Purpose and Concerns

The Friends’ School is a coeducational Quaker school based on fundamental values such as the intrinsic worth of each person, the recognition of ‘that of God’ in everyone, the desirability of simplicity and the need to establish peace and justice.

As a learning community, we are concerned for the academic, cultural, physical, social, emotional and spiritual development of each person in our care.

We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective.

We believe that these aims can best be achieved with the active support of all members of our School community.
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
# Table of Contents

## Welcome to Clemes

- Quakerism and The Friends’ School
- History of The Friends’ School

## Structure and Organisation

- School Divisions
- Faculties Years 7 – 12
- Senior Personnel
- Heads of Faculty

## School Locations

- The Argyle Street Campus
- Morris – Friends’ Primary Years
- Clemes
- Friends’ Early Years
- The Farrall Centre
- Quaker Meeting House
- Walker House

- The Commercial Road Campus
- High School
- Friends Health & Fitness
- Robey House

- Other School Sites
- Sports Facilities
- Far South Wilderness Camp
- Orford

## Curriculum

- Enrolment Options
- Homework
- TCE Student Workloads
- Co-curricular activities

## Policies and Guidelines

- Rights and Responsibilities
- Our Rights
- Our Responsibilities

- Supportive School Environment
- Classroom Rules and Consequences
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Curricular Handbook</td>
<td>32</td>
</tr>
<tr>
<td>Counsellor</td>
<td>32</td>
</tr>
<tr>
<td>Gatherings</td>
<td>32</td>
</tr>
<tr>
<td><strong>Home – School Communication</strong></td>
<td>33</td>
</tr>
<tr>
<td>Absences</td>
<td>33</td>
</tr>
<tr>
<td>Excursions</td>
<td>33</td>
</tr>
<tr>
<td>FriendsNet</td>
<td>33</td>
</tr>
<tr>
<td>Living Arrangements</td>
<td>33</td>
</tr>
<tr>
<td>Parent/Teacher Meetings</td>
<td>33</td>
</tr>
<tr>
<td>Publications</td>
<td>34</td>
</tr>
<tr>
<td>Supportive School Environment</td>
<td>34</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>34</td>
</tr>
<tr>
<td>Leadership</td>
<td>34</td>
</tr>
<tr>
<td>Library</td>
<td>34</td>
</tr>
<tr>
<td>Lockers</td>
<td>34</td>
</tr>
<tr>
<td>Lost Property</td>
<td>35</td>
</tr>
<tr>
<td>Medical Care</td>
<td>35</td>
</tr>
<tr>
<td>Mobile Phones</td>
<td>35</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>35</td>
</tr>
<tr>
<td>Pedestrians</td>
<td>35</td>
</tr>
<tr>
<td>References</td>
<td>36</td>
</tr>
<tr>
<td>Student Cars</td>
<td>36</td>
</tr>
<tr>
<td>Special Provision - TCE</td>
<td>36</td>
</tr>
<tr>
<td>Special Provision - IB Diploma</td>
<td>36</td>
</tr>
<tr>
<td>Study Periods</td>
<td>37</td>
</tr>
<tr>
<td>Transport</td>
<td>37</td>
</tr>
<tr>
<td>Parents and Friends Association</td>
<td>37</td>
</tr>
<tr>
<td>Committee Members</td>
<td>37</td>
</tr>
<tr>
<td><strong>How you can be involved with The Friends’ School</strong></td>
<td>38</td>
</tr>
<tr>
<td>Archives</td>
<td>38</td>
</tr>
<tr>
<td>Development Office</td>
<td>39</td>
</tr>
<tr>
<td><strong>Term Dates for 2017</strong></td>
<td>40</td>
</tr>
</tbody>
</table>

**Privacy Policy** | 43
These final years of School are important, vibrant years where our children from Year 10 become young adults by the end of Year 12. Young people of this age are seeking greater independence, autonomy and space to make their own decisions. Therefore we are beginning to ask and expect of our students greater responsibility for themselves and for their School. We seek also for our students to develop the maturity needed to become independent learners and thoughtful, caring young people who will share their lives with others generously.

The two years at Clemes should also be enjoyable. And there is much to enjoy. The big range of activities, sports, societies, social functions and other opportunities ensure that there is something for everyone. The key to enjoying one’s time at Clemes is involvement. We see the opportunities for involvement as falling into the categories of Action, Creativity and Service and we hope that all students will engage in each of these three areas while at Clemes. There are immense benefits from doing so.

This is also a time of change; change from School to work or further study or whatever adventure awaits. It is a time when students will close the book on a major influence and support structure in their lives. We need to ensure that our students are supported through these times. In many cases students are great supporters of each other at Clemes, but we also have a strong tutor system through which our pastoral care is delivered. The tutor will also be known to the parents and is always a very good first ‘port of call’ for parents when issues arise.

Of course during these years parents expect their children to become more independent and while this is as it should be, we parents can sometimes fret over some of the decisions or risks that young people take. These are matters that you can always share with the Tutor, Head of Clemes, Deputy Head of Clemes, the Dean of Students, or the School Psychologist. There will also be opportunities for parents to get together during the year to talk through issues which are pertinent to this age group.

Finally, I welcome you all to the Clemes family – that is how it often feels. I hope it will be a rewarding, affirming and very special experience for each and every one of us.
Central to Quakerism is the commitment to connect with the good in each person. To quote George Fox, the founder of Quakerism:

*Be patterns, be examples in all countries, places, islands, nations, wherever you come; that your carriage and life may preach among all sorts of people, and to them. Then you will come to walk cheerfully over the world, answering that of God in everyone.*

George Fox, 1624 – 1691

A common saying amongst Quakers, which also finds its place within the School’s curriculum, is ‘Let Your Life Speak’. Many Quakers find ways to meet this call to principled action through service to the wider community, social activism and ethical business practice. The stories of historical Quakers whose lives were an example of letting their lives speak are included in the School’s curriculum and in the naming of student house and teaching groups. A culture of service to others is strongly emphasised in the School, including the principle of student leadership as service.

Quakers look to their Testimonies of Simplicity, Peace, Integrity, Community, Equity and Earthcare to find values to live by. These values are the underlying principles that guide the processes, inform the relationships and are reflected in the decisions of the community. Together with the School’s Purpose and Concerns, and the Attributes and Attitudes of the International Baccalaureate (IB) Curriculum, the Testimonies articulate values that the School identifies as worth upholding.

Quakers are open to wisdom from varied and sometimes unexpected sources, but the writings offered by Quakers over many years, such as in the book, ‘this we can say’, and the pamphlet ‘Advices and Queries’ are a valued source. An example of an advice is:

*Take heed, dear Friends, to the promptings of love and truth in your hearts.*

At The Friends’ School students regularly attend Gatherings modelled on the Quaker Meeting for Worship, but which include guidance on ways of developing a reflective stillness of mind. The Gatherings often have themes for consideration, based on sources such as the Quaker Testimonies, the School’s Purpose and Concerns, or topics introduced by staff and students. The School Gatherings sometimes lead to Queries written by students, and are published in the School’s weekly What’s On. A Year 8 student Query was:

*What actions do you take to make sure you live simply?*

These are examples of Quaker influence in The Friends’ School. Parents who would like to experience a Meeting for Worship may like to join other members of the School community from 7.45am – 8.20am at the Meeting House on Thursday mornings during term time.
**History of The Friends’ School**

The Quaker movement in Tasmania dates from 1833. The foundation of The Friends’ School was first proposed in 1884 when a conference of parents requested assistance of English Friends in starting a school in Tasmania.

Samuel and Margaret Clemes and their three children arrived in Hobart in August 1886. Clemes had been asked to become the first Principal of the School and brought with him books, slides and other equipment contributed by English Friends. Suitable rooms were rented in Warwick Street and the first Friends’ School scholars assembled there early in 1887.

It soon became evident that the School would need larger premises. The School Committee considered the estate of ‘Hobartville’ on the northern boundary of the city. Despite worries about distance from the city and the difficulty of financing, the Hobart Committee purchased ‘Hobartville’. Non-Quakers in Hobart and Quakers in all parts of Australia and England gave the means for purchasing the property and effecting necessary alterations. Clemes was an educator ahead of his times. He set about with ‘great assiduity and thoroughness’ to make the School one where education was concerned with every child, not just the few gifted.

Clemes saw education as a preparation for life. He aimed for the School to be conducted in the spirit of the family with high academic endeavour taking its place with the development of practical skills and leisure time interests. He did not encourage competition, preferring ‘the pursuit of learning for its own sake.’

In 1900 Samuel and Margaret Clemes left Friends’ and established their own school close by. It was first called Leslie House School and later Clemes College and in 1945 that school amalgamated with The Friends’ School.

In 1923 the management of The Friends’ School passed from English Friends to an Australian Friends’ Committee. That year too, Ernest Unwin arrived in Hobart with his wife Ursula, their son and daughter to take up the School’s Headmastership.

Unwin was anxious to broaden the subjects available to scholars especially in areas such as Art and Science. Script handwriting was introduced as well as speech competitions. Unwin initiated a huge building program and the School’s resources were enhanced. School colours of scarlet, grey and junior navy were introduced as was the motto, *Nemo sibi nascitur* – ‘No person is born for self alone.’ He remained Principal until 1944.

William N. Oats was appointed in 1945 as Headmaster of The Friends’ School. Soon after his arrival, Friends’ and Clemes College amalgamated. This meant an enrolment of an extra 220 scholars and a shortage of teaching space. It was decided to work towards teaching older scholars on the Commercial Road site and younger ones at the Boa Vista Argyle Street site. The curriculum was widened and general studies classes initiated to complement strongly academic studies.

