



**CHRISTIES BEACH
HIGH SCHOOL**

YEAR 7 TRANSITION

INFORMATION BOOKLET

PRINCIPAL'S MESSAGE

Welcome to the Christies Beach High School (CBHS) community for 2020. It is with great enthusiasm and excitement that we look forward to supporting your transition into your first year of secondary schooling.

The move from primary to secondary school is a major milestone for all young people. This transition although exciting, can be challenging for some students as they embark on a period of great change in a new educational environment. CBHS is committed to supporting the individual needs of all students during their move to secondary school, and providing them with every opportunity to achieve success.

Our students transition from a wide variety of local primary schools throughout the southern suburbs of Adelaide. We work closely with primary schools to ensure that every child experiences a smooth and successful transition to high school. Primary and secondary school teachers meet regularly throughout the transition process to ensure that we not only understand the learning and wellbeing needs of every student but that these needs are supported upon their arrival. Students who require additional support during this time of change have the opportunity to engage in a transition program that is tailored to their needs. This may include additional school visits, parent/school meetings, practicing school routines or participating in alternative programs.

The year 7 Transition Information Booklet provides an overview of the transition process to secondary school that your child will participate in over the next few months, as well as important information on a range of school policies and programs. This information will familiarise you with our school culture and allow you to better support your child as they begin the move to CBHS.

We look forward to you becoming part of our learning community, and supporting your child's growth as independent, creative and collaborative learners.

Graham Clark
Principal

OUR VISION

A **culture** that promotes an inclusive community and provides a safe place for all.

Students who are connected to their learning, recognised for achievements, and equipped to pursue a successful future.

Teaching and learning that is rigorous, innovative, differentiated and personalised.

Leadership that is collaborative, shared, supportive, and guided by a clear vision.

OUR VALUES

RESPECT

We honour and value other people.

We ensure that our intentions are positive when interacting with others.

We take accountability for all our actions and responsibility for our resources.

INCLUSION

We provide equitable learning opportunities and have fair expectations.

We celebrate diversity by welcoming and considering everyone.

We value individuality (eg different languages, cultures and beliefs).

INNOVATION

We try new things and learn from mistakes.

We resource ideas and take risks.

We are curious and experimental.

ACHIEVEMENT

We challenge ourselves and have high aspirations.

We are committed to continuous improvement.


We understand individual needs and design relevant learning.

OUR PRIORITIES

High quality teaching and learning: Improving literacy and numeracy achievement for all students through high quality teaching and powerful learning.

Improve student wellbeing for learning: Ensuring positive student wellbeing and connectedness to rigorous and personalised learning.

Improve conditions for learning: Developing safe conditions for learning in an environment that inspires engagement, opportunity, participation, success and celebration.

 Like us on Facebook
facebook.com/christies.beach.high.school

Please search Christies Beach High School on the Apple App Store or Google Play to download the App.



OUR MIDDLE SCHOOL

Respect, inclusion, innovation and achievement are the values that underpin the learning experience we aim to provide to every student. CBHS recognises the importance of the relationships that exist between our students, teachers, parents and the wider community.

We are committed to providing young people with high quality teaching and learning programs in safe and supportive environments that promote academic success and wellbeing. Middle School education at CBHS builds upon the knowledge and skills developed in previous years while allowing students to explore new areas of interest that will give direction for future choices.

The purpose of our Middle School program is to support students in becoming creative and confident individuals and support them as they learn to understand themselves and others, and manage their relationships and learning positively. We offer learning environments where students are challenged to explore, create, make decisions and actively participate in their learning. Our Middle School provides students and their families with the opportunity to develop strong and meaningful connections with a core team of 2 teachers who together deliver the mathematics, English, science, humanities and social sciences (MESH) and wellbeing curriculum. Students also begin to discover and explore other passions and areas of interest through regular engagement in a wide range of additional subjects.

The Australian Curriculum sets out the essential knowledge, understanding, skills and general capabilities important for all Australian students. It makes clear the right of the child to an education as a basis for their future learning, growth and participation in the Australian community.

CORE TEAM APPROACH AND CARE GROUP

We understand that respectful relationships are the glue that holds a positive school community together and promotes a sense of belonging for students and families. When students feel included and connected to school they will be more likely to participate in the school community and achieve academic success. Care groups provide an important platform for the development of these relationships.

Care group classes and teachers share large amounts of time together particularly in MESH subjects to establish and strengthen the

group's sense of identity and belonging as a community of learners. Students spend most of the day with their care group and a team of 2 teachers. The table below shows the daily structure of lessons for a year 8 student.

