



PALM BEACH
CURRUMBIN
STATE HIGH

A STUDENT'S GUIDE TO JUNIOR SECONDARY



OFF AND AWAY

All day

Turn off your mobile phone and put it away during the school day.



Switch your smart watch to flight mode.



Put away headphones and earbuds.



If you need to speak with your family please come to the school administration.



JUNIOR SECONDARY STUDENT HANDBOOK

Personal Information

Name: _____

Parent/Caregiver Contact: _____

House: _____ House Leader: _____

Care Class: _____ Care Teacher: _____

Head of Year: _____

General School Information

Executive Principal:	Mr Chris Capra
Principal, Junior Secondary:	Ms Anita Sgalippa
Principal, Senior Secondary:	Ms Alyce Bradford
Address:	Thrower Drive, Palm Beach QLD 4221
Postal Address:	Locked Mail Bag 1 Currumbin QLD, 4223
Website:	www.pbc-shs.eq.edu.au
Telephone:	(07) 5525 9333
Email:	parentsupport@pbc-shs.eq.edu.au info@pbc-shs.eq.edu.au
Student Full Day Absences:	Text 0426 305 728
Office Hours:	8:00am – 4:00pm
Uniform Shop:	8:00am – 12:15pm (Closed Fridays)
Finance Window:	8:00am - 12:00pm (Closed Monday & Friday)
P&C Meetings:	6:30pm to 7:30pm (3rd Tuesday of each month, excluding school holidays)
School Council:	Meets once each Term
Social Media:	Facebook @PalmBeachCurrumbinStateHigh @PBCAlliance Instagram @pbcshs @interhouse_comps.

2023 PBC Lesson Times

Class	Monday (3 Period Day)	Tuesday to Friday (4 Period Day)
CARE	9:00am - 9:10am	9:00am - 9:10am
1	9:10am - 10:20am	9:10am - 10:20am
2	10:20am - 11:30am	10:20am - 11:30am
Lunch 1	11:30am - 12:10pm	11:30am - 12:10pm
3	12:10pm - 1:20pm	12:10pm - 1:20pm
Lunch 2	1:20pm Early Finish	1:20pm - 1:50pm
4		1:50pm - 3:00pm

* Wednesday Period 2 is CARE/Assemblies

Red's Pledge

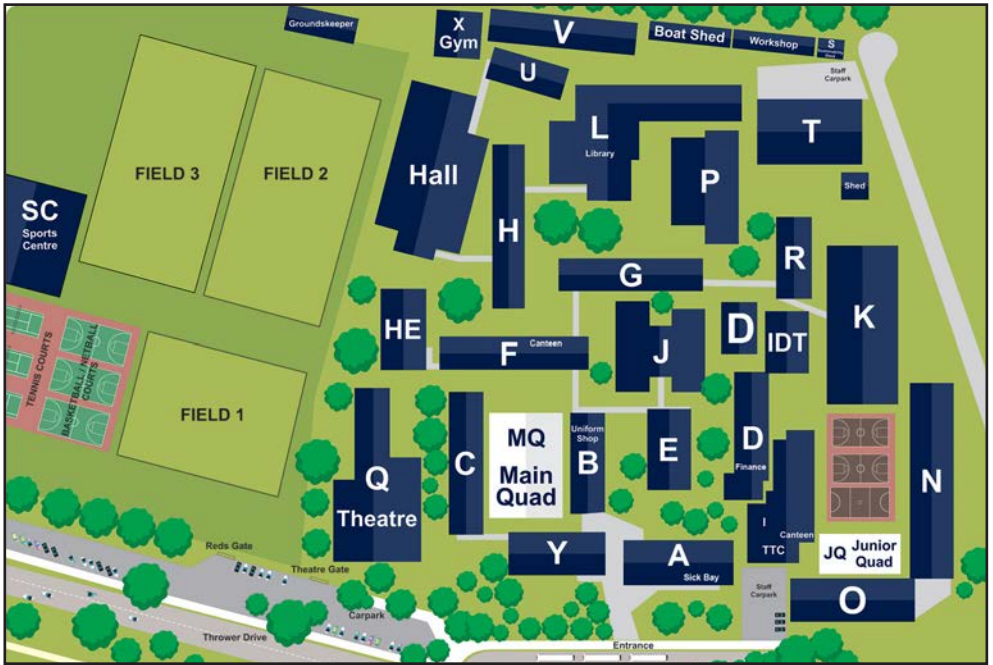
*As a student of PBC
I will honour our school's founding principle,
'Nil Sed Optima'
by doing nothing but my best in every school endeavour.*

*I make a commitment to uphold the Red's tradition, to
relentlessly strive to be my best self and to actively
support others to do the same.*



Nil Sed Optima

PBC School Map



School Directory

Canteen - F Block ~ Years 7, 10 - 12

- I Block ~ Years 8 and 9

Corporate Services - D Block

- Finance / Facilities / HR / Trade Entrance

Junior Secondary - A Block

- Student Services / Parent Reception

Hall - S Block

Library - L Block

Main Reception - A Block

- Sick Bay / Enrolments

Senior Secondary - Y Block

- Student Services / Parent Reception

Sports Centre - SC Block

Theatre - Q Block

Trade Training Centre (TTC) - I Block









OPTIMA PLAN

INTERNAL MONITORING										
Subject Achievement Goals - Semester 1										
Subject	Term 1 Achievement		Initial		Term 2 Achievement		Initial		Teacher	
	Goal	Actual YTD	Parent	Teacher	Goal	Actual YTD	Parent	Teacher		
English										
Maths										
Science										
History/ Geography										
HPE										
Elective:										
Elective:										
LOTE (Yr 7/8 only)										
Attendance Target 92%	GPA	Effort/Behaviour Grade	GPA		Effort/Behaviour Grade					
Term 1	Term 1 Reflections		Term 2 Reflections							
Term 2										

INTERNAL MONITORING											
Subject Achievement Goals - Semester 2											
Subject	Term 3 Achievement			Initial			Term 4 Achievement			Initial	
	Goal	Actual YTD	Teacher	Parent	Teacher	Goal	Actual YTD	Parent	Teacher		
English											
Maths											
Science											
History/ Geography											
HPE											
Elective:											
Elective:											
LOTE (Year 7/8 only)											
Attendance Target 92%	GPA	Effort/Behaviour Grade			GPA	Effort/Behaviour Grade					
Term 3	Term 3 Reflections			Term 4 Reflections			Term 4 Reflections				
Term 4											

