SCHOOL POLICIES

Respect
Opportunity
Challenge
Knowledge
Success
Responsible Behaviour Plan for Students based on the Code of School Behaviour

Purpose
Rockhampton State High School is committed to learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all of its students. Rockhampton State High School is strongly committed to providing a quality, futures-oriented education that enables all students to achieve to their full potential.

The school’s Responsible Behaviour Plan for Students supports high expectations of behaviour through personal and collective responsibility and accountability. It supports teachers to deliver high quality, equitable and inclusive programs to all students. The Responsible Behaviour Plan assists students to develop positive behaviours and life skills for students, so they can participate positively within and beyond our school community.

Consultation and Data Review
Rockhampton State High School has developed this plan and undertaken a process of consultation which insures that students, teachers and the broader school community have played a significant role in the creation of the Responsible Behaviour Plan for Students.

Broad consultation with parents, staff and students was undertaken through semester 2, 2013. A review of student behaviour data was undertaken and the identified outcomes drove the development of the Plan.

Learning and Behaviour Statement
Rockhampton State High School believes that all students, teachers and members of the school community have a right to learn, to teach and to work in a safe, supportive and orderly environment. This includes a school free from disruption, harassment and intimidation, where members of the school work in partnership for the good of the individual and the school.

Our Responsible Behaviour Plan is based on Education Queensland’s Code of School Behaviour and the shared beliefs of the school community.

Rockhampton State High School’s values underpin all school rules. At Rockhampton State High School we value:

- Professionalism
- Respect: For learning, self and others and the environment.
- Innovation and Creativity
- Diversity and Inclusiveness
- Excellence
Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Rockhampton State High School believes that all people are responsible for, and control their own behaviour. The school believes that individual students can be supported to recognise and address behaviour that operates outside of the stated expectations for student behaviour. The school believes that most behaviour can be dealt with through effective classroom management strategies and has created mechanisms to promote this within the school.

Teachers at Rockhampton State High School model a consistent approach to classroom management. Essential Skills for Classroom management (ESCM) enables teachers to establish and maintain expectations for behaviour and effort. An environment of quality teaching and learning is achieved by:

- Setting and modelling expectations,
- Balancing positive reinforcement for appropriate behaviours with student redirection using language of acknowledgement and correction
- Balancing verbal and non-verbal communication
- Giving clear instructions and ensuring understanding
- Using explicit teaching instructions

Rockhampton State High School believes that students will be engaged in learning when the curriculum and learning activities are connected to their lives and to the real world.

We believe that planned behaviour management:

- Promotes an effective teaching and learning environment;
- Can be achieved by a whole school approach;
- Is adhered to by all staff and is easily understood by students, parents and the community;
- Is consistent, fair, firm and does not detract from a person’s dignity;
- Promotes the school values of ROCKS (Respect, Opportunity, Challenge, Knowledge, and Success);
- Relies on everyone’s active involvement – students, parents and staff.

Universal Behaviour Support

Rockhampton State High School’s approach to behaviour management has been developed after consulting across the school community. It is a whole-school approach to behaviour management because it values and incorporates the essential contribution of parents, teachers, students, internal and external support staff and outside agencies in supporting student’s learning. This has been demonstrated by:

- Consultation about prior and alternative behaviour management theories and systems;
- Thorough review and understanding of Education Queensland’s Code of School
- Behaviour and the Essential Skills for Classroom Instruction;
- Establishment of behavioural programs that are known and understood by the school community;
- School wide expectations and school rules are overtly taught to all students and displayed in classrooms. (Appendix 1, 2 and 4).

Part of the standardised practice for incidental behaviour management is to refer to these published rules:

- Parents, teachers, students and support staff have access to meaningful professional development and
- Managing student’s needs on a case-by case (inclusive) basis by following clear processes that are confirmed by data collected over time. These processes are fundamentally underpinned by the concept of natural justice.

All members of the school community are expected to support the Responsible Behaviour Plan at Rockhampton State High School. Mechanisms have been put into place to facilitate this, these include classroom/school rules and expectations of behaviour which:

- are collaboratively developed
- reflect the values of the broader community.
- are written in common (student centred) language.
- focus on positive practices and behaviour that support the learner and the teacher.
- are modelled by staff.
- are implemented in a clear, transparent and consistent manner (Appendix 3 and 4).

Our behaviour philosophy is also used to support students through the use of ancillary and support staff. Students are supported to operate within the tenets of the behaviour system by accessing:

- The School Based Police Officer (SBPO)
- The school’s Guidance Officer
- The Community Education Counsellor and other Indigenous Support Staff
- The school’s Youth Support Coordinator, chaplain and nurse
- District Behaviour Support Staff.
- School-based indigenous support network
- Peer mentoring program linking prefects with students in the middle school
- Year Level Co-ordinators and Head of Department networks.

Targeted Behaviour Support

Rockhampton State High School uses a range of other strategies to support student learning needs and therefore engage students. Some of these include:

- Ability-specific English and Maths classes
- A modular, choice-based curriculum
- Curriculum modification (part timetable) in conjunction with work-experience (FEET First Program) and work readiness programs
• Tutorials run through the Learning Engagement Centre (LEC) which focus on literacy and numeracy programs
• Accessing anti-bullying and gender specific anger management programs
• Indigenous programs to target social and emotional wellbeing.

**Intensive Behaviour Support**
Rockhampton State High School implements reactive / corrective strategies for critical incidents. These incidents must be dealt with in a timely manner, ensuring natural justice for all. A case management approach (satisfying the needs of the individual), which accesses internal and external agencies is used to support students at risk.

Students have a responsibility to work within the expectations of the school community as stated in the Expectations of Students.

**Network of student support**
The support team includes:
• Chaplain
• School Nurse
• Youth Support Coordinator
• Community Education Counsellor (Indigenous)
• School Based Police Officer
• Guidance Officer
• FEET First (Full Employment, Education and Training) team

External networks include:
• Darumbal Community Youth Service
• PCYC
• Reconnect
• Salvation Army
• Family Planning
• Capricornia Training Company
• MRAEL
• Headspace
• Wahroonga

**Emergency responses or critical incidents**
An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

**Basic Defusing Strategies:**
**Avoid escalating the problem behaviour**
Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

**Maintain calmness, respect and detachment**
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

**Approach the student in a non-threatening manner**
Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

**Follow through**
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

**Debrief**
Help the student identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
• Physically assaulting another student or staff member
• Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Rockhampton State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can include coming between students, blocking a student’s path leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations using more forceful restraints.
It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation.
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention must:
- Be reasonable in the particular circumstances,
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired result, and
- Take into account the age, stature, disability, understanding and gender of the student.

Record keeping
- Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
  - Incident report
  - Health and Safety Incident Record
  - Debriefing report (for student and staff)

**Expectations of Students:**

*Respect for Self and Others*
- Students are expected to behave in a manner which brings credit to themselves and to the school.
- Students must comply with the directions of, and be respectful to, their teachers and other authorities including members of the community.
- Students should report any incidents of bullying or harassment.
- Students are to line up in an orderly manner at the tuckshop and be courteous to tuckshop staff.

*Respect for Learning*
- Students must respect the rights of all students to learn. Disruption, failure to follow teacher instructions and any behaviour that interferes with the teaching and learning process are unacceptable.

*Respect for the Environment*
- Students must respect the rights and property of the school and others. All actions likely to result in injury to others or loss of, or damage to, property are forbidden.
- All students are to assist in keeping rooms and grounds clean and tidy. Students must obey teacher instructions to pick up litter.

Student behaviour that does not comply with expected standards is not acceptable.

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**School response to unacceptable behaviour**

Rockhampton State High School is a work environment and behaviour in keeping with a work environment is required. Expectations at Rockhampton State High School regarding safety, behaviour, dress standards and relationships are similar to any workplace.

The following rules have been established to complement and support students expectations outlined in specific school policy documents.

**Consequences are to be applied to:**
- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions
- Ensure that students, parents and their teachers take a role in a process of natural justice and procedural fairness.

In applying consequences for unacceptable behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Students will be dealt with on a case-by-case basis.

Rockhampton State High School will use a range of consequences that are authorised by Education Queensland, including:
- Detentions
- Suspensions
- Exclusions
- Cancellations of enrolment.

Certain types of behaviour are serious enough to warrant the consequences of recommendation for exclusions.
- These consequences are to be used after consideration has been given to all other responses.
- Access to alternative programs and input from other agencies may be necessary for students who repeatedly operate outside of the minimum standards for student behaviour.
Examples of Minor Problem Behaviours and Consequences

**Behaviour**
- Classroom disruption
- Failure to complete set tasks
- Poor attitude to class/lack of commitment to tasks
- Failure to bring required resources
- Inappropriate interaction with others
- Insolence
- Bullying (Appendix 5)
- Failure to observe workplace/health and safety guideline – minor instances
- Rudeness to other people
- Disrespectful attitude
- Lateness to class
- Truancy – first instance
- Minor misbehaviour in class/playground/bus/school sports/school functions/on excursions
- In possession of prohibited items
- Failure to comply with policy on acceptable computer usage
- Intimate physical behaviours (hand holding, cuddling, kissing etc.)
- Refusal to comply with uniform policy
- Failure to comply with the mobile phone and electronic device policy— first instance (Appendix 9)

**Consequences**
- Detention (Appendix 4)
- Referral (Appendix 3)
- Community Service
- Daily Behaviour Reports
- Letter issued by Student Services
- Withdrawal of computer network access
- Drop a behaviour level
- Confiscation of mobile phone or other electronic device
- Confiscation of inappropriate materials
- Repairing damage to property/restitution
- Counselling or mediation
- Referral to school support team
- Intervention meeting

Examples of Major Problem Behaviours and Consequences

Gross Acts of Misconduct can take a variety of forms and the school can enact a range of consequences. The consequences will be administered in a sliding scale based on frequency and severity of the incident and the profile and past history of the student.

