

# **TWEED RIVER HIGH SCHOOL**

*Innovation, Opportunity and Success*



## **Student Handbook 2019**

The Expectations and Procedures for Students at  
Tweed River High School

Respect

Teamwork

Opportunity

Excellence

Safety

## THE SCHOOL VISION

**Tweed River High School is recognised within our community for excellence in education, where:**

- Students are willingly engaged in a wide range of innovative learning programs.
- Students value learning and achieve their personal best.
- Staff embrace innovative, quality teaching methods focused on the needs of 21<sup>st</sup> century learners.
- Staff work cohesively in a highly professional manner to achieve the school purpose.
- Strong relationships enhance our links to the community and provide a sense of belonging for students, staff and community members.
- Success is recognised and celebrated by our school community.
- Students develop and are recognised for positive citizenship within the school and wider community

## AT THIS SCHOOL OUR PURPOSE

is to:

Provide an innovative and safe learning environment which promotes excellence through opportunity, teamwork and respect.

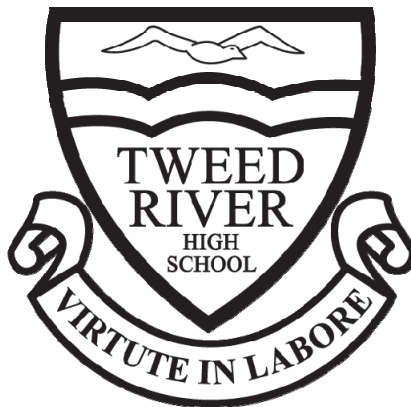
## OUR CORE VALUES

**Respect**

**Excellence**

**Teamwork**

**Opportunity**



**Safety**

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Last updated: 30/11/16

# A Message from the Principal



## *Welcome to Tweed River High School*

I look forward to working with parents and students to achieve the best educational outcomes and opportunities for our students.

We provide a safe and orderly educational environment where respect for each other is valued and promoted and we enjoy cooperative partnerships with our community.

Our school is focused on teaching and learning, and student achievement in all areas of the curriculum and extra-curricular activities.

### ***Tweed River High School offers your son or daughter:***

- A wide range of subjects and opportunities
- Exceptional school support for every student
- Innovative programs to develop student talents and address learning needs
- Excellent facilities and resources to support our programs
- Career opportunities through strong business, educational and community partnerships

The purpose of this handbook is to assist you in becoming familiar with the procedures and personnel at Tweed River High School.

We hope you enjoy our school.

*Leisa Conroy,*

**Principal**

## **OUR SCHOOL**

Tweed River High School is a Years 7-12 comprehensive, co-educational, High School with an enrolment of approx. 900 students located on the Far North Coast of NSW.

Our local partner primary schools are Banora Point, Tweed Heads South, Tweed Heads, Bilambil and Carool Public Schools. These schools along with Tweed River High School, form the 'Tweed Learning Community' which link the primary schools with their local high school forming a Kindergarten to Year 12 (K-12) continuum of public education.

Our core business is focused on teaching, learning and the welfare and achievement of our students. Tweed River High School's motto is 'Virtute in Labore' which promotes the commitment of student work ethic to achieve their personal, academic and vocational goals.

Our staff are committed to continuous improvement. The school has clear directions and focus areas for the future. We value students, parents, staff and community working together.

## **OUR SCHOOL PLAN - FOCUS AREAS**

1. **A Safe and Collaborative Environment** supporting staff, students and community collaborating using data to provide input into new initiatives and the optimal functioning of the school. Where professional learning communities meet regularly to address common assessment, instructional, and achievement issues and resources are managed so they directly support teachers and learning, and individuals and groups are appropriately acknowledged and their successes celebrated. Orderly school systems and classrooms support the academic growth and development of students and facilitate quality, innovative teaching practices. Students who work in a safe and supportive environment thrive.
2. **Quality Teaching and Learning programs for every student** working collaboratively to consistently implement job-embedded professional learning including observation, discussion and feedback to enhance pedagogical skills and practice and measure improvements in student achievement across the school. A recognised and consistently utilised quality teaching framework facilitates quality teaching and learning, resulting in high student achievement. Cross curricular collaboration in STEM and PBL support students to engage in connected learning and higher order thinking while individualised programs meet the particular learning needs of identified students.

# SCHOOL INFORMATION

## Staff Directory

### Senior Executive

Principal	:	Ms L Conroy
Deputy Principals	:	Mr B Mackney
	:	Ms K Taylor

### Head Teachers

English	:	Ms S Smith
Mathematics	:	Mr C Topper
Science & Agriculture	:	Mr I Hayward
HSIE/LOTE / ATP Program	:	Mr T Lambert
Technology	:	Mr A Kerr
Creative & Performing Arts	:	Mr T Simpson
Personal Development/Health/P.E	:	Ms T Cowan (Relieving)
Administration Co-ordinator	:	Mr T Simpson
Welfare	:	Mrs B Mackney

### Support Staff

Librarian	:	Mrs L Monniot-Kerr
Careers Adviser	:	Mr Troy Williams
Learning & Support Teachers (LaST)	:	Mr D Steele & Mr B Holland
School Counsellors	:	Ms K Glynn / Ms S Parker
Aboriginal Education Officer	:	Ms T Kingi
Volunteering Co-ord	:	Ms T Cowan
SRC Co-ordinator	:	TBA
Work, Health and Safety Committee	:	Mr D Arrowsmith (Chair)
<b>Sport</b>		
Sports Organisers	:	Ms J Goldstone / Mr T Fugar
Sport Development Program	:	Ms T Cowan

### Year Advisers:

Year 7	:	Mr L Buchanan	Year 10	:	Ms R Cupitt (Relieving)
Year 8	:	Ms A Florence	Year 11	:	Mr M Betts
Year 9	:	Mr T Fugar	Year 12	:	Mr A Cassar

### Office and Administration Staff

School Administration Manager	:	Ms S Bech
Publicity	:	Ms J Kyle
Enrolments	:	Ms R Boxsell / Ms K Dinsey

### School contact:

#### Email:

Ph: (07) 5524 3007 Fax: (07) 5524 9501  
[tweedriver-h.school@det.nsw.edu.au](mailto:tweedriver-h.school@det.nsw.edu.au)

### Term Commencement Dates

Tuesday 29 January	-	Student free day – Staff development
Wednesday 30 January	-	Years 7, 11 and 12 commence
Thursday 31 January	-	Years 8, 9 and 10 commence
Friday 1 February	-	New enrolments & Interviews for enrolment
Monday 4 February	-	New enrolments & Interviews for enrolment

## **Roles within the School:**

### **Principal**

The Principal is the manager and educational leader of the school. The Principal is responsible for strategic planning and ensuring that curriculum delivery and program resourcing, student and staff welfare and financial management requirements are met. Appointments can be made with the Principal to discuss the learning or welfare needs of your child.

### **Deputy Principals**

The Deputy Principals play a key role in the school's management, curriculum and student welfare programs, especially those dealing with student management and disciplinary matters and the co-ordination of support for students' learning both within and outside of the school. One Deputy supervises and supports Years 7, 9 and 11 while the other supervises and supports Years 8, 10 and 12.

### **Head Teachers and Classroom Teachers**

Head Teachers and Classroom teachers are also closely involved in the counselling and disciplining of students in matters relating to behaviour and curriculum.

### **Head Teacher Welfare**

The Head Teacher Welfare is responsible for dealing with many student welfare matters and the co-ordination of a range of whole school programs aimed at developing students' social skills and resilience. The HT Welfare supervises the Welfare Team and works collaboratively with the Year Advisers in supporting our students with issues arising from the classroom and beyond.

### **Year Advisers**

The Year Adviser is often the first contact for students and their parents for issues which are non-class based curriculum issues. Year Advisers are responsible for supervising the social development, progress, conduct and attendance of pupils in their year. They work in close liaison with Classroom Teachers, Head Teachers, Head Teacher Welfare and the School Counsellor and other support services. Year Advisers frequently contact parents concerning a student's general progress and conduct at school. Parents may seek information regarding their child's progress, conduct and attendance by contacting the Year Adviser through the Front Office.

### **Student Counselling Services**

The School Counsellor is an experienced teacher with post-graduate training in school counselling and educational psychology. The School Counsellor complements and enhances the work of teachers by strengthening the school's student welfare provisions and providing counselling, cognitive and psychological assessment for students who require additional learning support whether short or long term.

- The School Counsellor's collaboration with teachers in classrooms is designed to improve student learning outcomes.
- Students may be referred by any member of staff or students may self-refer.
- Parents may also approach the School Counsellor at any time to refer their son or daughter.
- Except in the case of student's self-referrals, the parent or caregiver will be involved with the counselling process from the outset.

