behaviours to be dealt with at this level include:&lt;br&gt;- continued Level 2 behaviours&lt;br&gt;- referrals from class and/or year level coordinators for welfare issues&lt;br&gt;- repeated defiance&lt;br&gt;- repeated disruption&lt;br&gt;- high level bullying especially targeted or persistent&lt;br&gt;- verbal abuse of students&lt;br&gt;- disrespectful language/actions&lt;br&gt;- refusal to hand over PTD&lt;br&gt;- continued unsafe behaviours in class or playground.</td>
<td>Significant Teacher Response &amp; intervention with HOD and/or Year Level Coordinator&lt;br&gt;Heads of Department/Year Level Coordinator/GO, in consultation with the class teacher, will initiate actions which could include:&lt;br&gt;- monitoring program via Year Level HoD, GO or YLC&lt;br&gt;- resolution meeting as required between coordinator, aggrieved party and student&lt;br&gt;- peer mediation or restorative justice conference&lt;br&gt;- referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Behaviour Support Teacher, Guidance Officer&lt;br&gt;- detentions – before or after school&lt;br&gt;- restitution&lt;br&gt;- parent contact&lt;br&gt;- interagency referral&lt;br&gt;- Temporary Withdrawal&lt;br&gt;- confiscation – temporary removal of property.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Inappropriate student behaviours to be dealt with at this level include:&lt;br&gt;- As above with additional support from...</td>
<td>As above with additional support from...</td>
</tr>
<tr>
<td>(Student receives support from Deputy Principal &amp; Student Support Services team)</td>
<td>dealt with at this level include:</td>
<td></td>
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<td></td>
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<tr>
<td>persistent Level 3 behaviours</td>
<td></td>
<td></td>
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<tr>
<td>stealing</td>
<td></td>
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<tr>
<td>truancy</td>
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<td></td>
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<tr>
<td>unexplained absence</td>
<td></td>
<td></td>
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<tr>
<td>physical aggression/misconduct</td>
<td></td>
<td></td>
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<tr>
<td>organised bullying</td>
<td></td>
<td></td>
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<tr>
<td>smoking/possession of tobacco and or implements</td>
<td></td>
<td></td>
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<tr>
<td>pornography</td>
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<tr>
<td>verbal/written abuse of school staff/visitors</td>
<td></td>
<td></td>
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<tr>
<td>intimidation of/threats to safety of staff</td>
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<tr>
<td>vandalism</td>
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<td></td>
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<tr>
<td>sexual harassment/ misconduct</td>
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<tr>
<td>dangerous behaviours such as water fights, ‘sack wacking’, tackling</td>
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<td></td>
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<tr>
<td>dangerous behaviours in class or playground</td>
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<td></td>
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<tr>
<td>possession of dangerous and/or banned items</td>
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<td></td>
</tr>
<tr>
<td>inappropriate use of social media and technology incl cyber bullying</td>
<td></td>
<td></td>
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<tr>
<td>recording/dissemination of inappropriate material</td>
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<td></td>
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<tr>
<td>other conduct prejudicial to the good order and management of the school.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5 (Student receives support from Administration, Student Services team &amp;/or External Agencies)</th>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>extreme or repeated incidence of level four behaviour</td>
<td></td>
</tr>
<tr>
<td>possession or use of harmful substances</td>
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<tr>
<td>use of harmful object/device</td>
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<tr>
<td>possession or use of a weapon</td>
<td></td>
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<tr>
<td>possession of illegal substances</td>
<td></td>
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<tr>
<td>supply of illegal substances</td>
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<tr>
<td>wilful destruction of school property</td>
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<tr>
<td>violent assault.</td>
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<tr>
<td>persistent breach of school policy and procedure</td>
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<tr>
<td>film/distribute lewd or pornographic materials</td>
<td></td>
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<tr>
<td>bring school into disrepute including through social media and internet</td>
<td></td>
</tr>
<tr>
<td>repeated/extreme threats to safety of school staff and students</td>
<td></td>
</tr>
<tr>
<td>other serious misconduct prejudicial to the good order and conduct of the school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Support Services, Behaviour Teacher/Deputy Principal/GO, direct Case Management through SSET</th>
<th>Deby Principal and/or Student Support Services initiated actions in response to inappropriate student behaviour:</th>
</tr>
</thead>
<tbody>
<tr>
<td>confiscation – temporary removal of property</td>
<td></td>
</tr>
<tr>
<td>monitoring program via DP, HoD SS or GO</td>
<td></td>
</tr>
<tr>
<td>Individual Support Plan</td>
<td></td>
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<tr>
<td>referral back to Student Support Services Committee/Case manager to review Individual Behaviour Support Plan</td>
<td></td>
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<tr>
<td>parent/carer interview</td>
<td></td>
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<tr>
<td>detention</td>
<td></td>
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<tr>
<td>referral to outside agency</td>
<td></td>
</tr>
<tr>
<td>referral to/consultation with the principal</td>
<td></td>
</tr>
<tr>
<td>recommend 1 - 10 day suspension from school (suspension in line with EGPA 2006)</td>
<td></td>
</tr>
<tr>
<td>school re-entry conference on return from suspension</td>
<td></td>
</tr>
<tr>
<td>potential police notification.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As above with additional support from Student Support Services, Behaviour Teacher/ Administration/GO, possible Individual Behaviour Management Plan.</th>
<th>Principal in consultation with Student Support Services Committee including Guidance Officer and Deputy Principal determines the most appropriate course of action which may include any of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Support Plan</td>
<td></td>
</tr>
<tr>
<td>parent/carer interview</td>
<td></td>
</tr>
<tr>
<td>police notification (if illegal behaviour)</td>
<td></td>
</tr>
<tr>
<td>suspension from school in line with EGPA 2006-section 286 (in case of 11-20 day suspension a case manager will be appointed)</td>
<td></td>
</tr>
<tr>
<td>Discipline Improvement Plan may be implemented as a possible alternative strategy to recommendation for exclusion</td>
<td></td>
</tr>
<tr>
<td>cancellation of enrolment may apply for students non-compulsory school age as per EGPA 2006-section 316</td>
<td></td>
</tr>
<tr>
<td>recommendation for exclusion in line with EGPA 2006-section 289 to 296.</td>
<td></td>
</tr>
</tbody>
</table>