During wellbeing lessons, care groups explore a range of issues associated with wellbeing, resilience and the development of healthy relationships and positive attitudes. The wellbeing program is designed using resources from a range of respected organisations including Mind Matters, Child Protection and SHINE SA, and teachers are trained to ensure careful delivery of information.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MESH	MESH	MESH	MESH	MESH
Recess	Recess	Recess	Recess	Recess
Wellbeing	Wellbeing	Wellbeing	Wellbeing	Wellbeing
MESH	MESH	MESH	MESH	MESH
Lunch	Lunch	Lunch	Lunch	Lunch
Elective A	Elective B	Elective A	HPE	Elective B



MIDDLE SCHOOL CURRICULUM

At CBHS, Middle School students experience a range of subjects in the following learning areas:

- mathematics
- English
- science
- humanities and social sciences
- languages
- digital technology
- design technology
- food technology
- wellbeing
- health and physical education
- the arts.

YEAR 8 OVERVIEW

Students in year 8 experience all subjects from a range of different learning areas. The table (right) identifies the subjects students experience and the length of time of each course.

LEARNING AREA	SUBJECT	LENGTH OF TIME
Mathematics		1 year
English		1 year
Science		1 year
Humanities and social sciences	History Geography Business and economics Civics and citizenship	1 year
Health and physical education	Physical education	1 x 100 mins per week (compulsory full year)
Languages	Indonesian	1 year
Arts	Drama Media arts Music Visual arts	1 term
Design technologies	Food and fibre Digital and design technology	1 semester

YEAR 9 OVERVIEW

Students in year 9 experience a selection of subjects from a range of different learning areas. During the course counselling process, students are provided with detailed information regarding each subject so they are able to make informed decisions regarding their selections for year 9. The table (right) identifies the subjects students experience and the length of time of each course.

LEARNING AREA	SUBJECT	LENGTH OF TIME
Mathematics		1 year
English		1 year
Science		1 year
Humanities and social sciences	History Geography Business and economics Civics and citizenship	1 year
Health and physical education	Physical education	1 year
Languages	Indonesian	1 semester
Arts	Drama Media arts Specialist music General music Visual arts	1 semester
Design technologies	Food, nutrition and fibre Taste the world Product design and realisation 3D modelling Coding and control Digital image design	1 semester



MIDDLE SCHOOL BUILDING REDEVELOPMENT

Set to open in January 2020, CBHS is making changes in its learning programs and learning environment– transforming the school to a modern and vibrant education hub in Adelaide's southern suburbs. The architectural design of our new Middle School promotes engaged learning and fosters a sense of security, resilience and belonging.

These carefully designed learning spaces are flexible, vibrant, inspiring, creative, fun, motivating and appealing for all types of students. They:

- give students choices
- help students concentrate
- encourage positive relationships
- meet the differing learning styles of children and promote learner interests and passions
- provide a sense of comfort and safety
- link students to learning opportunities locally, nationally and globally.

The flexibility of the space provides opportunities for learning programs to spill to outside the classroom through student study openings and canopies that are fully equipped with the technology required to engage in high quality learning.

GENERAL INFORMATION

INTERVENTION AND SUPPORT

All students are capable of learning when they are highly engaged, with appropriate learning opportunities and support. Some students need additional support to access educational opportunities and to achieve success.

These additional learning and support needs may relate to a range of circumstances for the student, their schooling and their family. Teaching staff and support agencies work closely together and with families to plan and implement a One Child One Plan for identified students, whereby support is designed to meet the needs of each individual student. The Intervention and Support team works in collaboration across the Middle School, Senior School, Flexible Learning Programs and the Inclusive Education Centre (IEC).

CBHS works to develop a holistic approach to student support through:

- Targeted Learning Centre (TLC) for years 8, 9 and 10 students. Access to the centre is through a school based referral process
- connecting students, families and educational staff with a range of professionals as required, including Department for Education student support services: speech pathology, psychology, special education and behaviour support
- classroom based support for literacy and numeracy interventions
- a range of alternative programs are offered to students who require additional wellbeing and learning support including Inspire Mentoring, Ice Factor, Wood Work, Autism SA Support program, Art Therapy, Emotional Skills Development program, and Life Skills programs
- the Aboriginal Education team support Aboriginal and Torres Strait Islander students with learning and wellbeing and building strong relationships between school and home
- the Wellbeing team consists of Student Wellbeing Leaders and Youth Workers who support identified students with mental health and wellbeing, building healthy relationships, developing social skills, and engaging positively with learning.

TARGETED LEARNING CENTRE

The TLC program provides an engaging, inspiring and safe learning space to a specific small group of students with a diverse range of additional learning needs in years 8, 9 and 10. Lessons are tailored significantly and adjusted to the student's current ability, while increasing opportunities for success and engagement. Verbal and written instructions are also heavily modified.

Students attend the TLC every day for all subjects where they access a significantly modified curriculum, as well as targeted intervention for core literacy and numeracy skills. Students work with one care group teacher, and have access to a classroom Student Support Officer at all times. Although most programs offered in this space focus on supporting individual progress in literacy and numeracy, the centre also provides assistance with cognitive, social, emotional and wellbeing support to the identified students. The TLC aims to improve the academic outcomes and wellbeing of the students, support self-regulation and increase overall engagement in learning.

