Contents

1.0 INTRODUCTION .................................................................................................................. 5

1.0.1 PREAMBLE .................................................................................................................... 5
1.0.2 NATIONAL GOALS FOR SCHOOLING ...................................................................... 5
1.0.3 THE NATIONAL SAFE SCHOOLS FRAMEWORK .................................................... 8

1.1 ENROLMENT ........................................................................................................................ 9

1.1.1 FEES ............................................................................................................................... 9
1.1.2 SCHOLARSHIPS AND BURSARIES .......................................................................... 9

2.0 COLLEGE STAFFING ......................................................................................................... 10

2.0.1 THE PRINCIPAL .......................................................................................................... 10
2.0.2 FORM TEACHERS ........................................................................................................ 10

3.0 THE CURRICULUM ............................................................................................................. 11

3.0.1 SECONDARY SUBJECTS ............................................................................................. 11
3.0.2 PRIMARY CURRICULUM ............................................................................................. 11
3.0.3 WORK EXPERIENCE AND SCHOOL-BASED TRAINEESHIPS/APPRENTICESHIPS .... 11
3.0.3 PASTORAL CARE .......................................................................................................... 12

3.1 CO-CURRICULAR ACTIVITIES ............................................................................................ 12

3.1.1 SPORT ............................................................................................................................ 12
3.1.2 YEARS ELEVEN AND TWELVE LEADERSHIP CAMP ............................................. 12
3.1.3 EXCURSIONS ............................................................................................................... 12

3.2 EXTRA-CURRICULAR .......................................................................................................... 13

3.2.1 LIVE THEATRE AND DRAMA ...................................................................................... 13
3.2.2 STATE AND INTER-SCHOOL COMPETITIONS ......................................................... 13
3.2.3 DEBATING .................................................................................................................... 13
3.2.4 AUSTRALIAN SCHOOLS COMPETITION .................................................................... 13
3.2.5 SKI TRIP ....................................................................................................................... 13
3.2.6 OVERSEAS STUDY TRIP ............................................................................................. 13
3.2.7 MUSIC

4.0 COLLEGE ATTENDANCE ........................................................................................................15

4.0.1 School Hours 15
4.0.2 Term Dates 15

5.0 COLLEGE LIFE ..................................................................................................................16

5.0.1 College Motto 16
5.0.2 College Song 16
5.0.4 Takeaway Lunch Orders 17
5.0.5 Medication 17
5.0.6 Travel 17
5.0.7 College Campus 17
5.0.8 Parent-Teacher Communication 18
5.0.9 Reporting 18
5.0.10 Photography 18

5.1 UNIFORM ..................................................................................................................................18

5.1.1 Hair, Make Up, Jewellery, Piercings and Tattoos 20
5.1.2 Uniform Price List 21

5.2 Parents and Friends Group ....................................................................................................21

6.0 SPECIAL EVENTS ................................................................................................................21

6.0.1 Speech Night 21
6.0.5 Cultural Exchange 21

6.1 INTERNATIONAL STUDENTS ..............................................................................................22

7.0 YEAR 12 STUDENTS ...........................................................................................................22

7.0.1 Year 12 Leaders 22
7.0.2 Year 12 Formal 22
7.0.3 Year 12 Cars 22

7.1 GRIFFITH UNIVERSITY – OUR LOCAL UNIVERSITY .........................................................23
1.0 Introduction

1.0.1 Preamble

Tamborine Mountain College is an independent, non-denominational, co-educational day school serving the Tamborine Mountain community. Its average population is approximately 200 students who mainly come from five feeder schools in the Tamborine/Canungra/Beaudesert/Oxenford area.

The Late Mr Robert Nicholls (16 June 1947 – 2 May 2011), Foundation Principal, started Tamborine Mountain College at the Showgrounds in 1995 with only 15 students in Year 8. Each year an extra year level was added reaching Year 12 by the start of 1999. The College was relocated to the Convention Centre in 1996 and finally established at Beacon Road in 1997.

Mr Nicholls was a Science teacher who had a vision for a small, independent, co-educational, non-denominational College, serving the community of Tamborine Mountain and surrounds. His philosophy was to create a personal, caring, safe learning environment. He was instrumental in putting forward the College’s Masterplan, which saw the official opening of stage one, The Robert Nicholls Science Centre in 2010.

The College’s intention is to always remain a student-centred school, with a ‘family’ like environment. The College has set standards in the areas of academics, behaviour, co-curricular activities and life experiences.

As a school we are committed to:

- Excellence in learning and teaching
- Social justice and equity
- Lifelong learning that empowers individuals and groups and enriches society
- Participation and consultation
- Responsiveness to diversity and changing needs
- Effectiveness and efficiency
- Accountability
- Respect for the attitudes, culture and beliefs of the College
- Provision of a caring environment characterised by self-respect, self-discipline and consideration for others

1.0.2 National Goals for Schooling

Tamborine Mountain College has a commitment to the Melbourne Declaration on Educational Goals for Young Australians. Tamborine Mountain College supports these goals, which encompass the College’s philosophy and aims. The College values the central role of education in building a democratic, equitable and just society—a society that is prosperous, cohesive and culturally diverse, and that values Australia’s Indigenous cultures as a key part of the nation’s history, present and future. As a nation Australia values the central role of education in building a democratic, equitable and just society—a society that is prosperous, cohesive and culturally diverse, and that values Australia’s Indigenous cultures as a key part of the nation’s history, present and future.
Our commitment to improving educational outcomes for all young Australians is central to the nation’s social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

Goal 1: Australian schooling promotes equity and excellence to:

- provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location
- ensure that schools build on local cultural knowledge and experience of Indigenous students as a foundation for learning, and work in partnership with local communities on all aspects of the schooling process, including to promote high expectations for the learning outcomes of Indigenous students
- ensure that the learning outcomes of Indigenous students improve to match those of other students
- ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes
- reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness
- ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity
- encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes
- promote a culture of excellence in all schools, by supporting them to provide challenging, and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents
- promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Successful learners:

- develop their capacity to learn and play an active role in their own learning
- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- are able to plan activities independently, collaborate, work in teams and communicate ideas
- are able to make sense of their world and think about how things have become the way they are
- are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
- are motivated to reach their full potential.
Confident and creative individuals:
- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- have a sense of optimism about their lives and the future
- are enterprising, show initiative and use their creative abilities
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as family, community and workforce members
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

Active and informed citizens:
- act with moral and ethical integrity
- appreciate Australia’s social, cultural, linguistic and religious diversity, and have an understanding of Australia’s system of government, history and culture
- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- are committed to national values of democracy, equity and justice, and participate in Australia’s civic life
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens.

