Northern Beaches
State High School

Senior Student Handbook

2020

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I am RESPECTFUL

I am RESPONSIBLE

I am RESILIENT

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

MOTTO TEAM Together Everyone Achieves More

VALUES In a culture of *high expectations* we value:

- Respect
- Responsibility
- Resilience

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KEY SCHOOL PERSONNEL 2020

Principal	***Ms Sprott***
Deputy Principal	***Mr Stripp – Year 11 and 12*** ***Mr Muller – Year 9 and 10*** ***Mr Boevink – Year 7 and 8***
Heads of Department	*SENIOR LEARNING* ***Ms Graham – Senior Schooling*** *Mr Lane – HPE* *JADE STAFFROOM* *Mrs Brown – The Arts* *Mr Behrendorff - Technology/LOTE* *Ms Burdette - HOSES* *NAVY STAFFROOM* *Mrs Whalley – Junior Secondary* *Mr Hall – English* *Ms Stevens – Maths* *RUBY STAFFROOM* *Ms Carvolth – SOSE* *Mr Turner – ICT* *Mrs Marshall – Science/STEM* *Mrs Rogers – Projects* *RESOURCE CENTRE* *Mrs Pennington – Teaching and Learning*
Year Level Coordinators	***Year 10/11 - Mr Paulger (Jade staffroom)*** ***Year 12 - Mrs Annett (Navy staffroom)***
Guidance Officer	*Ms Wallace* *Ms Jorgensen*
Student Support Services Team	*Youth Support Coordinator* *Community Education Counsellor* *Defence Transition Mentor* *School Based Nurse* *School Based Police Officer*

1.0 INTRODUCTION

The purpose of this handbook is to provide you with information about programs and procedures at Northern Beaches SHS as well as your rights and responsibilities as a student. Please make sure you have ongoing access to this handbook as you may need to refer to it throughout the year.

Senior Schooling at Northern Beaches State High School is a full-time occupation. It is your workplace for Years 10, 11 and 12. In order to prepare you for the world of work and its standards, the school has an obligation to apply these same standards in your senior years.

2.0 ATTENDANCE AND PUNCTUALITY

School day start and finish times for year 11 & 12 students is as follows:

Monday, Tuesday, Thursday and Friday	**Wednesday**
Start: 8.30am	Start: 8.30am
Finish: 2.30pm	Finish: 12.50pm

Wednesday Enrichment Afternoon commences at 12:50pm, after session 3. This time should be used for extra study or tutoring at the library, TAFE courses or additional study, School-based Apprenticeships or Traineeships, or studying at home. Students are not permitted to go to the shops or wait outside of the school, in school uniform, during this time. Students may be required to stay during Wednesday S4 to ensure they are on track to receive a QCE.

As a senior student, it is your responsibility to **arrive at school before 8.30am** prepared for the day's work. If you arrive to school late for any reason, report to the office to be marked present on the roll and have a late note issued. You **must**, however, have a note to explain lateness from a parent or guardian or your lateness will be deemed as **unauthorised** and recorded as such.

Lunch Detention - students arriving late to school without a note or phone call from a parent/guardian authorising their lateness will be issued a lunch detention from 11:00am – 11:20am. It is your responsibility to ensure you arrive to school on time.

The official school roll is part of the administrative computer records. It records approved and unapproved absence - both full and part day. **It is your responsibility to ensure your name is marked on the roll.**

2.1 Absence Requirements

Absence is defined as any non-attendance to a class when the normal timetable is in operation. It is expected that senior students maintain a minimum of 90% attendance or they put themselves at risk of cancellation and/or not attending the school formal.

Approved absences include:

- legitimately ill (supporting evidence required);
- emergency family supported reasons (not including family holidays;
- on an excursion or camp;
- on a work experience placement;
- representing the school at an official function, sporting event;
- suspension

All absences that do not meet the above definitions are considered unapproved and can contribute to students' non-participation record and loss of "Good Standing".
This ensures that:

- both students and teachers are unambiguous about what constitutes an absence from class;
- students must maintain an awareness of their responsibility to their academic program in any additional commitments;
- a prolonged serious illness with medical documentation will be considered as extenuating circumstances and students may apply for Special Consideration for academic purposes. Special consideration can be applied for through the Guidance Officer.

