



STUDENT GUIDELINES

2025

RESPECT, RESPONSIBILITY, DO YOUR BEST

INTRODUCTION

Tenterfield High School has very high expectations of student behaviour and clear processes that will be followed for any inappropriate behaviour. It is important that all students and families are familiar with the information in this booklet. This book covers:

Positive Merit Scheme. This outlines the 4 award levels and what you can expect to receive once these levels are reached.

Ready to Achieve Essential Eleven. These are 11 essentials that will be expected in every classroom.

Safety Seven Playground Rules. These are the 7 playground rules that are always expected on the playground.

Behaviour Management Flowchart. This outlines what will happen if students display inappropriate behaviour in the classroom.

THS Reflection Sheet

Follow Up for Negative Behaviour. This outlines the different levels of behaviour management levels and referrals in the school.

Monitoring Card Example.

Suspension Process. This outlines the process for suspensions.

Timeout/Leaving Class. This outlines the process for timeout/leaving class.

Bullying and Conflict. This outlines the difference between bullying and conflict and processes the school has for managing both.

Strategies. Details the different strategies available to respond to Bullying.

Student Contracts. There are times when student conflict cannot be resolved through mediation and other supports. When this happens and the conflict is impacting on the learning, wellbeing and safety of others then students may be placed on a contract. A sample of a contract is included on page 14.

Mobile Phone and Electronic Device Policy. This outlines our mobile phone and device policy and the processes that will be followed if students do not follow this.

Student Agreement for use of Digital Devices. To be signed and returned to the front office (separate copy provided).

Senior Study Rules. Outlines the definition of study and the use of time. To be signed and returned to the front office (separate copy provided).

Prohibited Items, Attendance & Absences

Who can help me? This summarises the support that is available at THS and who you should go to if you have a particular problem.

POSITIVE MERIT SCHEME

Bronze Major Award

- 25 positive awards
- certificate
- entry into a raffle
- participation in an end of semester activity

Silver Major Award

- 75 positive awards
- certificate
- entry into a raffle (better reward and greater chance of winning)
- participation in an end of semester activity

Gold Major Award

- 125 positive awards
- certificate
- individual gift voucher
- participation in an end of semester activity

Platinum Major Award

- 150 positive awards plus 2 service awards
- certificate
- presented at presentation day
- individual gift voucher
- participation in an end of semester activity

Positive Awards are awarded for:

- active participation during the school day
 - improved effort and application in class
 - outstanding effort in classwork or assignments
 - excellent achievement in school, sport or community pursuits
 - consistent effort to achieve potential
 - compliance with school rules and teacher directions
 - positive interactions with others
 - the wearing of full school uniform – to be monitored in Home Group
 - regular attendance
 - any positive behaviours not listed
 - a Service Award=representing the school, in community & major school activities
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RESPONSIBILITIES

Teachers

Ensure they are regularly giving out positive awards to students. At a minimum entries for each class need to be complete once a fortnight. Group entries can be complete. It is not just for the high achieving students but any student who is complying with our expectations and showing improvement.

Home Group Teachers

Give a positive to every student who has been in uniform all week. Check mobile phones are in pouches and laptops are charged.

Year Advisors

Collate each of the awards and organise positive reward activities / excursions.

Attendance Team

Will monitor positive attendance and give positive award for students with attendance over 95% every fortnight.

Head Teacher Wellbeing

Overall responsibility and oversight of the scheme.

Negative behaviour

While students will still be able to accumulate positive entries, they will not receive their awards and prizes in the positive wellbeing system until there is an improvement in their behaviour as determined by the school executive.



