

# Isis District State High School



## *School Policies Handbook*

To be used for information of parents of enrolling students

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## SCHOOL PROFILE

Isis District State High School is located in the historic town of Childers, a rural centre that services surrounding sugar cane and small crop farms. The school is the **main state secondary school** for students from Year 7 to Year 12 from the communities of Childers, Woodgate, Howard, Cordalba and Booyal, and provides senior schooling for students from Biggenden following their completion of Year 10. The great majority of students (80%) travel to and from school by bus.

Isis District High operates as a **split campus** with a main school facility and a well-resourced smaller campus (Year 7 Precinct) housing an industrial kitchen, business centre, art studio and classrooms. The school's students are representative of the full socio-economic spectrum and the school enjoys **strong community support**. The student population currently numbers approximately 510.

The school has a very **professional teaching staff** of just over 40. School administrators include a principal, two deputy principals and five heads of department in areas of English/Humanities, Mathematics (&Arts), Science (& Physical Education), Technology (& Vocational Training) and Student Support (Junior Schooling). Teachers are assisted by some 20 **experienced support staff**.

Isis High places a strong emphasis on providing a **supportive environment** for all members of the school community. Individual education programs, recognition of student successes, year coordinators, a proactive school behaviour management plan, comprehensive reintegration programs, inclusive curriculum offerings and enrichment of gifted and talented students all promote **quality learning outcomes**.

The junior school curriculum offers a **comprehensive general education** through key learning areas organised in year level subject offerings. In the senior school, subject offerings are structured to meet the needs of both **tertiary-bound and vocationally-oriented students**. A diverse range of programs offered include academic and vocational education subjects. Students may supplement existing school subjects by studying through the distance education providers.

These programs allow **students to achieve at a high level**. Students' academic results at course exit points of Year 10 and Year 12 have **consistently equalled or excelled state averages** in a range of curriculum areas. For example, the vast majority of Year 12 students who apply to complete a tertiary course of study receive an offer and most of those get their first offer. The school also has a number of students completing **school-based traineeships and apprenticeships** with students able to convert to full time apprenticeships. Students of Isis High also continue to distinguish themselves in a range of academic challenges, such as national and international curriculum competitions.

A **special education unit** staffed with special needs teaching staff and assisted by teacher aides provides support for those students with particular individual learning needs. **Students with disabilities** are well catered for with facilities such as ramps and purpose-built work areas.

Over the past five years, a comprehensive funding program has seen an **increase in the school's technology capability** to better meet the needs of the 21<sup>st</sup> century learner. The school uses **three designated computer rooms**, and all students are provided with **wireless Internet access** throughout the school with a 'Bring Your Own Device' program to meet their learning requirements. Students use computers appropriately under the direction of teachers to **maximise learning outcomes**.

Isis High has a strong tradition of offering a **wide range of co-curricular activities** to cater for students' talents and interests in these areas (eg. arts, public speaking and sport). Students are also able to enrol in the school's Instrumental Music Program and join the School Band. Each year students have the opportunity to participate in a **major cultural production**, such as a school performance. A magnificent **multi-purpose indoor stadium** at the school offers students enhanced sporting, cultural and academic opportunities.

Members of the school community are represented **through various forums**, including the Parents & Citizens' Association and the Student Council. These groups **actively contribute to school decision making and collaborative management processes**.

***Isis High has a well-deserved strong reputation as a great school!!***

## SCHOOL DETAILS – 2016

**POSTAL ADDRESS:** Isis District State High School  
3 Ridgway Street, CHILDERS QLD 4660

**TELEPHONE NUMBER:** **07 4192 1222 (General) 07 4192 1260 (School Absences)**

**FAX NUMBER:** 07 4192 1200

**EMAIL:** [the.principal@isisdistshs.eq.edu.au](mailto:the.principal@isisdistshs.eq.edu.au)

**SCHOOL WEBSITE:** [www.isisdistshs.eq.edu.au](http://www.isisdistshs.eq.edu.au)

**OFFICE HOURS:** 8.00 am - 4.00 pm

**SCHOOL HOURS:** 8.40 pm - 2.50 pm

**P & C MEETINGS:** Second Tuesday of each month – 7.15pm  
Held in the School Administration Building

### **IMPORTANT CONTACTS:**

#### **ADMINISTRATION**

Mr Allan Cook (Principal)  
Ms Michele Kirkland (Deputy Principal – Junior School)  
Mr. Chris Gill (Deputy Principal – Senior School)

#### **BUSINESS SERVICES MANAGER**

Ms Karen Webb

#### **HEADS OF DEPARTMENT**

Ms Karen Chambers (Head of Department – English/Humanities)  
Ms Elizabeth Orr (Head of Department – Mathematics)  
Mr Andy Davey (Head of Department - Science/HPE)  
Mr Malcolm Lindsay (Head of Department – Technology)  
Mr Gary Munks (Head of Department – Student Support)  
Ms Alexia Taylor (Master Teacher)

#### **HEAD OF SPECIAL EDUCATION SERVICES**

Mrs Judy Robertshaw

#### **YEAR COORDINATORS**

Ms Meryl Mc Culloch (Yr 7), Ms Danielle Ney (Yr 8), Mrs Lyn Hall (Yr 9), Ms Jocelyn Nguyen (Yr 10), Mr Alastair Williams (Yr 11), Mrs Gloria Davey (Yr 12)

#### **STUDENT COUNCIL COORDINATOR**

Mr Andrew Cole

#### **SPORTS COORDINATOR**

Ms Emma Liesegang (School) & Ms Analee Clewes  
(Representative)

#### **GUIDANCE OFFICER**

Ms Carmel Bust

#### **TEACHER LIBRARIAN**

Mrs Patricia Heap

#### **SCHOOL CHAPLAIN**

Mr Ralph Thurlow

#### **SCHOOL BASED HEALTH NURSE**

Mrs Monique Anderson

# Vision

The Department of Education and Training aims to be  
*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Isis District State High School is committed  
*'Honouring Tradition, Preparing Futures'*

## School Mission

Isis District State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

## Values

The *National Framework for Values Education in Australian Schools* has been used to inform this school community's core values and beliefs as described below:

- **RESPECT** - be respectful
- **RESPONSIBILITY** - be responsible
- **LEARNING** - be engaged in learning

## School Motto

“Know Thyself”

## Houses

Badilla - Green

Pindar - Blue

Trojan - Yellow

Vesta - Red

## **ENROLMENT AGREEMENT**

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Isis District State High School.

Principals (or delegates) must discuss and provide a copy of the school's Responsible Behaviour Plan for Students and Student Dress Code to the parent. The Responsible Behaviour Plan for Students outlines the school's strategies for implementing the Code of School Behaviour.

### ***Responsibility of student:***

Student enrolment at Isis District State High School indicates student agreement to:

- comply with the requirements of the school's Responsible Behaviour Plan for Students
- actively participate in learning to the best of his/her ability
- respect the rights and needs of others
- accept responsibility for his/her actions
- participate in school activities with a positive attitude
- take an active part in keeping the classroom, school grounds and environment clean and tidy
- assist in establishing and maintaining a positive learning environment
- accept the logical consequences of unacceptable behaviour
- act as worthy ambassadors of Isis District State High School at all times.

### ***Responsibility of parents:***

Student enrolment at Isis District State High School indicates parent agreement to:

- familiarise themselves with the Responsible Behaviour Plan for Students and support the school in its implementation
- help their children to understand the behaviour that is expected of them whilst on the way to school, at school and on the way home from school
- support the authority and discipline of the school enabling their child to achieve maturity, self discipline and self control
- treat school staff with respect and tolerance
- discuss with the school any problems they feel are detrimental to the effective learning of their son/daughter
- inform school of reason for any absence
- attend information evenings for parents
- abide by school's policy regarding access to school grounds before, during and after school hours.

### ***Responsibility of school to:***

- develop each individual student's talent as fully as possible
- inform parents and carers regularly about how their children are progressing
- teach effectively and to set the highest standards in work and behaviour
- take reasonable steps to ensure the safety and well-being of all students
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community
- clearly articulate the school's expectations regarding the responsible behaviour plan for students and the school's dress code policy
- ensure that the parent is aware of the school's record-keeping policy including the creation of a transfer note should the student enrol at another school
- apply the procedures of the school's Assignment and Assessment Policy
- contact parents and carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parents with respect and tolerance.