To access the TLC program, students must go through a school based referral process. For further information about referrals to the TLC, please contact Skai Perkins, Senior Leader of Intervention and Support on (08) 8329 9700.

GENERAL INFORMATION



SCHOOL TIMES

Below is important information for parents, caregivers and students regarding school times:

- the school day commences at 9.00am and concludes at 3.20pm
- at 9.00am students are to attend their Block 1 lesson
- students who enter school grounds before 8.40am are not under supervision of a teacher
- there is no hot weather dismissal as all teaching areas in the school are air-conditioned.

CHRISTIES BEACH HIGH SCHOOL SCHOOL DAY

8.00am	Breakfast Club (except Thursday)
8.30am	Staff meeting time
9.00am	Learning Block 1
10.35am	Recess
10.55am	Wellbeing
11.30am	Learning Block 2
1.05pm	Lunch
1.45pm	Learning Block 3
3.20pm	Dismissal
3.30pm	Homework Club (Thursday)

FACILITIES

CBHS enjoys an excellent school environment with large classrooms, beautifully maintained grounds, tennis courts, gymnasium, Performing Arts Centre and trade training facilities.

A major building program is currently underway with the completion of the STEM (science, technology, engineering and mathematics) Centre and the Inclusive Education Centre (IEC) in 2018, and the Middle School redevelopment set to open for students in January 2020. The new STEM Centre is a specifically designed teaching facility that focuses exclusively on delivering educational programs in the areas of science, technology, engineering and mathematics. The centre allows students to undertake practical science experiments, use robotics equipment, learn and apply coding skills and explore engineering concepts. Our digital media suite includes high end Apple computers with software for students to edit video, a sound studio and a green screen for the future filmmaker.

The Environmental Learning Centre (ELC) is a building designed to accommodate and provide practical demonstration for educational programs focussing on sustainability within the school. In addition to providing classroom space for students, it has also been used to host community forums and visiting school groups. The building is constructed from a range of materials including rammed earth and straw bale, and provides a relaxed and enjoyable workspace, operating best when it is opened to link the inside with the outdoor classroom.

Students learn in air-conditioned classrooms and enjoy modern, well-equipped design and technology suites, as well as computer suites housing networked computers. The school also boasts a wireless network for use with laptop computers.

Our school also houses a Performing Arts Centre for music, drama and dance, a Trade Training Centre for automotive and construction courses, high quality commercial kitchen facilities, well equipped visual art spaces, a gymnasium for indoor sports including basketball and netball, a large and well-maintained oval, and the newly opened IEC.

ATTENDANCE

Regular attendance at school is important for students to get the most from their education. Our school has an expectation that every student will attend school every day, and while at school will attend every lesson.

If a student is absent from school, parents/caregivers are asked to call the school by 9.00am or submit an absent note via the school App on the day of absence. If the absence extends beyond two days please contact the school for advice on (08) 8329 9700.

Each day a student is absent, the school will send out an SMS absentee message to parents/caregivers who have registered their mobile phones with the school. Registration for this service can be done upon completion of the child's enrolment forms.

We acknowledge that students may occasionally need to come to school late or leave early for a range of reasons. It is important that students follow the school expectations regarding appropriate sign-in and sign-out procedures when these circumstances arise.

- **Arriving to school late:** If students arrive to school after 9.00am they are expected to attend student services and sign in. Students will receive an entry slip that requires the signature of a staff member, which they need to present to the teacher of their first lesson.
- **Leaving school early for planned reasons:** Parents/caregivers are expected to contact the school ahead of time and give permission for the student to leave school grounds at the required time. Students are expected to attend student services and sign out. Students will receive an exit slip that requires the signature of a staff member.
- **Leaving school for illness:** When a student attends student services to receive health support, student services staff determine whether the child should go home. Staff will contact the student's parent/caregiver for permission to leave school grounds if appropriate.

BOOKWORK STANDARDS

We promote high standards of written work and presentation from students. Well-presented bookwork is important as it encourages students to take pride in their education, allowing them to take responsibility for their learning.

To ensure all students meet these whole school expectations, the materials and stationery necessary for them to uphold these standards are provided by the school (plastic book sleeves, red pens etc).

At CBHS, it is each student's responsibility to ensure that:

- all subject workbooks are covered and labelled with the student's full name and subject
- all work is neatly presented
- margins are ruled with a line down the left-hand side and across the top of the page in red pen (unless instructed otherwise)
- all work has a title and a date
- completed work is ruled off underneath
- consecutive pages are used and there will be no empty pages/spaces
- mistakes are corrected in an appropriate manner – use of an eraser or neat crossing out
- no graffiti, scribble, messy crossing out or drawings to be on covers or pages of books
- blue or black pen only is used (red pen or pencil when instructed by the teacher).