A Commitment to Action. This commitment will be supported by action through:
1. developing stronger partnerships that engage young Australians, parents, carers, families, other education and training providers, business and the broader community to support students’ progress through schooling, and to provide them with rich learning, personal development and citizenship opportunities.
2. supporting quality teaching and school leadership to attract, develop, support and retain a high-quality teaching and school leadership workforce in Australian schools.
3. enhancing middle years development through providing programs that are responsive to students’ developmental and learning needs in the middle years, and which are challenging, engaging and rewarding.
4. supporting senior years of schooling and youth transitions to support the senior years of schooling and the provision of high-quality pathways to facilitate effective transitions between further study, training and employment.
5. promoting world-class curriculum and assessment designed to develop successful learners, confident and creative individuals and active and informed citizens. The learning areas will be incorporated into the curriculum with breadth, balance and depth of learning.
appropriate to students’ phases of development. These learning areas include English, Maths, Sciences, Humanities and Social Sciences, the Arts, Languages, Health and Physical Education, and Information and Communication Technology. Assessment of student progress will be rigorous and comprehensive. It needs to reflect the curriculum, and draw on a combination of the professional judgement of teachers and testing, including national testing that focuses on:

– assessment for learning—enabling teachers to use information about student progress to inform their teaching
– assessment as learning—enabling students to reflect on and monitor their own progress to inform their future learning goals
– assessment of learning—assisting teachers to use evidence of student learning to assess student achievement against goals and standards.

6. improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds to ‘close the gap’ got young indigenous Australians, provide targeted support to disadvantaged students, and to focus on school improvement in low socioeconomic communities.

7. strengthening accountability and transparency through rich data on the performance of students to improve student outcomes.

With commitment and hard work—from children and young people and their parents, carers and families, from schools, teachers, communities, business and all Australian governments—all young Australians will be provided with the opportunity to reach their full potential.

1.0.3 The National Safe Schools Framework
Tamborine Mountain College:
1. affirms the right of all school community members to feel safe at school
2. promotes care, respect and cooperation and values diversity
3. implements policies, programmes and processes to nurture a safe and supportive school environment
4. recognizes that quality leadership is an essential element that underpins the creation of a safe and supportive school environment
5. develops and implements policies and programmes through processes that engage the whole community
6. ensures that the roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
7. recognises the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment
8. has a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships
9. focuses on policies that are proactive and orientated towards prevention and intervention
10. regularly monitors and evaluates policies and programmes so that evidence-based practice supports decisions and improvements
11. takes action to protect children from all forms of abuse and neglect – Tamborine Mountain College Child Protection Handbook is available for your information.
1.1 Enrolment

Application for enrolment can take place at any time of the year; from any locality providing places remain available. It is necessary to complete an Enrolment Form, including non-refundable Administrative fee of $50.00 plus a fully refundable Enrolment Fee of $500 (refunded on first Fee Statement). An interview with the Principal is a requirement.

It is a condition of enrolment that one term’s notice be given in the event of leaving the College. If a new enrolment is confirmed and then cancelled, notification must be given in the term prior to the proposed commencement date. If these conditions are not met, one standard term’s tuition fee will apply.

1.1.1 Fees

Please see separate information sheet (available on website) for secondary and primary fees.

If existing student at the College, the following discounts apply:

- 2nd child - 10% discount
- 3rd child - 15% discount
- 4th child - 20% discount

Fees may be paid by the Term upon negotiation with the Accounts Department, and will attract extra charges.

1.1.2 Scholarships and Bursaries

Scholarships are awarded to students on the basis of academic or sporting excellence. Bursaries are awarded on the basis of financial need for fee relief. Résumé and interview with the Principal are required for application to enrol. Students entering Year 7 and Year 11 can apply for a scholarship before the end of May in the preceding year. Students in Primary, grade 5 and 6 can also apply for scholarships – July 2014 for 2015.
2.0 College Staffing

2.0.1 The Principal

The College Principal is Mrs June Melbourne, BA [majoring Eng. Hist. Psych. Hons] Dip Ed. Com. Dec. She is also Head of English for the College and has been a member for the Panel for English in the Gold Coast region. Actively involved in education since 1978, her qualifications were attained at the University of Sydney. Her teaching profession has encompassed broad horizons, ranging across several states including New South Wales, Western Australia, Victoria and Queensland. Mrs Melbourne’s previous position at Tamborine Mountain College was Deputy Principal and Head of English. She has been at the College since 1998.

You can contact the Principal through the office or email principal@tmc.qld.edu.au

The office is reception@tmc.qld.edu.au and admin@tmc.qld.edu.au

Please visit our website for information on the College Board.

2.0.2 Form Teachers

Each year level/class has a Form Teacher for the entire year. This allows a close bond to develop between students and Form Teacher. It is the Form Teacher who checks uniform standards and contacts parents on any general issues concerning students. Strong pastoral care is in place at Tamborine Mountain College.

Teacher contact is first initial and surname @tmc.qld.edu.au eg Mrs Fiona Stevens fstevens@tmc.qld.edu.au
3.0 The Curriculum

3.0.1 Secondary Subjects
For Junior Secondary Years 8, 9, and 10, the College has a core curriculum. These subjects are English, Maths, History, Geography, Science, Art, Computer Studies, Drama, and Physical Education. Language is optional, usually chosen by students with a linguistic talent, and can be studied with our supervisory teacher through the shared campus of BSDE with a fee set by this institution.

For Senior Secondary Years 11 and 12, students choose one subject from each of the five lines, according to ability level, career prospects and interest, to be sanctioned by the Principal. Seniors have a study day (Friday) at home.

- Line 1 English
- Line 2 Maths A, Maths B, Pre Vocational Maths
- Line 3 Maths C, Biology, Geography
- Line 4 Physics, Art, PE
- Line 5 Modern History, Drama, Chemistry

Teachers hold weekly after school tutorials from 3pm to 4pm for students for each subject. Students are advised to maximise these opportunities to ensure complete understanding of concepts learnt and extend the learning experience.