READY TO ACHIEVE ESSENTIAL ELEVEN

1. Line up calmly outside the classroom & keep your hands to yourself

2. Enter the classroom quietly. Hats and hoods off

3. Sit appropriately and stay in your allocated seat

4. Follow THS phone and technology policy

5. Raise hand, wait to ask or answer a question

6. Pay attention when the teacher, or another person is talking to the class

7. Follow all staff directions

8. Complete set work, including homework

9. Wait for the teacher to tell you to pack up and to dismiss the class when the bell goes

10. Eat only in breaks (water permitted), (gum and energy drinks not permitted)

11. Use respectful language

SAFETY SEVEN PLAYGROUND RULES

1.

Always follow teacher directions on the playground and canteen line

2.

Use Toilets appropriately

3.

Stay within bounds in the playground

4.

Always show respect

- use appropriate language
- do not touch other people
- clean up your rubbish

5.

Follow THS mobile phone and electronic device policy

6.

Report any bullying, conflict or unsafe behaviour to a teacher

7.


All areas apart from the basketball court, handball area and Petherick oval are passive areas

BEHAVIOUR MANAGEMENT FLOWCHART


First Warning: Teacher outlines your disruptive behaviour and you are given a warning.




Second Warning: Teacher outlines your disruptive behaviour and you are given a warning.



Reflection Desk: You are no longer a part of the teaching and learning activities of the class. You move to the Reflection Desk and fill in the Reflection Sheet. You hand the sheet to the teacher at the end of the lesson and they advise you of a time to meet with the Head Teacher. If you engage with the class or teacher at any point while on the Reflection Desk you will be removed to the Head Teacher.



Restorative Meeting: You meet with both the Head Teacher and your class teacher to discuss the entries you have made on your reflection sheet. If they are not adequate you will not re-enter the classroom. You will continue with the Head Teacher until Reflection Sheet questions are addressed adequately.



Gross Misconduct: The above steps can be made null and void at any time for any dangerous, grossly offensive or threatening behaviour and you will be removed to the Head Teacher immediately.

THS REFLECTION SHEET

You will need to complete this sheet appropriately and honestly before returning to the classroom from time out.

Name: _____ Date: _____ Time: _____

Circle the behaviour that got you sent to time out:

Swearing Put Down Distracting Others
Calling Out Arguing Not following Instruction
Threatening others Destruction

What rule/expectation did I break? You may need to look at the school rules.

Be safe Talk and Listen Politely Care for our environment
Do your best Respect yourself and others

Did anything happen that you didn't like or understand?

Somebody teased me Somebody took something of mine
Somebody told me to do something Somebody began fighting with
Somebody was doing something I didn't like
I didn't accept the consequences of my actions
Other _____

How did my behaviour affect others?

What can I do differently when I return to class to make sure it doesn't happen again? _____

Student/Teacher Strategy Plan: To be completed with your teacher.

Signed by Student _____ Teacher _____



FOLLOW UP FOR NEGATIVE BEHAVIOUR

RED = Referral to the Deputy Principal and direct parent / carer contact.

Incidents = physical violence or aggression, verbal aggression / threats towards staff – including swearing at staff, direct verbal bullying, cyberbullying and intimidation / threats towards students, refusal to follow Head Teacher instructions. use or possession of drugs or drug paraphernalia and other illegal substances, including vapes and alcohol, the possession or use of weapons and knives in schools, persistent disobedience, misuse of technology, extremely dangerous or unsafe behaviour, mobile phone use.

Follow up may include = restorative meetings, behaviour contracts, behaviour monitoring cards, withdrawal from the playground, school service, referrals for further support, in-school isolation, formal caution of suspension, suspension.

ORANGE = Referral to the Head Teacher and parent / carer contact via Sentral portal or direct contact.

Incidents = Reflection Desk in the classroom, truanting lesson, leaving school grounds without permission, refusal to follow teacher instructions, bullying and intimidation, threatening behaviour towards others, continued disobedience, ongoing student conflict.

Follow up may include = restorative meetings, behaviour contracts, behaviour monitoring cards, withdrawal from the playground, school service, referrals for further support. Accumulation of Orange incidents will result in referral to Deputy Principal.

YELLOW = Classroom Teacher or teacher on playground duty.

