



**CHRISTIES BEACH
HIGH SCHOOL**



**TRANSITION TO
HIGH SCHOOL**



PRINCIPAL'S MESSAGE

Welcome to the Christies Beach High School (CBHS) community. 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. Here at CBHS, we are 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 understand the learning and wellbeing needs of every student and that these needs are supported upon their arrival.

The transition to high school information booklet provides an overview of the process 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 our school.

We look forward to you becoming part of our learning community, and supporting your child's growth and achievement.

Graham Clark
Principal

OUR VISION

Christies Beach High School is an inclusive and safe community where learning expectations are high for every child.

OUR VALUES

- RESPECT
- INCLUSION
- INNOVATION
- ACHIEVEMENT

OUR PRIORITIES

High quality teaching and learning: Improving literacy and numeracy and SACE 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.

OUR MIDDLE SCHOOL - YEARS 7-9

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

We focus on your child and their learning needs.

Our Middle School program aims 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.

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 7, 8 or 9 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 Child Protection and SHINE SA, and our teachers are trained to ensure careful delivery of information.

DAILY TIMETABLE STRUCTURE

YEAR 7		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	9.00 – 9.20	Care Group	Care Group	Care Group	Care Group	Care Group
	9.20 – 11.00	MESH	Wellbeing Curriculum	MESH	MESH	MESH
	11.00 – 11.30	Lunch	Lunch	Lunch	Lunch	Lunch
	11.30 – 1.10	Experience 1	Experience 1	HPE	Experience 2	Experience 2
	1.10 – 1.30	Recess	Recess	Recess	Recess	Recess
	1.30 – 3.10	MESH	MESH	MESH	MESH	MESH
	3.10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
YEAR 8		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	9.00 – 9.20	Care Group	Care Group	Care Group	Care Group	Care Group
	9.20 – 11.00	MESH	Wellbeing Curriculum	MESH	MESH	MESH
	11.00 – 11.30	Lunch	Lunch	Lunch	Lunch	Lunch
	11.30 – 1.10	MESH	MESH	HPE	MESH	MESH
	1.10 – 1.30	Recess	Recess	Recess	Recess	Recess
	1.30 – 3.10	Experience 1	Experience 1	HPE	Experience 2	Experience 2
	3.10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
YEAR 9		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	9.00 – 9.20	Care Group	Care Group	Care Group	Care Group	Care Group
	9.20 – 11.00	Elective 1	Wellbeing Curriculum	Elective 2	MESH	MESH
	11.00 – 11.30	Lunch	Lunch	Lunch	Lunch	Lunch
	11.30 – 1.10	MESH	MESH	MESH	HPE	Elective 2
	1.10 – 1.30	Recess	Recess	Recess	Recess	Recess
	1.30 – 3.10	HPE	MESH	Elective 1	MESH	MESH
	3.10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

MESH: Mathematics, English, Science, Humanities and Social Sciences.

MIDDLE SCHOOL CURRICULUM



Throughout our Middle School program students experience a range of subjects in the following learning areas:

- Mathematics
- English
- Science
- Humanities and Social Sciences
- Spanish
- Digital Technology
- Design Technology
- Food Technology
- Wellbeing
- Health and Physical Education
- The Arts.

YEAR 7 OVERVIEW

Students in Year 7 experience all subjects from a range of different learning areas. The table below identifies the subjects students experience and the length of time of each course.

LEARNING AREA	SUBJECT	LENGTH OF TIME
English		1 year
Mathematics		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	Spanish	1 semester
The Arts	Performing Arts: Drama/Dance Music Visual Arts	1 term each
Design and Technology	Design Technology Digital Technology	1 semester
Home Economics	Cooking and Textiles	1 semester

YEAR 8 AND 9 OVERVIEW

Students in Year 8 and 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 8 and Year 9. The table below identifies the subjects students experience and the length of time of each course.

LEARNING AREA	SUBJECT	LENGTH OF TIME
English		1 year
Mathematics		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
The Arts	Performing Arts: Drama/Dance Music Visual Arts	1 semester each
Design and Technology	Construction with Wood Construction with Metal Auto Projects Media, Film and Animation Game Creation FI in Schools/Subs in Schools	1 semester each
Home Economics	Creative Cooking Taste the World Fashion	1 semester each

MIDDLE SCHOOL FACILITIES SCHOOL TIMES

Our learning environments and programs are always improving, transforming the school to a modern and vibrant education hub in Adelaide's Southern suburbs. The architectural design of our Middle School promotes engaged learning and fosters a sense of security, resilience and belonging.

