



**THE FRIENDS' SCHOOL**  
**Secondary Handbook 2020**



The Friends' School is an IB World School



## Purpose & 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.



# Contents

<b>Welcome to The Friends' School</b>	<b>2</b>
Quakerism and The Friends' School	2
History of The Friends' School	3
<b>Structure and Organisation</b>	<b>5</b>
School Divisions	5
Faculties Years 7 - 12	5
Senior Personnel	5
Heads of Faculty	6
<b>School Locations</b>	<b>7</b>
The Argyle Street Campus	7
The Commercial Road Campus	7
Other School Sites	8
Term Dates for 2020	8
<b>High School</b>	<b>10</b>
Welcome to the High School	11
Curriculum	12
Pastoral Care	13
Additional Information	14
<b>Clemes</b>	<b>18</b>
Welcome to Clemes	19
Curriculum	20
Additional Information	22
Pastoral Care	25
<b>Policies and Guidelines</b>	<b>28</b>
Rights and Responsibilities	29
Supportive School Environment	29
Behaviour Management	30
Discrimination and Harassment Guidelines	31
Drug Guidelines	32
Academic Honesty	34
Computer Ethics	36
Mobile Phones and Other Personal Computing Devices	37
Sunsafe Policy	37
Safe and Fair Play Policy	38
Student Attendance at Rallies	38
Uniform	38
Student Fundraising	39
Privacy Policy	39
Maps	40

# Welcome to The Friends' School

## Quakerism and The Friends' School

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.

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 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.

John Green completed his appointment at The Friends' School at the end of 2012 and Nelson File took up the role in January 2013. Nelson File continues the line of Quaker Principals of The Friends' School.

# Structure & 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, Bill Avery, 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 the Australian curriculum: 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

Position	Name
Principal	Nelson File
Personal Assistant to the Principal	Louise Bridge
Deputy Principal	Shaun O'Rourke
Director of Teaching and Learning	Stephen Barratt
Head of Clemes	Adam Chambers
Deputy Head of Clemes / Career Counsellor	Lyn Tunbridge
Co-Heads of High School	Louise Giudici, Joe Cairns Paul Goodluck, Kim Rowlands
Deputy Head of High School	John Hoggart (Acting)
Head of Morris	Mark Febey
Deputy Head of Morris	Wendy Crow
TCE Coordinator	Jane Morrison
IB Diploma Coordinator	Sarah Walker
VET Coordinator	Joni Chuter
Dean of Students (Acting)	Amy Harris



## Heads of Faculty

<b>Faculty</b>	<b>Head of Faculty</b>
Arts	Tammy Giblin
English	Karina Churchill (Acting)
Health	Trish Menadue
Humanities	Mark Allen
Languages	Christine Wittlinger
Mathematics	Kathy Bunton
Science	Kate Baldry
Technology	Jane Smith
Beverley Carr	Director of Learning Support

# School Locations

- The School covers five 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)

## The Argyle Street Campus

### Friends' Early Learning

Friends' Early Learning operates from 7.30am - 6pm on school days and provides before and after school care, long day care, a pre-kindergarten educational program and vacation care.

### 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 300 students enrolled in Clemes.

### 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, Kim Rowlands) 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 and "Gappies" accommodation.

## **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.

### **Orford**

The School owns approximately 19 hectares of bushland at Orford.

## **Term Dates for 2020**

Term 1	Monday 3 February - Thursday 9 April
Term 2	Monday 27 April - Friday 3 July
Term 3	Tuesday 21 July - Friday 25 September
Term 4	Monday 12 October - Thursday 10 December





# High School



# High School

## Welcome to High School

We look forward to sharing this period of four years with you; a period of extraordinary personal and social development for your child. The adolescent years can be amongst the most challenging, as students transform from children into young adults. As teachers, Tutors and Heads of School our aim is to work in partnership with parents to support students through this important time in their lives. As a Quaker School our aim is for students to learn in the context of the values embodied in our Purpose and Concerns; the intrinsic worth of each individual, justice, peace and community, and in doing so to become life-long learners with a sense of responsibility and integrity.

There are more than 560 students on the High School campus. It is a large community but broken down into smaller units to ensure that students feel connected to their Year group and their House. Students are placed in a Tutor group of 16 - 18 boys and girls drawn from Years 7 - 10 and remain with that Tutor throughout their High School careers. The Tutor groups form the four Houses of the High School - Hodgkin, Mather, Ransome and Unwin.