All students are responsible for providing explanations for their absences. Parents/Caregivers can provide an explanation by telephoning the office or returning school text message alert. Alternatively, students can hand in a note or medical certificate to their access teacher or the office. Medical certificates are required for students in Year 12 where completion of assessment has been affected.
If you are leaving school during class times, you are required to have a note signed and dated by your parent or guardian requesting your release. **This note must be given to the office staff on arrival at school where a leave note will be issued. The leave note can be presented to your class teacher to excuse you from the classroom. Please sign out when exiting the school.**

3.0 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
- it is Sun Smart and aligns with Queensland State School expectations to protect students from the harmful effects of the sun

Junior Secondary Uniform – Year 7, 8 and 9

- NBSHS polo shirt
- Long navy NBSHS shorts with the school logo
- Navy NBSHS skirt with the school logo
- Plain navy track pants or tailored long navy pants
- 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
- Long Navy NBSHS shorts with logo
- Navy NBSHS skirt with the school logo
- Plain navy track pants or tailored long navy pants
- 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 tailored long navy pants
- Senior Jersey for year 12 only (purchased through the Coordinator during the year)
- School Hoodie – ordered through the school office

Anything other than this will be deemed unacceptable attire and students will be asked to hand the item to the office for collection at the end of the day.

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, "spacers" and "spikes" are not permitted as they pose a health risk. Visible facial piercings are not permitted except for a single small stud in the nose. Large chunky necklaces/bracelets are not permitted. Wristbands must be kept to a minimum of 2.

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

Students in breach of the student dress code should be identified by their Access teacher and sent to the office. In the event that students do not comply with the school's Dress Code, this may result in the following sanctions:

- Temporary removal of property
- Sent home to obtain correct uniform
- Detention of the student for a period determined at the time
- Preventing the student from attending, or participating in, any activity for which the student would have been representing the school
- Preventing the student from attending, or participating in, any school activity that, in the reasonable opinion of the principal, is not part of the essential education program of the school.

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

Non-Uniform Day

Students who wish to participate must:

1. Wear closed-in, lace-up footwear as per school uniform policy. NO THONGS.
2. Not wear clothing with inappropriate logos, wording or illustrations.
3. Must not wear midriff tops, which expose their flesh.
4. Students must not wear singlet tops.
5. DO NOT bring/wear expensive items of footwear/clothing or bring valuables on the day.

4.0 FEES OWING: RESOURCE SCHEME AND ADDITIONAL SUBJECT CHARGES

The Government, through Education Queensland, provides grants that are used by the school to provide services and basic materials. Money from the Student Resource Scheme is used to provide a wider range of resources for student use

The scheme provides this package for a set fee for all subjects studied by the student and is not available in part, i.e. for individual subjects.

Some subject areas may not access a textbook. However, these subjects will have greater reliance on printed booklets, audio-visual, computer materials, class sets of various books and a variety of expendable materials such as timber, steel, associated hardware and foodstuffs.

Any student who has not paid their fees or does not contribute regularly to their payment plan will NOT be allowed to:

- attend non-curriculum related excursions or activities. This includes inter-school sporting competitions/ teams, camps, extra-curricular excursions/competitions, Formal, and Rewards days/lunches
- loan textbooks/novels for all subjects that require them
- receive printed booklets to supplement/replace textbooks in some subject areas
- collect Student ID card
- access Audio-visual and computer hardware and software in addition to that supplied by Education Queensland
- loan additional library resources
- order or collect celebration items such as Senior jersey
- access other items as required to help provide an excellent education service to students, eg sporting equipment.