## **Learning and Support**

Students may from time to time experience difficulties with their learning. The school is committed to supporting student learning and has a range of services available to assist. If you find yourself in this position whether in a course, across all courses generally, or it may be a health issue or changes in your family circumstances; arrange an appointment with the appropriate staff member because help is available. Issues such as these may develop into negative behaviours in a classroom setting or lead to truancy and school refusal.

- The Learning and Support Teachers provide support to both students and teachers, to assist with all of the above, whether it is in the classroom or in a small group situation.
- This support is given as a result of referrals by staff or parents and negotiation with them to provide the most appropriate support for the students learning needs.
- Strategies include:
  - One-to-one reading programs for students requiring intensive support.
  - Small group withdrawal
  - In class support for the teacher and student



- Making adjustments to assessments and other tasks in order to support student learning
- There is also tutorial assistance available in the library.
- The school has a focus on programming interventions for Years 7 to 9 students with specific needs identified in the National Literacy and Numeracy tests.
- If you have any concerns about your child's progress, please contact the school as early as possible.
- If you are unsure of who to speak with, the best first contact is your Year Adviser who may direct you to a Head Teacher, the Head Teacher Welfare, Learning and Support teacher, School Counsellors, Careers Adviser, Deputy Principals or if appropriate, the Principal.

## Student Wellbeing

- Parents who feel that their child is experiencing problems or who have general or specific enquiries, are invited to contact the school to arrange an appointment with the appropriate staff member; usually the Year Adviser initially. These staff can then direct you to the appropriate support.
- Depending on the circumstances, parents may like to discuss an issue with the Principal, Deputy Principals, Head Teacher Welfare, Year Adviser, Head Teachers, Careers Adviser or School Counsellor.

## Parent & Student Representative Groups

### The Parents' and Citizens' Association (P&C)

**Meetings are held on the 3<sup>rd</sup> Monday of each month at 6pm in the Staff Common Room**

The Association aims to inform parents about aspects of curriculum and school organisational structures and processes. It provides an interesting forum for the discussion of topics affecting your child's education and has a significant input into broader school policy decisions as well as supporting school projects and programs.

The P&C at Tweed River also operate the Uniform Shop with profits providing additional support directly back into nominated school programs.

The school benefits from parents who are actively engaged in supporting student learning as it serves to deepen the relationship and understanding between parents and the school and strengthens the commitment to providing opportunities for students and improving their learning outcomes.

All current parents are urged to become members of the Association and to attend meetings.

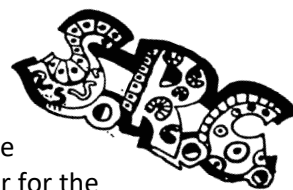
#### The P&C Executive is:

President	: Ms Christine Tolland	Vice President:	TBA
Secretary	: Ms Helen Tunks	Treasurer/Fundraising	: Ms Margaret Taylor

### The Student Representative Council (SRC)

The SRC is the body representing student interests in the school. Each year, Year Groups elect representatives to the SRC. The SRC Executive are elected from among its senior members. The Principal appoints a member of staff, to liaise with the SRC and to guide its deliberations. Mr Winter is the staff SRC co-ordinator for the coming year.

The SRC also operates as a roll class and meets regularly to discuss issues affecting students and to plan social and fund-raising activities. The SRC Executive meets regularly with the Principal to discuss current issues, provide feedback to the School Executive to help inform school planning and decision making.



#### The SRC Executive:

Captains:	Tyson King and Tiah Curtis-Geselle
Vice Captains:	Jazmine Cook and Lachlan Taylor
SRC Executive Roles:	Gracey Oakes, Jesse Pereira, Tarah Smith, Joshua Wilmolt



# FACILITIES AND CO-CURRICULAR PROGRAMS

## The Spurway Library – Information Centre

The Library / Information Centre (RJ Spurway Library) is located in L Block. It's operation is based on the research backed belief that school libraries can have a significant and positive effect on students' present and life-long attitudes to learning. The Centre has experienced staff and a diverse range of materials and services to support student research and learning.

- **Opening hours:** Before school, Recess (Mon, Wed, Fri), Lunch time and during class time with the permission of the class teacher or when booked into the library for supervised classroom activities.
- School expectations regarding respect and appropriate behaviour also apply when in the library and consequences may impact on a student's access for periods of time.
- Students are able to take advantage of the library's generous borrowing arrangements. These arrangements are based on providing fair access to high demand resources.
- Students must return high demand resources within the specified time frames if they are to avoid penalty.
- Resources which are not returned are subject to charges to the value of the replacement cost

## The Career Education Centre

This facility in "B" Block is the focus of the school's career education and school to work transition advice



- Extensive information on training courses and occupations is available for reference.
- Computer-based career research, course and basic job choice programs are available for student use.
- Assistance is available for students seeking support for School based Apprenticeships and Traineeships
- The Careers Adviser welcomes student and parental requests for personal assistance. Appointments with the Careers Adviser can be made in person or through the school office.

## Aboriginal Studies Resource Centre

The Resource Centre is located upstairs in "R" Block next to the HSIE Staff Study.

- The Centre is the location for our Aboriginal Education Officers and offers access to a wide range of resources for all students from Years 7 – 12.
- Teachers, TAFE and the community also utilise the Centre.



## The Marine and Aquatic Facilities

The school is situated in a unique position, owning a facility on the water at nearby Terranora Inlet.

- This facility is our base for canoeing and practical Marine Studies related activities.
- An indoor aquatic centre operates next door to the school and our proximity to the ocean allows us to offer a surfing program through our Sports Development Program.

## Information Technology Facilities

Tweed River High School is committed to meeting the needs of twenty-first century learners through the appropriate use of a wide range of technologies to support learning and course delivery.



- New computers and related technologies are regularly acquired as a priority.
- Staff training is also undertaken to support the implementation of strategies which engage students and enhance learning in new and exciting ways.
- The school has a number of dedicated computing facilities, along with wireless and hard wired network infrastructure to almost all areas of the school.
- The school maintains a fleet of laptops for student use across Years 7-12. Conditions apply.
- It is expected that more students will take advantage of the "Bring Your Own Device" program (BYOD). Information about the conditions for access and use are available at the school office.
- Specialised software and hardware operates in Visual Arts and Technology and Applied Studies faculties where students can undertake digital image creation and manipulation, video production, website development, basic hardware maintenance, robotics, CAD drawing, animation and 3D printing are appropriately embedded in curriculum delivery.
- Students have their own portal account and email for online access and a folder on the school servers.

## Canteen

- The Canteen is leased and complies with the NSW Healthy Canteen Guidelines.
- It operates on a self-serve basis supplying a variety of food and drinks at economical prices.
- Besides food, the Canteen also stocks a range of school stationery items.
- Canteen phone: (07) 5524 9606

# IMPORTANT INFORMATION FOR STUDENTS

## Co-Curricular Programs

### Requirements for Representing your School:

- Students are encouraged to pursue representative participation and recognition across a range of sporting and cultural pursuits at school, regional, state and national levels.
- Selection to represent your school is at the discretion of coaches and executive staff at the school and is contingent on a student's record of application and participation in their studies.
- The school Assessment and Discipline Policies and general school expectations, place conditions on a student's eligibility for school representation and school involvement in particular competitions during the year.
- Unresolved NESA warnings, attendance and behaviour interventions such as suspension or in-school isolation, will render a student ineligible to represent the school for periods of time as set out in those policies.
- Events and competitions which conflict with established examination and variation exclusion periods will generally not be entered by teams or individuals from the school. Where such events fall as part of a longer running competition, coaches should make early application to the senior executive for special consideration.
- Generally speaking, Year 12 students are not permitted to represent the school during Term 3 due to their significant HSC commitments.

### Sports Development Program (SDP)

- The School offers a Sports Development Program for talented sports minded students from Years 7-12.
- The program is designed to assist students, showing high levels of ability in a sport, achieve their potential.
- The program offers quality coaching and training in a safe supportive environment.
- Entry to the program is competitive.
- Where numbers are restricted, students will be selected by coaches and mentors according to their performance over a trial period.



- Sports offered are athletics/running, dance, surfing, tennis, touch, netball, rugby league and basketball.
- Fees apply – contact the school office or see our website for details.
- **Note:** Not all sports run each year – dependent on the degree of student interest.

### Music Program

- Years 7/8 students follow a mandatory core music program. Students may also elect to study music in Years 8-12.
- A Musician Development Program operates alongside the Sport Development Program and students have an opportunity to excel in all instrumentations and at all levels – fees apply, check our website.
- In addition, co-curricular activities at community venues and at school performance events in bands and ensemble groups are available throughout the year.
- A range of learning opportunities are offered to all students through community based instruction in collaboration with our Music faculty. This program offers a wonderful opportunity for beginners through to accomplished musicians who need to further develop their craft.



