

Clarence High School

Information handbook

2025

Building Relationships • Inspiring Learning • Achieving Potential



WELCOME	3
ACKNOWLEDGEMENT OF COUNTRY	4
THE SCHOOL BADGE	4
A BRIEF HISTORY OF THE SCHOOL	4
THE HOUSE SYSTEM and ORIGIN OF HOUSE NAMES	5
2025 BUILDING RESPECTFUL COMMUNITIES	5
PROMOTING MUTUAL RESPECT – ANTI BULLYING AND ANTI-DISCRIMINATION POLICY	8
PRACTICAL STEPS FOR PARENTS	9
ACTION PLAN	10
FAMILY AND SCHOOL COMMUNICATION	11
SCHOOL EMAIL CONTACT	11
TEXT MESSAGING	11
PARENT PARTICIPATION	11
SCHOOL NEWSLETTER	11
THE SCHOOL WEBSITE.....	11
REPORTING TO PARENTS.....	11
PHONE AND VOICE MAIL	12
ASSEMBLIES.....	12
VISITING THE SCHOOL	12
SCHOOL ORGANISATION	12
THE HOME GROUP TEACHER.....	12
THE SCHOOL DAY	13
BREAKFAST CLUB	13
PERIODS 1-4.....	13
BREAKS.....	13
TIMETABLE FRAMEWORK	14
STUDY HABITS.....	15
EXTRA CURRICULAR ACTIVITIES	16
EXTENDED LEARNING and COMPETITIONS.....	16
SCHOOL BANDS.....	16
SPORT	16
LUNCHTIME ACTIVITIES.....	16
STUDENT LEADERSHIP	16
C4 – CLARENCE COMMUNITY CARE CLUB.....	16
RESOURCE CENTRE ACTIVITIES	17
RECOGNITION OF STUDENT ACHIEVEMENT	17
STUDENT WALL OF EXCELLENCE	17
WHOLE SCHOOL ASSEMBLIES.....	17
DEPARTMENT FOR EDUCATION, CHILDREN AND YOUNG PEOPLE VALUES AWARDS	17
YEAR ASSEMBLIES.....	17
CLARENCE CELEBRATES CEREMONY	17

STUDENT SUPPORT	17
ALTERNATIVE PROGRAMS.....	18
SCHOOL PSYCHOLOGIST.....	18
SOCIAL WORKER.....	18
THE SCHOOL COMMUNITY	18
SCHOOL ASSOCIATION	18
THE PREFECT BOARD	18
COMMITTEES	18
SCHOOL UNIFORM	19
BUSES	20
WALKING.....	20
BIKES/SKATEBOARDS/SCOOTERS	20
TRAVEL BY CAR	20
ATTENDANCE AND ABSENCES	21
ARRIVING LATE OR LEAVING EARLY	21
LUNCH	21
ILLNESS OR INJURY AT SCHOOL	21
GENERAL INFORMATION.....	22
CANTEEN	22
CARE OF SCHOOL PROPERTY	22
LIBRARY RESOURCE CENTRE.....	22
LOST PROPERTY AND LOCKERS	22
OCCUPATIONAL HEALTH AND SAFETY	23
STORAGE OF VALUABLES.....	23
STUDENT ASSISTANCE SCHEME	23
USE OF BUILDINGS	24
CHS DRUG POLICY	24
PRESCRIPTION MEDICATION.....	24
CIGARETTES/TOBACCO/VAPING	24
ALCOHOL, CANNABIS AND OTHER ILLEGAL DRUGS	24
CAFFEINE AND CARBONATED DRINKS	24
SUN PROTECTION POLICY	24
WATER.....	24
ETHICAL USE OF SCHOOL INTRANET, EMAIL, ELECTRONIC MEDIA AND PERSONAL ELECTRONIC DEVICES.....	25
MOBILE PHONES, MP3 PLAYERS	25
BRING YOUR OWN TECHNOLOGY (BYOT) - PERSONAL COMPUTERS	25
WIRELESS ACCESS	26
CANVAS.....	26
TERM DATES 2025	27
PROFESSIONAL LEARNING DAYS 2025 (STUDENT FREE DAYS).....	27

WELCOME

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

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

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

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

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

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

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



ACKNOWLEDGEMENT OF COUNTRY

Clarence High School is built on the lands of the *Moomarimina* people, the traditional owners of this Country. We pay respect to elders past, present and emerging.