Incidents = forgetting equipment, late to class, poor effort / lack of focus in class, littering, disobedience, inappropriate interactions with staff and other students, student conflict, chewing gum

Follow up may include = restorative meetings, detentions, withdrawal from the playground, school service. Accumulation of yellow incidents will result in parent / carer contact and referral to Head Teacher.

Representing THS and participation in extra-curricular or reward activities: Students will not be able to do this if in the 10 weeks prior to the note going out / or the scheduled activity they have accumulated 10 points in negative Sentral entries or have been suspended.

These are calculated as follows:

Yellow = 1 point, Orange = 2 points, Red = 4 points

****Students will also need to have an attendance rate of 85% or above. This does not include approved absences for illness or extenuating circumstances ****

Positive Awards:

While students will still be able to accumulate positive entries, they will not receive their awards and prizes in the positive wellbeing system until there is an improvement in their behaviour as determined by the school executive.

MONITORING CARD

Rules of Head Teacher Monitoring Card

- You will be on the card for at least 5 days to prove you have modified your behaviour
- You must collect this card from the Head Teacher Wellbeing each morning
- You must hand this card to the Head Teacher Wellbeing each afternoon – if you fail to do this you will go on to a Head Teacher Reflection
- If you receive an ORANGE or RED incident (meaning you received a 3 or 4), you will be placed on a Head Teacher Reflection
- If you had to complete a HT Reflection, you will then continue with your monitoring card until you can complete it without a negative incident
- Failure to comply with this card will result in students being advanced in the school's Code of Conduct and this may result in a formal caution or suspension

Example Head Teacher Wellbeing Monitoring Card

Give students a grade and comment 1 = Outstanding 2 = Sound (Yellow) 3 = Limited (Orange) 4 = Poor (Red)

Period	Subject	Behaviour (1-4)	Application to Work (1-4)	Comment
Home		1	1	
Period 1	<i>Resilience</i>	2	1	
Period 2	<i>Maths</i>	1	1	
Period 3	<i>Metal</i>	3	3	<i>Student failed to complete any work and distracted others from their learning.</i>
Period 4	<i>PE</i>	1	1	
Period 5 or Sport	<i>Science</i>	1	2	

SUSPENSIONS

For detailed information about the new procedures around suspensions, as well as the new behaviour procedures, please see the following link:

[Student Behaviour policy](#)

The following is a summary of the main points as it relates to THS:

Formal Caution

The principal may provide a student and their parents or carers with a formal caution to suspend for behaviours of concern before proceeding with a suspension. This is valid for 50 days and must be in writing, detail the behaviour/s of concern, detail clear behavioural expectations for the students, highlight the importance of parental engagement in managing student behaviour – including providing an opportunity to meet in person, and advise the expiry date for the formal caution.

Immediate Suspension

The principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety, learning and wellbeing for students or staff.

The staff and P&C of THS have agreed that the following behaviours will result in a suspension without a formal warning being issued: physical violence, significant verbal or psychological abuse – including threats of violence and swearing at staff, use or possession of drugs or drug paraphernalia and other illegal substances, including vapes and alcohol, and the possession or use of weapons and knives in schools, bullying and cyber bullying, racism or discrimination, misuse of technology and repeated disobedience that interferes with the safety, learning and wellbeing of others.

When a principal determines that a suspension is appropriate, the principal must:

- Ensure the principles of procedural fairness are followed
 - Ensure supports are implemented on the return from suspension
 - Ensure the student is provided with schoolwork and wellbeing support during the suspension
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Length of Suspensions

Suspensions allow time for supports to be organised to help students with their behaviours. As part of this the school will at times be liaising and getting support from the Department of Education's Delivery Support Team, as well as other external agencies where needed. The length of suspensions will in part sometimes reflect the time needed to access these supports and put in place relevant plans and strategies.