Roderic Grosvenor was appointed Principal in 1973. Margaret Bailey and Michael Bailey became the first Joint Principals in 1980. During these years the School’s Pastoral Care program was widened as were the experiences offered to students. New subjects offered included Outdoor Education, Peace Studies and Japanese. Clemes, the senior secondary section of the School was established and the School began its Sister School relationships.

Stephanie Farrall and Lyndsay Farrall were appointed Friends’ School Co-Principals in 1989. Following Stephanie Farrall’s resignation in 2000 due to ill health, Lyndsay Farrall took on the role of Principal. During the Farrall years the School’s enrolment grew to over 1000 students and weekly Gatherings were reintroduced. A building and refurbishment program was undertaken and new facilities including a Before and After School Care Centre, a Health and Fitness Centre, and Robey and Walker House residential accommodations were established. Curricular developments included
the introduction of Chinese classes, the International Baccalaureate Diploma and Vocational Studies for Years 11 – 12.

John Green took up the position of Principal of The Friends’ School in mid 2002. During his tenure the School continued to grow and maintain its position as a fine academic institution. The International Baccalaureate Diploma and Primary Years Programmes were consolidated and the School saw large improvements in its technology and infrastructure, including the purchase of Far South, an outdoor education centre near Dover, the building of an Early Years Centre and an Assembly Hall known as The Farrall Centre.

Structure and Organisation

School Divisions

The Friends’ School is sub-divided into a Primary School (Years K – 6), a High School (Years 7 – 10) and Senior Secondary (Years 11 – 12). Administration and maintenance staff, under the general supervision of the Director of Business Affairs, Shaun Sargent, and the Director of Community Engagement, Deb Vaughan, serve these three sections of the School. The main School office is open between 8.30am – 4.30pm throughout the year except during the Christmas and New Year period and public holidays.

Faculties Years 7 – 12

All High School and Clemes teaching staff are members of one of eight Faculties. These correspond to the learning areas identified in National Statements and Profiles: The Arts, English, Health, Humanities, Languages, Mathematics, Science and Technology. Each Faculty has a Head who is responsible for the development and delivery of the program in their learning area.

Senior Personnel

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal¹</td>
<td>Nelson File</td>
</tr>
<tr>
<td>Personal Assistant to the Principal</td>
<td>Louise Bridge</td>
</tr>
<tr>
<td>Deputy Principal²</td>
<td>Ina Johnson</td>
</tr>
<tr>
<td>Director of Teaching and Learning³</td>
<td>Stephen Barratt</td>
</tr>
<tr>
<td>Head of Clemes</td>
<td>Tony Barrett</td>
</tr>
<tr>
<td>Deputy Head of Clemes, Careers Coordinator</td>
<td>Lyn Tunbridge</td>
</tr>
<tr>
<td>Co-Heads of High School</td>
<td>Joe Cairns, Paul Goodluck,</td>
</tr>
<tr>
<td></td>
<td>Louise Giudici, Susan Williams</td>
</tr>
<tr>
<td>Head of Morris</td>
<td>Mary-Margaret Gibson</td>
</tr>
</tbody>
</table>

¹ The Principal’s Office is located on the Commercial Road campus.
² Assists the Principal with staff matters and day-to-day administration of the School. Acting Principal in the absence of the Principal.
³ Includes the responsibilities of the Director of Studies and overseeing the delivery and planning of curriculum and timetabling across the School.
# Heads of Faculty

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Tammy Giblin</td>
</tr>
<tr>
<td>English</td>
<td>Sarah Walker</td>
</tr>
<tr>
<td>Health</td>
<td>Trish Menadue</td>
</tr>
<tr>
<td>Humanities</td>
<td>Mark Allen</td>
</tr>
<tr>
<td>Languages</td>
<td>Kim Rowlands</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Kathy Bunton</td>
</tr>
<tr>
<td>Science</td>
<td>Kate Baldry, Kristi Ellingsen</td>
</tr>
<tr>
<td>Technology</td>
<td>Jane Smith</td>
</tr>
</tbody>
</table>
The School covers six sites:

- 395 Argyle Street, North Hobart
- 23 Commercial Road, North Hobart
- Bell Street/Queens Walk, New Town
- Lallaby Road, New Town Bay
- Spring Beach (near Orford)
- Far South Wilderness Camp.

The Argyle Street Campus

Morris – Friends’ Primary Years

Morris – Friends’ Primary Years is made up of Kindergarten, housed in Swarthmore, Prep to Year 2 classes, located in the Wells building, and the Years 3 to Year 6 classes in the Walpole building. There are specialist art and music classrooms, a library, a student support centre and various other teaching and office areas. Morris has approximately 450 students.

Clemes

Years 11 – 12 occupy Clemes, Palfreyman and Meredith buildings. There are approximately 330 students enrolled in Clemes.

Friends’ Early Years

Friends’ Early Years operates from 7.30am – 6.00pm on school days and provides before and after school care, long day care, a pre-kindergarten educational program and vacation care.

The Farrall Centre

This purpose-built assembly hall allows up to 800 people to gather for a range of activities.

Quaker Meeting House

The Hobart Meeting House of the Religious Society of Friends (Quakers) is on the Boa Vista Road site.

Walker House

Student accommodation is provided for boarders in Walker House with vehicular entry from Lewis Street. Mathew Dixon is the Director of Residence.
The Commercial Road Campus

The Commercial Road site is linked to the Argyle Street site by a short walk (5 minutes) across the overpass from Wilson and Carr Streets. Commercial Road is used for access to the main Administration Office for the whole School.

High School

The High School caters for students in Years 7 – 10 and occupies most of this site, although some Year 11 and 12 classes such as Design in Wood, Art and Music are conducted here as well. The High School has approximately 560 students enrolled. The High School has four Co-Heads (Joe Cairns, Paul Goodluck, Louise Giudici, Joe Cairns and Susan Williams) who are also Heads of House (Mather, Hodgkin, Ransome and Unwin respectively).

Friends Health & Fitness

This complex, which opened in 1998, contains an indoor heated swimming pool, spa, steam-room, gym, tennis courts, juice bar and physiotherapist’s rooms. The School uses the centre for Physical Education classes and for co-curricular activities. Membership of Friends Health & Fitness is available to school families at very attractive rates.

Robey House

The building on the corner of Wilson and Elizabeth Streets houses The Friends' School Shop.

Other School Sites

Sports Facilities

Extensive sports grounds for the whole School are situated about 2km north of the School between Bell Street and Queens Walk, New Town. The Friends’ School Boat Club is situated in Lallaby Road on New Town Bay.

Far South Wilderness Camp

In 2007 the School purchased this wilderness camp and it is used for environmental education from Years 5 to 12.

Orford

The School owns approximately 19 hectares of bushland at Orford.
Clemes Handbook

CURRICULUM

Enrolment Options

Clemes is The Friends’ School senior campus and houses Year 11, Year 12 and in some cases Year 13 students. All students are enrolled in the Tasmanian Certificate of Education (TCE) or the International Baccalaureate Diploma (IBD). Students may also enrol in Vocational Education and Training (VET) courses, which are held off-campus. Some students also enrol in the Higher Achiever program at the University of Tasmania.

Students and parents should refer to the Year 11 – 12 Course Book available on the School website for details of courses and suggested loads for students undertaking the Tasmanian Certificate of Education and the International Baccalaureate Diploma.

Homework

Homework is a vital component of school life at Clemes. Students will be given homework in all their subjects and this must be completed by due dates unless there are valid reasons for an extension. Such issues should be taken up with the student’s teacher and tutor and in some instances, the Head of Clemes.

As a guide, it is recommended that Year 11 – 12 students complete a minimum of two hours of homework per night for five nights. It should be noted that students are encouraged to use their study periods at school to complete homework so that night-time commitments can be reduced. There are certain places set aside for private study; these are the library, vacant classrooms, the study carrel area and the foyer. It is also important to note that students will always have something to do in the way of homework even if they may have completed the specific requirements set down by the classroom teacher. Regular revision, for instance, is advisable in all subjects.

Finally, it is suggested that students complete homework as soon as it is set. It is most inadvisable to allow homework to ‘bank up’, so that it causes unnecessary stress at a later time. It is worth noting that many TCE subjects include a specific criterion to be assessed according to a student’s ability to manage time and complete tasks in a given period.

TCE Student Workloads

Students undertaking the TCE program are required to commit to the equivalent of five lines in Year 11 and at least four lines in Year 12. Any request for a variation on this load would need to be discussed with the tutor, the TCE Coordinator and the Head of Clemes.

Co-curricular activities

Most Clemes students will have a significant co-curricular activity. Such a commitment may take the form of drama, music, sport, service or a combination of these. All students at Clemes will be expected to take on some form(s) of co-curricular activity as we see it as an important adjunct to the academic program at the school (see separate Co-curricular Handbook for details). Students should be aware that to be eligible for Service Awards, the Clemes Certificate and CAS (compulsory for International Baccalaureate students), they will need to participate in co-curricular activities.

It is the responsibility of parents or guardians to oversee the safety and suitability of activities for individual students which occur outside of school hours (including school holidays) and are not part of School co-curricular programs.
It is worth noting here that, along with academic achievements, employers, universities, halls of residence, GAP Year organisations and so on, ask particularly for students’ participation and contribution in co-curricular areas in references or testimonials.
These policies shall be read in conjunction with the Clemes Agreement.

**RIGHTS AND RESPONSIBILITIES**

All members of The Friends’ School community have the right to gain new knowledge and to develop social and academic skills. All members of The Friends’ School community have the responsibility to ensure that this right is respected.

**Our Rights**

All members of The Friends’ School community have a right to:

- make the most of their educational opportunities
- be safe and free from harassment
- be treated with respect
- expect fair and reasonable behaviour
- a clean and pleasant environment.

