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Responsible Behaviour Plan for Students
2016-2019

1. Purpose

Browns Plains State High School is committed to providing a safe, supportive and respectful school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive; and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced. The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained.

2. Consultation and data review

Browns Plains State High School has developed the school’s Responsible Behaviour Plan for Students in collaboration with our school community. There have been significant and ongoing consultation processes involving all members of the community. The school’s Responsible Behaviour Plan for Students was reviewed and updated in February, 2016. The Plan was endorsed by the School Principal and P&C President.

3. Learning and behaviour statement

The School Responsible Behaviour Plan for Students assists students to “own” their behaviour and to accept responsibility for the consequences of that behaviour. It acknowledges and encourages respect for self and all members of the school community, and their property.

Our Responsible Behaviour Plan for Students aims to provide opportunities for significance and success by: encouraging excellence and pride; providing quality teaching with compassion; embracing a spirit of cooperation within the community. It aims to maintain positive and productive learning and teaching environments in which there are clear and consistent expectations.

Our school community has identified the following school values to teach and promote high standards of behaviour. The school community expects students to be: Respectful and Responsible.

Our school rules have been agreed upon and are embedded within the pedagogy of all staff. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

In order for positive behaviour to be maintained across the student body at Browns Plains State High School, expectations are clearly communicated. Staff teach the behaviours and the appropriate responses which are expected of students in their daily code of conduct as demonstrated at school. This communication is a form of universal behaviour support, which provides the behavioural framework for all students.

4. Facilitating positive behaviour

Universal behaviour support

The Browns Plains Responsible Behaviour Plan for Students supports the school’s culture for learning where high standards and expectations are key to student success.

Building Positive School Culture through:

- Whole school policies endorsed by parents and students (School Reviews, School Operational Plan, Responsible Behaviour Plan for Students, Academic Policy, Student Well-being Plan, Attendance Policy and Senior Student Contract).
• A Student Dress Code endorsed by the P&C that reflects school tone, student identity and self-worth.
• The explicit teaching and modelling, in all school contexts, of the two school wide expectations of being Respectful and Responsible.
• Teachers using the 10 Essential Skills for Classroom Management coupled with behaviour monitoring, Buddy Room practices and parent contact to ensure students have the opportunity to correct inappropriate behaviours.
• In adopting the principles of Dimensions of Learning, teachers are establishing and maintaining a positive classroom climate and encouraging students to be prepared for learning, punctual and diligent.
• Reinforcement of positive behaviours of responsible citizenship is consistently attended to in all learning and social contexts of the school.
• Positive and exemplary behaviour is acknowledged by the school to build the self-esteem of students and enhance the reputation of the school.
• Celebrating good behaviour, high attendance and academic success through various whole school and year level initiatives and spontaneous recognition.

Recognition of Excellence/Participation
The school recognises students who make positive contributions to school life within the classroom, on the sporting field or in extra-curricular activities through:
• Diligence and Integrity Awards.
• Recognition through newsletters, social media and assemblies.
• Community business-link programs.
• Spirit of Enterprise.
• Youth Support Coordinator initiatives.
• Formal Academic Awards Ceremonies.
• Year 12 Access program.
• Sports and Arts Awards functions.
• Prefect ceremonies.
• Student representative councils – Junior Secondary and Senior Schooling.
• Leadership camps for students.
• Individual teacher strategies e.g. merit registers.
• Regular contact with parents and carers.

Striving for Teaching and Learning Excellence
• Engaging curriculum, effective teaching, and promoting and encouraging high standards of behaviour.
• Junior Secondary and Senior Schooling programs promoting excellence in academic and vocational education with:
  - ICTs (Information and Communication Technologies)
  - Literacy and Numeracy
  - The Academic Excellence Program
  - The Learning Centre
• Proactive classroom management and simple, universal and consistent expectations.
• Strategic and ongoing professional development or training for all members of the school community to remain contemporary in our dealings with young people in an educational setting.

Targeted behaviour support
Learning First
Our school data shows a small number of students may need additional support and timely intervention on some occasions. Targeted behaviour support occurs around a specific setting, issue, student or group of students. Targeted support is devised, arranged and managed by the Senior Leadership team, Heads of Department and/or the Support Team. The Support Team is comprised of:
• Deputy Principals
• Guidance Officers
• Behaviour Support Teacher Aide
• School Nurse
• Youth Support Coordinator
• Year Level Coordinators
Students may be identified for support and programs created in consultation with parents/carers. For students with special needs, support is aligned with their Individual Curriculum Plan.

Points of Contact
Where the learning of others is disrupted, or individuals through unacceptable behaviours are themselves disengaged from learning, teachers adopt and adapt a range of skills, including parental partnerships, to re-engage students. Persistent misbehaviour results in referral to Heads of Department or the Administration Team.

The approach taken by teachers and the Principal:
• teachers provide clear expectations and model the values of being Respectful and Responsible.
• Support Team provide a safety net of care across the school, characterised by non-violent, non-coercive and non-discriminatory practices.
• teachers use the 10 Essential Skills of Classroom Management.
• teachers record unacceptable behaviours on OneSchool.
• teachers use the Buddy Room system, engage the support of Heads of Department and make parent contact if required.
• major behaviour violations or persistent low level behaviours may result in a referral to the Behaviour Support Room (BSR).
• equitable consequences.
Intensive behaviour support

For a variety of reasons, a small number of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. Students identified as needing intensive behaviour support are those who have had targeted support and are still at risk of significant educational underachievement due to their inappropriate behaviours.

The Support Team assists in Case Management of specialist services. A collaborative consultation process, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer is held. This is coordinated by the Deputy Principals.

Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include:

- Department of Child Safety.
- Child Health and Youth Mental Services.
- Queensland Health.
- Police.
- Youth and Family Services.
- Senior Guidance Officers (Education Queensland).
- The Family Unit - Alternative Education Centre, Hillcrest.
- Eagleby Learning Centre.
- Indigenous Agencies.
- Centre Ed at Kingston.
- YMCA at Kingston.
- Local Council.
- Bridges Reconnect.
- Disability Services Qld

5. 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.

Examples of critical incidents that occur in schools include:

- death of students, staff, parents and community members who link closely to the school environment.
- a completed suicide by persons included above.
- a disaster i.e. a fire, flood or extensive storm causing damage etc.
- a hostage situation.
- physical harm done to persons included above.
- a road accident outside school grounds.
- a school transport accident i.e. on excursion.
- any other event that has an unusually powerful impact on people in general.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

Basic defusing strategies include:

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 to 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).

6. Consequences for unacceptable behaviour

Student behaviour that does not comply with the expected standards is not acceptable and may attract consequences as a result of choosing behaviour that is inconsistent with and unacceptable with expectations and standards of personal conduct, good order of the school or contrary to following reasonable instruction.

Consequences are 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.
- provide opportunity for students to reflect and adopt the support strategies put in place.
General Principles:
The table on page 7 is an explanatory guide and assists application of the principles of continuity on a case by case basis. It is not intended to be prescriptive nor exhaustive but a point of reference.

Unacceptable student behaviour has been categorised from Levels 1 to 3 where appropriate support strategies and consequences apply. Dependent upon the level of behaviour, a range of consequences authorised by Education Queensland are employed as prescribed for in Chapter 12, Education (General Provisions) Act, QLD, 2006. All behaviour incidents, strategies and consequences are recorded in OneSchool. A student’s whole of behaviour record in OneSchool is referred to in the application of appropriate, intervention and/or disciplinary consequences.

Minor Behaviours:
Level 1 behaviours - classroom and other.
Examples including but not restricted to: lateness, bullying, littering, requiring repeated instructions, distracting others in class, failure to bring equipment, lateness to school or class, inappropriate electronic equipment use (mobile phone use), hair, make-up or jewellery infringements, eating in class, tobacco use or related behaviour.

Possible consequences including but not restricted to:
- natural consequence including teacher detention or directed activity.
- restorative justice and/or
- possible contact with parent at teacher/ HOD discretion.

Level 2 behaviours – classroom and other.
Examples including (Level 1) but not restricted to: repeated low level misbehaviour, inappropriate euphemisms/language/swearing, vandalism, misbehaviour travelling to or from school including public transport, physical contact, immoral behaviour, unsafe or dangerous behaviour, refusal to follow directions/instructions, refusal to participate in behaviour management processes.

The Head of Department or Deputy Principal will contact parents/caregivers to inform, discuss and/or negotiate an intervention strategy as for Level 1 and in addition may include the following at the direction of the Principal:
- monitoring and consequences.
- interventions and support service.
- community Service and sanctions.
- loss of privileges including withdrawal of opportunities to represent the school recommended to and must be sanctioned by the Principal.
- withdrawals from classroom to independently supervised instruction are recommended to and authorised by the Principal.

Major Behaviours
Level 3 behaviours - classroom and other.
Examples including (Level 1+2) but not restricted to: unlawful behaviour, weapons offences, behaviour related to any form of alcohol/drugs or drug paraphernalia, violence, intimidation of staff considered serious by school community standards, personal conduct, serious non-compliance or disruption to the good order of the school.

In each Level 3 case the Deputy Principal or Principal will contact parents/caregivers to inform parent/carer of disciplinary decision determined by the Principal. An intervention strategy to support the student in learning and to balance the consequences applied will be determined through consultation with support agencies as required and appropriate and constructive discussion with parent/carer is mandatory.

Consequences that include further principles of Natural Justice at all times and includes consequences and/or restorative justice in response to the serious nature of the breach of discipline standard and may include:
- Suspensions (SDA - School Disciplinary Action).
- Principal's Proposal to Exclude.
- Cancellation of enrolment.

Physical Restraint
Physical restraint is applied in exceptional circumstances and only by staff trained in Non Violent Crisis Intervention (NVCI):
- as an immediate or emergency response.
- as part of student’s individual plan, including prevention of self-harming behaviours.
- when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation.
- after considering welfare of student, staff and other students.
- with such force as is reasonable under the circumstances.

in conjunction with teaching and reinforcement of alternative appropriate behavior.
- when developing strategies to deal with situations involving use of physical restraint:
  - following procedures in accordance with Code of Conduct (http://education.qld.gov.au/corporate/codedoconduct/index.html) and
  - following procedures in accordance with Student protection (http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx).
- in consideration of any issues that might exacerbate the situation such as:
  - with body language, tone of voice or facial expressions.
  - sensitivity to sounds or touch by students.
  - student’s methods of communication.
- following specific processes for
  - physical Restraint - Immediate or Emergency Response.
  - physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan).
Discipline Improvement Plan
Students may be placed on a Discipline Improvement Plan when the student exhibits a history of inappropriate behaviours either in the classroom, school grounds or whilst representing our school.

Identified students will negotiate their educational goals with their parents or carers and a Deputy Principal or the Principal. This plan will contain specific actions and goals for students to support them in addressing the identified areas of concern. Progress of the student will be monitored on a regular basis by the relevant Case Manager. Failure to fulfill the Discipline Improvement Plan will result in an intervention meeting to identify the best educational pathway for the student.

Behaviour Improvement Conditions
Where exclusion is a possible consequence and the student exhibits no prior serious history of improper behaviour a Behaviour Improvement Condition (BIC) may be imposed. A BIC is a clear outline involving all stakeholders of the history, support and future expectations of the student. A BIC may be applied for not more than 3 months as a proactive measure to facilitate and promote standards of behaviour.

The BIC will outline a program that must be:
- reasonably appropriate to the challenging behaviour.
- conducted by an appropriately qualified person.
- designed to help the student not to re-engage in the challenging behaviour.

Subsequent breaches of discipline may result in suspension with proposal to exclude from the school. (Refer to section 324 of the Education (GP) Act 2006 and SMS-PR-21: Safe, Supportive and Disciplined School Environment).

Consequences
The following is a guide for the consideration and application of consequences for Major Level 3 behaviours to ensure certainty and consistency in the school’s response in application of consequences applied to students. The descriptions of behaviours/actions and application of student disciplinary absence (suspension) or other measure listed in the following table are indicative only and consequences are not limited by the omissions of an event or behaviour.

Breaches of the Responsible Behaviour Plan for Students will:
- be dealt with on a case by case basis.
- reflect the severity or seriousness of the event or conduct.
- consider the impact on the good order and management of the school and members of the school community.

Consequences:
- are not necessarily sequential or cumulative for each offence, but may be dependent on the situation.
- provide opportunities to access support and intervention services.
- can be applied to students while travelling to or from school being reasonably identified as a student of the school, while in uniform, in or on public or private transport, or in a public place.

Cancellation of Enrolment: For post compulsory age students, enrolment may be cancelled for a period up to one year if a student fails to participate in the program of instruction.

Behaviour Support Room (BSR)
For individuals to succeed they must believe that you care about them, that you have confidence in their ability to solve problems, and they must experience mutual respect.

Browns Plains State High School uses the nearby classroom referral (Buddy Room) and Behaviour Support Room as a significant part of its discipline program. It is founded upon the understanding that all students have a right to learn within an orderly and disciplined environment. Students who are repeatedly disruptive in class should be removed for a short period of time when a repertoire of other behaviour strategies have been exhausted by the classroom teacher.

The aim of this process is to develop young people to take responsibility for their own behaviour and where issues arise they are able to negotiate a solution that allows those involved to achieve their goals. It also aims to maintain a culture of focused work and progress within the classroom environment.

Behaviour Intervention
Our School: Schools are a social context and require high levels of conformity, compliance and ‘respect’ for others. This can be difficult for many students to come to terms with. We strive to keep a ‘well disciplined’ environment where, students feel safe and happy to be at school and learn. Students also learn how to interact with others building their own and others esteem.

Our Beliefs:
- all young people need to acquire and possess personal habits and social skills as a life-long skill.
- even ‘good parents’ and ‘good schools’ can have children who present challenging behaviours that cannot necessarily be dealt with through consequences alone.
- changing social and family structures, can create social disconnection where once expected social rules are now not the norm.
- some young people need to learn how to behave because of this disconnection with social expectations and responsibilities.