Therefore:

- A suspension may be between 1 – 10 days
- If a suspension is issued for less than 10 days, the principal may extend to the 10 days if more time is needed to implement / access supports or if a return from suspension is unsuccessful
- If more time is needed to implement / access supports beyond the 10 days, then the principal will extend for an additional 5 days. If more time is needed above this, then the principal will seek permission from the DEL for another 5 days
- In some circumstances where support from the Department's Delivery and Support Team or other relevant agency is needed and is not able to be accessed within the 20 days, the principal will approve an exemption from attendance until this occurs. This will only occur when returning the student to school without this support, may interfere with the safety, health, wellbeing or learning of others

Number of Suspensions

A principal cannot impose more than 45 days of suspensions per year for a student without the DEL approval. In cases where 45 days of suspension have been issued and a student's behaviour continues to significantly impact on the safety, wellbeing and learning of others and all relevant supports have already been implemented, THS will ask the DEL for this approval, and if necessary, follow the Department of Education's expulsion process.

Resolving the suspension

Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension.

Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations. This must include the principal or their delegate, the student and a parent or carer. The principal, or their delegate, may invite other key personnel. The student and/or parents or carers may also invite a support person.

The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school. Depending on student factors, such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances, the principal or their delegate may interview the student in the presence of their parent or carer and/or support person to ascertain that the student:

- has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the department's Behaviour code for students
- understands the impacts their behaviour had on others
- has reflected on strategies to avoid any repetition of this unacceptable behaviour in the future.

A successful return to school will involve:

- documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies
- where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons.

A successful return to school may involve:

- referral to and assessments by the school's learning and support team
- referral to and ongoing support from the school counselling service staff

Timeout / Leaving Class

Timeout passes can only be issued by Senior Executive (Deputy Principals or Principal), Head Teacher Wellbeing or Head Teacher Support. You will be issued with a laminated timeout pass with instructions on how to use this. If you have not been issued with this pass you are not permitted to use Timeout.

If you need to leave class for any reason (i.e to go to the toilet, called for an interview, attending an additional support activity, running a message) you may only leave class once the teacher has issued you with an out of class pass or given you a signed note. If you are out of class without this you may get a negative sentral entry and a consequence.

BULLYING VS CONFLICT

What is Bullying?

Bullying is deliberate and repeated aggressive behaviour towards someone else with the intent of hurting or humiliating them. There is usually a power imbalance between the victim and the bully.

For example, the bully might be more popular or physically larger or they may be part of a group that is targeting an individual or a more vulnerable group.

What is Conflict?

Conflict is not bullying. Conflict is a normal part of relationships and social interactions. Conflict is when students of equal standing have a disagreement about something. Conflict can still be very hurtful and upsetting and inappropriate behaviours can still occur during conflicts. However, usually both sides are involved in this and are contributing to the situation.

Please see list of strategies and the Bullying and Conflict Flowchart for further support.



STRATEGIES

Immediate response to Bullying

- Stay calm and confident: Avoid showing anger or fear, which might escalate the situation.
- Use assertive language: Firmly tell the bully to stop without being aggressive.
- Walk away: Remove yourself from the situation to avoid further conflict.
- Seek safety in numbers: Stay with supportive friends or in well-supervised areas.

Building long term Resistance

- Develop a strong support system: Surround yourself with positive, trustworthy friends and adults.
- Set boundaries: Be clear about behaviours you find unacceptable and stand by them.

Seeking Support

- Talk to a trusted adult: Share your experiences with a teacher, school counsellor, or family member.
- Report bullying incidents: Use school reporting systems to ensure the issue is addressed.

Conflict Resolution Skills

- Understand different perspectives: Try to see the situation from the other person's point of view.
- Use "I" statements: Communicate your feelings without blaming (e.g., "I feel upset when...").
- Practice active listening: Let the other person express their views without interruption.
- Find common ground: Work together to agree on a solution that benefits everyone.
- Learn to apologise and forgive: Acknowledge mistakes and move forward when appropriate.