Coloured pens should only be used for highlighting

- worksheets are trimmed to fit in the book, aligned with the margin and glued in.

To support learning progress:

- student books will be collected and checked at least once throughout the term
- teachers will assess/grade workbooks regularly and provide the student with relevant written feedback using a standard assessment rubric
- feedback provided by the teacher regarding the content of completed work will be evident (e.g. work marked and commented on, suggestions for improvement and encouragement).

STUDENT VOICE

Student Voice acknowledges that students have unique perspectives on learning, teaching and schooling, and should have the opportunity to actively shape their own education. Student Voice allows students to actively participate in their school community and the education system by contributing to decision making processes and collectively influencing outcomes, putting forward their views, concerns and ideas.

Student Voice at CBHS is comprised of students from all year levels. Two to four students per year level are nominated by their peers and these nominees then elect their leaders.

Student Voice representatives meet on a regular basis during Wellbeing lessons to:

- discuss matters highlighted by students
- deal with matters referred to them by the principal or teachers.

Representatives take ideas and views of the students in their class/year level to be discussed at meetings. They are then responsible for communicating discussions back to students, seeking their views on matters as necessary.

EXPECTATIONS OF SCHOOL FACILITY USE

Our students have the right to learn in a positive, safe and secure educational environment. All members of the school community including staff, students, parents and caregivers have a responsibility to appropriately maintain and where possible, improve our environment through the following expectations:

- staff and students are expected to treat furniture and resources respectfully, reporting any accidental damage swiftly to the school's business leader
- staff and students are not to bring the following to school:
 - liquid paper
 - spray cans (including deodorant)
 - tools
 - sharp implements
 - chewing gum
 - energy drinks (eg Red Bull, Mother) or other caffeinated soft drinks
 - food and drinks from fast food outlets.
- staff and students are not to ride bicycles, scooters or skateboards on any paved area within the school grounds. Students must ensure their mode of transport is securely locked to the bike racks, or submitted to a member of the middle school leadership team to store safely until the end of the school day
- students are to remain within school grounds for the entirety of the day, unless signed out by a parent/caregiver. Site maps showing out-of-bounds areas are displayed in all classrooms.



GENERAL INFORMATION



LOST PROPERTY

Students are strongly advised to ensure articles of clothing and other belongings are clearly marked with their name. The loss of property should be reported to care group teachers. Any articles found should be handed in to student services.

Students are urged not to bring valuable items or unnecessary sums of money to school with them.

REPORTING STUDENT ACHIEVEMENT

For years 8 - 12, written reports are provided to parents/caregivers at the end of terms 2 and 4 with grades and recommendations for improvement. In addition to this, students will receive mid-term academic progress indicators which are published on DayMap for parents/caregivers to view. These indicators allow parents/caregivers and teachers to monitor student progress and where required, provide support to improve student learning.

Learning Conversations are held in the latter half of terms 1 and 3, where parents/caregivers can talk to teachers about their child's progress.

Parents/caregivers are encouraged to contact the school at any time if they have concerns.

MEDICAL INFORMATION AND FIRST AID

CBHS must ensure students are supported with their medical needs while at school. Parents and/or caregivers are asked to provide the school with relevant information regarding any medical issues or health concerns that may impact on activities that students are involved in.

Students with a medical condition, or who are required to take medication at school are required to have an official Health Care Plan completed and signed by their doctor. Additionally, all students who self-medicate on school grounds are required to complete a Health Care Plan and submit it to the school. Health Care Plan forms are included in this enrolment pack.

When students are required to take medication during the school day, the medication must be supplied to the school in original packaging. Student services cannot accept any medications (e.g. tablets, syrups, creams) unless they are in original packaging with instructions and a use by date. Parents/caregivers can ask their local pharmacy for another pharmacy-labelled container to supply to us if necessary.

It is also important to note that student services will not dispense paracetamol, aspirin or any other form of medication to students unless explicitly stated in the child's Health Care Plan.

MATERIALS AND SERVICES CHARGE

The materials and services charge covers the cost of essential items and services used by students over a school year. These may include subject area equipment, classroom materials, sport, grounds and resource books. School fees are set annually by the principal and governing council in consultation with the school community.

In 2019, the materials and services charge was \$390. This could be subject to a minor increase in 2020. Fees are invoiced to families in January of each year or following the enrolment of a student. Statements are sent regularly during the year to update families on the balance of funds owed.

At the beginning of the school year, students will receive a book pack containing essential stationery and materials. Parents/caregivers are advised that all materials (stationery etc), issued to students remains the property of the school. Students are expected to source their own stationery once the original supply has been used. Students can purchase school materials and stationery from student services for a small fee.

SCHOOL UNIFORM

CBHS has a clear School Uniform Policy, approved by governing council. Students are expected to adhere to this policy.