3.0.2 Primary Curriculum
The College Primary campus will adhere to the Australian Curriculum and Early Years Curriculum Guidelines. In addition French will be introduced to the College to offer a language which is aligned with our Pacific neighbours and forms part of the College European trip, which is on offer at secondary level. Starting French in Primary will have College students well equipped for such a wonderful experience overseas.


3.0.3 Work Experience and School-Based Traineeships/Apprenticeships
Year 10 students participate in a work experience program at the College. Chosen businesses take on College students for one week after careful consultation and planning through a Job Skills Course and Career SET Plan. Many students use this as a stepping-stone to school-based traineeships and apprenticeships. This is when students are released one day per week from school in Years 10, 11 and 12 to pursue employment and training in a recognised field/industry.

Certificate levels, educational credit points and TAFE courses are achieved towards the Queensland Certificate of Education as well as traditional academic results and OP in Year 12.
3.0.3 Pastoral Care

Any concerns that students may have should be brought to the attention of the Form Teacher. Staff members are available for consultation with students from 8:15am to 8:45am and again from 3:00pm. Other times during school hours may be arranged should there be any matters that need to be discussed.

3.1 Co-Curricular Activities

Tamborine Mountain College students engage in several co-curricular activities.

3.1.1 Sport

Sport is compulsory for all students, timetabled on Wednesday after lunch. It encourages not only fitness and health but also integral life skills, such as teamwork and confidence.

The College is divided into three sport houses for in-school sporting activities in swimming, cross country and athletics. The houses are named after the College Board Founding Members. The House Trophy is the “The Melbourne Cup”, named after the Principal Mrs June Melbourne.

- NICHOLLS House     Gold
- KYLE House          Blue
- WALTON House        Red

Students have the opportunity to participate in sports such as Netball, Basketball, Touch Football and Soccer at inter-school friendly competition. Tamborine Mountain College is part of the Independent Sporting Association for the major Sporting Carnivals, which include swimming, athletics and cross-country. Recreational sports are also on offer: golf, dance, bushwalking, sailing, lawn bowls, ice-skating, and many more.

3.1.2 Years Eleven and Twelve Leadership Camp

This is a camp that has an educational and personal development focus and is a compulsory component of the school year. The camp takes place during Term One. The venues vary between a bush and sea setting. Schoolwork related activities, which cannot be carried out in the classroom, are integrated into the camp. Skills such as canoeing, rope climbing, surfing and many more are incorporated into the camp.

3.1.3 Excursions

During the school year students may be required to partake in an excursion to fulfil field and research requirements for a subject. On such occasions parents will be notified of all details including costs involved. All students are required to attend as excursions are considered part of the learning experience.
3.2 Extra-Curricular

Students are encouraged to become involved in a wide range of extra-curricular activities:

3.2.1 Live Theatre and Drama

Tamborine Mountain College students are involved in an annual production for parents, friends, students and the wider community. Such performances as After Hours, A Midsummer Nights’ Dream, Goddesses and Goat Track Jack have been quality productions.

3.2.2 State and Inter-School Competitions

Some of the inter-school, state and national competitions that students can enter include LOTE (Languages other than English), Maths Challenge, Public Speaking and Griffith University Science Competitions.

3.2.3 Debating

Students from all levels have the chance to be involved in inter school debating competitions. Students are introduced to these skills so that they have the opportunity to become successful debaters. College students are finalists in the Gold Coast Secondary Schools Debating Association Competition and have been overall winners.

3.2.4 Australian Schools Competition

Australian Schools English, Maths, Science and Geography Competitions are entered by students to serve as state and national benchmarks in academic standards. The College is above state average in all these areas. Awards of High Distinction, Distinction and Credit are bestowed upon a large percentage of students.

3.2.5 Ski Trip

The College ski trip takes place in August of the designated year at Mount Hotham Ski Resort. Students travel via plane and bus to the Victorian slopes and stay on the Mountain at the resort. Students participate in daily skiing or snowboarding lessons to improve their ability and enhance their participation. A day is spent in Melbourne at the end of the trip where students participate in a range of cultural activities.

3.2.6 Overseas Study Trip

The overseas study tour is held in the designated year and is an amazing opportunity that allows students to develop confidence and cultural exposure. During 2012 College students had the opportunity to participate in a tour of Orlando and New York. This tour included Disney World’s EPCOT, the Kennedy Space Center, the 9/11 memorial gardens, Central Park and the Empire State Building.

Previous tours saw College students travelling to Paris, France. Students enjoyed activities such as a visit to the top of the Eiffel Tower, riding bikes around Versailles, a trip to Disneyland, climbing the Arc de Triomphe at night, a cruise on the river Seine, a tour of the Louvre and learning a little of the French language along the way. They also travelled by train to Amsterdam and visited the Van Gogh Museum and Anne Frank’s house.
3.2.7 Music

Students who wish to have lessons for instrumental music can do so with a tutor at the College, during school hours. A small fee is charged by this tutor. A small college band is also developed from these musically-talented students.
4.0 College Attendance

4.0.1 School Hours
Students should be familiar with the school times as they appear on the timetable. Each lesson is 40 minutes long.

<table>
<thead>
<tr>
<th></th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning Bell</td>
<td>8:40am</td>
<td></td>
</tr>
<tr>
<td>Form Bell</td>
<td>8:45am</td>
<td></td>
</tr>
<tr>
<td>Form</td>
<td>8:45am</td>
<td>9:00am</td>
</tr>
<tr>
<td>Period 1</td>
<td>9:00am</td>
<td>9:40am</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:40am</td>
<td>10:20am</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:20am</td>
<td>11:00am</td>
</tr>
<tr>
<td>Morning Tea</td>
<td>11:00am</td>
<td>11:30am</td>
</tr>
<tr>
<td>Bell end MT</td>
<td>11:30am</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>11:30am</td>
<td>12:10pm</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:10pm</td>
<td>12:50pm</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:50pm</td>
<td>1:30pm</td>
</tr>
<tr>
<td>Bell end Lunch</td>
<td>1:30pm</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>1:30pm</td>
<td>2:10pm</td>
</tr>
<tr>
<td>Period 7</td>
<td>2:10pm</td>
<td>2:50pm</td>
</tr>
<tr>
<td>Form</td>
<td>2:50pm</td>
<td>3:00pm</td>
</tr>
<tr>
<td>Tutorials</td>
<td>3:00pm</td>
<td>4:00pm</td>
</tr>
</tbody>
</table>

4.0.2 Term Dates
Please see separate item on our Website or email the College for a copy.

4.0.3 Exam Dates
There are two set exam blocks for the entire school.

- Term 2: Second last week of term
- Term 4: Last week of term - November (excluding Yr 12 who have final exams in mid-November)

Teachers also administer exams throughout each term, which are fundamental to reports. Senior students have exam blocks at the end of each term, with the final Year Twelve exams occurring early November.