Balancing Discipline and Learning:
- schools deliver learning in a social context where positive behaviours need to be learned, adopted and practised.
- a challenge of raising children in a post-modern era is that personalising and catering for individuals, teaching them to be critical and discriminating is an art, requiring intellect and thought.
- children need to be taught these skills while understanding that being impulsive is not the same as ‘having a say’ and ‘a free will’, regardless of the impact on others, including the school.
## TABLE OF BEHAVIOURS AND CONSEQUENCES

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<thead>
<tr>
<th>Behaviour</th>
<th>Serious 1st Offence</th>
<th>Very serious or 2nd Offence</th>
<th>Extremely serious or 3rd Offence</th>
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<tbody>
<tr>
<td><strong>Aggressive Behaviours</strong></td>
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<tr>
<td>Abusive language/Gestures</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Extreme disrespect</td>
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<tr>
<td>Fighting, Assault</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Bullying and Harassment including cyberbullying via electronic devices; inappropriate use of social media.</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Inciting others to behave inappropriately</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Physical intimidation or assault of a member of staff</td>
<td>SDA 10 to 20 days.</td>
<td></td>
<td>Exclusion recommended.</td>
</tr>
<tr>
<td><strong>Property</strong></td>
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<tr>
<td>Vandalism (including graffiti, arson, and damage to school property)</td>
<td>SDA up to 5 days and restitution.</td>
<td>SDA 6 to 10 days and restitution.</td>
<td>SDA 10 to 20 days and restitution. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Stealing, possession or dealing in stolen items</td>
<td>SDA up to 5 days and restitution.</td>
<td>SDA 6 to 10 days and restitution.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td><strong>Disturbance to school and/or Disruption to learning</strong></td>
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<tr>
<td>Persistent disruption to learning</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Interference with teachers exercising authority</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Persistent interference with the learning of others</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Use of mobile phones and electronic devices and accessories. Devices and accessories are prohibited from use during all school time, including class situations, lunch breaks and assemblies. A student bringing these items to school accepts responsibility for loss, theft or damage.</td>
<td>Mobile phone or other equipment confiscated and student to collect from office. In school detention.</td>
<td>Mobile phone or other equipment confiscated and student to collect from office. In school detention.</td>
<td>Parent to collect from office. Intervention conference.</td>
</tr>
<tr>
<td>Breach of Acceptable Usage Agreement for Bring Your Own Device (BYOD) and ICT Facilities and Devices (See also consequences for Aggressive and/or Immoral Behaviour)</td>
<td>Withdrawal of user rights for determined period and/or SDA up to 5 days.</td>
<td>Withdrawal of user rights for determined period and/or SDA up to 10 days.</td>
<td>Withdrawal of user rights for determined period. May include banning from school network and/or SDA 6 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td><strong>Academic dishonesty (refer to Academic Policy)</strong></td>
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<tr>
<td>Forgery/impersonation of staff member or parent/carer on school documents or communication between home and school.</td>
<td>SDA up to 5 days.</td>
<td>SDA up to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Truancy</td>
<td>In school detention. After school detention. Behaviour Monitoring Card. SDA up to 5 days.</td>
<td>Agency intervention Behaviour Monitoring Card. Continued failure to follow school procedures SDA up to 5 days. (Disobedience and Breach of Behaviour Monitoring Card).</td>
<td>Persistent failure to follow school procedures SDA 6 to 10 days. (Disobedience and Breach of Behaviour Monitoring Card). Senior students: Cancellation of enrolment.</td>
</tr>
<tr>
<td>Disobedience – including refusing to follow teacher direction affecting learning of others, and/or good order of the classroom/school, and/or affecting safety of self or others</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Intervention including detentions or withdrawal to complete and submit work. SDA up to 5 days.</td>
<td>Intervention including detentions or withdrawal to complete and submit work. SDA up to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td><strong>Regulated, Prohibited or Illegal substances</strong></td>
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</tr>
<tr>
<td>Possession, sale, trading, use of illegal substances or in company of others committing these acts (e.g. drugs, drug implements) or banned items including prescription drugs.</td>
<td>SDA up to 5 days.</td>
<td>SDA up to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Use, sale, supply or trading in alcohol/tobacco or banned items</td>
<td>SDA up to 5 days.</td>
<td>SDA up to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Accompanying or acting as a &quot;spotter&quot; for smokers</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td></td>
</tr>
<tr>
<td>Under the influence of drugs or alcohol at school, while coming to/from school or at school functions</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Using alcohol on school premises or at school functions</td>
<td>SDA 10 to 20 days.</td>
<td></td>
<td>Exclusion may be recommended.</td>
</tr>
<tr>
<td><strong>Immoral Behaviour</strong></td>
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<tr>
<td>Indecent exposure</td>
<td>SDA up to 10 days.</td>
<td></td>
<td>SDA 6 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Possession or publication of pornographic material or accessing pornography via school computers</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Indecent behaviour, abuse with sexual inference, sexually explicit behaviour</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 10 to 20 days. Exclusion may be recommended.</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Serious 1st Offence</td>
<td>Very serious or 2nd Offence</td>
<td>Extremely serious or 3rd Offence</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Unsuitable behaviour in or around playground (e.g. climbing on roofs, water bombs, entering storm drains etc)</td>
<td>SDA up to 5 days. WH&amp;S.</td>
<td>SDA 6 to 10 days. WH&amp;S.</td>
<td>SDA 6 to 20 days. WH&amp;S.</td>
</tr>
<tr>
<td>Unsuitable or injurious behaviour towards others (throwing objects endangering others or property causing actual harm or injury)</td>
<td>SDA up to 5 days.</td>
<td>SDA up to 10 days.</td>
<td>SDA 6 to 20 days.</td>
</tr>
<tr>
<td>Possession of items for use as a weapon (for further information on knives, see Appendix 6)</td>
<td>SDA up to 5 days.</td>
<td>SDA 6 to 10 days.</td>
<td>SDA 6 to 20 days.</td>
</tr>
<tr>
<td>Possession of dangerous weapons (e.g. knives, slingshots) that are considered by community or legal standards to be offensive or defamatory. This includes, but is not limited to attempts either directly or indirectly to defame, denigrate by words or actions or intimidate (cyber-bullying) by: use of electronic and/or social media such as mobile phones, to transmit video or sound recordings posting of offensive material to internet sites whether for limited or general access by others making accusations about teachers, that when fully investigated prove to be false</td>
<td>SDA up to 10 days.</td>
<td>SDA 10-20 days.</td>
<td>Exclusion recommended.</td>
</tr>
<tr>
<td>Acts of, or publication of material, that brings the school into disrepute in the wider community and or potentially or actually brings discredit to the school or public schools generally. This includes publication of or participating in acts of public nuisance, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Browns Plains State High School and where a connection to the school can be determined. Examples are, but not limited to, where students have: participated in such acts inciting others to act in a manner that discredits the school in the wider community recorded sound or video of such behaviour on any device and/or posted sound or video footage of such behaviour to any website or media for the purpose of public broadcast</td>
<td>SDA up to 10 days.</td>
<td>SDA 10-20 days.</td>
<td>Exclusion recommended.</td>
</tr>
<tr>
<td>Jewellery (including facial and body piercing).</td>
<td>Confiscation of items and held by Administration with items returned to student.</td>
<td>Confiscation of items and held by Administration with items returned to student.</td>
<td>SDA up to 5 days Confiscation of items and return to parent/carer.</td>
</tr>
<tr>
<td>Make-up, nail polish and explicit hair colouring.</td>
<td>Removal of excess makeup, nail polish or unnatural hair colouring.</td>
<td>Removal of excess makeup, nail polish or unnatural hair colouring.</td>
<td>Parent conference re WH&amp;S.</td>
</tr>
<tr>
<td>Uniform non-compliance</td>
<td>Parent contacted to provide appropriate item(s). Each breach is recorded. Alternative Arrangement. Withdrawal to WH&amp;S compliant setting</td>
<td>Parent contacted to provide appropriate item(s). Each breach is recorded. Removal of piercing/confiscation Alternative Arrangement. Withdrawal to WH&amp;S compliant setting.</td>
<td>Parent contacted to provide appropriate item(s). Each breach is recorded. Removal of piercing/confiscation Alternative Arrangement. Withdrawal to WH&amp;S compliant setting.</td>
</tr>
</tbody>
</table>
Browns Plains Behaviour Approach

We are responsible for our own behaviours. As teachers we teach expected behaviours and reinforce common expectations.

As students we are **Respectful** and **Responsible**.

**Explicit Teaching**

- **WALT / WILT**

**Clear Classroom Expectations**

**Positive Behaviour**

**Persistent Minor Low Level**

**Major Behaviour Violation**

**Playground Misbehaviour**

- **PGD Teacher addresses behaviour**
- **PGD Teacher refers to Year Co or Admin**

**NOTES**

1. Major Violations e.g. refuse directions, violence, and swearing.
2. Detention rooms operate at 1st break in BSR. Year Co/HOD/DP referral only.
3. Teachers use professional judgement in managing students.

**Teacher Actions:**

- Correction, Detention, Litter Duty, Call home (not mandatory but preferred)

**Buddy Room**

School-wide practice. Work to be sent with student. OneSchool entry by teacher

**Refer to BSR or Admin action -**

- Options: detention, conversation, phone home, behavior monitoring card, disciplinary absence
- *Must be recorded on OneSchool / Feedback to teacher*

**BSR**

(Behaviour Support Room)

- Mandatory Parent contact with HOD/Teacher/Admin
- Pro-active strategies
- Consequences
- Discipline Improvement Plan or Behaviour Improvement Condition

**PGD Teacher**

- Addresses behaviour
- Refers to Year Co or Admin

**Identify Issue:**

1. **10 ESCM**
2. **Buddy Room**
3. **Teacher Actions**:
4. **BSR**
   - (Behaviour Support Room)
   - Mandatory Parent contact with HOD/Teacher/Admin
   - Pro-active strategies
   - Consequences
   - Discipline Improvement Plan or Behaviour Improvement Condition

---

**Positive Behaviour**

10 ESCM

- **P, DP, HOD and Year Co**
- Referral to BSR
7. Network of student support

Student Support Team

The Student Support Team (See Appendix 7 for roles and responsibilities) members provide a safety net of care across the school. Student behavior at Browns Plains State High School is supported and managed by a range of school personnel who team to adopt a strategy and appoint Case Managers on a case by case basis. This ensures:

- support is targeted and timely.
- delivered by the appropriate personnel.

8. Consideration of individual circumstances

At Browns Plains State High School inclusive practices ensure all students have access to educational programs:
- Special Education Program inclusion where appropriate.
- Children in Care classroom support.
- Indigenous Support Program.
- Rock and Water Program for disengaged boys.

9. Related legislation

- Education (General Provisions) Regulation 2006.
- Criminal Code Act 1899.
- Workplace Health and Safety Regulation 2011.
- Right to Information Act 2009.

10. Related policies and procedures

- Statement of expectations for disciplinary school environment policy.
- Safe, Supportive and Disciplined School Environment.
- Inclusive Education.
- Enrolment in State Primary, Secondary and Special Schools.
- Student Dress Code.
- Student Protection.
- Hostile People on School Premises, Wilful Disturbance and Trespass.
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions.
- Acceptable Usage Agreement for Bring Your Own Device (BYOD) and ICT Facilities and Devices.
- Managing Electronic Identities and Identity Management.
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.
- Temporary Removal of Student Property by School Staff.

11. Some related resources

- National Safe Schools Framework.
- Working Together resources for schools.
- Cybersafety and schools resources.
- Bullying. No way!
- Take a Stand Together.
- Safe Schools Hub.

Endorsement

Mike O'Connor  P&C President
Principal

Date effective: from February 2016 to February 2019
Appendix 1: Incident Report Form

**Incident Statement**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Incident</th>
<th>Time of Incident</th>
<th>Place of Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Ensure the statement covers the following points:

- What I saw and heard when I first entered the incident
- Any other information relevant to incident

<table>
<thead>
<tr>
<th>Position</th>
<th>School name (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Browns Plains State High School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Note: The following assistance was provided in writing this statement:

1. Essential Skills Employed
   - Establishing Expectations
   - Giving Instructions
   - Waiting and Scanning
   - Cuing with Parallel
   - Acknowledgement
   - Encouraging Body Language
   - Descriptive Encouragement
   - Selective Attending
   - Redirecting to the Learning
   - Giving a Choice
   - Following Through

Reasons for referral:

- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________

2. Buddy Room
   - Referred to Teacher: ________________
   - Room: ____________________________
   - Work to be completed:
     - ____________________________________________________________
     - ____________________________________________________________

3. HOD Intervention
   - Behaviour support provided for the student includes:
     - 10 ESCM
     - Sent to Buddy Room
     - Seating plan/moved to a different seat
     - Classroom behaviour report form
     - Contact home to enlist parent support
     - Other: ____________________________________________________
   - Head of Department: ____________________________
   - Date: ________________
   - HOD follow up action:
     - ____________________________________________________________

4. Behaviour Support Room - Major Violation
   - Refusal to go to the Buddy Room
   - Referral from Buddy Room to BSR
   - Physical Violence
   - Verbal Aggression

Brief Description of Incident:

- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________

Action/DP Follow Up:

- ____________________________________________________________
- ____________________________________________________________
## Appendix 3: Behaviour Monitoring Card

### BEHAVIOUR MONITORING CARD

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Teacher (Name, Signature)</th>
<th>Effort</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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Deputy Principal: Parent/Guardian

TUESDAY:

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Teacher (Name, Signature)</th>
<th>Effort</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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Deputy Principal: Parent/Guardian

WEDNESDAY:

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<th>Teacher (Name, Signature)</th>
<th>Effort</th>
<th>Behaviour</th>
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Deputy Principal: Parent/Guardian

THURSDAY:

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<tr>
<th>Period</th>
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</table>

Deputy Principal: Parent/Guardian

FRIDAY:

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Teacher (Name, Signature)</th>
<th>Effort</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

Deputy Principal: Parent/Guardian

## Appendix 4: Discipline Improvement Plan

Discipline Improvement Plan for ______________________

### Demonstrated Behaviour/Incident

### School Support

### Expected Behaviour

### Consequences For Non-Compliance

### People Who Can Support You

Agreement:

I/We agree to the discipline improvement plan outlined above and understand that this plan will begin on _______________ and will be reviewed on _______________.

Signatures:

Student: _______________________________  Deputy Principal: __________________________

Date: _______________________________  Date: _______________________________

Parent/s: ____________________________  Other: _______________________________

Review Date: ___________________________
Appendix 5: Behaviour Improvement Condition (BIC)

Date

Student’s Full Name
Street
SUBURB Q 4xxx

Dear Student’s First Name

NOTICE REGARDING IMPOSITION OF BEHAVIOUR IMPROVEMENT CONDITION

I have decided to impose a Behaviour Improvement Condition upon your continued attendance at school name commencing on first date for total not more than 3 months, under section 324 of the Education (General Provisions) Act 2006. Your continuing attendance at school name is subject to your compliance with the Behaviour Improvement Condition.

Under section 324 of the Act, the grounds for imposing a Behaviour Improvement Condition are:

- Choose the relevant grounds for imposing a Behaviour Improvement Condition – the basis of which are the grounds for exclusion mentioned in section 293:
  - Disobedience by the student
  - Misconduct of the student
  - Other conduct of the student that is prejudicial to the good order and management of the school or State schools.

I have decided to impose a Behaviour Improvement Condition because you have engaged in the following serious behaviour:

- Outline specific present behaviours which have resulted in this behaviour improvement condition
- Include reference to the relevant part of the school’s Responsible Behaviour Plan for Students which has been breached.

In making my decision I considered the following information:

- List sources of information gathered as evidence such as:
  - Student’s own statement/interview in response to the allegations, statements of staff, students, other witnesses etc.