Optima Code

	Be Safe	Be Respectful	Be a Learner
Common Expectations	<p>I report bullying and other problems.</p> <p>I wear my uniform correctly and proudly.</p> <p>I uphold the school's policy regarding technologies, including computers, phones and devices.</p>	<p>I say no to bullying.</p> <p>I follow teacher's instructions.</p> <p>I speak politely and use appropriate language.</p> <p>I keep the school vandalism and graffiti free.</p> <p>I respect other's belongings.</p>	<p>I actively participate in school.</p> <p>I do my best to learn, achieve and succeed.</p> <p>I attend class and school every day.</p>
Class	<p>I sit on my seat and at my desk properly.</p> <p>I follow the safety procedures of the class.</p> <p>I use equipment appropriately.</p> <p>I report incidents to staff.</p> <p>I keep all valuable items at home.</p> <p>I place my bag correctly on the bag rack or where directed.</p>	<p>I follow the teacher's instructions.</p> <p>I listen to the person who is speaking to the class.</p> <p>I put my hand up and wait silently to speak.</p> <p>I remove items of distractions and my hat when I enter the room.</p> <p>I am accepting of the opinions and contributions of others.</p>	<p>I do my class work to the best of my ability and strive to achieve my goals.</p> <p>I bring the equipment needed for each lesson.</p> <p>I complete and hand in all assessment tasks by the due date.</p> <p>I actively engage in class activities.</p> <p>I assist others in learning.</p>
Lunch Time	<p>I stay in school grounds and in my seating area.</p> <p>I act and interact safely.</p> <p>I report outsiders that are on school grounds to a teacher.</p> <p>I report inappropriate behaviours to a teacher.</p>	<p>I follow teacher and canteen staff instructions.</p> <p>I wait my turn at the canteen.</p> <p>I put my rubbish and unwanted food in the bins.</p>	<p>I use lunchtime effectively by having something to eat, talking to friends, playing a game, going to the toilet, visiting the library or seeing a teacher.</p>
Transport	<p>I get on and off the bus without pushing.</p> <p>I wait a safe distance whilst waiting for the public bus.</p> <p>I follow road rules and directions from teachers when walking to and from schools.</p> <p>I safely walk across the school car park.</p>	<p>I line up when I see my bus approaching.</p> <p>I speak politely to the bus driver and other passengers.</p> <p>I report any damage done to other student's bikes.</p> <p>I acknowledge other road users.</p>	<p>I model the right behaviour on the bus, when walking, crossing the road or retrieving my bike.</p> <p>I have my bus pass, Go Card or bus fare.</p>
Assemblies	<p>I enter and exit in an organised manner.</p> <p>I sit promptly and appropriately.</p> <p>I follow teacher direction.</p>	<p>I am quiet throughout assembly.</p> <p>I congratulate the achievements of others.</p> <p>I follow school policies when signing in and bringing absence notes.</p>	<p>I think about what is presented at assembly.</p> <p>I take my diary to record important information and dates.</p>
Community	<p>I act and interact safely with the community.</p> <p>I obey laws and rules in the community.</p>	<p>I am respectful to people and property.</p> <p>I speak politely and offer assistance to community members.</p>	<p>I participate in community activities and events.</p>

Be Safe	Be Respectful	Be a Learner
 <p>Report Bullying www.stymie.com.au</p>		<p><i>Every day</i> COUNTS! </p> <p>School success starts with attendance</p> <p>92%</p>
<p>Uniform Code</p> <ul style="list-style-type: none"> - formal and sport uniform - PBC Socks - Black polishable shoes  <p>NO MAKE UP OR NAIL POLISH</p> <p>Jewellery</p> <ul style="list-style-type: none"> - Wrist watch only - One small earring in each ear only <p><i>Page 15/16</i></p>	<p>Raise your hand and wait to speak.</p>   <div style="border: 2px solid black; padding: 5px; text-align: center;"> <p>PLEASE</p> <p>PUT RUBBISH</p> <p>IN BINS</p> </div>	 <p>Switched OFF and in BAG</p> <p><i>Page 25</i></p>
<p>Playground Areas</p>		 <ul style="list-style-type: none"> • Be on time for class • Line up outside room • Have necessary equipment ready (eg. charged laptop and cord, pencil case, exercise book) • Complete all class activities • Display positive behaviours
<p>OPTIMA CREDITS</p>		
<p>Follow the OPTIMA code, earn OPTIMA credits and exchange for rewards!!</p>		

Optima Levels

Earn over 500 Optima Credits and receive

BRONZE OPTIMA BADGE

Earn over 500 Optima Credits and receive

SILVER OPTIMA BADGE

Earn over 500 Optima Credits and receive

GOLD OPTIMA BADGE

Optima Credits Menu

Show your Optima Rewards at Junior Secondary D block Student Services to earn 10 credit points for each card. Spend or save your credits for the ultimate prize!!

Each Optima is worth 10 credits



Credit Value

Zooper Dooper	20 credits
Optima Canteen Voucher	50 credits
Hoyts Voucher	100 credits
End of Term Pizza Lunch	150 credits
End of Semester Surprise Activity	250 credits
End of Year Big Day Out	350 credits

Rights and Responsibilities

We believe all members of our school community – students, parents and teachers – have rights and responsibilities that must be upheld to ensure that we are able to be safe, be respected and to learn in a supportive school environment.

STUDENTS' RIGHTS	STUDENTS' RESPONSIBILITIES
<p>To be ...</p> <ul style="list-style-type: none"> • Educated • Respected by peers and teachers • Safe • Encouraged to express themselves • Able to contribute • Treated fairly • Protected against discrimination and/or bullying 	<p>To ...</p> <ul style="list-style-type: none"> • Pursue excellence within a supportive educational environment that is conducive to learning. Care for one's own and others' safety and to expect that same standard of care from others. • Express honest views in a respectful, sincere manner and to understand procedures affecting the student. • Actively contribute to the school planning and operations to pursue the protection of the common good. • Create and foster positive/productive peer relationships.
PARENTS' RIGHTS	PARENTS' RESPONSIBILITIES
<p>To be ...</p> <ul style="list-style-type: none"> • Informed honestly of your child's progress and immediately of any problems concerning your child. • Given the respect to voice an opinion and participate in the development and planning of the school's operation. • Kept regularly informed of changes to class programs, school policies and general school activities. • Given the freedom to contact the school at any time regarding your child's progress. 	<p>To ...</p> <ul style="list-style-type: none"> • Be responsible for your child's health, care, safety and guidance. • Encourage your child to be respectful, to show understanding, and to appreciate the value of education. • Support the school's anti-bullying philosophy. • Help your child do his/her best by creating a supportive learning environment at home. • Support teachers in their educational and management decisions. • Be honest and trustworthy in all dealings with your child and the school community.
TEACHERS' RIGHTS	TEACHERS' RESPONSIBILITIES
<p>To be ...</p> <ul style="list-style-type: none"> • Treated with respect. • Allowed to teach in a classroom free from disruption. • Entitled to care and compassion. • Protected from abuse. • Given the opportunity to seek professional development. • Provided with the resources necessary for an understanding, tolerant and inclusive learning environment. • Encouraged to contribute with integrity to the planning process and operation of the school. 	<p>To ...</p> <ul style="list-style-type: none"> • Contribute to a school environment which encourages students to do their best in order to maximize their educational opportunities. • Act with understanding, tolerance and inclusiveness to their professional best. • Establish and implement rules, procedures and consequences in a fair and consistent manner. • Provide a positive, caring and compassionate environment within the classroom and school community. • Communicate honestly with students and parents. • Monitor and act upon bullying behaviour between students.