The school uniform develops a sense of belonging and pride in the school community and reduces the cost and competition associated with alternative clothing. By choosing to enrol at our school, students are also choosing to follow our School Uniform Policy.

Please refer to the uniform brochure and CBHS School Uniform Policy for more information.

SCHOOL CARD SCHEME

Families may be eligible for support for payment of materials and services charges and subject fees depending on income earned. School card assistance must be applied for each year. We recommend that you lodge your application for school card assistance with the school early each year.

For the 2019 school year the assistance was \$310. This will be subject to change in 2020.

A standard application form will be sent to families early in term 1 with the materials and services charge invoice for 2020. It is important that these forms be returned to student services as early as possible.

For more information on the SA Government school card scheme please visit:

www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme.

THE ROLE OF STUDENT SERVICES

Student services staff are available to support students with a range of services including:

- purchasing of school uniform
- purchasing additional credit for Adelaide MetroCard (public transport)
- accepting payments for excursions, camps and school fees
- checking timetables and locating teaching staff

- booking appointments with student wellbeing leaders or youth workers
- signing in to school after 9.00am
- signing out of school for appointments
- first aid and medical issues
- distribute urgent messages to students from parents/caregivers
- extra copies of notices and forms
- emergency loan of uniform items.

Please feel free to contact student services on 8329 9700 for more information.

LAPTOPS

CBHS maintains a 1 laptop per student program for Middle School students. Each year, students are allocated a school-based laptop that remains in the care group classroom. This device is configured to connect to the school's networked resources and onsite support for students is provided.

A username and password are allocated to each student to allow them to access the school network and resources. This account will give access to logon to the school computer, internet, DayMap and print services. Students are also provided with a Learnlink email address to access MS Office 365 applications and email. iPads are also available for student use in classrooms.

ELECTRONIC DEVICES (INCLUDING MOBILE PHONES AND PORTABLE DEVICES)

Electronic devices have many positive uses but if used inappropriately in an educational environment can negatively impact learning and student/staff wellbeing. In particular, mobile phones have some clear social dangers with possible legal consequences if used inappropriately. Students are expected to adhere to the CBHS Mobile Phone and Personal Digital Device Policy approved by our governing council.

All digital devices and mobile phones are to be either switched off or in silent mode. They should be kept in the student's school bag so as not to be disruptive in any learning environment at CBHS. This includes when moving to or between lessons. Any variation to this is by negotiation with our assistant principal.

The following process is initiated when the above expectations are not followed by students:

- students using a mobile phone or digital device inappropriately will face consequences as stated in the CBHS Mobile Phone and Personal Digital Device Policy
- students who violate the guidelines set out in the policy will have their phones or devices confiscated by teachers
- if confiscated, the device will be taken to a secure place within student services and remain there for the day. The student's parent/caregiver will be informed when necessary
- in an instance where a criminal offence is committed, the principal is bound by law to contact the police. Appropriate arrangements will be made for either the parents or the police to collect the device
- permission to view the contents of the phone may be sought from parents where appropriate
- infringements may result in the student losing the right to bring their mobile phone or digital device to school.

In the school grounds at break times, digital devices and mobile phones may be used provided they do not cause embarrassment or harm to fellow students, staff or visitors to the school.

Excursions and camps are an extension of classroom lesson time and so digital devices may be used as directed by the teacher.

As mobile phones and digital devices have recording and photography capabilities, students must apply care to avoid harmful and illegal use of these features. Recordings and photographs of others must not take place without clear permission from the person being recorded.

Mobile phones and digital devices are not to be used to record, store or transmit offensive material, including offensive ring tones.

GENERAL INFORMATION



ANTI-BULLYING AND HARASSMENT POLICY

All children have the right to feel safe, respected and included in learning communities that are free from bullying and harassment.

At CBHS, staff are committed to providing a safe and supportive environment for all, free from bullying, harassment, violence and e-crimes. All members of our school community have the right to be respected and have a responsibility to respect each other. All reports of bullying including cyber bullying, harassment and violence will be taken seriously and responses will be in line with our Positive Behaviours for Learning Policy, Keeping Children Safe from Bullying Implementation Plan and Anti-Bullying and Harassment Policy.

What is bullying?

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more people who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious or hidden. Bullying behaviour is repeated, or has the potential to be repeated, over time.

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Examples of types of bullying include:

Physical: hitting, kicking, tripping, pinching, pushing, damaging or stealing belongings.

Verbal: verbal abuse, name calling, insults, teasing, intimidation or threats. Verbal abuse can relate to a person's physical characteristics (eg weight or height) or other attributes such as race, sexuality, culture or religion. Verbal bullying can take place in a face-to-face setting, online or both.

Social: social exclusion, lying, spreading rumours, unwelcoming facial expressions or body language, threatening and negative looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, or damaging someone's social reputation or social acceptance (eg sharing information or images that will have a harmful effect on the other person). Social bullying can take place in a face-to-face setting, online or both.