THE SCHOOL BADGE

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



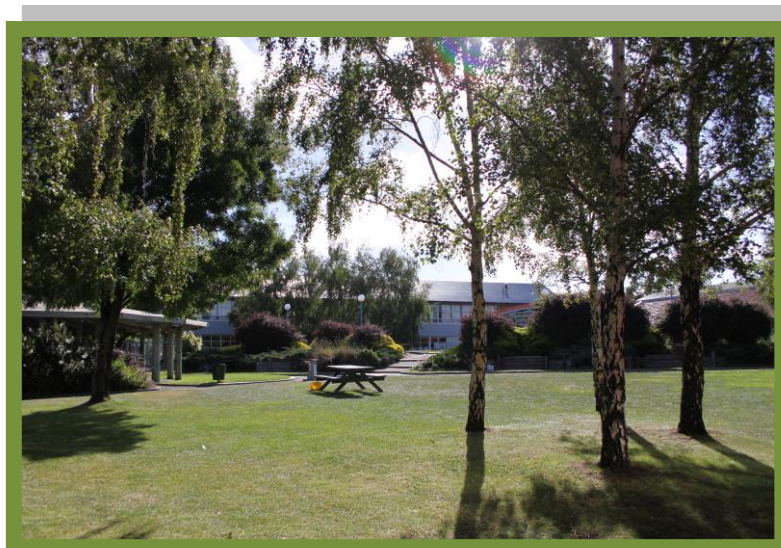
The Rampant Lion (supreme symbol of courage and power) was taken from the Seal of the Second Duke of Clarence.

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

A BRIEF HISTORY OF THE SCHOOL

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

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



Clarence High School has a fine tradition of community involvement and high achievement has continued to the present day.

Clarence High School offers programs of learning for students from years 7-12 on-site. Pathways for students from years 11-12 are enhanced through our partnership with schools within the teggana Collective, where students can share enrolments across sites. Shared enrolments enable students to access a breadth of courses and pathways, whilst ensuring students are well known, remaining connected to their school community.

THE HOUSE SYSTEM and ORIGIN OF HOUSE NAMES

Each student belongs to one of the four school houses: Flynn, Mawson, Gilmore and Nightingale. The Houses play a role in organizing our sporting and cultural activities. The birth of the school Houses arose when pupils and staff were asked to nominate names on the basis of a person's altruistic or inspirational service to mankind. Nominations included Dickens, Plato and Schweitzer and students studied each of the nominations in class before a vote was held. Mawson, Nightingale and Flynn were selected, each adopting one of the school colours: black, red and green. Gilmore was a later addition, taking on the colour of yellow. During the 1980s, Mawson House changed its house colour from black to blue to reflect the colour of Antarctica.

FLYNN

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

GILMORE

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

MAWSON

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

NIGHTINGALE

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

2025 BUILDING RESPECTFUL COMMUNITIES

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

All Students will be:

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

Year 7

Students will:

- Learn to manage new friendships and relationships respectfully (creating connections)
- Make decisions to involve themselves in extracurricular learning opportunities
- Learn a range of strategies to regulate their emotions and identify triggers for themselves and others

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

- Attend the transition program
- My Zones emotional regulation program
- Peer supporters modelling respectful relationships
- Attend the Creating Connections day during term 1
- Weekly year assembly focus; celebrating students demonstrating school values
- Shared weekly focus on social skills
- Timetable structure minimising the number of teachers
- Home group explicitly teaching social skills
- End of year award ceremony

Year 8

Students will:

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

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

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

Year 9

Students will:

- Build the foundation skills as a role model with opportunities for leadership
- Self-direct behaviour and set goals for possible future career pathways
- Undertake activities to build resilience

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

- Success in academic subjects
- Recognition in grade assemblies for students upholding the school values
- Self-direction in achieving potential outside school, within specific subjects and in developing future career pathways

Year 10

Students will:

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

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

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

Parents and guardians have committed to:

- Foster mutual, respectful relationships
- Ensure that their child attends school well rested and
- Ensure that their child is well nourished

Years 11-12

Students will:

- Actively participate in learning pathways which enable future work and study
- Meet with work requirements of all TASC subjects and monitor progress towards TCE attainment

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

- Opportunity for shared enrolments across the 8 schools within the teggana Collective
- Regular conversations with the head of Year 11-12 to support students to monitor progress and attainment
- Participation in Year 11-12 transition programs leading to enhanced attainment

PROMOTING MUTUAL RESPECT – ANTI BULLYING AND ANTI-DISCRIMINATION POLICY

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

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

What is harassment?