I accept the rules and regulations of Isis District State High School as stated in the school policies that have been provided to me as follows:

- Responsible Behaviour Plan for Students
- Student Dress Code
- Computer Use policy
- Use of personal technology devices at school
- Bullying and Sexual Harassment Policy
- Smoking Policy
- Absences
- Assessment and Assignment Policy
- Homework Policy
- School Excursions
- Student Resource Scheme
- Privacy Information Sheet for Parents/Carers
- Complaints management
- School Procedures and Rules
- Study Skills
- Recognition of Positive Behaviour
- Emergency Evacuation Procedure for early departure from school site
- Department insurance arrangements and accident cover for students (*see excursion proforma*)
- Consent to use Copyright Material, Image, Recording or Name
- Parent/Guardian Consent form for *Voluntary Student Participation in Program of Chaplaincy Services*

I acknowledge that information about the school's current programs and services has been explained to me.

## Behaviour Expectations Matrix

	All Areas	Classroom	Grounds	Tuckshop	Outside School grounds
Be Respectful	<ul style="list-style-type: none"> <li>Treat all members of the school community in a respectful and courteous manner</li> <li>Use polite language</li> <li>Maintain positive relationships</li> <li>Be tolerant and understanding of others</li> <li>Make the school safe by not causing distress or injury to others</li> <li>Show respect for the property of school and all others</li> </ul>	<ul style="list-style-type: none"> <li>Respect the rights of others to learn</li> <li>Cooperate with staff by following instructions</li> <li>Mobile phones should not be visible or activated</li> <li>Remove hats inside classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Make the school safe by not threatening or hurting anyone</li> <li>Participate co-operatively in school approved games</li> <li>Show courtesy and assistance to younger students</li> <li>Respect the school environment by keeping it clean and by placing litter in bins</li> <li>Wait sensibly in bus lines as directed by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Ensure your mobile phone is not in use when being served at the tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school</li> <li>Wear appropriate school uniform</li> <li>Treat others with courtesy and respect</li> <li>Respect the property of community members</li> <li>Treat bus drivers with courtesy and respect</li> </ul>
Be Responsible Responsibility Honesty & Trustworthiness	<ul style="list-style-type: none"> <li>Cooperate with staff members by readily obeying instructions at all times</li> <li>Accept responsibility and be aware that all actions have consequences</li> <li>Ensure banned equipment is not brought to school</li> <li>Comply with school rules, procedures and policies</li> <li>Wear the school uniform in compliance with the Dress Code Policy</li> <li>Work at managing your own behaviour and actions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all school equipment is used in a safe and sensible manner</li> <li>Mobile phones should not be visible or activated</li> </ul>	<ul style="list-style-type: none"> <li>Comply with designated 'in bounds' an 'out of bounds' areas</li> <li>Follow the correct school sign in and sign out procedure</li> <li>Show sensible behaviour that contributes to good order and routines</li> <li>Ensure all school equipment is used in a safe and sensible manner</li> <li>Wear shoes and socks at all times</li> <li>Walk on pathways</li> </ul>	<ul style="list-style-type: none"> <li>Wait in lines quietly and as directed by teachers</li> <li>Ensure than no more than five students are lining up along the front of the tuckshop</li> <li>Purchase lunch with enough time to eat before class</li> </ul>	<ul style="list-style-type: none"> <li>Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school</li> <li>Use road crossings appropriately to ensure safety</li> </ul>
Be a Learner	<ul style="list-style-type: none"> <li>Be actively involved in the life of the school community</li> <li>Attend school regularly and report punctually to classes</li> <li>Select a program of study suited to own ability and that provides future opportunities for success</li> <li>Manage own time and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Attend class with required materials</li> <li>Make a genuine effort at engaging in classwork</li> <li>Actively seek the help of teachers in understanding</li> <li>Keep up to date with set work outside the classroom</li> <li>Comply with school assessment procedures</li> </ul>	<ul style="list-style-type: none"> <li>Move to class on time when first bell rings</li> <li>Movement between classes should be prompt and sensible, particularly between the main campus and Annex.</li> <li>Seek teachers' assistance during recess to catch up on work misunderstood or missed</li> </ul>		<ul style="list-style-type: none"> <li>Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school</li> <li>Be productive when completing activities on excursion</li> </ul>

## Student Expectations

Student enrolment at Isis District State High School indicates student agreement to:

- comply with the requirements of the school's Responsible Behaviour Plan for Students
- actively participate in learning to the best of his/her ability
- respect the rights and needs of others
- accept responsibility for his/her actions
- participate in school activities with a positive attitude
- take an active part in keeping the classroom, school grounds and environment clean and tidy
- assist in establishing and maintaining a positive learning environment
- accept the logical consequences of unacceptable behaviour
- act as worthy ambassadors of Isis District State High School at all times.

## Parent Expectations

Student enrolment at Isis District State High School indicates parent agreement to:

- familiarise themselves with the Responsible Behaviour Plan for Students and support the school in its implementation
- To help their children to understand the behaviour that is expected of them whilst on the way to school, at school and on the way home from school
- support the authority and discipline of the school enabling their child to achieve maturity, self discipline and self control
- treat school staff with respect and tolerance
- discuss with the school any problems they feel are detrimental to the effective learning of their son/daughter
- inform school of reason for any absence
- attend information evenings for parents
- abide by school's policy regarding access to school grounds before, during and after school hours.

## Guidelines for Student Behaviour in Classrooms



1. Show respect and courtesy



3. Be on time



2. Come prepared to learn



4. Work at learning

**For further information, refer to the  
*School Responsible Behaviour Plan for Students***

## STUDENT DRESS CODE

### PREAMBLE:

In accordance with advice from the Queensland Minister for Education at the time, relating to student dress codes for students attending Education Queensland schools, the Parents & Citizens' Association meeting on 9 March 1999 passed a motion:

"That the P & C of the Isis District State High School resolves that it supports a student dress code policy for our school because it believes that a school student dress code policy at our school promotes the objectives of the *Education (General Provisions) Act 1989* and in particular that it:

- Promotes a safe environment for learning by enabling ready identification of students and non-students of the school;
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
- Promotes a supportive environment at the school by fostering a sense of belonging; and
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences."

The initial Isis District State High School Student Dress Code was developed in 1999. Since that time, the Dress Code has been regularly reviewed by committees with parent, student and staff representatives and with input from school community members. Subsequently, with the introduction of the new Education (General Provisions) Act 2006, the P & C Association re-affirmed its commitment to the school Dress Code on 09 December 2008.

### GENERAL REQUIREMENTS

- Students with a note from their parents to explain a dress code anomaly should understand the note provides information to the Principal for a reasoned decision to be made. It does not provide automatic permission for not adhering to school procedures/rules. To avoid students losing learning time **the note should be taken to the office prior to the commencement of the school day.**
- Should the situation ever arise that a school uniform is not able to be worn on a particular day, alternative clothing should be plain coloured and, where possible, in the school colours of black, yellow, white and green.
- Students wearing inappropriate multi-coloured clothing or clothing which displays inappropriate slogans and pictures will, wherever possible, be provided with a school uniform for the day from the school supply. If an item of clothing is offensive and no appropriate school uniform is available, the student may be required to work in a supervised manner away from classes.
- Students may not wear sandals, thongs or 'ballet style' shoes to school. Shoes should be 'closed in' and of durable material (eg. not canvas). Certain subjects (eg. Manual Arts) have workplace, health and safety standards that must be complied with otherwise the students cannot be allowed to participate. If a student is injured, normal school footwear should be worn on the uninjured foot with a sandal and sock on the injured foot.
- Senior students choosing to wear the formal uniform must ensure that the white blouse/shirt is tucked in at all times, including to and from school, and that the tie is correctly positioned. Black shoes must be worn with the formal uniform.
- Polo shirt may be worn outside of shorts, except where otherwise directed for safety reasons; eg. Manual Arts. However, shorts need to be clearly visible below shirt.
- Shorts (and skirts) should preferably be the standard school shorts available at the school Uniform Shop. Alternatively, shorts should be a plain black colour of appropriate length.
- Shorts and skirts must be of a length (mid-thigh) that complies with modesty requirements, as determined by the School Administration.
- Cosmetic make-up, including nail polish, and non-natural coloured hair, is inappropriate for the school environment and must not be worn.
- Wide Bay school representative uniforms are also appropriate to be worn by recipient only.
- Senior Jerseys must be of the current year and worn by Year 12s only.
- The P&C Uniform Shop is the preferred supplier for items of the school uniform.

