



Name:.....

Year Level:.....Assembly Group.....

**Office Hours:** 8.00 am – 4.00 pm

**Location:** Palmerin Street, WARWICK

**Postal Address:** PO Box 67  
 WARWICK QLD 4370

**Web Site:** [www.warwickshs.eq.edu.au](http://www.warwickshs.eq.edu.au)

**Email:** the.principal@warwickshs.eq.edu.au

**Phone Nos:**

Office	4666 9222
Student Absence Line	4666 9266
Canteen	4666 9219
Student Resource Scheme	4666 9232

**Fax No:** 4666 9200

**School Colours:** Red, White, Blue, Gold

**House Colours:**

<b>BARNES:</b>	Green	<b>CUNNINGHAM:</b>	Gold
<b>HAMILTON:</b>	Red	<b>LESLIE:</b>	Blue

**PRINCIPAL:** Mrs Joy Craig

**DEPUTY PRINCIPALS:** Mrs Janelle Robb  
 Ms Kerry Wharton

**ASSISTANT PRINCIPAL:** Mr Daryl Thompson

**HEAD OF SPECIAL EDUCATION SERVICES:** Mrs Kathy Maudsley

**HEADS OF DEPARTMENT:**

English	Ms Jacinta Boland
Humanities	Mrs Leisa Betts
Maths	Mr Darren Shuptrine (Acting)
Science	To be advised
Physical Education and Health	Mr Scott Thompson
Technology	Mr Wayne Hoger
The Arts	Mr Ian Follett
Senior Secondary	Ms Judith Schimke
Wellbeing	Mrs Michelle Ferdinand

**GUIDANCE OFFICER:** Ms Belinda Fairweather

**MASTER TEACHER:** Mrs Tanya Wright

**THE SCHOOL DAY**

Sessions	MONDAY TO FRIDAY
Early Class	7.50am – 8.50am
Core Group Assembly	8.50am – 9.00am
Lesson 1	9.00am – 10.10am
Lesson 2	10.10am – 11.20am
Break 1 (45 mins)	11.20am – 12.05pm
Lesson 3	12.05pm – 1.15pm
Break 2 (45 mins)	1.15pm – 2.00pm
Lesson 4	2.00pm – 3.10 pm

# STATEMENT OF PURPOSE

## ■ OUR MOTTO

We espouse - Virtute et Labore *"Excellence through Effort"*

## ■ OUR VISION

We envisage all students becoming clever, skilled, creative global citizens and lifelong learners.

## ■ OUR MISSION

We aim to be supportive and caring; to provide opportunities for personal growth; to encourage excellence in the pursuit of educational goals now and into the future.

## ■ OUR VALUES

We value:

- **Responsibility** (teaching and learning)
- **Respect** (for self, others and property)
- **Relationships** (safe and supportive)

## ■ OUR BELIEFS

We believe in:

- **Quality Teaching:** Strong pedagogy; teachers as learners; a responsive curriculum; resourcing for achievement and wellbeing and personal accountability.
- **Maximising Achievement:** Active and reflective student participation in school and beyond; life-long learning; a safe, tolerant, disciplined environment catering for individual learning; the right to learn; positive engagement; personal accountability.
- **Valuing School Community:** A safe tolerant disciplined environment; positive relationships with other cultures; cooperation with those in authority; respect for property and people; celebrating each person's contribution; equity for individuals and groups.
- **Communicating:** Open and effective interactions; shared decision making; positive home, school and community partnerships.

## ■ OUR TARGETS

We strive for:

- **Attendance:** every day, every lesson, on time
- **Attitude:** excellent behaviour and effort
- **Achievement:** personal best and a qualification for every school leaver.

# HOW DO I ACHIEVE SCHOOL TARGETS:

- **Attendance** - 95% or better
  - Every lesson, every day, on time (including Assembly)
- **Attitude** - be on a behaviour level 1-3 (level 4 is acceptable)
  - Follow the "Matrix of Expected Behaviours"
  - Be a positive role model
  - Exhibit good leadership at all times
- **Achievement** – A or B for all subjects (C is acceptable)
  - Be prepared for all classes (have your homework done, correct equipment with a charged laptop)
  - Actively engage in classroom learning
  - Assessment completed and handed in on time
  - Track your QCE through Student Connect (Years 11 and 12)

## ABOUT THIS DIARY

1. You must bring this diary to every lesson, on each school day.
2. You should be familiar with its contents and information. This diary has been prepared to assist you in planning and organising your studies. **It is not a personal diary and must be kept in a neat and tidy condition.**
3. You are expected to keep an accurate and neat record of set homework and dates of assessments in the appropriate pages of this diary. **If lost or damaged, it must be replaced at your own expense.** New diaries can be purchased from the Student Resource Office.

## SCHOOL – WHY AM I HERE?

At the completion of your six years of secondary schooling, you will receive a Student Education Profile (SEP). The SEP is a collection of documents sent to you on completion of Year 12. Contents depend on learning achievements. You may receive a:

- Queensland Certificate of Education (QCE)
- Senior Statement
- Tertiary Entrance Statement
- Queensland Certificate of Individual Achievement (QCIA).

### Queensland Certificate of Education

Achievement for a senior high school student is recognised through a Queensland Certificate of Education – an educational priority for every student. The QCE is Queensland's schooling qualification and is internationally recognised. It is awarded to you when you meet the set requirements. It recognises and acknowledges your achievements in Year 11 and 12 and shows employers and training providers that you have worked consistently and to a high standard over the two year period. You may require this to enrol in further education and training. The QCE requires you to receive 20 points which you can track through the website – “Student Connect”: [www.studentconnect.qsa.qld.edu.au](http://www.studentconnect.qsa.qld.edu.au)

### To gain a QCE, you need:

- An **amount of learning** - 20 credit points (for example, five subjects over four semesters)
- At a **set standard** – pass the subject (eg Sound Achievement or Competent for VET courses)
- **Meet the Literacy & Numeracy requirement** – pass a semester of English and Maths.
- In a **set pattern**:
  - 12 points - Core Subjects: 3 subjects for 2 years, and
  - 8 points - Core Subjects, Preparatory, Enrichment, Advanced

### Senior Statement

You will receive a Senior Statement at the conclusion of Year 12. It is a transcript of your learning account. It shows subjects/courses you studied and the results you achieved in your senior phase of learning.