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

What is bullying?

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

What is discrimination?

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

What is your responsibility as a Clarence High School student?

- Abstain personally from bullying and discourage bullying when it occurs.
- Report bullying when it occurs and give responsible support to students who are targets of bullying.
- These actions are described as being an "upstander".

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

- Someone will listen to you and will help you decide on options available to you.
- Make sure you keep the evidence (notes, screen shots, time and place incident occurred).

What are your rights in such a situation?

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

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

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

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

PRACTICAL STEPS FOR PARENTS

What can I do to help my child stop bullies?

As a parent/guardian, you can help by:

1. Being available to talk with your child about the situation and providing a supportive environment.
2. Encouraging your child to see a teacher or counsellor he/she/they trusts.
3. Discussing your concern about the incidences with the Home Group teacher, Head of Year, Year Coordinator, Assistant Principal or Principal.
4. Documenting the incidences as much as possible.

How can my child express resilient behaviour if being bullied?

There are several things your child can do:

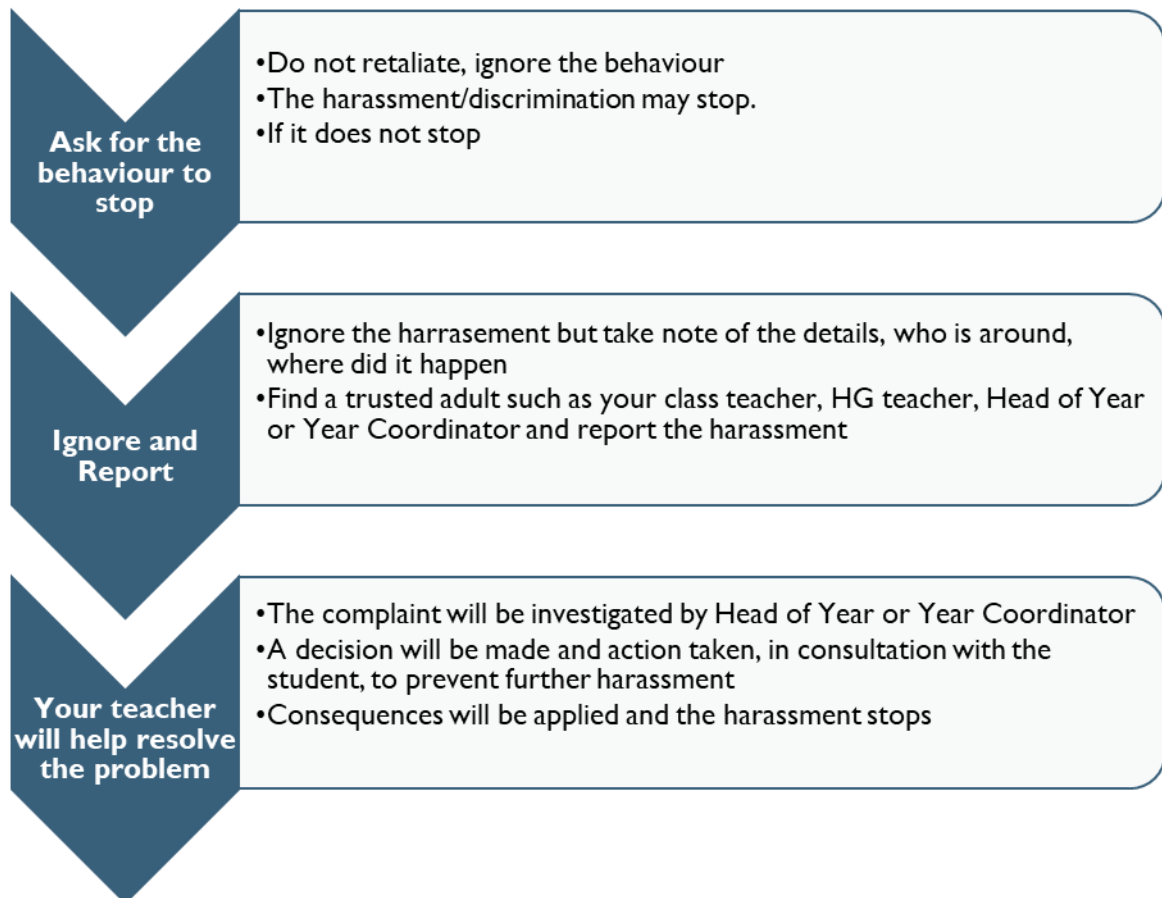
1. As far as possible, discourage your child from fighting back and encourage him/her/them to deal with the issue as outlined on the next page.
2. If your child is unable to walk away, he/she/they may be able to diffuse the situation with humour.
3. Your child may wish to ask friends for mutual protection and support, as a group is harder to harass.
4. Your child should make it clear to the bully that his/he/their behaviour is unacceptable and unwelcome and has serious consequences. "Please stop I don't like it"
5. Finally, encourage your child to tell an adult about the bullying.