**Behaviour**
- Behaviour that brings the school into disrepute
- Disruption in, or overuse of, the Referral System
- Repeated and/or serious disruption to learning
- Refusal to engage in a referral system
- Repeated truancy
- Leaving school grounds without permission
- Smoking – second or subsequent instance
- Persistent or wilful refusal to comply with instructions/rules/school policies/plans
- Serious and/or gross defiance
- Giving a false name
- Gross insolence
- Gross disobedience
- Gross defiance
- Serious and/or repeated instances of bullying, including cyber bullying (Appendix 5)
- Aggressive behaviour in actions with people or property
- Refusal to cooperate with behaviour management plans or programs of instruction
- Dishonest behaviour e.g. fraud, lying, forgery
- Offensive gestures or comments
- Unethical behaviour
- Verbal harassment (use of obscene/offensive language)
- Verbal threats (abuse, intimidation, bullying)
- Physical harassment (interference, abuse, intimidation, rough handling)
- Physical violence/assault – hitting, kicking, punching, throwing objects at others – against adults (teachers, aides, parents, visitors etc) and against students
- Wilful damage/vandalism
- Continued refusal to follow the mobile and electronic device policy (Appendix 7)
- Sexual harassment, including ‘dacking’
- Repeated intimate physical contact (hand holding, cuddling, kissing etc.)
- Intimate contact of a sexual nature
- Racial harassment
- Unacceptable behaviour – involving self (exposure/abuse) involving other Persons (soliciting, consorting) exhibiting offensive material (pornographic, debasing or degrading material)
IT misconduct (major breach of school network)
Inciting others to behave in a negative, disobedient, aggressive or riotous manner
Dangerous behaviour – involving motor vehicles, bombs, knives, weapons etc
Unlawful behaviour – theft, robbery, break and enter, hoax calls
Drugs – prescription drugs (e.g. amphetamines) – use and/or possession (small quantities)
Drugs – soft (e.g. Hashish/Marijuana) use and/or possession (small quantities), possession of implements
Drugs – alcohol use and/or possession
Substance abuse
Substance abuse (over the counter drugs and other substances)
Interference with other people’s property
Use of aerosol deodorant spray on school grounds
Actions that negatively affect and/or endanger the safety and/or well being of others
Actions that negatively affect the environment.
Actions that cause duress to staff and/or students (threats against self, others for example)
Use of social media networks to add material which the school into disrepute

Consequences
- Withdrawal from class to work under the supervision of another teacher
- Intervention meetings
- Counselling by a member of the Administration or Support Teams
- Discipline Improvement Plan (DIP)
- Complex Case Management (CCM)
- Risk assessment
- Drop a behaviour level
- Withdrawal of privileges – school social events
- Unable to represent the school in any way: excursion, sporting visits, school camps, sports teams, bands, musicals
- Confiscation of Personal Technology devices
- Ban on the use of Personal Technology Device or school computers
- Removal of computer and network access
- Detention (Appendix 4)
- Suspension
- Advice may be given with respect to cancellation of enrolment as per the Monitoring of Senior Students Policy

Examples of Extremely Serious Behaviours and Consequences

Behaviours
- Repetition of behaviours listed above
- Very serious instances of behaviour listed above
- Physical violence – sexual assault
- Attempted rape/rape
- Drugs – prescription; possession of large quantities or dealing/selling/distributing
- Drugs – hard (e.g. Cocaine/speed/LSD) use and/or possession (small quantities)
- Drugs – soft, possession of large quantities or dealing/selling/distributing
- Drugs – alcohol – dealing/selling/distributing

Consequences
- Suspension
- Exclusion
- Cancellation of enrolment

Exclusion
Application for the exclusion of a student may be made on the following grounds:
1. Disobedience that is so serious that suspension is inadequate to deal with the behaviour; and or
2. Misconduct that is so serious that suspension is inadequate to deal with the behaviour; and or
3. Other conduct prejudicial to the good order and management of the school that is so serious that suspension is inadequate to deal with the behaviour.

Cancellation of enrolment of students above compulsory school age
- Section 316 of “Education (General Provisions) Act 2006 states that “The enrolment at a State school of a student who is more than compulsory school age may be cancelled under this provision on the ground that the student’s behaviour amounts to a refusal to participate in the educational program provided at the school”

Examples of refusal to participate in the educational program would include unauthorised absenteeism and insufficient application to studies to ensure satisfactory progress.
Consideration of individual circumstances

Consequences for breaching the Rockhampton State High School Responsible Behaviour Plan are implemented on a sliding scale and are gauged on a case-by-case basis. Core to the issue is a process of natural justice.

Other factors may include:
- age of the child
- previous behaviour record
- severity of the incident
- the investigation process and data collection process
- degree of provocation and student involvement
- intent of the action
- previous intervention strategies and attempts to encourage the student to engage meaningfully with the school’s expectations for positive student behaviours.

When applying consequences for breaches of The Rockhampton State High School Code of School Behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Consideration of the needs and rights of others

In managing responsible behaviour, consideration must also be given to the needs and rights of other school community members. The behaviour of individuals should not impact negatively on others. The proactive strategies outlined provide students with the appropriate skills to deal with adverse situations and the reactive strategies maintain the safety and well-being of others.

Related legislation

SMS-PR-021: Safe, Supportive and Disciplined School Environment
CRP-PR-009: Inclusive Education
SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
SMS-PR-022: Student Dress Code
SMS-PR-012: Student Protection
SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
ICT-PR-004: Using the Department's Corporate ICT Network
IFM-PR-010: Managing Electronic Identities and Identity Management
SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Related policies

Safe, Supportive and Disciplined School Environment
Enrolment in State Primary, Secondary and Special Schools
Student Dress Code
Student Protection
Hostile People on School Premises, Wilful Disturbance and Trespass
Use of ICT Systems

Some related resources

National Safe Schools Framework
National Framework for Values Education in Australian Schools
National Framework for Values Education in Australian Schools – Queensland
Bullying. No Way!
School Wide Positive Behaviour Support
The Code of School Behaviour
### Appendix 1: Classroom Expectations Poster

**CLASSROOM EXPECTATIONS**

<table>
<thead>
<tr>
<th>Values</th>
<th>Students are to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td><strong>Respectful start</strong></td>
</tr>
<tr>
<td></td>
<td>o Be on time</td>
</tr>
<tr>
<td></td>
<td>o Line up in two straight lines</td>
</tr>
<tr>
<td></td>
<td>o Sit where directed by teacher</td>
</tr>
<tr>
<td>Opportunity</td>
<td><strong>Opportunity for learning</strong></td>
</tr>
<tr>
<td></td>
<td>o Have all equipment ready</td>
</tr>
<tr>
<td></td>
<td>o Follow all teacher directions</td>
</tr>
<tr>
<td></td>
<td>o Be respectful to all learners</td>
</tr>
<tr>
<td>Challenge</td>
<td><strong>Challenge yourself to be your best</strong></td>
</tr>
<tr>
<td></td>
<td>o Pay attention to your learning goal</td>
</tr>
<tr>
<td></td>
<td>o Actively participate</td>
</tr>
<tr>
<td></td>
<td>o Remember that everyone can learn</td>
</tr>
<tr>
<td>Knowledge</td>
<td><strong>Knowledge gained</strong></td>
</tr>
<tr>
<td></td>
<td>o Follow bookwork policy</td>
</tr>
<tr>
<td></td>
<td>o Complete all set tasks to the best of your ability</td>
</tr>
<tr>
<td></td>
<td>o Work well with others</td>
</tr>
<tr>
<td>Success</td>
<td><strong>Successful end to lesson</strong></td>
</tr>
<tr>
<td></td>
<td>o Write homework in planner</td>
</tr>
<tr>
<td></td>
<td>o Clean and tidy your class</td>
</tr>
<tr>
<td></td>
<td>o Wait for teacher dismissal</td>
</tr>
</tbody>
</table>

### Appendix 2: Classroom Behaviour Flowchart Poster

![Classroom Behaviour Flowchart Poster](image-url)
Appendix 3: Referral Process

Rockhampton State High School’s Referral System assists in providing an effective environment that ensures the rights of teachers to teach and students to learn.

The Referral System is a key part of the behaviour management strategy at Rockhampton State High School. This means that classroom disruption is minimised. Students are managed by teachers using the Essential Skills for Classroom Management (ESCM). Students are provided with the opportunity to develop an understanding of responsibility for their thoughts and actions.

Significant parts of Referral System include:
A belief that ESCM will assist to manage early low level disruption.
A belief that no one has a right to disrupt in the classroom.
A belief that students have choices about managing their behaviour within the classroom.
A belief that a core component of education is the positive relationship between teacher and student.