Each Head of High School has responsibility for both their House and for a Year group who they remain with for the four years of their High School time. As a Year group we meet once a week for Gathering, in the spirit of a Quaker meeting, considering contemporary issues and matters of relevance to the Year group. Students grow to value this time both as an opportunity for silent reflection and as a forum to share ideas.

With a challenging, diverse curriculum, a supportive school environment and the encouragement to transform beliefs into action we aim to give our students an enriching and stimulating life in the High School.

The atmosphere of the School today still reflects the intention of the men and women whose founding vision for the school in 1887 was education for spiritual and intellectual growth. It is a place in which learning in all its forms is the core activity. The composition of the School Community, the physical surroundings, expert staff, rich teaching programs and the support of the parent body complement the values of the School and provide for your child this unique school experience.



**Kim Rowlands**, Unwin - Year 7



**Joe Cairns**, Mather - Year 8



**Lou Giudici**, Ransome - Year 9



**Paul Goodluck**, Hodgkin - Year 10

## Curriculum

### Rationale and Structure

The Friends' curriculum aims to engage the diverse interests of all students and prepare them for lifelong learning. The demands of societal and educational change challenge us to reassess and refine our curriculum on a continuous basis. As well as organising the learning program around eight well-defined learning areas, namely Arts, English, Health, Languages, Mathematics, Science, Humanities and Technology, we endeavour to offer a curriculum which promotes effective thinking, connections between disciplines and transdisciplinary approaches.

In Years 7 and 8 students take subjects from all eight learning areas and participate in a special Connections program. All students in Year 7 follow the same course of study. In Year 8 limited choice is introduced to complement the range of compulsory subjects taken from each of the eight learning areas. In Years 9 and 10 some subjects continue to be compulsory. English, Mathematics, Science and Health are taken by all students, while Humanities is taken up until Year 9. All other subjects are elective, with a wide range of options available across the learning areas. Courses are structured throughout Years 9 and 10 so that they can be studied in sufficient depth. This is also a key factor in preparing students for the requirements of pre-tertiary study in Years 11 - 12.

The Deputy Head of High School (Curriculum) and timetabling staff work closely with students, parents and teachers to provide advice on the opportunities that are available and to organise timetables that enable students to follow their chosen courses wherever possible. Individual special needs of students are taken into consideration when their study programs are being developed.

Further details of the curriculum are contained in the Years 7 - 8 Curriculum and Years 9 - 10 Curriculum handbooks.

### Learning Support

Learning Support is provided for small groups of students who need consolidation in areas of learning that are presenting difficulty. The Learning Support teachers liaise with Tutors and individual teachers to ensure the level and type of support for each student is appropriate.

### Studying at Home

Students will complete most of their work at School, but it is appropriate for part of it to be done at home. Subject teachers will set various specific tasks, and students will also need to undertake private study: completion of inquiry projects, extended assignments, major essays, reading and research, revision for tests, and so on.

The amount of work will vary from week to week. In many instances work will be set on a regular (weekly) basis. This helps students to develop their study skills within a familiar structure. However, a flexible approach should be part of that structure: projects and other extended assignments will be part of the homework commitment. As part of the process students need to be able to work to deadlines for completion of tasks.

Students are expected to organise their own study program. Once the usual study requirements are settled at the start of the semester, students, in consultation with Tutors and parents, need to organise their study programs taking into account other commitments and being aware that on occasion additional study time will be required. All homework should be entered in the study diary (book form or electronic) together with the due dates.

Where there are specific problems - a sporting or family commitment in the evening for example - students are expected to organise their study to complete work on time. If this is not feasible, students should negotiate with teachers, wherever possible before the event, to complete work at a different time.

If work requirements are not met, we expect an explanation and a willingness to solve the problem. If work has been missed through absence, within sensible limits we would require that it be completed. It is the student's responsibility to find out what needs to be done, although younger students may need teacher assistance. Teachers undertake to collect, annotate, assess and return work promptly.

Parents have a role to play in supervising the completion of homework since they are naturally in a position to tell whether a student is actually working at home. Together we must

make it clear to students that part of their progress will involve independent study and that, in the end, their academic success is dependent upon well-developed work skills both at school and at home.