Student Code of Conduct

BEHAVIOUR	MOST LIKELY OUTCOME
<p>Minor non-compliant with routine behaviours, including but not limited to:</p> <ul style="list-style-type: none"> • Lacking appropriate equipment/ not being ready to learn • Homework not completed • Refusal to participate in a program of instruction • Non-submission of assessment • Breach of academic integrity (ie. cheating) • Non-compliance with dress code 	<p>Classroom Teacher/HOD/HOY</p> <ul style="list-style-type: none"> • Phone call to parent/guardian • Lunch Detention • Meeting with stakeholders • Temporary withdrawal from class (buddy class)
<p>Minor disruptive behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • Late to class • Phone use and/or electronic device misconduct (eg. gaming) • Truancy • Littering • Unsafe Behaviours (minor) • Repeated minor disruptive behaviours • Verbal misconduct (ie. swearing) 	<p>Teacher/HOY/HODSE</p> <ul style="list-style-type: none"> • Temporary removal of phone and/or electronic device • Phone call to parent/guardian • Lunch detention or after school detention • Check in, Check out and/or conduct cards • Meeting with Stakeholders • Temporary withdrawal from class (buddy class) • Temporary withdrawal from subject <p><i>If this misconduct or disruptive behavior is persistent, a One School referral is actioned to the DP</i></p>
<p>Major misconduct and/or disobedience, including but not limited to:</p> <ul style="list-style-type: none"> • Refusing to follow reasonable direction by staff • Repeated noncompliance • Failure to report to Administration as directed • Verbal abuse of any member of school community • Physical misconduct/unsafe behaviours • Publication or posting of recorded sound or video of school or school events. • Acts of physical aggression/intimidation • Possession or sharing of illicit material or object 	<p>HOY/Deputy Principal</p> <ul style="list-style-type: none"> • Restorative Practices • Support Provisions • Meeting with Stakeholders • Suspension 1-10 days • Suspension 10-20 days • Discipline Improvement Plan (D.I.P) <p><i>While this outcome may not be given in all cases, it is the likely outcome for the identified misconduct and/or disobedience</i></p>

Respectful Relationships: your best self as a young person

THIS LESSON: The *Wellbeing Learning Intention* is for you to understand what you need to do to feel connected, protected and respected in your relationships. *Wellbeing Reflection:* what do you do now to create and maintain respectful relationships?

You are hard wired to be at their best when working cooperatively in person with others. The group feel good brain chemicals, serotonin and oxytocin, are released when you feel that others value you, think that you matter and that they can trust you.

The three factors which underpin respectful and resilient relationships are:

Connected – sharing and communicating equally, cooperatively and openly with others.

Protected – feeling emotionally and physically safe.

Respected – feeling others value all of you as a person who matters.

Reflect on the following and journal your thoughts:



Respectful Relationships Perspectives	Your thoughts and an example to explain them
In what ways do you feel connected when with others?	<hr/> <hr/> <hr/>
In what ways do you feel protected when with others?	<hr/> <hr/> <hr/>
In what ways do you feel respected when with others?	<hr/> <hr/> <hr/>
Think of a great time you enjoyed with others. What emotions did you feel?	<hr/> <hr/> <hr/>
What are five relationships you have where you feel valued?	<hr/> <hr/> <hr/>
What are five relationships you have where you feel trusted?	<hr/> <hr/> <hr/>

Your Learning Style: your Best Self as a student

THIS LESSON: The *Wellbeing Learning Intention* is for you to identify your preferred learning style. *Wellbeing Reflection:* what types of things do you most like doing to learn well?

You have individual "best" ways to learn and do things, which will be a mix of visual, auditor, kinaesthetic and multiple intelligences. To discover your preferred style, tick the boxes below for the ones that you believe best describe you. When you have finished there may be ticks in every column, but there is likely to be one with more. This corresponds to your preferred learning style.

WHAT YOU PREFER TO DO

TASK	VISUAL	AUDITORY	KINAESTHETIC
When talking about an issue in class	<input type="checkbox"/> Imagine pictures <input type="checkbox"/> Look for mental patterns <input type="checkbox"/> Don't like too much listening and talking	<input type="checkbox"/> Listen closely to what is said <input type="checkbox"/> Think about your opinion on it <input type="checkbox"/> Keen to talk about it	<input type="checkbox"/> Look at others body language <input type="checkbox"/> Want to end talking and start doing <input type="checkbox"/> Like playing roles
When beginning an assignment or project	<input type="checkbox"/> Draw a flowchart of things to be done <input type="checkbox"/> Draw idea maps to make connections <input type="checkbox"/> Use colours and different fonts	<input type="checkbox"/> Want it explained clearly to you <input type="checkbox"/> Ask questions to make sure you understand <input type="checkbox"/> Brainstorm what you know in lists	<input type="checkbox"/> Start immediately <input type="checkbox"/> Plan as you go <input type="checkbox"/> Make changes to what you have done on the way
When meeting other people	<input type="checkbox"/> Have trouble remembering names <input type="checkbox"/> Remember their faces <input type="checkbox"/> Remember and picture where you last met	<input type="checkbox"/> Remember their names <input type="checkbox"/> Remember things about them <input type="checkbox"/> Don't remember their faces as much	<input type="checkbox"/> Remember what you did when you last met <input type="checkbox"/> Think about what you can do this time <input type="checkbox"/> Think about good places to go
When solving a problem	<input type="checkbox"/> Draw a picture of its parts <input type="checkbox"/> Use idea maps to see connections <input type="checkbox"/> Draw a flowchart of the what if's	<input type="checkbox"/> Listen to and discuss approaches with others <input type="checkbox"/> Write out your plan <input type="checkbox"/> Write a list of what if's	<input type="checkbox"/> See possible solutions immediately <input type="checkbox"/> Try things rather than planning <input type="checkbox"/> Use trial and error
When trying to keep your mind on the job in class	<input type="checkbox"/> Often daydream about things <input type="checkbox"/> Picture what you have to do <input type="checkbox"/> Watch others in class and what's happening	<input type="checkbox"/> Listen for changes in voice tones <input type="checkbox"/> Ask yourself questions about what you know <input type="checkbox"/> Listen to the different noises and conversation	<input type="checkbox"/> Get distracted by the movement around you <input type="checkbox"/> Play with pens, books, items etc <input type="checkbox"/> Wriggle and look around the room
When having problems using the computer	<input type="checkbox"/> Look at the "Help" menu <input type="checkbox"/> Watch others do it <input type="checkbox"/> Open more screens to work out your problems	<input type="checkbox"/> Ask someone else for help <input type="checkbox"/> Get frustrated because the computer can't talk <input type="checkbox"/> Read the instruction book	<input type="checkbox"/> Keep trying to do it <input type="checkbox"/> Don't read the instructions fully <input type="checkbox"/> Give up and don't use the computer
When putting something together	<input type="checkbox"/> Look at the diagrams of each part <input type="checkbox"/> Look at the instructions for what to do <input type="checkbox"/> Picture the finished article when you've assembled it	<input type="checkbox"/> Ask someone how to do it <input type="checkbox"/> Read the instructions on assembling it <input type="checkbox"/> Assemble it with someone else	<input type="checkbox"/> Just start putting it together <input type="checkbox"/> Don't look at the instructions until something goes wrong <input type="checkbox"/> Get frustrated and give up










MY INDIVIDUAL LEARNING STYLE IS:

Select the Thinking Tools from the website which you think best suit you.