Rockhampton State High School has created a Referral System for students who are continually disruptive in their classroom. Students have had the opportunity to correct behaviour and failed to do so. In the referral classroom, students complete work set by the class teacher, then present this to their teacher at the end of the lesson. Students will need to complete consequences in their own time and negotiate that plan with their teacher – the student then re-enters the classroom the next lesson, committing to follow classroom rules and to catch up on work he/she has missed.

High level behavioural intervention will take place for students who disrupt the referral classroom, continue to be referred multiple times, or refuse to engage in the referral process. An intervention meeting which involves parents, teachers and support staff may take place. This level of behaviour may result in school disciplinary absence. Disruption in the referral classroom has serious implications as students are indicating that they refuse to follow rules. There are significant consequences for students who refuse to think and act responsibly.

Parents may be requested to attend meetings. The aim is to create conditions for individual students to better address their behaviour and to re-enter the school and their class and to get on with learning.

The Referral System is helping to support all students to learn in their classes. Policies and processes have been set in place to support learners and teachers in classrooms to get on with the business of education.

Direct Action for Classroom Teachers

- The referral process is to be used for students demonstrating AMBER and RED levels of behaviour ONLY
- Only ONE student can be referred at a time
- Teachers must enter referred behavioural incidents into OneSchool as soon as practical after the class.

**AMBER (Minor) behaviours (examples):**
- Repeatedly:
  - Not following instructions/arguing
  - Use of inappropriate language
  - Minor safety breaches
  - Talking and disrupting others
  - Out of seat
  - Throwing objects
  - Making noises
  - Disrespectful to staff or students
  - Inappropriate use of equipment

**RED (Major) behaviours (examples):**
- Persistent inappropriate language
- Swearing directly at a teacher
- Significant safety breaches (WHS)
- Physical aggression/abuse of students or staff
- Theft or vandalism
- Possession and/or use of prohibited items
- Refusal to follow referral process (Amber referral)
- Intimidating/threatening staff or students

PRE-REFERRAL Card (Warning Card) – Handed out to students as a final warning for their behaviours before further consequences apply.
AMBER Referral Sheet - Sent with the student to student services who will allocate a classroom that the student will attend and work in for the remainder of the lesson.
RED Referral Sheet – Sent with the student to Administration.

How the Process Works

*For students to be referred, the classroom teacher will do the following:*
1) Utilise all reasonable classroom behaviour management strategies for students demonstrating positive behaviours (Appendix 4).

*Students who have demonstrated inappropriate behaviour into AMBER level behaviour*
2) The classroom teacher will follow the Essential Skills for Classroom Management (Appendix 2).

3) If the student continues to demonstrate poor behaviour, the classroom teacher will initiate a referral by handing the student the PRE-REFERRAL Card which indicates the student is at the final stage before being sent to the referral room.
4) If the student continues to demonstrate poor behaviour after having the PRE-REFERRAL Card, the classroom teacher will initiate a referral by handing the student a completed AMBER referral slip (See teacher handbook for referral sheet) and work to continue with.

5) The AMBER referral sheet is filled in, work is given to the student and sent with the student to Student Services to register the referral. The referred student is then sent to a classroom (determined by SS staff) with the referral sheet, a SS receipt, class work to continue with, and a referral note to take home.

6) A SMS message will be generated automatically and sent to the student's parents/carers.
7) The incident MUST be entered into OneSchool by the Referring Teacher.

8) A student can only be referred for the duration of the lesson and will return to your class in the last 5 minutes to show you work and arrange a detention.

9) A lunch time detention MUST be given to the student to complete at the next possible time:
- These detentions must take place at the start of either lunch break
- Teacher-student negotiations should take place at this time to resolve the situation
- If student fails to attend detention refer to the Detention Flowchart (Appendix 6).

Students who have demonstrated RED level behaviour

10) The classroom teacher will immediately initiate the referral by directly referring the student to Administration.

11) A RED referral sheet is filled in and sent with the student to the Deputy Principal. This student will be sent with a referral sheet explaining what they have done.

12) The incident MUST be entered into OneSchool by the classroom teacher. An email notification must be sent to your HOD and Deputy Principal from the OneSchool entry As Soon As Possible.

13) Deputy Principal will follow the behaviour management process for major or extremely serious behaviours.

Direct Action for the Referral Teacher (Teacher receiving the referred student)

Allocate a work space for the referred student.
If room is restricted sit the student on the floor or outside the room where you can monitor them.
Ensure that the process has been completed correctly by the referring teacher; notify their HOD if the process has not been followed correctly.
Send completed AMBER sheet back to the referring teacher with the student in the last 5 minutes of the lesson.

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Expectations of Referred Student’s Behaviour

Students should enter the room silently and engage in THEIR work set by THEIR teacher.
Students should NOT engage in your lesson or with students in your room.
Students should be completing THEIR work and not the work of your class.
Senior students are not to engage or interact with the student.
If you are doing an exam, oral, etc you will still be required to take the student. Follow the process below if the student causes issues or concerns.

Students who continue to demonstrate AMBER or RED level behaviour while in the Referral Classroom

For continued AMBER level behaviour, the Referral teacher will mark the appropriate box on the student’s AMBER referral sheet and direct student to Administration.
Should the student demonstrate RED level behaviour, the Referral teacher is to follow steps 10 – 12.

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AMBER referral card:

Rockhampton SHS – AMBER Student Referral

Referencing teacher code: Date: Year: 7 8 9 10 11 12
Session: 1 2 3 4 Time referred: Current classroom:

Student name:

☐ Student has received the Pre-Referral Card (Yellow Card)

Behaviour Category (Enter into OneSchool) – The student has repeatedly displayed the following behaviour this lesson:

<table>
<thead>
<tr>
<th>Not following instructions</th>
<th>Taking and/or disrupting others</th>
<th>Arguing with teacher regarding instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Out of seat</td>
<td>Making noises</td>
</tr>
<tr>
<td>Minor safety breaches</td>
<td>Throwing objects</td>
<td>Inappropriate use of equipment</td>
</tr>
</tbody>
</table>

Comments:

☐ Student has been provided with work

STUDENT TO REPORT TO STUDENT SERVICES

Referencing teacher: Classroom:

Referencing teacher comments:

☐ Worked well ☐ Behaviour issues continued – referred to ADMIN - Please record this on OneSchool

Time sent back to class/admin: ____________________
Appendix 4: Detention Flowchart and Expectations

Rockhampton SHS - RED Student Referral

Referring Teacher Code: _____ Date: ___ Year: 7 8 9 10 11 12
Session: 1 2 3 4 Time: ____ Current classroom: ______

Referring from: □ Classroom Teacher □ Referral

Student name:

**Behaviour Category – Enter into OneSchool**
This form to be used for major incident likely to result in school disciplinary absence. Please send student to Student Services with student escort/teacher aide if required.

□ Bullying/Harassment □ Defiant/Threat to Adults □ IT Misconduct
□ Misconduct Involving Object □ Physical Misconduct □ Threats to Others
□ Property Misconduct □ Verbal Misconduct □ Substance Misconduct
□ Possession of Prohibited Item(s)
□ Other: ____________________________

Describe behaviour:

________________________________________________________________________
________________________________________________________________________
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Student does attend detention – No action required

Student does not attend detention:

- Contact home – phone or email
- Non-compliance and contact entered on OneSchool
- Arrange new detention time with student

Student does attend detention – No action required

Student does not comply or attend second detention:

- Record in OneSchool
- Refer to HOD (in class) or YLC (other)

HOD/YLC checks with students regarding non-attendance at detention and OneSchool behaviour

HOD/YLC issues consequences:

- Contact home – phone or email
- Behaviour and contact entered on OneSchool
- Referral to DP

Student does attend detention – No action required

Student does not comply or attend second detention:

- DP verifies processes of recording behaviour and contact
- DP obtains student statement regarding non-attendance
- DP is issue consequences including:
  - Administration Follow-Up
  - Support and intervention
  - Recommendation to Principal for SDA

Principal applies Responsible Behaviour Plan for Student’s policy
- Issue SDA
Appendix 5: Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-Bullying)

Our pledge to you is that if you are being bullied, we will listen and act.

At Rockhampton State High School we believe that we all have the right to feel safe as we teach and learn and the responsibility to ensure others feel safe. We are committed to working towards a safe and supportive school so that we can all achieve to our maximum potential. It is the responsibility of all members of the school community to promote a safe, supportive environment.

At Rockhampton State High School we believe:
- it is important to have positive role models within the school community.
- each person has the right to be valued and treated with respect.
- each person has the right to develop in a positive learning environment.
- classroom teaching about bullying will be complemented by reinforcing the skills, values and strategies that are needed for students to deal effectively with instances of harassment or bullying.

Bullying might include:
- **Physical bullying** – hitting, poking, tripping, pushing or damaging someone’s belongings.
- **Verbal bullying** – name calling, insults, homophobic or racist remarks and verbal abuse.
- **Social bullying** – lying spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone.
- **Psychological bullying** – intimidation, manipulation and stalking.
- **Cyber bullying** – using technology (such as email, mobile phones, chat rooms, social networking sites etc) to verbally, socially or psychologically bully.

Bullying is not:
- Arguments and disagreements.
- Disliking someone.
- Single-episode acts of nastiness or spite.
- Random acts of aggression or intimidation.