- Parental/guardian involvement must occur through all management stages. From Level 3 onward, contact with Parent/guardian should occur as a matter of procedural accountability. 
- Heads of Department assume responsibility for Level 3 behaviours in their assigned year level. 
- Serious misconduct such as supplying drugs, use of a weapon and violent assault progress immediately to Level 5 and will likely result in the most serious of consequences such as exclusion.

Reviewed December 2016
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• Student Disciplinary Absences are to be used after consideration has been given to all other responses with due consideration for the welfare and safety of other students and staff.
• Arrangements for continuation of education will be made available during all suspensions.
• Where a suspension applies the parent or caregiver will be contacted (where possible) regarding the suspension.

6. Emergency or critical incident responses

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

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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

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

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

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect other students’ attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

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

Risk Management
Individualised risk management plans are developed for students as the need arises. They form an integral part of their Individual Support Plan, and are communicated via confidential channels to all of the appropriate staff.

Physical Intervention/Restrain
Staff may make legitimate use of physical intervention as an immediate or emergency response. Or if all non-physical interventions have been exhausted and a student is:
• physically assaulting another student or staff member;
• posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Northern Beaches State High Schools’ duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate when other options have been considered such as allowing the student to
withdraw or move away, or moving other people from the situation, and after considering the welfare of student, staff and other students. Restraint should be used with such force as is reasonable under the circumstances. Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; or
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Special Needs staff will be trained in Physical Restraint should our clients warrant it.

Staff and students have the opportunity to debrief with the Guidance Officer, Employee Advisor or the Senior Admin team.

Record keeping

Following a critical incident, record keeping and debriefing must be documented in OneSchool and follow the following format;
Physical Restraint Incident Report
Health and Safety Incident Report
Debriefing Report (for Student and Staff)

7. Network of student support

Students at Northern Beaches State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports. The school has a range of staff available to support students and families including:
- Teachers;
- Year level Co-ordinators;
- Heads of Department;
- Administration Staff;
- Community Education Counsellor;
- Guidance Officer;
- School Based Police Officer;
- Youth Support Co-ordinator;
- Defence Transition Aide; and
- School Based Youth Health Nurse.

Support is also available through the following government and community agencies:
- Disability Services Queensland;
8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Northern Beaches State High School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state;
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  - receive adjustments appropriate to their learning and/or impairment needs.