Our carefully designed learning spaces are flexible, vibrant, inspiring, creative, fun, motivating and appealing for all 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 our Middle School 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.

- Our school day commences at 9.00am and concludes at 3.10pm
- At 9.00am students are to attend their 20 minute Care Group lesson
- Students are encouraged to enter school grounds from 8.40am
- There is no hot weather dismissal as all teaching areas in our school are air-conditioned.

SCHOOL DAY	
8.00am	Breakfast Club (Mon, Tue, Wed, Fri) Morning BBQ (Thurs)
9.00am	Care Group
9.20am	Learning Block 1
11.00am	Lunch
11.30am	Learning Block 2
1.10pm	Recess
1.30pm	Learning Block 3
3.10pm	Dismissal



INTERVENTION AND SUPPORT

We believe all students are capable of learning when they are highly engaged with appropriate learning experiences. Some students need additional support to achieve success and our intervention programs provide this at an individual level.

Additional learning and support needs may relate to a range of circumstances for the child. Teaching staff and external support agencies work together and with families to plan and implement a personalised learning plan known as a One Plan for identified students. Through this process learning goals are designed and supported to meet the needs of each student. The Intervention and Support team works in collaboration with teachers. High quality intervention and support programs in place include:

- The Targeted Learning Centre (TLC) program providing an engaging, inspiring and safe learning space to students in Years 7-10 who require additional learning support.
- connecting students, families and education staff with providers as required, including those engaged through National Disability Insurance Scheme (NDIS), Disability Employment Agencies and Department for Education Student Support Services: Speech Pathology, Psychology, Special Education and Behaviour Coach support.
- classroom-based support for literacy and numeracy interventions and SACE completion.
- a range of alternative programs for students who require additional wellbeing and engagement support.

TARGETED LEARNING CENTRE (TLC)

The Targeted Learning Centre program operates within a learning space designed to meet the needs of an identified small group of students with a diverse range of additional learning needs in Years 7-10.

A differentiated curriculum is customised to unique learning needs arising from a broad range of student development levels. Lessons are tailored and adjusted to the student's current ability, while increasing opportunities for success and engagement.

Identified students in Years 7-9 attend the TLC every day for all subjects, where they access a significantly modified curriculum, as well as targeted intervention for literacy and numeracy skills. Students work with 1 Care Group teacher and have access to a classroom Support Officer at all times.

Identified students in the Year 10 Targeted Learning Centre attend for the core subjects: English, Mathematics, Personalised Learning Plan, Science and History. All remaining elective subjects are undertaken in regular classes. Although most programs offered in the TLC focus on supporting individual progress in literacy and numeracy, the centre also provides assistance with cognitive, social, emotional and wellbeing support to identified students. The TLC aims to improve the academic outcomes and wellbeing of students, support self-regulation and increase overall engagement in learning. To access the TLC students need to go through a school-based referral process.

ALTERNATIVE PROGRAMS

We provide a range of alternative programs to encourage participation and engagement in school life and learning experiences. Alternative programs are tailored to the needs of individual or small groups of students through a case managed model and vary based on need. A range of experts are engaged to ensure high quality is maintained, drawing on the expertise within our immediate community. Some of the alternative programs currently offered include:

- Art Therapy
- Bike Balance
- Car Restoration
- Cultural Connections
- Fitness
- Hoops 4 Life
- Ice Factor
- Pawz a While
- SAASTA Connect.

ADDITIONAL TRANSITION TO HIGH SCHOOL VISITS

We acknowledge the powerful learning and relationships that exist within our primary schools, working closely with primary school staff to ensure that every child experiences a smooth and successful transition into high school. Primary and secondary school teachers meet regularly throughout the transition process to ensure we understand the learning and wellbeing needs of every student and provide suitable support for their needs upon arrival at CBHS. Some students who require additional support during this time of change will engage with an alternative transition program that is tailored to their needs and may include additional transition visits, practicing high school routines and participating in lessons. Additional transition visits focus on developing student resilience and relationships before entering high school. Some of the additional programs provided include:

- Targeted learning Centre half day visits
- Aboriginal students half day visits
- various alternative programs such as cooking, fitness and creative arts.