Uniform Code

The following policy details Junior Secondary uniform expectations at PBC. All uniform guidelines have been developed in accordance with all key school stakeholders. Consistent breaches of this Uniform Policy may result in disciplinary action as per our governing Student Code of Conduct.

The default PBC uniform is the Day Uniform (Blues) and should be worn in full in all classrooms every day. Students must wear the complete uniform at all times. Students are required to change into speciality uniforms (Reds) during the day as required. There is strictly no mixing of Day/Sports/SPX uniform items, full uniforms only.

	Day Uniform (Blues)	Sports Uniform (Reds)
Shirt/Blouse Undershirts/singlets must be plain, white and short-sleeved. All undershirts must not be visible when worn under the school shirt.		
Shorts/Skirt/Culottes		
Jumper Non-school jumpers of any kind (hoody etc) are not permitted. Similarly, hooded jumpers are not to be worn <u>under</u> any PBC jumper/shirt.	 	
Jacket		
Track Pants Track pants must not be worn rolled-up		
Socks	<ul style="list-style-type: none"> Socks must be visible at all times 	
Shoes 	<ul style="list-style-type: none"> Black, polishable leather/ synthetic upper shoes Must be fully enclosed (toe, sides, upper & heel) Boots are not to be worn 	<ul style="list-style-type: none"> Sports shoes/ runners (excludes football boots)
Hat		

Complete Sports Uniform should be worn in the following Junior classes:

- HPE (practical lessons)
- Outdoor Recreation (practical lessons)

Sport Excellence & Creative Arts Excellence Uniforms

Training Uniform or Rehearsal Uniform	<ul style="list-style-type: none"> • Training uniform as required as per enrolment in Sport Excellence program. • Dance Excellence uniform as per enrolment in Dance Excellence
<ul style="list-style-type: none"> • Students should arrive to school in the uniform required for Period 1. Should students have SPX in Period 1 they can arrive in SPX training uniform, as this lesson will commence before school. Should students be in their Sports/SPX uniform in Period 4, they may depart school in that uniform. • Complete SPX uniform can be worn as a substitute for Sports Uniform in practical subjects • CAX and/or Dance Uniform can not be worn when entering and/or exiting the school, it must be changed into as required. 	

Other

If an item is not addressed below, it should be assumed it is not permitted within the PBC Uniform Policy

Jewellery	<ul style="list-style-type: none"> • A watch • One small ring on one hand only • Necklaces must not be visible (must sit lower than neck line and underneath uniform) • Bracelets must not be worn (WPHS)
Facial Piercings	<ul style="list-style-type: none"> • Earrings must be small and discreet (studs, sleepers). Up to two earrings in each ear only. • One small, discreet nose piercing (stud) is permitted • Nose rings, bars and septum piercings are not permitted • No other facial piercings (eyebrow, lip etc) are permitted
Tattoos	<ul style="list-style-type: none"> • Tattoos are not permitted. Any existing tattoos must be covered at all times
Hair/Hats	<ul style="list-style-type: none"> • Hair styles and colour are to be appropriate to a professional learning/work environment • Hair colour is to be of natural tone and no extreme colours/patterns are permitted • Hair accessories should be navy, red or white only • Scarves, beanies or headbands are not permitted • Non-PBC hats are not permitted at any time)
Make-up/ Nails	<ul style="list-style-type: none"> • Make-up can be subtle, of natural tone and appropriate to a professional learning/work environment • No nail polish is to be worn • Eyelashes and nails must be natural and appropriate to a professional learning/work environment
Swimwear	<ul style="list-style-type: none"> • All swimwear must be appropriate for high-intensity water-based sport and lesson content • PBC rashies are required to be worn for all water-based subjects as per uniform and safety requirements • Failure to comply with appropriate swimwear and safety guidelines can result in the removal from a subject or program

This policy has been developed in accordance with the Education (General Provisions) Act 2006 (Sections 360-363) [“The Act”] and the Department of Education and Training policy SMS-PR-022: Student Dress Code in relation to implementing student dress codes in Queensland State schools. It clearly explains and documents the standards of acceptable dress at PBC.

The PBC Uniform Policy is endorsed by the Parents & Citizens Association (P&C) and is supported by representatives across all areas of the PBC community.

General Information for Students

Attendance - PBC Attendance Target is 92%

Students are expected to attend every day, be punctual, and must be present for roll marking at the beginning of every class. An unacceptable attendance record will lead to disciplinary action and may result in review of student enrolment.

EVERY DAY COUNTS....

A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Absences

Full Day

Parents/Caregivers must notify the school and provide an explanation of a student absence **by 9:00am** on the day of the absence. *The priority for notification is:*

SEND TEXT – 0426 305 728 – provide student name, year level date and reason for absence
Example Text – “John Smith Y8 03/06/23 Sick”

If texting is not possible, you can:

EMAIL – absences@pbc-shs.eq.edu.au – provide student's name, date and reason for absence.

If the school has not been notified of a student's absence by 9:00am, parents/caregivers will receive a text message from 0426 305 728 by 10:00am. This text message can be replied to, providing the student's name, year level and reason for absence.

Absence of 3 or more days

If a student is likely to be absent for more than three days, parents/caregivers are to notify PBC in writing by text message or email stating the student's name, year level, dates of absence and the reason for the absence. A medical certificate can be emailed to absences@pbc-shs.eq.edu.au.

Late Arrivals

- **Any student that arrives after 9:00am** must present to Junior Secondary Student Services with a note, signed by the parent/caregivers, including the reason for lateness. This may be approved by the Head of Year. A “late pass” will be issued to the student prior to attending any class.

- Non-approved notes or failure to present a note may result in disciplinary action.
- Heads of Year will monitor late arrivals. Consistent late arrivals that impact engagement with school process may result in a disciplinary action.

Early Departure

Notes are to be written and signed by a parent/caregiver and presented to Junior Secondary Student Services **prior to 8:45am** that day.

- The sign out note must specify the following:
 - The specific reason for signing out (doctors, dentist, etc).
 - The time and date that you need to sign out of school.
 - If a medical appointment, include the time, location and professional.
- Notes will be approved by the Head of Year and should then be collected prior to signing out of school at Junior Secondary Student Services.
- Non-approved notes and absences may lead to disciplinary action.
- Students must show the signed note to their class teacher at the requested leaving time.
- Report to Junior Secondary Student Services with the signed note to obtain an 'Early Departure' pass.
- It is appropriate for students to sign out no more than three times a term for an appointment or an activity during school hours.
- Heads of Year will monitor early departures. Consistent early departures that impact engagement with school process may result in a disciplinary action.

If your student becomes ill at school and is sent home they will be issued with a leaving slip by the Sick Bay Officer. If they return later in the day they will need to report to the Junior Secondary Student Services and sign in. Administration Officers or Heads of Year may contact home to query the validity/frequency of appointments during school hours.

Truancy

Attendance is monitored daily and followed up by the Head of Year. Truancy will lead to disciplinary action.

If your student becomes ill at school and is sent home they will be issued with a leaving slip by the Sick Bay Officer. If they return later in the day they will need to report to Junior Secondary Student Services and sign in. Administration Officers or the Head of Year may contact home to query the validity/frequency of appointments during school hours.