### Tertiary Entrance Statement

You will receive a Tertiary Entrance Statement only if you are eligible for an Overall Position (OP). It shows your OP and Field Positions (FPs) — rankings used to determine your eligibility for admission to tertiary courses and provides information that is recognised by tertiary providers in Queensland, interstate and overseas. You may require this statement to enrol in study at institutions outside Queensland.

### Queensland Certificate of Individual Achievement (QCIA)

You will receive a QCIA if you are on an individualised learning plan. This certificate recognises your achievements over your senior phase of learning.

## LEAVING SCHOOL – THE LAW

From 2006, there were changes to the Education Act regarding school leaving ages. This law falls into two categories: (a) compulsory attendance, and (b) compulsory participation. There is mandated tracking and monitoring of students who apply for exemptions from each category.

### (a) Compulsory Attendance Phase

A student must attend school until they complete Year 10 or turn 16 (whichever comes first)

## THEN UNDERTAKE THE

### (b) Compulsory Participation Phase

- Young people must participate in education for a further two (2) years, or until they have gained a Senior Statement, and if they qualify, a Queensland Certificate of Education (QCE), **OR UNTIL**
- They have gained a Certificate III in a vocational qualification, **OR UNTIL**
- They have turned 17.

### Leaving to go to work

If a student elects to enter the workforce full-time (for a period of greater than 25 hrs/week), then exemption applications are required. There are strict guidelines around these exemptions. Parents and guardians also have obligations around these guidelines. All exemption applications are made through the school.

## THE MATRIX OF EXPECTED BEHAVIOURS

Warwick State High School's **core behaviour expectations for students** are based on three core shared values: **Responsibility**, **Respect** and **Relationships**. The following *School-wide Expectations Matrix* outlines agreed school expectations for all students in all school settings:

	All Areas	Classroom	Playground	Beyond School
Responsibility	<ul style="list-style-type: none"> <li>• Attend school every lesson, every day, giving your best effort</li> <li>• Carry your ID card at all times and use it to sign in/out via the student resource room if you are early or late.</li> <li>• Care for all school equipment</li> <li>• Follow the school dress code</li> <li>• Respect the rights of others to teach or to learn</li> <li>• Bring only permitted resources to school</li> <li>• Follow emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Be organised – have all your equipment including your diary ready for each lesson</li> <li>• Leave the classroom tidy</li> <li>• Be an active learner by completing tasks, homework and assessment on time, as your own work, and to the best of your ability</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in approved areas</li> <li>• Put all rubbish in the bin</li> <li>• Maintain orderly movement within and around buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Do the right thing when wearing the school uniform and or representing the school</li> <li>• Obey the road regulations</li> <li>• Obey the Code of Conduct for Bus Transport</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• Use socially acceptable language and speak kindly and politely to others</li> <li>• Use ICTs as directed by school policies</li> <li>• School hats on in the sun, off when you are indoors</li> <li>• Follow staff directions</li> <li>• Maintain a hands off / no contact policy</li> </ul>	<ul style="list-style-type: none"> <li>• Only enter a classroom when a teacher is present in the room</li> <li>• Move around and/or leave the classroom only with permission</li> <li>• Listen to others and value their opinions</li> <li>• Switch off personal technology devices and remove ear plugs</li> </ul>	<ul style="list-style-type: none"> <li>• Play games/sports only in approved areas during breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Show courtesy to others (community members) through words and actions</li> <li>• Value yourself and others when engaging in social media</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Think before acting and speaking</li> </ul> <p><b>STOP, THINK....DO</b> <b>STOP, THINK...SAY</b> ..... <b>WALK AWAY</b></p> <ul style="list-style-type: none"> <li>• Use equipment safely</li> <li>• Support others in making good choices</li> <li>• Be honest</li> <li>• Be kind and polite to staff and students in words and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Work quietly so as not to disturb others in class</li> <li>• Look out for the safety of others</li> </ul>	<ul style="list-style-type: none"> <li>• Allow others to enjoy break times in peace</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect for each other when using social media – do not engage in cyber bullying</li> </ul>

A full copy of the school's Responsible Behaviour Plan for Students can be downloaded from our website - [www.warwickshs.qld.edu.au](http://www.warwickshs.qld.edu.au) or can be obtained from the School Office.

# POSITIVE BEHAVIOUR FOR LEARNING

As a school implementing Positive Behaviour for Learning (PBL), Warwick State High School:

- Promotes high expectations for student learning and behaviour
- Clearly defines and explicitly teaches expectations and positive behaviours (as outlined in the *Responsible Behaviour Plan for Students*) focusing on our key values of Responsibility, Respect and Relationships
- Celebrates and rewards positive behaviour
- Fosters positive relationships between staff, students and members of the wider community
- Consistently implements the philosophy of PBL in all contexts.

## BEHAVIOUR LEVELS SYSTEM

### LEVEL SYSTEM

Warwick State High School uses a behaviour management system whereby students are placed in various levels from 'Exemplary/Outstanding Behaviour (Level 1) to Gross Breaches of Behaviour (Level 7)'. All new students entering the school are placed on 'Expected Minimum Level of Behaviour' (Level 4), which is regarded as being satisfactory.

### APPROPRIATE BEHAVIOUR

At the end of each term, students are given endorsements for the focus areas of 'Behaviour and Effort' by each of their classroom teachers. Students are also given additional endorsements for focus areas that are beyond the classroom and establish positive school pride. Students who receive sufficient endorsements will be placed on levels 1-3. They, along with their parents/caregivers are invited to a Principal's Awards ceremony at the school. In addition students are invited on a rewards trip at the end of the semester.

### INAPPROPRIATE BEHAVIOUR

At various stages, following phone contact with a parent, a letter may be sent home to parents/caregivers regarding behaviours that are inappropriate and breach the school's *'Responsible Behaviour Plan for Students'*. This letter states the level which the student will be moved to (Levels 5-7) and the necessary procedures to follow for students to reach a more suitable level (4). Students who are on Level 5 may be denied field trips, excursions, extracurricular activities and sport at the discretion of the Executive Leadership team. Students who are on Level 6 - 7 will be denied field trips, excursions, extracurricular activities and sport.

### IMPROVING LEVELS

Procedures to improve levels are listed below and it is the student's responsibility to make application for improvement to occur. Submitting an application does not mean there will be an automatic upgrade.