On the basis of this information, I made the following findings of fact:

- Refer only to the specific and relevant parts of the information you relied upon to make your decision, such as verbatim excerpts from statements as appropriate. Refer only to the specific and relevant parts of the information you relied upon to make your decision, such as verbatim excerpts from statements as appropriate. Ensure you have provided parents/students with sufficient information in writing to afford natural justice.

In making my decision, I have taken into account the following support measures that have been provided to assist you improve your behaviour:

NOTE: If behavior resulting in Behaviour Improvement Condition is atypical/one-off, principals may not need to cover all the suggested content below.

- Outline any targeted support or intensive intervention specifically provided to address this student’s behavior.

The Behaviour Improvement Condition you must comply with is outlined below:

- Outline the behavior program the student is required to undertake that is reasonably appropriate to the challenging behavior
  - Eg specific programs with support personnel, specific program identified through individual behavior plan, specific external programs through other government department/community agencies.

Please note that contravention of this Behaviour Improvement Condition is grounds for a recommendation for exclusion.

Your case manager is case manager name. He/she will be conducting your program to assist you in improving the behavior that lead to the imposition of a Behaviour Improvement Condition.

You are able to make a submission to review my decision to impose this Behaviour Improvement Condition to principal’s supervisor’s name, address, phone stating your reasons for the review and providing any supporting facts. I have attached information that explains how you may make a submission, however you may want to seek the assistance of your parent/carer or another adult when preparing it. Name (could be a person outside of the school) is able to assist you in making a submission.

The submission must be made within 5 school days of you receiving this letter. You may contact principal’s supervisor’s name before that date and request a longer period in which to make the submission if required. Name (could be a person outside of the school) is able to assist you in making a submission.

A copy of this notice has been provided to your parent/carer. Please note that your parent/carer is able to make a submission on your behalf.

An appointment has been made for date and time with case manager name on phone to discuss your program and timetable. You should contact case manager name on phone to discuss anything you do not understand in this letter.

Yours sincerely

Principal’s Name
Principal
School Name
Att.
Appendix 6: Prohibited Items

WORKING TOGETHER TO KEEP OUR SCHOOL SAFE

We can work together to keep knives out of school. At Browns Plains State High School:

- Every student has the right to feel safe and be safe at school
- No knives are allowed to be taken to school by students
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including tick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Browns Plains State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact the relevant school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a member of our administration.

Further information of these policies can be found on the Browns Plains State High School website (http://www.brownsplainsshs.eq.edu.au).

Appendix 7: Support Team

Roles of Support Staff

Guidance Officer
Guidance services include:
- Student support through advocacy and mediation
- Personal counselling and referral to other services where appropriate
- Parenting counselling and referral to other services where appropriate
- Parenting information and support
- Course information, subject choices and changes e.g. Student Education and Training Plan process
- Career counselling relating to training and tertiary needs

Heads of Department (HODs)
- Support to students disengaging or disengaged from learning in a curriculum area or subject
- Lead curriculum, teaching and learning strategies to ensure all students are productively engaged in learning, monitor and track student progress in their department
- Mentor teachers in professional practices to deliver engaging and meaningful learning

Year Level Coordinators (YLCs)
- Individual year level responsibility for student welfare
- Promotion of year level ‘Team Spirit’, social skillling, community – school tone
- Coordination of year level
- Liaison between students, staff, administration and parents

Learning Support Teacher (STLN)
- Identification and review of students with learning difficulties
- Allocation of support to students with learning difficulties
- Coordination of teacher aide support

Special Education – HOSES (Head of Special Education Services)
- Allocation of support to students with disabilities
- Coordination of teacher aide support
- Liaison with parents, teachers and administration
- Development of Education Adjustment Plan (EAP)
- Advocacy for students with disabilities

School Based Youth Health Nurse (SBYHN)
The SBYHN works with students, school staff and parents to:
- Address concerns or problems about health and well-being
- Create a more supportive, healthy school environment (a health-promoting school)
- Connect people to other support services inside and outside the school

Indigenous Education Coordinator
- Supports students and families of Aboriginal and Torres Strait Islanders
- Promotes cultural events
- Tracks of student learning outcomes, attendance and participation

Behaviour Advisory Teacher (BAT)
- In class behavior support
- Targeted and intensive behavior support
- Referral to our-service support e.g. PLACE, HOUSE

Youth Support Coordinator
- Counselling individuals
- Interagency liaison
Appendix 8: Procedures for Preventing and Responding to Bullying (including Cyberbullying)

Purpose
1. Browns Plains State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

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

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

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Browns Plains State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

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

7. The anti-bullying procedures at Browns Plains State High School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention
8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 2 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Browns Plains State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

10. Browns Plains State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 9: Personal Electronic Devices

The 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.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, IPods, mobile phones, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office upon provision of a note of request to the Principal. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be 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, when it will only be returned in the presence of 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 (QPS) directly.

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 during the entire school day.

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 Browns Plains 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, Tamagotchis®, laptop computers, PDAs, Blackberry®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 10: Debriefing Report

Debriefing Report
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimize the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organizational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes)

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Question for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
Student Dress Code

A secondary state school with strong dress standards.

DRESS CODE @ BPSHS
The Browns Plains State High School community has chosen to adopt a Dress Code consisting of:

- a dress standard and
- items of clothing that comprise a school uniform for students that applies when:
  1. attending and representing the school.
  2. travelling to and from school.
  3. engaging in school activities outside of school hours.

The School Dress Code has purpose
1. Our Dress Code contributes to a safe and supportive teaching and learning environment through:
   - ready identification of students and non-students at school.
   - fostering a sense of belonging.
   - developing mutual respect among students by minimising visible evidence of economic or social differences.

2. Our Dress Code reflects our school community’s ethos of:
   - bringing divergent groups and individuals together as one identity.
   - living our school’s motto of diligence and integrity.
   - aspiring to excellence: the underlying approach for success at school.
   - a means for each and every student to have a strong sense of pride and belonging regardless of social or economic difference that a dress standard conveys.
   - acknowledging that sufficient opportunity arises in social contexts outside of school where personal and individual preferences can be exercised. This includes their personal appearance such as jewellery, make-up, and hair colours inconsistent with this dress standard.

The School Dress Code is consistent

a. Hair
   1. hair is to be neat, clean and tidy.
   2. long hair is to be tied back and out of the eyes during practical subjects.
   3. no students are to have extreme hair styles, including, but not limited to, tracks, rrat tails and mohawks.
   4. hair should be natural in one colour only.
   5. flamboyant or decorative pins or clips are not to be worn.

b. Jewellery
   1. to not exceed – 1 wristwatch, 1 small discreet ring, 1 set of small sleeper/stud earrings (additional clear piercings are not permitted).
   2. medical discs may be worn.
   3. jewellery of religious / cultural significance is not to be visible.
   4. facial piercings are not permitted, including clear piercings.

c. Make-up and Nails
   1. make-up is not permitted.
   2. nail polish is to be colourless.
   3. acrylic and gel nails are not permitted.

d. Shoes
   1. all black leather lace-up shoes.
   2. sports shoes are to be appropriate footwear for Health and Physical Education (HPE); non black leather sports shoes are only permitted during HPE.

e. General
   1. students are permitted to wear a white under shirt which may be visible at the neckline only.
   2. sleeves, shorts and trousers are not to be rolled up.
   3. only school badges are permissible.

f. Tattoos
   1. visible tattoos are not permitted.
**Items of Clothing**

The items of clothing selected by our Parents and Citizens Association collectively comprise our school’s uniform for girls and boys. **No variations are acceptable.** The school has a policy of assisting families in genuine economic hardship and the P&C has a range of cost options.

Parents/carers are required to provide the applicable items of uniform for their child as follows:

<table>
<thead>
<tr>
<th>School Maroon Hats</th>
<th>Bucket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cap</td>
<td></td>
</tr>
<tr>
<td>School maroon cap or school maroon bucket hat with logo</td>
<td></td>
</tr>
</tbody>
</table>

**Year 7, 8 & 9 Junior Girls Uniform**

*The full day uniform must be worn to school every Friday.*

- School girls white blouse grey/maroon stripes with logo
- School maroon pleated skirt
- School socks (BPSHS logo)
- All black leather lace-up shoes
- School maroon cap or school maroon bucket hat with logo

**Year 7, 8 & 9 Junior Boys Uniform**

*The full day uniform must be worn to school every Friday.*

- School boys white shirt with grey/maroon stripes with logo
- School grey shorts/trousers
- Black leather belt
- School socks (BSPHS logo)
- All black leather lace-up school shoes

- School maroon knitted jumper or school maroon and grey jacket or maroon fleece jacket with logo
- School grey trousers
- Stockings (flesh or black colour only)

- School maroon cap or school maroon bucket hat with logo
- School maroon knitted jumper or school maroon and grey jacket or maroon fleece jacket with logo
Year 10, 11 & 12 Senior Girls Uniform
The full day uniform must be worn to school every Friday.

- School girls white blouse with logo
- School maroon pleated skirt
- School grey trousers
- School socks (BPSHS logo)
- All black leather lace-up shoes
- School girls tie

- School maroon cap or school maroon bucket hat with logo
- School maroon knitted jumper or school maroon and grey jacket or maroon fleece jacket with logo
- Stockings (flesh or black colour only)

Year 10, 11 & 12 Senior Boys Uniform
The full day uniform must be worn to school every Friday.

- School boys white blouse with logo
- School grey shorts/trousers
- Black leather belt
- School socks (BPSHS logo)
- All black leather lace-up shoes
- School boys tie

- School maroon cap or school maroon bucket hat with logo
- School maroon knitted jumper or school maroon and grey jacket or maroon fleece jacket with logo
Year 7 to 12 Sports Uniform
The sports uniform may be worn on any day except Friday.

- School maroon sports shirt with logo
- School maroon sports shorts (BPSHS Logo down side)
- School maroon tracksuit
- School maroon cap or school maroon bucket hat with logo
- School socks (BPSHS Logo)
- All black leather lace-up shoes

All decisions regarding uniform compliance are at the discretion of the Principal or delegate.

The Uniform Shop

Hours of operation during the week before school begins in 2018:

<table>
<thead>
<tr>
<th>Day</th>
<th>Opening Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 15 January</td>
<td>9:00am – 1:00pm</td>
</tr>
<tr>
<td>Tuesday 16 January</td>
<td>9:00am – 1:00pm</td>
</tr>
<tr>
<td>Wednesday 17 January</td>
<td>9:00am – 1:00pm</td>
</tr>
<tr>
<td>Thursday 18 January</td>
<td>9:00am – 1:00pm</td>
</tr>
<tr>
<td>Friday 19 January</td>
<td>9:00am – 1:00pm</td>
</tr>
<tr>
<td>Saturday 20 January</td>
<td>9:00am – 12:00pm</td>
</tr>
</tbody>
</table>

First week back to School – OPENING HOURS

<table>
<thead>
<tr>
<th>Day</th>
<th>Opening Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 22 - Wednesday 24 January</td>
<td>7:45am – 10:30am</td>
</tr>
<tr>
<td>Thursday 25 January</td>
<td>Normal hours (see below)</td>
</tr>
</tbody>
</table>

School term trading hours are as follows:

- Tuesday morning 7:45am – 10:30am
- Thursday morning 7:45am – 10:30am
- Thursday afternoon 2:30pm – 4:30pm

Closed for public holidays

Online ordering now available: www.flexischools.com.au
Also available: eftpos and lay-by

For further information please contact by phone:
38026280 or 38026222

PLEASE NOTE:
- Years 7, 8 & 9 students wear the JUNIOR UNIFORM
- Years 10, 11 & 12 students wear the SENIOR UNIFORM
Browns Plains State High School Uniform Price List

As at 16th May, 2017. (Prices subject to price increase.)

For opening hours see previous page or check the school’s website.

<table>
<thead>
<tr>
<th>Item</th>
<th>Acceptable Formal Day wear</th>
<th>Price</th>
<th>Sizes available</th>
<th>Size Required</th>
<th>Quantity</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>GIRLS DAY UNIFORM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blouse - Junior (Yrs 7, 8 &amp; 9)</td>
<td>Yes</td>
<td>$38.00</td>
<td>2-28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blouse - Senior (Yrs 10, 11 &amp; 12)</td>
<td>Yes</td>
<td>$38.00</td>
<td>8-30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day Skirt - Maroon</td>
<td>Yes</td>
<td>$43.00</td>
<td>2-28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day Pants - Grey</td>
<td>Yes</td>
<td>$40.00</td>
<td>12-26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Tie - Senior</td>
<td>Yes</td>
<td>$21.50</td>
<td>One size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BOYS DAY UNIFORM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shirt - Junior (Yrs 7, 8 &amp; 9)</td>
<td>Yes</td>
<td>$38.00</td>
<td>6-28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shirt - Senior (Yrs 10, 11 &amp; 12)</td>
<td>Yes</td>
<td>$38.00</td>
<td>8-34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day Shorts - College Grey</td>
<td>Yes</td>
<td>$40.00</td>
<td>6-14 XS - 6XL</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Day Trousers - College Grey</td>
<td>Yes</td>
<td>$48.00</td>
<td>Sml - 3XL</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Boys Tie - Senior</td>
<td>Yes</td>
<td>$21.50</td>
<td>One size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNISEX UNIFORMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Jacket Fleecy Lined</td>
<td>Yes</td>
<td>$65.00</td>
<td>10 - 3XL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Pants Fleecy Lined</td>
<td>No</td>
<td>$43.00</td>
<td>10 - 3XL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fleecy Jacket (front zip)</td>
<td>Yes</td>
<td>$38.00</td>
<td>Sml - XXL</td>
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<td></td>
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<tr>
<td>Knitted Jumper Cotton</td>
<td>Yes</td>
<td>$77.00</td>
<td>9 - 24</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sports Polo Shirt</td>
<td>No</td>
<td>$30.00</td>
<td>6 - 34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Shorts</td>
<td>No</td>
<td>$27.00</td>
<td>8 - 40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Socks (1 pair)</td>
<td>Yes</td>
<td>$7.50</td>
<td>6 - 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Socks (multi pack - 3 pairs)</td>
<td>Yes</td>
<td>$18.00</td>
<td>6 - 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Cap</td>
<td>Yes</td>
<td>$16.00</td>
<td>One size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Bucket Hat</td>
<td>Yes</td>
<td>$16.00</td>
<td>Medium Large</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ALL STUDENTS MUST WEAR THE FULL DAY UNIFORM EVERY FRIDAY.**
BROWNS PLAINS STATE HIGH SCHOOL

Sports House Shirt (Unisex)

MEASUREMENTS

<table>
<thead>
<tr>
<th>DETAILS</th>
<th>8</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>XS</th>
<th>S</th>
<th>M</th>
<th>L</th>
<th>2X</th>
<th>3X</th>
<th>4X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across Chest measure (below armhole) B</td>
<td>40</td>
<td>44</td>
<td>44.5</td>
<td>47</td>
<td>53</td>
<td>55</td>
<td>56</td>
<td>58</td>
<td>60</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>Centre Back Length A</td>
<td>52</td>
<td>59</td>
<td>62.5</td>
<td>65</td>
<td>67</td>
<td>69</td>
<td>71</td>
<td>74</td>
<td>75</td>
<td>77</td>
<td>79</td>
</tr>
</tbody>
</table>

General Comments: All measurements are in centimetres.