5.0 NBSHS ASSESSMENT POLICY

Scope

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

Purpose

Northern Beaches SHS is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Northern Beaches SHS's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.
- High-quality assessment is characterised by three attributes:
- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

5.1 Promoting academic integrity

Northern Beaches SHS promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at https://northernbeachesshs.eq.edu.au and in the school prospectus. All questions regarding this policy should be directed to Head of Department: Senior Schooling, or Senior School Deputy Principal. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester during U2U. Relevant processes will be revisited: • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	Northern Beaches SHS has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. **Student responsibility** Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students should complete the QCAA academic integrity courses, available on Student Connect.
Due dates Section 8.5.2 Section 8.5.3	**School responsibility** Northern Beaches SHS is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 each term. The assessment schedule will: • align with syllabus requirements

	• provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each term • give consideration to allocation of workload. **Student responsibility** Students are responsible for: • recording due dates in their student diaries • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • inform the relevant head of department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the principal's discretion. Refer to AARA information below.
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Northern Beaches SHS's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the school's academic integrity software. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Northern Beaches SHS's teacher handbook.
Appropriate materials Section 7.1 Section 8.5.3	Northern Beaches SHS is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

5.2 Ensuring academic integrity

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

5.3 Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 7.2.1	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8.5.3	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Departments and parents/carers will be contacted by teacher if checkpoints are not met.
Drafting Section 7.2.2 Section 8.3	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. Feedback on a draft must not: • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. A copy of the feedback will be stored with a hard copy of the draft in the student's folio.

	Parents and caregivers will be notified about non-submission of drafts and the processes to be followed.
Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. All assessment instruments indicate the required length of the response. Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. Model responses within the required length are available. Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either: • mark only the work up to the required length, excluding evidence over the prescribed limit or • allow a student to redact their response to meet the required length, before a judgment is made on the student work. And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses Section 7.3.1	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Northern Beaches SHS uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**Applications for AARA** Northern Beaches SHS is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019. The school principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language

	• teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. **Applications for extensions to due dates for unforeseen illness and misadventure** Students and parents/carers must contact the school as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the school.
Managing non-submission of assessment by the due date Section 8.5	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 8.5.3	Northern Beaches SHS's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 9.1 Section 9.2 Section 9.5	Northern Beaches SHS internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.

5.4 External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: *External assessment — administration guide* (provided to schools each year)	See the *QCE and QCIA policy and procedures handbook* (Section 7.3.2) and follow the *External assessment — administration guide* for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

5.5 Managing academic misconduct

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

	Types of misconduct	Procedure
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.
Collusion	When:	

	Types of misconduct	Procedure
	• more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.	**For all instances of academic misconduct** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. **For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.	
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual	

	Types of misconduct	Procedure
	material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

6.0 QUEENSLAND CERTIFICATE OF EDUCATION & SENIOR STATEMENT

The Queensland Curriculum and Assessment Authority (QCAA) issues the Senior Statement to students who complete Year 12. To be eligible, students must remain at school until the finishing date.

The Queensland Curriculum and Assessment Authority (QCAA) issues the QCE to students who meet the minimum standards and requirements. Please see the HoD Senior Schooling if you would like a QCE check completed.

7.0 U2U AND MENTOR TEACHERS

Upon enrolment you are allocated to a Mentor teacher. Your Mentor teacher or U2U teacher is available to you for career/subject discussions, academic assistance and guidance, and advice and assistance on issues of concern to you.

One session per week is timetabled to the U2U program. Attendance at this session is compulsory. The session is managed by your Mentor teacher and will include topics such as career and workforce, team building, QCS preparation, etc.

8.0 PERFORMANCE REVIEWS

An Performance Review is a process designed to monitor the ongoing performance of an individual student. At least twice a year your U2U Mentor teacher will review your performance through goal setting, discussing your academic progress and reviewing your SET plan.

A Progress Report is a review of your performance across a number of areas at a given point in time. It consists of a written report by subject teachers and where applicable your U2U teacher. Year Coordinators and Heads of Department could be asked for additional information. The Guidance Officer, Year Coordinator and/or the Mentor then discuss the report with the student. A Progress Report can be requested by a teacher, HoD or your parent/carer.

9.0 CHANGE OF SUBJECT

Students may apply to change subjects in the last two weeks of each semester for the following semester of study. Students may also apply to change subjects during the first two weeks of Semester One for that semester. Change will be approved if there is a sound educational reason. At the end of Term 1 and each Semester, students identified by the school as at risk of failing may be offered the opportunity to change core subjects.

10.0 VET (VOCATIONAL EDUCATION AND TRAINING) – additional information provided in VET Handbook

As a registered Training Organisation (RTO) Northern Beaches State High School has agreed to operate within the VET Quality Framework.