Students may apply for level improvement by:

- Collecting a copy of the 'Review of Level' form or "Monitoring Booklet" from their relevant Year Level Coordinator - after 20 days of continuous schooling.
- Requesting each of their subject teachers and Year Coordinator to sign the form.
- Returning this form to their relevant Year Level Coordinator, which will then be signed and endorsed by a member of the Executive Leadership team if conditions are met.

### N.B:

- Students may apply to continue to improve levels to a maximum of a level 4, every 10 days after the initial level improvement.
- The HoD Student Wellbeing will use Effort and Behaviour data from reporting to review students' behaviour levels
- Behaviour levels for continuing students will be reviewed at the beginning of each new school year
- Special permission must be sought from the Principal if a Level 5 student wishes to participate in extra-curricular or sporting activities.

# Behaviour levels

Level	This level means you are:	To get to this level, I:	Rewards/Consequences of being on this level:	Moving up from this level:
1	<ul style="list-style-type: none"> <li>You are an exemplary school member, committed to your studies and make a contribution to the school.</li> </ul>	<p><i>You must meet the selection criteria for these levels – refer to Behaviour Levels 1, 2 and 3 Calculation Table</i></p>	<ul style="list-style-type: none"> <li>Invitation to Principal’s Award ceremony – Level One certificate</li> <li>Admission to school socials at reduced cost</li> <li>Access to Rewards Trips*</li> <li>Access to additional reward activities</li> </ul>	<p><i>Refer to procedures on Page 20 - 22 of the Responsible Behaviour Plan</i></p>
	<ul style="list-style-type: none"> <li>You are an outstanding school member, committed to your studies and make a contribution to the school.</li> </ul>		<ul style="list-style-type: none"> <li>Invitation to Principal’s Award ceremony – Level Two certificate</li> <li>Admission to some school socials at reduced cost</li> <li>Access to Rewards Trips*</li> <li>Access to additional reward activities</li> </ul>	
	<ul style="list-style-type: none"> <li>You are a very good school member, committed to your studies and make a contribution to the school.</li> </ul>		<ul style="list-style-type: none"> <li>Invitation to Principal’s Award ceremony – Level Three certificate</li> <li>Admission to school socials at reduced cost</li> <li>Access to Rewards Trips*</li> </ul>	
4	<ul style="list-style-type: none"> <li>You are learning in class and your behaviour is adequately managed by you and your teacher.</li> </ul>	<ul style="list-style-type: none"> <li>All new students start at this level</li> </ul>	<ul style="list-style-type: none"> <li>You are allowed to go to school socials at full price admission.</li> </ul>	See Appendix 1
5	<ul style="list-style-type: none"> <li>Your behaviour is of a concern to the school</li> </ul>	<p><b>Refer to behaviour incidents and possible consequences table (pages 10-13)</b></p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>Failure to submit work on time</li> <li>Graffiti or vandalism</li> <li>Being in the company of smokers</li> <li>Swearing at staff</li> <li>Plagiarism</li> </ul> <p><b>Or REPEATED:</b></p> <ul style="list-style-type: none"> <li>Truancy lessons or school</li> <li>Inappropriate or offensive language</li> <li>Failure to follow directions</li> <li>Minor breaches of the school policies eg. Network and IT policy</li> <li>Disrupting the learning of others</li> <li>Possession of items not welcome in the school</li> <li>Breach of Personal Technology Devices Policy</li> <li>Ongoing uniform infringements</li> </ul>	<p><b>Possible consequences/actions may include:</b></p> <ul style="list-style-type: none"> <li>Parental contact</li> <li>OneSchool incident reporting</li> <li>Formal behaviour warning</li> <li>Counselling</li> <li>Buddy teacher</li> <li>Detention</li> <li>Mediation sessions</li> <li>Make up time</li> <li>Social Skill Development program</li> <li>Monitoring booklet</li> <li>Withdrawal from breaks</li> <li>Withdrawal from classes (ISR)</li> <li>Temporary removal of property</li> <li>Denial of field trips, excursions, extra-curricular activities and sport (subject to approval by administration)</li> <li>Social skill development program</li> <li>Restorative action or restitution by student</li> <li>Suspension of school network account privileges</li> <li>Suspension – internal or external</li> <li>Behaviour expectation agreement or Individual Behaviour Plan</li> <li>Community service</li> <li>Denial of field trips, excursions, extra-curricular activities and sport.</li> <li>Referral to Youth Support Worker or Guidance Officer</li> <li>Police contact (if illegal behaviour)</li> <li>Anti-smoking program</li> <li>Disciplinary Improvement Plan</li> <li>Proposal to exclude</li> <li>Cancellation of enrolment (Compulsory Participation Phase of Learning)</li> </ul>	<p><i>Refer to procedures on page 20 - 22 of the Responsible Behaviour Plan</i></p>
6	<ul style="list-style-type: none"> <li>Your behaviour is of a serious concern to the school</li> </ul>	<p><b>Persistent or serious level 5 infringements, as well as the following examples:</b></p> <ul style="list-style-type: none"> <li>Major computer breaches (eg. hacking)</li> <li>Possession of banned items (excluding Level 7 items below)</li> <li>Theft</li> <li>Cheating during assessment</li> <li>Smoking in the school grounds, or outside the school grounds whilst in uniform</li> <li>Bullying, harassment or fighting</li> <li>Persistent misbehaviour in more than one class</li> </ul>		
7	<ul style="list-style-type: none"> <li>Your behaviour is grossly breaching the expected behaviour code</li> </ul>	<p><b>Persistent or serious level 6 infringements, as well as the following examples:</b></p> <ul style="list-style-type: none"> <li>Ongoing bullying/fighting</li> <li>Serious vandalism</li> <li>Possession of prohibited items such as alcohol, seriously offensive images, drugs, weapons</li> <li>Serious assault</li> <li>Gross moral offences</li> <li>Serious criminal offences</li> </ul>		

## ITEMS NOT ALLOWED INTO OUR SCHOOL

Students found in possession of any of the following items will be subject to consequences which align with State and Federal laws, the Responsible Behaviour Plan for Students and/or other related policies:

- Items prohibited by State Law (eg drugs, alcohol, cigarettes, pornographic material, knives)
- Any potentially dangerous items which may be used to cause injury or offence (eg laser pointers or items classified under Queensland Law as offensive items or weapons)
- Cigarette lighters and matches
- Jewellery or clothing outside the school dress requirements
- Aerosol / spray cans (eg deodorant, paint)
- Chewing / bubble gum
- Oil pens
- White Out
- "Red foods" in a quantity which could be distributed to others (such as lollies and soft drink)
- Energy drinks

## CONFISCATION OF STUDENT PROPERTY

School staff may also temporarily remove property from a student if they are reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

### **Return of Confiscated Property**

Staff will ensure property that is held by the school is made available for collection within a reasonable time period by the student. In certain cases, the Principal or staff member may choose to make the property available for collection to the parent/caregiver, only if it is more appropriate to do so, given:

- its condition, nature or value
- the need to ensure the safety of the students or staff
- the circumstances in which the property was removed
- the need to maintain good order, management, administration and control of the school.

