

# CLARENCE HIGH SCHOOL

# INFORMATION HANDBOOK

# 2018



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## WELCOME

I warmly welcome you to the Clarence High School community. We are very pleased that you have chosen Clarence High School for your secondary education.

Clarence High School was established as the first high school on the Eastern Shore in 1959. The school has a proud record of academic and sporting achievement, as well as a reputation for excellence in the creative arts and information technology. Clarence High is highly respected for its contribution to the community.

We have strong, established traditions and we believe in providing opportunities for every student to grow academically, physically, culturally and socially.

The school encourages students to participate in the full life of the school, including membership of sporting teams, participation in academic competitions and in the various school bands. We are constantly exploring ways of better preparing our students for the 21<sup>st</sup> Century. There have been significant changes in society and more than ever students need skills to be problem solvers, thinkers, communicators and life-long learners.

The curriculum at Clarence aims to positively engage all students with relevant and challenging programs of study.

We want our students to feel that they can take control of their lives and design the futures they want for themselves. The work we are doing as a community in identifying the outcomes that are most important to us is essential to making that aim a reality. For more details of the senior and junior curriculums being offered, please refer to the Curriculum Handbooks.

The information in this booklet will hopefully answer many of the questions you have about Clarence High and will act as a ready reference.

## PRINCIPAL



## THE SCHOOL BADGE



The sailing vessel represents the **Duke of Clarence**, a famous trading ship that explored the D'Entrecasteaux Channel, Bruny Island and the Derwent River area under the command of Captain John Hayes. Captain Hayes was the first Englishman to sail the Derwent River and named Clarence Plains, where the school now stands, in 1793.

**The Rampant Lion** (supreme symbol of courage and power) was taken from the Seal of the Second Duke of Clarence.

**The Derwent Light** (the Iron Pot Lighthouse) is Australia's second oldest lighthouse. It was first lit in 1832 after the sailing ship 'Hope' was wrecked. A great deal of mystery and adventure surrounds the lighthouse island.

## A BRIEF HISTORY OF THE SCHOOL

Clarence High School officially opened with the 1959 school year. It was the first comprehensive high school on the growing eastern shore of suburban Hobart. The foundation Principal was Mr E. T. Smith who was much revered by the whole school community for the leadership and guidance he gave in what he called "pioneering days".

The school's Foundation Stone Ceremony took place amidst unfinished buildings in the cold month of July 1959. The three new buildings that cost £280,000 were to accommodate 1100 students, the student population peaking at 1053 in 1961. Forestry Commission assistance, parents, staff and students quickly set about creating beauty in their new surroundings. *The Mercury* reported "the school's 22 acres were most tastefully organised with over 300 plants and shrubs". A policy of guidance rather than restriction on the use of the school and its grounds by the community was pursued from the outset – a policy resulting in mutual respect, and ownership.



Clarence overcame the lack of developed fields and facilities of a new school, to dramatically establish itself as a true force in the school sporting world. By the end of 1963, the school had no less than 45 sporting teams competing in regular rosters and the fine tradition of involvement and achievement has continued to the present day. Clarence High is proud of its sporting tradition and sports people.

Clarence High is regarded as a state leader in curriculum development. It was the first secondary school in Australia to introduce Driver Education, the Employability Skills Certificate and the Digital Portfolio, as examples. The school has an outstanding Information Technology program and first class facilities and equipment for on-line learning. Our music and band programs are exemplary. Current students are able to undertake Outdoor Education; students go on overnight camps and there is an optional annual ski trip.

The school has an enrolment of over 500. We have students from many different nationalities attending Clarence High and a large number of different associate primary schools.

We have learnt much about pedagogy, curriculum and the learning needs of adolescents from recent educational reform processes. Clarence High School programs will continue to be reviewed and remodelled over coming years. This will continue as we improve our programs and respond to the introduction of the Australian Curriculum.

## **THE HOUSE SYSTEM and ORIGIN OF HOUSE NAMES**

Each student belongs to one of the four school houses: Flynn, Mawson, Gilmore and Nightingale. The Houses play a role in organizing our sporting and cultural activities. The birth of the school Houses arose when pupils and staff were asked to nominate names on the basis of a person's altruistic or inspirational service to mankind. Nominations included Dickens, Plato and Schweitzer and students studied each of the nominations in class before a vote was held. Mawson, Nightingale and Flynn were selected, each adopting one of the school colours [black, red and green]. Gilmore was a later addition, taking on the colour of yellow. During the eighties Mawson House changed its house colour from black to blue to reflect the colour of Antarctica.

### ***FLYNN***

(Green) - John Flynn (1880-1951) was a Presbyterian minister who established many inland missions in the Northern Territory. He also founded the Flying Doctor Service in 1928.

### ***GILMORE***

(Yellow) - Dame Mary Gilmore (1865-1962) was an Australian poet, writer and social reformer. She was also the first woman member of the Australian Workers' Union in New South Wales.

### ***MAWSON***

(Blue) - Sir Douglas Mawson (1882-1958) led several expeditions which made important contributions to Antarctic exploration and research. His first trip was with Sir Ernest Shackleton.

### ***NIGHTINGALE***

(Red) - Florence Nightingale (1820-1910). English founder of nursing as a profession, and pioneer of hospital reform

## **2018 BUILDING RESPECTFUL COMMUNITIES**

At Clarence High School we aim to develop and maintain positive relationships based on mutual respect and trust. Research indicates the powerful links between positive relationships, positive behaviour and improved learning outcomes. We believe the development of positive, respectful relationships will enable our students to better manage and self-regulate their behaviour in order to optimise their learning. Developing the skills to manage relationships and behaviours is taught across the curriculum and underpins learning at Clarence High School.