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

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

ACTION PLAN

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



FAMILY AND SCHOOL COMMUNICATION

SCHOOL EMAIL CONTACT

For parent to teacher communication, the public email address for the school is clarence.high@decyp.tas.gov.au

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

TEXT MESSAGING

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

PARENT PARTICIPATION

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

SCHOOL NEWSLETTER

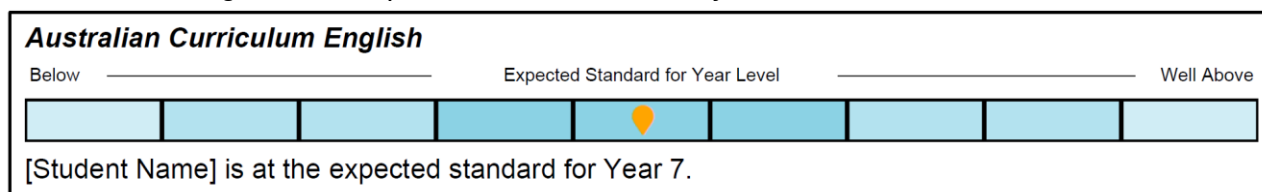
The newsletter provides useful and timely information regarding upcoming events. It is available on our website and is emailed home to all parents who have provided their email address. It is issued in weeks 5 and 10 of each term.

THE SCHOOL WEBSITE

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

REPORTING TO PARENTS

A 9-point scale and worded descriptor will appear on your child's report. The new 9-point scale replaces A-E ratings. The 9-point scale shows more specifically where your child's learning achievement is against the expected standard for their year level.



Some optional/elective subjects may be reported by a 5-point worded descriptor.

The 9-point scale and worded descriptor assessment shows progress using the Australian Curriculum achievement standard established for children in every state and territory of Australia. It does not compare your child's progress to other children in their class.

PHONE AND VOICE MAIL

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

ASSEMBLIES

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

VISITING THE SCHOOL

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

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

SCHOOL ORGANISATION

THE HOME GROUP TEACHER

Ongoing support and guidance is provided for students by their Home Group teacher. Home Group sessions are at the start of every day so teachers will have the opportunity to interact and engage with students in their care.

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

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

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

THE SCHOOL DAY

The school opens to students at 8.40am each morning. Students should make their way to their locker and collect equipment needed before moving to home group which commences at 8.55am. Each new student must provide their own lock for their locker for storing books, equipment, lunch and bags. This lock needs to be a strong, combination lock as pictured below.



BREAKFAST CLUB

Breakfast club will be available to all students every school morning from 8.30am in the Green Café space.

PERIODS 1-4

There is a break between each block when students can get a drink, something to eat, socialise and change books.

BREAKS

The purpose of having three breaks each day is to give students regular opportunities to get food or drink, go to the toilet, socialise and to get organised for the next learning period. The school canteen is open during all breaks. A range of drinks and food items are available.

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

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

TIMETABLE FRAMEWORK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Home Group 8.55am – 9.20am (25 mins)					
Period 1 9.25am – 10.35am (70 mins)					
Break 1	10.35am – 10.50am				
Period 2 10.50am – 12.00pm (70 mins)					
Break 2	12.00pm – 12.15pm				
Period 3 12.15pm – 1.25pm (70 mins)					
Break 3 LUNCH	1.25pm – 1.55pm				
Period 4 1.55pm – 3.05pm (70 mins)					

STUDY HABITS

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

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

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

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

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

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

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

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

General questions to ask your child about their homework:

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

EXTRA CURRICULAR ACTIVITIES

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

EXTENDED LEARNING and COMPETITIONS

At Clarence we value diversity and excellence and so we provide a curriculum that caters for students of all abilities. We recognise that we have gifted and highly able students in our school that require and enjoy extension and enrichment in their programs. Please refer to our Extension and Enrichment booklet for more information.