Where the child is an independent student, it may not be appropriate to make the property available for collection by the student's parent/caregiver, and the property will be returned to the student.

### **Circumstances where Confiscated Property Need not be Made Available for Collection**

If the property is illegal to possess, threatens the safety or well-being of students or staff, or is reasonably suspected to have been used to commit a crime, then it will be referred to the Queensland Police Service.

# “HANDS OFF”

## A STRICT ‘HANDS OFF’ POLICY APPLIES WITHIN THE SCHOOL

Warwick State High School has a “non-contact” or “hands off” policy. This means the school believes disputes can be solved by non-violent means.

This is to ensure the rights, safety and wellbeing of all students. Students are, at all times, expected to demonstrate interpersonal behaviours that are consistent with legislative and professional standards of a workplace.

Disputes can and will be solved by ‘non-contact’ and ‘non-violent’ means and there are numerous support people who can assist students. If students resort to violence, even by way of retaliation, they have breached the “hands off” policy. The offence and therefore the consequences are severe, including official suspension from school.



# ANTI-BULLYING

## Rationale

Warwick State High School is committed to taking action to protect students from bullying and to respond appropriately when bullying does occur.

This policy gives students, staff and parents/caregivers a shared understanding of what bullying is, how it impacts on people and how bullying is responded to at Warwick State High School.

## What is Bullying?

Bullying is any **persistent** behaviour which harms other people. In general, bullying may be defined as:

- Dominating or hurting someone
- Unfair action by the perpetrator(s) and an imbalance of power
- A lack of adequate defence by the target and feelings of oppression and humiliation.

Bullying can take many forms. They include:

### Physical bullying

Where a person (or group) repeatedly uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone’s belongings is also physical bullying.

### Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

### Covert bullying

Such as repeatedly lying about someone, spreading rumours, mimicking or deliberately excluding someone.

### Psychological bullying

For example, repeatedly threatening, manipulating or stalking someone.

### Cyber bullying

Using technology such as email, mobile phones, chat rooms, social networking sites to repeatedly bully verbally, socially or emotionally. Forms of cyber bullying can also include:

- **Flaming** – online fights using electronic messages with angry or vulgar messages
- **Harassment** – repeatedly sending nasty, mean or insulting messages
- **Denigration** – posting or sending gossip or rumours about a person to damage his/her reputation or friendships



- **Outing** – sharing someone’s secrets or embarrassing information or images online
- **Exclusion** – intentionally excluding someone from an online group
- **Cyber stalking** – repeated intense harassment and denigration that includes threats or creates significant fear.

### **What behaviours do not constitute bullying?**

The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they **do not** constitute bullying:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or single acts of social rejection
- Isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

The most effective way of addressing bullying at Warwick State High School is to create effective learning environments in which:

- PBL lessons are explicitly taught and embedded in practice
- The contribution of all students is valued
- All students can feel secure and are able to contribute appropriately
- Stereotypical views are challenged, and students learn to appreciate differences in others whether arising from race, culture, sexuality, ability or disability
- Students learn to take responsibility for their actions and behaviour both in school and in the wider community
- All forms of bullying and violence are challenged
- Students are supported to develop their own social and emotional skills.

Warwick State High School also provides:

- Access to peer support
- Individual behaviour plans and playground contracts
- Parent toolkits available for access via school website
- Links on the school website to external support agencies for students
- All student computers feature a “CyberSafety” screen icon with links to anti-bullying sites for students
- All student diaries feature information on anti-bullying, cybersafety, strategies and consequences
- All social media sites blocked during school hours when using the DET network
- Social skilling units within curriculum units.

### **Disciplinary Action towards Bullying**

A range of disciplinary measures may be further implemented by the school should the bullying continue. These are outlined in the school’s Responsible Behaviour Plan for Students, and depending on the incident may include:

- Behaviour level reviews
- Withdrawal from activities
- Withdrawal from playground
- Playground agreements
- Detentions
- Restorative justice strategies
- In School Reflection Room (ISR)
- Suspension

A website designed by Education Queensland regarding bullying, for staff, parents and students to visit is *bullying no way* [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

# STUDENT WELLBEING TEAM

The following members of the Student Wellbeing Team are available to support students. Please go to Room C103 for more information:

- School Chaplains
- School Health Nurse
- Community Education Counsellor
- The Clontarf Team
- Youth Support Coordinator
- Indigenous Teacher Aides
- Behaviour Support Teacher

## Guidance and Counselling

A Guidance Officer is based at the school. Appointments can be made via the School Office for parents/caregivers and students to discuss courses, career planning and personal student concerns.

# MOBILE PHONE AND PERSONAL TECHNOLOGY DEVICES

Warwick State High School supports the appropriate use of technology in learning and for safety. Mobile phone and other electronic devices have the potential to aid learning and assist students in managing busy lives, when used well.

*Personal Technology Devices include, but is not limited to, games devices, laptop computers or tablets (**excluding school issued devices**), cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPADs®, IPods® and devices of a similar nature.*

## The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying responsibility for their own actions, and respect for others whenever they are using personal technology devices.

## Bringing Personal Technology Devices to School

With the exception of your approved BYOx device, 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 during assemblies and classes. The potential disruption to the teaching and learning process through irresponsible use will not be tolerated. All personal technology devices may be used at morning tea, lunch breaks and before and after school.



## Mobile Phone Use In Class

Phones must not be used in class to listen to music with headphones, or for social media, or in place of a BYOx device (personal mobile phones are not connected to the school internet system and therefore do not comply with Education Queensland's Internet Filter requirements). Some units of work may require the use of personal technology devices and the use of such in these classes will be communicated clearly to students prior to the commencement of the unit.