$25.50 per shirt

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BROWNS PLAINS STATE HIGH SCHOOL

Attendance Policy

Rationale
Regular attendance at school affords students the opportunity to optimise their learning potential. The Browns Plains State High School approach to student attendance is founded on three core actions:

1. **Track** – student attendance is monitored closely at regular intervals by staff, but is primarily the responsibility of students and their parents/carers.
2. **Link** – student attendance is linked to all activities in the school.
3. **Celebrate** – the attainment of attendance targets is celebrated by the whole school, cohorts and individuals.

School Attendance Target
The aim is for individual students and the whole school to average 95% attendance as a minimum.

In simple terms ........

1. Students who maintain 95+% or 100% attendance will be members of the 95 or 100 Club. Students who maintain this attendance rate throughout the year are eligible to participate in extra-curricular activities and are eligible for a range of rewards.
2. Students whose attendance is below 95% may apply for excusal to participate in extra-curricular activities through the relevant year level Deputy Principal. Valid reasons only will result in excusal being granted.
3. Students may leave school early for approved reasons only. Students must be collected at the office by their parent/carer. All absences, however, decrease a student’s overall attendance percentage.
4. Students with excellent attendance will achieve better results than those with poor attendance.

Each Student is to...
- Attend every class, on time, every day
- Complete the diary attendance percentage and improvement goal in diary (95% and 100% stamps provided) during each extended form (mid-term and end of term)

Each Form Teacher is to...
- Check form class folder (daily)
- Mark form roll using ID Attend (daily)
- During each extended form (mid-term and end of term), ensure students complete their diary attendance percentage and improvement goal in diary (95% and 100% stamps provided); celebrate excellent attendance (95+%)
- Refer students demonstrating poor patterns of attendance to the student wellbeing team (Guidance Officer) via OneSchool

Each Class Teacher is to...
- Mark class roll using ID Attend (every lesson)
- Monitor student attendance patterns and inform YLC/HOD of concerns/excellence
- Email lists of proposed students for extra-curricular activity approval to BSR Teacher Aide (to be done prior to distribution of permission letter) and only invite students with 95+% attendance year-to-date (application for extra-curricular excusal participation for students <95% to be approved by Deputy Principal)

Each Year Level Coordinator is to...
- Monitor student attendance patterns; celebrate excellent attendance (95+% and 100%) on year level assembly
- Provide rewards for excellence – individual students, form classes, or year level (refer over page)
- Refer students demonstrating poor patterns of attendance to the student wellbeing team (Guidance Officer) via OneSchool

The Attendance Officer is to...
- Provide student attendance report and improvement goal stamps to form teachers (every four weeks) in preparation for the extended form (mid-term and end of term)
- Update attendance data each Friday for the Principal’s ‘Weekly Update’
- Provide daily student attendance report to all teaching staff
- Provide weekly indigenous student attendance report to Indigenous Teacher Aide
- Complete and process Form 4/5 and attendance improvement meeting letters for Deputy Principals
- Complete rollovers
- Notify Class Teacher of ID Attend discrepancies; correct accordingly

The BSR Teacher Aide is to...
- Provide Deputy Principals and YLCs with 95+% list of students each Friday
- Produce attendance excellence certificates at the end of each term
- Respond to teacher emails advising of approved students for extra-curricular activity (must be 95+%

The Deputy Principal is to...
- Every 5 weeks, analyse student attendance report – action meetings, letters as below
- Process extra-curricular excusal participation applications
• Year 11 and 12 – send Cancellation of Enrolment letter 1 to students demonstrating poor patterns of attendance
• <85% Year 7-10 attendance improvement meeting; if no improvement advise Attendance Officer to send Form 4, then Form 5
• Send non-progression meeting letters; conduct non-progression meetings early Term 3; communicate with families student progression towards the end of Term 4.

The Principal is to...

• Monitor year level and whole-school patterns of attendance
• Approve COE, Form 4 and then Form 5 process
• Distribute Principal’s ‘Weekly Update’ each Friday showing student attendance data

<table>
<thead>
<tr>
<th>Term</th>
<th>95% year-to-date</th>
<th>100% year-to-date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term:</td>
<td>Diary stamp 95%</td>
<td>Diary stamp 100%</td>
</tr>
<tr>
<td>End of term:</td>
<td>Diary stamp 95%</td>
<td>Diary stamp 100%</td>
</tr>
</tbody>
</table>

Why we aim for 95% attendance as a minimum ........
1. Each lesson, or part thereof, and day absent from school quickly adds up.
2. A 95% attendance rate equates to one half day absent from school per fortnight.
3. Over a year this equates to 10 days absent from school.
4. Over the course of secondary school (6 years), 10 days absent per year equates to 60 days absence overall. This is more than a full term of school absence.
5. We believe that two full weeks absence from school per year is more than reasonable for normal, healthy students.

On the other hand ........
6. If a student has an attendance rate of 90%, then this equates to one full day absent from school per fortnight.
7. Over a year this equates to 20 days absent from school. This is four weeks of absence from school.
8. Over the course of secondary school (6 years), 20 days absent per year equates to 120 days absence overall. This is more than a half year of school absence.
9. Over the course of schooling (13 years), 20 days per year equates to 260 days overall. This is more than one and a quarter full years of school absence.

Can your child sustain satisfactory progress missing a month, a term, a half year, or full year of school?
Attendance matters!
Academic Policy

Purpose

"Student success and personal growth"

The Academic Policy for Browns Plains State High School provides expectations around how curriculum is planned, taught, assessed and reported to ensure success for all students.

This policy applies to all staff and students at Browns Plains State High School. The aim of this policy is to ensure fairness and equity is maintained across the school; therefore supporting students to achieve to the best of their ability.

Curriculum

The curriculum at Browns Plains State High School is based around three key areas including: the Australian Curriculum framework, Queensland Curriculum and Assessment Authority (QCAA) syllabi and endorsed national Vocational Education training packages.

These resources provide clear guidelines regarding curriculum content and assessment techniques.

Australian Curriculum

The Australian Curriculum has been developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). It currently provides curriculum for Years 1-10; however, this will gradually be extended into the senior years of schooling as per the following diagram.

[Diagram showing the Australian Curriculum framework, including subjects like English, Mathematics, Science, History, Geography, etc., with a focus on Years 1-10 and extending through to Years 11-12.]
Queensland Curriculum and Assessment Authority Syllabi
Areas not yet covered by ACARA are prescribed by syllabi from the Queensland Curriculum and Assessment Authority (QCAA) and are to be used to develop subject work programs. Staff are expected to ensure they are familiar with the current documents and amendments when planning, delivering, assessing and reporting on such subjects.

Work Programs and Study Plans
These are developed with reference to the current syllabus documents. Heads of Department are responsible for leading the development of work programs and study plans for their areas of responsibility. Programs must exist for every subject area from Years 7 to 12. These must be saved on G:\Coredata\Common\Workprograms. Work programs for Years 11 and 12 must be approved by the relevant authority – currently the QCAA. Any changes to assessment or programming must be submitted for approval to the relevant authority and cannot commence until confirmation of approval.

Work programs must exist also for Years 7 to 10. Currently these do not require approval from the QCAA but must follow a similar format to those in the senior school and be saved in the same folder as for the senior work programs (see above link).

Vocational Education, Training and Assessment Plans
Training.gov.au encompasses the national register which contains the authoritative information about Registered Training Organisations (RTOs), recognised training products and the approved scope of each RTO to deliver nationally recognised training as required. Training and Assessment Strategies (TAS) should be planned carefully to ensure the requirements of the training packages are fulfilled.

Quality assurance practices, including internal audits and reviews, are conducted each year to ensure compliance with the scope of registration. QCAA conducts external reviews to ensure schools meet the nationally approved quality standards set by Australian Skills Quality Authority (ASQA). These are conducted every 3 to 5 years. To achieve registration, schools must apply to QCAA on an RTO2 Application form. This applies up to Certificate II level. For Certificate III courses, schools must apply to DEET. This is done in consultation with the Head of Department, Senior Schooling.

Supporting Students
An Individual Support Plan (ISP) is required for any student who has a verified diagnosis. These students are managed by staff of the Learning Centre. An ISP outlines the educational priorities for these students and the various strategies to use to ensure students are able to access the curriculum. ISPs are developed by the case manager for the individual student and are reviewed in consultation with family, teaching and support staff. ISPs are stored in OneSchool. Every teacher is required to be familiar with the ISP for any student in their classes and to ensure these students are provided with the appropriate adjustments.

An Individual Curriculum Plan (ICP) is required for any student consistently performing below year level expectations (across a whole learning area), despite differentiated support. This applies also to students performing substantially above year level expectations. In both cases, a different year level curriculum, in one or more learning areas, may be provided. The ICP is a negotiated plan, created in consultation with parents/carers.

Students who have English as a second language also require modifications to their program. The Guidance Officer and EALD Advisory Visiting Teacher are responsible for assisting in identifying and providing support to both students and staff.

Curriculum Progression
Pedagogy

High quality explicit teaching, focused on the achievement of every student, is integral to improving learning outcomes and building a culture of ongoing improvement. The **Explicit Teaching Checklist @ BP State High School** guides lesson planning. School wide analysis and discussion of student achievement data, teaching strategies delivered in response to students' needs, context and differentiated learning with focused support for students' social and emotional development ensures continuity and progression of student learning across the years of school.

At Browns Plains State High School teaching and learning is centred around the **Dimensions of Learning pedagogy framework** which is made up of five dimensions as follows:

**Dimension 1: Attitudes and Perceptions**
Attitudes and perceptions affect students' abilities to learn. A key element of effective instruction is helping students establish positive attitudes and perceptions about the classroom and learning.

**Dimension 2: Acquire and Integrate Knowledge**
Helping students acquire and facilitate new knowledge is another important aspect of learning. When students are learning new information, they must be guided in relating the new knowledge to what they already know, organising that information, and then making it a part of their long-term memory. When students are acquiring new skills and processes they must learn a model or set of steps, then shape the skill or process to make it efficient and effective for them. They must finally internalise or practise the skill or process so they can perform it easily.

**Dimension 3: Extend and Refine Knowledge**
Learners develop in-depth understanding through the process of extending and refining their knowledge by making new distinctions, clearing up misconceptions and reaching conclusions. They analyse what they have learned by applying reasoning processes that will help them extend and refine the information. Some of the common reasoning processes used by learners to extend and refine their knowledge are:
- Comparing
- Classifying
- Abstracting
- Inductive reasoning
- Deductive reasoning
- Construction support
- Analysing errors
- Analysing perspectives.

**Dimension 4: Use Knowledge Meaningfully**
The most effective learning occurs when we use knowledge to perform meaningful tasks. Making sure that students have the opportunity to use knowledge meaningfully is one of the most important parts of planning a unit of instruction. In the Dimensions of Learning model there are six reasoning processes around which tasks can be constructed to encourage the meaningful use of knowledge:
- Decision making
- Problem solving
- Invention
- Experiential inquiry
- Investigations
- Systems analysis.

**Dimension 5: Habits of Mind**
The most effective learners have developed powerful habits of mind that enable them to think critically, think creatively and regulate their behaviour. These mental habits are:

**Critical Thinking:**
- Be accurate and seek accuracy
- Be clear and seek clarity
- Maintain an open mind
- Restrain impulsivity
- Take a position when a situation warrants it
- Respond appropriately to others' feelings and level of knowledge.

**Creative Thinking:**
- Persevere
- Push the limits of your knowledge and abilities
- Generate, trust, and maintain your own standards of evaluation
- Generate new ways of viewing a situation that are outside the boundaries of standard conventions.

**Self-regulated thinking:**
- Monitor your own thinking
- Plan appropriately
- Identify and use necessary resources
- Respond appropriately to feedback
- Evaluate the effectiveness of your action.

The Dimensions of Learning pedagogy framework encourages explicit teaching in classrooms. There are six functions of Explicit Teaching including:

**Reviewing**
- Checking for pre-requisite skills/knowledge and engaging students in the learning activities for the lesson/unit.

**Presenting**
- State the lesson goals (WALT/WILT)
- Present the new materials in small steps.

**Model procedures**
- Provide examples
- Use clear concise language
- Avoid digressions.

**Guided Practice**
- Seek high frequency responses from students
- Ensure high rates of success
- Provide timely feedback, clues and prompts
- Provide opportunities for students to practice.

**Corrections and Feedback**
- Continual assessment/feedback loop to assess where the ‘gaps’ are
- Revisiting concepts where necessary.

**Independent Practice**
- Monitor initial practice attempts
- Students continue to practice until skills are automatic.

**Reviewing**
- Formative monitoring e.g. Quick quiz, collection of homework, revision sheet, practice test, one- one conferencing etc.
- Refine student knowledge further to minimise ‘gaps’ for students.

**Strategic Curriculum Planning**
Curriculum planning begins with the Annual Improvement Plan where specific targets are set. Each learning area in the school develops a faculty plan to demonstrate how these global targets will be met within the faculty. This planning involves setting very specific targets consisting of:
- Precise Learning Area targets (% improvement) for each subject area within the faculty
- Detailed strategies to achieve the improvement targets, including supporting teacher professional learning
- Timelines to achieve the improvements
- Resources (cost centre allocations) to support this development
- A detailed Faculty Level of Achievement Monitoring Plan that explains when and how student performance will be monitored and intervention measures applied to support continuous improvement.

Faculty plans are supported by both long term and short term planning. Long term planning should include an overview of the content covered during the course and the assessment used to determine student achievement. Long term planning should be kept in G:\Coredata\Common\1 FACULTY DOCUMENTS. Short term unit and lesson planning should be completed before the semester begins and should be saved in G:\Coredata\Common\1 FACULTY DOCUMENTS.

The teacher/s responsible for creating the unit plan is also responsible for ensuring that appropriate resources and assessment are completed. These are due by the end of the first week of term to ensure all teachers are able to plan with appropriate timing.

Teachers are expected to use the school work program to develop their unit plan and from this, lesson plans. Lesson plans are expected to indicate how each class will meet the aims and objectives of the unit and how monitoring and assessment will occur. It should also contain information as to how adjustments will be made to ensure all students are able to access the curriculum.

**Informed Decision Making**
Teachers have access to a wide variety of data to inform their planning and pedagogy practices to cater to student needs. Teachers are expected to access this to inform their future planning and assessment. To access this report, only when the reporting period is open, log onto OneSchool, go to reports, reports by subject area, and access each class individually.

Heads of Department lead staff to support improved student achievement within the school Level of Achievement Monitoring Framework (see over page).
BROWNS PLAINS STATE HIGH SCHOOL

Faculty Level of Achievement Monitoring Plan

Week Term 1

5.1- All (1 Core HoDs)

- Principal, Deputy Principals and Heads of English, Mathematics, Science and Humanities meet re realignment of HA and VHAs and strategies to improve.
- Faculty teaches re: curriculum, assessment calendars, faculty meeting dates and priorities for the semester.
- Teachers set goals with classes using achievement ladders and walls.