In addition, students who are faced with suspension, exclusion or cancellation of enrolment have the right to natural justice to ensure that responses are fair and equitable. This includes being advised why the proposed action is being taken and being given opportunity to respond (either by written or verbal statement) to the allegations and present their case prior to any decision being made.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- 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
- Weapons Act 1990
- Education (Strengthening Discipline in State Schools) Amendment Bill 2013
- Information Privacy (IP) Act 2009

10 Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- 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 and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
• Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
• Managing Electronic Identities and Identity Management
• Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• Temporary Removal of Student Property by School Staff

• The Code of School Behaviour; Accidents, Incidents and Incident Investigations
• Code of Conduct for the Queensland Public Service
• Department of Education, Training and Employment Standard of Practice
• Health, Safety and Wellbeing Policy Statement
• Managing Risks in School Curriculum Activities
• Work Experience Placements for School Students
• Working with Children Check- Blue Cards.

11 Some related resources

• National Safe Schools Framework
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together
• Safe Schools Hub
Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

**Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. No responsibility for lost or stolen personal technology devices is taken by the school. However, if they are brought to school, the following rules apply:

1. **Mobile Phones are NOT to be used during assemblies and classes under any circumstances. They must be turned off and out of sight.**
2. Other personal technology devices may be used in class at the discretion of the teacher for educational purposes. Where a student is instructed not to use the device they must immediately put it away or risk confiscation.
3. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

**Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Northern Beaches State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

1. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
2. Recording of events in class is not permitted unless express consent is provided by the class teacher as a part of classroom educational activities.
3. A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
4. A student at school who uses a personal technology device to disseminate private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or

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*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording 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, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Possible Consequences of inappropriate use:
- temporary removal of property/confiscation
- banned use of PTD
- hand over PTD to police
- suspension
- exclusion

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff.

Items removed are to be handed to the office by the teacher at the end of the class and logged into the Confiscated Items Log Book.

1. For the first offence the item may be collected by the student at the end of the school day.
2. For the second offence the item will need to be collected by a parent or guardian.
3. A third offence may result in a suspension, banning of item or other Level 4 consequence at the discretion of the Deputy Principal/Principal.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal. Breach of this may result in suspension.

Special Circumstances Arrangement
Reviewed December 2016
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Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Guidance Officer or Deputy Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2

Bullying (including Cyberbullying) Policy

Purpose

1. Northern Beaches SHS strives to create positive, predictable environments for all students at all times of the day. The environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Northern Beaches SHS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Behaviours that do not constitute bullying include:
   - mutual arguments and disagreements (where there is no power imbalance)
   - not liking someone or a single act of social rejection
   - one-off acts of meanness or spite
   - isolated incidents of aggression, intimidation or violence.

4. Harassment is behaviour that targets an individual or group due to their:
   - identity, race, culture or ethnic origin
   - religion
   - physical characteristics
   - gender
   - sexual orientation
   - marital, parenting or economic status
   - age
   - ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:
   - an ongoing pattern of behaviour or a single act
   - directed randomly or towards the same person(s)
   - intentional or unintentional.

5. Cyberbullying is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others. The main forms of cyber bullying are identified as:
   - flaming: online fights using electronic messages with angry or vulgar messages
   - harassment: repeatedly sending nasty, mean or insulting messages
Denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships

Outing: sharing someone’s secrets or embarrassing information or images online

Exclusion: Intentionally and cruelly excluding someone from an online group

Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

Prevention

5. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school expectations and is recognised officially through our Anti-bully Festival.
- All students have been or are being informed of the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- Active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

6. The student curriculum modules of the anti-bullying process consist of lessons taught by U2U teachers to a school-wide schedule of instruction.

7. Northern Beaches SHS uses behavioural data and resilience data for decision-making. Behaviour data is entered OneSchool and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Student Procedures