### **Computers**

Every student has personal access to a laptop computer. Our goal is for computer technology to become an "invisible" tool for students – they will use it in all areas as the need and opportunity arise. Usage will range from the keeping of journals to investigations based on the power of the computer to process information quickly.

### **Reporting**

Reporting in the High School takes two forms:

1. Progress Reports are issued at the end of Term 1 and Term 3. They offer an overview of the child's academic progress and approach to study and subject teachers' comments.
2. Subject Reports are completed at the end of Term 2 and Term 4. These give detailed information on academic progress through ratings and awards, as well as indicators of your child's approach to study. The report includes an overview from the Tutor and a self-reflection from each student.

### **Pastoral Care**

Pastoral care of students is an essential part of High School life. All teachers are conscious of the need to support the students that they teach and to convey information about their progress and wellbeing to their tutors and Heads of House.

### **Tutor/House System**

The High School has four Houses: Hodgkin, Mather, Ransome and Unwin. Each House is divided into eight Tutor Groups, and all students meet daily in their Tutor Group. The Tutor will support the students in their everyday welfare, monitor their progress in studies and maintain contact with parents. The Tutor remains the same for the four years of High School. Each Tutor group contains students from Years 7 - 10.

The House identity commencing in Year 7 carries students through until they leave the School. It is hoped that this sense of belonging to a small community within the larger

community will develop positive attitudes in the students, as well as giving them a sense of stability during their years of rapid growth and change.

Long Tutor occurs on most Fridays. This is a pastoral care time for tutor groups to develop a sense of community, for Tutors to work with individual students and for students to develop independent work skills. Generally this will be a period of quiet study taken by Tutors. At this time also, Tutors are able to undertake individual counselling of their students.

### **Home/School Communication**

#### *Absences*

Parents are requested to notify the High School Office before 9.00am if a child will be absent from School for any reason. Calls can be made from 8.00am on 6210 2235. 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 their child's Head of School well in advance, to ensure that learning is not disadvantaged.

#### *SEQTA*

SEQTA Learn is used by students as a central point of access for online components of classes, feedback from assessment and information such as bulletins and links to other online school services. SEQTA Learn is accessed at <https://learn.friends.tas.edu.au> or via an iOS or Android app.

SEQTA Engage provides parents access to information such as links to school online services, regular feedback to students that is made available to parents, the school calendar and Publications (What's On, Morris Newsletters, Rose and Waratah), your child's timetable (including teacher email contacts and attendance recorded). SEQTA Engage is accessed at <https://engage.friends.tas.edu.au> and requests for an account can be sent to [engage@friends.tas.edu.au](mailto:engage@friends.tas.edu.au)

#### *CareMonkey*

Caremonkey is used by parents to share a medical profile of the children with the school, as well as complete permission forms. A request to share the medical profile is made as part of the enrolment process. CareMonkey is available at <https://www.caremonkey.com>



### *Parent/Teacher Meetings*

The Home - School partnership needs to be a close one for students to receive the best possible education. The Heads of the four Houses are also Co-Heads of the High School. One of them is always available to discuss High School matters with parents. If a problem arises which parents feel the School can assist with, contact with the Tutor or the Head of House can be established very quickly, and immediate action taken.

Throughout the year there will be various occasions when parents will be able to meet staff. The Tutor contacts the parents of each child in their group early in first term to establish communication. Parents have the opportunity to meet with their child's Tutor and subject teachers after progress checks. A series of information evenings is held in the third and fourth terms each year to provide parents with an understanding of our curriculum and the courses available for their child/children in the following year.

A series of information evenings is held in the third and fourth terms each year to provide parents with an understanding of our curriculum and the courses available for their child/children in the following year. These meetings are also an opportunity for parents to discuss other issues of common concern. At any time parents are welcome to contact the Tutor or Head of House about any matter concerning your child/children.

### **Duty of Care and School Attendance**

Students are expected to be at School by 8.30am and in their Tutor room by 8.35am when School begins. School concludes at 3.40pm on Monday, Tuesday, Thursday and Friday and at 3.00pm on Wednesday. Morning recess is from 10.40am - 11.00am. On Wednesday, supervision will be available in the High School Library for students waiting to catch later buses. Lunch is usually from 12.55pm until 1.40pm, but is slightly longer on Wednesdays.