**Our Responsibilities**

All members of The Friends’ School community are responsible for:

- respecting the rights of others
- treating others with respect
- behaving in a fair and reasonable manner
- respecting property
- maintaining a clean and pleasant environment.

**SUPPORTIVE SCHOOL ENVIRONMENT**

The establishment of a supportive school environment, in which students, parents and teachers are positive about themselves and each other, is fundamental to the quality of teaching and learning. At the core of the supportive school environment are relationships between students, families and teachers.

*These relationships are dependent upon some basic values and beliefs:*

- the worth of each individual and his or her capacity to contribute to our School is recognised and valued
- every member of our School community should contribute to the wellbeing of all other members
- students should develop responsibility for their own actions
- the rights of others to learn should be respected by all.

Where a student behaves in a way that goes against the principles stated above, action will be taken within the guidelines stated below.
The School’s approach to classroom management focuses on some fundamental principles:

- when a problem arises between a teacher and a student, both must be involved in the solving of the problem – however, other people may be involved in that process
- the process is a step-by-step approach, which allows those involved time to stop and reflect before problems worsen
- at all steps, teachers try to help students to make a commitment to the functioning of the classroom and to developing, where appropriate, a positive action plan that helps the student move towards responsible behaviour.

These guidelines comprise the above rationale together with a distinct set of rules and accompanying consequences. This set of rules and consequences has been designed to promote learning, safety and harmonious interpersonal relationships. The aim of such a positive discipline policy is to cultivate self-discipline as the means of upholding the rules. This is achieved by encouraging students to realise that they are responsible for the outcomes or consequences of their actions.

Classroom Rules and Consequences

Each classroom teacher has the opportunity to negotiate with his/her subject classes a more refined and detailed set of classroom rules that flow from the general principles which are set out below.

Students have the opportunity to discuss the classroom management policy with their tutors.

**Behaviour Management**

The Quaker values outlined in the Purpose and Concerns statement encourage the development of self-discipline, respect and tolerance in all members of our School community. With this in mind, students are expected to show courtesy and consideration for others at all times.

To support an effective learning and positive social environment, the School has developed a series of statements and guidelines which fall under the following headings:

- Rights and Responsibilities
- Supportive School Environment
- Discrimination and Harassment Guidelines
- Drug Guidelines
- Academic Honesty
- Computer Ethics

Students who are not meeting these expectations will be counselled by their teacher, tutor and/or Head of School as appropriate. If a student is not cooperating in class or other School activities, they may be sent to the Head of School. It is not usual for set punishments such as standing outside rooms or attending detentions to be used. Under no circumstance does the School condone corporal punishment.

Students are always expected to accept the consequences of their actions. This might include making up for missed work at lunchtimes or at home; paying for any damage to property caused by their negligence; apologising or otherwise repairing relationships damaged by thoughtless behaviour; or contributing their service by way of restitution for actions which have damaged their own or the School’s good name.
Persistent or serious difficulties either academically or socially may result in Due Process. This involves a series of consultations and meetings of the student, parents, Head of School and ultimately, the Principal.

**Due Process**

The term Due Process has evolved to cover the formal steps taken in response to a student’s continuing lack of co-operation with the School’s expectations of a student’s behaviour or work ethic. Following a series of discussions with the student concerned, the first formal step is usually when parents are invited to meet with the Head of School to discuss the difficulties.

If these are not resolved, a meeting is arranged with the Principal who will give a final warning of the consequences of continuing problems. A student may be suspended for a period of time to reinforce the seriousness of the situation. If a student may also be suspended immediately for serious breaches of the School’s drug guidelines, computer ethics statement, physical violence or theft. At this stage, a code of behaviour or contract may be drawn up which sets out in writing the matters to be addressed. If this is breached after the final interview with the Principal, the student will be asked to leave the School.

Students may enter Due Process where their attitude, approach to study and/or work ethic across a range of learning areas becomes an ongoing concern to their teachers. One way of identifying this concern is when the student’s progress check or interim report indicates that an improvement is needed in his/her approach to study. The student and his/her parents will be asked to attend an interview with their tutor and Head of House or Head of School to work out ways in which the necessary improvements can be made. A record of interview will be kept so that the student and his/her family clearly understand the changes needed and consequences. If a subsequent check or report does not show the required improvement, a further interview with the parents present will take place in which strategies to improve the student’s approach to study will be reviewed and reiterated. The student will also be advised at this stage that they have formally entered ‘Due Process’ and that if the required improvements are not made before the next report is issued, a final interview will take place and a contract will be drawn up with the Principal. This will include notice that the student’s enrolment at Friends’ will be terminated if the agreement is breached.

Suspension may also be an option considered for students who show disregard for school guidelines regarding bullying and harassment, use of motor vehicles, unexplained absences or demonstrate inappropriate classroom behaviour.

Students should also be aware that the classroom management guidelines provide for their exclusion from individual classes if their ongoing behaviour or attitude is detrimental to others in the class. This is particularly serious as it may mean that an award or other assessments may not be made. Parents and students should note that, as per the Conditions of Enrolment, the Principal may expel or suspend a student for any adequate cause determined by them. This may occur without Due Process being in place.

**Discrimination and Harassment Guidelines**

The Friends’ School is strongly committed to being a safe, supportive environment that respects the rights of the individual, and acknowledges each person’s responsibility to the rest of the School community. This is a reflection of our Purpose and Concerns, which states that the School values ‘the need to establish peace and justice’. Harassment, discrimination and victimisation threatens the safety, peace and justice of our School environment and will not be tolerated.

**Direct discrimination** is the unfair treatment of someone because of factors such as age, disability, gender, sexuality, race or religion or association with others.
**Indirect discrimination** is the use of rules and requirements which unfairly exclude certain people or groups.

**Harassment is bullying.** It is an act of aggression causing embarrassment, pain or discomfort to another.

*It can take a number of forms:*
- physical, verbal, written, gesture, extortion and exclusion
- it can be planned and organised
- individuals or groups may be involved
- it is unwanted, unwelcome, unsolicited and usually persistent
- it is an abuse of power.

*Some examples of harassment include:*
- any form of physical intimidation such as fighting, pushing, shoving, gestures and invasion of personal space
- verbal abuse such as name calling, offensive language, putting people down or belittling their achievements, spreading rumours, making degrading remarks about another’s race, gender, religion or characteristics
- visual materials such as offensive notes or e-mail, text messages, graffiti or damage to the possessions of others
- victimisation of others by stand over tactics, picking on others, hurtfully excluding others, sexually oriented comments and other forms of sexual abuse, ridiculing someone’s body shape or appearance.

There are many ways in which someone can be harassed and often these overlap.

*Who may be involved?*
- students harassing other students/staff/parents
- staff harassing students/other staff/parents
- parents harassing students/staff/other parents.

*If you are harassed, you can get help. You could:*
- tell the person/s that you don’t like it and that you want them to stop it and leave you alone
- talk it over with friends, colleagues or a parent
- talk to a teacher.

You may decide to follow one or more of these avenues. It is your choice.

*What will happen if I tell someone?*
Someone will listen to you, and if you wish, will help you consider the options available to you.

*What are your rights in such a situation?*
Both victims and their alleged harassers have rights that the School is obliged to observe and protect.

Persons alleging harassment have a right to:
- be taken seriously
- be helped to feel safe – this may be assisted by the presence of a support person when discussing the unwanted behaviour
- have their privacy and confidentiality observed
- have the policies and procedures in circumstances of harassment explained to them
• be kept informed of the investigation’s progress
• be included in any resolutions arising out of an investigation of the complaint.

Persons accused of harassing have the right to:
• be informed of the complaint made against them
• have the policies and procedures in circumstances of harassment explained to them
• make a response
• be supported and advised by persons of their choice prior to responding and during the course of an investigation
• have their privacy protected and confidentiality observed
• be treated fairly and without bias.

**What are the responsibilities of those who observe any harassing behaviour?**
• refuse to participate in the behaviour
• don’t support a ‘code of silence’
• report the incident.

**Drug Guidelines**

The guidelines are written to promote the health and safety of the Friends’ community.

These Drug Guidelines have been formulated with the assistance of a consultant from the Drug Education Network, by a committee representing students, parents and staff. These guidelines are in accord with policies approved by the Board of Governors of The Friends’ School. The guidelines were developed in order to establish and clarify The Friends’ School community’s expectations regarding:
• medications
• legal drugs such as alcohol and tobacco
• illegal substances.

We believe that consistent, ongoing guidelines and procedures will provide a clear message to the School community, which will result in appropriate action in addressing issues in terms of both prevention and intervention.

These guidelines apply to all members of the school community – students, staff, visitors, parents and friends – while on all programs, activities and official functions in any way connected with The Friends’ School.

These guidelines are to be widely disseminated and publicised to ensure that all members of the School community are aware of their provisions.

These guidelines are reviewed annually.

**Prevention**

The School has a preventative drug education program, as an integral part of the Kindergarten – Year 12 Health curriculum, which aims to:
• promote a sense of high personal worth
• develop attitudes and social skills that will minimise the harmful consequences of drug use
• develop an understanding that the effects of drug use can vary in different circumstances
• develop effective methods of resisting social and emotional pressures to use drugs
• promote awareness of the legal, health and social implications of drug use.

In support of these aims, The Friends’ School asks all adult members of the School community to be aware of their influence as role models. We encourage parents to be partners in the educational process.

School Expectations

To ensure the safety and wellbeing of our students, all students are required to provide the School with all relevant, current medical information and to update it as the need arises.