### SENIOR GIRLS (Years 11-12)

- School polo shirt with printed school badge. (*order/buy at P&C Shop*)
- Black fitted school shorts, not below the bottom of the knee. The P&C Uniform Shop sell the preferred style of shorts (with school logo). Shorts may be purchased elsewhere, but must be of similar style; mid-thigh in length. Short shorts are not permitted.
- Green school skirt (*order/buy at P&C Shop*)
- White or black socks (visible)
- Sports or closed in shoes (preferably white or black only)

### **Formal**

- Short/long sleeved, button up standard white blouse with collar or school blouse with pocket

school emblem Green school tie knotted at the top button of the blouse (*order/buy at P&C Shop*)

- Green school skirt. (*order/buy at P&C Shop*)
- Long black fitted slacks (not jeans) with black belt (optional).
- Flesh coloured stockings and/or white socks (visible).
- Closed in black shoes.

#### **JUNIOR GIRLS (Years 7-10)**

- School polo shirt with printed school badge. (*order/buy at P&C Shop*)
- Black fitted school shorts, not below the bottom of the knee. The P&C Uniform Shop sell the preferred style of shorts (with school logo). Shorts may be purchased elsewhere, but must be of similar style; mid-thigh in length. Short shorts are not permitted.
- Green school skirt (*order/buy at P&C Shop*)
- White or black socks (visible)
- Sports or closed in shoes (preferably white or black only)

**Formal** (to be worn only when representing the school at official functions) - as for Senior Girls.

#### **SENIOR BOYS (Years 11-12)**

- School polo shirt with printed school badge. (*order/buy at P&C Shop*)
- Black fitted school shorts, not below the bottom of the knee. The P&C Uniform Shop sell the preferred style of shorts (with school logo). Shorts may be purchased elsewhere, but must be of similar style; mid-thigh in length.
- White or black socks (visible).
- Sports or closed in shoes (preferably white or black only).

#### **Formal**

- Short/long sleeved, button up standard white shirt with collar. Green school tie knotted at the top button of the shirt. (*order/buy at P&C Shop*)
- Long black fitted trousers (not jeans or tracksuit pants) with black belt (optional).
- Black socks
- Closed in black shoes.

#### **JUNIOR BOYS (Years 7-10)**

- School polo shirt with printed school badge. (*order/buy at P&C Shop*)
- Black fitted school shorts, not below the bottom of the knee. The P&C Uniform Shop sell the preferred style of shorts (with school logo). Shorts may be purchased elsewhere, but must be of similar style; mid-thigh in length.
- White or black socks (visible).
- Sports or closed in shoes (preferably white or black only).

**Formal** (to be worn only when representing the school on official functions) - as for Senior Boys.

#### **GENERAL CLOTHING TO BE WORN SUMMER OR WINTER**

- Black track pants (*order/buy at P&C Shop*) or long fitted pants.
- School jacket (*order/buy at P&C Shop*)
- Plain green or black sweatshirt or similar item of clothing.
- Senior jersey (Year 12 only) - (*order at school*)
- Brimmed hat or cap.

#### **JEWELLERY**

The following pieces of jewellery may be worn at school:

- A wrist watch.
- A plain ring.
- A plain single neck chain of moderate size worn under blouse or shirt.
- Plain sleepers or stud earrings (no more than 3 per ear and no attachments).

It is not permissible to wear any other form of visible body piercing/adornment. All facial piercing must be covered. It is not permissible to wear a chain of any kind as a belt, attachment to a belt or similar.

#### **UNIFORM SALES**

The P & C Association sells selected uniform items each Thursday at the P&C Uniform Shop from 9.00am to 12.00 noon or other times at the School Tuckshop. Other uniform items can be purchased at clothing stores.

## COMPUTER USE POLICY

This School has comprehensive access to school computers and some students are involved in 'take home laptop' program. Access to school computers relies upon students and their parents/carers abiding by the terms of the Computer Use Agreement.

### COMPUTER USE AGREEMENT

I UNDERSTAND THAT:

- ◆ Information and Communication Technology resources at Isis District SHS are provided for use in learning activities, as part of the school curriculum.
- ◆ Every student is given an account on the school's computer network and this is **private to the user**.
- ◆ No student may interfere with another account, nor share details of their own account.
- ◆ When using 'global' systems, such as the Internet, it is impossible to screen or filter out all material, which is controversial, inappropriate or offensive. It is therefore each student's **responsibility** not to initiate access to such material or to distribute such material by copying, storing or printing.
- ◆ Each student has Internet access for learning activities. Inappropriate use of school internet access may result in that privilege being temporarily or permanently denied.

I AGREE THAT:

I will use information technology resources appropriately and legally as detailed below:

- ◆ **I will take care of information technology resources:**
  - ⇒ I will not eat or drink near any school owned computer equipment.
  - ⇒ I will not damage computer equipment or furniture.
  - ⇒ I will use the word processing keyboards with great care.
  - ⇒ I will not use school computers for **any** games that have not been approved by computer network administrators.
  - ⇒ I will not attempt to break copyright (eg: by illegally copying software).
- ◆ **I will be considerate to other users:**
  - ⇒ I will give educational purposes priority.
  - ⇒ I will not monopolise equipment.
  - ⇒ I will not deliberately waste computer resources (eg unnecessary printing).
  - ⇒ I will not intentionally disrupt the smooth running of the network (eg by downloading large files from the Internet at any time, or emailing large or unnecessary attachments through the system).
  - ⇒ I will not store inappropriate amounts of data or any unnecessary data on my H: drive or anywhere else on the network.
  - ⇒ I will not scan or display graphics, record or play sounds, or type messages that could cause offence to others.
- ◆ **I will accept responsibility for privacy and security:**
  - ⇒ I will not reveal my passwords to anyone else.
  - ⇒ I will not attempt to use or otherwise interfere with any other user's accounts under any circumstances.
  - ⇒ I will not use my own external storage devices in any school without permission from a Computer Administrator.
  - ⇒ I will not attempt to "browse" or "explore" on the school network for any purpose.
  - ⇒ I will not attempt to upload or create computer viruses or be involved with other forms of electronic vandalism.
  - ⇒ I will report any security problems immediately to a class teacher or to the Computer Coordinator.
  - ⇒ I will not reveal my personal address or phone number or those of other students or staff in any electronic communication.

Students and parents are then required to sign off on a statement of agreement during the enrolment process relating to the **General Use of Computer Resources** and to **Internet Access**.

### BRING YOUR OWN DEVICES (BYOD) PROGRAM

The Bring Your Own Devices (BYOD) program allows students to bring their own electronic device (laptop preferred) to school to allow them to use modern technology to engage in the learning program of the school. Students bring their own devices to school are responsible for their responsible use and their security. No liability will be accepted by the school in the event of loss, theft or damage to any device. Students participating in this program must comply with the requirements of the school *Computer Use Agreement* and the *School Policy on the Use of Personal Technology Devices at School*.

## USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL POLICY

This policy reflects the importance the school places on students displaying consideration for others and respect for teaching and learning.

**Personal technology devices** are those that can make phone calls, send text messages, record and store still or video images, access email and internet (websites), store and play audio (music) and store and run apps/software. They may include mobile phones, smart phones, tablets, MP3/4 players (including IPods), digital cameras and game consoles.

Personal devices used in a school setting under the supervision of a teacher, can be well-utilised for legitimate educational purposes and incorporated into a learning program. However, when unmonitored or used inappropriately, they can cause significant disruption to learning and the well-being of other students. This policy aims to restrict the use of these devices in school activities, except when used appropriately and under teacher supervision.

Furthermore, if the Principal is made aware that these devices have been used to capture and/or distribute and/or upload to a website, violent or other inappropriate images, appropriate disciplinary actions will be taken. Additionally, steps should be taken to seek removal of the recorded material and any distribution.

Personal devices brought to and used at school are done so at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device. (The school may consider cases when it can be clearly established beyond doubt, that damage resulted from deliberate negligence by Department of Education personnel).

**Appropriate use of personal devices** under teacher supervision may include such activities as software use (eg word processing), researching on line, recording and sharing aspects of the learning program, listening to audio/music when working independently etc.