1. Bullying should be immediately reported to your teacher or nearest staff member
2. Try to work out Level 2 behaviours through your U2U teacher (Talk it Through)
3. Bullying can also be reported to your Year Level Coordinator, Guidance Officer or Deputy Principal
## Staff Response Options (as reflected in Behaviour Levels)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Types of behaviours</th>
<th>School / Staff responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>No Bullying - Getting along with others</td>
<td><strong>Self-managed</strong>&lt;br&gt;Positive reinforcement&lt;br&gt;- discussion/ programs in U2U classes&lt;br&gt;- Anti-Bully Fest&lt;br&gt;- verbal reinforcement</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Teacher observes bullying in class or in the playground – low level (name calling, rude comments, teasing, taking belongings etc.)</td>
<td><strong>Teacher</strong>&lt;br&gt;- verbal expectations/written expectations&lt;br&gt;- in class separation&lt;br&gt;- One to one resolution&lt;br&gt;- apology&lt;br&gt;- litter duty&lt;br&gt;- detention&lt;br&gt;- parent contact</td>
</tr>
<tr>
<td></td>
<td>Peer Conflict/Name-calling/Friendship Issue/Rumours</td>
<td><strong>U2U Teacher</strong>&lt;br&gt;- Talk it Through card and conversation</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Student reports ongoing low level bullying/ harassment from the same peer/ teacher observes classroom bullying <strong>after intervening</strong> OR Targeted bullying</td>
<td><strong>Co-ordinator</strong>&lt;br&gt;- discussions&lt;br&gt;- mediation&lt;br&gt;- parent contact&lt;br&gt;- oneschool consequence intervention and incident&lt;br&gt;- U2U program adjustments</td>
</tr>
<tr>
<td></td>
<td>Continual / persistent high level Bullying Verbal abuse of students</td>
<td><strong>Junior/Senior HoD</strong>&lt;br&gt;- behaviour counselling&lt;br&gt;- mediation&lt;br&gt;- after school detention and behaviour reflection&lt;br&gt;- parent contact&lt;br&gt;- oneschool consequence intervention and incident</td>
</tr>
<tr>
<td></td>
<td>Continual high level Bullying especially targeted and persistent</td>
<td><strong>Guidance Officer</strong>&lt;br&gt;- mediation&lt;br&gt;- conflict resolution counselling&lt;br&gt;- counselling (self-esteem, resilience with the victim)&lt;br&gt;- Onschool support/ intervention&lt;br&gt;- SSST Support programs</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Physical aggression / misconduct / organised bullying</td>
<td><strong>Guidance Officer</strong>&lt;br&gt;- conflict resolution counselling&lt;br&gt;- restorative justice&lt;br&gt;- counselling (self-esteem, resilience with victim)&lt;br&gt;- monitoring&lt;br&gt;- Onschool support/ intervention&lt;br&gt;- Support Plan Development&lt;br&gt;- case manage student&lt;br&gt;- Referral to outside agency</td>
</tr>
<tr>
<td></td>
<td>Physical aggression / misconduct / organised bullying</td>
<td><strong>Deputy Principal</strong>&lt;br&gt;- parent interview&lt;br&gt;- detentions&lt;br&gt;- suspension&lt;br&gt;- police notification</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>Violent Assault</td>
<td><strong>Principal</strong>&lt;br&gt;- exclusion</td>
</tr>
</tbody>
</table>

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# Student Referral Card

## Front of referral card

**Talk it through! - Student Referral Card**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Strategies</th>
<th>Date:</th>
<th>U2U Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Calling</td>
<td>Walk away and cool down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threats of Violence</td>
<td>Calmly tell person to stop what they are doing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Media</td>
<td>Consider your thinking and recognise emotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rumours</td>
<td>When angry, separate yourself from the situation and take time to cool down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property issues</td>
<td>Prepare and make time to talk about it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling left out</td>
<td>Ask a student leader or friend for support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship problems</td>
<td>Get help from a teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>Block/delete student on social media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After you have applied two strategies or more, if the behaviour persists please fill out this information card and return it to your U2U teacher (Jade, Navy or Ruby Staffroom).

### Teacher support strategies applied:
- Restorative justice chat
- Behaviour counselling/Mediation
- Referral (behaviour repeated after U2U teacher intervention)

## Back of referral card

**Detail of incident**

[Blank lines for details]

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Transport

Bus transport is available through Townsville Sunbus. They will give details of bus numbers and location of bus stops for your area.

Details for applications:

Townsville Sunbus
Address: 451-459 Woolcock Street, GARBU TT 4818
Postal: PO Box 546, Aitkenvale 4818
Ph: 07 4771 9800
Fax: 07 4779 7057

Parking for student vehicles is in Meranti Street. Students vehicles are not permitted in the school grounds. Students will need to fill in a form available from the Administration Office outlining the Policy regarding students who drive to school.

Bicycle and scooters are required to be left in the enclosure at the western side of the school grounds (behind the tuckshop). This enclosure is locked at 8.30am and unlocked at 2.30pm.