### **All Students will be:**

- **Respectful of self, others and our environment**
- **Responsible for all that they do**
- **Active learners**

## **Grade 7**

Students will:

- Learn to manage new friendships and relationships respectfully. (creating connections)
- Make decisions to involve themselves in extracurricular learning opportunities

The milestones we have in place to achieve those targets are:

- Attend the transition program
- Peer supporters modelling respectful relationships
- Attend the Creating Connections day at Cremorne
- Weekly grade assembly focus celebrating participation
- Shared weekly focus on social skills
- Timetable structure minimising the number of teachers
- Home group involvement in competitions
- End of year grade celebration certificates

## **Grade 8**

Students will:

- Continue to seek out extracurricular opportunities to extend learning
- Self-manage behaviour and attend school on a regular basis

The milestones we have in place to achieve those targets are:

- Focus on achieving attendance of 94% or above for each Home Group
- Rewards allocated to home groups and individuals achieving outstanding attendance
- Recognise student participation in extracurricular activities in weekly grade assemblies
- Recognise students upholding the school values and behavioural expectations

## **Grade 9**

Students will:

- Build the foundation skills as a role model with opportunities for leadership
- Self-direct behaviour and set goals for possible future career pathways
- Understand the dimensions of resilience at a personal level

The milestones we have in place to achieve those targets are:

- Recognition in grade assemblies for students upholding the school values
- Students applying for leadership roles; prefect, peer supporter and house captain
- Self-direction in achieving potential outside school, within specific subjects and in developing future career pathways

## **Grade 10**

Students will:

- Model leadership and citizenship through a clear set of values
- Actively seek learning pathways to future work and study

The milestones we have in place to achieve those targets are:

- Successfully model shared citizenship values and fulfil all leadership roles
- Participation in the transition programs leading to further study
- Explore the full range of work and study opportunities post year 10
- Recognition of student participation in extracurricular activities in weekly grade assemblies

**Parents and guardians have committed to:**

- Foster mutual, respectful relationships
- Ensure that their sons/daughters attend school well rested and
- Ensure that their sons/daughters are well nourished



## PROMOTING MUTUAL RESPECT – ANTI BULLYING AND ANTI-DISCRIMINATION POLICY

Clarence High School is strongly committed to respecting the rights of the individual and acknowledges each person's responsibility to the rest of the school community. To be our best we all need to feel respected and be able to take responsibility for our own decisions and actions. Supporting student behaviour is part of Promoting Mutual Respect where we encourage positive interactions and relationships across the school. We aim to assist students to take responsibility for their own behaviour.

Our Anti-Harassment and Anti-Discrimination Policy aims to ensure our school is a safe and supportive environment and reflects our aim for mutual respect. All students, teachers and support staff have the right to learn and work in a safe and supportive environment free from fear, discrimination, violence and harassment. These behaviours will not be tolerated at our school.

### What is harassment?

- Harassment is defined as the exertion of unreasonable power by one person over another intended to cause distress
- It involves physical, verbal or psychological behaviour which makes a person feel embarrassed, offended, afraid, frustrated or angry.
- The behaviour is unwelcome, uninvited and usually repeated.
- Harassment may be:
  - **physical:** hitting, tripping, kicking, punching or unwanted touching;
  - **verbal:** name calling, swearing, threatening, jokes, wolf whistling, spreading rumours;
  - **psychological:** ignoring, staring, gesturing, standing over, hiding or damaging someone else's property;
  - **electronic:** cyber bullying using mobile phones or websites;
  - **sexual:** physical sexual conduct or verbal or non-verbal communication of a sexual nature.

### What is bullying?

- Bullying is when one person abuses, coerces, harms or threatens another person using verbal, written, physical or electronic means.
- It may include name-calling, put-downs, injury, taunting.
- Bullying may be physical or non-physical in nature.

### What is discrimination?

- Discrimination is treating one person or group less fairly or less well than others. i.e. usually negatively, about gender, race, parental status, sexuality, age, disability or physical characteristics.

### What is your responsibility as a Clarence High School student?

- Abstain personally from bullying and discourage bullying when it occurs.
- Report bullying when it occurs and give responsible support to students who are targets of bullying.

### If you are bullied, harassed or discriminated against, what will happen if you tell someone?

- Someone will listen to you and will help you decide on options available to you.
- Make sure you keep the evidence.

### What are your rights in such a situation?

- You have the right to be taken seriously, have your privacy and confidentially observed and be included in any decisions made.

### **What are your rights if you are accused of bullying, harassing or discriminating another person?**

- You have the right to be informed of the complaint made against you, make a response, have your privacy protected and be treated fairly.

### **PRACTICAL STEPS FOR PARENTS**

#### **What can I do to help my child stop bullies?**

As a parent/guardian, you can help by:

1. Being available to talk with your child about the situation and providing a supportive environment.
2. Encouraging your child to see a teacher or counsellor he/she trusts.
3. Discussing your concern about the incidences with the home group teacher, grade supervisor, assistant principal or principal.
4. Documenting the incidences as much as possible.