5.2- All (5 Core HoDs)

- Teachers Undertake early intervention: identify students at risk via formative assessment, alert HoDs and set goals with classes via OneSchool Student Summary Profiles.
- HoDs to inform relevant DP at risk at week 6, HoDs and Teachers to check SDCS data by end of week 9.

5.5- All (1 Core HoDs)

- Teachers prepare IEPs for Years 9-10, shelf-stacked with and submit to HoDs.

5.6- All (5 Core HoDs)

- Teachers enter LOAs into digital markbooks. Teachers undertake cross checking/moderation process and procedures as per the Academic Policy for each assessment task throughout the term.
- Teachers place all task responses for each class including 5-7 specified samples in folders and distribute to cross marking buddies as assigned by HoDs.
- Cross marker moderates, reviews, provides feedback and returns each folder to HoDs within 1 week.
- HoDs will moderate where discrepancies occur. HoDs return all folders to teachers.

5.6- All (5 Core HoDs)

- Teachers undertake cross checking/moderation process and procedures as per the Academic Policy for each assessment task throughout the term.
- Teachers place all task responses for each class including 5-7 specified samples in folders and distribute to cross marking buddies as assigned by HoDs.
- Cross marker moderates, reviews, provides feedback and returns each folder to HoDs within 1 week.
- HoDs will moderate where discrepancies occur. HoDs return all folders to teachers.

5.7- All (10 Core HoDs)

- Teachers enter LOAs into digital markbooks. Teachers undertake cross checking/moderation process and procedures as per the Academic Policy for each assessment task throughout the term.
- Teachers place all task responses for each class including 5-7 specified samples in folders and distribute to cross marking buddies as assigned by HoDs.
- Cross marker moderates, reviews, provides feedback and returns each folder to HoDs within 1 week.
- HoDs will moderate where discrepancies occur. HoDs return all folders to teachers.

Week Term 2

6.1- All (1 Core HoDs)

- Principal, Deputy Principals and Heads of English, Mathematics, Science and Humanities meet re realignment of HA and VHAs and strategies to improve.
- Teachers check goals with classes using achievement ladders and walls.
- Principal and DP to analyse OneSchool Interim Reporting Student Assessment Summary by year level.

6.2- All (5 Core HoDs)

- Teachers undertake cross checking/moderation process and procedures as per the Academic Policy for each assessment task throughout the term.
- Teachers place all task responses for each class including 5-7 specified samples in folders and distribute to cross marking buddies as assigned by HoDs.
- Cross marker moderates, reviews, provides feedback and returns each folder to HoDs within 1 week.
- HoDs will moderate where discrepancies occur. HoDs return all folders to teachers.

6.3- All (5 Core HoDs)

- Teachers undertake cross checking/moderation process and procedures as per the Academic Policy for each assessment task throughout the term.
- Teachers place all task responses for each class including 5-7 specified samples in folders and distribute to cross marking buddies as assigned by HoDs.
- Cross marker moderates, reviews, provides feedback and returns each folder to HoDs within 1 week.
- HoDs will moderate where discrepancies occur. HoDs return all folders to teachers.

6.6- All (10 Core HoDs)

- Teachers set goals with students, re-assess as needed and hold one on one on conferences with students to provide guidance for students to improve results.

6.7- All (10 Core HoDs)

- Teachers record non-compliance for Years 9-10, shelf-stacked with and submit to HoDs. HoDs submit to Senior School HoD by end week 9.

Week Term 3

7.1- All (1 Core HoDs)

- Principal, Deputy Principals and Heads of English, Mathematics, Science and Humanities meet re realignment of HA and VHAs and strategies to improve.
- Faculty teaches re: curriculum, assessment calendars, faculty meeting dates and priorities for the semester.
- Teachers set goals with classes using achievement ladders and walls.

7.2- All (5 Core HoDs)

- Teachers undertake cross checking/moderation process and procedures as per the Academic Policy for each assessment task throughout the term.
- Teachers place all task responses for each class including 5-7 specified samples in folders and distribute to cross marking buddies as assigned by HoDs.
- Cross marker moderates, reviews, provides feedback and returns each folder to HoDs within 1 week.
- HoDs will moderate where discrepancies occur. HoDs return all folders to teachers.

7.3- All (5 Core HoDs)

- Teachers undertake cross checking/moderation process and procedures as per the Academic Policy for each assessment task throughout the term.
- Teachers place all task responses for each class including 5-7 specified samples in folders and distribute to cross marking buddies as assigned by HoDs.
- Cross marker moderates, reviews, provides feedback and returns each folder to HoDs within 1 week.
- HoDs will moderate where discrepancies occur. HoDs return all folders to teachers.

7.6- All (10 Core HoDs)

- Teachers submit verification submissions to HoDs then DP for checking. R12 due for Authority Registered subjects to HoDs and DP.

7.7- All (10 Core HoDs)

- Teachers prepare submission for Years 9-10, shelf-stacked with and submit to HoDs. Teachers submit to Senior School HoD by end week 9.

Week Term 4

8.1- All (1 Core HoDs)

- Principal, Deputy Principals and Heads of English, Mathematics, Science and Humanities meet re realignment of HA and VHAs and strategies to improve.
- Teachers set goals with classes using achievement ladders and walls.

8.2- All (5 Core HoDs)

- Teachers undertake cross checking/moderation process and procedures as per the Academic Policy for each assessment task throughout the term.
- Teachers place all task responses for each class including 5-7 specified samples in folders and distribute to cross marking buddies as assigned by HoDs.
- Cross marker moderates, reviews, provides feedback and returns each folder to HoDs within 1 week.
- HoDs will moderate where discrepancies occur. HoDs return all folders to teachers.

8.5- All (6 Core HoDs)

- Principal, Deputy Principals and Heads of English, Mathematics, Science and Humanities meet re realignment of HA and VHAs and strategies to improve.
- HoDs update Year 10 and 12 LOA achievement ladders and store at G drive/Coredata/Common/Ladders.

9.1- All (10 Core HoDs)

- Teachers enter LOAs in digital markbooks. Teachers check groups at risk. Teachers check SDCS data and submit to HoDs by beginning of Week 9 for cross checking. HoDs submit to Senior School HoD by end week 6.

9.2- All (10 Core HoDs)

- Teachers enter LOAs in digital markbooks. Teachers enter LOAs into the digital and personal markbooks as assessment occurs throughout the term.
- Teachers inform HoDs of students at risk. Teachers and HoDs to work with students to meet minimum assessment requirements.
- Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool Incident and refer to DP and HoDs.

9.3- All (10 Core HoDs)

- Teachers inform HoDs of students at risk. Teachers and HoDs to work with students to meet minimum assessment requirements.
- Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool Incident and refer to DP and HoDs.

9.4- All (10 Core HoDs)

- Teachers inform HoDs of students at risk. Teachers and HoDs to work with students to meet minimum assessment requirements.
- Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool Incident and refer to DP and HoDs.

9.5- All (10 Core HoDs)

- Teachers inform HoDs of students at risk. Teachers and HoDs to work with students to meet minimum assessment requirements.
- Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool Incident and refer to DP and HoDs.

9.6- All (10 Core HoDs)

- Teachers inform HoDs of students at risk. Teachers and HoDs to work with students to meet minimum assessment requirements.
- Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool Incident and refer to DP and HoDs.

Assessment Roles and Responsibilities

School:

- Publish an assessment calendar by week 2 of each term.
- Provide students with an assessment task and standards criteria for all assessment instruments for assessing in sufficient time to enable students to produce quality work.

- Provide students with a term planner to notify students of the curriculum focus / audit / draft and final due dates.
- Provide feedback to students on draft and final the assessment in a timely manner.

- Enact cross checking/moderation processes (p.19) that ensure a consistency of standards is maintained in the marking of all assessment tasks.

- Ensure that students are fully aware of the standards criteria for each task and that the necessary skills required to complete the task have been covered in the unit (i.e. assessment is aligned to outcomes and pedagogy).
• Developmental progress against stated criteria must be documented by the teacher in their personal markbook as well as the faculty’s digital markbook.

Student:
• Ensure collection of the assessment calendar and term planners and include dates in the student diary.
• Ensure all assessment tasks submitted are the original work of the student.
• Use the appropriate referencing.
• Use in-class time effectively to begin assessment tasks and to receive feedback on drafts.
• Present a rough draft to teachers for each assignment by 3:00 p.m. on the audit / draft due date.
• Submit assignments before the due date or by 3:00 p.m. on the due date to their teacher wherever possible.
• If needed, obtain a ‘Request for Extension’ form for assignments prior to the due date and submit to the relevant Head of Department providing support documentation. For this to be granted, the student must submit a medical certificate to the Attendance Officer or provide evidence of extenuating circumstances as described in ‘EXTENSIONS Special Circumstances’ to the relevant Head of Department.
• Students are expected to plan ahead for assessment tasks. Excursions, camps, sporting activities etcetera are not legitimate reasons for applying for extensions.
• Students of Years 7 to 12 are to obtain a medical certificate if absent on the assessment date or day of an exam, or where extenuating circumstances as described in ‘EXTENSIONS Special Circumstances’ exist, parental contact with the school is required. The student is to provide this documentation to the Attendance Officer and report to the Head of Department of the relevant subject/s on the first day of return to the school to submit an assignment or to gain authorisation for assessment to be undertaken at the first available opportunity.

Parents / Caregivers:
• A copy of the assessment calendar and planners will come home with your student during week 2 of each term. Parents / caregivers use this to assist their students to transfer the information to their student diary.
• Encourage students to submit all drafts and final assessment tasks by the due date.
• Inform the appropriate school staff of any difficulties relating to the completion of assessment items and provide documentary evidence when necessary.

ASSESSMENT SCHEDULE
The total assessment load for students must be at a reasonable level and balanced across subject areas. The Deputy Principal will monitor this assessment load.

Each faculty will produce a term planner for each class/subject. This planner will incorporate assessment requirements as well as student work to be covered in class or during Learning Support lessons after consultation with the Special Needs Support Staff; students working from IEPs or ILPs, or students of Years 7 to 12 with learning difficulties, may need to access specialist teacher support. This must be documented by the teacher in their personal markbook as well as the faculty’s digital markbook.

ASSESSMENT TYPES
Assessment Types:
• Assignments
• Practicals e.g. experiments, physical activities and/or demonstrations, jobs, projects
• Performance e.g. drama, dance, music
• Tests/Exams.

Definitions:
The term “assignment” refers to a piece of assessment that requires a minimum of 2 weeks to complete e.g.
• Researched assignments, projects, essays, reports, reviews
• Oral assessment such as speeches, symposiums, role plays, mock interviews.

ASSIGNMENT GUIDELINES
Setting of Assignments:
• Assignments or projects must be justifiable on the grounds that they are the most effective means of developing or assessing the skills or knowledge required.
• Assignments must be suitable to the developmental level of the students, including their language development, and have options that cater for different students’ abilities.

Assignment Conditions:
• Adequate resources for the completion of assignments must be available inside the school (Teachers/HODs should consult with the Teacher Librarian prior to setting research topics);
• The processes required in the development and successful completion of the assignment must be taught and reinforced.
• There must be sufficient time allowed for planning, research, writing, rewriting and final presentation;
• Sufficient in-class time under teacher supervision must be allocated to allow the majority of students an opportunity to attain at least a Sound level of achievement and to enable teachers to be able to verify the authorship of student work;
• Provision must be made for the teachers’ monitoring of students’ progress;
• Students working from IEPs or ILPs, or students with learning difficulties, may need to access specialist teacher support. This may be achieved in class or during Learning Support lessons after consultation with the Special Needs Support Staff;
• An explanation about what constitutes plagiarism should be given to students;
• The importance of due dates and course completion must be emphasised.
Assignment Format:
Most written assignments should be submitted using the following format and be stapled or attached in a secure way (requirements will vary across faculties):

- Assignment cover sheet/student's receipt (student name, teacher name, student signature, submission date)
- Task sheet
- Criteria sheet
- Subject specific planning format
- Student assignment
- Drafts.

TASK SHEET/CRITERIA SHEET INFORMATION
Students must receive written advice that details the precise requirements for each assessment item:

- Year level
- Semester and Year/Date
- Subject
- Topic/unit
- Criterion/criteria/dimension being assessed
- Criterion Standard and criterion matrix
- Conditions of assessment e.g. open book, no teacher input, etcetera
- Minimum/maximum length and/or time allocated
- Due date
- Dates for progress Audit
- Resource list/technology access required
- Requirement for ‘Signature of authenticity’
- Special conditions
- VET requirements
- The following statement should appear on the Task sheet:

It is the student’s responsibility to submit assessment on or before the due date to ensure course completion and the awarding of a level of achievement

MONITORING OF ASSIGNMENTS:
Regular monitoring of assignment progress is essential to provide students with quality feedback during the planning/drafting and editing stages. Contact should be made with parents via email, letter or phone if students fail to present sufficient work by 3.00 p.m. on the draft date.

Teachers need to use a clear procedure that shows evidence of monitoring student assignment work prior to the due date.

NB: Students need to know that draft work is important:

- it provides constructive feedback to the student and assists in the completion of the assignment
- draft results can be used to formulate a rating against the stated criteria when assignments are submitted after the due date.
- Developmental progress against stated criteria must be documented by the teacher in their personal markbook as well as the faculty’s digital markbook.

PREPARATION OF STUDENTS
- The topic and requirements must be fully discussed with the students. Expectations of assessment instruments and due dates should be made clear to students and their parents/carers.
- Where possible, students should be shown exemplars of successful responses.
- If the assessment piece is summative, students should have been provided with previous opportunities to develop the skills required for this criterion. This may be part exercises completed in class with teacher guidance, that when put together develop into a ‘whole’.