Prevention Programs
Effective social skills and positive relationships act to prevent bullying. At Rockhampton State High School we promote effective social skills and positive relationships through:
- Awareness and education about bullying and interpersonal skills within teaching and learning programs, including curriculum and alternative programs.
- Year Coordinators for students with problems in their year levels. Year Coordinators often become among the first people to hear about any bullying behaviour and will take appropriate action including regular contact with parents.

Responses to bullying
Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

A teacher, Year Coordinator or Deputy Principal may:
- conduct no-blame mediations and draw up contracts between the victim and the accused.
- keep track of all bullying reports from all parts of the school.
- give feedback to the victim on what has happened with their report.
- offer strategies to cope if the incident occurs again.
- impart consequences where necessary.
- At Rockhampton State High School we support targets and perpetrators through a range of in class and support interventions.

Follow Up
Reports of bullying will be investigated and acted on as outline in the Respectful Communication Actions for Students Flowchart (Appendix 8). Responses to bullying can include targeted support for victims and perpetrators, and sanctions consistent with the Code of School Behaviour.

Consequences
Consequences for instances of bullying will be as set out in the Responsible Behaviour Plan.

Related Websites
- National Centre Against Bullying
- National Safe Schools Framework
RESPECTFUL COMMUNICATION GUIDE FOR STUDENTS

<table>
<thead>
<tr>
<th>Respect</th>
<th>All of my behaviours should be respectful.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction which feels inappropriate/negative e.g. teasing, bullying is not accepted.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>I have the chance to work things out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use assertive behaviour (e.g. make eye contact, tell them politely to stop).</td>
<td></td>
</tr>
<tr>
<td>If behaviour doesn’t stop/ not possible to use assertive behaviour, report to: Class teacher Playground duty teacher Year coordinator</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge</th>
<th>I will make appropriate choices and actions if this continues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>More serious/ incident continues: Report using Student Statement (YLC/Office) Consider preferred outcome</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>I know who to report this to which follows our school policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YLC to investigate issue and obtain witness statements.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Success</th>
<th>A successful outcome will be achieved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolution/consequence applied. Further issue arises – continue to report using student statements (signed, dated) in office until issue is resolved.</td>
<td></td>
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</table>

RESPECTFUL COMMUNICATION ACTIONS FOR STUDENTS FLOWCHART

1. Monitor negative interaction such as bullying, antisocial or teasing behaviour. (Classroom/Playground) - not acceptable/appropriate.
2. Use assertive behaviour if possible. Student removes themselves from the situation.
3. Student discusses this with staff member:
   - classroom – teacher/HOD
   - playground – teacher/YLC
   - serious – administration
4. Student completes Student Statement Report (given to YLC).
5. YLC strategies - fact finding:
   - Resolution and actions agreed to by student (e.g. assertiveness skills, apology, agreement)
6. Parental Contact
7. YLC follow up.
8. Bullying behaviour fails to improve and/or escalates or is a serious initial incident.
9. Referral to administration.
10. Issue resolved.
Appendix 7: Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight at all times.

Confiscation
Students who fail to comply with this policy will be required to hand their phone or device in to Student Services. By the third occasion of each term we would ask that a parent/caregiver collect the item. A fourth breach may result in a school disciplinary absence. 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 Rockhampton State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording 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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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 QPS. 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.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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.

Personal Technology Devices includes, but is not limited to, games devices such as portable gaming devices, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and earphones and devices of a similar nature.

Appendix 8: Behaviour Level System

Education Queensland’s Code of School Behaviour stipulates a Responsible Behaviour Strategy be adopted for all schools.

Our system allows the school to track student progress, motivate students to maintain and improve behaviours and supports the philosophy of respect at Rockhampton SHS.

Our level system is a tiered system identifying students who exhibit a range of behaviour patterns.

(1) One: very responsible behaviours, participating in both school and community service.

(2) Two: commendable students displaying very responsible behaviours and school service and/or community service.

(3) Three: responsible behaviours, follows the school rules, may have been referred through the referral process. All students enter the school at this level.

(4) Four: This includes students who have used the referral process excessively, and may display negative behaviours in the classroom and playground.

(5) Five: These students are seen as being at the most risk. Continual interventions have failed to encourage the student to think responsibly, i.e. students who repeatedly disrupt or break the school rules.

· These students may have been suspended and have been working on submitting a level up form for less than 2 weeks.

· Due to the level of risk, students will not participate in school representative activities, school dances, excursions, or camps.

Student movement through level system

Student movement through the level system is determined by the discretion of the behaviour management committee made up of teachers and administration. This committee meets weekly to decide on the movement of students.

Upward movement is determined by considering student ‘level-up’ applications and referring to their behaviour profile, including having any referrals through the referral system.

Downward movement is determined after consulting their immediate behaviour record as well as attendance data, and taking into account individual circumstance.

Upward Movement

- Students can move from up a level after they have written an acceptable level-up form which fulfils the criteria for each position.

- The level-up form is available through Student Services, Year Coordinators or any staffroom.
Downward Movement

- Students who display critical incidence behaviours, who are suspended or commit a critical incident will move to level (5).
- Students whose attendance is at a level where the year coordinators have multiple interventions with them risk being dropped a level.
- Students move downward in response to their use of the referral process and in response to repeated breaches of school policy. The committee assesses individual student referral records and if a trend of persistent disruption and/or refusal to fulfil the requirements standard classroom behaviour or adherence to policy is evident, students will be moved downwards.

The level system is an effective tracking tool for students. Students value recognition for responsible behaviour. Students also recognise fair and consistent consequences exist for negative behaviours, and in the most part attempt to address their level to ensure that they can continue to represent the school. The level system provides an effective tracking system and helps motivate students to rise through the levels and access the full range of activities available to students.

School Uniform Policy and Student Dress Code

Rationale
Rockhampton State High is a uniform school. Under the Education (General Provisions) Act 2006, students are expected to comply with the school’s dress standards when attending or representing the school.

The positive aspects of a school dress code are:
- School uniforms reflect certain standards about the school
- The image of the school is enhanced when all students are in uniform
- Uniform establishes a sense of pride and belonging as well as purpose and identity among students
- As a Workplace Health and Safety Issue, the wearing of a uniform is essential as a means of identifying students should unwelcome outsiders enter the grounds. Another significant Workplace Health and Safety Issue is the wearing of a hat for protection from the sun.

The principal reserves the right to determine acceptable appearance and to enforce in regards to this. Should parents or caregivers seek exemption due to religious or medical grounds, they are to make an appointment to discuss with the principal.

Purpose
All RSHS students are required to wear correct school uniform. This is for two main reasons:

- Security - promotes a safe environment for learning by enabling ready identification of students and non-students of the school;
- The reputation of Rockhampton State High School is influenced by how students present themselves to the general public. As such any final determination of appropriate dress is at principal’s or delegate’s discretion. The principal or delegate may direct to remediate as required.

This policy is part of the Rockhampton State High School’s Responsible Behaviour Plan for Students.

Persistent refusal to comply with the school’s dress standards and explicitly stated instructions may result in the student being issued with consequences according to the school’s behaviour management policy.

Uniforms
Rockhampton State High School has two uniforms, formal and daywear. The formal and the daywear uniforms are two distinct uniforms. Their components should not be mixed. The formal uniform is mandatory only for the school’s captains and prefects at special events, and optional for all other students. Most students require only the daywear uniform.

**Formal Uniform**

- **Boys** - Formal shirt (sky blue with navy/brown trim), tie, navy trousers with black belt, black socks and black (vinyl and leather) lace-up/velcro shoes (no hightops).
- **Girls** - Formal blouse (sky blue with navy/brown trim), tie, navy A-line skirt, white ankle socks and black (vinyl and leather) lace-up/velcro shoes (no hightops).
Daywear Uniform

Boys - Unisex polo shirt, navy shorts with school name, white ankle socks or socks with RSHS logo, covered impervious black lace-up, loafer or velcro shoes.

Girls - Unisex polo shirt, navy shorts with school name or navy knee-length skirt, white ankle socks or socks with RSHS logo, and covered impervious black lace-up, loafer or velcro shoes.

- Year 12 students may wear an approved ‘senior’ shirt instead of the unisex polo.
- Both the formal and casual uniforms can be complemented by winter wear including a navy blue school spray jacket and/or school jumper with RSHS logo (plain blue jumper the colour of RSHS uniform is permitted) and/or matching navy blue track pants. Optional navy or black opaque tights or stockings under shorts or skirt may be worn.
- Covered footwear and socks must be worn at all times. Shoes are to be as per the Guide to Correct Footwear. Black lace up joggers or leather shoes, loafer or velcro shoes (If a medical condition prevents this, a note from parents is required).

Hair and Makeup
Coloured nail polish and makeup are not permitted. Students may be asked to remove nail polish and makeup. Unusually dramatic hairstyles or extreme colouring is unacceptable.