Students must ensure attendance at all scheduled exams. A medical certificate is the only exception to this requirement.
5.0 College Life

5.0.1 College Motto
The Tamborine Mountain College motto is “Victory & Valour - Our Ongoing Tradition of Student Success”.

5.0.2 College Song

    Arrows of tomorrow
    Children of today
    Tamborine Mountain College
    Beacon of the way
    Victory & Valour
    We pursue

    The bow is strong but caring
    The journey straight and true
    Tamborine Mountain College
    To guide us through
    Victory & Valour
    We pursue

    In our ongoing tradition
    Of student success
    We’ll be ready at position
    No matter the test

    Tamborine Mountain College
    Tamborine Mountain College
    Victory & Valour
    We pursue

    Tamborine Mountain College

Music and lyrics by Ric Melbourne
5.0.3 General
Tamborine Mountain College students should reflect the ethos and values of “Arrows of Tomorrow”. This will be evident in respect to all people –
  ▪ In language and behaviour i.e. actions and words.
  ▪ In courteous, kind and friendly greetings between adults and students.
  ▪ In dealings with each other within or away from the College.

5.0.4 Takeaway Lunch Orders
Tamborine Mountain College operates within the local community to provide a lunch service that not only gives students a wide selection of healthy, nutritious food but also helps local business. Orders MUST be placed before school commences. Students may only order items appearing on the menu, which is intended to be a healthy alternative to home-made lunches. Soft drinks and hot chips are not allowed on campus. Lunch orders should be written on the bag provided with the correct money enclosed and the student’s name clearly visible. Lunch orders are to be placed in the order box before school. The College also has several sausage sizzles throughout the year.

5.0.5 Medication
The College has supplies of First Aid equipment. Medications supplied from home (including Panadol) can be held and administered as required by staff. All prescribed medication must be accompanied by a note given to administration. The College supplies Panadol, Telfast, Nurofen and Strepsil to sick students – if you do not want your child to receive these over-the-counter medications, please contact the Office. The College endeavours to be a peanut-free campus, but of course children with these allergies need to take extra precautions for personal safety and it is necessary to notify the office with the Action Plan.

5.0.6 Travel
Full College uniform is to be worn to and from the College even when travelling by private transport. In public, students’ behaviour and language should be exemplary. Students are expected to travel directly to and from College, so as to avoid loitering at shops and parks.

5.0.7 College Campus
Students are to be in attendance from 8:40am to 3:00pm. Any lateness must be explained by means of notes or emails. Permission to leave a class must be obtained from the class teacher prior to the absence. Permission to leave the College grounds between school hours must be sought from the Principal. Without teacher supervision, students are not allowed in the College buildings during recess times and before or after classes. College computers are for school related work only and there is a total ban on personal emails, chat rooms, etc.

Care of the environment is important. In particular, care should be taken not to damage plants, garden areas, lawns and equipment. Chewing gum is not permitted at the College. Mobile phones are not be used at any time at the College unless directed by a teacher. Students, if necessary, may have them in their pocket, turned off, but cannot make or receive calls or texts during College hours. If parents need to contact their child the correct procedure is through the College Office phone on 5545 3644. Students can also contact parents, if necessary, through the College phone.
5.0.8 Parent-Teacher Communication

Direct parent-teacher contact is encouraged at the College about any matter of concern to parents or teachers. Communication occurs through student diaries, including the regular homework expectations teachers make of students. Appointments to meet with teachers need to be scheduled through the front office. Teacher parent interviews are conducted twice a year following school reporting.

5.0.9 Reporting

Testing is done throughout the year in all subjects to ensure the fullest and latest progress is recorded. Grades are assigned on an A to E basis. Individual School Reports are sent home as follows:

- Term One – Interim Report
- Term Two – Semester One Report
- Term Four – Semester Two Report

Year Twelve receive Yr 12 QCE/Senior Statement and other certification. Senior results are subject to verification by the Queensland Studies Authority.

5.0.10 Photography

College students are professionally photographed for ID cards – these ensure student concession rates for travel and entertainment. In addition school photos are taken of class and co-curricular groups as well as individuals for parents and the annual College DVD. Throughout the year photos are taken of students involved in many events – this is overseen by the Principal. Photos of students can, at times, be used for promotional purposes.

5.1 Uniform

Tamborine Mountain College is recognised by its uniform which was designed by Mrs Maureen Nicholls, wife of our late Foundation Principal. Our expectation is that it is worn with pride and dignity at all times. The College expects that students wear a hat at all times when outside. The College Akubra must be worn to and from school as well, whilst a sports cap is to be worn outside as part of the sports uniform.

The College navy blazer is part of the senior secondary uniform for Years 10, 11 and 12. The College green blazer is part of the junior secondary uniform for Years 7, 8, 9. All students are required to wear ties throughout the year. Students should appear presentable at all times. The uniform should be clean, pressed, and complete. The sports uniform is worn to school on Sports Day and sporting occasions. Sports shoes and laces must be of neutral colour and be appropriate cross-trainers.

Shoes that are part of the formal College uniform must be approved College black leather lace ups that are able to be polished. No platform soles, boots or high heeled shoes are allowed. Platform soles, sneakers, suede and skate shoes are also unacceptable. Formal College shoes need to be conservative black leather lace ups that can be polished.
The following examples outline what is considered acceptable for formal College shoes.

<table>
<thead>
<tr>
<th>Acceptable College Formal Shoes - Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Acceptable Shoes for Girls 1]</td>
</tr>
<tr>
<td>![Acceptable Shoes for Girls 2]</td>
</tr>
<tr>
<td>![Acceptable Shoes for Girls 3]</td>
</tr>
<tr>
<td>![Acceptable Shoes for Girls 4]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acceptable College Formal Shoes - Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Acceptable Shoes for Boys 1]</td>
</tr>
<tr>
<td>![Acceptable Shoes for Boys 2]</td>
</tr>
<tr>
<td>![Acceptable Shoes for Boys 3]</td>
</tr>
<tr>
<td>![Acceptable Shoes for Boys 4]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shoes that are not acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Not Acceptable Shoes 1]</td>
</tr>
<tr>
<td>![Not Acceptable Shoes 2]</td>
</tr>
<tr>
<td>![Not Acceptable Shoes 3]</td>
</tr>
<tr>
<td>![Not Acceptable Shoes 4]</td>
</tr>
<tr>
<td>![Not Acceptable Shoes 5]</td>
</tr>
</tbody>
</table>
The following examples outline what is considered acceptable for sports shoes.