## 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 Guidance Officer, HOSES, or Executive Leadership.

## Using a Carriage Service to Menace, Harass or Cause Offence

Students are reminded that it is an offence under the *Commonwealth Crimes Legislation Amendment (Telecommunications Offences and Other Measures) Act (No 2) 2004* to use a carriage service (eg. phone conversations, text messaging or social media) to menace, harass or cause offence to others. Infringements under this legislation may result in referral to State and Federal law agencies.

## **Invasion of Privacy Act**

It is also 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.

### **What this means for students at Warwick State High:**

- **Text Messages** - 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 disciplinary action and possible referral to the Police. 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 administration.
- **Recording images at school** - Students are not to use personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting).
- **Student Privacy** - Students must not record images anywhere that would not reasonably be considered appropriate (eg. 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.
- **Inappropriate images or videos** - Students must not bring to school any personal technology device on which is stored inappropriate images or videos.
- **Recording school activities** - A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like award 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.
- **Assumption of cheating** - Personal technology devices may not be taken into or used by students in 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.

Students involved in: recording and/or disseminating material (through text messaging, display, Internet uploading); and/or, knowingly being a subject of a recording create a breach of this policy will be subject to disciplinary action (as per the Responsible Behaviour Plan for Students).

### **Responsibility of the Owner**

The owner of the personal technology device is ultimately responsible for the safety and usage of the device.

### **Confiscation**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be stored in a labelled envelope in the school safe and made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation. Confiscated items will only be returned after consultation with a parent.

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 directly.

***Please note: Students who bring these personal technology devices to school, do so at their own risk. Warwick State High School will not, and cannot, guarantee the safety of these at school, nor will the school be responsible for theft and/or damage to these items.***

# THE SCHOOL DRESS CODE

The wearing of complete school uniform is an indication of a student's self-respect and pride in the school. Because the wearing of the uniform is valued and endorsed by the Parents' and Citizens' Association, this school will continue to require that the standards of dress and decorum set out below are observed. In view of the above, all parents/caregivers are asked to support the school and ensure students wear the correct uniform.

Girls Uniform	Boys Uniform
<p><b>Dress Uniform</b></p> <ul style="list-style-type: none"> <li>• Navy and blue check skirt - school fabric and design, or navy (dark or ink) dress slacks (<i>only on approval from the Principal</i>)</li> <li>• White blouse - school fabric and design</li> <li>• School tie</li> <li>• Black leather lace up walking shoes (<i>not sports shoes/boots, thongs, sandals or ballet flats</i>)</li> <li>• Black pantyhose (plain or ribbed) or plain white socks</li> <li>• Choice of navy jumper (with or without school badge), WSHS blazer or WSHS spray jacket – No Hoodies or beanies are permitted</li> <li>• Scarves must be the approved school model – plain navy</li> <li>• Small, discrete hair accessories must be school colours (red, yellow, white or blue)</li> </ul>	<p><b>Dress Uniform</b></p> <ul style="list-style-type: none"> <li>• Navy (ink / dark) pants - long/short - tailored</li> <li>• White shirt - long/short sleeves</li> <li>• School tie</li> <li>• Black leather lace up shoes (<i>not sports shoes/boots, thongs or sandals</i>)</li> <li>• Socks - short black or navy or long navy with red stripe at top</li> <li>• Choice of navy jumper (with or without school badge), WSHS blazer or WSHS spray jacket No Hoodies or beanies are permitted</li> <li>• Plain black belt</li> </ul>
<p><b>Girls Uniform</b></p>	<p>• <b>Boys Uniform</b></p>
<p><b>General Uniform</b></p> <ul style="list-style-type: none"> <li>• Navy skirt or plain navy mid-thigh length shorts</li> <li>• Striped WSHS polo shirt</li> <li>• Fully enclosed, lace-up or velcro joggers/sport/gym shoes – preferably white or black (no canvas slip on shoes)</li> <li>• White socks</li> <li>• A short sleeved undershirt if worn must be white or navy blue. Long sleeved undershirts not permitted.</li> <li>• Plain navy track pants</li> <li>• Choice of navy jumper (with or without school badge), WSHS blazer or WSHS spray jacket – No Hoodies permitted</li> <li>• Scarves must be the approved school model – plain navy</li> <li>• Plain navy beanie – no logos, brims, ties or ear flaps</li> <li>• Small, discrete hair accessories must be school colours (red, yellow, white or blue)</li> </ul>	<p><b>General Uniform</b></p> <ul style="list-style-type: none"> <li>• Navy shorts (plain colour).</li> <li>• Striped WSHS polo shirt</li> <li>• Fully enclosed, lace up or velcro joggers/sport/gym shoes – preferably white or black (no canvas slip on shoes)</li> <li>• White socks</li> <li>• A short sleeved undershirt if worn must be white or navy blue. Long sleeved undershirts not permitted.</li> <li>• Plain navy track pants</li> <li>• Choice of navy jumper (with or without school badge), WSHS blazer or WSHS spray jacket No Hoodies permitted</li> <li>• Scarves must be the approved school model – plain navy</li> <li>• Plain navy beanie – no logos, brims, ties or ear flaps</li> </ul>
<p><b>Hat/Cap</b></p> <ul style="list-style-type: none"> <li>• <b>A uniform hat must be worn for all outdoor activities.</b></li> <li>• Cap (WSHS style) available from the canteen OR plain navy - <i>no writing, designs, embroidery etc.</i></li> <li>• Coloured school / house hat</li> </ul>	<p><b>Hat/Cap</b></p> <ul style="list-style-type: none"> <li>• <b>A uniform hat must be worn for all outdoor activities.</b></li> <li>• Cap (WSHS style) available from the canteen OR plain navy - <i>no writing, designs, embroidery etc.</i></li> <li>• Coloured school / house hat</li> </ul>

**Senior School Jerseys and Senior T-shirts are to be worn by current Year 12s only.**

## Rules Associated with Wearing the School Uniform

- **Ear stretchers** are not permitted. Any existing stretchers must be flat, solid and clear, or skin coloured. No ear spikes are permitted.
- **Facial piercings are not permitted:** Any existing facial piercing must be:
  - Removed while at school, or
  - Covered with skin coloured tape at all times, or
  - Worn with a clear, flat small stud.
  - Piercings must be removed for physical activity, and removed or covered for any food handling lesson.
- **Hair** must remain a natural colour.
- **Jewellery** or other adornments (including hair accessories) are not to be worn to school with the exception of a modest wristwatch, and a pair of small plain sleepers or studs. Medical information jewellery is permitted.
- **Nail polish or make-up** is not to be worn.
- **Shoes** - Enclosed shoes must be worn for all occasions. Education Queensland mandates that footwear providing adequate protection (impervious material), and covering the entire foot shall be worn in all workrooms (workshops, laboratories, art, agriculture, textiles and food preparation rooms) as per curriculum risk assessments.
- **Visible tattoos** are not permitted. Any existing tattoos must be covered at all times.