## Dance Program

- Tweed River High School offers excellent dance tuition in its air conditioned Dance Studio, designed specifically to meet the needs of our dance program.
- Features include a fully mirrored wall, ballet bars, a sprung floor, sound system and audio visual equipment to assist in honing skills and demonstrating techniques. Tweed River has a strong history of dancer participation in school, regional and state performances.



## Sport:

- The school offers a wide range of sports representation opportunities throughout the year.
- Students may select to participate in one summer and/or one winter sport during the year to complement their academic studies.
- Consideration will be given to students wanting to represent the school in additional sports where they can demonstrate their higher levels of participation and achievement in those codes outside of school.

## Enrolment and Attendance Requirements

### Enrolments procedures

- Students and parents of students wishing to enrol should phone the school office to arrange an enrolment interview with the Principal or a Deputy Principal.
- Parents must provide relevant documentation to the school to support their application to enrol. This includes, but is not limited to – birth certificate, proof of address, school reports and NAPLAN results. It is helpful to the school when placing students to have copies of any medical reports which impact on the student's welfare and learning support needs.
- The enrolment process may include meetings with Learning Support and other staff before students are able to enter classes.
- Out of area enrolments are not always possible and must include an **Out of Area Enrolment Application**. These enrolments are at the Principal's discretion after reviewing data on expected enrolment patterns and student numbers and the reasons leading to the application.

## It's not cool to skip school

In schools across Australia a small number of students are frequently absent from school for no good reason. Our school is not immune to this and we are always concerned when we see a pattern of absence happening for some students.

- When a habit of skipping school develops for students in the early years of high school it can have a serious impact on their learning and their post school career and further study options.

***Students who habitually miss 20% of school can lose a whole year of learning, they are unlikely to complete year 12 successfully and are more likely to leave school early through disengagement, leading to poor employment prospects and long periods of unemployment or under-employment.***

- For some students significant absence is unavoidable, through illness or special circumstances, extra support is essential to ensure success for these students. The Year Adviser and the Learning Support and Welfare teams will put in place the necessary support to ensure success, we ask parents to keep us informed of any circumstances that will impact on student attendance and participation in learning.
- The staff at Tweed River High School want every student to experience success and reach their full potential; we take our responsibility very seriously and are really concerned when we see habitual absence getting in the way of student success.

- We need the active support and encouragement of all parents and carers to ensure successful outcomes for all our students. Without active cooperation from parents our capacity to turn around habitual absence behaviour is limited.
- If you have concerns about your child's attendance or comfort level at school please contact one of the following staff on 07 5524 3007



<b>School Counsellors</b> Ms K Glynn Ms S Parker	<b>Head Teacher Welfare</b> Ms B Mackney	<b>Deputy Principals</b> Mr B Mackney Ms K Taylor
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## Attendance

- The NSW Education Act requires parents to ensure their child is in school every day that it is open for classes – including sport and carnivals, until they are 17 years old.
- **For Yrs 7-10 school commences at 8:20am and concludes at 2:30pm.**
- Students in Year 7-10 are expected to be in attendance from the first bell, attend all classes and remain on site until the end of the day.
- **Sport** is held on Monday afternoon.
- **Absences** must be explained by the parents/carers and this can be done in a number of ways:
  - (a) A dated note stating the reason for the absence submitted to the office within 5 school days of the student returning to school (*proforma on school website*) or,
  - (b) Responding to a text message that is sent by the school to the parent's mobile each day a student is absent (*at approx. 10:30am*), or,
  - (c) Texting the school on the day of the absence to explain an absence – *after 8am*
- It is helpful for school authorities to know in advance of any proposed absence. **Leave of 5-10 days requires the prior permission of the Deputy Principals; More than 10 days requires the prior permission of the Principal.** Parents should arrange an interview with the Principal to discuss the arrangements as soon as possible. Leave forms and the procedure for their use is available on the school website and at the office.
- **NOTE:** Leave is not granted for study prior to an assessment task or examination, except to HSC students following the end of their courses. (see the assessment policy)
- Where a student is absent for 3 or more consecutive days with no justified explanation, the school is required to send a request for an explanation to the student's carer.
- Pupils with attendance problems, including regular truancy will be referred to the DoE Home-School Liaison Officer (HSLO), who will contact parents to outline strategies to the family and the school to support both the parent and the student in meeting attendance requirements.
- **ALL Visitors (children and adults) to the school are to first REPORT TO THE OFFICE, sign in and carry a VISITOR PASS.**

## Arriving late to school

- All students are expected to arrive at school before 8:20am. On occasion transport issues can see a number of students arrive late with a valid explanation. Waiting at home to catch a later bus is not a valid reason to be late, nor is sleeping in.
- **All students arriving at school late must sign in at the office first** and then present the late slip to the teacher of the first class they attend.
- Where no reasonable explanation is given for the lateness a parent must contact the school by text, email or in writing with a reason within seven days.
- Persistent lateness without good reason is subject to disciplinary consequences.

## Leaving School Grounds during the day

- All students leaving school grounds during the day must carry a **Common Leave Pass**.
- The Pass is only issued after a written request from a parent is received by a Deputy Principal or the office on the morning of the leave, outlining the details of the request. The request will be accepted as a note or a text message to the office.
- **Requests should be received prior to 8:20am each day or at Recess or Lunch.**
- **NB:** Phone calls are not accepted as the school requires documentation for student records. A text or email must be sent to the school for any student leaving school grounds that cannot be physically signed out and collected.
- For junior students, permission is not given to "go out for lunch". The school canteen operates for that purpose.
- EFTPOS access is available at the canteen and the uniform shop for purchases during the day.
- Students must have an urgent or necessary matter for leaving the school grounds. Dental, medical and driving licence appointments should be avoided as far as possible during class time and sports afternoon. Airport pickups, part time work, birthday celebrations and salon appointments are not acceptable reasons to be out of class.
- Senior students – see Senior Student Attendance section below

## Senior Student Attendance

- Senior students often have flexible and extended timetables and as a result they may start their day late and/or finish early on certain days.
- Senior students, must sign in at the office before their first period of the day and unless they have a current leave pass they are required to remain on site until after their last period of the day.
- Where students finish early they must sign out at the office in order to meet DoE attendance, WH&S and child protection requirements.
- The school has put in place flexible attendance arrangements for senior students as a privilege to support a range of senior schooling course delivery variations, while ensuring students meet their responsibilities to course requirements and school expectations.
- ONLY Senior students who carry an **Enduring Leave Pass** are able to leave and return during the school day as long as they abide by the agreed conditions.
- This pass is only granted following receipt of a completed application and an interview with the Deputy Principal.
- Senior students are expected to conduct themselves in a mature manner safeguarding their own reputation and the reputation of the school when they are off site.
- Senior students are expressly not permitted to travel in/on the vehicles of other students without the completion of the appropriate driver, passenger consent forms.
- Breaching the agreed conditions will see this privilege revoked without notice for a term.

## Sickness

- The school sickbay is a basic first-aid station not a hospital ward.
- Trained members of the staff assess each case and refer them to appropriate medical assistance.
- Staff cannot be expected to care for very sick children.
- **Children who appear unwell before leaving home should NOT be sent to school.**
- In cases where a student becomes ill during the day they are to come to the front office with a note from their teacher.
- They will be assessed and parents advised if they cannot return to class.
- In emergencies, it is essential that the student / school knows where and how to contact a parent or a responsible person.
- Please ensure contact details are updated to avoid additional stress to students and staff.

## Moving to another School

Students who wish to transfer out to another school need to contact the office and provide the following information as soon as possible in order to effect a smooth transition to another institution.

- Provide a note from a parent/guardian;
- Arrange for outstanding charges to be paid;

- Return all books and equipment including a school netbook if issued; and
- Arrange with Head Teachers to sign a leaver's card

**Note:** Transfer Certificates, references and any refunds cannot be processed until all the above procedures are completed.

## Leaving School to commence Employment or other Training

- Students who are under 17 years old are expected to complete the NESA ROSA requirements for Year 10 before being eligible for alternative educational pathways to being at school. In rare cases, where further education or training is available to a student who has completed Year 9 and not yet completed Year 10, the Principal may be able to grant an exemption once certain conditions have been met.
- Students who have satisfactorily completed Year 10 have other options available to them for leaving school.
- Where a student can provide documented evidence that they are entering permanent full time work (25hr/week or more) or a combination of work and further training to Certificate II level or higher they will be eligible to leave school by following the process set out above.
- In all cases where a student is planning to leave school to seek employment they and their parents are advised to seek an interview with the Careers Adviser.