Detention Out of School Hours (After School Detentions)

Under the Education Act, you can be detained outside of school hours for breaches of school discipline. Your parents/caregivers will be given at least 24 hours prior notice by the Head of Year, Head of Department or an Administration team member, normally by text message.

Canteen

Both canteens are open from 8:00am and at both breaks each school day. Year 7s are to use the F Block canteen, Years 8 and 9 are to use the I Block canteen.

Car Parks

Car parks are out of bounds at all times. If your parents drop you off or pick you up from school, they need to utilise the vehicular bays alongside the school oval.

Bicycles

There is a designated bicycle area at N Block. If you ride a bicycle to and from school you must enter and leave by the N Block front of school entry. Please use the enclosure to store your bikes as this is monitored by CCTV. You bring your bicycle to school at your own risk and are strongly advised to use your own chain and lock. Bicycles must not be chained to the perimeter fence. The school takes no responsibility for the supervision of bicycles or parts. Cyclists must wear helmets, walk bicycles across the pedestrian crossings at the front of the school and obey all road rules. School bike racks and crossings are regularly monitored by Queensland Police Service.

Bus travel

You are expected to maintain the highest behaviour standards on school buses and public transport while travelling to and from school. If you ride a school bus, you are to remain on PBC school grounds until the bus arrives each afternoon. If you breach the Bus Travel Code of the bus company you may be denied travel by the bus company. Enquiries regarding bus passes should be directed to the Kinetic Bus Company directly either by phone or website. The PBC Student Code of Conduct applies to students travelling to and from school on buses.

CARE Class

Students attend a CARE class for 10 mins at the start of every day based on House allocation. CARE class is a mixed group of students in Year 7 – 9, supported by a CARE teacher who checks in each morning, delivering daily notices and being a trusted teacher for you to go to for any help you may need.

There are many opportunities to earn House points from daily attendance to participating in our sport carnivals; there are also multiple fun activities and competitions held between Houses as part of the CARE program. This result in rewards and prizes to be obtained throughout the year. In Term 4, PBC celebrates the House Cup winner at a whole school assembly.

Damage to School Property

You are expected to treat all school property with respect and care. If you cause damage to buildings, books or other property through negligence or wilful actions, **you will be expected to make restitution by paying to repair or replace the affected item. Wilful damage may also result in disciplinary consequences.**

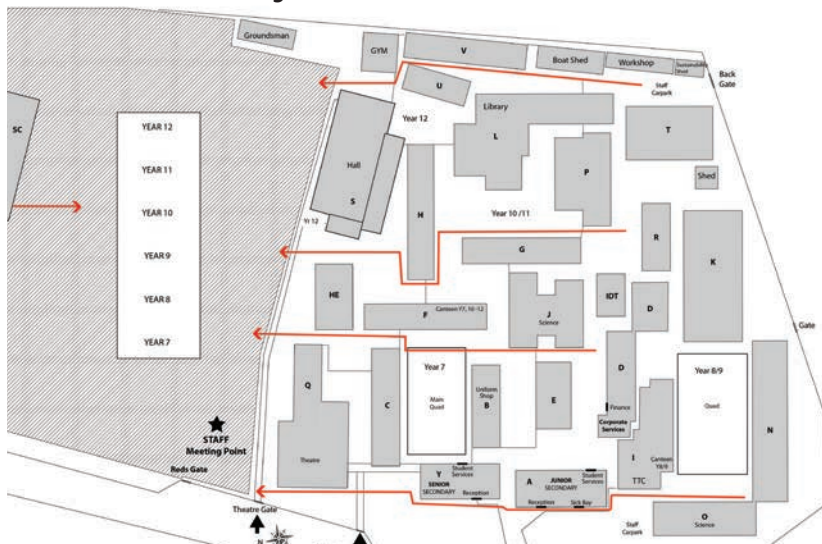
Contact Information / Emergency Contacts

Change of Address / Family Situation / Access / Emergency Contacts

It is your responsibility to keep your contact details current. If your address, telephone or other family details change, please have your parents/caregivers complete a Change of Details form, available from the Main Reception (A Block).

It is essential that the school has access to an up-to-date contact number. Accidents may happen and we need to be able to reach a responsible member of the family or a friend of the family as quickly as possible. **Keep these numbers up-to-date.**

Evacuation - Assembly Plan



Emergency Evacuation

During Class Time

1. Evacuation signalled by a continuous ringing of the school bell.
2. Class teacher and/or staff member will instruct the class to stand and exit the classroom, leaving all belongings (including bags) behind.
3. Doors should be locked once all students have exited the classroom.
4. Class teacher remains with their class as they walk quickly in single file to the evacuation area.
5. Class assembles in their Year Level area as per map below on the Oval.
6. All students sit in a line in front of their class teacher once gathered on the Oval.
7. Class teacher waits for Head of Year to approach and advises of students present/absent.
8. Once bell stops and all clear announced, the class teacher will escort you back to your classroom.

During Break Time

1. Evacuation signalled by a continuous ringing of the school bell.
2. Playground staff will gather students and direct them to the evacuation area.
3. Students should line up in their relevant CARE class.
4. CARE teachers will collect their CARE roll from the relevant House Leader or Head of Year.
5. CARE teachers will stand in front of their CARE class and direct students to sit in a straight row and mark roll.

Emergency Lockdown

During Class Time

1. Lockdown signalled by the school bell ringing intermittently for five seconds, with five repeats.

- Doors are to be locked, windows closed, blinds/curtains drawn and lights switched off.
- Students and staff should take cover on the floor – so they are not visible from the outside.
- Students out of class must go to the nearest classroom and follow procedure.
- Staff and students to remain quiet and still.
- Stay in lockdown until given the “ALL CLEAR” signal via the internal phone system.

During Break Time

- All students move quietly and expediently to the nearest building/classroom under the direction of Playground Duty teachers. Then follow steps 2-5 as above. Students should not head to Administration buildings.
- Stay in lockdown until given the “ALL CLEAR” signal by internal phone system.
- Students may then return to rooms/normal activity under teacher direction to continue class or to collect books and move to the next lesson/break.

Equipment

Students are expected to carry their own equipment with them to different classrooms. School bags are left outside the classroom. Students are required to line up outside the classroom with only the necessary equipment required for each subject so that they are ready to learn. For subjects that are required to be in sports uniform (i.e HPE, SPX) students are expected to change into their sports uniform at the commencement of the lesson and change out of their sports uniform during break time.