Students may not leave school during school hours without signing out at the office and receiving the specific permission of a Head of High School. Students with medical or other appointments are expected to bring a note from their parents or an appointment card.

Staff are on duty from 8.25am. The School does

not assume responsibility for children who are on the premises before then. All students are expected to have left the premises by 4.00pm unless they are involved in an official sports practice or other co-curricular activity, or are working in the library.

Parents who bring their children to school in cars are asked to drop them in Carr Street, Wilson Street, Argyle Street or Commercial Road. Please do not drive your car into the main courtyard off Commercial Road.

### **Medical Care**

The School uses CareMonkey to manage medical information and permission forms. CareMonkey is a parent controlled electronic medical form for schools, clubs and groups with a duty of care. It provides parents with the opportunity to update medical information promptly and accurately while providing the School with instant access to the emergency information shared by you.

### **Counsellors**

The School Counsellors work with students from K-12 who need assistance to cope with learning, behavioural or social/emotional difficulties. Students can be referred by themselves, their parents, teachers or 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 to diagnose underlying reasons for learning or behavioural problems. Consultation with parents and teachers is critical in ensuring joint responsibility for the development of action.

### **Messages**

Parents with urgent messages for their child should contact the High School Office, who will pass them on through the Tutor folder at the afternoon Tutor meeting.

### **Co-Curricular Activities**

In accordance with the Purpose and Concerns, we encourage students to develop their interests and abilities in diverse areas. There is a special emphasis on service.

The range of co-curricular activities is described in detail in the Co-Curricular Handbook issued at the start of the School year. Students will be asked to register for specific activities available in each term or season.

Music, Drama, Sport, Community Service and other Co-Curricular activities are many and varied. We encourage students to choose their activities wisely and not to over-commit themselves.

## **Additional Information**

### **Assemblies**

Assemblies are during term time on Fridays, from 12.00 noon to 12.45pm, and are a time of sharing experiences, celebrating achievements and listening to visitors. They are a formal gathering of the High School community, with opportunities for reflection and also for entertainment. Students are heavily involved in running Assemblies and in preparing a variety of presentations. Parents are always welcome to join us for these occasions. Whole School Gatherings, where the School community from Kindergarten - Year 12, including parents, friends and board members meet, are held at least twice a year.

### **Canteen**

The Canteen sells nutritious lunches and snacks for those who wish to order on any day. Parents should be aware of any money their children bring to School and discourage them from bringing unnecessarily large amounts.

On-line canteen ordering is now available for all campuses. Canteen orders can be placed and paid for at [flexischools.com.au](http://flexischools.com.au). Just search for 'Friends' on the home page in the 'Enter School Here' box and select an active day to view the menu.

### **Careers**

There are two Careers Advisors - one based on the Clemes Campus and one on the High School Campus. Both are available to offer course counselling and careers advice for students in Years 7-12.

### **Gatherings**

As part of the School's commitment to its Quaker heritage, all students in the High School participate as year groups in a weekly Gathering for Reflection. A Student Management Committee in each year group helps plan Gatherings.

### **Leadership**

The High School Council is elected each year by students in Years 8 -10. The Council consists of House Captains and Student Representatives.

The group runs a series of fundraising and other activities for community and School service including the Year 7 Social, stalls and concerts. They lead assemblies and assist at School events. They are responsible for planning for the Year 10 Celebration and work with the assistance of the Year 10 Head of High School. The House Captains assist with the organisation and running of the School Athletics, Cross Country and Swimming Carnivals.

### **Library**

The High School Library provides access to a large variety of resources, both for research and reading for pleasure. The Library is open Monday - Friday from 8.00am until 4.00pm and students are encouraged to visit for pleasure or to seek help and support with their studies. Parents are welcome to contact the library and discuss their child's needs. Whilst the High School Library houses a large collection of books, it also provides a link to many digital resources of information and eBooks. The library website provides 24 hour, 7 day a week access to many rich resources such as online encyclopaedias (Britannica and World Book), databases of journal and newspaper articles (eLibrary and EBSCO), eMagazines and eBooks. All members of the Friends' community are welcome to visit the library.