Cyber: Cyberbullying (sometimes called online bullying) is bullying that is carried out through information and communication technology, including the internet (e.g. on social media sites) and on mobile devices. Examples include communications that intimidate, manipulate, put down, threaten or humiliate others. Cyberbullying includes behaviour such as:

- abusive texts and email
- hurtful messages, videos and images (including images that have been manipulated/edited)
- intimidating others online
- excluding others online
- nasty online gossip
- distributing personal images and videos without consent.

Reporting bullying

Students, parents/caregivers and community members can report bullying to:

- principal
- deputy principal/sub school assistant principal
- student wellbeing leader
- year level coordinator
- care group teacher.

Incidents of bullying can be reported in the following ways:

- on the school website
- face-to-face
- over the phone
- on the school App
- scheduling a meeting.

As much information as possible should be provided in the report and may include, but not be limited to the following:

- who was involved, including the person(s) engaging in the bullying behaviour, the person(s) to whom the behaviour was directed and any witnesses
- date(s)/times(s) of the behaviour(s)
- detail of where the incident(s) took place, including for example social media sites
- description of the behaviour(s)
- detail of circumstances leading up to and occurring after the incident.

Please refer to the CBHS Keeping Children Safe from Bullying Implementation Plan and Anti-Bullying and Harassment Policy on the school website.

POSITIVE BEHAVIOURS FOR LEARNING

All students and staff have a right to learn and work in a safe and supportive environment.

Positive behaviours for learning is a whole school approach to behaviour management that focuses on promoting appropriate student behaviours and creating positive school environments. It establishes positive expectations and allows all members of our school community to collectively support the wellbeing of every student.

In agreement with the school's Positive Behaviours for Learning Policy, we have implemented a range of systems that promote early behaviour intervention. These focus on preventing problem behaviours and creating an environment that supports student learning and wellbeing.

Our school community developed a set of agreed expectations for all students who attend our school. These expectations promote the importance of respectful relationships and positive conditions for learning (physical environment and routines). All staff teach and model the behaviours expected with their classes. Students and teachers discuss these expectations regularly, determining what each one looks like at an individual, class and school level.

Our whole school expectations are:

- be on time, prepared and wearing correct school uniform
- put my phone and my hat in my bag and put my bag on the rack
- communicate and interact politely with others
- actively listen
- respect the classroom environment and other's property
- follow all reasonable instructions promptly
- engage in my learning.

Please refer to the CBHS Positive Behaviours for Learning Policy on our school website for more information.

SCHOOL DIARIES

All students attending CBHS are required to have and use a diary.

The diary is an important tool that supports communication between home and school. The diary also helps students in their learning as it:

- acts as a prompt to plan resources to be taken home each day
- assists students to plan their time to meet due dates for assessment tasks
- conveys student achievements and assessment results to parents
- informs the school of a student's absenteeism, late arrival, early departure and appointments outside the school structure
- assists communication to parents and teachers when interviews are required
- contains information regarding school rules and expectations, uniform requirements and policies of which both students and parents should be aware.

Students are to take their diaries to all lessons to record homework, assessment dates, reminders and achievement results. In the school diary, parents/caregivers will find information regarding homework, due dates for assignments, movement logs, learning in class and important policies and procedures at CBHS.

Parents/caregivers are asked to check their child's diary regularly (preferably daily) to monitor their progress and to sign it each weekend. The diary will be checked and signed by care group teachers regularly.

SCHOOL COMMUNICATION

School newsletter

- informs parents/caregivers of special school activities such as excursions, meetings and volunteer opportunities as well as providing important information around school policies and procedures, payments, student learning, upcoming events etc
- is published several times a year and is posted on the CBHS website, the school App and our Facebook page.

Facebook page

- provides us with the opportunity to instantly share important information and receive feedback around a range of different topics including school closure days, unexpected announcements, positive student stories, policies and procedures, school events, student achievements etc
- it is updated frequently and is a great way for parents/caregivers, students and other school community members to connect with one another
- our school's Facebook page address is **www.facebook.com/christies.beach.high.school**.

School App

- helps families quickly receive information on upcoming processes and events, report attendance, find school contact details and view the school calendar from their Android or Apple device
- please search Christies Beach High School on the Apple App store or Google Play to download our App.

Website

- our new website is currently under construction and due to go live in term 4, 2019. Please note that our current website contains some information that is out-of-date and we are working hard to ensure our new site is exciting, modern and easy-to-use. It will be an information hub containing everything about CBHS including policies, bell times, uniforms, Middle and Senior School details and much more. Find us at **www.cbhs.sa.edu.au**.

GOVERNING COUNCIL

Parents/caregivers, staff, students and representatives of the community are elected annually to the governing council who meet twice per term. The council works closely with the principal to help set and monitor the direction of CBHS.