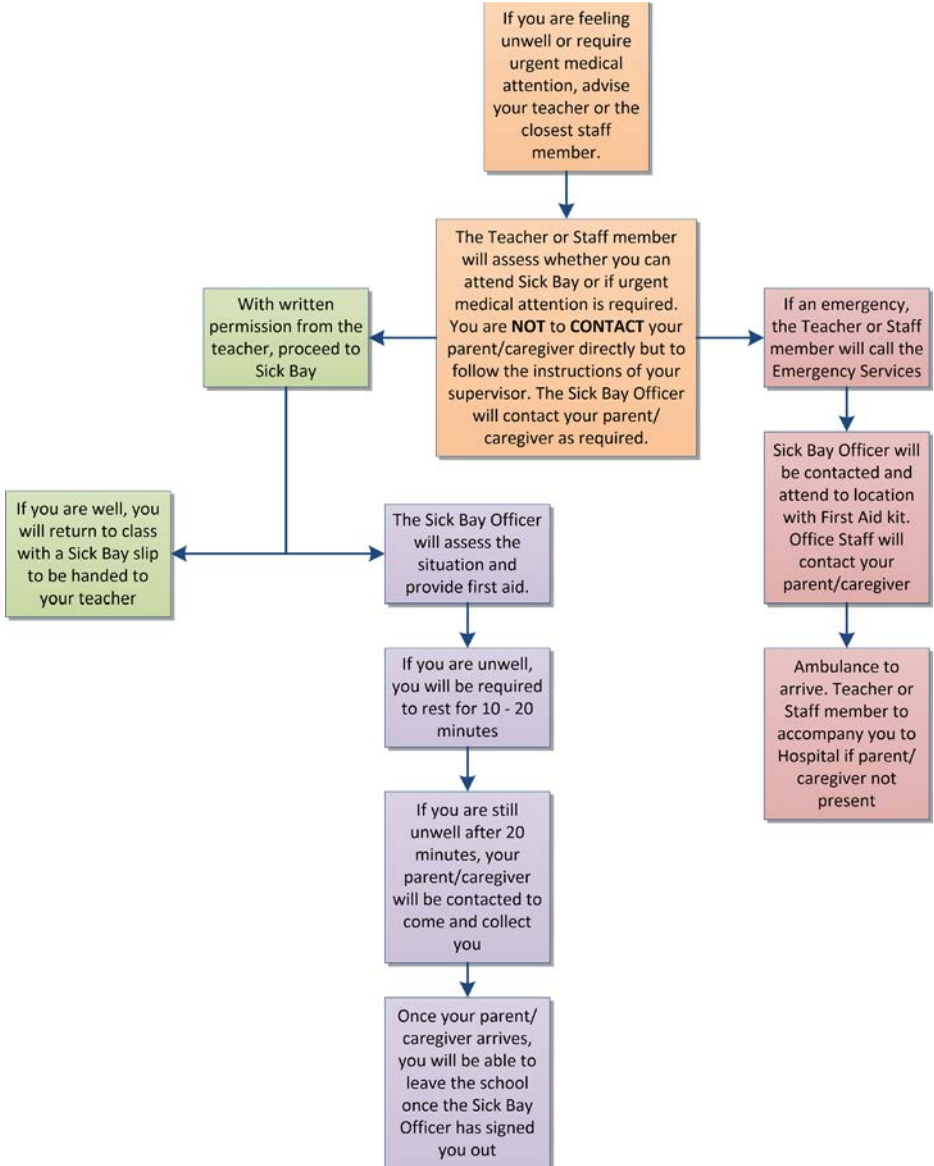


External Academic Suspension Support

Thrower House is a GCCC Community facility at Salk Oval, Palm Beach. A suspension program runs every Tuesday, Wednesday, Thursday and Friday 1:30pm - 5:30pm

Thrower House staff will assist students as they work on assignments etc. provided by the school. Students may also participate in other programs organised by the staff throughout the afternoon. Parents are welcome to contact the manager at Thrower House by phoning Tina on 5581 1622 or 0408 734 061.

Student Procedure for Illness or Emergency



First Aid and Illness

Since we are unable to look after sick children at school, we ask that you not come if you are unwell. If you become ill at school report to Sick Bay, or if in class please notify a staff member ASAP and you will be escorted to the sick bay. The First Aid Officer will assess you and make arrangements for you to rest for a short period or contact your parents to collect you. **DO NOT contact your parents yourself to arrange pick-up.**

An ambulance may be called if it is deemed in your best interest and your parents/caregivers cannot be contacted quickly. (See Emergency Contacts)

If you become ill at school, you must not leave the grounds without first gaining permission. Go to Sick Bay in A Block. The Sick Bay Officer will then contact your parent/caregiver.

Insurance / Personal Property

The school does not carry insurance against losses by or injury to students. This is a parent responsibility. Do not bring unnecessary items to school.

Personal Property Summary

- You should carry your bag with you at all times. You can hire a school locker to place books etc in between classes.
- Do not bring valuables (like ipods or ipads) to school.

Lost Property

- Mark all of your belongings and clothing clearly with your name.
- You can check for lost property at Uniform Shop before school or during breaks when open

Medication

Administered to Students at School

If you require staff to administer medication to you at school, parents/caregivers must contact the school office in the first instance to discuss your requirements. Staff will only administer medication that:

- has been prescribed by a qualified health practitioner (eg. doctor, dentist)
- is in its original container
- has an attached pharmacy label

Staff will require parents/caregivers complete and sign the *Administration of medication at school record sheet*.

Requirements for students at risk of anaphylaxis.

If you are at risk of anaphylaxis, it is important for your parents/caregivers to provide the school with your emergency medication and ASCIA Anaphylaxis Action Plan, completed by your doctor.

Requirements for students at risk of asthma

If you have asthma, and require assistance to administer your medication, it is important for your parents/caregivers to provide the school with your emergency medication and Asthma Action Plan, completed by your doctor. If you have asthma and do not require assistance your parents/caregivers need to inform the school that you will self administer and you will not need to provide the Asthma Action Plan.

Providing medication to the school

Before medication is provided to the school, check the expiry date to ensure it is in-date. Please note school staff will not administer medication that you can buy over-the-counter (eg. paracetamol, eye drops, cough syrup) unless it has been prescribed by a qualified health practitioner. School staff are bound by these regulations. For more information visit <http://ppr.det.qld.gov.au>. **information was correct at time of printing.*

Scooters / skateboards

Avoid bringing scooters/skateboards to school. They **must not** be ridden in the grounds at any time. They **must** be left at the caged area near D block on arrival if brought into the school grounds.

Social Media - Facebook and Instagram

Remember to 'like' our school on Facebook and follow us on Instagram to keep up to date with student achievements, upcoming events, and news.

Facebook: [@PalmBeachCurrumbinStateHigh](https://www.facebook.com/PalmBeachCurrumbinStateHigh).

Instagram: [@pbcshs @interschool_comps](https://www.instagram.com/pbcshs)



Student ID Cards

Student ID cards are used for access to school printers, house events, signing in to the Library and are useful to use outside school to identify themselves and receive transport discounts. The cost to replace a card is \$15.00 and can be ordered from Payments Window of the Finance Office (D Block).

Student Services - Junior Secondary - A Block

You must report to Junior Secondary Student Services when arriving late for school, have lost your class, or need any general information. If your parents/caregivers need to contact you or leave something for you it must be done through the Junior Secondary Student Services. Student Services is open 8:00am to 3:00pm daily. The Front Office/Reception is open 8:00am to 4:00pm daily.

Policies

Assessment Policy

The school will provide dates of assessment and exam shutdown periods via the PBC website, feedback on work and be in contact with home if required. Students must hand in their own, original, work on time or apply for an extension with the relevant Head of Department. AARA documentation, Application for Extension or Change of Date forms are available on the PBC website under Our School / Rules and Policies. The Assessment policy applies to all students and staff at PBC and is intended to provide clear and consistent guidelines about assessment. For the full policy, see the PBC website.