While involved in such school activities, students should be accessing the 'on-line' services through the Department's internet access, as this provides a secure, safe and filtered internet access at no cost to the student. The school discourages 'private' internet access when at school (eg. 4G), as this is unmonitored and the school can take no responsibility for the security of sites visited or cost for access.

**When devices are not being used in this context, they should be switched off and 'out of sight'.**

**Inappropriate use of personal devices** may include using devices without the approval of the teacher, use which disrupts the class learning program and/or effective operation of class procedures, recording images, video or audio of others without permission, recording inappropriate images, video or audio, illegitimately accessing and/or tampering with unapproved areas of the school network and cyber-bullying (menacing, harassing, intimidating or threatening others or inciting this behaviour).

Students must not use personal technology devices to record inappropriate behaviours or incidents (such as fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school. Students must not record images anywhere, unless express consent is provided by a teacher.

### **Key messages are:**

- Devices can be used appropriately in a learning program with teacher permission, but if unmonitored can become disruptive.
- Use outside educational programs at school (activities) of personal devices should be restricted.
- Inappropriate uploaded content should be removed and distribution halted.
- Schools accept no liability for theft or damage.

Where personal technology devices are used outside these guidelines, **the following school consequences will occur:**

- When teachers have responsibility for a student (eg. in class) with a personal technology device that breaches these requirements, the teacher will instruct the student to cease that action, de-activate the device and remove it from sight/access.
- When the above instruction is not complied with, the teacher can ask for the device, retain it for the duration of that lesson and then return it at the end of that lesson. On occasions of persistent, non-compliance by the student, the teacher may deliver it to the school office at the earliest reasonable opportunity, where it can be collected by the student at the end of the school day.
- When there are continuing breaches of this requirement, a school administrator will speak with the student to emphasise the school policy and reinforce continual non-compliance must necessarily become subject to the disobedience provisions of the *Responsible Behaviour Plan for Students*. Parents/carers may also be informed.

- Where breaches of this *School Use of Personal Technology Device Policy* continues to occur beyond these levels, consequences for persistent disobedience as described in the *Responsible Behaviour Plan for Students* may occur (including consideration of suspension from school).

### **Other aspects of relevance to electronic devices**

#### Confiscation

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

#### Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Isis District State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school (eg. distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere, unless express consent is provided by the teacher. In particular, no recording must occur that would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

will be considered as having breached this policy and may be subject to consequences consistent with those described in the *Responsible Behaviour Plan for Students* (including suspension and exclusion).

Students should note that the recording or dissemination of images that are considered indecent (eg. nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

#### Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to the Queensland Police Service. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

#### Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

#### Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

# BULLYING AND SEXUAL HARASSMENT POLICY

## Purpose

Isis District State High School strives to create positive, supportive environments for all members of the school community. Such an environment is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying or sexual harassment at Isis District State High School. Research indicates that both those being bullied and those who bully are at risk of ongoing behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Isis District State High School include (but are not limited to) name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

Sexual harassment is any unwelcome sexual attention that is offensive, humiliating or intimidating and will not be tolerated in this school. Sexual Harassment may involve:

- teasing, calling names or making rude signs
- telling smutty jokes or making suggestive comments
- displaying offensive picture, posters or graffiti
- staring or ogling
- following someone home from school
- patting, pinching or touching another person;
- pestering someone to go out or asking for sexual favours
- sending offensive messages in writing or by telephone
- spreading rumours about someone's sexuality
- making belittling comments
- ridiculing, leering or wolf-whistling at, or making sexual comments about a person or group of people.

When considering whether or not bullying or sexual harassment has occurred, the school will avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in this school community.

## Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

## Prevention

Our universal behaviour support processes described in the *Responsible Behaviour Plan for Students* remains the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.

A student curriculum anti-bullying lesson is taught to all students in classrooms to a schoolwide schedule of instruction. Simultaneous instruction will maintain consistency of skill acquisition across the school. Aspects of this lesson will be reinforced regularly during the year.

Where students consider they are being bullied or sexually harassed, the primary mechanism for remediation should be disclosure by the student to someone who has the authority to do something about it. In the first instance, this is a staff member at the school, though it may be a peer or parent/carer who can assist in supporting the student in reporting it to a staff member.

If the staff member decides to try and resolve the problem him or herself they should monitor the situation and where it does not stop, the student should ensure the matter is reported to the school administration without delay.

The school does not condone a student being bullied demonstrating the same behaviour in retaliation. This action, rather than stopping the bullying, usually escalates the negative interaction.

## Consequences

Where a student has been found to be bullying there may be a range of consequences depending on the circumstances. They include:

- discussion and warning
- counselling
- parent involvement
- completion of school Bullying Booklet
- detention / withdrawal
- school disciplinary absence (suspension).

In matters of bullying and or harassment that may constitute a police matter (particularly cyberbullying that may contain obscene language and/or threats of violence) there will be possible referral to the Queensland Police Service.

The school will use behavioural data for decision-making. This data is entered into the OneSchool database and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## **SMOKING POLICY**

### **INCIDENCE OF SMOKING**

The Queensland Government recognises the danger that smoking and passive smoking causes to health and has established a policy to declare all Departmental of Education and Training buildings and their environs are smoke-free. This position is reflected in the general trend throughout the broader community where smoking is not permitted in many public buildings, areas and facilities for health and safety reasons.

At a school level, the implication is that all school buildings and the entire school grounds and surrounds must be smoke-free. This is indicated in the School Rules of the Behaviour Management Plan where smoking at school is not permitted and cigarettes and lighters are banned substances.

### **SMOKING IS NOT PERMITTED IN ANY AREA OF SCHOOL PROPERTY NOR AT SCHOOL-RELATED ACTIVITIES OR FUNCTIONS.**

#### **Notes:**

- Where a smoking incident occurs within a group situation but the identity of the actual smoker or smokers cannot be conclusively ascertained, all students present in the group may be subject to these procedures.
- The following procedures not only apply to students attending school or a school activity, but may also apply to students out of school hours who are identified as a student by the wearing of their school uniform.

Isis District State High School has the following procedures for instances of student smoking.

### **STUDENT SMOKING INCIDENT PROCEDURES**

Isis District State High School will treat each instance of a student smoking on the circumstances involved. Examples of actions that may be taken include:

- Meet with relevant Year Coordinator or Administration member for non-compliance with school rules.
- Meet with school-based youth nurse to discuss the consequences of smoking on personal health
- Student completes 'Smoking' booklet during recess detention
- Inform parents of school concern.
- Apply suspension for non-compliance with school rules.

Generally, the more deliberate, overt and explicit the incident of smoking is, the more severe will be the consequences. For example, students who have brought cigarettes and lighters to school and are involved in smoking overtly in the school grounds and/or with other students should expect a suspension for such behaviour. Similarly, leaving the school grounds to smoke, while clearly identified a student of his school, would usually result in suspension.

## ABSENCES

Isis District State High School **encourages regular attendance** at school by all students as:

- all children should be enrolled and attend school on every school day
- our school monitors and creates ways to improve attendance
- attendance is the responsibility of everyone in the community
- students may find themselves in unsafe situations if they choose not to attend or 'skip' school.

Research consistently shows that higher student attendance at school is associated, on average, with higher student achievement. Regular school attendance will mean that students have a better chance in life. Students have the best chance to achieve well when they go to school every school day, all day.

Under Queensland law, children of compulsory school age (under 16 or not completed Year 10) must be enrolled and attending school regularly, unless they have an acceptable reason. Illness, doing work experience or competing in a school sporting events, for example, are acceptable reasons for being absent from school. The Principal decides if the reason given for a student's child's absence is acceptable. Going shopping, visiting family, staying up late and being tired or extending school holidays are generally not acceptable reasons to be away from school.

At Isis District State High School, **school attendance is marked at the commencement of the school day** through a roll group or student assembly. Attendance is then monitored during the day by teacher checking of students in every class. The school utilises the ID Attend electronic software attendance package.

A teacher-aide (**Attendance Clerk**) is employed to maintain the accuracy of student rolls and act as a 'point of contact' (4192 1260) for matters relating to student attendance for students, parents/cares and school staff. Students are able to leave during the day on request of a legitimate reason from parents/ carers and are required to 'sign-out' from the school office.

When students are marked absent from morning roll-marking, **parents/carers will be sent a SMS text** message that same morning to inform them of their child's absence and request a reason for the absence. When students are marked absent during the day after being present in the morning (truant), parents will be contacted directly (where possible).