If you are interested in becoming a governing council member, please contact the school on (08) 8329 9700.

GENERAL INFORMATION



YEAR 7 TRANSITION CAMP

The year 7 Transition Camp will take place from Monday 25 November to Wednesday 27 November 2019 at Adare Camp in the scenic coastal town of Victor Harbor.

The purpose of the camp is to provide students transitioning in 2019 the opportunity to develop positive relationships with future peers and teachers so they feel a strong sense of belonging and connection to their new learning environment at CBHS. At the year 7 Transition Camp students are expected to collaborate, cooperate and work together to achieve success, in turn building a sense of community and establishing relationships.

This camp experience is fully funded by the Beach Road Partnership. There is no cost to families for students to attend.

During the camp students are grouped into teams who participate in a range of team-focused activities including raft making, body boarding, brain twister relay, the flying kiwi and various other learning experiences. The success of the team in each activity is dependent upon the level of teamwork, cooperation, encouragement and willingness to challenge themselves.

Students will be accompanied on camp by staff from CBHS and partnership primary schools. High school staff will include year 8 care group teachers for 2020 and members of the Middle School leadership team. Each partnership primary school will have at least one staff member attend the year 7 Transition Camp to support transitioning students.

YEAR 8 CAMP 2020

The year 8 Adventure Camp is offered to all year 8 students and takes place in the first term of the year. The 3-day Adventure Camp, located just outside of Adelaide, is an opportunity for students to make connections with their teachers and each other outside of the daily school routine.

Students engage in many initiative and team-building activities including ropes courses, rafting and the giant swing. The camp links explicitly to two general capabilities of the Australian Curriculum: critical and creative thinking as students challenge themselves to try new things and work together to solve problems, and the personal and social capability as students are given opportunities

to build resilience and interact positively with one another.

More information regarding the year 8 Camp 2020 will become available early in term 1 2020.

YEAR 9 URBAN DISCOVERY TOUR

In year 9, students are given the opportunity to travel to Melbourne and Ballarat on the Urban Discovery Tour. This 5-day trip visits such sites as Sovereign Hill, Melbourne Cricket Ground, the Old Melbourne Goal, Scienceworks and the SEA LIFE Aquarium.

The purpose of this tour is to deepen students' connection with the Australian curriculum, both in the areas of science (biological and physical sciences) and humanities (civics and citizenship, and history topics such as making a nation and World War 1). Students and staff continue to build positive relationships, and students further develop their personal and social capability as they build resilience and independence.

SCHOOL SPORT PROGRAM

A wide variety of sporting activities are provided for our students who are invited to continue with their favourite sport or take up new ones. Weekly and statewide knockout competitions are held in most sports. Announcements about the formation of teams and practice times are made in the daily bulletin on DayMap. The sports students can competitively engage with include the following:

- ultimate frisbee
- 9-a-side AFL
- tag rugby
- netball
- 5-a-side outdoor soccer
- 3v3 basketball
- basketball
- football.

Physical education activities available to students may include but are not limited to outdoor education and aquatics such as surfing and kayaking, accessing community facilities and local beaches. This course would be ideal for any student who would like to learn new skills in recreational physical activities, improve their own personal fitness, are interested in the outdoors and like experiencing new challenges.

CBHS also host a whole school sports day each year that includes traditional track and field events as well as team-based competitions. All students are expected to attend sports day and support their peers.

For further details contact Danielle Palmer (Health and Physical Education Leader) on 8329 9700.

INSTRUMENTAL MUSIC SERVICE

At CBHS, instrumental music and singing lessons are provided free of charge by the Department for Education Instrumental Music (IM) program.

We are fortunate to have highly qualified and experienced specialist teachers visiting each week to provide lessons in the following instruments:

- flute
- clarinet
- saxophone
- trumpet
- violin
- cello
- singing
- guitar
- bass guitar
- drum kit and general percussion.

All students who undertake music as a subject during the year are eligible to access these optional lessons on their chosen instrument or voice. This includes year 8 students who all experience music as part of the Australian Curriculum.

Students are also encouraged to be involved in extra-curricular bands, ensembles and choirs. This is a great opportunity for students to have fun while learning and developing supportive friendships.

Enrolment forms for instrumental music and singing lessons are given to all year 8 students in the first week of term 1. It is important for students to have access to their instrument for regular practice at home. Instrument hire is available at \$30 per term for flute, clarinet, saxophone, trumpet, violin and cello.

For more information, please contact Annette Greenshields (Arts Coordinator) on 8329 9700.

ALTERNATIVE PROGRAMS

CBHS provides students requiring additional wellbeing and learning support, access to a variety of school-based support, services and intervention programs. Some of the programs currently offered in 2019 include:

- Art Therapy program
- Inspire Mentor program
- Woodwerx
- Ice Factor program
- Autism SA Support program
- Labs 'n Life
- Hoops 4 Life
- fitness
- Drumbeat
- cooking
- Coaching Young People for Success
- Water Safety program
- F1 in Schools program
- Rock and Water.