Northern Beaches State High School provides a range of vocational education and training programs including:

- Certificate II in Business
- Certificate II in Hospitality
- Certificate II in Information, Digital Media & Technology
- Certificate III in Fitness (delivered through Binnacle Training RTO 31319)
- Certificate II in Aquaculture (delivered through Professional and Technical Training Australia RTO30270)
- Certificate III in Business (delivered through Binnacle Training RTO 31319)
- Certificate I in Information, Digital Media and Technology*
- Certificate I in Business*

**(students enrolled only by Deputy Principal, Head of Technology or Head of Senior Schooling)*

Access and Equity

- All students will be treated in an ethical and responsible manner consistent with the requirements of the curriculum or National Training Package ensuring that training decisions comply with equal opportunity legislation.
- Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.
- Room is allowed for reasonable adjustment where it doesn't compromise the standard or competency.
- The Guidance Officer and the HOSES, has access and equity as a nominated part of their duties.

Client Needs

All students have involvement with some or all of the following processes, designed to establish their educational needs:

- SET plans
- subject selection processes
- guidance services.

The provision of educational services is monitored to ensure they continue to cater for student needs through review of student senior education and training (SET) plans, as per the school calendar, and as needed.

Complaints and Appeals Process

Students have the opportunity to provide feedback to the RTO through informal and formal processes (e.g. on task sheets, quality indicators — learner surveys).

Complaints arise when a client is dissatisfied with an aspect of the school RTO's services, and requires action to be taken to resolve the matter. Appeals arise when a client is not satisfied with a decision that the school RTO has made. Appeals can relate to assessment decisions, but they can also relate to other decisions.

Persons with either a complaint or an appeal have access to the following procedures:

Informal complaint (or feedback)

- The initial stage of any complaint (or feedback) shall be for the client to communicate directly with the operational representative of the school, e.g. the teacher.
- Client(s) dissatisfied with the response to the informal feedback or complaint may initiate a formal complaint.

Formal complaint or appeal

- The informal complaint procedure should be used first.

STAGE 1 Formal Complaint:

- All formal complaints or appeals go to the Head of Department Senior Schooling first.
- The formal complaint or appeal and its outcome shall be recorded in writing via the official form and details provided on the register.
- The Head of Department Senior Schooling will investigate/consult with the VTA teacher, VTA HoD and/or SDCS operator where necessary.
- The client shall be given an opportunity to present their case to the HoD SS, and may be accompanied by one other person as support or as representation if needed.

STAGE 2 Appeal:

- All formal complaints or appeals go to the Head of Department Senior Schooling first. The HoD SS will refer appeals to the Principal.
- On receipt of a formal appeal, the principal shall convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.
- The complaints and appeals committee shall not have had previous involvement with the complaint or appeal, and will include representatives of:
  - the principal
  - the teaching staff
  - an independent person.
- The client shall be given an opportunity to present their case to the committee, and may be accompanied by one other person as support or as representation.
- The relevant staff member shall be given an opportunity to present their case to the committee, and may be accompanied by one other person as support or as representation.
- The complaint and appeals committee will make a decision regarding the complaint or appeal. The complaint and appeals committee will communicate its decision to all parties in writing within five working days of making its decision.

Induction Process

All students studying Vocational Education are required to complete an Induction at the beginning of the course year. This induction will be led by a qualified assessor and will encompass general Vet Quality Framework/school VET principles and policies relevant to students. An induction specific to the students Vocational Training Area (VTA) will occur in the first lessons of that course/their enrolment. For late enrolments, an induction will be provided at enrolment. If a student does not complete an induction within **two weeks** of enrolment in a VET course they must immediately bring this to the attention of the **HOD Senior Schooling**.

Issuing AQF qualifications and Statements of Attainment

Some of the VET programs offered at Northern Beaches State High School can lead to nationally recognised qualifications – a Certificate if you complete all of the requirements of the Qualification, or a Statement of Attainment for those parts that you successfully complete. This Certificate/ Statement of Attainment will be recognised in all States and Territories of Australia.

Student Access to Records

Class teachers will provide access to a student's own records at least once each semester, or on request by the student. Students will/may also be given access to "for checking" SDCS printouts from the school data manager. Students will also have access to information regarding any unit achieved through their own online learning account.