When students have been absent from school, parents/carers should provide an explanation to the school for the absence and this is recorded and the absence may be 'authorised'. Where no reason is provided, the absence remains 'unexplained'. **When students have three or more days of unexplained absence, a letter is sent to parents requesting an explanation of the student absence.**

Regular school absence by students is overseen by the Head of Department (Student Support). When students are absent regularly from school, parents will be contacted by a member of the school staff to request an interview to discuss how the student's school attendance might be improved.

Isis District State High School has a serious commitment to the Queensland Government position that 'Every class every day, counts' and seeks to maximise the regular school attendance of every student.

Where students are absent for an extended basis with no parent contact or continue high rates of absenteeism with no parent/carer contact the provision of the Department of Education policy relating to persistent absence will be followed. These processes may ultimately result in prosecution of the parent/carer.

## **ASSESSMENT AND ASSIGNMENT POLICY**

### **Certification Requirements**

It is a mandatory requirement that students complete their course of study by regular attendance and completion of assessable work in order to be eligible to receive Junior and Senior Certificates.

In most cases, students should be in attendance for a minimum of 80% of the course requirements and complete assessment items for which results are allocated towards Exit Levels of Achievement, except where there are justifiable circumstances as determined by the School Principal. Students who may be at risk of not meeting these requirements will be warned of their situation prior to a final decision being made to not award an Exit Level of Achievement.

A variety of student tasks might be utilized to evaluate student learning, such as exams, reports, projects and assignments. Teachers responsible for subjects decide the most appropriate mechanism of obtaining information on student learning in order to determine achievement.

### **Assignments**

Assignments are extended pieces of student work, which require student work outside of school, but which generally also involve some in-class work. It will typically involve time periods of at least a few weeks for completion.

### **Assignment Sheet**

Students will be issued with an Assignment Sheet when the assignment is set. This sheet must at least list the assignment topic, assignment task, the learning/skills/criteria to be assessed and submission details (due date, time and place of submission). Where possible, the assignment will be structured so as to include a number of specific, smaller tasks that comprise the overall assignment.

### **Submission Date**

Assignments must be submitted as specified on the Assignment Sheet. Routinely, this would be during class on a particular day (Due Date) to the teacher who issued the assignment, though students are able to submit the completed assignment at any time up to and including the due date. The exception to this requirement is when a written variation appears in the conditions of the assignment sheet distributed to students at the time at which the assignment was set.

### **Monitoring**

It is essential that students engage in the completion of the assignment. Teachers will ensure this occurs through the active and progressive monitoring of student work. Careful monitoring of student work (particularly the completion of smaller tasks) occurs in class time and will be documented by teachers. This documentation will provide evidence of student learning for which the teacher can make a judgement of student achievement in the absence of final submission of assignment.

### **Check Date**

The active monitoring of assignments is completed up to a 'check date', normally one (1) week prior to the due date. Failure by the student to provide necessary evidence of the likely completion of assignment (eg. draft, notes etc) will see parents notified to enhance likelihood of student submission.

### **Extension of Time**

There may be circumstances beyond the student's control that prevent the submission of the assignment by the due date. Students are able to request an extension of time by completing an application form (available from the administration office) before the due date. This is processed by the Class Teacher and the Head of Department.

It may be possible for an extension of time to be granted after the due date, by the same process as above. This will only occur in exceptional circumstances that prevented a request being made before the due date.

### **Extended absence due to illness up to and including the deadline**

Students should produce a medical certificate upon return to school OR parents/guardians should contact the Head of Department or Deputy Principal to discuss relevant circumstances.

### **Absence due to illness on the day of the deadline**

Students should produce a medical certificate OR students should send the assignment to school with a friend or relative OR parents/guardians should contact the Head of Department or Deputy Principal on the day to explain the circumstances and to make arrangements about the assignment submission.

### **Absence due to special circumstances**

Parents/Guardians should speak personally with the Head of Department or Deputy Principal to discuss the circumstances.

### **Late assignments**

Unless covered by the arrangements above, late assignments will be treated as follows:

- corrected and commented upon
- credited towards completion of the course and
- a judgement on student learning (eg. level of achievement) will be made on evidence collected during monitoring and submission of the late assignment (taking into account the fact that the student had not submitted the final assignment on time).

### **Non-submission of assignments**

Through monitoring, teachers will make every effort to ensure students submit assignments. When students do not submit assignments, a late assignment must be completed and submitted (using class time if necessary) and will be treated as follows:

- corrected and commented upon (taking into account the fact that the student did not submit the assignment)
- credited towards completion of the course and
- a judgement on student learning (eg. level of achievement) will be made on evidence collected during monitoring (taking into account the fact that the student had not submitted the final assignment).

In the case of students having a late assignment or not submitting their assignment, parents will be notified.

### **Examinations**

If a student is absent for an examination, he/she is responsible for having their parents/guardians:

- (i) provide the school with a satisfactory explanation. For example, have parents/guardians phone the school and speak with the relevant Head of Department or Subject Area Coordinator or provide a written note;
- (ii) tender a medical certificate to the school to explain the absence.

When students have been absent for an examination, on the student's first day back at school, or no later than their first lesson of that subject, they should make arrangements with the subject teacher to take any tests that have been missed as a result of such absence. Results obtained will be recorded and asterisked (\*) to indicate the test was taken subsequent to other students. This result may then be used to assist in determination of the final level of achievement (excepting any unusual variations in performance).

Where a student has been absent for an extended period around an examination and an appropriate parent explanation is provided, then "absent" may be recorded and that instrument is able to be excluded when making judgements on levels of achievement.

***In all circumstances of dispute of these arrangements, the School Principal will be the final arbiter, as the Queensland Studies Authority designated School Moderator.***

## **HOMEWORK POLICY**

### **Introduction**

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, culture, recreation, and part-time employment where appropriate.

### **Purpose of Homework**

Homework can engage students in independent learning to complement work undertaken in class through:

- ✓ Revision and reflection to consolidate learning
- ✓ Applying knowledge and skills in new contexts
- ✓ Pursuing knowledge individually and imaginatively
- ✓ Preparing for forthcoming classroom learning.

Homework that enhances student learning:

- ✓ Is purposeful and relevant to students' needs
- ✓ Is appropriate to the phase of learning (Middle or Senior)
- ✓ Is appropriate to the capability of the student
- ✓ Develops the student's independence as a learner
- ✓ Is varied, challenging and clearly related to the class work.

### **Students' responsibilities**

Students can take responsibility for their own learning by:

- ✓ Discussing homework expectations with their parents or carers
- ✓ Accepting responsibility for the completion of homework expectations within set time frames
- ✓ Following up on comments made by teachers
- ✓ Seeking assistance when difficulties arise
- ✓ Organising their time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment.

### **Teachers' responsibilities**

Teachers can help students establish a routine of regular, independent study by:

- ✓ Setting homework on a regular basis
- ✓ Clearly communicating the purpose, benefits and expectations of all homework
- ✓ Checking homework regularly and providing timely and useful feedback
- ✓ Using homework that is varied, challenging, directly related to class work and appropriate to students' learning needs
- ✓ Explicitly teaching strategies to develop organisational and time management skills and providing opportunities to practise these strategies through homework
- ✓ Giving consideration to other academic and personal development activities (school based or other) that students could be engaged in
- ✓ Discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

### **Parents' and carers' responsibilities**

Parents and Carers can help their children by:

- ✓ Reading with them, talking with them and involving them in tasks at home including shopping, playing games and musical instruments and physical activity
- ✓ Helping them to complete tasks by discussing key questions or directing them to resources
- ✓ Encouraging them to organise their time and take responsibility for their own learning
- ✓ Encouraging them to read and to take an interest in and discuss current local, national and international events
- ✓ Helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and music and engaging in other recreational activities
- ✓ Contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

### **Phase of learning**

In the Middle Phase of Learning, Years 4 to 9, some homework can be completed daily or set over a weekly or fortnightly period and may:

- ✓ Include daily independent reading
- ✓ Include different subject areas
- ✓ Include extension of class work, projects and research.

In **Years 8 and 9**, students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work in class. Homework in Years 8 and 9 could be up to but generally not more than 5 hours per week.

In the Senior Phase, **Years 10, 11 and 12**, the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure a balance is maintained between the various demands of study, sporting, cultural, recreational and part-time employment activities.