Due to our concern for the health and wellbeing of Friends’ students, the following applies:

Analgesics

Inappropriate use of analgesics (non-prescribed eg, aspirin and paracetamol) is discouraged and analgesics may be taken only in special situations such as fever, injury or where alternatives have been tried and parents have given permission on the medical form. Where analgesics supplied by the School are administered to students, the date, time and dose must be recorded in the student’s file on the student database and on the medication administration register.

Prescribed Drugs and Other Medicine

Inappropriate use of both prescribed and over-the-counter medicines is discouraged. Students requiring medication are encouraged to take the medication at home rather than at School, whenever possible.

Parents should ensure that children know how to use their own medicines responsibly. Students should on no account pass their medicines onto other students.

Tobacco

We recognise the health risks associated with tobacco use and consequently The Friends’ School is a smoke-free zone.

Students are not permitted to smoke tobacco during School hours, at School-related activities or while travelling to or from School.

Adults are asked not to smoke while at off-campus School-related activities.

Alcohol

We recognise the legal sanctions on drinking in this State and that alcohol abuse is a major problem. We promote the idea that alcohol is not needed to make a social activity enjoyable.

Students are not permitted to use or possess alcohol at School or School-related activities.

Staff and other adults may not consume alcoholic drinks while responsible for the safety of students.

Adults are asked to remember their influence as role models and to be aware of the Quaker ideals of Moderation and Temperance at all School-related activities.

The School does not prohibit adult consumption of alcoholic drinks in particular places on the School premises, on specified occasions, at functions for adults, but only after written permission has been given by the Principal. Non-alcoholic drinks will always be available at such occasions.
We encourage fundraising activities without an emphasis on alcohol consumption. Any fundraising involving alcohol must not be advertised in official School publications, and, with the exception of instances given approval by the Principal, alcohol is not allowed on the School’s premises.

Official School publications must not promote alcohol.

Other Drugs

We recognise the potential harm of illicit drug use and therefore the School prohibits the:

• use, possession or sale of illegal drugs such as marijuana
• inappropriate use of solvents and other chemical agents
• possession of bongs or other drug-related objects not specified as medically required or on medical records
• inappropriate use of prescription or non-prescription medication
• inappropriate use of drugs in sport.

Intervention

If these guidelines are breached, action appropriate to the breach will be taken. Where intervention is required, the School supports a positive and supportive approach that will endeavour to modify inappropriate student behaviour.

Where breaches of the School guidelines involve the use of medications, the parents will be informed and appropriate help will be sought.

Suspension

Suspension of a student is a very serious matter and occurs only after consultation between the Principal and the appropriate Head(s) of School. In reaching their decision, they will take into account the welfare of the whole School community as well as the welfare of the individual under consideration. Parents will be informed as soon as possible of the decision.

It is intended that suspension will make students fully aware of the seriousness of their breach of School discipline. Part of the suspension procedure requires a student to sign a formal, written contract in the presence of his/her parents, acknowledging his/her understanding that a final warning has been given and that a more positive contribution to School life is required.

We believe that it is important that advice and support be sought for students and families involved in breaches of these guidelines.

After a warning, a student who continues to smoke while on School premises, at any School-related activities or travelling to or from School, will be suspended for a period of time at the Principal’s discretion. Quit smoking programs will be made available to students.

A student who possesses or consumes an illegal or illegally-supplied prescription drug or alcohol while in School uniform, at School, involved in any School-related activity, or travelling to or from School may be suspended at the Principal’s discretion.

If, in the teachers’ opinion, a student has arrived at a School-related function under the influence of alcohol or other substances, parents will be called to collect their child.

Expulsion

Students will be supported at all stages of due process; however, expulsion is applied if, after a period of suspension with its formal, final warning, a student persists in breaching this policy.

If a student is found to be providing, buying, selling or involved in any transaction for prescription or illegal drugs while in School uniform, at School, involved in any School-related activity or
travelling to or from School, he/she will be expelled, whether there has been any previous warning or not.

If these guidelines are breached by adults, they will be asked to desist and the Board of Governors advised so that any further action deemed necessary may be taken.

**Academic Honesty**

The Friends’ School policy on academic honesty is designed to promote sound academic practice and to actively encourage honesty, independent thinking and respect for one’s own work and the work of others. The guidelines attached to the policy are designed to inform teachers, parents and students of the School’s expectations and the requirements of external examining bodies.

The Friends’ School policy on academic honesty recognises that students need to understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Academic honesty includes, for example, proper conduct in relation to class work, assignments, written examinations and folios of work submitted both for internal and external assessment.

The Friends’ School policy on academic honesty recognises that all students need to be taught, as an integral part of the learning process, what it is to be an academically honest student, and to understand that plagiarism, collusion, duplication, cheating, copying or submitting another person’s work as their own are dishonest and unacceptable. The policy recognises that students need to be taught skills so that they can access the ideas of others and locate original sources; skills which will enable them eventually to be able to write or complete work that is not derivative or plagiarised. To this end, students need to be taught to locate, paraphrase, synthesise and cite sources.

It is also important that, in a system where learning is often collaborative and team work is both permitted and actively encouraged, students are aware of the distinction between collaboration and collusion.

Parental and mentoring assistance are also often actively encouraged but even these sources of assistance should be at least informally acknowledged.

Internet sources present some of the biggest problems with plagiarism. Students must realise that although the internet is in the public domain and largely uncontrolled, they cannot take and use information without proper acknowledgement.

The Friends’ School Guidelines on academic honesty endeavour to make students aware that most plagiarism problems can be avoided by proper use and citing of source material. They also ensure that students, senior students in particular, know the consequences of being found guilty of plagiarism.

Students in Years 11 – 12 following any of the available pathways (TCE, IB or VET) must clearly understand that they need to conform to the expectations of the external examining bodies, which set non-negotiable consequences for students found guilty of academic dishonesty. It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, student work accepted and submitted for assessment is the candidate’s own. To this end, it is vital that students attend all classes so that teachers can witness the development of students work over time.

Students are required to sign documents stating that work submitted is their own. Extensive documentation and fuller explanations are available, which outline the policies of these bodies and the consequences for the students who fail to meet expectations. Copies can be obtained from the School or from the websites of the examining bodies.
The Friends’ School Guidelines encourage behaviours that are academically honest and that avoid any student gaining an unfair advantage in assessment. The following are all examples of behaviour that contravenes the Guidelines:

- plagiarism (representing another’s work or ideas as one’s own)
- cheating in tests or exams (having unauthorised material, copying)
- collusion (a student allowing another student to copy his or her work and submit it for assessment as his or her own)
- duplication of work (re-presenting work for assessment previously completed and assessed for another task, by another teacher, or completed in another year).

**Academic Honesty Guidelines**

**The Role of The Friends’ School Teacher**

*Teachers encourage academic honesty by:*  
- referring students and parents to the School’s policy statement  
- teaching acceptable methods for paraphrasing source material, in recognition of the fact that paraphrasing, done correctly, is a legitimate way to use a source  
- giving specific guidelines that encourage students to develop their own ideas through questioning, using inquiry processes, problem solving, comparisons, analysis and synthesis  
- teaching good research and note-making techniques  
- planning approaches to work that require the student to actively reorganise and interpret information, rather than merely copying or gathering information  
- implementing as standard practice planning, drafting and showing work in progress  
- providing students with the conventions for acknowledging sources and teaching students how to cite all sources which may include (but are not exclusive to) books, journals, musical references, images and internet sites  
- encouraging the use of citation software such as Papyrus  
- requiring students to declare that they have not committed plagiarism (including making students aware that this is a requirement of external examining bodies)  
- deterring students from plagiarising by asking students to submit their work to a specialist plagiarism detection internet site so that they can check for themselves and are fully aware that checking is possible  
- does not avoid class assessment activities, in the hope of doing them at a more convenient time  
- submitting student work for checking by a specialist plagiarism detection internet site, having made students aware of the consequences of such an action should plagiarism be proven.

**The Academically Honest Friends’ School Student**

The academically honest student understands that an authentic piece of work is one that is, at base, the candidate’s individual and original work, with any ideas and work of others that have been incorporated, fully acknowledged. The student understands that all assignments, written or oral, completed for assessment, ought to use the student’s own language and expression.

Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. These sources include (but are not exclusive to) books, journals, articles, sources of data, personal communication, computer programs, film, photographs, diagrams, illustrations, maps, graphic and audio-visual material, mail messages, internet sites and any other electronic media. The academically honest student meets deadlines, subject to reasonable negotiation, as stated in *TFS Guide to Studying At Home.*
The academically honest student:

- understands and abides by the School policy concerning academic honesty
- takes care to maintain personal and accurate work files
- is careful to submit his/her own work and never submits another student’s work as his/her own
- does not allow another student to borrow his/her work for the purpose of submitting it as their own
- does not recycle work completed in previous years (although it is possible to negotiate with a teacher to extend upon such work)
- when mentoring or assisting another student, does not actually do the work for him/her
- is careful to acknowledge when help is given by parents, private tutors, other students or friends (teachers actively encourage such assistance)
- completes an honest or agreed share of the work undertaken in cooperative, collaborative, group or team work situations
- acknowledges words or ideas which are copied by giving credit to the source
- uses quotation marks where appropriate
- uses a recognised form of referencing such as those available on the The Friends’ School intranet library site
- ensures that references are accurate and easily traced at the time of writing
- ensures that the sources listed are those consulted for a particular assignment
- avoids copying so many words or ideas from a source that material quoted outweighs student comment and becomes too large a percentage of the work
- abides by all regulations applying to test and examination conditions by not seeking an unfair advantage, for example, through copying or bringing in unauthorised material
- knows the consequences of being found guilty of cheating, colluding or plagiarising.