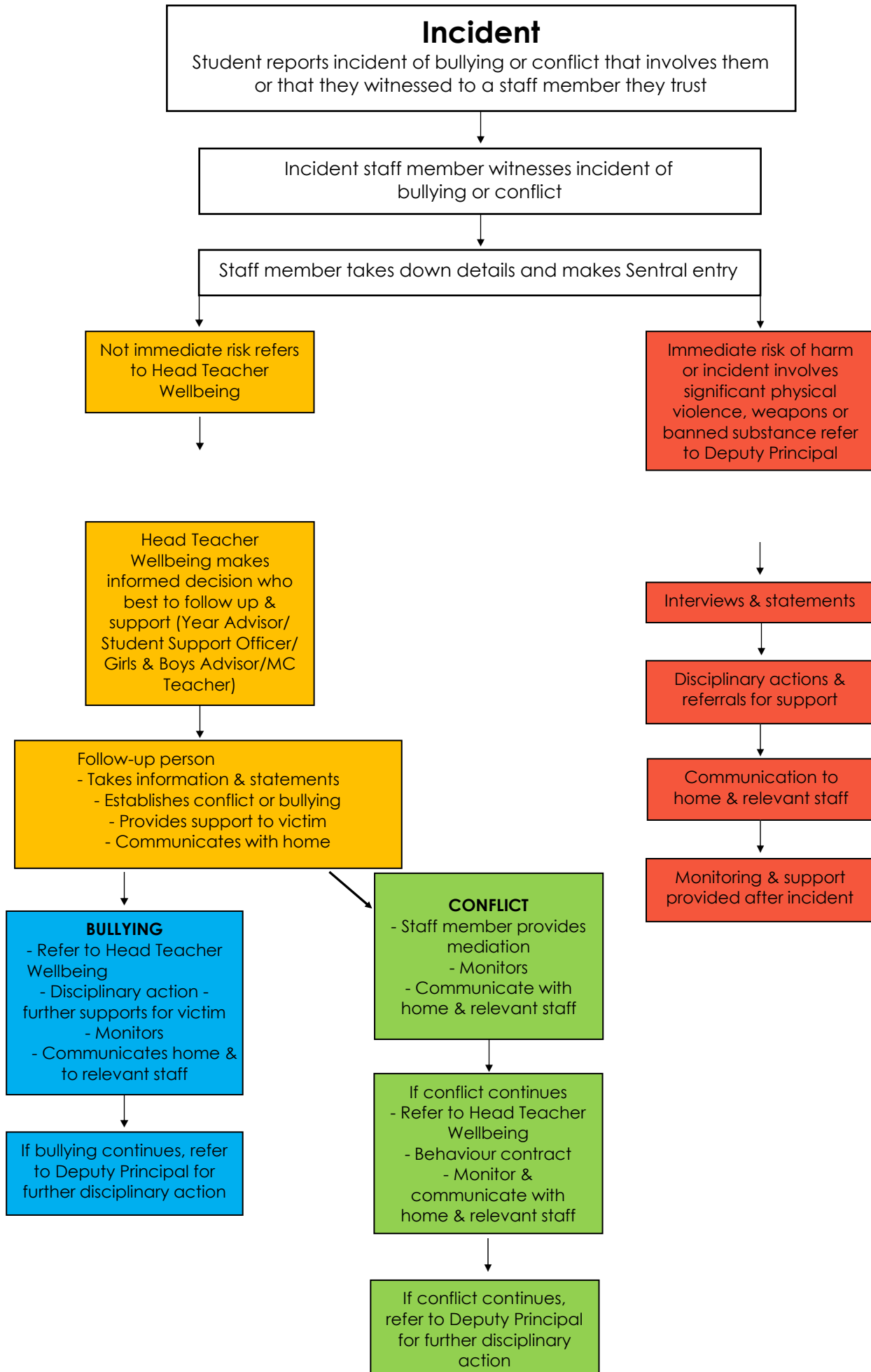
Preventative Measures

- Build positive relationships: Foster a culture of kindness and respect with peers.
- Know school policies: Familiarise yourself with anti-bullying rules and consequences.
- Develop online safety habits: Use privacy settings, block bullies, and report inappropriate behaviour.