Student Dress Code and Workplace Health and Safety

Acceptable items of jewellery include:
- Medical alert jewellery
- One watch
- No more than one pair of reasonably sized earrings i.e. not to exceed one centimetre in length and width to be worn in ear lobes. Plastic earrings are not permitted
- A flat ring

Notes:
- There is to be no visible facial body piercing (including tongue piercing) apart from a single piercing of the ear lobes
- Beannie and other headcovering other than hats are not allowed.
- No spikes, spacers or stretchers are to be worn (any earring that does not comply).
- No more than one pair of reasonably sized earrings i.e. not to exceed one centimetre in length and width to be worn in ear lobes. Plastic earrings are not permitted
- A flat ring

Sun Protection
It is compulsory for students to wear a hat whenever they are in exposed areas such as the ovals. The hat must provide adequate protection of the ears and face and should have an all round brim. Caps are inadequate protection. They may be worn when a student is involved in active sport if a broad brimmed hat creates a safety risk. Where hats can not be safely worn, sun cream will be offered to reduce UV exposure.

Procedures for students who arrive at school out of uniform
- Students who are not in uniform are to bring a note of explanation each day which is signed by parents or caregivers.
- The note is to be sighted and signed by a Deputy Principal.
- Students will be offered items of uniform clothing from the school’s uniform bank. Student will be required to change into the supplied uniform to comply with the uniform policy. These items need to be returned to Student Services at the end of the day or families will be billed for the item of uniform.
- Students who are unable to access uniform items from the uniform bank will receive a uniform docket from Student Services.
- At any time during the day, students who are out of uniform should be able to present a uniform docket. If a student cannot present a docket, the teacher will issue a blue slip and a detention.

Uniform Stocks
The daywear and formal uniform are available from the P & C Uniform Shop at the school. The Uniform Shop is open 8.15am—9.15am on Tuesday and Thursday.

Homework Policy
Rockhampton State High School believes that homework provides students with the opportunity to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members. Homework should engage students in independent learning to complement work undertaken in class through:
- Revision and critical reflection to consolidate learning
- Applying knowledge and skills in new contexts
- Pursuing knowledge individually and imaginatively
- Preparing for forthcoming classroom learning

Homework will form part of the overall program of learning for students within a unit or subject and should be acknowledged on the student’s assessment outline.

In years 8, 9 and 10 we believe students should be given more responsibility for their own learning. They can be required to engage in independent learning to compliment work undertaken in class. Homework in Years 8, 9 and 10 should not exceed 5 hours a week.

In the Senior Phase the amount of time devoted to homework and independent study should vary according to the student’s learning needs and individual programs of learning, determined through their Senior Education Plan (SETP). During this phase of learning students should generally be independent learners exercising their own judgement as to the time they devote to study. Students in most cases will have ongoing, continuous assessment in the form of assignments, projects or reading requirements. This type of work constitutes homework.

Examples of Formal Uniform
Responsibilities

Principals
- Develop a school homework policy, in consultation with their school community, particularly the Parents' and Citizens' Association
- Distribute the homework policy to staff, students and parents/caregivers, particularly at the time of student enrolments
- Ensure the homework policy is effectively implemented throughout the school
- Include an up-to-date homework policy as part of their annual school reporting

Teachers
Teachers can help students establish a routine of regular, independent study by:
- Ensuring their school’s homework policy is implemented
- 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 and 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 considerations to other academic and personal development activities (school-based or other) that students could be engaged in when setting homework
- Discussing with parents and caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework.

Students
Students can take responsibility for their own homework by:
- Discussing with their parents/caregivers homework expectations
- Accepting responsibility for the completion of homework tasks within set time frames
- Following up on comments made by teachers
- Seeking assistance when difficulties arise
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part time employment

Parents
Parents and caregivers can help their children by:
- Reading to them, talking with them and involving them in tasks at home
- 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 learning
- Encouraging them to read and to take an interest in and discuss current local, national and international events
- Helping them manage their time and different activities effectively
- Contacting the relevant teacher to discuss concerns about the nature of homework and their child’s approach to homework.

Assessment Policy

Formal assessment at Rockhampton State High School is an integral part of the teaching/learning process. It involves collating judgements from a number of sources to produce a summative statement of achievement in each subject. It is a continuous process. This means that a student’s final rating in any subject will be based on a range of assessment tasks (including assignments, oral presentations, practical submissions and examinations) undertaken at various points throughout the course. Students will therefore need to plan and organise the time carefully so that all assessment commitments can be met.

In cases where coverage of the full range of general objectives has not been achieved, students may not be awarded semester units where there is insufficient coverage or inadequate assessment. When a result is awarded, the number of semesters credited to a student’s course of study is at the Principal’s discretion.

The school, teachers and students are each assigned responsibilities to ensure the assessment process is smooth and transparent.

School Responsibilities
- Provide students and parents with a calendar of assessment dates prior to the commencement of the new school year
- Provide standardised written formats for letters to parents/carers to inform about non-completion of assessment
- Oversee the process for application for special consideration

Teacher Responsibilities
- Teach the processes required in order to complete assignments and provide information about resources and how to access them
- Allow sufficient in-class time for assignment work to ensure completion of draft copies and final copy. Due dates cannot be extended. Change of due dates must be approved by the relevant Head of Department.
- Accommodate the needs of students with disabilities and with learning difficulties (as per QSA Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects - 2009)
- Inform parents about the non-completion of draft and final assignment work through standardised procedures
- Ensure that procedures are in place to prevent plagiarism
- Accurately record student submission of assignment work and provide the student with constructive feedback on draft work
- Record failure to submit drafts or final copies in One School under “Monitoring and Review”.
- Include a statement of authenticity of student work on the assignment task sheet
- Aim to mark and return the final assignment for student viewing within 2 weeks after the submission date
- Make judgements of student responses to assessment instruments based on the match between the evidence and the standards descriptors outlined in the relevant syllabus or Study Area Specification
- Provide students with a task sheet (to be attached to the assignment) which outlines specific requirements of the assignment:

- Provide students with a task sheet (to be attached to the assignment) which outlines specific requirements of the assignment:
objectives/purpose
- length, structure, method of presentation
- contribution to overall assessment – formative/summative
- assessment criteria and the standards required for a specific level of achievement
- dates for presentation of drafts and final copy

Student Responsibilities
- Submit a draft for all assignments
- Present a draft and the final copy of your assignments by the due date
- Present only your work for assignments
- Sign the statement of authenticity of student work on the assignment task sheet
- Make full use of class time provided to work on assignments
- Inform the teacher of any difficulties that might be adversely affecting progress in the preparation of assignment work
- Make full use of class time provided to work on assignments

Submission Dates

Draft and final copies must be submitted to the relevant class teacher on the date prescribed on the assessment task sheet. The teacher will provide feedback on one draft only prior to the final submission.

Special Consideration Process
An extension or exemption can only be granted in the following situations.
- Illness
- Extenuating personal or family circumstances

Procedures for Applying for an Extension/Exemption
1. Assessment Special Provision Application Form (Appendix A) is collected from Student Services or Head of Department – Senior Schooling, Mrs Trudy Crow.
2. The application form must be accompanied by medical documentation for illness or other relevant documentation.
3. The form must be submitted to the teacher at least two days before the due date of the assignment work or on their return to school following extended illness.
4. A copy of the completed application form will be retained on the student’s school file.

Academic Dishonesty

Plagiarism
If the student misrepresents the works of another as that of their own, they are committing the act of plagiarism. This includes copying the work of another student or from a source on the internet or other written source without properly acknowledging the source. The consequence for plagiarism is as follows:
- If total plagiarism has occurred, the student does not receive a rating for that assignment unless they can produce their own work on the due date.
- If some of the student’s work contains plagiarism, only the student’s work is marked and a rating is based on that work only.
- If the teacher is unable to discern what has been plagiarised they are to use professional judgement.
- The teacher is to inform parents about the plagiarised work.

Assignments

The following procedures will apply to the failure to submit assignments by the set due date for students in Years 10, 11 and 12.

Absence on due date due to illness or extenuating circumstance
- If possible, send assignment to school with a friend or relative and deliver it to the General Office. The person delivering the assignment must obtain a receipt from the General Office.
- Parent to contact the school on the due date to explain the situation.
- Student to follow the Special Consideration Process (page 2) for a revised due date.

Absent on due date without valid reason.
- The classroom teacher will contact parents by phone. If parents cannot be contacted by phone, the standardised letter for the non-completion of the work (Appendix B) is to be completed and posted.
- Students who do not have a valid reason for being absent on the due date for the submission of the final assignment, will receive a rating based on draft work completed or other evidence collected prior to the due date (eg research notes, diary, notebook, rehearsal notes and/or teacher observation). The teacher will apply the standards descriptors outlined in the relevant syllabus or Study Area Specification to the evidence to arrive at a rating.
- The teacher will record the failure to submit drafts or final copies in One School under “Monitoring and Review.”
- If there is insufficient draft work or other evidence the student will not be rated for that assessment item. This may affect the student’s achievement of a full semester of credit for that subject.
Late submission of assignment – no valid reason

- If a student submits an assignment after the due date without a valid reason, the assignment will not be rated and will not be included in the student’s folio of work. The student will receive a rating based on draft work completed or other evidence collected on or before the due date (e.g., research notes, diary, notebook, rehearsal notes, and/or teacher observation). The teacher will apply the standards descriptors outlined in the relevant syllabus or Study Area Specification to the evidence to arrive at a rating.