## Supervision of Students

### Before School:

- From 8am onwards, minimal supervision is available to students before school.
- Upon arrival, students are expected to move into the school grounds to the designated areas. ie. visiting the skate park and surrounding shops is actively discouraged.
- The school appreciates the efforts of those parents who ensure students eat breakfast and have lunch money organised before arriving at school, and who drop their children at the school gate rather than walking distance from the school where distractions often lead to late arrivals.
- Year 7 students have exclusive use of Area B – at the front of the school on the Heffron St. boundary during recess and lunch at the discretion of the Principal.
- Students are on display and responsible behaviour is expected.
- Before school, all students are restricted to the Assembly Quad and areas around the Library.
- Students are advised that from 7.55am, one or more members of the Executive are available - Head Teachers, Deputy Principals and Principal.
- Leave Pass requests should be received before 8:20am

### Playground Use at Recess and lunch:

- There are areas of the school grounds designated for student use – see map at the back of this booklet.
- Each area is supervised by a member of staff and members of the school Executive are rostered to support staff on duty in keeping the playground safe for all students.
- At times, restrictions may be placed on areas of the playground for health and safety reasons such as maintenance work, student behaviour or significant littering issues.
- Verandahs, stairwells and hallways are **out of bounds during breaks unless it is raining.**
- Out of bounds areas are marked with yellow lines.
- The area between and behind the SEC and the Dance Studio is out of bounds **at all times** during breaks.

### After School:

- Supervision is provided for students who catch buses.
- Students are expected to remain within the school grounds until their buses arrive.
- Students are not permitted to go to local shops or the neighbouring Primary school prior to pickup.
- Students collecting siblings from the Primary School are to remain in our school grounds until 10min before the Primary School final bell.
- Staff are rostered on to supervise Bus Duty each afternoon.

## Teaching and Learning Activities:

- Students are appropriately supervised during all teaching and learning activities sanctioned by the school whether they are on or off site.
- Parents can expect notification of a school sanctioned event involving their child and where appropriate written permission including medical information must be provided before the child can participate.

## Excursions:

Excursions are a relevant part of the educational process and offer significant benefits to a child's learning.

- Unless otherwise specified students are expected to wear school uniform on excursions.
- Special arrangements are made for risk assessment and the supervision of students during excursions.
- These arrangements may be particular to the nature of the excursion activity
- They will be approved by the Deputy Principal and relevant Head Teacher, in relation to **day excursions** and by the Principal for **over-night excursions**.

## Emergencies:

- Emergencies occur from time to time and are practiced for by the school each year.
- For your safety in an emergency, it is very important to follow the instructions of the staff supervising you closely and promptly.
- Emergencies occurring at school usually have one of 3 responses.
  - **Lock out** – the perimeter of the property is secured to keep people out.
  - **Lock Down** – **Beep Beep Beep** alarm - students are secured and supervised in classrooms if an intruder enters the property.
  - **Evacuation** – **Whoop Whoop Whoop** alarm - all persons on site assembly in an area away from buildings in case of fire etc.
- Students are to **stay off mobile phones** in an emergency to avoid unnecessary congestion of communication lines caused when parents phone the school in response to calls home.
- **The school will contact parents** when and where appropriate in a co-ordinated way.
- **It is important that you listen carefully to the information being given** by the person co-ordinating the response to the emergency - usually **on the PA system** and **usually the Deputy or the Principal**.

## Travel to and from School and Excursions:



- School Buses travelling designated routes carry most students to and from school each day. See Surfside Buses - School Bus Timetables website for details.
- **The last bus arrives at the school just before 8:20am and buses begin departing in the afternoons approx. 8mins after the final bell.**
- Students are expected to wear school uniform, behave in an appropriate manner and carry a bus pass whilst travelling to and from school each day.
- The NSW school bus system is co-ordinated through the NSW Dept. of Transport and operated by local bus companies. The school works co-operatively with the local bus company to support and encourage safe travel for students.
- Bus pass forms are available at the office.
- Replacement passes attract a fee and arrangements must be made through the bus company usually via the driver.
- **Student use of the bus system is a privilege not a right.**
- Students are made aware of the NSW Department of Transport "Code of Conduct". Consequences for breaching the code include suspension of the pass for a period of time up to exclusion from the "free travel" program. Warnings should be taken seriously.
- Students can expect to pay a fare if they do not carry and show their School Bus Pass.

### Students travelling by other means of Transport

- If students ride **bicycles** or **walk to school**, they are expected to comply with the appropriate traffic regulations.
- **Skateboards and scooters** are not permitted at school for WH&S reasons and their use to travel to and from school is not appropriate.
- **Students being dropped off by private vehicle** should do so at the kerb on the western side of the



refuge island in Heffron St. in the morning. Afternoon pickup must only happen on the opposite side of the road to the school.

- **Students should not be dropped off or picked up in the school car park.**
- **Senior students** may use **private vehicles** only where the authority forms have been completed and filed with the school office. Passengers must be registered with the office using the appropriate form.
- **WARNING:** Council Rangers regularly patrol drop off and parking areas – substantial fines are enforced.

## CURRICULUM

### Daily Routines

- The school timetable operates on a 6 period day on a 10 day – 2 week cycle.
- An extended day / flexible timetable operates for senior students. Students are expected to carry either an electronic or hard copy of their own timetable while at school.
- All students are expected to be onsite and in attendance at the locations designated on timetables by 8:20am each morning.
- Monday (Sports Day) - 8:30am - whole school assembly in the quad
- Monday - 12:30pm - TVET students leave for bus stops to go to TAFE – other seniors leave – while Yr7-10 go to sport venues.
- Bus departures commence at 2:35pm each afternoon
- Two bells sound between periods and at the end of breaks. **Students out of class after the second bell are truanting and they can expect teachers to apply consequences if this happens regularly.**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>School Assembly</b> 8:30- 8:45 (15min)	<b>Roll Call</b> 8:20 – 8:30 (10min)	<b>Roll Call</b> 8:20 – 8:30 (10min)	<b>Roll Call</b> 8:20 – 8:30 (10min)	<b>Roll Call</b> 8:20 – 8:30 (10min)
<b>1</b> 8:45 – 9:35 (50min)	<b>1</b> 8:30 – 9:20 (50min)	<b>1</b> 8:30 – 9:20 (50min)	<b>1</b> 8:30 – 9:20 (50min)	<b>1</b> 8:30 – 9:20 (50min)
<b>Mentoring</b> 9:35 – 9:55 (20min)	<b>2</b> 9:20 – 10:10 (50min)	<b>2</b> 9:20 – 10:10 (50min)	<b>2</b> 9:20 – 10:10 (50min)	<b>2</b> 9:20 – 10:10 (50min)
<b>Recess</b> 9:55 – 10:25 (30min)	<b>Recess</b> 10:10 – 10:40 (30min)	<b>Recess</b> 10:10 – 10:40 (30min)	<b>Recess</b> 10:10 – 10:40 (30min)	<b>Recess</b> 10:10 – 10:40 (30min)
<b>2</b> 10:25 – 11:15 (50min)	<b>3</b> 10:40 – 11:30 (50min)	<b>3</b> 10:40 – 11:30 (50min)	<b>3</b> 10:40 – 11:30 (50min)	<b>3</b> 10:40 – 11:30 (50min)
<b>3</b> 11:15 – 12:05 (50min)	<b>4</b> 11:30 – 12:20 (50min)	<b>4</b> 11:30 – 12:20 (50min)	<b>4</b> 11:30 – 12:20 (50min)	<b>4</b> 11:30 – 12:20 (50min)
<b>Lunch</b> 12:05-12:35 (30min)	<b>Lunch</b> 12:20-12:50 (30min)	<b>Lunch</b> 12:20-12:50 (30min)	<b>Lunch</b> 12:20-12:50 (30min)	<b>Lunch</b> 12:20-12:50 (30min)
<b>Sport</b> 12:35 – 2:30 (115min)	<b>5</b> 12:50-1:40 (50min)	<b>5</b> 12:50-1:40 (50min)	<b>5</b> 12:50-1:40 (50min)	<b>5</b> 12:50-1:40 (50min)
	<b>6</b> 1:40-2:30 (50min)	<b>6</b> 1:40-2:30 (50min)	<b>6</b> 1:40-2:30 (50min)	<b>6</b> 1:40-2:30 (50min)

## Curriculum Patterns and Study Options: Stage 4 & 5 - Years 7 - 10

Students take the following subject patterns in Stages 4 & 5 at Tweed River High School.