### **Lockers**

Lockers are provided for all students. For Years 7 - 10, a combination lock is provided. Replacement combination locks cost \$10. Students should keep their computer, books, blazer and any valuables locked securely in their lockers. Students are discouraged from bringing valuable items to school unnecessarily.

### **Lost Property**

Lost property is kept in the High School 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.

### **Mobile Phones**

Mobile phones are permitted. However, students are expected to have them switched off during classes or preferably leave them in their lockers until recess, lunch or after school.

See policy for further information.

### **Outdoor Education**

The Year 7, 8 and 9 program presents the opportunity to undertake several overnight camps, learn fundamental outdoor skills such as navigation, snow survival, understanding how to set up a camp, group work, understanding of self and others, and how to work safely in an outdoor environment. The outdoor program encompasses beach experiences, surfing, bush walking, abseiling, climbing, a mountain snow day, rafting, sailing, rowing, orienteering and mountain biking. In Year 10 students have the option of several "Tassie Icon" trips, exploring different parts of Tasmania (such as Maria Island or the Overland Track) over multiple days. These are experiences that are often considered "once in a lifetime" and offer students an exciting opportunity to further appreciate the Tasmanian wilderness. Appropriate equipment will enhance student comfort and safety.

### **Student Fundraising**

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

### **Student use of the Overpass in Argyle Street**

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 role model the appropriate behaviour to students.

### **Transport**

Metro buses for the city and the Eastern Shore leave outside the Principal's residence, 'Pendle Hill', in Elizabeth Street at 3.45pm each afternoon. Buses for the Northern suburbs leave from New Town Road. Buses for the Channel area and New Norfolk leave from Argyle Street.





# Clemes



# Clemes

## Welcome to Clemes

I welcome you all to the Clemes family. The final two years of senior secondary education can be both an immensely rewarding but also a potentially challenging time for our students. It represents a period of transition into young adulthood and an increased level of responsibility and privilege associated with completing the school journey. The Clemes campus, named after the School's first principal Samuel Clemes, reflects the increased level of maturity, trust and independence we ask and expect of each one of our senior students. This applies not only to the learning our students will undertake in the classroom but equally to their consideration of their place in the wider world and their sense of service to others and the environment.

While the academic program will provide enriching and stimulating learning opportunities in the classroom, our aim at Clemes is to develop the whole person. Opportunities for involvement fall into the categories of Action, Creativity and Service. We offer a diverse range of co-curricular activities including sports, societies, social functions and service opportunities. Our sincere hope is that our students will leave Clemes with a broad understanding of and empathy for the Quaker testimonies of Simplicity, Peace, Integrity, Community, Equality and Stewardship. I strongly encourage our students to get involved and challenge themselves to explore new opportunities outside their comfort zone. We firmly believe that a sense of belonging to a community and willingness to contribute to something greater than the individual are the keys to enjoying one's time at Clemes.

At Clemes we recognise the challenges which inevitably accompany the hectic final years of schooling and pathway into adulthood. We seek to equip our students with the tools for self-analysis and self-reflection, which build resilience and other mechanisms to face life's many hurdles. We promote a culture of 'continuous improvement' which helps students reach their potential and also challenges their boundaries and perceived limitations. Our pastoral care system provides students with the support and guidance to do exactly this and the partnership developed between student, parents and tutor is pivotal to success. Through our structured program of Assemblies, Gatherings and Tutor Group activities, we also hope to promote and challenge ideas, stereotypes and assumptions. In doing so, our desire is to raise awareness of issues and encourage students to take action on a range of problems and dilemmas that they will face in the modern world.

While the Clemes experience represents increased independence for students, our aim is to work in partnership with parents to support their child. The student's tutor should be the first point of contact when issues arise and there is an extended support network including the Head of Clemes, Deputy Head of Clemes, Dean of Students and our School Psychologist who can assist with any matters. There will also be opportunities for parents to get together during the year to talk through issues of relevance to young adults.

I look forward to sharing the next two years with you. I hope it will be an enriching and fulfilling experience for each and every one of us.



**Adam Chambers**, Head of Clemes

## Curriculum

### Enrolment Options

Clemes is The Friends' School senior campus and houses Year 11 and Year 12 students. All students are enrolled in the Tasmanian Certificate of Education (TCE) or the International Baccalaureate Diploma Programme (IBDP). As part of their TCE, students may also enrol in Vocational Education and Training (VET) courses, some of which are held off-campus. Some students also enrol in the Higher Achiever program or University College 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 TCE and/or the IBDP.