SCHOOL BANDS

Students in all grades are encouraged to join one of the many bands and music groups which perform regularly at school and at outside functions. Parental involvement in fundraising is encouraged as the band tours annually and the efforts of parents greatly assist with this. An invoice will be received during the year in the amount of \$50 for an equipment maintenance charge. This annual fee, charged to all school band students, assists with the cost of repairs to instruments, the purchase of reeds, cost of transport to eisteddfods, performances (i.e. bus travel) and any other miscellaneous expenses through the year.

SPORT

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

LUNCHTIME ACTIVITIES

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

STUDENT LEADERSHIP

There are various opportunities for students to become involved in student leadership. Some examples are: Prefects, House Captains and Peer Supporters.

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

C4 – CLARENCE COMMUNITY CARE CLUB

Clarence Community Care Club (C4) is a student-led organisation within Clarence High School. C4 endeavours to educate the community on important social and environmental issues, as well as support local and global charities. In Year 10, students have the opportunity to take on leadership roles within C4 including C4 leader, treasurer, public relations, and secretary. C4 hold fundraising events such as BBQs, free-dress days and bake sales to raise money for charities including the RSPCA, the Bob Brown Foundation, the Cancer Council and Backpack Bed for Homeless Australia. We encourage students across all year levels to attend a C4 meeting and see if you would like to join.

RESOURCE CENTRE ACTIVITIES

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

RECOGNITION OF STUDENT ACHIEVEMENT

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

STUDENT WALL OF EXCELLENCE

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

WHOLE SCHOOL ASSEMBLIES

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

DEPARTMENT FOR EDUCATION, CHILDREN AND YOUNG PEOPLE VALUES AWARDS

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

YEAR ASSEMBLIES

Students who have achieved success in various school activities are often recognised and congratulated in Year Assemblies which occur regularly throughout the year.

CLARENCE CELEBRATES CEREMONY

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

STUDENT SUPPORT

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

Clarence High School has a number of programs designed to provide support for students. There is a Learning Centre for students who require additional support with their academic and/or emotional wellbeing.

ALTERNATIVE PROGRAMS

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

SCHOOL PSYCHOLOGIST

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

SOCIAL WORKER

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

THE SCHOOL COMMUNITY

The school operates with considerable autonomy within the rules and guidelines established by the Department for Education, Children and Young People and Learning Services Southern Region (LSSR).

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

SCHOOL ASSOCIATION

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

THE PREFECT BOARD

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

COMMITTEES

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

SCHOOL UNIFORM

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

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

Any jewellery needs to be appropriate for the school as a workplace and no responsibility can be accepted by the school for loss or damage of items of jewellery. Clarence High School is a registered SunSmart School. We encourage students to wear a hat outside in the warmer months. Approved sun safe hats are available for sale in house colours at the school's uniform supplier, The School Locker, Cambridge Park.



TRAVEL TO AND FROM SCHOOL

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

BUSES

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

METRO BUSES

Parents and students are advised to consult the current METRO website www.metrotas.com.au where route maps can be used to view the route travelled and to work out times for the best bus to get to school by no later than 8.50am each morning. If METRO does not operate in your area then consult the appropriate bus company.

It's best for parents and students to go to the website www.metrotas.com.au as timetables are subject to change.

The school section of the website is located under:

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

Phone contact details for METRO: 13 22 01

WALKING

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

BIKES/SKATEBOARDS/SCOOTERS

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

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

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

TRAVEL BY CAR

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

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

DECYP

For students in Year 11-12 who have provisional licences and drive to and from school, car parking is available on Wentworth Street.

ATTENDANCE AND ABSENCES

Parents are requested to contact the school by phone if a student is to be absent or late. **A text message before 9.00am is the preferred method.** Regulations require that the school must send an official form requesting an explanation for absences, this ensures safety and wellbeing of students in the instances of truancy and allows the school to support where there are barriers to regular attendance. All absences will be followed up by the Home Group Teacher, Grade Coordinator or Student Administration office staff.