## SCHOOL EXCURSIONS

School excursions (variations to school routines) are those activities where some or all students are required to be absent from school for more than morning or afternoon session on any school day. This also applies to overnight, weekend and vacation trips.

School excursions are initiated, organized and supervised by a school and approved by the school principal.

Duty of care will be extended to students whilst on approved school excursions.

The school will facilitate school excursions ensuring appropriate organisation and curriculum relevance. It will consider resources of school, needs of students, costs of excursions and total learning program when determining educational value of school excursions.

The following important factors will be considered when determining adequate supervision for other year levels:

- age, capabilities and number of students
- individual educational needs of a student within group
- rationale for activity
- risks when hazardous ventures are undertaken
- adequate instructions for students and supervisors
- provision of sufficient safeguards and
- full information about experience, qualifications and insurance status of commercial excursion organisers if used.

Timely advice of excursions will be provided to parents/guardians/carers and students of details of location and transport, cost, timetable, supervision provided, activities undertaken and anticipated learning outcomes during school excursion and any other relevant details.

Written consent of parent/guardian/carer for all participating students under 18 years of age will be obtained. Where a student is under 18 years of age and independent, consent is signed by student and countersigned by principal.

Supervision of students during school excursions will be provided at a ratio of adults/students appropriate to age and developmental levels of children and types of activities planned.

Students who do not participate in school excursions will remain at school with a program of learning and adequate teacher supervision.

On occasions and where appropriate, parents/guardians may also accompany students participating on excursions particularly if they have expertise relevant to the activities undertaken.

### **Important Notice to Parents/Guardians**

Please be aware that the Department of Education does NOT have *Personal Accident Insurance* cover for students.

A 'Parent/Guardian Authority' authorising teachers to obtain medical assistance, which they deem necessary should an accident occur, and agreeing to pay all medical expenses incurred on behalf of their student will be a requirement for all excursions. The 'Parent/Guardian Authority' also authorises qualified practitioners to administer anaesthetic if such an eventuality arises.

When planning the overall cost of an excursion, the final cost per student is determined by the number of students who indicate their interest and return this permission form with parent/carer signature. While the school subsidises most excursions, to keep students' costs to a minimum, it is generally unable to find the extra money to reimburse students who withdraw from an excursion at the last minute. A medical certificate would be the only exception.

## STUDENT RESOURCE SCHEME

### Aims

1. To assist families defray the cost of purchasing textbooks and resources for the education of those children covered by Student Resource Scheme.
2. To ensure that all participating students are adequately provided with additional books and materials for particular subjects.
3. To maximise the educational benefit to students covered by the Student Resource Scheme and the convenience to parents/caregivers of those students.
4. To make available a far wider range of books and resources than is possible with individual purchasing.

### Provisions

The Student Resource Hire Scheme will make provisions for the following student materials.

1. The scheme will supply all **textbooks** used by the students for as long as they are needed.
2. The scheme will supply **reference books** used by students in all subjects.
3. The scheme will finance **internet usage** up to a reasonable limit necessary for curriculum activities.
4. The scheme will finance enrichment **reprographics** and maintenance/replacement of associated equipment.
5. The scheme will supply all **basic learning and enrichment materials**. Such materials provided by the school will become the property of the student (where appropriate).
6. Membership of the school's 2015 SR Scheme and no outstanding SRS costs from previous years also entitles students to receive free of charge the following benefits:
  - a. student identification card (non-SR Scheme cost = \$5.50 GST inclusive);
  - b. student study/homework diary (non-SR Scheme cost = \$8.50 GST inclusive);
  - c. school magazine to eldest in the family (non-SR Scheme cost = \$10 GST inclusive);
  - d. prizes and costs associated with school ceremonies (non-SR Scheme cost = equivalent value);
  - e. enrichment resources (non-SR Scheme cost = equivalent value);
  - f. products made at school using enrichment materials provided through the SR Scheme (non-SR Scheme cost = equivalent value); and
  - g. subsidy to participate in non-curriculum specific activities, such as end of year trips, school productions, Rock Eidsteddfod and Graduation Dinner (non-SR Scheme cost = full cost of activity, as determined by the Principal).

### Conditions

Students are to provide their own stationery and writing materials (as per stationery lists).

1. Books are to be maintained in good condition during the period of the loan. Students are not to write in books unless instructed to do so by a teacher. In this case, pencil only must be used and should be erased before its return to the TAR room.
2. Reimbursement must be made for lost or damaged books so that replacements can be purchased.
3. Students who show a poor record of damaging or losing books may be removed from the scheme. This also applies to students who remain unfinancial from the previous year.
4. If a student steals books or materials issued to other students, he/she may be removed from the scheme.
5. All books and equipment supplied to students remain the property of the school.
6. Participation in the SR Scheme is voluntary.
7. The total payment required for those participating in the scheme shall be as follows:
  - a. Full payment of any outstanding SR Scheme monies from the previous year.
  - b. An annual payment of \$130.00 per year per student, \$240 for family of two to a maximum of \$350.00 per family (including \$0.91 GST). This amount is to be paid at the beginning of the school year.
  - c. The school is authorised to claim and retain the amount of the Government Textbook Allowance (Years 8-10 - \$115; Years 11-12 - \$250).
8. Parents not wishing to participate in the scheme will need to purchase all texts and enrichment materials. Those families electing not to join the scheme will be paid the value of the Government Textbook Allowance.
9. If a student transfers out of the school during the year, monies will be refunded on a pro rata basis.
10. If a student transfers into the school during the year, payments will be made on a pro rata basis

Please feel free to contact the Principal should you require further information regarding the school's SR Scheme. Payment can be made by cash, cheque, money order or any major credit card.

## PRIVACY INFORMATION SHEET FOR PARENTS/CARERS

### Enrolment Form for Queensland State Schools

The school is part of the Department of Education. It is subject to *Information Standard 42 – Information Privacy* (IS42) which controls how it must collect, store, use and disclose personal information.

#### **Why does Department of Education collect personal information at enrolment?**

Education Queensland collects personal information on the attached enrolment form so it can:

- meet its legal obligations under the *Education (General Provisions) Act 1989*;
- meet its duty of care to all students and staff members; and
- administer and plan for providing appropriate education and support services to students.

Also, the State of Queensland has agreed to collect information about students' gender, indigenous status, socio-economic background and language background and provide it to the Commonwealth. Commonwealth law requires Department of Education to collect and provide the information to the Commonwealth Department of Education, Science and Training (DEST) in order for the Commonwealth to provide funding for education to the State.

#### **Do you have to provide all of the information requested on the enrolment form?**

**NO**, you do **NOT** have to provide **ALL** of the information requested on the enrolment form. However, Department of Education requires certain information by law to ensure that those seeking enrolment are eligible. Education Queensland also requires personal information to ensure that the school can meet its legal 'duty of care' obligations and to provide appropriate education and support services to students. If you choose not to provide the information requested on the enrolment form, the school may be unable to enrol the person as a student, or properly care for the student or provide appropriate education and support services to the student.

#### **Do you have to provide the information requested by the Commonwealth?**

**NO**, it is voluntary. You do **NOT** have to provide the information requested by the Commonwealth. The State of Queensland is required by law to collect and pass on the information, that you choose to give, to the Commonwealth **BUT** you decide whether to give that information to Department of Education.

#### **What will happen to the information collected by Education Queensland and provided to the Commonwealth?**

Queensland State schools normally collect information on students' sex, indigenous status and language background and use it to provide appropriate education and support services to students. The school will continue to collect and hold this information. The two questions on the enrolment form about the student's socio-economic background are about you, the student's parent/caregiver. Department of Education will not retain this information. The questions are:

- *What is the highest year of primary or secondary school the parents/caregivers have completed?*
- *What is the level of the highest qualification the parents/caregivers have completed?*

The information regarding gender, indigenous status, socio-economic background and language background is given to:

- the Queensland Curriculum and Assessment Authority so that it can be linked with students' numeracy and literacy test results; and
- the Commonwealth Department of Education, Science and Training.

Information provided to the Commonwealth government is aggregated and does not identify individuals. Your socio-economic background information is entered into a database using only the student's numerical identifier. The name of the student and your name(s) are not part of the States' reporting requirements. The school will destroy the forms used to collect your socio-economic background information and will have no future access to the data.