ABORIGINAL EDUCATION

Our Aboriginal Education team consists of an Aboriginal Secondary Education Senior Leader, Aboriginal Education Teachers, Aboriginal Secondary Education Transition Officers (ASETO). The team supports the learning and wellbeing of students across the school, including facilitation of culturally specific programs, transition into and out of secondary education, case management and community involvement. The team also works to support teachers, students and families gain a deeper understanding of Aboriginal history and culture so it can be regularly taught in classrooms.

SAASTA CONNECT

SAASTA Connect is a course for Year 7-9 students to prepare them for possible inclusion into the SAASTA program when they are in Year 10. Students will complete tasks with an emphasis on connection to culture through history, sport and art, with support from our Aboriginal Secondary Education Transition Officers (ASETO). Students will also develop leadership skills through being a voice for Aboriginal students and representing the school at community events. Students are expected to demonstrate positive attendance, behaviour and respect through all of their schooling, in line with SAASTA expectations.

CLONTARF ACADEMY

The CBHS Clontarf Academy exists to improve the education, discipline, life skills, self esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equip them to participate more meaningfully in society.

Any Aboriginal and Torres Strait Islander boy enrolled at CBHS can apply to be part of the program.

For further information, please contact the CBHS Academy Director on (08) 8329 9700.

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.

We offer 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 our 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.
- **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.
- **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

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 our Youth Workers for case management.

Through our restorative practice approach, our 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). Our Youth Workers connect with the student and their family during the transition process by:

- visiting primary schools
- 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 additional transition visits
- connecting with the family via phone, message and home visits in January prior to school commencing.

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 our 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 our school is comprised of two students per year level.

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

- discuss matters highlighted by students
- deal with matters referred to them by our 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 and reporting to Governing Council.



SCHOOL COMMUNICATION

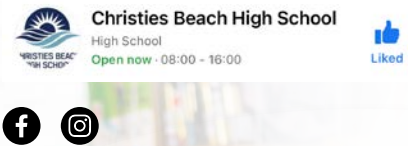


Website

- Our website contains everything you need to know about our school including Transition to High School, Middle School, Principal Tours, school policies, our Curriculum Handbook plus much more. Find us at www.cbhs.sa.edu.au.

Facebook and Instagram page

- We are regularly active on Facebook and Instagram, sharing information around a range of topics including school closure days, announcements, positive stories, classroom activities and student achievements.
- Please search Christies Beach High School in Facebook and Instagram and like/follow our pages.



School App

- This is our main method of communication to students and families. It is fast and efficient and a great resource of up-to-date information. We post notices relating to student free days, early school closures, Learning Conversations, information sessions and event reminders.
- It is a great way for parents/caregivers to contact us regarding student absences, general enquiries or to contact our Principal.
- Bullying forms can be submitted via the hands/heart symbol at the bottom of the home page. Forms are emailed to school leadership to action.
- The calendar contains all scheduled school events such as camps, excursions, sports days, Governing Council meetings, immunisations, exams and graduations.
- Download the CBHS App to your device from the App Store or Google Play.



DAYMAP

REPORTING STUDENT ACHIEVEMENT

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 live academic progress indicators which are published on Daymap daily 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 would like more information about their child's learning.

PARENT PORTAL

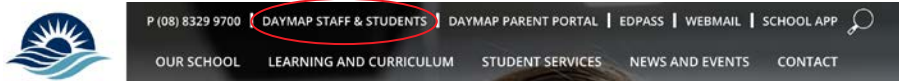
- Access to student reports, student timetables, school communication, homework and assessment due dates, assessment results, calendar and attendance history.
- To access the portal go to www.cbhs.sa.edu.au. Click 'Daymap Parent Portal'.
- New users click 'Can't access your account?'. Enter your email address and 6-digit student ID number. Click 'Reset Password'. Login details will be emailed to you.

- Existing users enter your username and password. Click 'Sign In'.
- Forgotten your password? Click 'Forgot your password?'. Enter your email address and 6-digit student ID number. Click 'Reset Password'. A link to reset your password will be emailed to you.