Years 7, 8 and 9 students who fail to submit an assignment on the due date

- Students who have a valid reason for the non-submission of work need to produce a note from their parent/carer. The student will see the Head of Department – Effective Teaching and Learning, Ms Cindy Mills, to apply for special consideration and an adjustment to the due date.
- If no note is provided, the class teacher will contact parents by phone. If parents cannot be contacted by phone, the standardised letter for the non-completion of the work (Appendix B) is to be completed and posted. The student will receive a rating based on draft work completed or other evidence collected on or before the due date (e.g., research notes, diary, notebook, rehearsal notes, and/or teacher observation). The teacher will apply the standards descriptors outlined in the relevant curriculum document to the evidence to arrive at a rating.

Examinations

The following procedures will apply to the failure to complete examinations on the set date for students in Year 10, 11 and 12.

Absence from examination due to illness or extenuating circumstance

- Parents should contact the General Office by phone to explain the situation.
- Student is to complete the test during the next lesson of that subject.
- Student to follow the Special Consideration Process (page 2) for a revised exam date.

Absent from examination without valid reason

- The classroom teacher will contact parents by phone. If parents cannot be contacted by phone, the standardised letter for the non-completion of the work (Appendix B) is to be completed and posted.
- Students who do not have a valid reason for being absent on the test date will not receive a rating for that assessment item. As per Queensland Studies Authority Guidelines, students will not be given another opportunity.
- The teacher will record the failure to attend the examination in One School under “Monitoring and Review”.

Years 7, 8 and 9 students who are absent on examination days

- Students who have a valid reason for the absence need to produce a note from their parent/carer. The student will see the Head of Department – Effective Teaching and Learning, Ms Cindy Mills, to begin the Special Consideration Process (page 2).
- The classroom teacher will contact parents by phone. If parents cannot be contacted by phone, the standardised letter for the non-completion of the work (Appendix B) is to be completed and posted.

Oral Presentations

- Students should regard oral presentations with the same level of importance as written assessment. Due dates for oral presentations should be strictly adhered to.
- If students are working individually, they are expected to present their oral on the due date. If they are absent on the due date, then contact must be made with the relevant teacher on the day the oral presentation is due to discuss their absence and to organize an alternative date to complete the assessment if special consideration is granted. If there is no valid reason, the student will not receive a rating for the oral task unless they can be rated on evidence collect prior to the due date (e.g., rehearsal notes, teacher observation notes).
- If students are working in groups, and one or more of the group members is absent, the rest of the group is still expected to perform on the due date. Students who are absent should ensure that contact is made with the relevant teacher on the day the oral presentation is due to discuss their absence and to organize an alternative date to complete the assessment if special consideration is granted. If there is no valid reason, the student will not receive a rating for the oral task unless they can be rated on evidence collect prior to the due date (e.g., rehearsal notes, teacher observation notes).
- If a student is absent on the day an oral presentation is due and fails to make contact with the relevant teacher or Head of Department, they will not be given an opportunity to complete this assessment task. The student will be marked on evidence collected prior to the due date (e.g., rehearsal notes, teacher observation notes).
- The teacher will record the failure to complete the oral presentation in One School under “Monitoring and Review.”
Computers and Internet - Acceptable Use Policy

Please read carefully. By using the school’s computer facilities you are agreeing to the policy.

**Education Purpose**
1. The school’s computer and internet facilities are for authentic educational purpose only. “Education purpose” includes classroom activities, career development, research for, and preparation of assignments.
2. Students may not use computer facilities (which include printing and scanning equipment/software) for commercial purposes.
3. Students may only use software supplied and installed by the school.

**Student Access**
1. All students will have access to the World Wide Web information resources through the school computer rooms or library learning centre. Subject to agreement form being signed by student and parent/guardian.
2. Each student is allowed an email account for valid school purposes only subject to the restriction detailed in Unacceptable Usage. Email may only be sent when directed by a teacher.
3. Students may access computers out of regular class time, i.e. in breaks, before and after school, free of charge, for the purpose of research for an assignment or other teacher directed activity.

Students MUST be able to show any teacher who asks:
- the criteria sheet for the assessment instrument or teacher’s written authority
- a prepared strategy
- a signed permission slip

Such usage is subject to:
- a computer place being available. Genuine workers only.
- technology Centre is reserved for serious work at all times.
- one Computer per person
- the provisions of the section “Unacceptable Usage” in this document
- a teacher being available to supervise the student
Unacceptable Usage

The following uses of the school’s computer facilities are considered unacceptable. Practices, or matters not mentioned in this list, if and when they arise, are also unacceptable if it is considered that a reasonable person would find such practice, usage, or behaviour unacceptable. For the purposes of this document, a reasonable person is considered to be the Principal or ICTs Committee.

1. Students must not make their login or email passwords available to any other person.
2. Students must not post contact information about themselves or other people in e-mail, web pages or in any other way. Personal information includes such things as address, phone number, work address or phone number.
3. Students must not meet, or agree to meet, or make arrangements to meet, anyone they have met online whilst using the school’s facilities. Net meetings and chat are only permissible to use where the teacher is organising and participating in the conversation for school-related curriculum activities only.
4. Students should disclose to a responsible person, e.g. a teacher, any e-mail message received which the student considers to be inappropriate, or makes them feel uncomfortable or unsafe.
5. Students may not attempt to gain unauthorised access to any computer system or server at the school. This includes logging in with another person’s account, even with that person’s permission. Accessing another person’s files is strictly prohibited.
6. Use of diskettes is strictly prohibited. Students bringing assignment work from home on diskette MUST seek the permission of the Information Technology staff before using the diskette to transfer data.
7. The school’s computer equipment or internet must not be used for any illegal act such as arranging drug sales, purchasing liquor, making threats or obscene suggestions. Our facilities are for school-related work only.
8. Students must not download software from the internet.
9. Students are not to use language which is obscene, lewd, vulgar, rude, threatening or insulting, or such other language, words, or expressions which might give offence to a reasonable person. Such language is not to be used in e-mail, meetings, documents, or in file names.
10. Electronic and/or digital communication must not be used to harass, intimidate, ridicule, or distress another person, or to deal with another person in an unreasonable way.
11. Students must not plagiarise material available on CD-ROM or from the internet. Plagiarism is taking someone else’s intellectual property i.e. original ideas, research, theories and passing them off as one’s own. Such sources of information must be acknowledged. Therefore, assignments cannot be written by cutting and pasting from on-line sources such as Encarta.
12. Students must not access sites, material or pictures on the Internet which in the opinion of a reasonable person, are pornographic or in other ways obscene, that advocate violence, that advocate discrimination against others, or advocate or advise on performing illegal acts.
13. Students who inadvertently access an inappropriate internet site should immediately advise their teacher or Head of Department. This will protect the student against a later claim or rumour that the site was accessed intentionally.

Consequences for Breach of Policy

1. If you use the Internet to visit unacceptable sites, you will lose all Internet access. As well, you will lose network access for at least 2 weeks.
2. If you use a friend’s name and password to access the network or Internet, both of you will lose all access when you are caught.
3. Students who download, print or distribute harassing, harmful, pornographic or dangerous material will be suspended in addition to the application of the above consequences.
4. Subsequent breaches will incur more serious consequences.

Limitation of Liability

The School does not warrant that the functions or services provided by, or through the School computer system, will be error free or without defect. The School will not be responsible for any damage students or any person may suffer, including, but not limited to, loss of data or interruptions of service. The School is not responsible for the accuracy or quality of the information obtained from any source or stored on the system. The School will not be responsible for financial obligations arising to any person through the unauthorised use of the computer system or internet. The School is defined as the Principal, staff members either individually or collectively, the School Council and the Parents’ and Citizens’ Association.

Student Rights

1. Students may access the computer facilities, subject to the conditions listed above, before school from when IT staff arrive, during breaks and after school (by arrangement) for valid educational purposes only. The Technology Centre is to be used for this purpose. Students must have the prescribed form signed by the teacher who set the class work.
2. Students may expect limited privacy in the contents of their files on the school system. The network administrators and teachers have access privileges to all files.
3. Should there be a reasonable suspicion that a student has breached this policy or performed some illegal act, a search may be conducted of that student’s files. The school will co-operate fully with state or federal police or telecommunications officials in any investigation relating to alleged illegal activity involving the school’s computers or internet facility.

Document, reasonable person is considered to be the Principal or ICTs Committee.
Every Day Counts

Rockhampton State High School Policy on Attendance
Students who are absent for 10% or more of school days display chronic absenteeism.

Caregiver Responsibility
Each parent of a student who is of compulsory school age must ensure that the student is enrolled and attends school on every school day for the educational programs in which the student is enrolled unless the parent has a reasonable excuse.

A parent of a student in the compulsory phase must ensure the student is participating full-time in an eligible option, unless the parent has a reasonable excuse.

When a student is absent from school with a reasonable excuse, the parent is required to notify Student Services as soon as possible (Student Absence Line – 49204360) or to send an explanatory note to the student’s Form Teacher.

It is the responsibility of the parent to ensure that the student arrives at school on time. If students cannot arrive to school on time for unavoidable reasons, it is the responsibility of the parent to notify Student Services as soon as possible (Student Absence Line – 49204360) or to send an explanatory note to the student’s Form Teacher.

If a student is absenting himself/herself from school without permission, the parent is asked to make contact with the student’s Year Coordinator or a Deputy Principal to design and implement strategies to support the student's attendance at school.

If a student is refusing to attend school, the parent is asked to contact the Guidance Officer in order to design and implement strategies to support the student's attendance at school.