## What to Do If Not in Correct Uniform

- If students are not in correct school uniform, they must report to their Assembly teacher with a note explaining why they are out of uniform. They will receive a Uniform Slip. If students do not have a note of explanation, consequences related to the school's Code of Behaviour will apply. If they arrive after Assembly Group they must report to the Student Resource Office for the Uniform Slip. Students are also required to see their subject teacher before 8.50 am, if they are wearing inappropriate clothing for a class activity so alternative work can be prepared.

**Persistent refusal to comply with the school's dress standards and explicitly stated instructions will result in the student being issued with consequences according to the school's Responsible Behaviour Plan for Students.**

## General and Dress Uniform – When to Wear

- Correct general uniform is required to be worn daily.
- Dress uniform must be worn for excursions and nominated school functions. Students may also wear dress uniform daily to school, if desired.

## Uniform Shop

- Our P&C Association operates a uniform shop on a daily basis from 8:15am to 1:45pm in conjunction with our Canteen. Please feel free to contact the Manager on 4666 9219.

# PROCEDURES TO FOLLOW AT WARWICK HIGH

## Absence from School

If a student is absent from school with a parent's/caregiver's authorisation, then parents need to inform the school using one of the following methods.

- phoning the school absence line on 46669266, or
- sending in a note to their assembly teacher when they return to school stating student's name and assembly group, date or dates of absence, reason for absence and caregiver's signature and date of writing the note, or
- replying to the daily mobile phone text messages which are sent to parents of students who are absent on a given day.

In cases of prolonged absence, the school and the parent/caregiver can make arrangements for work to be sent to the student.

## Students Arriving Late to School

Students must report to the Student Resource Office with a note from parents to explain their lateness. After presenting their Student ID card, students will be issued with a Late Pass, which must be presented to their class teacher. If a student fails to report to the Student Resource Office, they will be marked absent all day. There will be consequences for persistent lateness to school.

## Leaving School and Returning to School Grounds during the School Day

- **All students** leaving school during the day, with parent's/caregiver's permission, must do so via the main Student Resource Office. After showing their Student ID card, they will be issued with a Leave Pass.
- Students must present this Leave Pass, as requested, to teachers or police officers when outside the school grounds.
- **All students** returning to school must do so via the Student Resource Office. After showing their Student ID card, they will receive a Returning Pass, which must be shown to their class teacher.
- Students with Lunch Passes - parents/caregivers who would like their student to go home for one break on a regular basis, must apply for a permanent Lunch Pass through the School Office. This pass must be carried with them when outside the school grounds and students must still sign in and out of the Student Resource Office, as indicated above. **This pass is for a student to go to their home for lunch only** – it is not a pass for them to go to the shops or any other location.

## Students who Travel to School on a Bus

- Bus students are regarded as being at school and therefore subject to the **Code of School Behaviour** from the time of boarding the bus in the morning, until disembarking from the bus on arrival at home in the afternoon.
- Bus companies also have rules and policies which require all students to adhere to a **Code of Conduct for School Students Travelling on Buses**. Copies of this information are provided to all bus students by the relevant bus companies to ensure children and parents are aware of the consequences if this code is breached.
- Penalties for breaching this code can result in students being 'banned' from bus travel for periods of time. More information is available from bus companies.
- **Bus students are not to go to the shops before and after school unless they have a note from their parents/caregivers, permission from a member of Administration and the appropriate pass from the Student Resource Room.**
- More information on the **Code of Conduct for School Students Travelling on Buses** can be downloaded from the following website: <http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx>

## Change of Address/Phone Number/Other Details

- If a change of address, phone number or other details occurs during the year, the school office must be notified in writing so our records can be updated. An up to date contact phone number is essential in case of accident or illness.

## ID Cards

- Must be carried by students at all times and used at the Student Resource Room when signing in and out of the school.
- Student ID cards must be used to borrow resources from the library, Student Resource Room or Sports Department and to attend school socials. If lost, students must apply to the School Office for a replacement. Replacement ID cards cost \$7.50.

## Injuries and Illnesses

- Students should inform the nearest available teacher, who will direct them to report to the School Office with a note, or arrange for urgent medical assistance as the case may be.
- Students should report to the office before phoning or texting parents.

- Minor injuries and illnesses will be treated at school. In more serious cases, the school will contact parents/caregivers to arrange further treatment and if necessary, an ambulance will be called.

### **Leaving School/Transferring**

- Parents/caregivers of students who intend to leave or transfer to another school must complete a Clearance Form, which is available from the School Office.

### **Medication**

- Parents/caregivers of a student who is prescribed medication to be taken at school must complete the appropriate forms available through the School Office. All medication must be lodged at the School Office.

### **Messages to Students**

- These will be taken and delivered only in an emergency. Only in cases of emergency will they be able to make calls using a school phone and all calls must be paid for.

### **Property Identification/Lost Property**

- The Student Resource Room takes care of the school's 'Lost Property'. Current lists of named lost property will appear in the student notices regularly and will be placed on the noticeboard outside the room. Un-named items are placed outside the room in a box to be accessed by students and parents during school hours. All personal property should be clearly marked with the owner's name.

### **Sport and PE**

- All students are expected to participate in timetabled Sport and PE classes unless a note or medical certificate is supplied to the school.

### **Students who drive to School**

- Students who drive to school are required to complete and submit a form, available from the School Office.
- Students are not to take other students in their vehicle without the approval of the parents/caregivers of the driver and proposed passengers. These details must be included in the above form.

### **Visitors to the School**

- **All visitors to the school must report immediately to the School Office.** Visitors' passes will be issued to any persons who have been given permission by the administration to be in the school. No person may communicate with students or staff unless they have permission and the visitor is wearing the official visitors' pass.
- Students are not to make arrangements to meet non-school friends/relatives at the school.