Lesson Times

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>8.30 – 9.40</td>
</tr>
<tr>
<td>Session 2</td>
<td>9.40 – 10.50</td>
</tr>
<tr>
<td>Access</td>
<td>10.50-11.00</td>
</tr>
<tr>
<td>Break 1</td>
<td>11.00 – 11.40</td>
</tr>
<tr>
<td>Session 3</td>
<td>11.40 – 12.55</td>
</tr>
<tr>
<td>Break 2</td>
<td>12.55 – 1.20</td>
</tr>
<tr>
<td>Session 4</td>
<td>1.20 – 2.30</td>
</tr>
<tr>
<td>Session 5</td>
<td>2.30 – 3.40 (Years 11 &amp; 12 only on Monday, Tuesday &amp; Thursday)</td>
</tr>
</tbody>
</table>
Homework Policy

This policy is based on the Department of Education, Training and Employment, P-12 Curriculum, assessment and Reporting Framework.

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.

**PURPOSE OF HOMEWORK**

Homework can engage students in independent learning to complement work undertaken in class through:

- Revision and reflection to consolidate learning
- Applying knowledge and skills in new contexts through extension activities
- 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
- Is varied, challenging and clearly related to the class work.

**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
- Following up on comments made by teachers
- Seeking assistance when difficulties arise
- Organising their time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment.

**TEACHERS RESPONSIBILITIES**

Teachers can help students establish a routine of regular, independent study by:

- Setting homework on a regular basis that is related to class work
- Clearly communicating the purpose, benefits and expectations of all 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
- 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:

- Reading with them, talking with them 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
- Encouraging them to read and to take an interest in and discuss current local, national and international events
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and music and engaging in other recreational activities
- Contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

PHASE OF LEARNING

In Junior Secondary, Years 7 to 9, some homework can be completed daily or set over a weekly or fortnightly period and may:

- Include daily independent reading
- Be coordinated across different subject areas
- Include 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 could be 3 hours per week.
Homework in Years 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 and individual program of learning, determined through their Senior Education and Training (SET) Plan.

While teachers may provide a student 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.
Putting Things Right

Our Commitment to Positive Complaints Management and Quality Service for your Issues and Concerns

Introduction
Effective partnerships between parents, students and our school staff are important to educational success. This partnership involves trust and openness. We need to be able to talk to each other when we have concerns, so that we can work out the issues.

From time to time you may have concerns relating to our school. It is important that you share these with us. Perhaps we haven’t explained something very well. We need to know so that we can put things right.

Perhaps you don’t agree with a decision. We need to talk the issues through. As a result, you may gain a better understanding of why we made that decision or we may need to reconsider our decision. Your contribution is valued.

How to make a complaint or raise concerns
You can raise a concern with any member of our staff. Where possible, speak directly to the person with whom you have the concern. If it is a classroom issue, speak to the classroom teacher.

To make an appointment to see a teacher, please contact the school office. Issues you think are sensitive should be raised with the Year Level Coordinator, Head of Department, Guidance Officer or Administration (the Principal or Deputy Principals).

Our staff are encouraged to deal positively and sincerely with your concerns. They will listen. They will ask questions to make sure they understand. They may take notes to help in following up your concern. They will help you to take your concern to the appropriate person.

What can you expect
There are usually four phases in handling a complaint. In many instances these can all be worked through quickly in one process.
PHASE 1 – Initial Contact
Please express your concerns calmly, clearly and courteously. This will help resolve the issue in a timely manner. Staff will listen to your concern and make every attempt to understand it. The teacher/administrator will summarise the main points. He or she will usually explain the school policy or procedure on the issue or find someone who can explain. The teacher/administrator will work out an action plan with you: what he or she will do, what you should do, what your child should do and when you will talk again. He or she may deal with the concern or refer it to another person. In many cases it should be possible to resolve your concern straight away.

PHASE 2 - Deciding how to handle the matter
Sometimes matters will need further investigation. In this phase a decision will be made about how a complaint will be handled. Most matters are handled at school level. We encourage parents, in the first instance, to work directly with the people closest to the issue to resolve the matter. In some exceptional circumstances, matters must not be handled at a local school level because of their sensitive or serious nature. They must be referred to Education Queensland's local district office or central office. In general, however, matters referred to these offices are directed back to the school for resolution.

PHASE 3 - Finding out about the matter
In this phase the person handling the matter will try to find out all about your concern. He or she will try to understand the context and causes. You can best help by providing all the relevant information you can. He or she may need to talk to other people to get a complete picture. As he or she does this he or she may begin to explore options to resolve the matter. You can help all concerned by focusing on a positive resolution of the matter. Your information will be treated sensitively (but where the matter must be investigated by an external agency it will need to be passed on). You need to be aware that the person who is involved in your complaint usually has the right to be made aware of the complaint and will have the right to respond.