Electronic Device Policy

Students are encouraged to keep devices in a secure place when not in use, such as a school bag.

Students are only permitted to bring personal electronic devices, such as, laptops to school under the conditions outlined below:

- Devices are only to be used in class with teacher consent.
- Devices are not to be used before school and during break times, unless it is use for classwork purposes (in this instance, students must go to the Library)
- Devices should not be used for listening to music, communicating or engaging in social media during class time.
- Personal headphones should not be used or visible in class at any time.
- Devices (including smart watches) should not be brought into examination rooms or be present during formal assessment.

Students who breach this Policy will be subject to appropriate behavioural consequences as outlined in the school's Student Code of Conduct. This may include:

- Verbal warnings from classroom teacher
- Requests from classroom teacher for devices to be placed on teacher's desk
- Requests from classroom teacher for devices to be temporarily removed and stored at administration building
- Referral by classroom teacher to administration resulting in further consequences

Mobile Phone Summary

Phones must be SWITCHED OFF and OUT OF SIGHT (in your bag NOT on self) from entering the school grounds until leaving school grounds, **8:30am - 3:05pm**.

Your phone will be confiscated and kept at student services if it is used during the day, this includes lunch breaks.

You may NOT take photographs or videos with your phone on the school grounds.

Mobile phone use will result in disciplinary action.

Social Media Summary

- No photos, videos or voice recordings are to be taken at school, shared, forwarded, uploaded, sent, or stored unless specifically directed by staff.
- Devices should not be used to download, distribute or publish offensive messages or pictures
- Devices should not be used to publish obscene, abusive, inflammatory, racist, discriminatory or derogatory language as



well as any language/threats that may amount to bullying, harassment, violence or stalking

ICT Responsible Use Agreement

Acceptable use of the PBC Information and Communications Technology (ICT) resources includes:

- Researching activities that relate to learning activities as part of the curriculum.
- The use of school provided email for exchanging appropriate information and engaging in collaborative projects related to curriculum requirements.
- The design and development of digital products related to curriculum learning activities.

Non-acceptable use of the PBC ICT resources includes:

- Use of any ICT to act in a manner that is not respectful and/or is disruptive.
- Theft of, physical or virtual damage to equipment, network, software or files.
- Introduction of any software to the network or possession of software that could be considered compromising, or an impediment to the network and data.
- Violating copyright laws by installing software onto a device for which you are unable to provide a license.
- Use of another person's password or allowing others to use your password.
- Disrespecting of other's privacy and intellectual property and the trespass into other's folders, work or files.
- Visits to sites for purposes not related to the curriculum and/or the download of non-curriculum data and/or playing unauthorised games on the school network.
- Unauthorised access to equipment and physical and/or virtual spaces.
- Recording, photographing or videoing any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.

For the full policy, see the PBC website.

Safe School Policy

At Palm Beach Currumbin State High we aim to:

- Provide a safe, supportive, respectful and inclusive learning environment
- Encourage positive and caring relationships
- Take appropriate action to deal with and deter bullying
- Record and monitor bullying incidents
- Implement an ongoing intervention program through our student welfare/support team

Definition

Bullying is typically repeated and intentional hurt inflicted on someone by words or actions of another person or group to exert power.

What Bullying may look like

Repeated verbal threats and cruelty

- Name calling and persistent teasing
- Ridiculing another person's appearance, physique or actions

Repeated physical threats and cruelty

- Punching, pushing, poking, shoving, spitting, etc
- Deliberate property damage

Repeated indirect threats and cruelty

- Malicious gossip, spreading rumours
- Deliberately hiding property
- Ignoring and persistent exclusion from friendship circles, social exclusion

Cyber-bullying

- Deliberate inappropriate use of mobile phone text/photo messaging, social media, and internet communications

These actions demonstrate there has been a breakdown in relationships between students.

- Never ignore the situation

Harassment/Bullying of Others

Any form of harassment or bullying of other persons is unacceptable. Harassment or bullying may take the form of threats, violence or references to another's race, sex, appearance etc. If a you feel unsafe or uncomfortable because of the actions of another, initially ask the person to stop the behaviour. If it does not stop, report the matter to a teacher, Head of Year, Guidance Officer or Dean of Students. Harassment and bullying are treated as serious breaches in our behaviour management plan. Incidents of harassment or bullying can also be reported anonymously through the school's Stymie application.

Stymie - Working to Stymie The Cycle of Teenage Bullying and Harm at PBC

www.stymie.com.au encourages you to support your peers by making anonymous notifications through their site. These notifications will be about other students who you see being bullied or experiencing harm at PBC. You can also make notifications about illegal activity and any other kind of harm to your school community.



These are anonymous alerts sent to Stymie and are designed to help keep our young people safe. If a friend is being harmed in any way – let someone know. The first conversation we have, will be with the student who is experiencing harm - they will know they are not alone.

PBC is committed to supporting all of you in being able to make positive choices about bullying and harm in our community. Please use it. Use it responsibly and thoughtfully and know that you can make a difference. Sometimes the hardest thing and the right thing are the same. #saysomething www.stymie.com.au

What to do if you are being bullied or harassed

At PBC, it is your right and responsibility to report bullying, whether it happens to you or to someone else. If it occurs, the following action should be taken by you and/or your parents/caregivers:

Report it! Tell the whole story – including anything that you may have done before or after the event. You can report an incident of bullying to your Head of Year or the

Dean of Students. Remember that the bullying will continue if those responsible think they can get away with their behaviour.

- Try not to show that you are upset. Students who bully feel great if they have upset you
- Try to be assertive – look and sound confident
- Walk quickly and confidently even if you don't feel that way inside – appearing confident is helpful
- If students have been calling you names or teasing you, reassure yourself that you're okay and that those students are the ones with the problem
- Talk to your parents and/or trusted friends about it
- Avoid "risk" situations where possible, or stay close to adults or friends
- Consider whether you have been bullying yourself. Have you been name-calling, annoying, threatening or showing off? If you have, change what you are doing.

If you feel or think that you are different in any way, be proud of it. Individuality and diversity, within the rules, are welcomed and appreciated.

Consider talking to the Guidance Officer who can help you to develop skills which can be useful in bullying situations. If bullying continues after reporting it, report it again!