## **EMERGENCY PROCEDURES**

**EVACUATION SIGNAL**

**LOCKDOWN SIGNAL**

## LOCK DOWN PROCEDURE FOR STUDENTS

### Upon the sounding of the Lockdown Signal

- Move into the closest building possible unless already in a classroom
- On teacher's instruction cease all tasks
- Shut and lock all windows and external doors, turn off the lights
- Follow the teacher's directions and sit on the floor, against walls or undercover as required
- Remain as quiet as possible and avoid unnecessary movement
- Turn off mobile phones
- Wait for the all clear from school authorities.

## EMERGENCY EVACUATION PROCEDURES FOR STUDENTS

### Upon the sounding of the Emergency Evacuation Signal

#### In Class Hours

On your teacher's instruction -

- Cease all tasks and shut windows
- Exit room, leaving all belongings behind
- Follow evacuation route as displayed in your classroom
- Move in a quiet and orderly fashion to the designated area (Hamilton Oval)
- Ensure talking is kept to an absolute minimum
- When you arrive at the designated area, sit in your Assembly Group under the direction of your teacher
- Your Assembly teacher will mark the roll
- Wait for the Deputy Principal to give the all clear
- Move in a quiet and orderly fashion back to your classroom.

#### Out of Class Hours

- Cease all activities and move to the nearest footpath by the shortest practicable route
- Move quickly and quietly to the designated area (Hamilton Oval)
- Avoid all buildings if possible
- Sit in your Assembly Group until the Deputy Principal gives the all clear.

## AREAS THAT ARE OUT OF BOUNDS

Area	Who may be there
Front of school A Block	<ul style="list-style-type: none"><li>• No students (unless carrying a pass out)</li><li>• The front door is for staff and visitors only. Students must use the door beside Room C101</li></ul>
Cunningham Precinct	<ul style="list-style-type: none"><li>• Junior Secondary students only during breaks</li><li>• A uniform compliant hat must be worn</li></ul>
Hamilton Oval	<ul style="list-style-type: none"><li>• All students – but only under the supervision of a teacher</li><li>• A uniform compliant hat must be worn</li><li>• No students are to go beyond the cricket nets</li></ul>
Internal courtyard in H Block	<ul style="list-style-type: none"><li>• Special Education Program students only</li></ul>
Bike racks (Guy St)	<ul style="list-style-type: none"><li>• Only those students arriving and leaving on their own bikes</li></ul>
Verandahs, stairs and passageways	<ul style="list-style-type: none"><li>• No students, except when moving from one class to another</li></ul>
Footpaths	<ul style="list-style-type: none"><li>• No students, except when moving to Hamilton Oval or Agriculture area or have permission to leave the grounds</li></ul>



Port racks	<ul style="list-style-type: none"> <li>No students except when placing bags in racks or collecting books before and after school and during morning tea and lunch</li> </ul>
Classrooms, Agriculture area and hall	<ul style="list-style-type: none"> <li>All students, but only when they have teacher supervision</li> <li>Allocated days for Hall</li> </ul>
Corridor where Staff Common Room and Guidance Office are located	<ul style="list-style-type: none"> <li>No students unless under teacher direction</li> <li>Students wishing to see the Guidance Officer will wait in the Student Waiting Room, or as directed</li> </ul>
Local shopping centre and supermarkets	<ul style="list-style-type: none"> <li>No students, once they have arrived at school, unless they have obtained a pass from the Student Resource Office. ID cards must be carried at all times.</li> <li>Bus students are not allowed to exit the school bus in the morning and walk to the shopping centre or supermarket – unless they have parental permission and a Student Resource Office issued pass.</li> </ul>

## INTERNET AND TECHNOLOGY POLICY

All students and parents/caregivers are required to sign internet and network permission and agreement forms each year.

### What is Acceptable/Appropriate Use/Behaviour by a Student?

It is acceptable for students to use school computers and network infrastructure for assigned class work and assignments set by teachers.

### What is Unacceptable/Inappropriate Use/Behaviour by a Student?

It is unacceptable for students to:

- download, distribute or publish offensive messages or pictures.
- use obscene or abusive language to harass, insult or attack others.
- deliberately waste printing and internet resources.
- damage computers, printers or the network equipment.
- violate copyright laws which include plagiarism.
- send chain letters or spam e-mail (junk mail).
- use unsupervised internet chat and online e-mail services (eg. Hotmail),
- play games on the internet or personal memory stick (**UNLESS** they form part of the student's current unit of study, for example a programming unit in ICT, **and** are specifically approved by the class teacher).

**Students should note that once a USB memory stick is plugged into the school network, the school has a responsibility to ensure that the contents thereof are acceptable for school use.**

**Student home directories are also scanned on a regular basis for unauthorised files.**

### Keeping Your Username and Password Safe

- Usernames and passwords are to be kept by the student and not shared with any other individual (eg. a student should not give their fellow students their username and password). Students cannot use another student or staff member's username or password to access the school's network, including trespassing in another person's files, home drive or e-mail.
- Additionally, students should not divulge personal information (eg. name, parent's name, address) via the internet or e-mail to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

# ASSESSMENT POLICY

At the beginning of semester, weekly topics and assessment requirements for each subject are available through the Course and Assessment Planner section in the OneSchool application.

All assessment must be submitted on or before the due date.

The subject teacher will provide students with a task sheet, criteria sheet, and where appropriate, opportunity for assignment feedback. They will also advise students as to how levels of achievement are determined. The *Queensland Curriculum and Assessment Authority (QCAA) Policy* is available on the website [www.qcca.qld.edu.au](http://www.qcca.qld.edu.au) for further details.

## EXAMINATIONS

### Performance Assessment (including Examinations):

Students are required to sit for examinations on the scheduled day.

### Absence on Day of Exam:

Students who are unable to sit for an exam for reasons or circumstances beyond their control, for example, illness, bereavement:

- Contact school – 4666 9222 to advise of non-attendance.
- Upon return to school, provide a medical certificate or note from parents detailing reason for absence and present to teacher or Head of Department.
- Complete the exam the next lesson they are present in that subject. It is the Head of Department's decision if the student will sit an alternative exam.

Students who are unable to sit for an exam due to a known acceptable absence:

- Parent to advise Head of Department prior to leave of absence utilising "Application for Assessment Extension" from Head of Department.
- Prior to leave of absence negotiate a suitable time with the Head of Department to complete the assessment.
- The Application for Assessment Extension form will be attached to the test.