Promoting a Positive School Environment

- Be an upstander: Support peers who are being bullied by intervening safely or reporting.
 - Spread awareness: Participate in anti-bullying campaigns or awareness days.
 - Encourage inclusivity: Befriend isolated peers and foster a welcoming atmosphere.
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BULLYING & CONFLICT FLOWCHART





TENTERFIELD HIGH SCHOOL

P.O. Box 275, Tenterfield NSW 2372

Phone: (02) 6736 1200

Email: tenterfiel-h.school@det.nsw.edu.au

Website: tenterfiel-h.schools.nsw.gov.au

Principal: Ms Stephanie Scott / Deputy Principal: Mr Brian Edmonds

Student Contract

I agree to do everything I can to make sure that I am safe at school and that school remains a safe and respectful place where my behaviour will not impact on the Learning, Wellbeing or Safety of others.

I agree to the following:

- If I have any concerns regarding or anyone else being threatening or aggressive, I will report it to a member of staff and not approach or confront them directly (this includes on the way to and from school, before school, recess, lunch, after school, going between classes, lining up for classes, in assembly and year meetings, going to the toilet and in class). Some examples may be if they send me any inappropriate messages or if they approach me in an aggressive or threatening way, I will report it to a member of staff. I will also not become involved in my friend's issues if they are having problems with anyone.
- There are some things which I can ignore or walk away from. For example, if they are looking at me, I can walk away and ignore them. If I'm not sure what to ignore and what to report, I can always ask for advice from a teacher or staff member.
Support people:
- If other people try and get involved and pass on messages or rumours about what others are saying, doing or planning on doing I will get some advice and support from a teacher or staff member. It may not mean that these things are true. I will not approach or confront anyone based on these messages or rumours. I also agree to sit in a specific area in the playground during break times if this is required to support the learning, wellbeing and/or safety of anyone at school. **Area** _____.
- I agree not to bring out of school issues, including social media to school. I also agree not to approach anyone else in an aggressive or threatening way or approach anyone that I or my friends are having problems with to "sort out" issues.
- If I break any of the above, I understand that there will be consequences in the form of playground isolation, HT/DP isolation or suspension. I understand that even if this happens outside of school – the school may follow up with consequences if it affects the learning, wellbeing and/or safety of anyone at school.

Any other information:

Signed _____ Dated _____ (Student)

Signed _____ Dated _____ (Deputy Principal / Principal)

MOBILE PHONE & ELECTRICAL DEVICE POLICY

Student Expectations

1. Bring a pouch to school every day even if you do not have a phone (keep in bag)
2. Turn phone off or have on silent and put in pouch and lock before entering school grounds every morning.
3. Only unlock phone after the 3.00pm school bell or when signing out of school at the Front office.
4. The only time a phone is to be used during the school day is if there is a learning activity that requires it. Teacher will bring portable unlocking device to the class and the phone is only to be used for this learning activity as per teacher directions.

Procedures for not following the above expectations. Resets each term.

- 1. If phone used during school hours or misused during an approved learning activity. It will be entered as a RED Sentral entry.**
 - 1st time = In-school reflection and warning of suspension. Parents/carers collect phone from the office.
 - 2nd time = Suspension. Parents/carers collect phone from the office. After returning from suspension phone will not be allowed at school for the remainder of the term or placed in the vault every day for the rest of the term.
- 2. Malicious Damage Pouch / Inappropriate use of Pouch (e.g., putting something else in pouch / taking someone else's pouch). This also includes writing or drawing offensive content on the phone pouch.**

It will be entered as a Red Sentral entry.