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

ARRIVING LATE OR LEAVING EARLY

The student day commences at 8.55am each morning. Students arriving after 8.55am must go to Student Administration to sign in and be issued with a late pass. Late arrivals need to be explained with some form of communication from the parent i.e., phone call/note/email. The student's late pass then needs to be shown to the teacher on arrival in class for that day.

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

LUNCH

The school has a canteen where food may be purchased at lunch and at the two breaks.

Neighbouring shops are out of bounds during breaks and lunch. We encourage students to bring their own healthy lunch.

ILLNESS OR INJURY AT SCHOOL

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

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

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

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

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

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

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

GENERAL INFORMATION

CANTEEN

The Canteen is operated by the school and is open at both breaks and lunch time to sell a variety of nutritious, attractively presented and economically priced foods to enable students to make healthy food choices. Student volunteers assist in the Canteen on a roster basis. The school has attained a Bronze accreditation with the Tasmanian School Canteen Association. Canteen lists are available from the main office or the school website. Canteen orders can be placed via the Qkr! app on your smart phone. Orders must be placed before 9.00am on the day they are required. An information sheet with further details and also instructions on how to upload the app is available from the front office.

CARE OF SCHOOL PROPERTY

The school has very limited funding and money spent repairing or replacing broken or damaged equipment means less money available to purchase new equipment or to upgrade facilities. We expect students to treat all school property carefully. We do have a policy which places the responsibility for such behaviour on the student concerned. This involves the student paying for the cost of repair or replacement of a damaged item.

LIBRARY RESOURCE CENTRE

The Resource Centre contains a large collection of print and non-print material, covering a very broad range of subjects. The centre also has a computerised borrowing system and its catalogue is connected to the State Library network. Opportunities for student research and study, as well as recreational usage, are catered for in the centre. The Resource Centre welcomes any parent who would like to become involved in the centre's activities. Please contact the Resource Centre Manager if you would like to understand ways you may be able to assist.

LOST PROPERTY AND LOCKERS

We expect students to take special care with their own property including uniform, sports gear and books and equipment. The school provides lockers which are large enough for most students to keep all their necessary belongings. The composite levy includes the provision of a locker. Items, such as musical instruments and some sports equipment, which are too large for the locker, may be left for safekeeping at Student Administration.

However, the prime responsibility for personal property lies with the student. It is absolutely essential for all items of clothing and equipment, and all books, to be labelled securely and clearly with the student's name.

Lost property is usually passed to Student Administration and, if named, will be handed back to the student. Students losing property should make every effort to find the property themselves and should enquire regularly at the Student Administration.

OCCUPATIONAL HEALTH AND SAFETY

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

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

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

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

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

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

STORAGE OF VALUABLES

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

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

STUDENT ASSISTANCE SCHEME

The Student Assistance Scheme (STAS) provides assistance to low income families towards the cost of levies for students enrolled in a school from kindergarten through to year 12. STAS is provided through school and college resourcing rather than payment direct to families.

Eligibility

Parents who have a current concession card as listed below can apply for dependent students for assistance under the STAS:

- Service Australia – Centrelink Health Care Card;
- Service Australia – Centrelink Low Income Health Care Card;
- Services Australia – Pensioner Concession Card; or
- Department of Veteran Affairs – Pensioner Concession Card.

2025 Eligibility for previous STAS recipients

Parents who received STAS during 2024 who do not hold a concession card outlined will be approved using the 2024 process where evidence is provided to support their claim. The Department will contact parents in relation to this.

Independent Students

Students living independently from their parents who are under 18 years of age and are deemed as independent by Centrelink can apply for STAS by providing evidence of their independent status.

Grandparents Caring for Grandchildren

The STAS is available to grandparents who are legally responsible for their grandchild/ren.

Grandparents must complete a STAS Application. Evidence of care/guardianship will be confirmed against school records.

Application

Online application forms are available on Department of Education website. Copies of forms are also available from the school. Only one application form per family is required.

Financial Hardship

If parents are experiencing financial hardship but due to the timing or nature of the circumstances are unable to meet the eligibility requirements for STAS, please directly contact stas@decyp.tas.gov.au or 1800 727 055, or the school for confidential discussion in relation to possible assistance.