If a student is experiencing difficulties at school that are causing him/her to absent himself/herself, he/she needs to discuss those difficulties with a member of the Support Team (Year coordinator, Guidance Officer, Community Education Counsellor, Indigenous Teacher Aide, Youth Worker, Chaplain).

Student Responsibility
A student of compulsory school age must be enrolled and attend school on every school day for the educational programs in which he/she is enrolled.

A student in the compulsory school phase must participate in an eligible option, unless he/she has a reasonable excuse.

When a student is absent from school with a reasonable excuse, he/she must ensure that the absence is explained.

A student must be on time to school. If a student arrives to school late, he/she must sign in at Student Services. Students who arrive late to school without a parent’s explanation will be issued with a detention.

School Responsibility
The school will identify students whose attendance is of concern, follow up promptly and send clear messages to students, parents and the wider community about the importance of students attending school regularly.

Student Attendance Rolls will be marked by the Form Teacher. At the end of the roll marking procedure, a text message will be sent to parents of students who are away from school.

Students who arrive late to school without an explanatory note written by a parent will be issued a late docket to be signed by a parent and returned to Student Services the next day.

At the completion of roll marking for the day, the parents of students who have arrived late to school will be notified by text message.

Students who arrive late to school without a parent’s explanation will be issued with a detention.

Student attendance data will be analyzed to identify absenteeism trends and students with high levels of absenteeism.

Student absence printouts will be obtained by the Deputy Principal weekly, monthly and by term. In conjunction with Year Coordinators, a follow up process of letters and student and parent interviews will be implemented.

Independent students who do not want information to be forwarded to the guardian/parent who enrolled them must provide a written explanation to the Principal.

Through the Welfare and Support Programs and Teams, the school will develop a positive school culture, including establishing positive relationships with students and parents and conducting programs such as anti-bullying, mentoring, and self esteem programs.

The school will actively collaborate with other agencies such as CPIU and the CRYPAR program, Reconnect, Darumbal Youth Services Incorporated, CYMHS, DOCHS, Youth Support Coordinators and alternative education providers.

The school, through the Support Team, will refer to other agencies (such as counsellors and psychologists) when needed.

Students whose absences are of concern are referred to the Support Team for Case Management
Medication Policy

There is a specific policy for students who require medication and who have long-term health conditions. This policy is in accordance with Education Queensland Position Statement and Guidelines.

If a student needs medication administered at school parents/guardians need to:

1. Collect a Medical Information Form (from General Office) if medication is required and prescribed by a Medical Practitioner. For any over-the-counter medication i.e. aspirin, Panadol etc, the same procedure is required as above. The Medical Information Form needs to be completed by parents/guardians. No medication can be administered at school without this form. Students should not carry medication in their bag. Arrangements must be made to ensure that all students are safe and that students have no access to anyone else’s medication.

2. Students who have Asthma need to have an Asthma Action Plan (from General Office) filled out by a Medical Practitioner in consultation with parents/guardians. This is to ensure that the school follows the procedure required to ensure your child’s well being in maintained.

Any questions or concerns can be answered by contacting the Head of Special Education Services.

ROCKHAMPTON STATE HIGH SCHOOL

PROPOSED STUDENT RESOURCE SCHEME– 2017

CONDITIONS OF SCHEME

1. For participating students, the school will provide all textbooks and duplicated notes and resources required by the student.
2. Students are to provide stationery as listed on the stationery requirements list.
3. It is the responsibility of the student to keep borrowed books in good condition.

Books negligently damaged or lost will be replaced by the student, or the replacement cost paid by the student before any further books will be issued. The Head of Department must be notified immediately of any loss of textbook.
4. Students who consistently lose or damage books may be removed from the scheme at the discretion of the Principal. The Principal may refuse to admit a student to the scheme if there are hire payments overdue from the previous year.
5. Textbooks and other resources supplied under the scheme remain the property of Rockhampton High School and must be returned when the student leaves. Any resources not returned will be deducted from any refund due.
6. Receipts are issued to students as payment is received. Students are encouraged to glue their receipt into their homework diary. The scheme monies received by the school on behalf of the Parents and Citizens’ Association will be banked in the school’s General account and is subject to an annual audit.
7. Students enrolling later in the year will be charged on a proportional basis. Refunds to departing students will also be made on a proportional basis with allowances being made for lost or damaged books.
8. Books and resources provided under the scheme cannot be issued to students whose parents/caregivers choose not to participate.
9. Students who have not paid their charges on a pro-rata basis (term 1 25%, term 2 50%, term 3 75%, term 4 100%) will not be invited to participate in any non compulsory extra-curricula events run by Rockhampton State High School. These may include:-
   • Excursions (non-curriculum)
   • Year 10 Semi Formal
   • Year 11 Leadership Camp
   • Year 12 Graduation
   • School Based Sporting Teams
   • School Dance
   • Year 10 Break Up Celebrations
   • Year 12 Graduation Certificate & School Reference
STUDENT RESOURCE SCHEME

New Legislation Education (General Provisions) Act 2006 enacted on 30th October 2006 states:

1. “The cost of providing instruction, administration and facilities for the education of the person at the school must be met by the State.”

However,

2. Parents are directly responsible for providing textbook and other personal resources for their children while attending school. In recognition that these costs can be high, the school operates a Student Resource Scheme (the “scheme”) that enables a parent to enter into an agreement with the school that, for a specified annual participation fee, provides for the temporary use by the student of prescribed textbooks and/or the purchase of consumables and materials for the student.

The Rockhampton State High School Parents and Citizens’ Association operates a Student Resource Scheme. Bulk payment of the Government Textbook allowance is made directly to the school, and in addition parents are asked to make a contribution for each student they have enrolled at the school. The parent contribution for 2017 has been set at $160.00.

Your involvement in the scheme is optional. If you do not wish to participate in the scheme you have enrolled at the school. The parent contribution for 2017 has been set at $160.00.

If you choose not to be part of the scheme you must notify the Business Services Manager in writing before 27 January 2017.

Many parents take advantage of the flexibility we provide in allowing parents to pay off this charge on a weekly or fortnightly basis. This may be an option that would be more convenient to you. Simply ask one of the office staff for an “Agreement To Pay” form when making your first payment.

Please do not hesitate to contact the Business Services Manager or any member of the school administration team or office staff if you wish to discuss the Student Resource Scheme further.

A DISCOUNT OF $10.00 PER STUDENT IS AVAILABLE ON FEES PAID BEFORE FRIDAY 31 MARCH 2017
IF YOU THINK YOU MAY EXPERIENCE DIFFICULTY IN PAYING STUDENT RESOURCE SCHEME CHARGES, PLEASE CONTACT THE BUSINESS SERVICES MANAGER TO ARRANGE A SUITABLE PAYMENT PLAN.

Drug Education Statement

Rationale

This drug education statement provides a framework for addressing drug education priorities highlighted in the school needs assessment. The statement has been developed in consultation with staff, students and parents and has been endorsed by the School Council and Parents and Citizens Association.

This statement aims to:

- Support the development of a whole school drug education program;
- Develop and maintain a health-promoting and supportive school environment in which the welfare of all school community members is considered;
- Involve the school community in the planning and delivery of the program;
- Document the school position on and accepted procedures for drug referral, counselling and managing drug-related incidents;
- Inform all members of the school community that the statement applies to students, parents, staff, volunteer staff, other workers and school visitors whilst they are on school premises, on a school excursion or at a school function where students are present;
- Link the drug education program to the school’s Code of School Behaviour.

Drug Education Program

Drug education is taught in the context of the school's Health & PE programs, policies and procedures and focuses on the Years 1-10 Health and Physical Education syllabus which relates to physical, emotional and social health issues. The program incorporates a balance of knowledge acquisition, values clarification and skill development appropriate to the development level of students. The program also has the sequence and progression across all year levels as evidenced in the Years 8 – 12 Health and Physical Education units and additional Relationships Education Workshops, such as “Big Day Out”.

Counselling and Referrals

Students and their families will receive confidential assistance and support in relation to drug issues. Students will be referred to the Guidance Officer or support agency so counselling can be followed through until the issue is resolved satisfactorily or further arrangements are made in accordance with the wishes of the family.

The drug education program is enhanced by input from the following agencies and programs:

--- Youth Worker School Based Health Nurse
--- Guidance Officer Headspace
--- Community Education Counsellor Child and Youth Mental Health
--- School Based Police Officer Headspace
Other Rules

Attendance

- Students are to attend school punctually and regularly.
- No student is to leave the school grounds during the school day without permission from the school administration. Students must sign out at Student Services if leaving the school with parents’ written permission (See policy on Absenteeism, Late Arrival and Early Departure).

Prohibited Items

- The following items are not to be brought to school:
  - steel rulers, white out, aerosol deodorant, nikko pens, water bombs, novelty/explosive items, chewing gum, cigarettes and alcohol.
  - Prohibited items that may negatively impact on others will be confiscated.

Bikes

- Riding through the school grounds is forbidden. Students are to store bikes in the enclosed bike racks near the Performing Arts block. It is the student’s responsibility to lock and chain their own bike.

Managing Drug Related Incidents

Unlawful drug use and possession at school will be managed according to the procedures outlined in the school’s behaviour management plan. Any disclosure about drug use or possession will be conveyed to the appropriate school personnel and acted upon.