SUBMISSION
Years 7 – 12:
- Assessment must be completed by 3 p.m. on the scheduled day or beforehand.
- Assessment submitted must contain sufficient work/evidence to be assessed against minimum criteria for an E standard; i.e. it must consist of more than a title page and/or piece of paper containing the student’s name.
- Drafts for written assignments must be submitted to the class teacher by 3.00 p.m. on the due date
- Written assignments must be submitted to the class teacher by 3.00 p.m. on the due date or beforehand.
- Teachers will provide feedback on drafts received by the due time and date.
- Teachers are to provide each student with a receipt when the assignment is received. It is the student’s responsibility to produce this receipt upon request.
- In cases where students do not have a medical certificate or evidence of extenuating circumstances and do not submit a response to an assessment instrument by 3.00 p.m. on the due date, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and standards associated with the relevant criteria.
- Every effort is to be made to ensure the assignment is submitted on time; e.g. a friend or relative may deliver the assignment on the student’s behalf or it may be emailed.
- Students who have left their assignment at home are to arrange with the Administration to have a family member deliver it to the school and collect a receipt from the Office staff.
NON-SUBMISSION

Years 7-12:

- Students who fail to submit a draft assessment by 3.00 p.m. on the due date after contact with parents are to be referred to the relevant Head of Department.
- Students are to complete the draft assessment during lunch or after school detentions. This must be submitted to the relevant teacher and may be used as evidence of student work.
- Students who do not complete assessment including written, oral and practical tests as required by their course by the due date must complete the assessment on the first available opportunity provided that they have a medical certificate or they have provided evidence of extenuating circumstances as described in ‘EXTENSIONS Special Circumstances’. Medical Certificates are to be submitted to the Attendance Officer and other documents must be given to the relevant Head of Department who will determine whether the extension will be granted. A ‘Request for Extension’ form with relevant documentation (see below) is to be completed as part of this process. Teachers should record the granting of extensions when entering the result on the student profile with an EXT beside the result.
- Students who do not provide required documentation as described in ‘EXTENSIONS Special Circumstances’ for a scheduled assessment may not be awarded semester credit for that subject as recorded on semester reports and QCE certification.
- Students in the post-compulsory phase of education who persistently fail to meet the requirements of this Academic Policy may be subject to the Cancellation of Enrolment Process.
- Assessment submitted needs to meet a minimum standard as set out in the criteria sheet. Where work does not meet this minimum E standard, it may not be credited to course completion.
- Student work will not be accepted after the due date unless an Extension has been granted by the relevant Head of Department. In cases where students do not submit a response to an assessment instrument by 3.00 p.m. on the due date, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and standards associated with the relevant criteria.

EXTENSIONS

An extension of time may be granted by the Head of Department.

A ‘Request for Extension’ form available from the Head of Department or the Administration office must be completed and signed by a parent/guardian before an extension will be considered. The Deputy Principal must be approached if the Head of Department is absent. An Extension will be granted by the Head of Department, Guidance Officer, Deputy Principal, or Principal under the following circumstances:

<table>
<thead>
<tr>
<th>SPECIAL CIRCUMSTANCE</th>
<th>DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended illness</td>
<td>Medical certificate</td>
</tr>
<tr>
<td>Illness on the due date</td>
<td>Medical certificate</td>
</tr>
<tr>
<td>Bereavement</td>
<td>Parental communication</td>
</tr>
<tr>
<td>Representation in a regional or state competition</td>
<td>Parental communication</td>
</tr>
<tr>
<td>Advice from Guidance Officer on other circumstances</td>
<td>Parental communication</td>
</tr>
</tbody>
</table>

A student who requests frequent extensions, irrespective of whether a medical certificate is provided, will have the matter referred to the Deputy Principal.

LOST ASSIGNMENT

- Students who have lost an assignment must discuss the matter with the relevant Head of Department as soon as possible.
- The student must produce proof of the assignment by presenting rough notes, the draft copy and evidence of teacher comments on auditing dates.
- An extension may be granted at the discretion of the relevant Head of Department using the ‘Request for Extension Form’.

STUDENT ABSENT ON ASSESSMENT DAY

Students must make every effort to submit assessment on the day of absence or beforehand.

- To negotiate a date for completion, if this is not possible, the student must submit a medical certificate to the Attendance Officer or evidence of extenuating circumstances as described in ‘EXTENSIONS Special Circumstances’ to the relevant Head of Department on the day of their return to school – not the next lesson.
- In this instance, the Head of Department will determine whether the documentation accords with the school policies and if affirmed, the student will submit their assignment or if an exam or practical assessment, undertake the latter form of assessment at the first available opportunity. The assessment will be graded and credited towards the course.
- Students absent on an excursion on the day an assignment is due should submit the assignment to the subject teacher prior to departure.
- Judgements for students who are absent on the day of a test/oral/practical without documentation will be derived from evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and associated criteria.

GROUP WORK

- The group presentation will occur and be assessed on the due date regardless of student absences.
- Students who are legitimately absent from group presentations must notify the subject teacher before 9.00am on the due date. An extension will be granted if relevant documentation is provided on the student’s return to school (see Extensions).
- The student must negotiate a new performance time (to be scheduled within one week of the student’s return to school) with the other group members and the class teacher.
- Group members who are required to perform their item twice due to forced negotiation will be awarded the ‘best’ result of their two presentations.

TECHNOLOGY USE

If the assignment cannot be printed, it may be emailed to the Head of Department by 3.00 pm on the due date. If computer failure prevents the submission of an assignment, the student must notify the subject teacher immediately. The student must complete a ‘Request for Extension’ form with the teacher and provide evidence of the auditing of student progress to the Head of Department.
The student must:
- submit draft copies to the class teacher by 3.00 p.m. on the due date
- submit a ‘Request for extension’ form to Head of Department
- negotiate a new submission date with the Head of Department
- if computer problems continue to exist, a hand-written version should be submitted by the new submission date.

Failure to do so will result in the assignment being treated as a non-submission.

ACADEMIC DISHONESTY

Definition
Academic dishonesty is a serious breach of Browns Plains State High School’s Academic Policy and includes both cheating and plagiarism. Cheating involves situations where students gain an unfair advantage during a testing situation. Cheating may include, but is not limited to, the following offences:
- copying work from another student or allowing your work to be copied
- taking unauthorised notes into a test or exam
- gaining, distributing or using a copy of an exam prior to the exam date
- sharing details of questions on an exam with other students
- the use of ICT devices to access information without permission.

Plagiarism is the copying of material without appropriate sourcing or citation. It involves:
- copying the work of others in whole, or in part, without due acknowledgement
- the use of material which has changed in a minor way
- sources of plagiarism include texts, reference books, internet, other students’ work.

Consequences of Academic Dishonesty
Academic dishonesty encompasses both plagiarism and cheating. Academic dishonesty is considered a high level breach of school rules and may attract the following consequences:
- The section of work that is proven to be a result of cheating or plagiarism will not be marked. Remaining sections of work will be used to determine a result.
- In cases where the entire work is proven a result of cheating or plagiarism, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and associated criteria.
- If a student is suspected of cheating during an exam/test, the work completed should be removed immediately and annotated with time and details. A new paper should be issued so the student can complete the remainder of the paper with integrity.
- In all cases:
  o Students and parents will be required to meet with the relevant Head of Department and the Deputy Principal.
  o Consequences may include disciplinary action depending on the severity of the cheating or plagiarism.

SPECIAL PROVISIONS

There can be no exemption from meeting any of the substantive requirements of the QCAA Senior syllabus. Special provisions may be applied if you have any of the following specific educational needs:
- have a learning disability
- are from a non-English speaking background
- are of Aboriginal and/or Torres Strait Islander backgrounds
- are a migrant or refugee
- are from rural and remote locations
- are in low socioeconomic circumstances
- have a physical disability
- have an emotional impairment.

Special provisions can be allocated either by the school (under QCAA guidelines). Special Consideration of Educational Disadvantage can be allocated by QTAC.

Special provisions may involve:
- granting exemption from non-substantive, non-mandatory subject requirements when there is sufficient alternative information available to make a judgment about an exit level of achievement
- providing special arrangements so as to vary the conditions under which assessment occurs.

Students with special needs should have:
- their case reviewed individually
- equal opportunity to demonstrate their knowledge and skills
- the syllabus criteria and standards applied in the same way as to all students
- any barriers removed in order to ensure equal opportunity
- arrangements made to assist in the demonstration of their knowledge and skills
- early access to any support required.

Special arrangements may involve:
- alternative teaching approaches and learning experiences
- individualised assessment plans
- the use of specialised equipment e.g. computer
- the provision of a reader or writer (physical impairment)
- assistance with the interpretation and comprehension of assessment items for student with language difficulties, providing this assistance occurs for assessment items which are not designed to assess these language skills
- additional time
- the re-scheduling of assessment.

(QCAA Policy Statement on Late and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects – July 2015).
In order for students to be fairly considered, a ‘Request for Special Provisions’ form should be submitted through the Guidance Officer who will assess each application and notify relevant staff of specific assessment requirements.

See ‘Senior Schooling Student Information Book’ for full details of the Special Provisions Process.

SUSPENSIONS
- Students on internal withdrawal are to complete the assessment whilst in the Behaviour Support Room.
- If suspended, students must deliver assessment to the office by the due date and obtain a receipt.
- Students who are absent for examinations due to suspension will negotiate a new date to complete the task.

APPEALS
- In the first instance, students should speak with the relevant teacher and informally ask for a review of the result.
- Should this not resolve the matter, the student should speak with the Head of Department for this subject.
- Should this not resolve the matter, the student should put their complaint in writing to the year level Deputy Principal. All written complaints will be acknowledged in writing and the student will be advised how long it will take to investigate the matter.
- Should this still not resolve the issue, the year level Deputy Principal will forward the complaint to the Principal, who shall acknowledge in writing that the complaint has been received and will also inform the student how long it will take to investigate the matter. The student will receive written advice of the outcome.
- For VET subjects only – should the student still not be happy with the decision, they are able to contact the Department of Education and Training (DET) for advice.
MODERATION OF ASSESSMENT

Whole School Cross Checking/Moderation Process

Regular monitoring of assessment is an essential component of the assessment and reporting cycle. It provides staff with the opportunity to receive feedback on awarding levels of achievement which match the evidence to the assessment instrument and associated criteria in each subject, for each piece of assessment, as well as ensuring the results awarded to student work is consistent across a cohort.

The process outlined below is the minimum moderation requirement expected for all assessment instruments within each subject and class. The expectations for moderation of Senior (Year 12) assessment instruments may extend beyond the process outlined below. If this is to occur, it will be communicated by the Head of Department prior to the period of moderation.

MODERATION OF ASSESSMENT
Whole School Cross Checking/Moderation Process

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The process outlined below is the minimum moderation requirement expected for all assessment instruments within each subject and class. The expectations for moderation of Senior (Year 12) assessment instruments may extend beyond the process outlined below. If this is to occur, it will be communicated by the Head of Department prior to the period of moderation.
The moderation process requires all teachers for each piece of assessment to:

- Mark all student responses.
- Complete the top section of the ‘Moderation Folder Record’ with required information.
- Select between 5-7 samples of student work. Student samples should include:
  - the top student in the class (regardless of achievement level attained);
  - the student who is placed closest to the threshold of each level (e.g. A-, B+, B-, C+, C-).
  - Other responses beyond the 7 samples that teachers wish to have reviewed (to be moderated by the HOD or buddy through negotiation).
- Write the names of the requested 5-7 samples in the spaces provided on the ‘Moderation Folder Record’.
- Clip the requested 5-7 samples together and place these on the top of the student responses; clip together and place beneath this first bundle any extra samples that teachers wish to be moderated; place all remaining class responses (marked) at the back of the moderation folder.
- Print a current OneSchool class list and place inside the folder on top of the task responses.
- Give the moderation folder to the assigned moderation buddy (HOD will advise who this is).
- Moderators are to check over the levels of achievement awarded. If the moderator thinks there are changes required, these are to be indicated on the criteria sheet in pencil and explained in the space provided on the ‘Moderation Folder Record’. This process should adhere to a 1 week turn around.
- The moderation folder with all student work is returned to the HOD.
- Where disagreements arise, the final result is determined by the HOD. Once complete, the moderation folder is returned to the class teacher.

**ASSIGNING GRADES**

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td>B</td>
<td>Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td>C</td>
<td>Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td>D</td>
<td>Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td>E</td>
<td>Evidence in a student’s work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td>N</td>
<td>Insufficient evidence to make a judgment. N ratings must be approved by the relevant year level Deputy Principal. This rating may only be used under the following circumstances: Extended approved period of illness or family circumstances Insufficient evidence of achievement available due to late transfer into the school/subject</td>
</tr>
<tr>
<td>CA</td>
<td>Competency Achieved</td>
</tr>
<tr>
<td>WTC</td>
<td>Working Towards Competency</td>
</tr>
<tr>
<td>CNA</td>
<td>Competency Not Achieved</td>
</tr>
</tbody>
</table>
Effort and Behaviour

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Effort Indicators:</th>
<th>Behaviour Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>Preparedness:</td>
<td>• Punctuality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• brings materials and equipment to class</td>
<td>• Responsiveness to</td>
</tr>
<tr>
<td>B</td>
<td>Very good</td>
<td>Industry:</td>
<td>teacher directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• application to class activities</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>Assessment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• productivity</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Needs attention</td>
<td>use of draft process for monitoring</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Unacceptable</td>
<td>completion of assessment tasks</td>
<td></td>
</tr>
</tbody>
</table>

Homework

- Always Completed
- Usually Completed
- Sometimes Completed
- Rarely Completed

Parent Interview Request

Interview Recommended
Interview Requested

REPORTING TIMELINES

Reporting timelines should be allocated as follows:

- Reporting opens
  - 2 Weeks for teachers to enter their results and proofread.
  - Reporting buddy to check against Faculty digital markbook for errors and teachers to make corrections.
- Reporting closed for teachers
  - Nominated date as per the Calendar.
- Admin to print draft reports
  - 1 Day to follow up with staff with incomplete reports.
  - DP’s to proofread reports and teachers make corrections.
- Final reports
  - Administration staff to prepare for emailing.

REPORTING CHECKLIST

Reports will not be accepted by your Head of Department if the following stages have not been signed off. Teachers need to ensure their organisation of time around assessment and reporting allows sufficient time for proofreading and corrections as follows:

Classroom teacher

Please ensure you complete each of the following steps:

- **BEFORE REPORTING**
  - check your class lists and report any anomalies (incorrect/missing students and alert relevant staff member)
  - Advise Head of Department of any potential N ratings; DP will confirm if valid
  - Run a report to see if there are any missing entries, complete where needed
  - Submit OneSchool Report to your reporting buddy as nominated by your Head of Department and final copy to your Head of Department.

Reporting Buddy

Please check for the following and indicate any changes on the reports:

- Check the level of achievement awarded for each student against the Faculty digital markbook.
- Does the level of achievement awarded for each student correspond with the effort/behaviour and homework standards for each student?
- If students have any area which has been awarded a D, E or N for their level of achievement, effort, behaviour or homework, has the teacher requested an interview?
- Please return corrections to the original teacher by the timeframe nominated by your Head of Department.

Classroom teacher

When you receive your feedback please complete the following:

- Make any necessary corrections, add the corrected reports to your originals and submit to your Head of Department by the nominated timeframe.

PARENT TEACHER INTERVIEWS

Preparation

Parents expect teachers to:

- understand their child’s individual learning style
- have a teaching and learning plan in place to cater for his/her needs, weaknesses and strengths
- possess an awareness of and provide advice on areas for improvement for their child.

Following is a suggested checklist of items, that when completed thoroughly, will ensure the successful negotiation of parent/teacher interviews and provide parents with accurate and meaningful insights on their children’s progress and ways they can assist them.