Year 7			
Subject	Periods	Subject	Periods
English	8	Japanese	6
Mathematics	8	Visual Art	3
Science	8	Music	3
History	6	Technology	6
PD/Health/PE	5	School Religious Education (SRE)	1
Year 8			
English	8	Technology	6
Mathematics	8	Visual Art	4
Science	8	Music	4
Geography	6	Electives	4
PD/Health/PE	5	School Religious Education (SRE)	1
Year 9			
Subject	Periods	Subject	Periods
English	8	History / Geography	8
Mathematics	8	PD/Health/PE	6
Science	8	3 Elective subjects	6 ea
Year 10			
English	8	History / Geography	8
Mathematics	8	PD/Health/PE	6
Science	8	2 Elective subjects	8ea

### Academic Talent Pathway (ATP)

- ATP classes are for talented and enthusiastic Years 7- 10 students to pursue academic excellence and extension activities in a team environment.
- Selection is via an entrance exam and interview process.
- Student progress is regularly monitored.
- Students who are not committed to their learning and continuous improvement (Personal Best) may be placed on review for a Semester and offered support in meeting expectations.
- Without improvement they will be removed from the program and the place offered to others.

### Accelerated Learning Class (ALC)

- The ALC classes in Years 7-10 provide extension opportunities for talented students who are not yet ready for or prefer not to be involved in the rigors of the ATP program.
- Progress of students in this class is monitored and when available students may be offered a place in the ATP program.

### Self Select Classes

- In Yrs 9 and 10 students can nominate to be in classes in Science, History, PDHPE and Geography that are based on the students' commitment to hard work and maximising their potential.
- Students in these classes are offered extra enrichment experiences such as special projects.

### Special Religious Education (SRE)

- Students in Yr7 and 8 have SRE lessons once per fortnight
- The program is based on Christian values.
- Parents on enrolment need to indicate whether their child will participate in this program. Variations to consent require a note to the school by Term 1 Week 3 each year.

## Curriculum Patterns and Study Options: Stage 6 Years 11/12

Tweed River High School offers a wide range of courses in the senior school which meet the requirements of the NSW Board of Studies, Teaching and Educational Standards NESAs. There are also a number of study options for students.

### Patterns of Study:

Students studying for the HSC are required to satisfactorily complete a pattern of study which includes 2 units of English and at least 4 other units of Board Developed Courses totalling a minimum of:

12 units in the Preliminary Course (Yr11) and 10 Units in the HSC course (Yr12)

Students in NSW commonly carry 12 units for the HSC course from which their best 10 units are used to calculate their ATAR.

### Course types:

- **Board Developed Courses**- designed and examined by the NESA.
- **Board Endorsed Courses** - designed and examined by the school and approved by the NESA.
- **Content Endorsed Courses** - endorsed by the NESA and examined by TRHS. staff.
- Some Board Endorsed Courses may operate with composite Preliminary and HSC Course class structures to expand student choice.
- English is the only compulsory subject and is available as a range of courses to suit student abilities, interests and career plans.
- Senior Course descriptions and HSC requirements are published annually and are available on the school and NESA websites.

### HSC ATAR Pathway

- Students choice should in the first instance be based on what you like, have some interest and experience in.
- Subjects should not be chosen on the basis of which subjects in the previous year's HSC scaled best or which teacher is teaching a course or whether your friends are taking a course.
- The courses should all be Board Developed Courses
- One of those courses may be a Category B Course.
- An ATAR is calculated on the best 10 course units completed for the HSC including English.
- Where appropriate students should undertake at least 12 units of courses in both Yr11 and Yr12 in order to ensure there is a choice of units when calculating an ATAR.

### Non ATAR HSC Pathway

- The **Work Ready Pathway** has been introduced at Tweed River High School to meet the needs of our students who do not wish to follow a university or tertiary education pathway.
- It has been designed to help senior students become work ready by providing training in courses which develop skills and knowledge appropriate to the workplace.
- The aim is to improve employment opportunities for our students when leaving school.
- Students will select 5 courses that meet HSC requirements and are either VET or Board Endorsed courses such as Work Studies that will develop their employment related skills.
- Students will have access to finding a school based apprenticeship or traineeship - SBAT.
- Work Ready students are involved in TAFE and work placement.

### Vocational Education and Training (VET) Courses.

- **School Delivered VET Courses:** industry based Board Developed HSC courses delivered at school in a range of subject areas by teachers with additional qualifications and training.
- Each of these courses is a dual accredited course offering industry recognition with Certificate I or II credits towards higher level TAFE courses as well as towards the HSC.
- All courses require a Structured Work Placement of 35 hours for each course year – 70 hrs over 2 yrs.
- School delivered courses (SVET) include:
  - Hospitality – food and beverage,
  - Information and Digital Technology,
  - Construction Pathways,
  - Business Services and
  - Metals and Engineering.

## School-Based Traineeships and Apprenticeships SBATs

SBATs provide students with the opportunity to begin an apprenticeship by working one day per week with a day at TAFE training and the remainder of the week undertaking their other HSC studies. Students need to find their apprenticeship and the school will assist in setting it up and supporting your progress.

## TAFE Delivered VET Courses

- Where students require specific courses to fulfil their career aspirations which can't be met at school; Kingscliff and Murwillumbah TAFE Colleges offer a wide range of TAFE delivered Vocational Education Courses in the Senior School.
- These courses count towards meeting HSC requirements and gain students credit towards TAFE credentials and in some cases may be used to support university entrance.

## HSC Pathways

- If required, students can accumulate the units required for a HSC over a period of up to five (5) years on a part-time basis. There are rules around the number of attempts and how they are scored for the HSC.
- Contact the Careers Adviser for details.

## Assessment, Reporting and Certification

### Assessment and Reporting

- Students are assessed throughout their courses following a published assessment schedule / calendar which is available on the school moodle. Students should login and check this regularly as they will be given a **minimum of 2 weeks notice of an assessment task**.
- Every effort must be made to attend all in school tasks and examinations.
- These assessments can only be rescheduled in very extraordinary circumstances and require the completion of specific documentation.
- Progress reports are issued twice a year for each year group.
- Whole school awards ceremonies are conducted twice each year to recognise and celebrate outstanding student achievement.
- Parents are invited to attend Parent/Teacher evenings where they have the opportunity to discuss their child's progress with teachers. Parents may make enquiries about a student's progress at any time if they have concerns by contacting the Year Adviser.
- Students in Years 7-11 are assessed against the requirements of the NESA Record of Student Achievement (ROSA). Students need to be aware that while particular emphasis is placed on progress towards the ROSA in Yrs 9,10 & 11 there are certain requirements that can only be completed satisfactorily in Year 7 & 8. A failure to do so may result in a student being ineligible for the award.
- Students are assessed throughout the Preliminary and HSC Courses to determine the assessment marks for the awarding of Records of Student Achievement and the HSC.

### Record of Student Achievement (RoSA)

- The School Certificate has been abolished. Students at the end of Year 10 are eligible for a Record of Student Achievement (RoSA). This record will indicate grades for each subject they satisfactorily complete.
- For subjects that they fail to complete satisfactorily, it will state that they have not completed the course.
- The Record of Student Achievement is a leaving credential that is issued only if a student leaves school after the completion of Year 10 or between completing Year 10 and achieving an HSC at the end of Year 12.

### Higher School Certificate

- Public examinations at the end of HSC Board-Developed Courses determine a student's HSC Examination mark in each course.
- Assessment of Board Endorsed Courses is school-based.
- The HSC and Record of Achievement are issued from the NSW NESA in December each year.

## **Maintaining Satisfactory Academic Progress**

### **Courses NOT satisfactorily completed - N Determination Warnings**

To be eligible for the award of a ROSA or a HSC student must meet the requirements for those credentials as set out by the NESA for all students in NSW. They include:

- Following an approved course of study.
- Applying themselves with diligence and sustained effort to all tasks and learning experiences offered by the school in the chosen course of study (ie. being in class and participating positively) and
- Being able to demonstrate through their work and results that they have met at least some of the course outcomes.
- To achieve this, students must have regular attendance which ordinarily means 85% or better in all classes.
- Students are also expected to be in all scheduled assessment tasks and examinations. Illness, medical and family emergencies are exceptions which require a medical certificate to support any application for a variation to the schedule. School representation may also be considered in extreme cases where ample notice (min 5 days) is given to senior executive staff.
- Written warnings will be issued to students in breach of these requirements allowing time for students to resolve the situation. Repeated warnings will require an interview with a Deputy Principal and may result in an N Determination being issued.
- Near the completion of a course, after reviewing each student's record, including attendance data, the Principal will determine whether a student has met the requirements for the award of a ROSA or a HSC.
- Where course requirements are not met a range of consequences will apply including being ineligible for the ROSA or HSC award due to not having enough units or, being required to repeat a year of schooling in certain cases where requirements in a compulsory course are not met.