STUDENT ACCESS

Access to student reports, student timetables, school communication, homework and assessment due dates, assessment results, calendar and attendance history.

- To access the portal go to <https://www.cbhs.sa.edu.au>. Click 'Daymap Staff & Students'.
- Enter the same username and password used to access school devices.



- Please note: login window (above) can be different depending on internet browser used.

GENERAL INFORMATION

HOUSE TEAMS

Narungga is a language group located on Yorke Peninsula that spreads as far North as Port Broughton. Narungga was chosen for the yellow team as it encompasses both coastal and inland areas. The sleepy lizard was chosen as the mascot as it features in multiple dreamtime stories of the Narungga people.



Ngarrindjeri is a language group located South of Adelaide. Ngarrindjeri was chosen as the blue team's name because Ngarrindjeri land borders along the Murray River, Fleurieu Peninsula and the Coorong. The pelican was chosen as the team's mascot as it is a prominent bird known to this area.



Kaurna is the land that we stand on here at Christies Beach High School and the Adelaide Plains region. It is the language group of the local people to this area. Kaurna was chosen as the name for the green team as the area is known for its luscious green plains. The Kari (emu) is significant to a dreamtime story of the Kaurna people.



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.

We 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.

CAMPS AND EXCURSIONS

The Christies Beach High School Middle School program offers exciting opportunities for students to engage in camps and excursions linked to the Australian Curriculum and General Capabilities within SA.

Excursions – Years 7-9

Our Years 7-9 program offers exciting opportunities for students to engage in camps and excursions linked to the Australian Curriculum and general capabilities, both locally within SA, and interstate.

Year 7 Adventure Camp

A 3-day Adventure Camp is offered to Year 7 students. This provides an opportunity for students to connect with teachers and peers outside the daily school routine and they are challenged to problem solve, build resilience and interact positively with each other.

Year 8 Naracoorte Caves Adventure Camp

In Year 8, students are given the opportunity to attend a 3-day camp at Naracoorte Caves. Staying at the Wirreanda Bunkhouse in the Naracoorte Caves National Park, whose facilities and accommodation areas are occupied by our school group alone, students are provided with a range of fun and engaging activities covering several main educational themes: palaeontology (the study of fossils), the secret world of bats, cave science and geology, and team building (adventure caving).

CAMPS AND EXCURSIONS

Other important concepts are woven into the delivery of the main educational themes, such as: World Heritage, conservation and sustainable use, extinction, evolution, biodiversity and tourism. The Naracoorte Caves Camp aims to develop students' resilience and independence, their sense of adventure and connections with culture, and build lasting positive relationships with peers and staff.

Year 9 Port Lincoln Adventure Camp

In Year 9, students are given the opportunity to travel to the Eyre Peninsula on the Port Lincoln Adventure Camp. This 5-day trip visits sights such as Glenforest Tourist Park, swimming with the sea lions, Coffin Bay and Port Lincoln National Parks, aquatics and Orienteering. The purpose is to deepen students' connection with the Australian Curriculum, in the areas of Science (Earth Sciences) and Humanities (Tourism). The Adventure Camp will also set out to develop student knowledge of Aboriginal and Torres Strait Islander histories and cultures in the area. Students will continue to build positive relationships with their peers and staff, while further developing their personal and social capabilities of resilience and independence.

INSTRUMENTAL MUSIC SERVICE

At our school, 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:

- 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 7 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 and 3.



GENERAL INFORMATION

THE ROLE OF STUDENT SERVICES

Our 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 9.20am
- 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 (08) 8329 9700 for more information.

COMPUTERS FOR LEARNING

We maintain a one laptop per student program for our students. Each year, students are allocated a school-based laptop. 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.

SAFE AND HEALTHY ENVIRONMENTS

Students are not to bring the following to school:

- liquid paper
- spray cans (including deodorant)
- tools
- sharp implements
- chewing gum
- energy drinks or other caffeinated soft drinks
- food and drinks from fast food outlets.
- 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 at the front entrance of the school
- 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.

POSITIVE BEHAVIOURS FOR LEARNING (PBL)

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.

All our staff teach and model the behaviours expected with their classes. These expectations promote the importance of respectful relationships and positive conditions for learning (physical environment and routines). 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 in my locker
- 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 our Positive Behaviours for Learning Policy on our school website.