USE OF BUILDINGS

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

CHS DRUG POLICY

PRESCRIPTION MEDICATION

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

CIGARETTES/TOBACCO/VAPING

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

ALCOHOL, CANNABIS AND OTHER ILLEGAL DRUGS

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

CAFFEINE AND CARBONATED DRINKS

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

SUN PROTECTION POLICY

Clarence High School is a member of the Cancer Council Tasmania's SunSmart Schools Program and encourages students to wear hats outside during the period of daylight saving – October to March. Alternatively, they should be in the shade. Sunglasses are only permitted outside but not inside. Hats are available from the school's uniform supplier, The School Locker, for \$12 each. The hats are reversible, black, with the school house colour on the reverse for each of the four house colours.

WATER

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

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

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

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

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

MOBILE PHONES, MP3 PLAYERS and other personal electronic devices - Off and away all day



In line with the Department for Education, Children and Young People's directive around the use of mobile phones (and other personal electronic devices), students must not use mobile phones from the start to the end of the school day from Kindergarten to Year 12. Students must have their phones switched off and appropriately stored from the start to the end of the school day. Students with 'smart watches' must have them set to 'aeroplane mode'. Requests for exemptions to this policy (see CHS Use of Mobile Phones by Students at School) must be submitted in writing to the Principal.

Students who are ill must go to Student Administration. They must not phone parents themselves. Parents needing to arrange to collect students should phone Student Administration. If parents need to speak with their child during the day they are asked to phone during break times. Students are reminded that they need explicit permission to photograph or film anyone at school.

BRING YOUR OWN TECHNOLOGY (BYOT) - PERSONAL COMPUTERS

Bring Your Own Technology (BYOT) is where students bring an electronic device to school. This allows them to connect, collaborate and create in all their classes and, importantly, be able to access their work anywhere, anytime. It is up to you what brand or type of device you would like to provide, however, for students to be able to operate effectively, there are minimum specifications for all devices. Further information can be found on our BYOT flyer or at [Help with technology - Department for Education, Children and Young People \(decyp.tas.gov.au\)](http://decyp.tas.gov.au).

Minimum Specifications:

- Minimum screen size 9.7" screen
- 4GB RAM
- Storage capacity 120GB for a laptop or 32GB for a tablet
- Operating system Windows 10, MAC OS Sierra (10.12) and later, iOS/iPadOS 14.0 or later (these requirements are based on Microsoft Edge requirements). *Chromebooks are not recommended as they cannot run the Microsoft Edge browser and have connection issues.*
- Up to date security software
- Wireless connectivity
- External keyboard (if purchasing a tablet), touch pad, mouse etc. or touch screen, camera and microphone.
- Recommend minimum 8-hour battery capacity – device will need to be brought to school fully charged each day
- Accessories (Headphones, spare power cord and a case for protection)

- Warranty
- Web browser - we recommend Microsoft Edge internet browser.
- Office 365 - the Department provides students with a free license for Office 365 while enrolled by using their education email and password.
- Antivirus software is recommended but not required.

WIRELESS ACCESS

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

The student IT Helpdesk is available.

CANVAS

Canvas is our online learning platform. Students use this to collaborate with each other and submit assignments. Canvas Parent is an online program that allows you to be a part of your child's school learning. By using Canvas Parent, you will be able to see your child's upcoming or past assignments, receive alerts for student activity, view teacher feedback for your child's learning, view a calendar of due assignments and upcoming school events and communicate with your child's teacher.

Parents are automatically added to their child's canvas course using the email provided to the school. This email address must be a Microsoft or Google address and cannot be associated with Canvas previously. If you would like to access Canvas Parent and need to update your email address to a Microsoft or Gmail account, please contact our office (note: if you are updating your email, it must be set as your preferred email in our system until canvas registers it).

Further information about how to log in and access Canvas Parent or any technology in schools information can be found in the flyer or at [Help with technology - Department for Education, Children and Young People \(decyp.tas.gov.au\)](https://decyp.tas.gov.au/help-with-technology).

TERM DATES 2025

Term 1	Thursday 6 February to Friday 11 April
Term 2	Monday 28 April to Friday 4 July
Term 3	Monday 21 July to Friday 26 September
Term 4	Monday 13 October to Thursday 18 December

PROFESSIONAL LEARNING DAYS 2025 (STUDENT FREE DAYS)

Friday 7 June – Professional Learning/Moderation Day (Kinder – Y12)

Friday 24 October – Professional Learning Day -Friday after Royal Hobart Show Day (Kinder-Y10)