![Example of acceptable shoes](image1.png) ![Example of acceptable shoes](image2.png) ![Example of acceptable shoes](image3.png)

5.1.1 Hair, Make Up, Jewellery, Piercings and Tattoos

Students’ hairstyles should be acceptable to the College. Boys should be clean-shaven and wear their hair off the face and above the collar. Girls’ hair should be off the face and tied back, if below shoulder length. Hair ties should be conservative and in College colours. Hair to be kept clean, tidy, off the face and of natural appearance, not tinted or bleached. Coloured and/or fancy hair clips and combs are not to be used. Girls are not permitted to wear make-up or nail polish.

No jewellery (eg rings, bracelets or necklaces) may be worn. This includes visible religious crosses and/or medallions. Only small gold or silver studs or sleepers are acceptable if ears are pierced. Only one earring per ear to be worn in the lower lobe. No other body piercing studs are permitted. No visible tattoos are permitted. Wrist watches (not fashion watches) are permitted, as is any pendant/bracelet bearing a medical alert. Medical details must be provided, in writing, to Primary and Secondary Administration.
5.1.2 Uniform Price List
Please see information on the web-site. Enquires can be made via the office.

5.2 Parents and Friends Group
This group meets on a monthly basis and is responsible for fundraising and co-curricular activities. Everyone is welcome to attend the meetings and bring up any issues that may concern them. Notice of meetings will be in the newsletter.

6.0 Special Events
Throughout the year Tamborine Mountain College engages in a range of events to strengthen ties within our school, local and global communities. Students find these events to be interesting and rewarding in both personal development and cultural awareness.

6.0.1 Speech Night
The College Speech Night is at the end of November. This is a night of awards honouring outstanding students in each year level. Student attendance is compulsory and uniforms and behaviour must be exemplary. Parents and friends are also in attendance.

6.0.5 Cultural Exchange
Throughout the year the College has visiting international students, usually Japanese tours, and College families are asked to host them for a short period. This is an excellent cultural experience and aids the College with fundraising.
6.1 International Students

A small number of international students are welcome to study at Tamborine Mountain College. These students are accommodated with College families for a set weekly boarding cost.

Courses at Tamborine Mountain College start at the end of January each year and go through to the start of December. The major vacation is from early December to late January. There are short vacations in April, June and September each year.

See separate information sheet for Fee Schedule.

7.0 Year 12 Students

7.0.1 Year 12 Leaders

Tamborine Mountain College school leaders consist of:
   — Head Boy - Captain
   — Head Girl - Captain
   — Prefects

Sports Captains for:
   — Walton
   — Kyle
   — Nicholls

Through the SRC students nominate for those positions who have endeavoured throughout that year to demonstrate their worth. An application and interview process is undertaken.

Leadership positions demand a role-model expectation and dedication. These students represent the College at numerous occasions throughout the year, including night time or weekend functions, both at school and within the wider community. The successful Year Eleven leaders are awarded the Pocket and Badge at Speech Night.

All Year 12 students are seniors of the College and have responsible roles and duties.

7.0.2 Year 12 Formal

The Formal is held after the final Year 12 exams in November and is attended by all Year 12 students, the Principal, staff and members of the College Board.

7.0.3 Year 12 Cars

Some Year 12 Students choose to drive to school, but it is necessary that they drive slowly and safely near and on College grounds. The driver-student is not allowed to leave school grounds during College hours (as is the case for all other students). No other student is to be given a lift by a driver-student. If an occasion arises where this is necessary, parents of both students must contact the Principal to seek permission.

Towards the end of Term Four, Year 12 students partake in a Safe Driver Training course to allow them the best opportunity to become responsible drivers.
7.1 Griffith University – Our Local University

Tamborine Mountain College is a recognised Valued-Partner of Griffith University. This means that our students and teachers gain extra benefits from this association, for example, the use of library facilities, scholarship offers, information days and career guidance.

The GUESTS programme is also valuable. Griffith University Early Start to Tertiary Studies allows Tamborine Mountain College Year 12 students to study an approved course as a pre-empt to a Bachelor Degree at Griffith. This is very select and prestigious providing a wonderful opportunity for those intending to study at Griffith.

As our local University, Griffith offers an excellent tertiary education.
8.0 Behaviour Management

8.0.1 Bullying

Bullying can involve any of the following forms:
- Physical aggression
- The use of put-down comments or insults
- Name calling
- Intimidating behaviour
- Establishing humiliating experiences
- Deliberate exclusion from activities
- Damage to other people’s property
- Social media

At College each student is expected to act as a responsible individual, valuing his or her own personal rights and, at the same time, respecting the rights of others. Bullying of any form, physical or psychological, is totally unacceptable. Counselling and mediation of the “bully” and “victim” is a necessary step taken to resolve the conflict. Parental involvement through interview with the Principal is also undertaken.

8.0.2 Self Directed Behaviour

Students at Tamborine Mountain College are expected to be self-directed in both their learning and their behaviour. Students are responsible for ensuring their own behaviour is conducive to the College learning environment.

8.0.3 Responsible Student Management

Students at the College should be responsible for correct uniform, behaviour/attitude and school work ethic.

If students are unable to regulate their behaviour and it disrupts the learning environment, discretionary action will occur. The desired outcome is to ensure responsible students at the College.

The College behaviour management program works on a Two Stage basis. The First Stage involves the student and the teacher. First Stage involves students having the opportunity to correct behaviour or a lunch time detention will result with the teacher.

If the behaviour persists beyond the teacher-student situation, it will progress to the Second Stage. The Second Stage involves Responsible Student Management resulting in a student withdrawn from class and an after-school detention with that teacher. Sometimes a suspension, issued by the Principal, may be necessary until student is prepared to become “responsible”. Upon return to school from a suspension, a Conduct Card may be put in place for one week.
• **Conduct Card**

A Conduct Card monitors a student’s behaviour. At the end of each lesson the teacher must mark on the Conduct Card whether the student has displayed appropriate behaviour during the lesson. At the end of the day the student must present the card to the Form Teacher.