### 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 dedicated to revision and preparing for major assessments and examinations. There are certain places set aside for private study; these are the library for silent individual study and the Clemes foyer or the Undercroft for small quiet group study. 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 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.

### Assessment Deadline Procedure

Students will complete most of their work at School, but it is appropriate for part of it to be done at home. Where a student misses an assessment task through absence, it is expected that they complete the task under supervision either on the following Tuesday, 8.00am – 9.00am or a Friday, 3.50pm – 4.50pm in the Clemes Library.

For extended, externally assessed tasks like the Extended Essay in the IBDP or Folio in the TCE, students must submit completed work by the school deadline. This will be published at the start of the year and will include staging points which students must meet to demonstrate the authenticity of their work and ensure sound planning. For this externally assessed work extensions cannot be provided by the School. Students should contact the TCE or IB Coordinator for more information.

For other tasks used in the determination of final ratings in the TCE, requests for an extension (for legitimate reasons) must be submitted prior to the deadline. Extension request forms are available from the Clemes Office.

### Process for Changing Subjects at Clemes

There are occasionally valid reasons for students to change their subject preferences during their studies at Clemes, particularly early in the School year. Subject changes may be for a number of reasons, some of which involve future plans or university requirements, the realization that a particular subject is not what the student expected, or the subject does not suit the student's academic interests or abilities. The School does not endorse subject changes based on a student's wish or preference for a certain subject teacher or to be with their friendship group. The student often initiates subject change requests, though the process can also start with a recommendation from a teacher.

The School works hard to reduce the possibility of subject changes during a student's course of study, the process can be disruptive and may present challenges for the student, teachers and our School timetable. In this regard, counselling and information sessions leading up to pathway and subject choice periods are very important and students are encouraged to

seek help and advice, and to take responsibility for their choices. However, under certain circumstances changes can be sought and approved. While the School endeavors to accommodate requests for subject changes from students when valid reasons exist, there may be timetabling limitations, class size limitations or census date cut-offs which make the request impossible to accommodate. It may also be that the subject change would be not in keeping with the students best interests, in the view of the School.

The ultimate responsibility for meeting the requirements of the IB Diploma or TCE rests with the student.

#### *Before the Start of the School Year*

Any proposed subject change before the start of the School year (for Year 11's studying the IB diploma or Years 11 and 12s studying the TCE or VET courses) can be requested in the week before School starts by the student (preferably accompanied by a parent / guardian) attending a formal subject change session at the Clemes campus. Dates for these sessions will be published on the School calendar. Students, parents and/or guardians are advised to seek advice and counsel at these sessions, with the relevant member of staff, for example, the IBDP Coordinator, TCE Coordinator, Careers Counsellor, Timetablers and/or Head of Clemes. Students should bring the official subject change form and relevant pathway planning documentation to this session, which is included in the mail-out at the end of the previous year.

#### *After the Start of the School Year*

It is strongly advised that, where a change is made to a student's course of study, it occurs early in Year 11 for the IB Diploma or Year 11 and 12 for the TCE. Once School commences, students will not be permitted to change classes until the start of week 2 (at the earliest).

The deadline for a change is the end of the third week of February. After this date, a change can be made only in exceptional circumstances.

Where, in the opinion of the Head of Clemes and in consultation with the IBDP or TCE Coordinator, tutor, parents/guardians, a change of subject is warranted and justifiable, under exceptional circumstances, a change may be made in a student's program after the three-week deadline.

What constitutes exceptional circumstances?

These may vary and will be assessed on a case-by-case basis, but may include consideration of:

- Long term illness
- A late admission to the School from another school offering the IB Diploma or TCE
- Where a post-tertiary pathway has changed in terms of requirements/pre-requisites

It would be highly unlikely that a change could be accommodated after the end of Term 1 in Year 11 (IB Diploma) or after the end of week 5 (TCE).

Year 12 IB Diploma students or TCE students who wish to change a subject or alter their program in the later part of the year will only be granted a change if the student's welfare is at risk or failing conditions are likely to be imposed.

Further information can be obtained from the IBDP or TCE Coordinator, the Director of Teaching and Learning, Careers Counsellor or the Head of Clemes.