STUDENT WELLBEING

We know that when young people feel good about themselves, are happy and have positive relationships with teachers, peers and parents, they are more likely to enjoy life and school and be successful and engaged in their learning. CBHS offers a range of support services to students and their families including:

- **school-based Student Wellbeing Leaders:** qualified teachers with additional skills in promoting and supporting student learning and wellbeing. Student Wellbeing Leaders support students, their friends and the wider school community, and help them manage things that are happening in their lives. This also involves developing skills and building confidence, so each one can be more independent in the future. Students may seek support from the Student Wellbeing Leader for a range of issues including learning difficulties, student-teacher relations, friendship issues, grief, bullying, problems at home, anger management, concerns about their physical safety, goal setting and coping skills
- **in-school psychology services:** experienced adolescent psychologists with specific experience in education settings who can diagnose and treat a range of psychological issues including behaviour problems, anxiety and depression, anger management, developmental disorders, social skills, gaming addiction, grief and loss, education and learning difficulties, sleep difficulties and parenting difficulties. To access this service students need a current Mental Health Care Plan from a GP
- **Youth Worker case management:** qualified Youth Workers support young people's emotional and social development in an informal setting, but via educational processes. They tackle a whole range of issues from social to behaviour concerns and students are identified for case management by teachers and/or families. Youth Worker involvement may include supporting students at school, home visits, connecting students and families with external support services and delivering wellbeing programs to targeted students
- **Aboriginal Education team:** consists of Aboriginal Education Leader, two Aboriginal Community Engagement Officers, and an Aboriginal Education Teacher. This team work closely to support Aboriginal students, meeting with them and their families regularly.

ADDITIONAL EVENTS AND SUPPORT PROCESSES DURING TRANSITION

YEAR 8 YOUTH WORKER CASE MANAGEMENT

Students identified through the transition process as either disengaged from school (lack of attendance), engaging in challenging and/or unsafe behaviours or presenting with wellbeing concerns are allocated to the year 8 Youth Worker for case management.

Through our restorative practice approach, Youth Workers can encourage self-reflection, create the space to be heard and challenge negative behaviour in the context of its impact on others. This then promotes and develops the capacity of the young person to build and maintain relationships.

Case management of these students commences prior to arriving at high school (beginning of term 4). The Youth Worker connects with the student and their family during the transition process by:

- visiting primary schools
- visiting student residences
- meeting with parents/caregivers and the student
- meeting with teachers in the primary and secondary school
- organising student's involvement in alternative programs where needed
- connecting with Department for Education support services or external agencies about the child and determining support strategies
- supporting the student during transition visits and the camp
- supporting the family with uniform purchases and other requirements of CBHS
- connecting with the family via phone, message and home visits in January prior to school commencing.

DEADLY START 2 HIGH SCHOOL PROGRAM

This is a program designed for year 7 Aboriginal and Torres Strait Islander students which aims to support positive transitions to high school by exposing students to a range of schools and workshops. Several secondary schools host this program, delivering workshops to students that encourage a positive outlook on high school. Information will be provided to families through the primary school and Aboriginal Education team during term 3.



TRANSITION TIMELINE 2019

The timeline below details key events in the year 7 - 8 Beach Road Partnership transition process led by CBHS.

TERM 2

WHEN	YEAR 7 – 8 TRANSITION EVENT OR ACTION
1 May	Principal's Tour for prospective year 8 students 9.30am and 3.40pm at CBHS
8 May	CBHS Open Night 5.00 - 7.30pm
13 - 24 May	Primary school morning visits to CBHS (organised between schools)
10 - 21 June	CBHS representatives visit primary schools (organised between schools)

TERM 3

WHEN	YEAR 7 – 8 TRANSITION EVENT OR ACTION
All term	Targeted programs and additional transition visits commence (students identified for participation by primary schools and invited by CBHS)
16 August	School allocation packs distributed to families by primary schools
26 - 30 August	Primary school half day visits to CBHS Targeted Learning Centre half day visits 9.30am - 12.30pm
18 September	Year 7 Parent Information Evening 6.00pm in CBHS STEM Centre

TERM 4

WHEN	YEAR 7 – 8 TRANSITION EVENT OR ACTION
All term	Targeted programs and additional transition visits commence (students identified for participation by primary schools and invited by CBHS)
30 October	Targeted Learning Centre Experience 9.00am - 12.30pm at CBHS
6 November	Year 7 Transition Camp information session 6.00pm in CBHS STEM Centre
25 - 27 November	Year 7 Transition Camp at Adare (Victor Harbor)
9 December	Whole Day Transition at CBHS

CONTACT INFORMATION

For more information regarding the year 7 Transition Program 2019, please contact:

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