 - If required students will be Invoiced for the replacement fee = \$25.00
 - 1st time = In-school reflection and formal warning of suspension. Red Sentral entry
 - 2nd time = Suspension. After returning from suspension phone will not be allowed at school for the remainder of the term or placed in the vault every day for the rest of the term.

Excursions

During school hours: Phones must be in pouch for the duration of the excursion.

Day excursions that run outside of school hours: A portable unlocking station is to be taken. Phones may be used at teachers' discretion e.g., when travelling (listening to music), contacting parents with arrival times, safety issues.

Overnight excursions: As above, portable unlocking station is to be taken, and phones may be used at teachers' discretion. Must be locked at designated time at night per teacher instructions.

School Carnivals / Variations of Routine: Phones must be in pouch for the duration of school day.

Yr 12 Students: As part of the senior privilege's students will be able to unlock their pouch when they leave for lunch and lock again when they return. They need to show the office staff on sign in that the pouch is locked.

STUDENT AGREEMENT FOR USE OF DIGITAL DEVICE(S)

What is safe, responsible and respectful student behaviour?

In order to use digital devices and technology at Tenterfield High School, students must read the Tenterfield High School *Digital Device and Online Services Policy & Procedures* and sign below in the company of a parent or caregiver.

I agree to be Safe

Protect your personal information, including your name, address, school, email address, telephone number, pictures of you and other personal details.	
Only use your own username(s) and passwords, and never share them with others.	
Ask a teacher or other responsible adult for help if anyone online asks for your personal information, wants to meet you or offers you money or gifts.	
Let a teacher or other responsible adult know immediately if you find anything online that is suspicious, harmful, inappropriate or makes you uncomfortable.	
Never hack, disable or bypass any hardware or software security, including any virus protection, spam and filter settings.	

I agree to be Responsible

Follow all school rules and instructions from school staff, including when using digital devices and online services.	
Take care with the digital devices you use: Make sure the devices you bring to school are fully charged each day and are stored appropriately when not in use. Understand that you and your parents and carers are responsible for any repairs or IT support your personal devices might need. Make sure the devices you bring to school have the latest software installed and take care with the school-owned devices you share with others, so that other people can use them after you.	
Use online services in responsible and age-appropriate ways: Only use online services in the ways agreed to with your teachers. Only access appropriate content and websites, including when using the school's filtered network and personal, unfiltered networks. Do not use online services to buy or sell things online, to gamble or to do anything that breaks the law.	
Understand that everything done on the school's network is monitored and can be used in investigations, court proceedings or for other legal reasons.	



I agree to be Respectful

Respect and protect the privacy, safety and wellbeing of others.	
Do not share anyone else's personal information.	
Get permission before you take a photo or video of someone, including from the person and from a teacher.	
Do not harass or bully other students, school staff or anyone, this includes cyberbullying using a digital device or online service.	
Do not send or share messages or content that could cause harm, including things that might be: <ul style="list-style-type: none">• Inappropriate• Offensive or abusive• Upsetting or embarrassing to another person or group• Considered bullying; private or confidential• A virus or other harmful software.	

I have read and will abide by the Tenterfield High School *Digital Devices and Online Services Policy and Procedures*.

Student Name: **Calendar Year:** 2025 / 2026 / 2027

Academic Year: 7 / 8 / 9 / 10 / 11

Student Signature: **Date:**
.....

Parent / Carer Signature: **Date:**
.....

Once signed, please return this form to the Office



SENIOR STUDY RULES

Senior Study is designed to help all students to be successful in school and to be a quiet environment where students can work without disruptions or distractions. It also provides student who undertake external subjects the opportunity to catch up on missed work or participate in off grounds practical work. Senior study may become a requirement if you are behind in your work or on a formal improvement program.