Service/Qualification Guarantee

Northern Beaches SHS is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date, and meeting all of their student responsibilities.

Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement, Northern Beaches SHS will arrange for agreed training and assessment to be completed through another RTO if this is possible. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If completion through an alternate provider is not possible, NBSHS will gain a written agreement for a subject change from the student and parent and a Statement of Attainment for competencies completed will be issued.

Recognition of Prior Learning (RPL)

- The Northern Beaches State High School ***RPL application form*** must be used.
- All applications for RPL **go to the teacher** of the qualification in the first instance. Students will need to provide sufficient documented evidence to support their claim for recognition to their teacher e.g. resume, certificates, photos, references from supervisors, performance reviews or job descriptions.
- The RPL process and its outcome will be recorded in writing on the application form and in the RPL register. Teachers dealing with the RPL application will provide feedback throughout the process to the student.
- The teacher responsible for the delivery of the qualification will review the evidence provided by the student and give a written and verbal response (within 15 days of receipt of the evidence) to the student regarding whether the evidence is suitable for RPL.
- The teacher handling the RPL application will develop and assess any alternative methods of assessment required as a result of an RPL application. The student may be asked to complete practical demonstrations of their skills to support their application for RPL.
- The teacher will update the student records if RPL is granted.
- **Appeal RPL decision.**
- A student dissatisfied with the response to the RPL application may initiate an appeal.

Recognition of Qualifications Issued by Other RTO's

Any existing Qualifications or completed Units of Competency that a student has obtained through another Registered Training Organization may be recognised by Northern Beaches SHS. The student may present the originals of these documents to their VTA teacher, who will take a copy, forward both to the HOD for verification then return the original to the student. Exemption may then be granted for equivalent competencies in the course.

Statement of Attainment

Students undertaking vocational courses are entitled to a Statement of Attainment if they leave school prior to completing Year 12 and they have gained competency in at least one unit of competency of the course. These will be mailed when returned by QCAA.

Structured Work Placements

The school RTO places/attempts to place students in workplaces that provide experience in the competencies included in their VET qualifications. This school does not use assessment by work placement supervisors.

Students on work placements may record their activities in a workplace experience logbook. The VTA teacher will seek the cooperation of the workplace supervisor in the sign-off on the accuracy of the student's entries in the log. This log may be used by the assessor to support judgments of competency.

Students studying vocational courses may be involved in structured work placements with on-the-job training and assessment. Students must complete all paperwork, procedures and inductions before beginning work placement. **Note: Work Placement required for completion of a VET Certificate MUST be completed during the times as detailed by the teacher eg. Hospitality.**

11.0 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;
- ✓ Pursuing knowledge individually and imaginatively; and/or
- ✓ Preparing for forthcoming classroom learning.

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; and
- ✓ Organising their time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment.

In the Senior Phase, Year 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.

12.0 STUDY SKILLS

Being able to manage your time is a key study skill. Time is a resource that you must use efficiently, but it is no good arranging and managing your time if you do not use your allocated time for study effectively.

As a general guide, senior students on an ATAR pathway should program at least five blocks, each of three hours duration, to study at home every week. Many students do considerably more than this.

Mentors and Guidance Officers can help you plan a study timetable around your family and personal commitments. But you must remember that in your Senior Years:

- Your schoolwork must remain your first priority.
- Studying is an active process - take notes, make lists, write summaries, organise your notes for each subject into a separate folder for ease of revision.
- Only you can do your own learning. No one else can learn for you.

Teachers are willing to provide additional assistance to students before school, at recess breaks and after school, but you must take the **initiative** and approach your teacher to seek additional assistance with your studies.

13.0 BEHAVIOUR MANAGEMENT

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.

A student is considered a Level 1 self-managed when they demonstrate:

Respect
Responsibility
Resilience
And are behaving in a way that promotes the schools values**.**

Official Behaviour Notifications

The following indicates the process for managing student behaviour which may lead to withdrawal from a subject and/or a course, cancellation of enrolment, or exclusion. Additional behaviour support is also provided at each level according to the Responsible Behaviour Plan for Students.