At the end of the week the student and the Form Teacher meet with the Principal, who will decide whether the student has demonstrated the ability to become a functional member of the College again.

All College students know how to behave and what is appropriate. It is of the utmost importance that each student is self-directed in both learning and behaviour as each member of the class contributes to the learning environment of others. Tamborine Mountain College realises that each situation is different and therefore each situation should be treated that way. The Principal will examine each situation and administer justice determining the appropriate course of action and consequence.

The College has zero tolerance of drugs.

### 8.1 Home Tasks

Teachers set home tasks every night, with students being required to complete all set tasks. Home tasks are an important part of the learning process as concepts and skills are reinforced. Therefore teachers must ensure that all set home tasks are completed to a satisfactory level. If a student fails to complete a set home task without an explanatory note from a parent then they are required to complete the task at lunchtime.

It is suggested that students in the Primary School complete tasks as required with reading nightly as an important component. Junior Secondary Years of 7, 8, 9 and 10 spend approximately half an hour - one hour each weeknight studying and completing set home tasks. Senior students in Years 11 and 12 are expected to spend up to three hours each evening and the necessary hours on the weekend on schoolwork to reach desired grades and full potential.

#### 8.1.1 Assessment Pieces

Students are given an Assignment/Assessment Schedule for each term. It is necessary that students submit all assessment work by the due date. This not only helps the teacher, who must use such work to finalise reports, but also the student for time and task management skills.

If a piece of assessment is not submitted on time that student will be required to spend time at school completing the set task. Parents / guardian will be notified of the situation. Our aim is to all work together to help the student reach full potential.

Of course, the College understands that on some occasions it is not possible to complete all tasks on time due to unforeseen circumstances. If this instance should arise it is requested that the parent contact the teacher directly to make other arrangements.
9.0 Cyber-Safety

Tamborine Mountain College has a statutory obligation to maintain a safe physical and emotional environment. These responsibilities are increasingly being linked to the use of the Internet and Information Communication Technologies (ICT), and a number of related cyber-safety issues.

The Internet and ICT devices/equipment bring great benefits to the teaching and learning programmes, and to the effective operation of the school. Tamborine Mountain College places a high priority on providing the school with Internet facilities and ICT devices / equipment which will benefit student learning outcomes, and the effective operation of the school.

However, Tamborine Mountain College recognises that the presence in the learning environment of these technologies (some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community), can also facilitate anti-social, inappropriate, and even illegal, material and activities. The school has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

Tamborine Mountain College thus acknowledges the need to have in place rigorous and effective school cyber-safety practices which are directed and guided by this cyber-safety policy.

8.0.1 Important Terms

Cyber-safety’ refers to the safe use of the Internet and ICT equipment/devices, including mobile phones.

‘Cyber bullying’ is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies - such as e-mail, chat room discussion groups, instant messaging, web pages or SMS (text messaging) - with the intention of harming another person.

‘School ICT’ refers to the school’s or preschool’s computer network, Internet access facilities, computers, and other ICT equipment/devices as outlined below.

‘ICT’ The abbreviation in this document refers to the term ‘Information and Communication Technologies.’

‘ICT equipment/devices’ includes computers (such as desktops, laptops, tablets, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video and digital cameras and webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies.

‘Inappropriate material’ means material that deals with matters such as sex, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a school or preschool environment.

‘E-crime’ occurs when computers or other electronic communication equipment/devices (e.g. Internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence.
8.0.2 Policy Guidelines

Tamborine Mountain College will develop and maintain rigorous and effective cyber-safety practices which aim to maximise the benefits of the Internet and ICT devices/equipment to student learning and to the effective operation of the school, while minimising and managing any risks.

These cyber-safety practices will aim to not only maintain a cyber-safe school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of present and developing information and communication technologies.

Tamborine Mountain College recognises the need for on-going funding for cyber-safety practices through inclusion in the annual budget, the review of the school’s annual and strategic plan, the deployment of staff, professional development and training, implications for the design and delivery of the curriculum, the need for relevant education about cyber-safety for the school community, disciplinary responses appropriate to breaches of cyber-safety, the availability of appropriate pastoral support, and potential employment issues.

To develop a cyber-safe school environment, Tamborine Mountain College staff and administration will work to achieve this goal by developing and implementing the appropriate management procedures, practices, electronic systems, and educational programmes. These will be informed by a number of current sources including and not restricted to Independent Schools Queensland (ISQ) and the latest version of the NetSafe® programme for schools. ISQ and the NetSafe® Kit for Schools, including templates for policies and use agreements, will play an important role in this process.

Tamborine Mountain College reserves the right to monitor, access and review all use of their internet facilities and ICT equipment. The College may carry out an audit of equipment owned or leased by the school at any time. Tamborine Mountain College is also able to audit privately owned equipment used at the school or in the course of school activity.

While technology is provided to enhance the teaching and learning process, it is inevitable that at times there will be breaches of responsible use. The response to individual incidents must follow clearly laid out procedures, which are reviewed as part of Administrations’ regular review cycle.

8.0.3 Cyber-Bullying

Cyber-bullying is bullying which involves the use of information and communication technologies such as email, (mobile) phone and text messages, instant messaging (SMS), chat rooms and video internet sites e.g. YouTube. If the bullying is of a serious and threatening nature then obviously it becomes a legal issue and students and parents should seek advice by reporting the matter to the police. If bullying amounts to harm as referred to in the school’s Child Protection Policy then the matter must be dealt with under the Child Protection Policy.
What bullying is not
Bullying is different from ordinary teasing, rough-and-tumble or school yard conflicts. What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength and power between the students involved. In formulating an effective approach to dealing with bullying it is helpful to note what bullying is not.

Bullying is not:

- Mutual conflict where there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

- Social rejection or dislike – It is not feasible to think that every student must like every other student. Refusing to play with a particular child or, for example, not inviting them to a birthday party is not bullying, provided social rejection is not directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

- Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation. A single episode of nastiness, physical aggression, verbal abuse or an occasional push or shove is not bullying, neither is nastiness or physical aggression directed towards many different students. The difference is that bullying is, by definition, action that happens on more than one occasion. However, since schools have a duty of care to provide a student with a safe and supportive school environment, single episodes of nastiness or physical aggression are never ignored or condoned.

As for other forms of bullying, there is no one approach that will always work for cyber-bullying. Tamborine Mountain College seeks to educate students and families about cyber-bullying and about a range of Internet safety approaches to provide the best overall protection against cyber-bullying.