PHASE 4 - Resolution
The person who is handling your complaint will use the facts that have been gathered to make a decision that is fair to all concerned. He or she will work to put things right for you and would appreciate your help to do this. He or she wants to make sure the resolution is mutually acceptable.

Our school’s commitment to parents and caregivers
We are committed to dealing positively with your concerns and complaints. It helps us to learn how we can do things better for you and your student. We will try to make sure that your complaint is resolved quickly. Sometimes a complex matter will take time. However, we will always endeavour to make sure you understand what we are doing and why.
School Dress Code

Northern Beaches State High School is a “uniform school” because the community, during the establishment of the school, decided that school dress requirements are best met through a uniform. The Parents and Citizens Association and staff have continued to formally endorsed our ‘School Dress Code’.

The school Dress Code is now supported by the Education General Provisions Act (2006) section 360 and, as this is now part of state legislation, must be adhered to.

The School Dress Code is strongly supported because:

- it encourages identification with the school and the development of a school spirit
- it reinforces the concept of “team”
- it provides an economical way to dress students
- it meets basic health and safety requirements for work in schools
- it reduces distractions and competition amongst students
- it enables us to quickly identify unauthorised personnel on school property
- it reflects, in many cases, the reality of the workplace
- it is now supported by legislation
- tax relief is provided for families

**Junior Secondary Uniform – Year 7, 8 and 9**

- NBSHS polo shirt (boys and girls)
- Long navy NBSHS shorts with the school logo (boys & girls)
- Navy NBSHS skirt with the school logo (girls)
- Fully enclosed neutral tone lace up shoes that are supportive and provides adequate protection
- Plain white or black short socks
- School logo hat

**Senior School Uniform – Year 10, 11 and 12**

- NBSHS Senior Shirt or NBSHS Polo Shirt (boys and girls)
- Long Navy NBSHS shorts with logo (boys & girls)
- Navy NBSHS skirt with the school logo (girls)
- Fully enclosed neutral tone lace up shoes that are supportive and provides adequate protection
- Plain white or black short socks

**Winter (All Students)**

- Plain Navy pullover, jumper or jacket
- Plain navy track pants or long navy pants
- Senior Jersey for year 12 only (purchased through the Coordinator during the year)
- School Hoodie

**Jewellery**

All jewellery, including bracelets, chains & wrist bands worn, must meet workplace health and safety standards as well as meeting appropriate standards for school wear. As such jewellery should be kept to a minimum with piercings limited to small studs or sleepers without sharp edges. Large earrings and visible facial piercings are not permitted. “Spacers” and “spikes” are not permitted as they pose a health and safety risk.

**Sun Safe Policy and Hats**

When outdoor activities are part of the school program (including excursions) students are required to wear a suitable hat or cap. A broad brimmed hat is preferable to maximise sun safety. School hats available through Lowes Menswear Stores.

**Failure to comply with Dress Code**

Parents will be required to drop off the appropriate uniform to school or collect you to go home.

Sanctions will be applied for unauthorised non-compliance with the School Dress Code in accordance with the Education General Provisions Act (2006) section 362.
UNIFORM SUPPLIERS

THESE ARE THE ONLY SUPPLIERS OF OUR UNIFORMS

GEORGIO CLOTHING - 4779 2755
23 HUGH RYAN DRIVE
GARBUTT

LOGO SHORTS
POLO SHIRT
LOGO SKIRT
SENIOR SHIRT
HAT

LOWES - 4723 2906
SHOP 135B
1 WILLOWS SHOPPING CENTRE
KIRWAN

LOGO SHORTS
POLO SHIRT
LOGO SKIRT
SENIOR SHIRT
HAT
NBSHS Map

Staffrooms
1 = Navy, 2 = Jade, 3 = Ruby
Northern Beaches State High School
Meranti Street, Deeragun, QLD 4818
PO Box 200, Deeragun, QLD 4818
P: (07) 4751 7111   F: (07) 4751 7100

E: principal@nthnbchsshs.eq.edu.au
W: http://nthnbchsshs.eq.edu.au/wcms/
Twitter: https://twitter.com/NthnBchs_SHS
Facebook:
https://www.facebook.com/NorthernBeachesStateHighSchool