### **Satisfactory Progress and Representing the School**

- The first priority for students while they are at school is to perform in their studies to the best of their ability – to aim for their “personal best”.
- The school provides support for students to do that in a range of ways – some indicated in this booklet.
- Co-curricular activities such as sports representation, public speaking, debating, civic and cultural events “complement” the core student activity of studying to meet the NESA requirements which our society sets to prepare students for functioning in the world after school.
- Students who wish to represent the school in co-curricular activities must maintain regular attendance (85% or better), demonstrate positive behaviour and ensure their school work is up to date in order to be eligible to represent their school as ambassadors of Tweed River High School.

### **Tertiary Entry**

- Students wishing to gain entry to University, or to many Associate Diploma courses at TAFE, must study at least ten units of Board Developed HSC Courses.
- Other requirements for the award of an HSC must also be met

### **The Australian Tertiary Admission Rank (ATAR)**

- The ATAR will be calculated by taking the results of the best 10 HSC units of study.
- These must include 2 units of English and the results of the next best 8 units, with the restriction that no more than 2 units of Category B courses will be counted.
- Many alternative pathways to further education and training have been developed in recent years. Students are able to gain credit towards a wide range of TAFE courses, traineeships and apprenticeships for work completed in Years 11 and 12 at school.
- Many universities will give credit for TAFE studies towards undergraduate degrees.

# Financial Matters

## Course Fees and Contributions

A full list of fees and charges is available on the school website [www.tweedriver-h.schools.nsw.edu.au](http://www.tweedriver-h.schools.nsw.edu.au)

### To assist with payments:

- Credit Card facilities are available in person or over the telephone.
- Payment by instalment and Part payment plans can be arranged at the office.

## School Contribution

This Voluntary Contribution applies to all students and covers many items:

- Use of textbooks purchased by the school.
- Free use of the School Library, which contains books and equipment and free access to the internet.
- Free use of equipment and sporting facilities within the school.
- Purchase of a variety of items of equipment not provided by the DoE including up-to-date sports equipment, outdoor seating and grounds maintenance equipment.
- Printing and stationery for tasks, examinations, class notes and general administration.
- A Student Diary - useful for homework, study and a communication channel between school and home and visa versa.

## Technology Administration Fee

The **Technology Administration Fee** applies to all students and contributes to:

- Printer support, toner replacement
- Out of Warranty repairs to equipment
- Vandalism repairs or replacement
- Software purchases
- Regional maintenance contribution
- Tech support
- Licencing costs

## Motivational Programs Fee

Head Teacher Welfare

The Motivational Program Fee applies to all students and contributes to the provision of:

- extra curricula activities for the student body. Such programs and activities complement the Board of Studies Syllabuses.
- Programs that the school has funded in the past have included:
  - Brainstorm Productions - focusing on anti-bullying and harassment.(DoE Anti-Bullying Policy)
  - Multi-Media Presentation focusing on goal setting, healthy relationships and decision making. This program complements the PDHPE curriculum as well as the DoE compulsory 25 hour **Cross Roads Program** for senior students.
- In addition, motivational and inspirational guest speakers have been arranged workshopping with targeted student groups. The student body has responded positively to these programs.
- These programs will be continued in the future in order to further enhance the wellbeing of our students and to support the mentoring program run by school staff each week. Thank you for your ongoing support.

## Subject / Course consumables fees

Students studying the following subjects and activities are required to pay a fee to assist in covering the cost of materials used or special services provided. In selecting one of these subjects, students and their parents accept the obligation to pay the related program fee.

**Note:** Subject costs are subject to change due to fluctuations in materials pricing

Please refer to the school website for the current costs. [www.tweedriver-h.schools.nsw.edu.au](http://www.tweedriver-h.schools.nsw.edu.au)

## Costs associated with schooling:

### YEARS 7-12:

School Contribution, Technology Admin Fee, Motivational Programs, English, Science, Japanese and Maths.

### YEARS 7 and 8:

Music (Core)

Technology Mandatory (Core)

Visual Arts (Core)

History (Core)

(Year 8) 1 x Elective (*vary - choice dependent*)

### YEARS 9 and 10:

History (Core)

Yr10 2 x Electives courses (*vary - choice dependent*)

Yr9 3 x Electives courses (*vary - choice dependent*)

### YEAR 11:

6 x Elective courses (*vary - choice dependent*)

TVET travel costs – (*if selected*)

RRISK Seminar – (*meets DoE 25hr Crossroads Course requirements*)

### YEAR 12:

5-6 x Elective courses (*vary - choice dependent*)

TVET travel costs – (*if selected*)

### Additional Charges for Special Programs if participating:

Sports Development Program (SDP)

Music Tuition

Academic Talent Program

Sport representative teams

Achievement Excursions

Year group Excursions

Curriculum Excursions

## Assistance - Youth Allowance

Youth Allowance is the Commonwealth Government assistance for secondary students over the age of 16 and for tertiary students. The scheme is means tested - for secondary students ie. the level of support depends on the taxable income of parents and on the number of dependants.

## Student Assistance Scheme

The school receives approximately \$10 per student from the NSW Government to provide basic assistance for the parents of those students experiencing financial difficulty in meeting the costs of education and who are not eligible for other assistance eg. Youth Allowance, Abstudy, etc. The following is a general guide. If you have any questions, please do not hesitate to call the school.

- Applications for Student Assistance must be renewed each year.
- Student assistance is also available for BYOD devices.
- Application forms are available from the office, fill it in as far as you can and then make an appointment to see the Head Teacher Welfare.
- All information is restricted to staff designated to deal with costs, uniforms and books etc..
- The scheme may cover items such as:
  - School uniforms (one of each item).
  - Costs for school excursions and camps can be "topped-up" if students cannot raise the full amount by the deadline. In some instances, this may be in the form of a loan rather than a grant.
  - This assistance cannot be used to cover school contribution, subject or textbook deposit costs. With the assistance for uniforms, parents find it easier to afford the subject costs and the school contribution. Arrangements can be made at the office to pay these off by instalments.
  - Cash payments are not available, eg: for weekly sport venues or bus trips to and from these.
  - As a general rule, we help newcomers to the school first and most, as this is the time when expenses are greatest
  - **What can you do in return?** When you leave school, any donations of unwanted uniforms are useful

as emergency items for students. It is appreciated if they are returned to the Front Office, clean and pressed. Outgrown uniforms are also a help for this purpose.

## SCHOOL UNIFORM

- Our school community has overwhelmingly endorsed the wearing of a school uniform by all students.
- The school uniform creates a sense of inclusion in the student body – belonging.
- It identifies us in our community.
- The prescribed school uniform should be worn at all times at school and while travelling to and from school.
- Where appropriate, assistance is available to support the wearing of the school uniform.
- Uniforms are only sold through the Uniform Shop at school - eftpos facilities are available

## GIRLS:

### JUNIOR

- White school shirt – with the school logo.
- Bottle green tartan skirt with two inverted pleats front and back. Skirt length: skirts should reach the end of a student's index finger when their hands are by their sides.
- Black school shorts with white seagull and school logo
- Black shoes and white ankle-length socks.
- *PE/SPORT* Unisex green, black and white PE shirt, black school shorts
- *WINTER* **Bottle green** school sweatshirt/pullover with the school logo or Representative Jacket/pullover

### SENIOR:

- White senior girls school shirt with the school logo
- Black-watch tartan skirt. Skirt length: skirts should reach the end of a student's index finger when their hands are by their sides.
- Cotton backed polyester black shorts with white seagull logo
- Black shoes with leather uppers and flesh or black coloured stockings (optional)
- *PE/SPORT* Unisex green, black and white PE shirt
- *WINTER* **Black** school sweatshirt with the school logo or Representative Jacket/pullover

## BOYS:

### JUNIOR:

- White school polo shirt – with the school logo
- Black school shorts with white seagull and school logo
- Black shoes with leather uppers and white ankle-length socks
- *PE/SPORT* Unisex Tweed River Sports / PE shirt.
- *WINTER* **Bottle green** sweatshirt/pullover with the school logo or Representative Jacket/pullover

### SENIOR:

- White school shirt with the school logo
- Black school shorts with white seagull and school logo
- Black shoes with leather uppers and suitable socks
- *PDHPE* Unisex Tweed River Sports / PE shirt.
- *WINTER* **Black** school sweatshirt/pullover with the school logo or Representative Jacket/pullover

## ALL STUDENTS:

- **SHOES:** Black with leather upper (sports style shoes meeting this description are suitable and recommended). This policy is in line with the footwear requirements of the NSW DoE.
- **Hoodies and tights (worn on their own) are NOT part of the school uniform and are not permitted at school.**
- Hats should be worn outdoors but NOT in buildings. Hats should not display logos or slogans which are inappropriate in a school setting.
- **Sports Uniform** must ONLY to be worn for PDHPE lessons, SDP classes and on Mondays.
- **Jewellery-** wrist watch, ring (plain band), sleepers or small plain gold or silver studs in ears only.
- **No other body piercings** are permitted for either boys or girls.
- **No make-up** other than a suitable sunscreen is permitted.
- **No Coloured Nail polish.**

**Photos of the correct school uniform are available on the school website.**



## Special Subject Uniforms and Requirements

### Practical Classes

Students will not be able to participate in practical lessons if they have incorrect/unsafe footwear. Students complying with the school uniform code meet the footwear requirements.