Tamborine Mountain College does not tolerate Cyber-bullying. Incidents of cyber-bullying will be dealt with as per the Tamborine Mountain College Cyber-safety Procedures document.

8.0.4 Additional Cyber-Safety Resources

In addition to the Tamborine Mountain College Cyber-safety Policy, parents, students and staff will have access to additional resources on cyber safety. These include but are not limited to:

- The Cyber-safety Help Button. The Cyber-safety Help Button is an Australian Government initiative, supported by the department, designed to keep children and families safe online. It is an online resource hub that provides instant 24 hour access to cyber-safety help and information.
• **Cyber-safety Resources** - This site is intended for educators, parents and young people looking for information about cyber safety. The site provides activities, cyber-safety programs, teaching resources, videos, research and upcoming events related to cyber safety. Cyber-safety Resources is a collaboration between the Department of Broadband, Communications and the Digital Economy and members of the Consultative Working Group on Cyber-safety.

• **Internet Safety Awareness Presentations** offered by the Australian Communications and Media Authority, provides general internet safety awareness presentations for teachers, parents and students as part of the *Cybersmart Outreach* program.

• **Cybersmart Outreach** is an Australian Government program offering professional development for teachers.

• **Education Queensland** provide a Reference guide pdf for teachers on cyber-safety and cyber-bullying

### 8.0.5 Agreement Information for Parents and Students

The measures to ensure the cyber-safety of Tamborine Mountain College are based on our core values. To assist us to enhance learning through the safe use of information and communication technologies (ICT), as a condition of enrolment you agree to the Cyber-safety Use Agreement.

Rigorous cyber-safety practices are in place, which include Cyber-Safety Use Agreements for staff and students. Child protection education, such as **Budd:e cybersecurity** and **Cyber (Smart:)**, include information about remaining safe when using new technologies and is available for all students.

The computer network, Internet access facilities, computers and other ICT equipment/devices bring great benefits to the teaching and learning programs at Tamborine Mountain College, and to the effective operation of the school. The ICT equipment is for educational purposes appropriate to this environment, whether it is owned or leased either partially or wholly by the school, and used on or off the site.

The overall goal of Tamborine Mountain College is to create and maintain a cyber-safety culture that is in keeping with our values and with legislative and professional obligations. The Use Agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cyber-safety breaches that undermine the safety of the school environment.

All students will be issued with a Use Agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment.

Material sent and received using the network may be monitored, and filtering and/or monitoring software may be used to restrict access to certain sites and data, including e-mail. Where a student is suspected of an electronic crime, this will be reported to the Queensland Police. Where a personal electronic device such as a mobile phone is used to capture images of a crime, such as an assault, the device will be confiscated and handed to the police.
While every reasonable effort is made by the school and administrators to prevent student’s exposure to inappropriate content when using Tamborine Mountain College’s online services, it is not possible to completely eliminate the risk of such exposure. In particular, Tamborine Mountain College cannot filter Internet content accessed by your child from home, from other locations away from school or on mobile devices owned by your child. Tamborine Mountain College recommends the use of appropriate Internet filtering software.

More information about Internet filtering can be found on the websites of the Australian Communications and Media Authority, NetAlert, the Kids Helpline and at Bullying No Way.

Please contact the principal, if you have any concerns about your child’s safety in using the Internet and ICT equipment/devices.

Parents/caregivers have a responsibility and play a critical role in developing knowledge, understanding and ethics around their child’s safety and safe practices for themselves and the people around them regardless of the time of day. Being cyber-safe is no exception and we invite you to discuss with your child the following strategies to help stay safe when using ICT at school and after formal school hours.

**8.0.6 Cyber-Safety Use Agreement**

*Please read this page carefully to ensure that you understand your responsibilities under this agreement.*

1. I will not use school ICT equipment until my parents/caregivers and I have read and agreed to abide by TMC Use Agreement.

2. If I have my own user name, I will log on only with that user name. I will not allow anyone else to use my name.

3. I will keep my password private.

4. While at school or a school related activity, I will inform the teacher of any involvement with any ICT material or activity that might put me or anyone else at risk (e.g. bullying or harassing).

5. I will use the Internet, e-mail, mobile phones or any ICT equipment only for positive purposes, not to be mean, rude or offensive, or to bully, harass, or in any way harm anyone else, or the school itself, even if it is meant as a joke.

6. I will use portable ICTs and my mobile phone/s only at the times agreed to by the school during the school day.

7. I will go online or use the Internet at school only when a teacher gives permission and an adult is present.
8. While at school, I will:
   - access, attempt to access, download, save and distribute only age appropriate and relevant material
   - report any attempt to get around or bypass security, monitoring and filtering that is in place at school.

9. If I accidentally access inappropriate material, I will:
   - not show others
   - turn off the screen or close the window
   - report the incident to a teacher immediately.

10. To ensure my compliance with copyright laws, I will download or copy files such as music, videos, games or programs only with the permission of a teacher or the owner of the original material. If I infringe the Copyright Act 1968, I may be personally liable under this law. This includes downloading such files as music, videos, games and programs.

11. My privately owned ICT equipment/devices, such as a laptop, mobile phone, USB/portable drive I bring to school or a school related activity, also is covered by the Use Agreement. Any images or material on such equipment/devices must be appropriate to the school environment.

12. Only with permission from the school and adhering to the school’s Cyber-safety Policy will I connect any ICT device to school ICT, or run any software (e.g. a USB/portable drive, camera or phone). This includes all wireless/Bluetooth technologies.

13. Mobile phones/ICT Devices are not to be used to take photos, record video without teacher permission. Sending or receiving messages or phone calls during school hours is not allowed. Students should be aware that phones used for these purposes or ringing during lesson time are confiscated for the rest of the day and permission to have the phone at school may be revoked. Parents are reminded that in the case of emergency the school reception remains a vital and appropriate point of contact.

14. ICT devices or mobile phones can be used by any students during break time, keeping to our Cyber-safety Policy.

15. I will ask my teacher’s permission before I put any personal information online. Personal identifying information includes any of the following:
   - my full name
   - my address
   - my e-mail address
   - my phone numbers
   - photos of me and/or people close to me.
16. I will respect all school ICTs and will treat all ICT equipment/devices with care. This includes:
   - not intentionally disrupting the smooth running of any school ICT systems
   - not attempting to hack or gain unauthorised access to any system
   - following all school cyber-safety strategies, and not joining in if other students choose to be irresponsible with ICTs
   - reporting any breakages/damage to a staff member.