You can also visit the following bullying websites: www.bullyingnoway.com.au
www.saynotobullying.com.au, www.cybersmart.gov.au

When Bullying happens

Parents/caregivers should:

- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

Staff will:

- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable, listen to the student and ask what they can do to help
- Act appropriately to the student's concern by use of an intervention tool like 'Shared Concern' (to be determined by school)
- Provide advice, intervene and monitor

Student Support

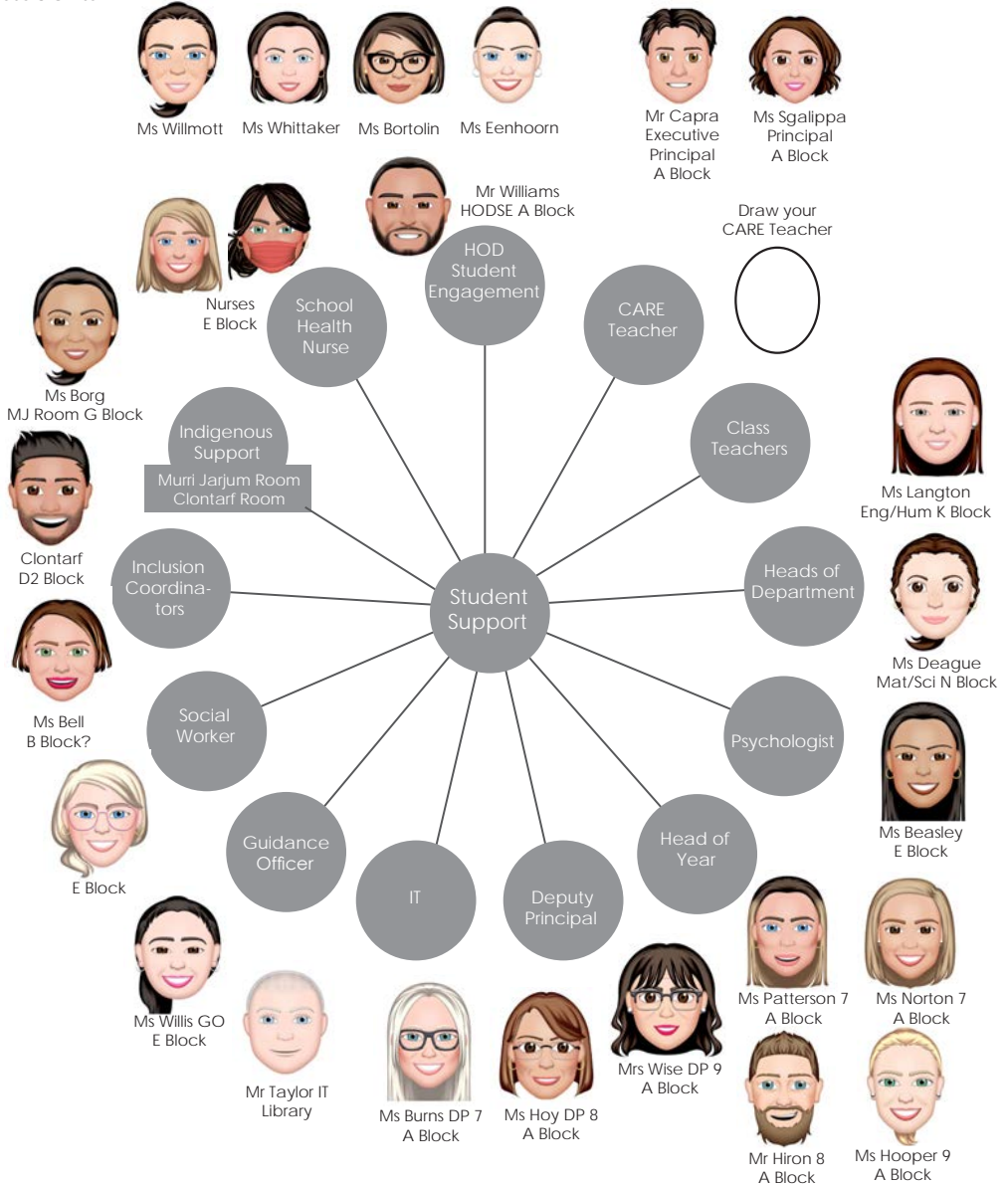
Our Student Support team is committed to creating a positive learning environment where you feel a strong sense of belonging and achieve your best academic outcomes. Our team works together to support those students who may face a range of behavioural, social or emotional challenges. We also work closely with local community agencies to provide specialist support to our students if necessary.

Junior Secondary Student Services

Junior Secondary Student Services situated in D block is a one stop shop for the following:

- General information for students
- Admin appointments for Head of Year
- Sign in and out (including late to school)
- Optima credits redemption

The diagram below identifies the range of staff available to provide support for students.



Glossary of cognitive verbs

Term	Explanation
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
comprehend	understand the meaning or nature of; grasp mentally
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way

Term	Explanation
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things in mathematics, obtain the derivative of a function
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
E	
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
execute	apply a procedure to familiar task; perform a procedure without significant error, but not necessarily understanding how and why the procedure works; produce in accordance with a plan or design; put into effect, e.g. a plan, order or course of action

Term	Explanation
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); (in words, art, music or movement) convey or suggest a representation of; depict
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
implement	put something into effect, e.g. a plan or proposal
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
modify	change the form or qualities of; make partial or minor changes to something
O	
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action

Term	Explanation
P	
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
reflect on	think about deeply and carefully
resolve	(in the Arts) consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
S	
select	choose in preference to another or others; pick out
sequence	place in a continuous or connected series; arrange in a particular order
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
structure	give a pattern, organisation or arrangement to; construct or arrange according to a plan
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
T	
test	take measures to check the quality, performance or reliability of something
U	
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
use	operate or put into effect; apply knowledge or rules to put theory into practice

APA Referencing System

Referencing examples

Reference type	In-test examples	Reference list example	End Note reference type
One author	Sophisticated searching techniques are important in finding information (Berkman, 1994) OR Berkman (1994) claimed that...	Berkman, R. I. (1994). <i>Find it fast: How to uncover expert information</i> . New York, NY: Harper Perennial	Book
Two authors	It is futile to maintain that the sexes are interchangeable (Moir & Jessel, 1991) OR Moir and Jessel (1991) found students... Always list the authors in the order in which they appear in the publication. Cite both authors for each use of reference.	Moir, A., & Jessel, D. (1991). <i>Brain sex: The real difference between men and women</i> . London: Mandarin	Book
Magazine article	(Marano, 2008)	Marano, H. E. (2008, March-April). Making of a perfectionist. <i>Psychology Today</i> , 41, 80-86	Magazine article
Electronic newspaper or magazine article	(Sandy, 2009)	Sandy, A. (2009, January 22). Cheaper to fly than hire a bike in Brisbane. <i>The Courier Mail</i> . Retrieved from http://www.news.com.au/couriermail/	Newspaper article
Web page - with author	(Atherton, 2005)	Atherton, J. (2005). <i>Behaviour modification</i> . Retrieved from http://www.learningandteaching.info/learning/behaviour_mod.htm	Web page
Web page - no author	(Behaviour modification, 2007) Use title instead of author name	<i>Behaviour modification</i> . (2007). retrieved from http://educationalpsychologist.org.uk/behaviour.html	Web page
Image on a web page	The image of the rash (Scarlet Fever Rash Picture, n. d.)	Scarlet fever rash picture [image] (n.d.). Retrieved from http://www.lib.uiowa.edu/hardin/md/dermatlas/scarletfever.html	Audiovisual material

Referencing in Years 7-9

In all subjects, students are required to use a variety of different sources as evidence to support their ideas. However, according to the ACARA Humanities and Social Sciences Curriculum, students studying History in Years 7 and 8 are specifically required to acknowledge sources that are used in the construction of texts in order to meet the requirements of the Achievement Standard for these year levels. In the study of History in Years 9 and 10, these sources must also be referenced for students to meet the Achievement Standard.





PALM BEACH
CURRUMBIN
STATE HIGH