Failing to Observe Academic Honesty

Students must understand that failure to adhere to the guidelines will result in consequences. These consequences have more severe repercussions for older students where the School is responsible to external examining bodies.

If a teacher has reason to suspect that part or the whole of a student’s work may not be authentic, the process to be followed is that the teacher:

- will give the student a chance to explain his/her actions
- cannot accept the work as originally submitted
- will counsel the student explaining the nature of the dishonesty
- will give the student the opportunity to revise and resubmit work completed in non-examination conditions, providing assessment deadlines allow
- may either penalise the student or require that the student re-sit a test or examination.

If this process does not resolve the matter, then a committee convened by the relevant Head of School may:

- conduct a formal interview with the student and teacher
- require that the student sign a statement that the work is his or her own
- require a statement from the student that directly addresses the allegation that his/her work is not authentic
- assign lower ratings/ marks or fail the student on the relevant criteria
• notify the student’s parent or guardian
• suggest the student go into due process and record and file the incident.

Clemes students and their parents or guardians are required early in the academic year to sign a document which shows their awareness of issues about academic honesty and the consequences of failure to observe The Friends’ School Policy on Academic Honesty and the policies of the external examining bodies.

**Computer Ethics**

The Friends’ School has extensive computer technology facilities and all users are asked to work with these in accordance with the School’s ethos and Purpose and Concerns. To support our belief in the ethical use of computing devices, the School has established a set of common conditions that apply to all users of our facilities.

Each user from Years K – 12 is required to sign an agreement accepting these conditions and also the consequences of breaching the agreement. The agreement for children from Kinder – Year 4 is very simple, relating mainly to safe use of equipment and respect for other people’s work. Students will renew their agreement every year. The Digital Citizenship Guide is used to support this. It can be found at https://www.friends.tas.edu.au/wellbeing-with-technology.

We ask parents for support in promoting our expectations and ethos in the use of computing devices at home. We ask parents to carefully consider the nature of the software that children use, particularly any violent or inappropriate games. Our program at school focuses on the use of computing devices for research, constructive and creative purposes, and communication.

As members of the School community, it is expected that students respect and care for their computing devices. The School expects students to accept the consequences of their actions, including paying for any damage to property caused by their negligence.

While the School carries insurance coverage for loss or damage to computing devices, our policies carry significant claim excesses and do not provide cover for wilful damage or neglect.

School computer devices cannot be taken outside Tasmania without the explicit consent of the School. Families are responsible for all damage or loss of School computing devices outside Tasmania. Consent requests should be made to the Director of ICT.

The School has a flat rate excess charge of $300 per repair for all non-warranty repair jobs. This excess will apply regardless of fault as it is the School’s expectation that students will take full and proper care of their computing devices at all times.

In order to minimise delays in providing students with replacement power packs in the case of non-warranty loss or permanent damage, power pack stocks are held in the Friends’ School Shop for purchase by students. In the case of faulty power packs, students should seek advice from the relevant Help Desk to determine the possibility of repair or a warranty claim before purchasing a new unit. This arrangement is in lieu of the excess charge (as above) with respect to power packs.

In addition to the above, the School will continue with the current practice of requiring families to bear full uninsured costs in the event of loss or damage caused through willful damage. Details of these arrangements will be discussed with parents on a case-by-case basis should the need arise.

Parents will be advised by letter from the Accounts Office when the excess is to be charged. Payment options will be outlined in keeping with the School’s usual procedures.

Consequences for breaches of computer ethics, ranging from warnings to withdrawal of the right to use the computing device will occur if children deliberately misuse them.
The guidelines will be regularly reviewed by the ICT Group in consultation with the School community to make sure they express the School’s ethical position in relation to our rapidly changing technology.

**The user understands that the:**

- School’s Purpose and Concerns must be respected in relation to the use of the School’s computer facilities
- School’s facilities are for educational purposes
- School has ownership of all equipment and may withdraw access to, and use of the facilities, at any time

**In particular, the user will:**

- actively care for the School’s computer equipment and facilities
- not change the set-up of hardware or the configuration of software in any way without permission from a member of the technical support staff
- respect copyright laws
- respect the privacy of another’s work
- respect the rights of others to fair access and use of facilities
- protect the security of the School’s facilities and networks
- safeguard themselves in using the School’s computing devices
- use the School’s computer resources economically
- try to prevent any breaches of these conditions by others

**The Friends’ School on the Internet**

The Friends’ School web site ([http://www.friends.tas.edu.au](http://www.friends.tas.edu.au)) presents general background and prospectus information to a worldwide audience as well as information for students and their families. The site continues to evolve and its content and structure changes over time.

The following guidelines are provided to help staff, students and other members of the School community who want to publish or communicate on behalf of the School via the internet:

- Staff and students wanting to publish Friends’ School events or activities on the internet should first discuss their ideas with the Director of ICT.
- Staff and students wanting to publish material on the internet that refers to The Friends’ School and is available to the general public are asked to discuss this content with the Director of Community Engagement.

**Mobile Phone and other Personal Computing Devices**

**Introduction**

The Friends’ School encourages and supports the use of new and evolving technologies to enhance teaching and learning. We also recognise the place of personal technologies in the lives of our students and encourage them to use these in an appropriate way within the School environment and in accordance with the School’s ethos.

Students who use personal computer devices inappropriately will face consequences, which may include confiscation or banning of the item from future use at School.
Mobile Phones

Many students own mobile phones, and may have a legitimate reason to have the phone at school. We recommend they are kept secure in lockers during the school day and not taken to class. Mobile phones may be used at recess, lunchtime or during free periods. At other times mobile phones and tablets should only be used if explicit staff permission has been given. These guidelines include use of a mobile phone in any capacity including text messaging or taking of photographs.

It is recommended that students visit the Help Desk to connect their device to the school wireless network. This enables use of data without charge, and for the internet connections to go through the schools OpenDNS filter.

The School will not accept responsibility for the misuse, loss or theft of mobile phones.

Personal Music Devices

A number of students choose to bring personal music devices to school (e.g., an Ipod or MP3 player). Some students listen to music while travelling to and from home, others enjoy having access to music during the school day.

These devices should not be taken to class unless they are acceptable in the context of the teaching program, a decision that will be made by the relevant teacher. At all other times we require them to be kept secure in lockers. Personal music technology may be used at recess, lunchtime or while travelling between home and School.

The School will not accept responsibility for the misuse, loss or theft of personal items of mobile music devices.

SunSafe Policy

At all times The Friends’ School is mindful of the need for students and staff to protect themselves from the damaging effects of over-exposure to the sun. We aim to ensure that students and staff are well-informed and that the School provides an environment with due regard to Sunsafe practices.

At Clemes we encourage students to take responsibility for their own Sunsafe behaviour in a variety of ways including:

- education about Sunsafe practices and the risks of over-exposure
- provision of outdoor areas with plentiful shaded spaces
- active discouragement of sunbathing
- encouraging students to wear a school hat in summer
- providing free sunscreen in the Cleme's office
- advising students to ‘slip, slop, slap’ when outdoors for extended time, such as at sports matches, trainings, school carnivals or Outdoor Education activities
- making hats an essential component of Outdoor Education clothing.

Safe and Fair Play Policy

The School’s playground spaces, including grass and all weather areas on Cleme’s, High School, Morris and Bell Street campuses, are provided for safe, appropriate and equitable use by all students. We require students at all times to comply with rules and instructions given by staff that relate to safety and to fair play.

In the interest of safety, rough play is not allowed and climbing is permitted only on those structures and equipment provided for the specific purpose of student recreation. Students are not permitted to
climb on trees or school infrastructure such as buildings and fences, and are to remain within designated areas during free play.

**Student Attendance at Rallies**

In keeping with Quaker practice, we support students taking appropriate action on matters of concern including social justice and peace issues. The School on occasion will arrange for a group of students to attend events such as Harmony Day or International Human Rights Day. In this case, parents will be notified by the School in advance, transport will be arranged and a teacher will accompany the students.

If a student wishes to attend a political event or rally during school hours as a matter of individual choice, this is a decision for the child and parents. The School is unable to take responsibility for their safety, security or transport arrangements. We therefore require written permission from parents, a day or more in advance, addressed to the Head of School. In this case, where students are attending as individuals, not representative of the School, we also ask that they wear plain clothes.

**Student Fundraising**

Student fundraising of any sort on the School campus should be for School events and always need approval from either the Head of School or the Service Committee.

**Uniform**

Expectations

At The Friends’ School we believe that the wearing of the school uniform by students is a fundamental part of students’ and their parents’ commitment to the School community.

Wearing the School uniform is a visible way of establishing a student’s identity as part of The Friends’ School community, and expresses the Quaker values of Equality and Community.

It is expected that Friends’ students’ general appearance and the manner in which they wear the uniform, both at School and in public, will be of a high standard. We expect students’ appearance to be neat and tidy at all times and consistent with School requirements.

Seasonal uniform changeover is not required. Students may choose to wear the options of uniform in which they feel comfortably suited. Mixtures of seasonal options are not allowed, nor should there be any mix of formal and sports uniform.

Students in Years 7 – 12 are strongly encouraged to wear a sunhat for outdoor activities.

Students are required to wear hair tied back for subjects where there is a health or safety requirement (for example Science, Foods, Design Technology, Art, PE) and in any other class where a teacher requires hair to be tied back for a particular activity.

At other times students may wear their hair out as long as it is clean, neat and tidy. Students are expected to wear their hair in a style and colour acceptable to the Head of School. Beading and dreadlocks, for example, are not acceptable. Beards (including stubble) are not permitted unless permission is given by the Head of School.