#### **Are a student's records transferred when the student moves from a Queensland State school to another school within Queensland?**

**YES**, a student's records are transferred when the student moves from a Queensland State school to another school within Queensland. Department of Education is permitted by law to transfer information about a student from a State school to another State school or from a State school to a non-State school within Queensland. This helps the new school to understand the student's needs and assists with continuing appropriate educational support programs. It also provides an opportunity for parents/carers to review and discuss the information being transferred to make sure that it is up to date, accurate and complete.

**In what other circumstances can the school or Department of Education disclose personal information?**

Department of Education can only use and/or disclose your personal information in accordance with IS42. Further, under IS42, Education Queensland can disclose your personal information that is relevant to other organisations if:

- you consent;
- you are likely to be aware that the disclosure is usual practice;
- it is required or authorised by law;
- it is necessary for law enforcement; or
- it is believed to be necessary to prevent or lessen an imminent threat to a person's health or life.

Listed below are Queensland government agencies to which Department of Education regularly discloses relevant personal information under IS42.

- Queensland Transport;
- Queensland Studies Authority;
- Queensland Police Service;
- Department of Employment and Training;
- Department of Child Safety;
- Department of Communities;
- Disability Services Queensland.

Department of Education is also regularly required by Commonwealth law to give personal information to the following Commonwealth government agencies for data matching for the payment of welfare benefits:

- Centrelink; and
- Australian Taxation Office.

**How can you access the information about your child enrolled at a Queensland State school?**

You may request access to personal information about you or your child held by Department of Education or a school by making a request in writing to the principal of the school. The principal will assess your request in accordance with Education Queensland policy. You may also apply in writing to Department of Education for access under the *Freedom of Information Act 1992*.

**What are your responsibilities as a parent/carer regarding personal information?**

It is the responsibility of parents/carers to continue to provide to the school up-to-date and accurate information when circumstances change so that the school can meet its obligations to the student. This will include, for example, maintaining current contact information and advising the school of any relevant changes to custody or care arrangements.

**Further information**

If you have any questions about information privacy practices of Department of Education, please first contact the school principal or consult the

- Department of Education website (<http://education.qld.gov.au/>)
  - Queensland Government Information Standard 42 – Information Privacy
- for further information.

## COMPLAINTS POLICY

### Introduction

Effective partnerships between parents, students and our school are important to educational success. One part of that partnership is trust and openness. We need to be able to talk to each other when we have concerns, so that those issues can be worked out. From time to time you may have concerns or complaints relating to our school. It is important that you share these with us. Perhaps we haven't explained something very well. We need to know so that we can put things right. Perhaps you don't agree with a decision. We need to talk the issues through. As a result, you could gain a better understanding of why we made that decision. Or we may need to reconsider our decision. Your contribution can help us improve.

### How to make a complaint

We want to hear your concerns. We aim to provide a service that can be improved through your feedback. You can raise an issue with any member of our staff. Contact the school to make an appointment to see the teacher. Issues you think are serious should be raised with the administration. Staff is encouraged to deal positively and sincerely with your concerns. They will listen. They will ask questions to make sure they understand. They may take notes to help in following up your concern. They will help you to take your complaint to the right place. If you wish to bring a friend or if you want help or support, such as an interpreter, we will be happy to help.

### What can you expect

There are usually four phases in handling a complaint. In most cases these can all be worked through quickly in one process.

#### Phase 1 — Reception

- Try to state your concern calmly, clearly and courteously. Being aggressive will not help resolve the issue.
- Someone will listen to your concern and make sure they understand it.
- The teacher/administrator will summarise the main points. He or she will usually explain the school policy or procedure on the issue.
- He or she will work out an action plan with you: what he or she will do, what you should do, what your child should do and when we will talk again.
- He or she may deal with the complaint or refer it to another person.
- In many cases they should be able to resolve your concern straight away.

#### Phase 2 — Deciding how to handle the matter

- Some matters must not be handled in our school, because they are so serious. They must be referred to Education Queensland's central office, district office or perhaps the police.
- Other matters will need further investigation. In this phase a decision will be made about how a complaint will be handled.

#### Phase 3 — Finding out about the matter

- In this phase the person handling the complaint will try to find out all about your concern. They will try to understand the context and causes.
- You should help by providing all the information you can.
- They may need to talk to people to get a complete picture. As they do this they may begin to explore options to resolve the matter.
- You can help them by focusing on a positive resolution of the matter. Your information will be treated confidentially (but where the matter must be investigated by an external agency it will need to be passed on to it).
- You need to be aware that the person who is being complained about usually has the right to be made aware of the complaint.

#### Phase 4 — Resolution

- The person who is handling your complaint will use the facts that have been gathered to make a decision that is fair to all.
- He or she will work to put things right for you and would appreciate your help to do this. He or she wants to make sure that you accept the resolution.

#### Our commitment

- We are committed to dealing positively with your concern. It helps us to learn how we can do things better for you.
- We will try to make sure that your complaint is resolved quickly. Sometimes a complex matter will take time. But we will always make sure you understand what we are doing and why.

## SCHOOL PROCEDURES AND RULES

### ATTENDANCE:

Regular attendance is required of all students.

### Lesson & recess times

Preparation Bell	:	8.40 am
Roll Group/Assembly	:	8.45 am – 8.50 am
Lesson One	:	8.55 am – 10.05 am
Lesson Two	:	10.10 am – 11.20 am
Recess One	:	11.20 am – 12.00 pm
Lesson Three	:	12.00 pm – 1.10 pm
Recess Two	:	1.10 pm – 1.40 pm
Lesson Four	:	1.40 pm – 2.50 pm

### Leaving school for a period of time

Students who need to leave school during the day should advise the school by way of a letter from their parents/guardians. Students are to report to the office to sign out prior to their departure, and to sign in on their return back to school. This includes students who need to leave school prior to the commencement of lesson instruction in the morning (as when students arrive at school in the morning, they are officially at school), as well as at Recess. Recess absences are intended for those students with a specific purpose and will not be authorised by the Principal otherwise. Students will only be allowed to leave for recess absence at Recess One. All contact with students during class times should be made through the school office.

### Absences

It would be appreciated that, where possible, advance notice is given to the school, when students are to be absent for more than two days.

If students have been absent from school, they are required to provide reasons for the absence.

Parents/carers are able to phone a school absence telephone number (**4192 1260**) and leave a message or they may send an appropriate explanatory note giving reasons for the absence. All messages/notes are retained on the student's file. If students are absent for more than three continuous days and an explanatory letter is not forthcoming, the school will request a letter from the parent/carer. If this does not occur the student's absence cannot be authorised by the Principal and may affect the payments of those students receiving Youth Allowance.

### Late arrivals

Students arriving late to school must register at the student window of the administration.

### PROPERTY

Students must respect their own and other people's property. All items of clothing and equipment should be clearly marked with the student's name. In normal circumstances valuables, particularly money, should not be brought to school. However, when they are required they should be left at the school office in the morning and collected in the afternoon on leaving.

### PERSONAL TECHNOLOGY DEVICES

Students are permitted to bring their own personal technology devices to school for use under the supervision of a teacher for educational purposes and incorporated into the learning program. Due to their 'valuable' nature. However, when unmonitored or used inappropriately, they can cause significant disruption to learning and the well-being of other students. Personal devices brought to and used at school are done so at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device. Student use of personal devices must comply with the requirements of the *School Policy on the Use of Personal Technology Devices at School*.

### TUCKSHOP

The Parents and Citizens' Association operates a tuckshop each school day. Voluntary assistance from parents is always welcome.

### NEWSLETTER

Regular school-home communication occurs each fortnight by means of a school newsletter distributed on every second Friday. It is the responsibility of students to share these with parents so all are informed of school activities. The Newsletter is also posted on the school website.

### LITTER

Litter should always be placed in the bins provided. If each and every student met his/her responsibility litter would not be a problem.

## **PRESENCE IN ROOMS**

Students are not to be in classrooms at any time unless they have the permission of or are under the supervision of a teacher. At the start of the lessons students are to wait quietly outside the classroom until their teacher arrives unless special arrangements have been made with their teacher. Students are not to enter teachers' staffrooms **at any time**.

## **BIKES**

Bikes are to be parked in the racks provided. The appropriate safety helmet is to be worn and bikes, roller blades and skateboards are not to be ridden in the school grounds **at any time**.