#### **What can my child do to stop bullies?**

There are several things your child can do:

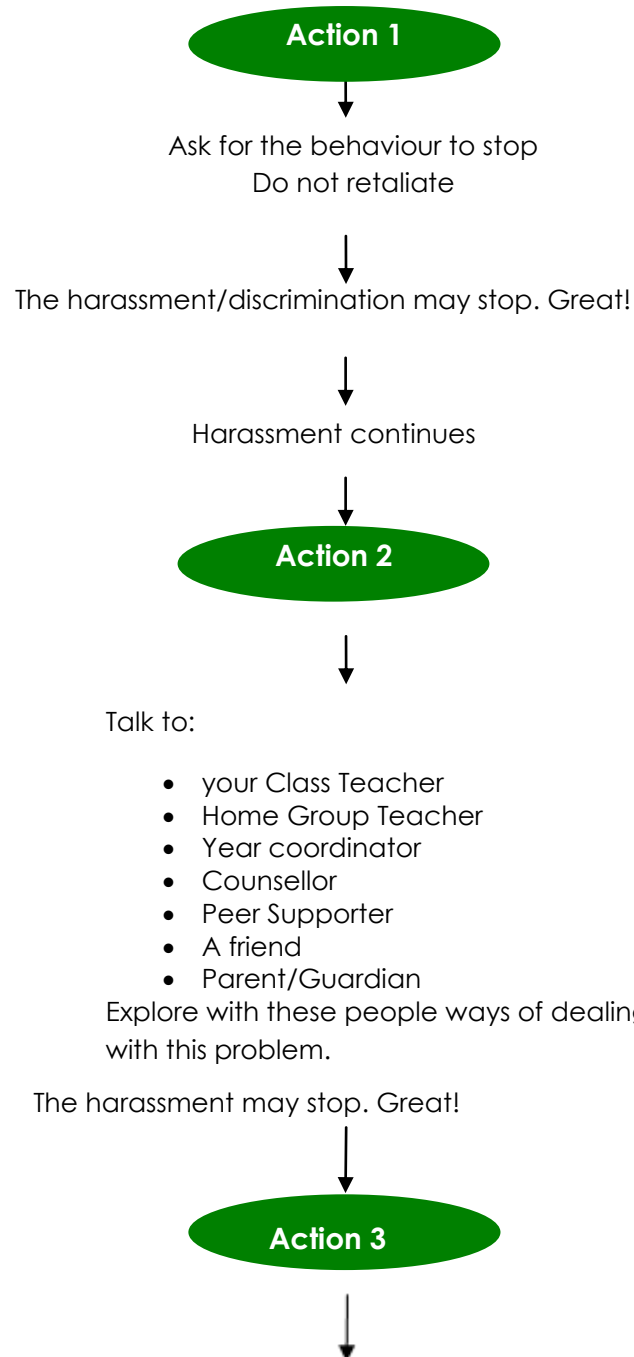
1. As far as possible, discourage your child from fighting back and encourage him/her to deal with the issue as outlined on the next page.
2. If your child is unable to walk away, he/she may be able to diffuse the situation with humour.
3. Your child may wish to ask friends for mutual protection and support, as a group is harder to harass.
4. Your child should make it clear to the bully that his/her behaviour is unacceptable and unwelcome and has serious consequences.
5. Finally, encourage your child to tell an adult about the bullying.

#### **What do you do if you suspect that your child is being bullied at school?**

1. Encourage him/her to talk to you about it.
2. Never dismiss the matter by saying that it's the child's problem and he or she must simply stand up to the bully or bullies. Sometimes this course of action is impractical.
3. Don't be too over-protective e.g. "Never mind. I will look after you. You don't have to go to school. Stay home with us".
4. Listen carefully to get the relevant facts.
5. Explore an alternative course of action with your child (eg acting more assertively, being with people who can help, telling a teacher).
6. Decide whether it is best to discuss the problem with the school then follow through with this decision.

## ACTION PLAN

If a student is being bullied, harassed or discriminated against they have the following choices about how they will deal with the situation.



Your teacher will help you resolve the problem by following the three step plan.

- 1 Student makes a complaint
- 2 The complaint will be investigated
- 3 A decision will be made and action taken to prevent further harassment

Consequences will be applied and the harassment stops.

## **FAMILY AND SCHOOL COMMUNICATION**

### **SCHOOL EMAIL CONTACT**

For parent to teacher communication, the public email address for the school is [clarence.high@education.tas.gov.au](mailto:clarence.high@education.tas.gov.au)

Messages to specific staff will be forwarded directly if sent to this address.

### **TEXT MESSAGING**

We also use a text messaging system to notify parents of student absences as well as any important information (reminder of Athletics Carnival, notification of contactable disease, reminder of pupil free day, etc.)

### **PARENT PARTICIPATION**

Maintaining regular, close contact between the family and the school is the best way to guarantee success at school. The school welcomes and encourages the full participation of parents, as well as students, in the life of our community. Parents and other adults working with Clarence High School students need to have completed a Working with Vulnerable People check. This will apply for example to everyone other than one-off guest speakers. Parents and community members considering participating as sports team coaches, canteen helpers or classroom assistants need to apply for a Working with Vulnerable People check.

### **SCHOOL NEWSLETTER**

The newsletter provides useful and timely information regarding upcoming events. It is available on our website and is emailed home to all parents who have provided their email address. It is usually issued fortnightly.

### **THE SCHOOL WEBSITE**

Our web site contains a wealth of information about the school, its programs and activities: <http://education.tas.edu.au/clarencehigh>. The school calendar is available through this site. We also have our own Facebook and Twitter accounts: <https://www.facebook.com/CHSBellerive> and <http://twitter.com/clarencehigh> where you can follow all the latest news and events.