Shoes are to be lace-up and to have polished black leather (not suede) uppers. Heels to be of a height acceptable to Head of School. Shoes are to be kept clean and in suitable repair. Gym shoes are not to be worn with formal uniform.
The blazer should be worn at formal School occasions such as Gatherings, assemblies and when representing the School.

Jewellery, other than a watch and a ring, is not to be worn. Students may wear in one or both ears, a single plain sleeper or small stud. Facial piercings, other than ears, are not allowed. Make-up and nail polish (other than clear) are not acceptable with School uniform. Visible tattoos are not permitted.

Heads of Schools have the responsibility for supervising the correct wearing of the School uniform. If a student does not wear the uniform correctly or present themselves correctly, they will be counselled and their parents informed of the School’s concerns. If there is no improvement, the parents of the student will receive a letter from the Head of School asking them to make an appointment to discuss these concerns.

Requirements

The full range of uniform requirements is available from The Friends’ School Shop, 1 Wilson Street, North Hobart. The Shop is the only authorised retailer of the Friends’ School uniform. This Shop also sells an extensive range of secondhand uniform and accessories.

In Years 11 – 12, formal uniform is required and worn every day. However, students may negotiate in advance with the Head of School or Deputy Head of School to wear sports uniform for the day if they have two or more sporting commitments in any one day or if they ride a bicycle to School over a substantial distance. Students are not to wear parts of the sports uniform and the formal uniform together.

It is customary for Year 12 students to design a Leaver’s Top that may be worn as part of the school uniform, once approved by the Principal. The Leaver’s Top is not to be worn to school in combination with sports uniform.

Sports Uniform for Competition

Students representing the School in school sports teams need to wear appropriate uniform as advised by the person in charge of the activity. Generally this will be the standard sports uniform.

Sports with special requirements will be indicated by the particular sport coordinator. These include long socks and boots for hockey and soccer, bathers, athletic tops, basketball singlets and rowing suits, all of which need only be purchased as necessary.

Outdoor Education

Appropriate outdoor wear is required by all students when engaged in Outdoor Education and field trips. Students will be advised what is necessary by the teacher in charge. At times some local suppliers offer discounts to Friends’ students with suitable ID. Outdoor equipment may also be hired from the High School.

Uniform Specifications

The Friends’ School Shop is the only authorised retailer of the Friends’ School uniform. All uniform listed, except shoes, are as supplied by the Shop. All articles of uniform must be clearly marked with the student’s name. Items listed as compulsory must be purchased for each student. Optional items may be added to the uniform as desired. It is recommended that all students have at least three changes of blouse, shirt or polo top to wear during the week, especially when they are very active.
Clemes Formal Uniform

Compulsory Items – Boys and Girls

Bag Chiropack

A broad brimmed hat is required for High School students when participating in Outdoor Education activities and excursions. School bucket hats that are a suitable hat for these occasions are available to purchase from the School Shop.

Boys Formal

There is no seasonal change over of uniform and boys may wear either the grey trousers or shorts and can choose between short or long sleeved shirts. However, students in Years 5–12 who are members of music ensembles are required to wear the grey trousers and a tie for performances.

Compulsory Items

Blazer

Trousers junior elastic back or senior belted waist

Shorts junior elastic back or senior belted waist

Shirt short sleeve or long sleeve

Tie

Socks grey with stripe

Optional Items

Jacket softshell

Pullover softwear wool

Polar Fleece Vest

Girls Formal

There is no seasonal change over of uniform and girls may wear either the summer dress or the winter skirt with the short or long sleeved blouse. However, students in Years 5–12 who are members of music ensembles are required to wear the skirt, blouse and tights for performances.

Compulsory Items

Blazer

Dress Summer Tartan

Skirt Winter Tartan

Blouse short sleeve or long sleeve

Socks white or navy anklet

Optional

Jacket softshell
Tights navy
Cardigan softwear wool
Pullover softwear wool
Polar Fleece Vest
Sport Brief navy boyleg style for wearing under dress or skirt
Trousers grey formal (available only by pre-order for winter, times will be advertised in What’s On)

**Sports Uniform – Boys and Girls**

For Clemes Students requirements will vary according to sport. Sports uniform is compulsory when participating in sports-oriented 50 hour units, or representing the school in sport. Please refer to the *Clemes Handbook* for further information.

**Compulsory**
- Polo Top short sleeve
- Trackpants fleece with piping
- Shorts microfibre with piping
- Rugby Top
- Socks white anklet

**Optional**
- Polo Top long sleeve
- Leggings ¾ sport (girls)
- Polar Fleece Vest

**Optional Accessories**
- Bag sports
- Badges House bars
- Beanie polar fleece
- Belt black
- Blazer Pocket embroidered (chest pocket)
- Blazer Pocket plain (lower pocket)
- Gloves polar fleece
- Hair Accessories in school colours and fabrics
- Scarf polar fleece
The Friends’ School Shop
1 Wilson Street, North Hobart, 7000
Telephone: (03) 6231 9590
email: shop@friends.tas.edu.au

Manager: Cristie Potter

The School Shop sells new and used items of uniform other than school shoes.
The Shop can advise on all School uniform requirements. Every student is different, and size and fit of garments do vary throughout the range. Therefore, it is important for students to come in for a fitting. As a guide, a complete uniform fitting for a new student usually takes 30 to 60 minutes. Black school shoes are not sold in the Shop but recommended styles are available from other retailers in Hobart.

All prices are inclusive of GST and are subject to change without notice.

Payment methods
Payment can be made by cash, cheque, Mastercard, Visa or debit card accepted by Eftpos. Parents who are unable to shop in person may phone the shop and arrange payment by credit card. Alternatively, items may be selected by students and held in the Shop until payment is received. Once receipted, the order can be collected from the Shop, any School Office or Friends’ Early Years. Please contact the School Shop for details.

Recycling your uniform
The Shop recycles used uniforms by holding them for resale on behalf of parents subject to the conditions listed below. The Shop also accepts donations of uniforms to the Parents and Friends Association.

Buying second-hand uniform
Parents are advised to select second-hand items carefully as there is no refund, exchange or return on any second-hand sales.

Selling second-hand uniform
Whenever possible, parents should lodge garments in person as they will need to complete and sign a deposit form. Standard second-hand uniform is priced by the Shop at half the new cost. Items not on the price list such as sports equipment, football/hockey boots, require pricing by the owner.

Items may be lodged for resale at the Shop at any time the shop is open, but as your details and details of each garment are entered into the Shop’s computerised system and as this takes time, it is not possible to process garments for resale at times when the shop is busy. Second-hand items are only accepted for resale at the discretion of the Shop management.

Conditions of Acceptance of Second Hand Goods for Sale
Uniform items, school bags and sporting equipment are accepted for re-sale at the discretion of The Friends’ School Shop management and subject to the following conditions: Goods will be held for resale on behalf of the owner for one (1) year. After that time, items will automatically become the property of the School to be sold or disposed of at the discretion of Shop management. Goods shall be current uniform items and in good order, that is: free from tears, patches, stains etc. or obvious wear. Shop management reserves the right to remove any item from sale and dispose of it should the garment type be superseded or removed from the uniform list.

All items should be ready to wear by their next owner: nametapes removed, seams and hems sewn, buttons etc. secure and any other detail attended to. Bags, boots and equipment shall be clean,
clothing shall be freshly laundered and ironed or dry-cleaned. Blazers and winter skirts must be dry-cleaned with dry-cleaning receipt / tags attached. Bathers, hats, sports briefs, sports leggings, zoot suits, rowing training tops, hair accessories, school shoes, sneakers and socks are not accepted for resale. Items are priced automatically as per the Uniform price list, at half the new cost (as at the date of lodgment). Non-standard items which are not available new from the Shop such as sports boots and equipment must be priced by you, the owner. Items not accepted for resale under the conditions above will be donated to the School or to a local charitable institution.

**Charges and Processing of Proceeds**

Commission is charged at 25% – half is donated to the Parents and Friends’ Association, the other half is used to cover handling and processing costs. Sales are accumulated on a monthly basis and the proceeds of any sales (net of commission charges) sent to your nominated bank account shortly following the end of each calendar month. In the event that you have not provided bank details, proceeds (net of commission charges) will be applied to your fees account as a credit. Please note that remittance advices will be issued for each transfer and should the proceeds have been applied against your fees account, this will be notated on the remittance advice.