(Level 1) Students are *meeting all the necessary requirements* and commitments related to their course of study. Well Done!!

(Level 2 *Inappropriate behaviours: student requires support and intervention from class teacher*
Consequences: Student and parent are notified by the teacher and the teacher takes the appropriate response and action.

(Level 3) *Persistent Absences/ persistent inappropriate behaviours requiring YLC, GO, HoD support*
Consequences:
The student will be required to meet with the HoD Senior Schooling and or Year Level Coordinator to resolve the relevant issue(s). This may include discussing the possibility of flexible arrangements for the student.

It may also involve the student completing outstanding work within a particular period (on a Wednesday Session 4 for Year 11 and 12 students and after school for Year 10 students), seeking tutoring and/or agreeing to meet with a guidance officer or other staff. A copy of all information will be placed on the student's file.

(Level 4) *Continued absences/ non-participation*

Consequences: The Deputy Principal will interview the student and parent to review the issues and negotiate a contract for resolution. Further non-compliance and/or failure to comply with the actions agreed to at Level 4 may lead to the Principal issuing a risk of cancellation of enrolment notice.

(Level 5) *Possible Exclusion or Cancellation of Enrolment notice*

Consequences: **The risk of cancellation of enrolment notice** would require that the student demonstrates why their enrolment should not be cancelled and the steps that the student will take to ensure compliance. The response from the student to this notice is to be completed by the date specified in the notice, which should be 7 days from the date of issue. Failure to respond or an inadequate response to the notice and/or continued non-compliance may lead to the Principal cancelling the student's enrolment.

14.0 ICT RULES

1. Students are to sit in seating plan for Pod or Classroom i.e. 1 student to one PC (not a group).
2. Students are not to turn on computers until explicitly instructed by Teacher.
3. No students are to touch peripherals (mice/keyboards) or cables (power, network) unless under the supervision of ICT HoD (i.e. Blue Lanyard with ID card).
4. Students are not to play games (Education Queensland Rule).
5. Students are not to use ICT devices for anything except educational purposes with clear curriculum links.
6. In BUSINESS EDUCATION BUILDING – Students are not to walk in corridor (out of bounds).
7. Printing from other rooms should be collected by walking to the external door of the room.

15.0 ONGOING RESPONSIBILITIES OF STUDENTS

School Vision:

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

TEAM; Together Everyone Achieves More

School Values:

- In a culture of high expectations we value:
- Respect
- Responsibility
- Resilience

It is expected that you will participate actively in Northern Beaches SHS's education program. You will abide by the Senior Phase of Learning Agreement signed during SET Plan Interviews in Year 10 and:

- attend school regularly, on time, ready to learn and take part in school activities.
- maintain lines of communication by attending assemblies and access classes.
- act at all times with respect and show tolerance towards other students, staff and members of the wider community.
- work to the best of your ability, and comply with requests or directions from the teachers and principal.

- maintain satisfactory progress, including catching up with work that has been missed during absences.
- abide by school rules, meet homework requirements and adhere to the school's dress code.
- respect the school environment.

16.0 CHANGE OF STATUS

If a student leaves home for any reason and resides independently from her/his family, the school office must be notified of this fact, in writing, immediately.

If a student changes postal or residential address or phone number the school must be notified immediately of this. It is advisable that the parents notify the school of the circumstances concerning change of status.

17.0 CONCERNS REGARDING FAIR TREATMENT

In the event that you are unsatisfied with any aspect of a program or you feel you have been unjustly treated, you have the right to raise this.

Procedure

1. Request a review from the relevant teacher.
2. If you are dissatisfied with the outcome then request a review from the relevant curriculum Head of Department.
3. If you are still dissatisfied with the outcome then request a review from your Senior Schooling Head of Department or year level Deputy Principal.

18.0 SENIOR REFERENCE

At the completion of Year 12, students may be eligible to receive from the school a School Reference (conditions apply.)

The School Reference reports on personal characteristics such as Attitude, Achievement, Appearance, and School Contribution, as well as involvement in other school programs and activities such as cultural activities and sporting teams.

A School Reference will only be issued when the student has returned all resources, which have been borrowed or hired since enrolment.

Application Procedure

1. Year 12 students are required to make an application for a School Reference during Term 4. Late applications will be considered only in extenuating circumstances.