- Long hair must be tied back from the face.

### Food Technology

Students require the following:

- White or coloured apron (*\$8.00 / canteen*)
- 1 x Tea Towel
- 1 x Tablecloth or Placemat
- 1 x Table Decoration (*eg. flowers, candle*)

### PDHPE Classes (Personal Development, Health and Physical Education)

PDHPE is concerned with developing knowledge and skills and fostering the attitudes that will empower students to adopt healthy lifestyles. Participation in regular and varied physical activity is inherent in the PDHPE syllabus.

- Students are to change into their PE uniform for practical lessons and are encouraged to shower after a lesson to maintain acceptable standards of personal hygiene before changing back into their day uniform. As aerosol deodorants are not permitted, roll-on or sticks are recommended.
- To avoid a consequence it is the student's responsibility to provide a note where circumstances have made it impossible for them to have the correct attire or to participate in a practical PE lesson.
- In order to avoid having their books damaged, it is suggested students bring a plastic bag for damp clothes and towel.

### Technology Classes

Students in Technology (Mandatory) classes require the following:

- 1 x Blue Apron (*approx. \$8.00 from canteen*)
- 1 x Display Folder for project folios
- 1 x Notebook and writing equipment
- HB Pencil
- Safety glasses (*available from Canteen – limited stock*)

Industrial Technology classes require:

- 1 x display folder for project folios
- 1 x notebook and writing equipment
- 1x Blue Apron (*approx. \$8.00 from canteen*)
- Safety glasses (*available from Canteen – limited stock*)

### Visual Art Classes

Students require the following:

- Visual Art Process Diary (VAPD) (approx. \$8 from Canteen)

## School Discipline – Expectations, Procedures and Responsibilities

### Responsible Behaviour Program (RBP)

The RBP encourages students to continue to take responsibility for their behaviour. The TRHS Rules form the basis of the Responsible Behaviour Program. The TRHS Rules and Consequences Sheet is on the following page. In addition to the TRHS Rules, some teachers may have specific classroom rules and procedures for workshop, lab and outdoor settings.

### The Core School Rules:

- Arrive on time to class with correct equipment
- Follow the teacher's instructions
- Be responsible for your own actions
- Respect others

## The Discipline Process:

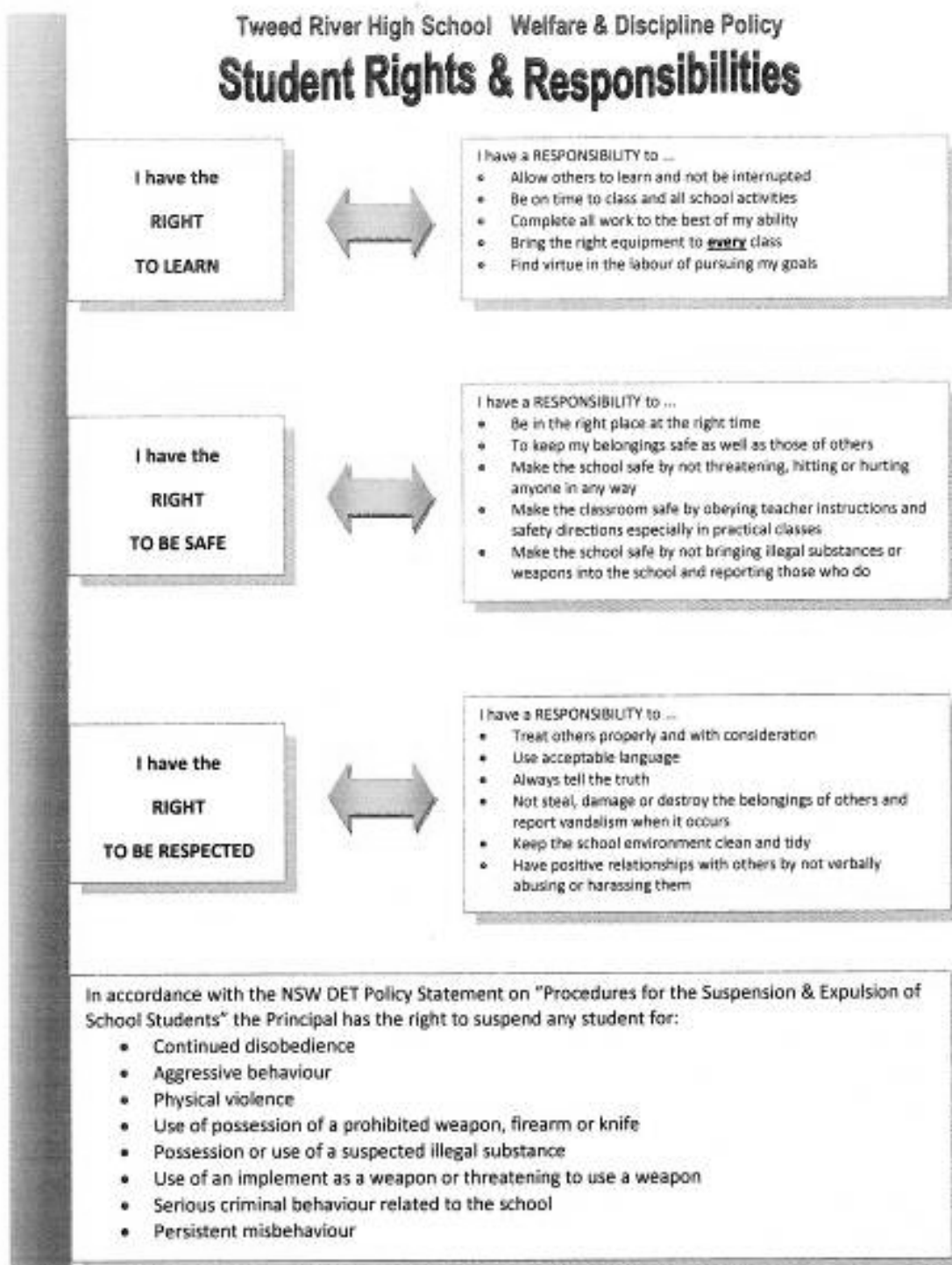
If a student is misbehaving the teacher may use a number of classroom management strategies to manage the behaviour. Including:

- verbal & visual warnings,
- moving or isolating the student within the classroom
- using a defined seating plan
- classroom detention.

### NOW IS A GOOD TIME TO STOP THE BEHAVIOUR and TURN IT AROUND

Where a student continues to misbehave (*disrupting the learning of others and taking the teacher away from the core business of teaching*)

- the student can expect to be **referred to the Head Teacher.**
- Students displaying ongoing poor behaviour will be issued with a **DoE Formal Caution** and an **After School Detention.**
- **Detention is compulsory** and runs on **Tuesday afternoon 2:30 – 3pm in the Library.**
- **Parents will be notified by text message of a pending After School Detention.**
- Further consequences **including suspension** apply where students refuse to comply with the school's expectations of their behaviour. This has implications for school representation and other activities.



# An Explanation of the Rules and Their Possible Consequences

## 1. Arrive on time to class with correct equipment

What does this look like?	Suggested consequences.
<ul style="list-style-type: none"> <li>• Be at class well before the 2<sup>nd</sup> bell – lined up outside in an orderly manner</li> <li>• Mobile phones and music devices are turned off and in bags.</li> <li>• No chewing gum.</li> <li>• Hats off – unless outside.</li> <li>• Teacher marks roll – answer in a clear voice.</li> <li>• Equipment placed on the desk ready to work.</li> <li>• No truanting</li> </ul>	<ul style="list-style-type: none"> <li>• Continual lateness results in faculty detention and phone call home.</li> <li>• Phone call home if persistent lack of correct equipment.</li> <li>• Phones and iPods confiscated – pickup at the office at end of day or parent pickup</li> <li>• Gum in bin.</li> <li>• Hats in bag or confiscated till end of lesson.</li> <li>• Borrowed equipment requires a personal item to secure transaction.</li> </ul>

## 2. Follow teacher's instructions.

<ul style="list-style-type: none"> <li>• Orderly entry.</li> <li>• Sit where directed by the teacher</li> <li>• Listen quietly to explanations and expectations.</li> <li>• Work co-operatively with your group or learning buddy.</li> <li>• Complete all class work.</li> <li>• Give all teachers especially casuals your co operation</li> </ul>	<ul style="list-style-type: none"> <li>• Ask student RBP Questions.</li> <li>• Write student name on board.</li> <li>• Paper pick-up.</li> <li>• Teacher / Faculty detention.</li> <li>• Parental contact and referral to Head Teacher</li> <li>• School detention</li> <li>• Suspension</li> </ul>
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## 3. Be responsible for your own actions.