Term by term, keep accurate formal records for each child on:

- their home learning (homework)
- skills/outcomes achieved
- assessment of tests, group work, assignments, oral presentations, etcetera
- attendance, attitude, behaviour and effort.
Also, create a section where anecdotal comments and observations can be recorded on every student. Specific examples on their child are appreciated by parents:

- on individual student’s attitude, effort, ownership and behaviour
- special attributes or achievements
- these comments must be recorded during or immediately after each class or they will be lost in our business
- this strategy wins parents’ confidence in us.

Over a term, a bank of observations will build up on each child that will paint a comprehensive picture of his/her all round performance and progress for us to communicate to parents and use to tailor personalised learning for the student.

### Promotion

The progress of students from one year level to the next is premised on the understanding that it is educationally desirable for students to move through year levels with their peers. Any variation from this involves the obligation to justify the educational benefit of such a change.

The Promotion Policy encourages students to achieve the best possible outcome from the educational opportunities available to them and to remind them of the practical consequences of not participating fully in the curriculum offered by the school.

Our curriculum, teaching practices, student management and welfare policies, assessment and reporting are all designed to meet the needs of students and assist them in moving smoothly through the year levels whilst at our school.

This policy applies to all students at Browns Plains State High School. The aim of this policy is to ensure fairness and equity is maintained across the school; therefore supporting students to achieve to the best of their ability.

#### Minimum Requirements

<table>
<thead>
<tr>
<th>Year 7, 8, 9, or 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory level of achievement in Mathematics and English (C Standard)</td>
<td>Personal Pathway: Satisfactory level of achievement in Mathematics and English (C Standard) or OP (Authority) Pathway: High level of achievement in Maths and English (B Standard)</td>
<td>Satisfactory level of achievement (C Standard) in English and Mathematics to meet literacy and numeracy requirements for QCE. Satisfactory level of achievement in the remaining subjects or on track to receive any certificates being studied. This requires the student to be on track to achieve their QCE.</td>
</tr>
<tr>
<td>PLUS</td>
<td>PLUS</td>
<td>PLUS</td>
</tr>
<tr>
<td>Majority of passes in the remaining subjects</td>
<td>Majority of passes in the remaining subjects.</td>
<td>Satisfactory level of achievement in the remaining subjects or on track to receive any certificates being studied. This requires the student to be on track to achieve their QCE, or for students, their QCI/A.</td>
</tr>
<tr>
<td>PLUS</td>
<td>PLUS</td>
<td>PLUS</td>
</tr>
<tr>
<td>Attendance of 85% or more.</td>
<td>Attendance of 85% or more</td>
<td>Attendance of 85% or more</td>
</tr>
<tr>
<td>Students not meeting these requirements will have an interview with the relevant Deputy Principal regarding progression to the next year level.</td>
<td>Students not meeting these requirements will have an interview with the relevant Deputy Principal regarding progression to year 11.</td>
<td>Students not meeting these requirements will have an interview with the relevant Deputy Principal regarding progression to year 12. A cancellation of enrolment procedure will be initiated for students as needed.</td>
</tr>
</tbody>
</table>

#### Special Consideration

A student may be promoted to the next year level by the Deputy Principal on the grounds of Special Consideration if it can be shown that the student experienced hardship of a permanent or temporary nature which affected his/her school work. It is the responsibility of the student to notify the Deputy Principal and/or the relevant Head of Department of the details or circumstances relating to the student’s application.

Any decision regarding the promotion of Special Education Program students must first be referred to the Student Case Management Team. Any communication with the parents of a Special Education Program student must occur through the Head of Special Education Services and other relevant school staff (i.e. Deputy Principal, SWD case managers, Advisory Teachers).

No Special Consideration will be given to a student who has been absent from the school or study for prolonged periods (e.g. overseas trips, prolonged holidays, unexplained absences) and has therefore been unable to satisfactorily complete the required work.

#### Appeal for Promotion

In the event that a student has not met the above requirements, the student may apply for promotion to the next year. This will involve an interview with the next year’s Deputy Principal, the student’s parent(s)/guardian(s) and the student. The student and parents will be required to show just cause as to the benefits of student promotion and what the student intends to do to ensure that an average of Satisfactory Achievement on all of the assessment tasks is obtained in all subjects studied in the next year level. If the appeal is successful, the student will be promoted to the next year level for a probationary period.
Student Resource Scheme

Browns Plains State High School
Parents and Citizens Association
Terms and Conditions

Student Resource Scheme
This scheme ensures all students have the required resources for their education, as well as saving parents/carers time and money in sourcing appropriate curriculum resources.

In return for a hire fee of $200.00:
- Hire of all textbooks and class sets
- Computer printing to the value of $4.00 per term, all printed class notes, excluding colour photocopies and student’s personal photocopying
- Basic curriculum materials for practical Arts and fine Arts subjects
- Study planner
- Some materials used for classroom projects
- Student Identification (ID) Cards (issued to all students in April each year)
- Mail outs
- Internet access and Text and Resource coordinator.

Students in years 11 and OP eligible year 12 students have an additional fee of $20 to contribute to the external marking of practice QCS test papers. This scheme provides the entire package for a set fee and is not available in parts. The Queensland Government Textbook and Resources Allowance supports this scheme. The Textbook and Resource Allowance is paid only once in any calendar year, regardless of the number of schools the student attends.

Items specifically excluded from the scheme which need to be purchased by the student in Years 7 - 12 include:
- Writing exercise books for class work/notes
- Pens, pencils and other stationery items
- Calculators and drawing equipment
- USBs, CDs, DVDs where items become the permanent property of the student
- Protective clothing where required
- Cost of excursions, field trips and sporting trips
- Materials required for student assessment and assignment work
- Specific subject contributions

Conditions of participating in the Student Resource Scheme:
- Students will supply their own personal requirements – as outlined in Subject Requirements Lists
- Books issued to students are kept in good condition
- Students may be responsible for up to the full cost of books that are negligently damaged or lost before any further issues can be made
- School Administration Office to be notified immediately of the loss of any textbook
- All textbooks provided under the scheme remain the property of the scheme and must be returned when the student leaves or at the end of the school year
- All fees received by the school on behalf of the Parents and Citizens Association will be banked into the school’s general account, which is subject to annual audit
- If a student starts school after first term, the fee is reduced on a pro-rata basis
- If a student leaves school having paid a fee, a pro-rata refund will be made. Refunds are based on the full charge (which include the Textbook Allowance and parent/carer charge), less cost of consumed materials and/or cost of replacing lost or damaged textbooks
- Full payment for all years in which the student has attended this school of all outstanding monies in relation to the Student Resource Scheme must be made prior to the school accepting payment from students for the Year 12 Formal and other concluding Year 12 activities.

Non Participation
Parents/carers who do not wish to participate in the Student Resources Scheme should inform the school administration so they receive a cheque to the value of the Textbook Allowance for each of their children. However, they are expected to provide all necessary textbooks and resources for their children as detailed on the Subject Requirements Lists.

Invitation
The student Resource Scheme is discussed at the November meeting of the school’s Parents and Citizens Association. Parents/carers are invited to attend this meeting and express their opinions. A vote is taken annually at this meeting on the continuation of this scheme.
Arrangements for Payment
Please sign the Participation Agreement Form and return it to Browns Plains State High School with enrolment forms. Payments can be made by cash, cheque, Visa, MasterCard, EFTPOS, Centrepay Deduction or Internet Banking (account details available from school office) or BPOINT. For those parents/carers receiving a Centrelink payment, school fees can now be paid fortnightly using Centrepay direct bill paying service. Centrepay is a free direct bill paying service. Simply complete the Centrepay deductions form with your details and lodge this form with the Browns Plains State High School Office for processing. Minimum payment is $20.00 per fortnight. If you prefer to pay by instalment, this can be done by making three payments.

Parents/carers experiencing financial difficulty
Where there is genuine parental financial hardship, parents can discuss with the school Principal how they can meet their financial obligations by instalments throughout the school year or discuss alternative arrangements to accommodate special circumstances. All discussions will be held in confidence.

Payment Options

Cash Room Opening Hours
Monday 8:15am – 2:00pm
Tuesday Closed
Wednesday 8:15am – 2:00pm
Thursday 8:15am – 2:00pm
Friday 8:15am – 2:00pm

Phone: 3802 6222

PAYMENT BY INTERNET BANKING: Direct payment into school bank account
- School’s Bank Account Name: Browns Plains State High School General A/c
- BSB Number: 064-159 (CBA Branch Acacia Ridge)
- Account Number: 00904480
- Reference/Details: Please record both “Student/Family/Customer ID AND Reference/Invoice No” in the reference/details section so that your payment can be recorded correctly.

PAYMENT BY PHONE: Payment by Credit Card ONLY
- Call the school on 3802 6222, Monday to Friday between 8:15am – 2:00pm
- Please have the account and your credit card details with you when you call
- VISA and Mastercard accepted

PAYING BY CARD/CHEQUE/ORDER: Payment by Credit Card, Debit Card, Cash, Cheque or Money Order
- Payment can be made at the school office Monday, Wednesday, Thursday and Friday 8:15am – 2:00pm
- Credit card and Debit Cards (EFTPOS), Cash, Cheques and Money Orders are accepted.

PAYING BY BPOINT:
- BPOINT is an online payment system accessed via any computer or smart phone using Mastercard or VISA.
- Once logged in you will need the information from the school invoice or debtor statement to complete the BPOINT payment page

Please Note: Please do not hesitate to ring the school office if you are unsure of any outstanding debts. Alternatively, your student can come to the cash room office and request a statement which will show outstanding and current fees owing.
Acceptable Usage Agreement for Bring Your Own Device (BYOD) and ICT Facilities and Devices

IMPORTANT: Version 6 June 2017 | THIS IS A WORKING DOCUMENT AND MAY BE UPDATED THROUGHOUT THE YEAR. Newest version will be available from the school website. A message will be communicated via the newsletter when amendments are made.

BYOD Transition Plan
Browns Plains State High School is transitioning to a Bring Your Own Device (BYOD) model, for computers and other personal electronic devices, due to the cessation of the National Secondary School Computer Fund (NSSCF).

In 2016
- Year 10, 11, 12 and specialty subjects (Graphics, IT, Media): majority of students should be bringing their own device by the end of the year.
- Year 7, 8 & 9: students may bring their own device however access to computers will be available within their subject areas

In 2017 and 2018 all students are expected to bring their own device to school.

Forward
This document contains all the information and agreement (contract) that need to be signed by all students and parents/carers. Each family should thoroughly read and understand the content and follow all procedures.

Introduction
Bring Your Own Device (BYOD) is a new pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students or staff use their personally-owned mobile devices to access the department’s information and communication (ICT) network.

These mobile devices include but are not limited to laptops, notepads, tablet devices, voice recording devices, games devices, USBs, DVDs, CDs and smart phones. Access to the department’s ICT network is provided only if the mobile device meets the department’s security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device.

Students and staff are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.

The BYOD acronym used by the department refers to the teaching and learning environment in Queensland state schools where personally-owned mobile devices are used. Please be aware that it is more than a personally-owned mobile device; it also includes software, applications, connectivity or carriage service.

We have chosen to support the implementation of a BYOD model because:
- BYOD recognises the demand for seamless movement between school, work, home and play
- our BYOD program assists students to improve their learning outcomes in a contemporary educational setting
- assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.

Device care
The student is responsible for taking care of and securing the device and accessories in accordance with school policy and guidelines. Responsibility for loss or damage of a device at home, in transit or at school belongs to the student. Advice should be sought regarding inclusion in home and contents insurance policy.
It is advised that accidental damage and warranty policies are discussed at point of purchase to minimise financial impact and disruption to learning should a device not be operational.

**General precautions**
- Food or drink should never be placed near the device.
- Plugs, cords and cables should be inserted and removed carefully.
- Devices should be carried within their protective case where appropriate.
- Carrying devices with the screen open should be avoided.
- Ensure the battery is fully charged each day.
- Turn the device off before placing it in its bag.

**Protecting the screen**
- Avoid poking at the screen — even a touch screen only requires a light touch.
- Don’t place pressure on the lid of the device when it is closed.
- Avoid placing anything on the keyboard before closing the lid.
- Avoid placing anything in the carry case that could press against the cover.
- Only clean the screen with a clean, soft, dry cloth or an anti-static cloth.
- Don’t clean the screen with a household cleaning product.

**Data security and back-ups**
Students must ensure they have a process of backing up data securely. Otherwise, should a hardware or software fault occur, assignments and the products of other class activities may be lost.

The student is responsible for the backup of all data. While at school, students may be able to save data to the school’s network, which is safeguarded by a scheduled backup solution. All files must be scanned using appropriate anti-virus software before being downloaded to the department’s ICT network.

Students are also able to save data locally to their device for use away from the school network. The backup of this data is the responsibility of the student and should be backed-up on an external device, such as an external hard drive or USB drive.

Students should also be aware that, in the event that any repairs need to be carried out the service agents may not guarantee the security or retention of the data. For example, the contents of the device may be deleted and the storage media reformatted.

**Software and Applications**
Installation and maintenance of personal software is the responsibility of the family. Genuine versions of software need to be installed to ensure updates. Some subjects require the use of subject specific software, all of which have different licensing arrangements for private purchase. See Curriculum Software Requirements for software and application requirements.

Where student licences are available for software, the BPSHS technician will install software on personal devices.

**Charging of devices**
Students are be expected to bring a fully charged device to school each day. Check Device Specifications for battery life reference or consult your technical support. No charging is allowed at school due to workplace safety concerns and potential for accidental damage.

**Wi-Fi**
Approved devices that meet the outlined specifications will recognise the School Wi-Fi and students will be able to connect. Standard EQ internet security filters will screen usage and access. All devices to access the Wi-Fi must be supportive of a wireless bandwidth.

**3G / 4G / All Other Cellular Connections**
3/4G and all other cellular connections must be disabled in all devices used at school as this function, when activated, allows students to bypass the EQ internet security filters. The School will take no responsibility for the content accessed by students using their personally owned devices outside of the wireless network.

**Printing**
Students will be able to connect their approved BYOD device via their web browser to access printers.

**Insurance, Accidental Damage Protection & Warranty**
Families are strongly encouraged to have insurance and warranty on personal devices.

**Repairs and Maintenance**
All maintenance for the IT device, operating system, software and/or apps purchased by the family are the responsibility of the family. Families should ensure quick maintenance turnaround for student devices.

**School Technical Support**
The school provides a range of technical support to assist students with difficulties*. This is available from 8.30am in the mornings and 1st lunch in the technician’s room located in the Communication building. Full support is provided for school provided devices. Limited support for BYOD may be available such as:
- assistance with connection to the school’s wireless facilities
- installation of specialist software
- possible assistance to log a job with a portal company

*Access to school devices and support is dependent on resource contributions being up to date at all times.
Cost to Families
The cost of the BYOD system is included in the Technology Levy which is a part of the School Fees. The contribution includes:
- Speciality subject requirements
- Maintenance and service of printer network systems, and print credit
- School technical support officer (connecting to the Wi-Fi service, installation of school licensed software, troubleshooting support, backup help and support)
- Software access and maintenance of licencing for BYOD for example Adobe

Device specifications
The school’s BYOD program may support printing, filtered internet access, and file access and storage through the department’s network while at school. However, the school’s BYOD program does not include school technical support or charging of devices at school.