**Opening Hours**

During term time, with the exception of the last day of Terms 1, 2 and 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8.00am – 12.00pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8.00am – 12.00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>12.00pm – 4.30pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>2.00pm – 5.00pm</td>
</tr>
<tr>
<td>Friday</td>
<td>8.00am – 12.00pm</td>
</tr>
</tbody>
</table>

**Last Week of Term 4, 2016 – Normal opening times up to Friday 4 December**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 12 December</td>
<td>9.00am – 4.00pm</td>
</tr>
<tr>
<td>Tuesday 13 December</td>
<td>9.00am – 4.00pm</td>
</tr>
<tr>
<td>Wednesday 14 December</td>
<td>9.00am – 4.00pm</td>
</tr>
<tr>
<td>Thursday 15 December</td>
<td>9.00am – 4.00pm</td>
</tr>
<tr>
<td>Friday 16 December</td>
<td>9.00am – 4.00pm</td>
</tr>
<tr>
<td>Saturday 17 December</td>
<td>9.00am – 12.00pm</td>
</tr>
</tbody>
</table>
**Back to School 2017** – late evening opening on Wednesday and Thursday each week during this period.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday 21 January</td>
<td>9.00am – 12.00pm</td>
</tr>
<tr>
<td>Monday 23 January</td>
<td>9.00am – 5.00pm</td>
</tr>
<tr>
<td>Tuesday 24 January</td>
<td>9.00am – 5.00pm</td>
</tr>
<tr>
<td>Wednesday 25 January</td>
<td>9.00am – 8.00pm</td>
</tr>
<tr>
<td>Thursday 26 January</td>
<td>Closed</td>
</tr>
<tr>
<td>Friday 27 January</td>
<td>Closed</td>
</tr>
<tr>
<td>Monday 30 January</td>
<td>9.00am – 5.00pm</td>
</tr>
<tr>
<td>Tuesday 31 January</td>
<td>9.00am – 5.00pm</td>
</tr>
<tr>
<td>Wednesday 1 February</td>
<td>9.00am – 8.00pm</td>
</tr>
<tr>
<td>Thursday 2 February</td>
<td>9.00am – 5.00pm</td>
</tr>
<tr>
<td>Friday 3 February</td>
<td>9.00am – 5.00pm</td>
</tr>
<tr>
<td>Saturday 4 February</td>
<td>9.00am – 12.00pm</td>
</tr>
</tbody>
</table>

**Term 1 2017**
Term commences on Monday 6 February and opening times will revert to the usual hours listed above.
GENERAL INFORMATION

ATTENDANCE

Students are expected to attend punctually all classes in which they are enrolled, as well as daily registration, and Gathering, Assembly, Collect and Long Tutor. Where students are absent for legitimate reasons, it is still expected that they notify their teacher and/or tutor and find out what work they have missed. Where a student misses a class or any of the above events without good reason, or is habitually late, they will be spoken to by their tutor, who will contact the student’s parent/guardian.

Dental and medical appointments and driving lessons should be scheduled after school or during school holidays whenever possible. When a student has to leave school early, or for part of the School day, their parent should contact the school by phone or email or send a written note beforehand. As students leave, and when they return to school, they are to present their library cards at the Clemes Office for electronic recording and provide evidence of their reason for leaving.

It is our requirement that all Year 11 and 12 students attend at least 90% of classes for each subject. Should a student fall below this level of attendance s/he will be required to attend a meeting with the Head of Clemes and their tutor. The purpose of this meeting will be to establish the reasons for these absences, to decide how the student may be supported to avoid future absences and to assess how far these absences jeopardise the student’s chances of passing this or these subjects. It is possible that a formal warning may be issued to ensure class attendance in cases where there are no legitimate reasons for the absence. If a student is required to attend such a meeting then parents will be informed. Further unexplained and unauthorised absences will lead to parents being asked to attend an interview.

ASSEMBLIES

Assemblies are an important part of life at Clemes and as such require compulsory attendance. They are organised by staff and students and are conducted mainly by members of the Clemes Council. They are held on Thursday mornings.

Every Monday morning there is either Long Tutor or ‘Collect’, which all students attend and at which important information regarding Clemes, universities, student activities and so on, is shared.

On Friday mornings Long Tutor or Gathering for Reflection is held. Whole School Assemblies, where the School community from Kindergarten – Year 12, including parents, friends and board members meet together, are held at least twice a year.

Attendance at all the gatherings mentioned above is compulsory, unless permission has been sought from the Head of Clemes.

BOOKROOM

Text books and stationery are available from Birchall’s Back-to-School Shop at the beginning of the year. The Bookroom is open each day throughout the year for subsequent purchases which may be for cash, or charged to parents’ fee accounts for Terms 1, 2 and 3 until the end of October, after which it is cash only. The return and sale of second hand books is arranged at the end of each year, when details and dates for the issue of books for the following year are also advised.
Canteen
The canteen is available for the general purchase of food between 9.30am – 2.00pm.

Careers Counsellors
The Careers Counsellors assist students in Years 10, 11 and 12 with careers advice, work experience programs and course counselling. Students are helped with decisions about appropriate career choices and how to balance work, leisure and studies with a strong emphasis on self-direction and increasing motivation towards studies that will advance their chosen career.

The Careers Counsellor’s office is situated next to the Clemes office.

Clemes Certificate
The aims of the Certificate are to recognise that education neither begins nor ends in the classroom, to complement and balance academic development, to foster student wellbeing and to give practical meaning to the Purpose and Concerns and the motto of The Friends’ School: To Let Your Life Speak.

To gain the Clemes Certificate a student must complete 150 hours of Creativity, Action and Service over a period of up to two years. At least 30 hours over two years needs to be committed to each of the following areas: Creativity, Action and Service (at least 15 hours within the community in each area). Students are responsible for keeping records and writing a reflective essay.

Year 12 students aiming to receive the Clemes Certificate need to submit their forms and essay by the first week of September. Record sheets need to be signed by the appropriate supervisor. If students require further information about the Certificate they should talk with their Tutor.

Co-curricular Handbook
All students are encouraged to access the Co-curricular Handbook on the School’s website at the beginning of each year. It sets out the sports, clubs, musical and drama activities that are included in the School’s co-curricular program.

Counsellor
The School Counsellor is a qualified Educational Psychologist. She works with students who need assistance to cope with learning, behavioural or social/emotional difficulties. Students can be referred by themselves, their parents, teachers and doctors. Counselling may be provided on a one-to-one, small group or family basis. Assessment of students’ intellectual, educational and emotional functioning is offered, if necessary, for diagnosing underlying reasons for learning or behavioural problems. Consultation with parents and teachers is often critical in ensuring joint responsibility for the development of action.

The Counsellor’s office is situated upstairs in Palfreyman.

Gatherings
As part of the School’s commitment to its Quaker heritage, all students in Clemes will participate in groups in a weekly Gathering for Reflection.
**Home – School Communication**

**Absences**

Parents are requested to notify the Clemes Office Secretary or the Main School Office, before 9.00am if their child will be absent from School for any reason. Calls can be made from 8.15am on (03) 6210 2255 or (03) 6210 2200. If a message concerning a child’s absence is not received and the student is still absent at morning registration, an automatic email will be sent to the parents to inform them. The School has an answering machine for out-of-hours calls. Where students will be absent for longer periods of time for family or community events, parents are requested to discuss and negotiate this with the Head of Clemes well in advance, to ensure good planning.

**Excursions**

Parents will be informed through What’s On of excursions organised as part of the normal Curriculum program. Where these excursions are outside Hobart and/or involve a higher degree of risk, a letter will be sent home seeking parental permission for the student to participate and any recent medical information.

**FriendsNet**

FriendsNet, the School’s intranet, is accessible from both within and outside the School. FriendsNet provides staff and students with access to:

- School calendar
- bulletins and general information
- library.

There is an expectation of students to read all School email correspondence and daily bulletins.

FriendsNet – http://friendsnet.friends.tas.edu.au

FriendsNet from the school network – http://www.t.f.s

**Living Arrangements**

Should a family find itself in a position where they are considering putting their son or daughter into independent accommodation, this should only happen after prior consultation with the Head and/or Deputy Head of Clemes.

**Parent/Teacher Meetings**

The Home–School partnership needs to be a close one for students to receive the best possible education. The Head of Clemes, the Deputy Head of Clemes or the Dean of Students are readily available to discuss matters with parents. If a problem arises where parents feel that the School can assist, contact with the Tutor or the Head of Clemes can be established very quickly, and immediate action taken.

Throughout the year there will be various occasions when parents will be meeting staff. The Tutor usually makes contact with the parents of each child in their group early in Term 1 to establish a regular pattern of communication. There is also a Parent/Tutor evening held early in the year. Parents and the Tutor may meet on other occasions during the year to ensure that a close relationship and understanding develop. Subject teachers are available for interviews following the student progress checks sent home near the end of Term 1 and the beginning of Term 3.
### Publications

<table>
<thead>
<tr>
<th>Title</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What's On</em></td>
<td>Communicates organisational information for the coming week and details of future events. It is distributed electronically every Friday and is also available on the School website.</td>
</tr>
<tr>
<td><em>Focus</em></td>
<td>A student-produced newspaper, containing reports of events and happenings at the School, Kindergarten to Year 12. It is distributed to the whole School community, three times a year.</td>
</tr>
<tr>
<td><em>Echoes</em></td>
<td>The annual School magazine, issued at the end of each year.</td>
</tr>
<tr>
<td><em>Clemes Newsletter</em></td>
<td>A letter to parents that accompanies students’ reports.</td>
</tr>
</tbody>
</table>

### Supportive School Environment

The focus of all rules and guidelines at Clemes is to promote safety, learning and positive interpersonal relationships, and to cultivate self-discipline and self-awareness in each student.

Underlying this focus is the belief that students at Clemes are able to understand the impact of their actions on themselves and others and therefore accept responsibility for these actions and their consequences, within a supportive home and school environment.

### Hours

School starts at Clemes at 8.30am and finishes at 3.45pm, except on Wednesdays when, for most students, formal school finishes at 2.40pm, and on Tuesdays when classes start at 9.00am for TCE Students. The Campus is open and staff are present from 8.00am each day.

### Leadership

The Clemes Council is elected each year and consists of about 24 students from Years 11 – 12 including the Head Girl and Head Boy of the School. The Council is responsible for service and social activities and for suggesting changes, improvements and modifications to Clemes policy and facilities. Staff members assist the Council in its deliberations and meetings, which usually take place on Tuesdays at 8.00am.

### Library

The Library is available to all members of the school community as a place for study, research and recreational reading. It is also the management centre for resources and materials other than books. Open times are school days from 8.10am to 4.20pm, including lunch and recess times.

### Lockers

Lockers are available to all students. All students will be given a combination lock. Replacement combination locks cost $10. Students must keep their locker tidy and report any damage. They should leave them clean and empty at the end of the school year and return their lock.
Lost Property

Lost property is kept in the Clemes Office and enquiries about lost property will be handled at any convenient time. Unclaimed items will be stored for one term. After that time they will be disposed of to a suitable charity. All clothing, books and other equipment brought to School must be clearly and indelibly marked with the owner’s name.