Students who miss an exam without a reasonable excuse (*or fail to provide a medical certificate or note*):

- Student will sit the exam in the next lesson they are present.
- It is the Head of Department's decision if the student will sit an alternative exam.
- The student will be placed on a behaviour level of '5'.

### Penalty for Unfair Practices (Cheating)

- Any student who uses unfair means in an exam will be required to sit an additional exam. The reasons for the alternative exam will be noted on the student's profile and parents advised. Behaviour Management consequences will occur including a level change to a level '6' and the student may receive additional consequences as per the Responsible Behaviour Plan for Students.

## ASSIGNMENTS

Assignments which contribute to assessment must satisfy the following criteria:

- The assignment must be the student's own work
- All assignments require a draft to be presented to the teacher by the due draft date. It will be signed and annotated by the teacher
- The assignment must be presented on the due date unless an extension has been granted. (See Application Assessment Extension and Special Provision)

- The task sheet must be attached to the assignment
- If an extension has been approved, the application form will be attached to the assignment
- The student must witness the teacher marking off their name on a class list. If this can't occur the assignment must be taken to main school office by 4.00pm on the due date and be receipted in the assignment book.

### **Late or Non-submission of Assignments**

Assignments submitted to a teacher after the due date will not be accepted unless an extension has been granted (see Application Assessment Extension and Special Provision). Computer or printer failure is not an excuse.

Students who are absent on the due date of assignment:

- Parents/Caregivers need to contact the school – 4666 9222 to advise of non-attendance
- Parents/Caregivers need to send the assignment to the school with a friend or relative. If this is not possible, the parent/caregiver should contact the HOD on the day to explain the circumstances and make alternative arrangements for the assignment to be submitted
- If the absence is due to illness on the day of the deadline, students should produce a medical certificate or note from a parent/caregiver and an Application for Assessment Extension when they are next at school
- If an extension has been approved, the Application for Assessment Extension form will be attached to the assignment
- If an extension has not been sought and the assignment not submitted, the student will receive a rating based on evidence available on or before this date
- If no extension has been sought, the student will be placed on a behaviour level of '5' and will receive a detention from the class teacher
- Parents will receive a letter from the Head of Department explaining that their student has failed to submit work on time, has been given a rating from evidence available and that the student has been placed on a behaviour level of '5'.

Students who are unable to submit an assignment due to a *known acceptable absence eg. sick, medical appointment*

- If an extension has not been sought, students must hand the assignment to their teacher prior to the due date.
- Students who are present on the day of a due assignment but do not submit assignment
  - If no extension has been sought, the student will be given an in-class withdrawal for the lesson and will submit the work completed at the end of the lesson
  - The student may use their research or choose to submit the draft that has been annotated and signed by their teacher
  - Students will be placed on a behaviour level of '5' and will receive a detention from the teacher
  - Parents will receive a letter from the Head of Department explaining that their child has failed to submit work on time and has been given a rating from evidence available, or completed the assignment in class time. The letter will indicate that the student has also been placed on a behaviour level of '5'.

### **Plagiarism**

- When citing published works, the *Harvard System of Referencing* is to be used
- If work has been submitted for assessment and there is evidence that the work has been plagiarised, the student will be asked to complete the assignment during an in-class withdrawal in the next available lesson after the plagiarism has been discovered
- In a withdrawal circumstance, the student may use their research to complete the required task
- This breach of the Responsible Behaviour Plan will result in behaviour consequences for the student including a behaviour level drop to at least a level '5' and time in the Internal School Reflection Room issued by the Head of Department.

### **Special Consideration of Factors Affecting Assignment Completion/Submission:**

#### **Special Provision**

Students who consider that their performance in an assessment has been adversely or will be adversely affected by a specific educational need may apply for special provision.

Special Provision arrangements should be made with the Guidance Officer and must be supported by suitable evidence such as medical reports, medical certificates or other documentation. Appointments are arranged through the office.

Any student who has a specific educational need may be considered for special provision including students:

- with disability such as those of a sensory, motor or neurological nature
- with educational needs arising primarily from socio-economic or cultural factors
- for whom English is an Additional Language or Dialect (EAL/D)
- with short-term impairments such as glandular fever or fractured limbs
- who are gifted or talented
- with life circumstances that impact on equitable assessment.

## **HOMEWORK, ASSIGNMENTS AND STUDY**

### **The Purpose of Homework and Study**

Homework and study is a valuable part of schooling. It allows for the students to practise, extend and consolidate work done in class. Homework and study provides training for students in planning and organising their time and provides parents with insight into what is being taught in the classroom.

### **Homework and Study is Most Beneficial When It:**

- reinforces and extends coursework and consolidates basic skills and knowledge
- is challenging and purposeful
- is well coordinated and teacher expectations are well communicated
- is set on a regular basis and establishes a routine of home study
- takes into account student home responsibilities and co-curricular activities such as clubs, sport and part-time employment.

### **Three Main Types of Homework and Study That Can be Assigned:**

**Practice exercises:** providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.

*Examples include:*

- Completing work started in class
- Consolidation exercises
- Revising information about a current topic
- Practising words and phrases learnt in a language other than English
- Reading for pleasure
- Essay writing
- Music practice.

**Preparatory Homework and Study:** providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons.

*Examples of Preparatory Work:*

- Background reading
- Revision for up-coming test, outcomes or exams
- Research of topics for a class unit of coursework
- *Examples of Study:*
  - Read and revise notes
  - Annotate theory
  - Produce summaries.

**Extension Activities:** encouraging students to pursue knowledge individually and imaginatively.

*Examples include:*

- Investigation and project based activities
- Information acquisition and retrieval skills.

## My Attendance and Attitude Tracker

	Term 1		Term 2		Term 3		Term 4	
Date								
Attendance rate								
Behaviour level								

### OUR TARGETS

- Attendance** – every day, every lesson, on time - 95%
- Attitude** – excellent behaviour and effort – 50% students on behaviour level 3+, 100% on behaviour level 4+
- Achievement** – personal best and a qualification for every school leaver – 85% C+ and 50% B+

## Academic Achievement / QCE Eligibility Check

Subject	Level of Achievement				Credits			
	1	2	3	4	1*	2*	3*	4*

*\*These are the credit points you would receive if you exited the subject at this point in time.*

### The requirements for a QCE

Requirement	Met (✓) or Not Met (✗)	Details
Literacy		
Numeracy		
Units of completed core		
Total credit		
QCE Eligibility		