## **DANGEROUS BEHAVIOUR**

The following behaviours are either potentially physically dangerous or unhealthy and are therefore expressly forbidden:

- Sitting on port racks/steps.
- Running close to buildings or on concrete areas
- Throwing sticks, stones, water, seed pods etc
- Pushing, tripping and other forms of "horseplay", particularly near windows and doors
- Playing ball games in restricted areas
- Physical scuffling, fighting or assault.

Involvement or participation in drug abuse is a criminal offence and such matters occurring on school premises will be referred to the Police. Suspension or exclusions from school are usual consequences.

## **BANNED ITEMS**

The following items are not to be brought into the school:

(Minor) aerosol deodorant cans, chewing gum/bubble gum; marker pens; (Major) matches/lighters; cigarettes; alcohol or drugs; shanghais; knives or other types of weapons; steel rulers; offensive material; other items which the Principal determines may endanger the safety or well-being of students or staff members.

## **OUT OF BOUNDS AREAS**

- Grassed area in front of B Block, except at afternoon bus times;
- Front of school including driveways and walkway/ramp to C Block;
- Concreted area between Administration and courts unless moving to or from Administration;
- Manual Arts driveway and grassed area/rose garden on showgrounds side;
- Behind Manual Arts block and the Construction Workshop, steps and walkway between courts and E Block;
- Agricultural plot including Ag Shed and behind Science block;
- All classrooms unless under direct teacher supervision;
- Bike racks unless leaving from or returning to school grounds;
- All designated teacher car parking areas;
- Bottom oval unless playing sport, eating lunch on main campus boundary or moving to or from Stadium/Annexe; and
- Major 'traffic areas' or congregating on verandahs unless lining up for classes.

## **EMERGENCY EVACUATION PROCEDURES FOR EARLY DEPARTURE FROM SCHOOL SITE**

For students who travel to school by bus special circumstances may arise where a bus company, due to imminent flooding or notification by the police of an extended road closure following an accident, chooses to collect students early from school and get them safely home before they are trapped.

Following a request from a bus company to collect students early, the school will:

- Immediately accede to this request, gathering all students present who travel on that bus;
- Mark a roll to identify all students on board;
- Have students with mobile phones contact home;
- Identify students who cannot contact their parent/carer and make every effort to contact the parent/carer or the emergency contact number held on the student's files.

Please Note: An emergency evacuation to avoid rising flood waters must be accomplished quickly. Students will board the bus as quickly as possible. Contact with parent/carer or emergency contact person, by staff, may well occur once the bus and its passengers are in transit. It is also possible that, despite the school's best efforts, no contact can be made at all.

In preparation for these unusual circumstances, please discuss any home destination arrangements with your student and contact the school if the school should know about these or other arrangements.

## STUDENT HOMEWORK DIARY

The Student Homework Diary has been provided to students through the Student Resource Scheme (SRS) with a number of purposes in mind.

Firstly, it provides a means by which students can organise their own homework and study commitments in an effective way. All students are regularly given homework and this should be recorded in the appropriate pages of the diary for the information of both students and parents.

Secondly, it serves as a means of communication between parents and the school. Hopefully it will convey home to parents information about occurrences in the school almost on a day to day basis. It will also encourage students and parents to discuss what goes on at school. Parents may also use the section at the bottom of the homework pages to obtain information they may want from the school and to acknowledge viewing of homework and information sent home.

Thirdly, it gives parents some idea of the wide-ranging activities in which the students of today's schools are involved, so that parent interest in, and support for these activities may be encouraged.

### STUDENT USE OF THE HOMEWORK DIARY

- The Student Homework Diary is designed to help students organise their study time. They should record the work set by teachers and their own study.
- Students must have this book with them at each lesson in school at all times.
- The Student Homework Diary is for **school work only** and should not be used for any other purposes.
- In the event of loss, destruction or misuse of this diary you will be required to purchase a replacement from the school.
- When students record homework they should clearly enter all details given for homework. They must be able to understand what has been entered when you come to study at night.
- Students should have their own system for keeping track of work not due the following day.
- Assignment due and assessment details from the Assessment Calendar should be recorded on the relevant dates in the Student Homework Diary.

## **STUDY HABITS AND SKILLS**

High achievement in school subjects does not occur without effort on the part of students, supported by encouragement from parents and teachers. A good result in an assessment item requires sustained effort over a period of time that relies on effective study skills and work habits. No-one is born with study skills; they are like any other skill that must be learnt and practised.

The following summary provides some hints for the development of those effective study skills that can lead to high achievement and a successful school experience. The Guidance Officer or teaching staff can assist with specific queries relating to study and homework.

### **Time-Routine Is Essential**

It is extremely important to have a REGULAR work time and to keep to it. Late afternoon and early evening are particularly useful times.

### **Variety**

Students should not spend too long on any one subject or any one type of activity.

### **Concentration**

Students should try to keep their mind on what they are doing and avoid day-dreaming. For example, continually assess themselves while they are studying; Questioning themselves on what they have just read before going on to the next page.

### **Activity**

Effective study involves active learning. Writing and questioning helps learning. The writing of key ideas and facts from memory should be practised.

### **Summaries**

Summaries should be set out in diagrammatic form with plenty of space and a minimum of words. Do not write sentences when two words will do. Revision of summaries at regular intervals will save having to restudy the topic in detail. Do not put summaries on scraps of paper; write them systematically in a notebook.

### **Organisation**

Careful planning of a study timetable is very important. Equally necessary is the need to record carefully, in a study book, the work to be done.

### **Understanding**

Information is only of use in so far as it assists understanding. "Parrot fashion" learning is of no use unless what is learnt can be used effectively in coping with other problems. If, after careful reading and thinking about a section of work, it is not understood it, students must ask their teacher for assistance.

### **Revision**

Forgetting occurs fairly quickly after learning. Therefore it is important to revise a new piece of work within twenty-four hours. When revising previous work, check at the beginning of a session what was revised in the previous session. If necessary re-learn that work before going on. Well-prepared summaries can be of great assistance in revision.

### **Particular Subjects**

Teachers will help develop these skills and others necessary to master their subjects. Students should not be afraid to ask for assistance, but remember it will also require a determined effort on their part.

## RECOGNITION OF POSITIVE STUDENT BEHAVIOUR AND ATTITUDE

Isis District State High School used the 'School wide Positive Behaviour Support' program (SWPBS). This program is an evidence-based framework for establishing the social culture needed for schools to be effective learning environments for all students.

A key aspect of this program is to acknowledge and reward students demonstrating positive behaviour as encouragement and influence to all students. A number of school procedures have been established to encourage and reinforce positive student attitude, behaviour and attendance.

These are students whose behaviour is:-

- good;
- consistently responsible and co-operative;
- not necessarily perfect; and
- not necessarily highly academic, but showing a genuine demonstrated commitment to learning.

These criteria are satisfied by student behaviours such as:-

- Attending school regularly
- Attend class prepared with materials and ready to learn
- Demonstrate active participation in classroom learning
- Strive to complete work to the best of his/her ability
- Show a willingness to accept responsibility
- Ensure homework and assignments are completed
- Willingly follow class routines, school procedures and policies
- Demonstrate a capacity to respond appropriately to constructive advice and teacher direction
- Be courteous and respectful of others
- Wear the school uniform
- Act as a good role model for other students

### STUDENT INCENTIVES

A range of student incentives exist to encourage attendance and positive student behaviour. They include:

#### Postcards

Teachers will send 'postcards' home to parents of those students they consider deserve special acknowledgement for their positive behaviour

#### Merit Behaviour

- Teachers will make an assessment of students demonstrating positive behaviour in their classes and these will form an ongoing 'student merit score'.
- At regular times on Year Assembly a draw will be conducted of those identified meritorious students and an 'incentive prize will be awarded.
- At the end of each semester, students with an appropriate 'student merit score' will be declared a merit-level student for that semester. These students will have a congratulatory letter sent to parents/carers, are awarded with a Merit Certificate at a recess ceremony with school staff and their names published in the School Newsletter.
- Students who are recognised as merit students during a semester have the opportunity to participate in an incentive 'merit awards' excursion.
- After Semester One Reports are issued, students will be identified as high performing students (on the basis of As or B for each of Effort, Behaviour and Achievement). Students identified as such and who were also Merit Students in Semester One will receive a Principal's Award at a shared Morning Tea with staff and a congratulatory letter will be sent to parents/carers.
- Students judged to be worthy of a merit award for both semesters in a year and a Principal's Award, will receive a Certificate of Recognition Award at the annual Awards Day.