Medical Care

Students who become unwell or hurt during School hours should let a teacher know immediately. The Clemes Office has limited medical facilities where students are able to lie down and be cared for while parents are contacted. In the event of an emergency, when parents cannot be reached, the School will take responsibility for ensuring that the student receives appropriate medical care. This may involve the calling of an ambulance. We are not able to look after sick children for prolonged periods of time and ask that parents ensure we are kept up-to-date with any changes to the contact and medical forms completed at the beginning of each year so that we can provide the best possible care.

Mobile Phones

Mobile phones are permitted, however, students are expected to have them switched off during classes, Assemblies and Gatherings, or preferably leave them in their lockers until recess, lunch or after school. See policy for further guidelines.

Pastoral Care

Pastoral care of students is considered an essential part of Clemes life. All teachers are conscious of the need to support the students that they teach and to convey information about their academic progress to their tutors and the Head of Clemes, the Deputy Head and Dean of Students, as well as to the students and their parents.

Pastoral care is the responsibility of all Clemes staff, tutors, the Head and Deputy Head of Clemes, and the Dean of Students. The major unit for pastoral care is the tutorial group, which meets every day at 10.20am. Tutors will come to know their group well and will monitor the students’ academic and social progress. Tutors will provide support when any difficulties arise and are an important point of contact with the School. Tutors will, from time to time, contact parents about specific matters and following the regular student progress checks that occur at Clemes. Similarly, parents should feel free to contact tutors concerning their child or may contact the Head or Deputy Head of Clemes if an issue is seen to warrant this.

Clemes students maintain their House membership in Years 11 and 12 although the House unit is not maintained as a part of the pastoral care system. New students to Clemes will be allocated to one of the four Houses.

Pedestrians

Students are expected to cross Argyle Street using the overpass. It is expected that staff and parents will follow this practice for their own safety and to model the appropriate behaviour to students.
REFERENCES

Students who require references for specific tertiary course, accommodation, or scholarship applications should consult firstly with the Head or Deputy Head of Clemes and then, if appropriate, with other members of staff. Tutors will write a general reference for leaving students on receipt of a written application by the end of Term 3.

STUDENT CARS

Students are permitted to drive their cars to school on the condition that they do not use the car during the school day and that they abide by the conditions as stated by the Head of Clemes. These conditions are as follows:

• all student drivers must complete an Agreement Form (available from the Clemes office) to be lodged at the Clemes office
• student passengers are not to be taken unless there has been a signed permission form from the student passenger’s parents/guardian, submitted to the Clemes office
• drivers must be especially mindful of safety in the immediate vicinity of the School. Boa Vista Road and Argyle Street are extremely busy at the start and finish of the school day
• a breach of any of the above conditions will be considered a serious office
• if students need to use their car during the day for any reason, they must consult the Head or Deputy Head of Clemes to seek permission
• limited parking is available in Boa Vista Road.

SPECIAL PROVISION - TCE

The Office of Tasmanian Assessment, Standards and Certification (TASC) provides for special assessment arrangements to be made for students who, because of particular circumstances, are unable to be assessed in the same way as other students. This may include significant health impairments or other physical and learning disabilities. Applications must be made through the School following a referral from a registered psychologist or other medical professional. Students are required to provide recent evidence and documentation that demonstrates their need for alternate provisions or arrangements on assessment tasks. Applications must be received by the end of Term 2. TASC has sole responsibility for making a determination on these applications.

SPECIAL PROVISION - IB DIPLOMA

The IB believes that all candidates should be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of assessment arrangements may be authorised. Candidates eligible for inclusive assessment arrangements are those with individual needs such as a specific learning difficulty, an emotional or behavioural difficulty, physical, sensory or medical conditions, or mental health problems. The Request for inclusive assessment arrangements should occur on or before 15 May, six months before the written examinations. However, the IB is flexible if a condition emerges/re-emerges after this deadline. Applications must be made through the School. The School is required to upload supporting psychological, psycho-educational or medical evidence and at least one piece of educational evidence. The IB has sole responsibility for making a determination on these applications.
**Study Periods**

Year 12 students who have a study period in the first or last periods of the day are permitted to arrive late (but must arrive before registration at 10.20am) or leave early (at the end of the penultimate period) without signing in or out. Year 11 students are expected to demonstrate effective study practice to allow this privilege from the start of Term 2. All students are expected to be in school for the rest of the school day, even when they have study periods. During these periods, they may work silently in the Library, work quietly in the Foyer or relax quietly in the Undercroft. These times may also be a good opportunity for students to meet with teachers. All students are expected to attend and participate fully in Registration, Long Tutor, Assembly, Collect and Gathering.

**Transport**

Metro buses for the city and the Eastern Shore leave outside ‘Pendle Hill’ in Elizabeth Street at 3.45pm each afternoon and on Monday, Tuesday, Thursday and Friday in Argyle Street. Buses for the Northern suburbs leave from New Town Road. Buses for the Channel area leave from Argyle Street under the overpass and buses for New Norfolk leave from Argyle Street opposite the Junior School.

**Parents and Friends Association**

Like most schools, The Friends’ School has a Parents and Friends Association. All parents are automatically members of the Association.

Meetings are usually held on the third Tuesday of each month in term time. Although there is an Executive Committee, all persons are encouraged to attend, as the meetings are an excellent way to gain first hand information about the School and the Association’s operations and activities. A report is presented at each meeting by the Principal or his representative, so that all who attend are kept fully informed about School developments.

Apart from fundraising activities such as the Annual Fair, the Association also presents guest speakers from throughout the School and is active in organising a wide variety of events, where parents can come together to discuss their children’s education.

Money raised contributes to a wide cross-section of needs, not just items of equipment, but sporting, musical and cultural bequests.

The Annual General Meeting is held in August and the constitution requires a regular change of members of the Executive.

Please talk to the Committee if you would like to be involved or, better still, come along to the first meeting in 2017.

**Committee Members**

<table>
<thead>
<tr>
<th>Office</th>
<th>Office Bearer</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Maria Moraitis</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Anna Shannon</td>
</tr>
<tr>
<td>Secretary</td>
<td>Jane Gorman</td>
</tr>
<tr>
<td>Ex officio</td>
<td>Nelson File (Principal)</td>
</tr>
</tbody>
</table>
HOW YOU CAN BE INVOLVED WITH THE FRIENDS’ SCHOOL

Volunteer to spend some time helping with Archives. Work with the collections or in research. Training provided.

Be involved with sport. Work as a coach (skill needed) or team manager (enthusiasm needed!). Offer to assist at School Sporting Carnivals. Talk to the Director of Sport.

Tell us about your particular skills, interests and business involvements. We try to use members of The Friends’ School community wherever economically possible for things like brochures, artwork, suppliers and person power.

Offer to help with the annual School Fair. Clear out those cupboards, wardrobes, sheds and attics in anticipation and send along in the weeks prior to the Fair.

If you are an Old Scholar of The Friends’ School, tell the Development Office you would like to assist with reunions or help organise a reunion of your year group.

Write something for Focus and send it to the Development Office.

Come to Assemblies – ask at the office or phone Tony Barrett.

Work as a mentor. Spend time with individual students according to your skills and their needs.

Offer to help in one of the three libraries – telephone the Head of Libraries for information.

Volunteer to help at School functions with exciting tasks like washing up and pouring tea.

Attend the Quaker meeting for worship on Thursday morning 7.45am – 8.20am in the Meeting House, Argyle Street – ask Maddie Walker for more details.

Read some of the books in our libraries on Quakerism – contact Maddie Walker for a suggested reading list.

Come (and bring a friend) to Open Days, Sports Days, School Productions and general School activities.

Read What’s On to keep up with the latest activities.

Archives

The Friends’ School Archives and History Collection is the repository for much of the cultural heritage and memorabilia of the School. This is a growing and developing collection of records. The Archivist also takes responsibility for collections such as the School Art Collection, the Rare Book Room and a Quaker book collection.

The Historical Collection is situated in the Holdsworth Room in the Hobartville building at Commercial Road.

The Archivist, Melinda Clarke, welcomes visitors, gifts and offers of assistance from members of the wider School community.
**Development Office**

The role of the Development Office at The Friends’ School is to establish and maintain contact with all members of the wider School community and to raise money to support student learning.

The Development Office organises Old Scholar reunions, Grandparents and Older Friends Day, bequestors’ lunches and a range of other important social events at the School.

The Development Office raises money to support building developments, scholarships and bursaries, and the School’s libraries through a range of tax deductible funds. Money from fees is used for salaries, superannuation and building maintenance. All capital works must be funded from other sources. Following a strategic planning exercise the Board made a decision not to raise money for buildings by increasing the fees or class sizes. The Development Office also coordinates an Annual Giving Program and a Bequest Program. Gifts of any size for any or all of these activities are sought and valued.

Postage of *Focus*, the quarterly student-produced newspaper, is also organised through the Development Office. We will automatically post *Focus* to you unless you tell us otherwise. Some parents are happy to rely on their students for delivery – others prefer Australia Post. Each student is offered a personal copy for their own archives.

Please telephone 6210 2282 if you have any queries.
## Term Dates for 2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Monday 6 February – Thursday 13 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 1 May – Friday 7 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>Tuesday 25 July – Friday 29 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 16 October – Thursday 14 December</td>
</tr>
</tbody>
</table>
Privacy Policy

The School has developed a Privacy Policy in accordance with the National Privacy Principles, to explain how we manage personal information.

You can access the policy on our website (www.friends.tas.edu.au) or by contacting the School’s Privacy Officer on (03) 6210 2200.