- Follow the schools essential 11
- Senior Study is never social time. If you have completed your homework, studied for any upcoming tests, completed all assessment tasks, and reviewed your notes; you may read.
- Laptops cannot be shared or cause any disruption to the educational environment.
- Mobile phones may not be accessed during senior study to send texts or make calls. If there is a compelling need for you to use your phone, ask your teacher if you can go to the office to contact your parent
- If you want to see a teacher during your senior study time, you must come with a signed and dated note from the teacher you want to visit. You will not be allowed to get the note once the bell for senior study has rung.
- Students are strongly encouraged to use senior study time to make up work missed due to TAFE and other school commitments. Assessment support is also available to students with a pre organised appointment with the support faculty.
- Students should be seated in the library. The back of the room can be used as break out rooms in negotiation with Librarian for small group work (no more than 2 in the room). This needs to be negotiated with the teacher on supervision and if the use of this space is not appropriate then the room will be closed to these students for the rest of the term.

Please sign below indicating that you have read and understand the above policies and procedures. Then discuss with you parents and carers and have them sign also.

Student Signature _____ Date _____

Parent / Carer _____ Date _____



PROHIBITED ITEMS

The following items are banned from the Tenterfield High School grounds. If students are found to have these items in their possession, the item will be confiscated, parents of students contacted, and the Police may also be called.

These items include:

- Aerosol Cans
- Energy Drinks
- Vapes and vaping paraphernalia
- Cigarettes, lighters and e-cigarettes
- Alcohol
- Illegal and/or restricted substances and materials
- Weapons and/or devices that may be used as a weapon

Appropriate discipline action will be taken if students are found to have these items in their possession.

ATTENDANCE AND ABSENCES

- Students gain a positive every 2 weeks for 95% attendance or above.
 - If students arrive at school between 8:45am – 9am they must go straight to home room.
 - If students arrive after this time they need to sign into the front office and a late SMS notification will be sent.
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UNIFORM

Uniforms are available for purchase through the THS canteen, if you currently own shorts and tracksuit pants that are plain navy microfibre material from Year 6 you are free to wear those items to assist with the cost of uniforms. Year 12 also wear their 'Year 12 jumper' which is designed annually with their Year Advisor.

Junior (7 to 10) Summer and Winter Uniform

Navy/Yellow Polo shirt
Navy microfibre shorts
Navy microfibre tracksuit pants
Navy Hoodie



Senior Uniform

Navy/Blue polo shirt
Navy microfibre shorts
Navy microfibre tracksuit pants
Year 12 Jersey






Formal Uniform

(for leaders, SRC and others on representative occasions e.g Anzac Day)

Navy Blazer
White shirt
School tie
Tartan skirt (girls)
Black stockings (girls)
Grey pants (boys)
Black shoes



WHO CAN HELP ME??

<p>LOST</p> 	<p>Year Advisor Senior Student Any Teacher Front Office Staff</p>
<p>SICK</p> 	<p>Front Office Staff / Sick Bay</p> <p>They will ring home and make sure that you are looked after. Please don't be tempted to use your mobile phone. It is important that we know where you are.</p>
<p>WORRIED</p> 	<p>Year Advisor Head Teacher Wellbeing Student Support Officer Girls or Boys Advisor Favorite Teacher</p> <p>At times you may be worried about you, your family or friends. We have lots of ways to help you.</p>
<p>DIFFICULTY WITH SCHOOL WORK</p>	<p>Your classroom teacher Girls or Boys Advisor Head Teacher Wellbeing, Head Teacher Support Year Advisor Student Support Officer</p>
<p>LOST TIMETABLE</p> 	<p>Front Office Staff</p> <p>A printed copy of your timetable is given at the beginning of each term. The office staff can look up what class you have if you are unsure and. You can view your timetable by logging into Sentral or via the app.</p>
<p>BULLYING/PEER ISSUES</p> 	<p>Year Advisor Head Teacher Wellbeing Student Support Officer</p> <p>Bullying is NOT ok. We strongly encourage you to report any bullying that you may be experiencing, or you see happening to other people, in person or online.</p>