Our CANVAS virtual learning environment is available on the website, providing a flexible learning environment for students both at home and at school.

### **REPORTING TO PARENTS**

Students are provided with ongoing feedback about their learning and general progress in various ways. The school issues formal written reports to parents on each student's progress. In addition, parents are invited to come to school on two separate specific occasions during the year to discuss their child's progress with the Home Group teacher and with program teachers. We hope you will take advantage of these occasions.

Parents are encouraged to contact the school if they have concerns about student progress and behaviour or to inform us of significant aspects of students' lives outside school.

Parents will be notified of the 2018 reporting schedule early in 2018.

## **PHONE AND VOICE MAIL**

We know that parents may wish to contact the school at other times to obtain information about their child's progress. The school encourages such contact. It is best to ask to speak to the **Home Group Teacher or Grade Coordinator first**, as these teachers have the best overview of a student's progress. Please telephone to arrange a mutually convenient time or leave a message on the teacher's voice mail. Teachers are committed to returning your call. You may also leave a message through the Main Office.

## **ASSEMBLIES**

Major whole school assemblies are held at least once each term. Assemblies are usually organised and led by the Prefect Board. They often involve a guest speaker and feature music performances, sports reports and reports from student groups. Grade assemblies are also held regularly.

## **VISITING THE SCHOOL**

We welcome visits from parents and old scholars. If you wish to meet with a particular staff member, it is advisable to make an appointment first, as teachers and the Assistant Principals all teach and are unable to leave their scheduled classes.

For security reasons, all visitors to the school are required to register at the front office and wear a 'School Visitor' badge while on site.

## **SCHOOL ORGANISATION**

### **THE HOME GROUP TEACHER**

Ongoing support and guidance is provided for students by their Home Group teacher. This teacher will teach the student for particular programs several periods per week and so will have multiple opportunities to interact and engage with students in their care.

If a student has been absent they should bring a note explaining their absence to the Home Group teacher or Student Administration.

The overall development of each child is monitored closely by the Home Group Teacher. Program teachers keep the Home Group teacher informed about each student's progress and alert them if they have concerns about behaviour or progress.

The Home Group teacher is the best person to contact if a parent has concerns about their child's education. At least twice per year, we ask parents to come in to meet the teachers at our Parent-Teacher Evenings. However, parents are encouraged to contact the Home Group teacher at any time through the school office.

Students experiencing difficulties are also encouraged to talk to the Home Group teacher in order to develop strategies to assist them in resolving a problem.

## **THE SCHOOL DAY**

The school opens to students at 8.30am each morning. The first bell will go at 8:35am. Students should make their way to the lockers and collect equipment needed for Home Group starting at 8:40am and the first lesson of the day which starts at 8.50am. Each new student must provide their own lock for their locker for storing books, equipment, lunch and bags. This lock needs to be a strong, combination lock as pictured below.



## **PERIODS 1-5**

The school day is generally divided into four learning blocks of 75 minutes in duration. There is a break between each block when students can get a drink, something to eat, socialize and change books. At the end of each break a 5 minute warning bell is sounded indicating that students should start moving to class.

## **BREAKS**

The purpose of having three breaks each day is to give students regular opportunities to get food or drink, go to the toilet, socialise and to get organised for the next learning period. The school canteen is open during all breaks. A range of drinks and food items are available. Parents are warmly welcomed if available to assist the canteen staff with food preparation and/or serving. (See page 10 re Parent Participation).

Many activities take place at lunch time including sporting competitions and meetings of student groups. Students are able to use the Resource Centre to change books, read, do homework or engage in the various programs run as part of the Resource Centre.

The school day finishes at 3.05pm. Buses arrive to collect students between 3.05pm and 3.20pm.

## TIMETABLE FRAMEWORK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>HG</b>	<b>8.40 – 8.50</b>	<b>8.40 – 8.50</b>	<b>8.40 – 8.50</b>	<b>8.40 – 8.50</b>	<b>8.40 – 8.50</b>
<b>1</b>	<b>8.50 – 10.05</b>	<b>8.50 – 10.05</b>	<b>8.50 – 10.05</b>	<b>8.50 – 10.05</b>	<b>8.50 – 10.05</b>
<b>Break 1</b>	10.05 – 10.20	10.05 – 10.20	10.05 – 10.20	10.05 – 10.20	10.05 – 10.20
<b>2</b>	<b>10.25 – 11.40</b>	<b>10.25 – 11.00</b>	<b>10.25 – 11.40</b>	<b>10.25 – 11.40</b>	<b>10.25 – 11.00</b>
<b>3</b>		<b>11.00 – 11.40</b>			<b>11.00 – 11.40</b>
<b>Break 2</b>	11.40 – 11.55	11.40 – 11.55	11.40 – 11.55	11.40 – 11.55	11.40 – 11.55
<b>4</b>	<b>12.00 – 1.15</b>	<b>12.00 – 1.15</b>	<b>12.00 – 1.15</b>	<b>12.00 – 1.15</b>	<b>12.00 – 1.15</b>
<b>Break 3</b> <b>LUNCH</b>	1.15 – 1.45	1.15 – 1.45	1.15 – 1.45	1.15 – 1.45	1.15 – 1.45
<b>5</b>	<b>1.50 – 3.05</b>	<b>1.50 – 3.05</b>	<b>1.50 – 3.05</b>	<b>1.50 – 3.05</b>	<b>1.50 – 3.05</b>

**NOTE:** There is an allowance for 5 minutes of movement time between the end of breaks and the start of periods

## **HOMEWORK and INDEPENDENT LEARNING**

Students will be asked to learn and do work outside school time for a variety of reasons:

- **reflect** on their thinking and learning
- **discuss** various topics with their families
- **investigate** family opinion or history
- **research** information from their local environment
- **share** their learning and enthusiasm with family and friends
- **complete** tasks begun in class
- **engage** in challenges as part of particular learning sequences
- **attempt** assignments
- **practise** skills as appropriate
- **review and extend** their learning and understanding

The purpose of all this is to help students to develop independent learning skills which will be so vital to their future as lifelong learners.