#### **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 are 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.

## **Additional 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 students have unapproved absences (including taking holidays during term time), they need to be aware that teachers are not obliged to provide them with 'catch up' time. 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 usually 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 Gathering for Reflection is usually 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.

### **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.

### **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.

### **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. Please note that changes to the State Education Act require The School to record any absences due to holidays taken in term time as an "unapproved absence".

#### *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.

#### *SEQTA*

SEQTA Learn is used by students as a central point of access for online components of classes, feedback from assessment and information such as bulletins and links to other online school services. SEQTA Learn is accessed at <https://learn.friends.tas.edu.au> or via an iOS or Android app.

SEQTA Engage provides parents access to information such as links to school online services, regular feedback to students that is made available to parents, the school calendar and Publications (What's On, Morris



Newsletters, Rose and Waratah), your child's timetable (including teacher email contacts and attendance recorded). SEQTA Engage is accessed at <https://engage.friends.tas.edu.au> and requests for an account can be sent to [engage@friends.tas.edu.au](mailto:engage@friends.tas.edu.au)

### *CareMonkey*

Caremonkey is used by parents to share a medical profile of the children with the school, as well as complete permission forms. A request to share the medical profile is made as part of the enrolment process. CareMonkey is available at <https://www.caremonkey.com>

### **Living Arrangements**

Should a family find itself in a position where they are considering putting their son or daughter into accommodation other than their family home with parent(s)/guardian(s) or into the School boarding house, this should only happen after prior consultation with the Head and/or Deputy Head of Clemes.

### **Learning Conferences**

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 have the opportunity to meet with 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 distribution of Progress Reports in Term 1 and Subject Reports in Term 2.

### **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. There are also two nominated positions each for new students and international students. 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.

### **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 information noted on CareMonkey 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.

### **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, 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, the School Psychologist 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 may, 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.

### **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 offence
- 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, please consider parking in another road, such as Stoke Street.

### **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 modification to 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 by working in the Clemes Library during Study Periods in order to earn 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. Students should not undertake paid employment during their study periods.

### 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 Morris - Primary Years.





# Policies & Guidelines



# Policies & Guidelines

## Rights & 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 proper 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. The rules and consequences that flow from the principles above have 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. 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 and Wellbeing 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 on to 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 integrity promotes the principles of honesty, independent thinking and respect for one's own work and the work of others. It recognises the need for students to understand the meaning and significance of the concepts of authenticity and intellectual property.

We believe that all students need to be taught, as an integral part of the learning process across all subject areas and school sections, what it is to show academic integrity. Academic integrity is an important aspect of teaching students information literacy skills and guides students towards producing work that acknowledges the work of others, though is not derivative or plagiarised. It is also important for students to understand that not showing integrity and respect for another person's work is not in keeping with the School's *Purpose and Concerns*.

### Principles to Support Implementation of this Policy

We believe that:

- Academic integrity is a core aspect of information literacy knowledge, skills and understandings
- Students, parents/guardians and staff have a responsibility to understand and follow our school policy on academic integrity and relevant guidelines
- Teachers across all disciplines are responsible for implementing our school policy and incorporating guidelines into their teaching practice
- Developing academic integrity skills and understanding is a shared responsibility across all faculties and sections of the School
- Breaking large tasks down into manageable progressions helps students with their information literacy skills and to meet their responsibilities with regards to academic integrity

### Purpose of Academic Integrity K-12

A student showing academic integrity:

- Understands and abides by the School policy and guidelines concerning academic



integrity

- Submits work that is their own
- Understands how to collaborate effectively and submit work that is their own, and support their peers to do the same
- Completes an honest or agreed share of the work undertaken in group or team work situations
- Acknowledges when help is given by others such as parents, private tutors, other students or friends
- Cites source materials (which may include words, images, music and ideas) using appropriate referencing conventions
- Uses a recognised form of referencing as expected in line with faculty and/or sectional expectations
- Abides by all regulations applying to assessments

Teachers support academic integrity by:

- Teaching recognised methods for paraphrasing source material
- Giving specific guidelines that encourage students to develop their own ideas through questioning, using inquiry processes, problem solving, comparisons, analysis and synthesis
- Teaching students research, summary and note-making techniques
- Teaching students to actively re-organise and interpret gathered information and synthesise findings into their own words
- Implementing processes to support planning, drafting and showing work in progress
- Working in collaboration with the school teacher librarians when relevant, to develop appropriate research and information literacy skills
- 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 the SLASA Online Reference Generator or Citemaker
- Modelling best academic integrity in their own practices
- Referring students and parents/guardians to the School's policy and guidelines

### **Parent/Guardian responsibilities with respect to academic integrity**

Parents/Guardians support academic integrity by:

Encouraging their children to see the importance of putting significant effort into their learning experiences

Support students with their learning at home by:

- Asking questions of the student to provoke their thinking
- Working alongside the student to develop a plan of how to approach prioritising tasks and breaking larger tasks into smaller chunks
- Helping create an ideal physical environment for learning at home
- Communicating with relevant staff any significant absences and/or changes in family circumstances as soon as possible
- Working alongside the student when managing larger learning tasks by having a clear idea of major deadlines and planning family engagements accordingly
- Giving tips to the student around appropriate self management techniques to support organisation
- Encouraging the student to make direct contact with their teacher if there are significant challenges being experienced by the child in completing learning at home
- Affirming successes and progress that the student makes with their learning
- Providing the necessary materials and resources for students to learn comfortably at home

### **School responsibilities with respect to academic integrity**

It is the School's responsibility to:

- Embed opportunities within the school curriculum so students develop the habits and skills to support practices that promote academic integrity
- Support the development of teachers knowledge, skills and understanding of academic integrity
- Communicate our school policy and guidelines relating to academic integrity clearly to students, parents and staff
- Treat incidents that could breach our policy and guidelines on academic integrity in a manner appropriate to our School Purpose and Concerns as well as any other relevant external organisation.

## 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 per repair for all non-warranty repair jobs. Full details are outlined in the Computer Use Agreement that students and parents sign. 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>) 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 Phones and other Personal Computing Devices**

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 (eg, 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 Sunsafes practices.

We encourage students to take responsibility for their own Sunsafes behaviour in a variety of ways including:

- education about Sunsafes 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 Clemes 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 Clemes, 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.

## Uniform Policy

### 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.

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 requirement. The School workplace guidelines for dress and skirt length are recommended to be a minimum length of no less than two-thirds of the total length between hip and knee.

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 7-10 are strongly encouraged to wear a sunhat for outdoors 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 (this colour should be natural tones - not bright pink, blue or green as an example). Beading and dreadlocks, for example, are not acceptable. Beards (including stubble) are not permitted unless permission is given by the Head of School.

School shoes are to be polished black leather lace-ups with heels of a height acceptable to Head/s 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 (this can also be required on excursions and teachers will let students know).

Jewellery can be worn, a watch and a ring, as well as up to a maximum of two single plain sleepers or studs in each ear. Piercings in the nose are acceptable but must be a single small stud - all other face piercings are not permitted. Students are permitted to wear blemish control make-up only. Clear nail polish is acceptable with School uniform - all other options are not permitted. Visible tattoos are not acceptable at any time.

If a student does not wear the uniform appropriately 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 be contacted to formulate a resolution with the Head of Clemes.

### **Requirements**

The full range of uniform requirements is available from The Friends' School Shop, The Shop is the only authorised retailer of the Friends' School uniform. The Shop also sells an extensive range of secondhand uniform and accessories.

All uniform items listed, except shoes, is 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 formal uniform to wear during the week, plus one or two of sports uniform especially when they are very active.

In the High School formal uniform is required and worn every day. However, students may wear sports uniform for the day if they have three 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 items of the sports uniform and the formal uniform together.

**Current uniform requirements are detailed in the Uniform Price List.**

### **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.

However, 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 and rowing suits, all of which need only be purchased as necessary. Some sports teams have a specific set of uniform that is to be hired via the School Shop for the duration of a season or competition. Details will be advised by the person in charge of the activity.

### **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.

**For more information about uniform, please visit [www.friends.tas.edu.au/Shop](http://www.friends.tas.edu.au/Shop)**

### **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.

### **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](http://www.friends.tas.edu.au)) or by contacting the School's Privacy Officer on (03) 6210 2200.

# ARGYLE STREET CAMPUS



# COMMERCIAL ROAD CAMPUS