<ul style="list-style-type: none"> <li>• Take responsibility for your choices.</li> <li>• Make good decisions and commit to your learning.</li> <li>• Allow others to learn without interruption.</li> <li>• Act in a safe manner at all times.</li> <li>• Be a positive class member.</li> <li>• Focus on improving your results.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask student RBP Questions.</li> <li>• Write student name on board.</li> <li>• Paper pick up.</li> <li>• Teacher / Faculty detention.</li> <li>• Debrief with student any issues or concerns.</li> <li>• Apology for action.</li> </ul>
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## 4. Respect others.

<ul style="list-style-type: none"> <li>• Good manners and respect to all staff and visitors.</li> <li>• Treat others as you would LIKE to be treated.</li> <li>• Hand up to answer or ask question.</li> <li>• Allow everyone to have a voice.</li> <li>• Confidentiality and no 'put downs'</li> <li>• Care for property and classroom environment.</li> <li>• Use kind words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Rephrase disrespectful talk.</li> <li>• Apologise.</li> <li>• Modelling of good behaviour and manners.</li> <li>• Teacher / Faculty detention.</li> <li>• Workshop issue to consider other choices and possibilities.</li> <li>• Phone call home and referral to Head Teacher.</li> <li>• Detention / Suspension</li> </ul>
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You need to be able to answer the following questions about your behaviour – think carefully because your answers will have consequences:

What are you doing?

Is that what you want?

What will happen if you do it again?

What do you choose to do?

## Code of Conduct for the use of Technology at School:

### A: Personal Electronic Devices (includes phones, cameras, laptops, tablets, music/media devices etc.)

- A copy of the policy for “The Use of Personal Electronic Devices” is available on the school website, [www.tweedriver-h.schools.nsw.edu.au](http://www.tweedriver-h.schools.nsw.edu.au). The main points are:
- Students bringing their own devices (BYOD) to school do so at their own risk and must take full responsibility for these devices.
- The school accepts no responsibility for the safe storage, recharging, loss or damage to these devices when at, or travelling to and from school.
- Teachers will decide how, when and where these devices will be used at school, particularly in classes.
- Students must not use these devices to disrupt the learning environment or the operation of the school.
- It is expected that phones and media players must be switched off and remain out of sight during class time.
- Misused devices may be confiscated by teachers. If confiscated, devices will be stored at the school office until the end of the day. In repeat cases parents will be required to collect the device from the office on behalf of the student.
- Devices must not be connected to any school equipment or network infrastructure without the express permission of school staff.
- Students using these devices to threaten, bully, intimidate or otherwise harass other people at any time can expect disciplinary and/or police action to result.
- Inappropriate use of these devices will be dealt with under the school discipline policy. Consequences may include suspension and restrictions on access for periods of time.

### B: Using the School Computers, Network and Student Netbook Computers.

A copy of the complete Tweed River High School “Technology Code of Conduct” is available on the school website, [www.tweedriver-h.schools.nsw.edu.au](http://www.tweedriver-h.schools.nsw.edu.au). The main points are:

- Keep your password secure – do not give it to anyone. Change it regularly.
- Any vandalism to the schools’ computer hardware or software systems will result in the cancellation of system privileges and other disciplinary action.
- Inappropriate use of the internet or cyber bullying will result in the cancellation of system privileges and other disciplinary action.
- Students are responsible for the charging, maintenance and security of their netbooks.
- Students who are suspended for a computer related offence will have their school netbook confiscated or their personal device permissions and access to the network withdrawn. The period of withdrawal is five weeks for a short suspension and ten weeks for a long suspension.

## Student Recognition Programs

The aim of the discipline processes at Tweed River High School is to promote self-discipline among our students in preparation for life after school. It is also aimed at recognising, acknowledging and celebrating good behaviour.

### Principal’s Quality Work Award

- This award is given to students who produce quality work.
- The indicators of quality work are set out below.

### Indicators of Quality Work

**Quality Work is student work that demonstrates a degree, or grade of excellence and commitment to learning through:**

- A clear understanding of the requirements of the task and the marking criteria
- A clear demonstration of the skills required in the task
- The demonstration of appropriate presentation skills, displaying pride, care and organisation
- The display of well-constructed texts and the appropriate use of language
- Using an appropriate range of resources and correctly acknowledging the sources of the information
- Being presented for marking on or before the due date

## Student Achievement Program

- The Student Achievement Program is the flip side of the discipline system and it has been developed as a whole school approach to rewarding appropriate student behaviour, personal effort and active positive contributions to school life.
- It was developed through consultation with the whole school community including teachers, students, parents and other interest groups and is sponsored by members of the wider business community in Tweed Heads.
- The program includes a **MERIT AWARD SCHEME** which recognises positive contribution and achievement in many areas of student life. It also has a system of **levels** designed to encourage students to modify unacceptable behavior.

### Rewards at each Achievement Level:

Merit Awards are made available to all members of staff to issue to students based on their positive participation in various aspects of school life.

#### LEVEL 1:

Students hand in **10 certificates** to Head Teacher Welfare. The students will receive a McDonalds Voucher and a special School Achievement Award presented at a Year Assembly.

#### LEVEL 2:

Students hand in a **further 10 certificates** to the Head Teacher Welfare. Students will receive a Hungry Jacks Voucher and a special School Achievement Award presented at a Year Assembly.

#### LEVEL 3:

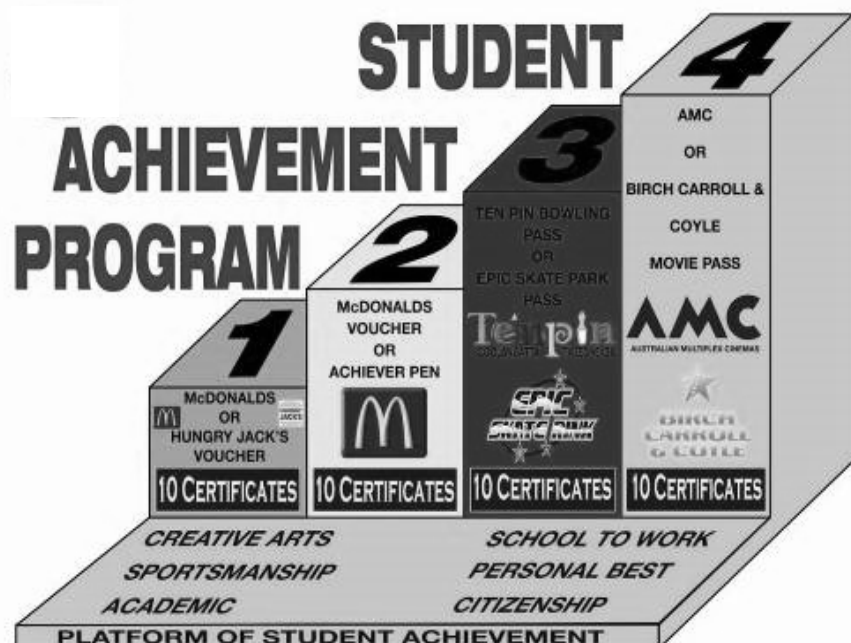
Students hand in a **further 10 certificates** to the Head Teacher Welfare. Students will receive a Ten Pin Bowling Pass or an Epic Skate Park Pass Award presented at a Year Assembly.

#### LEVEL 4:

Students who hand in a **further 10 certificates** (40 total) to the Head Teacher Welfare continue to receive awards will have their awards processed and will be recognised for their efforts with a **movie pass** and a special School Achievement Award presented at a Year Assembly.

#### Awards may be issued for:

- Principal's Quality Work
- Academic performance
- Citizenship
- Creative and Performing Arts
- Personal Best
- School to Work activities
- Sport



*Note: Prizes are subject to availability and ongoing sponsorship.*

**Consider how you act in your community as it may impact on this program at your school.**

## **THE PROFILE OF A TWEED RIVER HIGH SCHOOL GRADUATE**

Students of Tweed River High School can be expected to achieve the following participation, management and leadership competencies depending on when they exit the school.

### **Students will:**

1. Be responsible, self directed and lifelong learners
2. Be team players and leaders in their work and in their community
3. Be confident users of a range of technologies
4. Possess effective communication, literacy and numeracy skills
5. Promote a positive attitude to their self esteem, other people, physical fitness and general quality of life.
6. Be committed to social justice and equity
7. Value cultural diversity and make a positive and responsible contribution to Australian society
8. Understand the processes of setting goals, establishing priorities, being organised and achieving success

# Campus Map