Regular study habits provide a sound foundation for success at high school and a valuable preparation for further education. Good organisational and time management skills are also necessary for academic success, personal effectiveness and life in general. We believe that regular homework helps students to develop these qualities.

Some homework is designed to be completed in one session, whereas in other programs assignments over several weeks may be set. Homework is not always set as an assessment exercise but may form part of the on-going learning in the program.

Sometimes the nature of the program, or topic under study, makes the setting of structured homework unnecessary. Students should take these occasions as opportunities for reviewing past learning, catching up on work missed, learning for tests and generally ensuring they are developing their understanding. The fact that no specific homework has been set does not mean that home study is not necessary.

Parents play an important role in their child's education by taking an active interest in their learning and general schoolwork. Research has clearly shown that parents who show a positive interest are far more likely to nurture children who are interested in extending their learning.

**How can I help my child with homework?** Parents often help their children with their schoolwork at home. Sometimes asking questions can be a good way to do this.



### **General questions to ask your child about their homework:**

- What's this topic about?
- What do you already understand about this topic?
- Do you know what to do? Can you explain the task to me?
- Can you show me/tell me how you do this at school?
- Which parts are easiest to do? Why is it easy?
- Which parts are difficult for you?

**Some parents say that helping with mathematics homework is difficult because their children learn mathematics differently now. These questions might help. Try them with your child.**

- Have you done this mathematics or anything like it before?
- How does this connect with what you have been learning in class?
- What sort of problems should you be able to do when you have learnt this?
- What sorts of things do you do/use to help you work out a mathematics problem?

### **EXTRA CURRICULAR ACTIVITIES**

The formal curriculum of the school is enhanced by a wide range of activities which occur outside normal lesson time. Students are encouraged to broaden their education by participating in as many activities as they can and thereby contributing to their life and to the life of the school. It is certainly true that those who contribute most to the school are also the students who benefit most from their time at Clarence High. The range of extracurricular activities offered varies from year to year but usually includes the following:

### **EXTENDED LEARNING and COMPETITIONS**

At Clarence we value diversity and excellence and so we provide a curriculum that caters for students of all abilities. We recognise that we have gifted and talented children in our school that require and enjoy extension and enrichment in their programs.

### **SCHOOL BANDS**

Students in all grades are encouraged to join one of the many bands and music groups which perform regularly at school and at outside functions. Parental involvement in fundraising is encouraged as the band tours annually and the efforts of parents greatly assist with this.

### **SPORT**

The school conducts annual swimming, athletic and cross country carnivals and supports a large number of sports teams in a wide variety of activities.

### **LUNCHTIME ACTIVITIES**

House Sports Captains work with a teacher to provide a range of interesting activities such as indoor soccer, carpet bowls, table tennis, basketball and many other activities.

## **STUDENT LEADERSHIP**

There are various opportunities for students to become involved in student leadership. Some examples are: House Captains, Student Forum Representatives from each Home Group, Peer Supporters, IT Helpdesk and Prefects

Some selected year 9 and 10 students are trained to act as Peer Supporters for year 7 students to help make the transition from primary school to high school a pleasant and rewarding experience. Every effort is taken to make sure all new students feel welcome and part of the group.

## **C4 – CLARENCE COMMUNITY CARE CLUB**

### **RESOURCE CENTRE ACTIVITIES**

A variety of activities are available: chess and other board games, reading, computer access, card games, some crafts. Talk to the helpful staff to see what is possible/available.

## **RECOGNITION OF STUDENT ACHIEVEMENT**

This school provides a wide range of opportunities for students to utilise their many talents and to experience success. The school formally recognizes achievement in academic work, sport, leadership and citizenship and in the many extra-curricular activities we provide. Achievements are recognized in a number of ways.

### **STUDENT WALL OF EXCELLENCE**

Students who have achieved outstanding success in school or extracurricular activities may nominate to be included on the Student Wall of Excellence. Please check selection criteria which are published each year before nominations are called for.

### **WHOLE SCHOOL ASSEMBLIES**

Major achievements and successes are recognized and celebrated in whole school assemblies. For example, students who have achieved success in national or state academic competitions, state or national sports representatives and school teams who have been successful in inter-school competitions are acclaimed on these occasions.

### **ENCOURAGEMENT AWARDS**

These will be presented to students who have demonstrated their positive attitude towards learning and have shown they are willing to do the very best they can. These awards recognise those who are working to capacity and showing determination to make significant progress, no matter what the obstacles or challenges. Certificates to recognise those students will be presented at various school assemblies during the year.

### **GRADE ASSEMBLIES**

Students who have achieved success in various school activities are often recognised and congratulated in Grade Assemblies which occur regularly throughout the year. Formal awards ceremonies for each grade are held late in fourth term at which Excellence and other awards are presented. Parents will be invited to attend this ceremony.