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Out Of Bounds Areas

The following areas are out of bounds except when accompanied by a teacher:

- The ovals beyond the line between the corners of the Agricultural Science Area and the basketball courts.
- All areas adjacent to the school fence line.
- The interior of all buildings except amenity blocks.
- The farm.
- The hall and the adjacent courtyard.
- The area between Admin, Admin Services and the Exhibition Road fence.
- Teacher car park areas.
- Bike racks during the school day.
- Wandal shopping area is out of bounds during the break times. Students accessing Wandal before and after school should not loiter.

Aerosol Policy

Rationale

Many students and staff at Rockhampton State High School suffer from asthma, and a number suffer from severe allergies and anaphylaxis. Aerosols deodorants can act as triggers for people who suffer from these conditions, resulting in symptoms such as asthma attacks, headaches, allergic reactions, migraines, and in extreme cases, anaphylactic shock. In addition, aerosols can be dangerous as they contain flammable liquids and can also cause harm if inhaled.

For these reasons, aerosols are banned from school premises and at school events both on and off-site.

Roll-on and stick deodorants are permitted for use at school.

Aerosol Policy

Rationale

Many students and staff at Rockhampton State High School suffer from asthma, and a number suffer from severe allergies and anaphylaxis. Aerosols deodorants can act as triggers for people who suffer from these conditions, resulting in symptoms such as asthma attacks, headaches, allergic reactions, migraines, and in extreme cases, anaphylactic shock. In addition, aerosols can be dangerous as they contain flammable liquids and can also cause harm if inhaled.

For these reasons, aerosols are banned from school premises and at school events both on and off-site.

Roll-on and stick deodorants are permitted for use at school.

If students are affected by aerosols they should seek medical assistance at First Aid.

Confiscation of aerosols

For safety reasons, if a teacher is aware that a student has an aerosol in their possession, the following will occur:

1. The teacher will request that the student hand the aerosol in to student services. If a student refuses to hand over the aerosol or spray bottle, the teacher will refer the student.
2. Student Services will secure the aerosol and provide the student with a receipt.
3. Students are to collect their aerosol or spray bottle from Student Services after 2.50pm.

Action if aerosols are used

Use of an aerosol, spray or perfume can cause injury to others and may result in disciplinary action or suspension.
Scholarship Policy Continued

Purpose of the Policy
This policy provides guidelines for scholarships at Rockhampton State High school. Scholarships are intended to attract students of excellent academic, cultural or sporting ability to the school or to assist students to successfully complete their secondary studies or to progress to tertiary education.

Scholarship Details
The following scholarships are offered annually at Rockhampton State High School:
- Year 8 Academic, Cultural and Sporting Bursaries
- Queensland and Torres Strait Islander Foundation (QATSIF) scholarships
- Rockhampton Ports Authority Bursary
- Alby and Win Forday Bursary

Eligibility
The Year 7 Bursaries are open to Year 6 students intending to enrol at Rockhampton High School in the following year.
The QATSIF Scholarships are open to Aboriginal and Torres Strait Islander students in Year 10 or 11 who are continuing on to Year 11 and or Year 12 at Rockhampton High School.
The Rockhampton Ports Authority Bursary and The Alby and Win Forday Bursaries are open to Year 12 students at the end of their studies at Rockhampton High School who intend to progress to university in the following year.
Further details about eligibility are outlined in the application brochures for each scholarship.

Marketing of Scholarships
Year 7 Bursaries will be marketed via enrolment packages.
Other scholarships will be publicised within the school, via Student Notices, Year Parades and direct contact.

Basis of awarding Scholarships
Application Method
A written application must be made for the Year 7 Bursaries, Rockhampton Ports Authority and Alby and Win Forday Bursaries.
Students meeting the criteria will be invited to apply for the QATSIF scholarships.

Criteria
The specific criteria for each scholarship are outlined in the relevant scholarship brochure.

Selection Process
Each scholarship is determined by a panel, against criteria, as outlined in the relevant scholarship brochure.
The QATSIF Scholarships will also involve an interview by a selection panel.
QATSIF scholarships require community and parent endorsement.
For all scholarship an bursaries, if applications do not reach a suitable standard in a given year, then the scholarship/bursary may not be awarded.

Scholarship Administration & Review
Funds from the Year 7 Bursaries and the QATSIF scholarships will be administered by the Rockhampton High School Accounts Receivable Officer.
The administration of the Rockhampton Ports Authority Bursary and Alby and Win Forday Bursary is set out in the relevant brochure.

Expectations of Students
Students successful in obtaining a scholarship will be expected to continue to show the qualities that won them selection. In cases where this does not occur, the scholarship may be withdrawn.
QATSIF scholarship students must also continue to meet the criteria outlined in the QATSIF scholarship brochure.
Litter Policy

1. Littering is regarded as a serious issue at Rockhampton State High School.
2. Students and staff have a right to work in a clean environment.
3. A clean environment reflects a basic respect for everyone – students, staff members, volunteer workers and our frequent visitors.
4. It also reduces any possible health risks associated with exposed rubbish.

Consequences

Consequences for instances of littering will be as set out in the Responsible Behaviour Plan.

Student Driver Policy

Rockhampton State High School recognises that some parents allow their students to drive to school. As student safety is important, there are some simple conditions placed on drivers and their passengers. All forms can be obtained at the Student Services, front office or the website.

Information for Student Drivers:
1. Student drivers are to submit the Student Driver Registration Form to the Student Services Office.
   This form details:
   Parental/guardian consent for the student to drive to, and home from, school.
   The make, model, colour and registration number of the vehicle(s) that the student will drive to school.
2. Cars must not be accessed or used during the school day (including Engineering Trade Training Centre days) for any reason.
3. Cars and the parking area are out of bounds during the school day, including lunchbreaks.
4. Students are required to adhere to all road rules and to drive in a safe and responsible manner.
5. Students are not permitted to park in the school grounds.
6. Drivers MUST NOT carry passengers who have not lodged a Student Passenger Registration Form with the Student Services Office

Information for Student Passengers
1. Student passengers (other than siblings) will need to submit a Student Passenger Registration Form to the Student Services Office.
   This form details:
   Parental/Guardian consent for the student to travel as a passenger on the journey to, and home from, school.
   The student driver’s name and the details of the car, including the registration number.

If either Driver or Passenger disregards these requirements, parents will be notified and appropriate consequences, such as School Disciplinary Absence, will apply.
The school uniform is sold through the Rockhampton High School Uniform Shop which is located in the Admin Services Building (next to Sick Bay). The Uniform Shop is a fundraising venture for our school and is operated by the P & C Association with all profits returned to the school.

Regular trading hours are 8.15 a.m. – 9.15 a.m. every Tuesday and Thursday during school terms. The shop will also be open on Orientation day Wednesday 29 November from 8.15 a.m. to 10 a.m. We accept cash and have eftpos facilities for your convenience.

Our Uniform Shop will also be open the last week of the January school holidays for 2018.

BACK-TO-SCHOOL trading as follows -

- **Monday**: 15 January – 9 am to 3 pm
- **Tuesday**: 16 January – 9 am to 3 pm
- **Wednesday**: 17 January – 9 am to 3 pm
- **Thursday**: 18 January – 10 am to 5.30 pm
- **Friday**: 19 January – 10 am to 5 pm
- **Monday**: 22 January – 8.15 am to 9.15 am
- **Tuesday**: 23 January – 8.15 am to 9.15 am
- **Wednesday**: 24 January – 8.15 am to 9.15 am

As from Tuesday 30 January, our regular trading hours will recommence – i.e. every Tuesday and Thursday from 8.15 am to 9.15 am.

**UNIFORM SHOP – PRICE LIST**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNISEX Polo Shirt or</td>
<td>$30.00</td>
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<tr>
<td>Shorts</td>
<td>$25.00</td>
</tr>
<tr>
<td>Hat</td>
<td>$10.00</td>
</tr>
<tr>
<td>School Socks</td>
<td>$7.00</td>
</tr>
<tr>
<td>Winter spray jacket</td>
<td>$55.00</td>
</tr>
<tr>
<td>Pullover Jumper</td>
<td>$55.00</td>
</tr>
<tr>
<td>Matching Track Pants</td>
<td>$30.00</td>
</tr>
<tr>
<td>GIRLS Formal Blouse</td>
<td>$40.00</td>
</tr>
<tr>
<td>Tie</td>
<td>$10.00</td>
</tr>
<tr>
<td>Skirt</td>
<td>$30.00</td>
</tr>
<tr>
<td>BOYS Formal Shirt</td>
<td>$40.00</td>
</tr>
<tr>
<td>Formal long Socks</td>
<td>$10.00</td>
</tr>
<tr>
<td>Tie</td>
<td>$20.00</td>
</tr>
</tbody>
</table>

Uniform prices may change in the future.
Rockhampton State High School
1 Campbell Street
Rockhampton Qld 4700

Phone: (07) 49204 333  Student Absence Line: 49 204 360
Fax: (07) 49 204 300
Email: Principal@rockhamphs.eq.edu.au
Website: www.rockhamphs.eq.edu.au
Office Hours: 8.00am - 4.00 pm

Canteen: (07) 49 204 383

Uniform Shop: (07) 204 307
Operating Hours: Tuesday & Thursday
8.15am—9.15am