2. Forms are available from the school office.

3. It is the student's responsibility to collect as much information as possible to ensure a complete and accurate School Reference.

4. Applications for a reference are to be returned to the school office.

19.0 STUDENT SERVICES TEAM

Your welfare and connection with your school is very important to us. We have a great team of support staff who can assist you and your family if needed.

Guidance Officer - Ms Wallace
Role:
- Provide Personal Counselling and Brief Therapy, refer to outside agencies
- Case manage Children in Care
- Assist with Career Development strategies within the school and the local community / Provide career counselling / Assist with collating SET Plans through consultation or direct career counselling when needed
- Case Manage students who require Alternate Educational Programs
- Provide educational and behavioural counselling and assessment

Youth Support Coordinator
Role:
- Support young people at risk of disengaging and / or not transitioning into and completing their senior phase of learning
- Develop and foster relationships between the school and families of students to assist at risk students to remain engaged with education or training
- Monitor attendance patterns of students or groups of students and, in accordance with the school's attendance plan, implement early intervention strategies
- Develop and implement programs to support social and emotional wellbeing as required e.g. addressing social skills, assertiveness or self esteem

School Based Nurse
Role:
- Support and talk to students about health and wellbeing or help get in touch with the right service. Some of the health needs that students can talk about are; healthy eating, feeling unhappy or stressed, relationships, healthy skin, personal and family problems, growth and development, sexual health and smoking, alcohol and other drugs
- Promote enhanced personal skill development and health information
- Planning and implementation of health promotion strategies and supporting school related programs

Community Education Counsellor
Role:
- Support Indigenous students at risk of disengaging and / or not transitioning into and completing their senior phase of learning
- Support Indigenous students in setting life goals and celebrating their achievement towards them
- Support teachers with attendance of Indigenous students.
- Support parents of Indigenous students
- Implement Indigenous Culture into the wider school community

School Based Police Officer
Role:
- promoting positive relationships between the school community and police
- contributing to an understanding of the law/legal process and procedures, particularly in relation to young people, and
- attending to police related matters within the school community, where appropriate.

Defence Transition Mentor
Role:
- assisting children and families to integrate into the new school and local community
- monitoring the social, emotional and academic wellbeing of Defence students

- enhancing awareness and appreciation of the unique Defence lifestyle in schools and communities, and
- providing support to children during times of parental absence.

Student Support Services team members will be available to the school community by appointment. Appointments can be made by parents ringing the school or enquiring at the school office. Students may make an appointment through the front office.

20.0 VEHICLE TRAVEL

Students who travel to and from school in their own car must register their vehicle with the school. Application forms are available from the school Office and must be completed prior to travel. Keys are kept at the front office during the day and **must be handed to the office staff on arrival at the school before school commences**.

Under **no** circumstances are students permitted to accompany other students in their vehicle unless they have the consent of their parents or caregivers in written format.

21.0 WORKPLACE HEALTH AND SAFETY

The safety and wellbeing of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment.

You are required to:

- Use and take reasonable care of any protective equipment that is provided.
- Obey any reasonable instructions in relation to health and safety.
- Not interfere with or remove any safety devices from machinery.
- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs.
- Report unsafe acts or equipment to a teacher and observe good housekeeping practices.
- Report all injuries or near injuries to a teacher; and
- Ensure that your conduct does not interfere with:
  - School property;
  - School staff safety or welfare, or with their ability to perform their duties; and
  - Student safety or welfare, or their ability to participate in and benefit from instruction.

22.0 YOUTH ALLOWANCE

The school is required to submit attendance reports to Centrelink upon request. Once a student has accumulated five days of unexplained absences in a term, the Centrelink allowance is then reduced according to a range of Government regulations.

The school adheres rigidly to these regulations. As previously stated the official school roll is part of the administrative computer record. It records approved and unapproved absence - both full and part day. It is YOUR responsibility to ensure you absence details are correct.

School fees can also be distributed from your Youth Allowance, ABSTUDY, or Austudy payments either as a lump sum or as a payment plan. More information can be found at *http://www.centrelink.gov.au/internet/internet.nsf/payments/index.htm* or see the School Office.