### **CLARENCE CELEBRATES CEREMONY**

Late in term 4 a special awards ceremony is held during which special recognition is given to students for various forms of outstanding achievement or contributions to the school community. Learning area awards and a range of sponsored special awards are given for citizenship and leadership, outstanding academic, artistic, sporting and other achievements. Parents will be invited to attend this ceremony.

## **STUDENT SUPPORT**

The high school years are important years for students because they are grappling with the challenges of becoming independent young adults and acquiring greater responsibility for their own action, behaviour and learning.

Clarence High School has a number of programs designed to provide support for students. There is a Learning Centre for students experiencing challenges with their academic and/or emotional well-being.

## **ALTERNATIVE PROGRAMS**

Clarence High School supports our students by making available alternative programs. Some of these are “in house” and others are off site.

## **SCHOOL PSYCHOLOGIST**

The School Psychologist is available by appointment to help students with their problems. The range of support provided includes helping students develop their self-confidence and with making friends.

## **SOCIAL WORKER**

The school Social Worker is available to assist students who need to talk over issues that are affecting them.

## **SCHOOL CHAPLAIN**

The school chaplain is available to support students, families and staff and can be contacted either by email on [Clarence.high@education.tas.gov.au](mailto:Clarence.high@education.tas.gov.au) or by contacting the school office.

## **THE SCHOOL COMMUNITY**

The school operates with considerable autonomy within the rules and guidelines established by the Department of Education and Learning Services Southern Region (LSSR).

With a few notable exceptions, the majority of decisions about the management of Clarence High School are made by the school and the school community. We welcome the participation of all members of the school community in making this school the very best. Various formal opportunities are available for you to have an input into school development and decision-making. They are outlined below. However, in many cases a phone call to the school is often sufficient to make a suggestion or to seek some help or advice.

## **SCHOOL ASSOCIATION**

The School Association provides advice and recommendations to the Principal in relation to the general operations and management of the school. The aim of the School Association is to foster cooperation among teachers, students, members of the school association, parents and the community. We meet regularly throughout the year. Check the school newsletter, the online calendar or school notice board on Clarence Street for dates.

## **THE PREFECT BOARD**

This is a body of students who represent the school. Students in year 9 can apply during the second half of the year to be a Prefect in year 10.

## **STUDENT FORUMS**

Student Forums are held each term in order for students to express their individual and collective opinions and proposals for our school community. Representatives from each Home Group will make up the Student Forum each term.

## COMMITTEES

From time to time various student committees are set up to deal with particular issues. Students are either invited to volunteer to join these committees or, on occasions, are selected to participate.

## SCHOOL UNIFORM

The Clarence High School community believes very strongly that our present, past and future students benefit greatly from maintaining the school's good image in the community. The school believes that the proper wearing of the school uniform on all occasions contributes greatly to this good image.

When students enrol at the school we ask parents to sign a pledge that their children will abide by our school dress code. As part of the code, the wearing of school uniform is required when students are travelling to and from school as well as participating in excursions. Band members will be advised of the specific uniform items they are required to wear when representing the school.

Any jewellery needs to be appropriate for the school as a workplace and no responsibility can be accepted by the school for loss or damage of items of jewellery.



## **TRAVEL TO AND FROM SCHOOL**

**Students should not go to neighbouring shops after 8.30am in the morning on their way to school.**

### **BUSES**

The school is well served by buses which link us with all parts of our local area as well as with outlying suburbs and with the city. In addition, public bus services pass by the school along Clarence Street. We ask that students support the special school buses where they are provided and only use the public buses at times when special buses are not operating (i.e. in the middle of the day or late afternoons after sports practices) or where no special bus is provided.

### **METRO BUSES**

Parents and students are advised to consult the current METRO website [www.metrotas.com.au](http://www.metrotas.com.au) where route maps can be used to view the route travelled and to work out times for the best bus to get to school by no later than 8.35am each morning. If METRO does not operate in your area then consult the appropriate bus company.

It's best for parents and students to go to the website [www.metrotas.com.au](http://www.metrotas.com.au) as timetables are subject to change.

The school section of the website is located under:

- Timetables and Maps
- Hobart
- Clarence High School (towards the bottom of the page)

Phone contact details for METRO: 13 22 01

### **WALKING**

Walking is excellent exercise but we ask that parents talk with their child about measures to ensure their safety to and from school. It is particularly important that students cross Clarence St. and Wentworth St with great care. We prefer students to use the traffic lights where possible.

### **BIKES/SKATEBOARDS/SCOOTERS**

Parents are asked to discuss safety with their children and to ensure that they always wear an appropriate helmet as required by law.

At school, bikes must be left in the bike racks and secured with padlocks. Parents are strongly advised to have bikes registered. For safety reasons skateboards and scooters are not permitted to be used in the school grounds. Students may carry skateboards and scooters to store in the shed provided at the bike rack.

Permission must be sought from the Principal prior to bringing motor bikes to school.

### **TRAVEL BY CAR**

When dropping off or collecting students, parents are asked not to drive into the school grounds before 9.15am or after 2.30pm but to arrange to park and to meet their children in Wentworth Street, South St or nearby Alexandra Esplanade. This is of paramount importance because the safety of your child and of other children is put at risk by cars entering and leaving the school grounds at the beginning and end of the school day. Do not do U-turns in any of these adjacent streets as there have been serious accidents caused by this behaviour.

Do not park, even briefly, over the driveways to the school or do U-turns in Wentworth St. It is much safer to go around the block.

## **ATTENDANCE and ABSENCES**

Parents are requested to contact the school by phone if a student is to be absent or late. A text message to 0427 016 218 before 9.00am is the preferred method. Regulations require that the school must send an official form requesting an explanation for significant absences. This is a precaution against truancy. All absences will be followed up by the Home Group Teacher, Grade Coordinator or Student Administration office staff.