SCHOOL POLICIES

Our school has developed a set of very clear policies which have been approved by our Governing Council.

All policies have been developed in line with our shared values of respect, inclusion, innovation and achievement are available in full on our website.

- Anti-Bullying and Harassment Policy.
- Mobile Phone and Personal Digital Device (PDD) Policy.
- Bring Your Own Device Policy.
- Positive Behaviours for Learning (PBL) Policy.
- School Uniform Policy.

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.

Our 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.

Please refer to our Anti-Bullying and Harassment Policy on our website.

MOBILE PHONES

Phones are to be turned off and stored away in students lockers and must not be accessed on school site.



GENERAL INFORMATION

ATTENDANCE

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 2 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 9.20am 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.

MEDICAL INFORMATION AND FIRST AID

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

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.

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.

A standard application form will be sent to families early in Term 1 with the materials and services charge invoice. 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.

STATIONERY

Each student is provided with a blue pen, red pen, lead pencil and eraser. This is accompanied by workbooks with covers for each topic in each semester.

It is highly recommended that students supply their own:

- pencil case
- water bottle
- colour pencils
- glue sticks
- rulers (not metal).

LOCKERS

Each student is provided with a locker. This is accompanied by a personalised lock.



UNIFORM INFORMATION

GIRLS UNIFORM



BOYS UNIFORM



The Christies Beach High School (CBHS) Uniform Policy has been developed and approved by the school community through the Governing Council. All students attending our school are required to wear school uniform as described in this policy. Consequences apply in relation to persistent and wilful breaches of the policy.

PURPOSE

- Our school Uniform Policy aims to:
- support students to develop a sense of identity and pride with our school
 - assist in the provision of a safe school environment
 - reduce costs and competition associated with alternative clothing
 - assist with safety and care of students through easy identification both within school grounds and whilst participating in excursions, field trips, camps, sporting events and other events where the school is represented
 - provide cost effective, durable clothing.

ADDITIONAL INFORMATION

- Jeans, leggings or other 'fashion pants' are not acceptable for school wear.
- On casual dress days students must wear appropriate clothing and shoes that do not contravene the workplace health and safety requirements of the school.
- Students may wear a plain navy or white long sleeve crew neck or v-neck top under their CBHS polo shirt. Other colours, or tops with logos are not acceptable for school wear.
- Students must change into suitable clothing and footwear for Physical Education lessons and wear school uniform at all other times.
- Jewellery and make-up should be discreet.

Students out of school uniform will be expected to change into appropriate loan uniform with the support of their Care Group teacher or Year Level Leader. A plan will be implemented, in partnership with parents/caregivers, to support students to be consistently in full school uniform.

ACCESSORIES



UNIFORM ITEMS

All students are expected to be in full school uniform every day. All our uniform items are to be purchased through the school's uniform shop within Student Services. There are no other approved providers for our uniform items.

	ITEM	DESCRIPTION	PRICE
1.	Polo Shirt	CBHS polo shirt with logo	\$32
2.	Windcheater	CBHS navy windcheater with logo	\$56
3.	Dress	CBHS dress	\$68
4.	Skirt	CBHS skirt	\$48
5.	Trackpant (microfibre)	CBHS navy trackpant (microfibre)	\$40
6.	Trackpant (fleece)	CBHS navy trackpant (fleece)	\$40
7.	Rugby top	CBHS navy rugby top	\$63
8.	Shorts (Podium)	CBHS navy shorts, navy hipster shorts – polyester blend	\$25
9.	Shorts (Pongee)	CBHS navy shorts, navy hipster shorts – polyester blend	\$29
10.	Soft shell jacket	CBHS soft shell jacket – Micro-fleece inner	\$50 (Youth) \$55 (Adult)
11.	Cap	CBHS navy cap with school logo	\$12
12.	Bucket Hat	CBHS navy bucket hat with school logo	\$16
13.	Beanie	CBHS navy beanie with school logo	\$11
	Year 12 Windcheater	CBHS Year 12 windcheater (Year 12 students only)	\$32
	Footwear	Enclosed shoes	

Please note: prices are subject to change.

CONTACT INFORMATION

For more information regarding transition
to high school please contact

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Government of South Australia

Department for Education

CRICOS Provider Number: 00018A