17. The school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including e-mail.

18. The school may monitor and audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including e-mail.

19. The school is also able to audit privately owned equipment used at the school or in the course of school activity.

20. If I use headphones or ear phones while using ICT then I will follow the following safety guidelines:
   - I will provide my own headphones/earphones/earbuds and understand that the school will not provide them.
   - If the wearer’s situational awareness is reduced to the extent that their health and safety is compromised by the use of these devices e.g. they cannot hear emergency alarms, calls for help etc, then these devices must not be used.
   - The use of high volumes can cause permanent noise-induced hearing loss. If someone standing nearby can hear what the wearer is listening to, the volume is too loud.
   - Students are to use a single earpiece whenever possible, to assist in maintaining awareness of what is happening around them. Students are to completely remove headphones when speaking with a teacher and walking between classes.
   - Headphones/earphones/earbuds should be maintained in a clean and hygienic state. It is important to follow the manufacturer’s instructions when cleaning these devices due to the potential for damage to the electrical/electronic components contained in the unit.
   - Internal units such as earbuds should be single user only due to hygiene issues.

21. If I do not follow cyber-safe practices, the school may inform my parents/caregivers. In serious cases, the school may take disciplinary action against me. My family may be charged for repair costs. If illegal material or activities are involved or e-crime is suspected, it may be necessary for the school to inform the police and hold securely personal items for potential examination by police. Such actions may occur even if the incident occurs off-site and/or out of school hours.
For the Student: My responsibilities include...

- reading this Cyber-Safety Use Agreement carefully
- following the cyber-safety strategies and instructions whenever I use the school’s ICTs
- following the cyber-safety strategies whenever I use privately-owned ICT devices on the school site or at any school related activity, regardless of its location
- avoiding any involvement with material or activities that could put at risk my own safety, or the privacy, safety or security of the school or other members of the school community
- taking proper care of school ICTs. I know that if I have been involved in the damage, loss or theft of ICT equipment/devices, I and/or my family may have responsibility for the cost of repairs or replacement
- keeping this document somewhere safe so I can refer to it in the future
- asking teachers or the Principal if I am not sure about anything to do with this agreement.

I understand that:

- use of ICT devices in a classroom is at the direction and invitation of the teacher in charge of the lesson.
- if I am found to be doing the wrong thing then my phone or ICT device will be confiscated and handed to my form teacher for return at the end of the day. Form teachers will then log the incident.
- if my ICT device is confiscated more than two times in a term then I will be banned from using any ICT device for that term. This includes my own device and those owned by others. College laptops will be available for use during lessons where ICT is required.

Security

1. Students are responsible for the security of their personal ICT devices.
2. The school accepts no responsibility for replacing lost, stolen or damaged ICT devices.
3. The school accepts no responsibility for the loss of ICT devices stolen while travelling to and from school.
4. ICT devices should be clearly marked with the name of the owner.
5. ICT devices should be kept on your person at all times during school hours and not left at the bag racks or in school bags at any time; students are advised to keep them well concealed and not ‘advertise’ they have them.
6. ICT devices may be handed in to the office for safe keeping during break times.
7. It is strongly advised that students use passwords/pin numbers to ensure that unauthorised use of their ICT devices does not occur. Students should keep their passwords/pin numbers confidential.
8. ICT devices which are found in the school and whose owners cannot be located should be handed to front office reception.
A
Akubra, 18
Apprenticeships, 11
Assessment Pieces, 25
Assessment Schedule, 25
Australian Schools Competition, 13

B
Behaviour Management, 24
blazer, 18
bullying, 26, 27, 28, 29, 30
Bullying, 24, 33
Bursaries, 9

C
Captains, 22
Cars, 22
Chewing gum, 17
Co-Curricular, 12
College Attendance, 15
College Conventions, 16
College grounds, 17
Conduct Card, 25
Cultural Exchange, 21
Cyber bullying’, 26
cyber-bullying, 28
Cyber-bullying, 27
cyber-safety, 26, 27, 28, 29, 32, 33

D
Drama, 13

E
Enrolment, 9
Exam Dates, 15
Excursions, 12

F
Fees, 9
Form Teachers, 10
Formal, 22

G
Griffith University, 23
GUESTS, 23

H
Head Boy, 22
Head Girl, 22
Home Tasks, 25
homework, 18

I
ICT, 5, 26, 27, 29, 30, 31, 32, 33
International Students, 22

J
Japanese tours, 21

L
lateness, 17
Life Skills Course, 11
Lunch orders, 17

M
Medication, 17
Melbourne Declaration, 5
mobile phones, 26, 30, 31
Mobile phones, 17
Motto, 16

N
National Safe Schools Framework, 8

O
Overseas Study Trip, 13

P
Parents and Friends Group, 21
Parent-Teacher Communication, 18
password, 30
Pastoral Care, 12
Preamble, 5
Principal, 10

R
Reporting, 18
Responsible Student Management, 24
<table>
<thead>
<tr>
<th>S</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>sausage sizzles, 17</td>
<td>The Curriculum, 11</td>
</tr>
<tr>
<td>Scholarships, 9</td>
<td>Theatre, 13</td>
</tr>
<tr>
<td>School Camp, 12</td>
<td>Traineeships, 11</td>
</tr>
<tr>
<td>School Hours, 15</td>
<td>Travel, 17</td>
</tr>
<tr>
<td>Self Directed Behaviour, 24</td>
<td>Tuckshop, 17</td>
</tr>
<tr>
<td>Shoes, 19</td>
<td>tutorials, 11</td>
</tr>
<tr>
<td>Ski Trip, 13, 14</td>
<td>Two Stage, 24</td>
</tr>
<tr>
<td>Special Events, 21</td>
<td></td>
</tr>
<tr>
<td>Speech Night, 21</td>
<td></td>
</tr>
<tr>
<td>sports cap, 18</td>
<td></td>
</tr>
<tr>
<td>Sports Captains, 22</td>
<td></td>
</tr>
<tr>
<td>Sports uniform, 18</td>
<td></td>
</tr>
<tr>
<td>Staff, 34</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform, 18</td>
<td>Work Experience, 11</td>
</tr>
<tr>
<td>Uniform Price List, 20, 21</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Leaders, 22</td>
</tr>
</tbody>
</table>