We ask for your close cooperation in these matters because the school is obliged to know where the students are at all times during school hours. Should a student be reported missing from a class without explanation every endeavour will be made to inform the parents as soon as possible. A text message will be sent automatically from our attendance system if a student is marked as absent from homegroup.

## **ARRIVING LATE OR LEAVING EARLY**

The student day commences at 8.30am each morning. Students arriving after 8.50am must go to Student Administration to sign in and be issued with a late pass. Late arrivals need to be explained with some form of communication from the parent i.e. phone call/note/email. The student's late pass then needs to be shown to the teacher on arrival in class for that day.

Students are expected to make appointments and to conduct any personal business out of school hours. However, when an urgent appointment, such as a medical appointment, must be made during school hours, parents are asked to write a note. Students should get the note counter-signed by their Home Group Teacher during Home Group on the morning of the appointment and then take the note to Student Administration. Students may not leave the school grounds during school hours unless they bring such a note. They must sign out at Student Administration immediately before leaving.

## **LUNCH**

The school has a canteen where food may be purchased at lunch and at the two breaks. **Neighbouring shops are out of bounds during breaks and lunch.** We encourage students to bring their own healthy lunch.

## **ILLNESS OR INJURY AT SCHOOL**

Students who become ill or who suffer an accident at school have access to members of staff qualified in first aid. Where medical attention is required, every effort will be made to contact a parent or the emergency medical contact person listed on the student's enrolment form. If this is not possible, or in case of emergency, the school will take whatever steps are necessary to ensure the student's wellbeing.

Where an emergency does not exist, but students feel sufficiently ill and need to go home, they **must report to Student Administration and staff will contact parents.**

**Students must follow this process and not make phone calls or arrangements for themselves.**

Students who are already showing symptoms of sickness or illness should be kept at home for the day.

The school does not provide or administer analgesics. Prescription medications require authorization from a doctor and parent. (see Prescription Medication section below).

Parents of students who have special needs in the area of health are asked to supply relevant information to the school prior to the beginning of each year, or whenever a special need is diagnosed.



To enable us to enact our policy of contacting parents in the event of medical emergency or sickness, it is essential that you help us keep contact telephone numbers and addresses accurate and up to date. Please let the school office know immediately if any of these details change.

## **GENERAL INFORMATION**

### **CANTEEN**

The Canteen is operated by the school and is open at both breaks and lunch time to sell a variety of nutritious, attractively presented and economically priced foods to enable students to make healthy food choices. Student volunteers assist in the Canteen on a roster basis. Parent assistance in the Canteen is greatly appreciated. If you would like to volunteer your services on a regular or occasional basis, please phone the Canteen Supervisor, or leave your name at the school office. Please note that all parents interested in helping in the Canteen need to have completed a Working with Vulnerable People Check.

### **CARE OF SCHOOL PROPERTY**

The school has very limited funding and money spent repairing or replacing broken or damaged equipment means less money available to purchase new equipment or to upgrade facilities. We expect students to treat all school property carefully.

We do have a policy which places the responsibility for such behaviour on the student concerned. This involves the student paying for the cost of repair or replacement of a damaged item.

### **LIBRARY RESOURCE CENTRE**

The Resource Centre contains a large collection of print and non-print material, covering a very broad range of subjects. The centre also has a computerised borrowing system and its catalogue is connected to the State Library network. Opportunities for student research and study, as well as recreational usage, are catered for in the centre.

The Resource Centre welcomes any parent who would like to become involved in the centre's activities. Please contact the Resource Centre Manager if you would like to understand ways you may be able to assist.

### **LOST PROPERTY AND LOCKERS**

We expect students to take special care with their own property including uniform, sports gear and books and equipment. The school provides lockers which are large enough for most students to keep all their necessary belongings. The composite levy includes the provision of a locker. Items, such as musical instruments and some sports equipment, which are too large for the locker, may be left for safekeeping at Student Administration. However, the prime responsibility for personal property lies with the student. It is absolutely essential for all items of clothing and equipment, and all books, to be labelled securely and clearly with the student's name. Lost property is usually passed to Student Administration and, if named, will be handed back to the student. Students losing property should make every effort to find the property themselves and should enquire regularly at the Student Administration.

## **OCCUPATIONAL HEALTH AND SAFETY**

For the safety and health of our school community, students must not bring the following to school:

- aerosol cans, including deodorant sprays
- chewing gum
- lighters.

Students must not take bags to any classes with the exception of active sessions where they need to change clothes.

Students are not to ride scooters, skateboards, roller-blades, roller skates etc at school.

For safety reasons students must not climb trees, poles, buildings or fences.

Students need to have their own set of headphones for personal use in class. They should not be shared.

## **STORAGE of VALUABLES**

We advise students **not** to bring valuables to school.

Significant amounts of money or other large or valuable items, which occasionally must be brought to school, should be left for safe keeping at Student Administration before school and retrieved at 3.05pm. The school does not take responsibility for valuables such as mobile phones. Make sure all of your personal equipment, books and clothing are properly labelled. This facilitates return to the rightful owner.

## **STUDENT ASSISTANCE SCHEME**

The purpose of the Student Assistance Scheme (STAS) is to help with the cost of school books and compulsory school fees. It covers the stationery and levy fees to approved pupils.

To make application, parents are required to complete a Department of Education, *Application for Assistance* form available from the school office, which is then submitted to the Department for approval.

All Student Assistance Scheme applications are subject to a means test. There is a requirement for applicants to provide evidence of the level of income they have indicated on the form.

All applicants are now required by the Department of Education to validate their taxable income for the last financial year as stated in their application form. Applicants must attach a copy of their last Income Tax Assessment Notice or a Statement of Pension or Benefit from the Department of Social Security. This will enable full validation of income to be made by the Department.

There is provision in the scheme to cater for those applicants who have experienced changed circumstances since the time that their latest Taxation Income Assessment or Statement of Pension or Benefit was prepared.

Should you feel you are entitled to this assistance, please arrange to collect an application form from the School Office. Only one application form per family is required but the form must be submitted at a school which is attended by at least one child in the family.

## **USE OF BUILDINGS**

Students are encouraged to have their recess and lunch breaks outside in the fresh air. Responsible students may use some indoor spaces and all students will be allowed inside when the weather is cold or wet.



## **CHS DRUG POLICY**

### **PRESCRIPTION MEDICATION**

We discourage the unnecessary use of medicines and analgesics. If students are required to take any medication, written authorisation is required from the parent/guardian and the family doctor. These forms are available from the school. The medication must be clearly labelled with student's name and it is then kept at Student Administration where it will be administered under supervision and a register kept.

### **CIGARETTES/TOBACCO**

We have a smoke free environment and no person is allowed to smoke at school or on school related activities. See our school drugs policy for more details. Electronic cigarettes are also banned.

### **ALCOHOL, CANNABIS AND OTHER ILLEGAL DRUGS**

These must not be brought onto the school property. Serious penalties apply if students use these or have them in their possession.

### **CAFFEINE and CARBONATED DRINKS**

Caffeine ('Energy') and carbonated drinks are not permitted on school property. Parents are strongly encouraged to support this school expectation through discussion with their children. Soft drinks may occasionally be available at special functions at the school.

## **SUN PROTECTION POLICY**

Students are advised to wear hats outside during the period of daylight saving – October to March. Alternatively, they should be in the shade. Sunglasses are only permitted outside but not inside.

## **WATER**

Students may take water (not cordial, milk or fizzy drinks) in appropriate water bottles to most classes at the discretion of the teacher. This will be clarified by teachers with each class at the beginning of the year.

## **ETHICAL USE OF SCHOOL INTRANET, EMAIL, ELECTRONIC MEDIA AND PERSONAL ELECTRONIC DEVICES**

Students must agree to appropriate use of information technology facilities and resources before they are allowed access to the internet. This agreement outlines the school's expectations about the ethical use of the internet. Breaking of this contract, including the sending of harassing emails, will lead to loss of privileges, downgrading of internet access or even suspension depending on the nature of the offence.

Students are reminded that it is illegal and an invasion of privacy to take images or voice recordings of other students or staff without their permission.

The security of these items remains the responsibility of the student.

### **MOBILE PHONES, MP3 PLAYERS and other personal electronic devices**

Students should ensure that their phones are switched off and secure during class time.

(Reminder: Students who are ill must go to Student Administration. They must not phone parents themselves.) Parents needing to arrange to collect students should phone Student Administration. If parents need to speak to their child during the day they are asked to phone during break times (10.05 – 10.20am, 11.40 – 11.55am, 1.15 – 1.50pm)

MP3 players (eg iPod) and other personal electronic devices must not be turned on during class time **without the explicit permission of the teacher of that particular class.**



Students are reminded that they need explicit permission to photograph or film anyone at school.

### **BRING YOUR OWN TECHNOLOGY (BYOT) - PERSONAL COMPUTERS**

In 2018 year 7, 8 and 9 students will need to provide their own laptop or tablet. As technology is now embedded in all aspects of the curriculum students having their own portable devices will mean that they can access content delivery, research, prepare presentations and create digital products both at school and at home.

Students need to read and sign the 'Acceptable Use Agreement' form and return it to the front office. Use of personal computers by students in any class is at the discretion of the teacher.

The security of these items remains the responsibility of the student.

### **WIRELESS ACCESS**

Wireless connectivity allows students to connect personal devices to the DOE Guest network using their student ID and password. Use of the wireless system using personal devices within classes is at the teacher's discretion and dependent on the educational requirements of individual tasks set. No technical support is available to students connecting to the wireless network with personal devices other than resolving DOE password and ID issues.

The student IT Helpdesk is available.

## **CANTEEN & SCHOOL UNIFORM SHOP**

Price lists are available from the main office.

## **TERM DATES 2018**

<b>Term 1</b>	<b>Monday 5 February (teachers commence)</b> <b>Wednesday 7 February (students commence) – Thursday 12 April</b> <b><i>Easter Break – Friday 30 March-Tuesday 3 April (Office closed)</i></b>
<b>Term 2</b>	<b>Monday 30 April to Friday 6 July</b>
<b>Term 3</b>	<b>Monday 23 July (teachers commence)</b> <b>Tuesday 24 July (students commence) – Friday 28 September</b>
<b>Term 4</b>	<b>Monday 15 October – Thursday 20 December</b>

## **PROFESSIONAL LEARNING DAYS 2018 (STUDENT FREE DAYS)**

Tuesday 6 February – Professional Learning Day (the day before the start of Term 1 for students)

Friday 13 April – Moderation Day (last day of Term 1)

Monday 23 July – Professional Learning Day (first day of Term 3)

Friday 26 October – Professional Learning Day (Friday after Royal Hobart Show Day)