Before acquiring a device to use at school please read the following technical specifications. These specifications relate to the suitability of the device to enabling class activities, meeting student needs and promoting safe and secure access to the department’s network.

### Specifications

<table>
<thead>
<tr>
<th>Options</th>
<th>Device MINIMUM Specifications</th>
<th>Device HIGH-END Specifications (e.g. required for IT/Media/Graphics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing a device with minimum specifications.</td>
<td>Purchasing a device with hi-end specifications:</td>
<td></td>
</tr>
<tr>
<td>CPU</td>
<td>Intel: Processor Core i3</td>
<td>Intel: Core i5</td>
</tr>
<tr>
<td>RAM</td>
<td>4 GB Minimum</td>
<td>8 GB Minimum</td>
</tr>
<tr>
<td>Graphics</td>
<td>Intel Built in Graphics acceptable</td>
<td>Dedicated Graphic Chip</td>
</tr>
<tr>
<td>Storage</td>
<td>256GB Hard Drive or 128 GB SSD</td>
<td>500GB Hard Drive or 256 GB SSD</td>
</tr>
<tr>
<td>Network</td>
<td>Wireless</td>
<td>Wireless</td>
</tr>
<tr>
<td>Screen Size</td>
<td>11 to 13 inch recommended, 1280 X 720 minimum resolution</td>
<td>13 to 15 inch recommended, 1280 X 720 minimum resolution</td>
</tr>
<tr>
<td></td>
<td>11” minimum, 15” + sizes not recommended</td>
<td>13” minimum, 15” + sizes not recommended</td>
</tr>
<tr>
<td>Battery Life</td>
<td>6 hour minimum battery life</td>
<td>6 hour minimum battery life</td>
</tr>
<tr>
<td>Operating System</td>
<td>Latest version preferred</td>
<td>Latest version preferred</td>
</tr>
<tr>
<td>Virus Protection</td>
<td>Any protection accepted as along as it is a full up-to-date version NOT a trial version</td>
<td>Any protection accepted as along as it is a full up-to-date version NOT a trial version</td>
</tr>
</tbody>
</table>

### Curriculum Software Requirements

#### ALL SUBJECTS – CORE SOFTWARE

<table>
<thead>
<tr>
<th>Function of Software</th>
<th>Examples for Windows devices</th>
<th>Examples for Mac devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Processing</td>
<td>Microsoft Word 2013 or newer (Office 365)</td>
<td>Office 365</td>
</tr>
<tr>
<td>Sheets</td>
<td>Microsoft Excel 2013 or newer (Office 365)</td>
<td>Office 365</td>
</tr>
<tr>
<td>Presentation</td>
<td>Microsoft PowerPoint 2013 or newer (Office 365)</td>
<td>Office 365</td>
</tr>
<tr>
<td>Media/Video player</td>
<td>Windows Media Player, VLC Player</td>
<td>VLC Player</td>
</tr>
<tr>
<td>Photo viewer/Manipulator</td>
<td>Microsoft Office Picture Manager, Adobe Photoshop, Paint.net</td>
<td>Adobe Photoshop</td>
</tr>
<tr>
<td>Internet browser</td>
<td>Internet Explorer, Google Chrome, Mozilla Firefox</td>
<td>Safari, Google Chrome</td>
</tr>
<tr>
<td>PDF creator &amp; reader</td>
<td>Adobe Reader, Adobe Creator</td>
<td>Adobe Reader, Adobe Creator</td>
</tr>
</tbody>
</table>

#### SUBJECT SPECIFIC SOFTWARE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Specific Software</th>
<th>Function</th>
<th>Software Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>MYOB</td>
<td>Specific Accounting</td>
<td>MYOB student edition $15.00</td>
</tr>
<tr>
<td>Art</td>
<td>Adobe Photoshop</td>
<td>Image Editing</td>
<td>Free with Base Adobe Package</td>
</tr>
<tr>
<td>Business</td>
<td>MYOB</td>
<td>Specific Accounting</td>
<td>MYOB student edition $15.00</td>
</tr>
<tr>
<td>IT (9 &amp; 10)</td>
<td>Adobe Flash</td>
<td>Animation Software</td>
<td>Free with Base Adobe Package</td>
</tr>
<tr>
<td></td>
<td>Adobe Photoshop</td>
<td>Image Editing</td>
<td>Free with Base Adobe Package</td>
</tr>
<tr>
<td></td>
<td>Lego Mindstorm</td>
<td>Robotic Software</td>
<td>Free – See subject teacher for details</td>
</tr>
<tr>
<td></td>
<td>Game Maker</td>
<td>Programming Language</td>
<td>Free – See subject teacher for details</td>
</tr>
<tr>
<td>Music</td>
<td>Mixcraft 7</td>
<td>Music Composition</td>
<td>School access provided only.</td>
</tr>
<tr>
<td></td>
<td>Ableton Live (Lite) Ignite</td>
<td>Music recording and editing</td>
<td>School access provided only.</td>
</tr>
<tr>
<td>Audacity, A</td>
<td></td>
<td>Music recording and editing</td>
<td>Free</td>
</tr>
<tr>
<td>PE</td>
<td>Swinger</td>
<td>Biomechanical analysis</td>
<td>School access only.</td>
</tr>
<tr>
<td>Graphics</td>
<td>Autodesk</td>
<td>Industry Standard</td>
<td>Free – See subject teacher for details</td>
</tr>
<tr>
<td>Media</td>
<td>Adobe Photoshop</td>
<td>Image Editing</td>
<td>Free with Base Adobe Package</td>
</tr>
<tr>
<td></td>
<td>Adobe Premiere</td>
<td>Film Editing</td>
<td>Adobe Master Collection $20.00</td>
</tr>
<tr>
<td></td>
<td>Adobe Photoshop</td>
<td>Image Editing</td>
<td>Free with Base Adobe Package</td>
</tr>
<tr>
<td>IT (11 &amp; 12)</td>
<td>Blender</td>
<td>3D graphic generator</td>
<td>Free – See subject teacher for details</td>
</tr>
<tr>
<td></td>
<td>Adobe Premiere</td>
<td>Film Editing</td>
<td>Adobe Master Collection $20.00</td>
</tr>
<tr>
<td></td>
<td>Lego Mindstorm</td>
<td>Robotic Software</td>
<td>Free – See subject teacher for details</td>
</tr>
<tr>
<td></td>
<td>Unity + Game Maker</td>
<td>Programming Languages</td>
<td>Free – See subject teacher for details</td>
</tr>
</tbody>
</table>

### Device with high-end specifications

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Graphics</td>
<td>Autodesk</td>
<td>Industry Standard</td>
<td>Free – See subject teacher for details</td>
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<td>Media</td>
<td>Adobe Photoshop</td>
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<td></td>
<td>Unity + Game Maker</td>
<td>Programming Languages</td>
<td>Free – See subject teacher for details</td>
</tr>
</tbody>
</table>
Responsible Use

Upon enrolment in a Queensland Government school, parent/carer permission is sought to give the student(s) access to the internet, based upon the policy contained in this acceptable usage agreement.

The responsible-use conditions apply to the use of the device and internet both on and off the school grounds.

Communication through internet and online communication services must also comply with this usage agreement and Responsible Behaviour Plan.

While on the school network, students should not:
- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- use unauthorised programs and intentionally download unauthorised software, graphics or music
- intentionally damage or disable computers, computer systems, school or government networks
- use the device for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

Note: Students’ use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.

Passwords

Use of the school’s ICT network is secured with a user name and password. The password:
- must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g., a student should not share their username and password with fellow students).
- should be changed regularly, as well as when prompted by the department or when known by another user.

Personal accounts are not to be shared. Students should not allow others to use their personal account for any reason.

Students should log off at the end of each session to ensure no one else can use their account or device.

Students should also set a password for access to their BYOD device and keep it private.

Parents/carers may also choose to maintain a password on a personally-owned device for access to the device in the event their student forgets their password or if access is required for technical support. Some devices may support the use of parental controls with such use being the responsibility of the parent/caregiver.

Digital citizenship

Students should be conscious creators of the content and behaviours they exhibit online and take active responsibility for building a positive online reputation. They should be conscious of the way they portray themselves, and the way they treat others online.

Students should be mindful that the content and behaviours they have online are easily searchable and accessible. This content may form a permanent online record into the future.

Interactions within digital communities and environments should mirror normal interpersonal expectations and behavioural guidelines, such as when in a class or the broader community.

Parents/carers are requested to ensure that their child understands this responsibility and expectation. The school's Responsible Behaviour Plan also supports students by providing school related expectations, guidelines and consequences.

Cybersafety

If a student believes they have received a computer virus, spam (unsolicited email), or they have received a message or other online content that is inappropriate or makes them feel uncomfortable, they must inform their teacher, parent or caregiver as soon as possible.

Students must also seek advice if another user seeks personal information, asks to be telephoned, offers gifts by email or asks to meet a student.

Students are encouraged to explore and use the 'Cybersafety Help button’ to talk, report and learn about a range of cybersafety issues.

Students must never initiate or knowingly forward emails, or other online content, containing:
- a message sent to them in confidence
- a computer virus or attachment that is capable of damaging the recipients' computer
- chain letters or hoax emails
- spam (such as unsolicited advertising).

Students must never send, post or publish:
- inappropriate or unlawful content which is offensive, abusive or discriminatory
- threats, bullying or harassment of another person
- sexually explicit or sexually suggestive content or correspondence
- false or defamatory information about a person or organisation.

Parents, carers and students are encouraged to read the department’s Cybersafety and Cyberbullying guide for parents and caregivers.
Web filtering
The internet has become a powerful tool for teaching and learning, however students need to be careful and vigilant regarding some web content. At all times students, while using ICT facilities and devices, will be required to act in line with the requirements of the Responsible Behaviour Plan for students and any specific rules of the school. To help protect students (and staff) from malicious web activity and inappropriate websites, the school operates a comprehensive web filtering system. Any device connected to the internet through the school network will have filtering applied.

The filtering system provides a layer of protection to staff and students against:
- inappropriate web pages
- spyware and malware
- peer-to-peer sessions
- scams and identity theft.

This purpose-built web filtering solution takes a precautionary approach to blocking websites including those that do not disclose information about their purpose and content. The school’s filtering approach represents global best-practice in internet protection measures. However, despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed. Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Students are required to report any internet site accessed that is considered inappropriate. Any suspected security breach involving students, users from other schools, or from outside the Queensland DET network must also be reported to the school.

The personally-owned devices have access to home and other out of school internet services and those services may not include any internet filtering. Parents/carers are encouraged to install a local filtering application on the student’s device for when they are connected in locations other than school. Parents/carers are responsible for appropriate internet use by students outside the school.

Parents, carers and students are also encouraged to visit the Australian Communications and Media Authority’s CyberSmart website for resources and practical advice to help young people safely enjoy the online world.

Privacy and confidentiality
Students must not use another student or staff member’s username or password to access the school network or another student’s device, including not trespassing in another person’s files, home drive, email or accessing unauthorised network drives or systems.

Additionally, students should not divulge personal information via the internet or email, to unknown entities or for reasons other than to fulfill the educational program requirements of the school. It is important that students do not publish or disclose the email address of a staff member or student without that person’s explicit permission.

Students should also not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others. They should ensure that privacy and confidentiality is always maintained.

Intellectual property and copyright
Students should never plagiarise information and should observe appropriate copyright clearance, including acknowledging the original author or source of any information, images, audio etc. used. It is also important that the student obtain all appropriate permissions before electronically publishing other people’s works or drawings. The creator or author of any material published should always be acknowledged. Material being published on the internet or intranet must have the approval of the principal or their delegate and have appropriate copyright clearance.

Copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

Monitoring and reporting
Students should be aware that all use of internet and online communication services can be audited and traced to the account of the user.

All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, the school may be required to provide the authorities with access to the device and personal holdings associated with its use.

Misuse and breaches of acceptable usage
Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.

The school reserves the right to restrict/remove access of personally owned mobile devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned mobile devices may result in disciplinary action which includes, but is not limited to, the withdrawal of access to school supplied services.

Acceptable Usage of BYOD and ICT Facilities & Devices
This document defines the acceptable use of BYOD and ICT Facilities & Devices for student use at Browns Plains State High School. Our goal is to ensure the safe and responsible use of facilities, services and resources available to students through the provision of clear guidelines.

Authorisation and controls
The principal (or delegate) reserves the right to restrict student access to BYOD and/or the school's ICT facilities and devices if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program.

The department and Browns Plains High School monitors access to and usage of their ICT network. For example, email monitoring will occur to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

The department and Browns Plains High School may conduct security audits and scans, and restrict or deny access to the department's ICT network by any personal mobile device, if there is any suspicion that the integrity of the network might be at risk.

Responsibilities for using the school's ICT facilities and devices

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the Browns Plains High School Responsible Behaviour Plan for Students and this Usage Agreement.
- Students are to be aware of occupational health and safety issues when using computers and other learning devices.
- Parents/carers are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- Parents/carers are responsible for appropriate internet use by students outside the school environment when using a school owned or provided mobile device.
- Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).
- Students cannot use another student or staff member's username or password to access the school network, including not trespassing in another person's files, home drive, email or accessing unauthorised network drives or systems.
- Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- Students need to understand that copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

Responsibilities of stakeholders involved in the BYOD program:

**School**
- BYOD program induction — including information on (but not responsible for) connection, care of device at school, workplace health and safety, appropriate digital citizenship and cyber safety
- network connection at school
- internet filtering (when connected via the school’s computer network)
- some technical support (refer to school technical support)
- some school-supplied software e.g. Adobe, Microsoft Office 365 …
- printing facilities

**Student**
- participation in BYOD program induction
- acknowledgement that core purpose of device at school is for educational purposes and the use of the device is at the discretion of the classroom teacher
- care of device
- appropriate digital citizenship and online safety (for more details, see ACMA CyberSmart)
- security and password protection — password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students)
- maintaining a current back-up of data
- charging of device
- abiding by intellectual property and copyright laws (including software/media piracy)
- internet filtering (when not connected to the school’s network)
- ensuring personal login account will not be shared with another student, and device will not be shared with another student for any reason
- understanding and signing this User Agreement.

**Parents/Carers**
- participation in BYOD program induction
- acknowledgement that core purpose of device at school is for educational purposes
- internet filtering (when not connected to the school’s network)
- encourage and support appropriate digital citizenship and cyber safety with students (for more details, see ACMA CyberSmart)
- technical support (refer to service agreement at time of purchase)
- required software, including sufficient anti-virus software
- protective backpack or case for the device
- adequate warranty and insurance of the device
- understanding and signing this User Agreement.

The following are examples of responsible use of devices by students:
- use devices for:
  - engagement in class work and assignments set by teachers
  - developing appropriate 21st Century knowledge, skills and behaviours
  - authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by school staff
  - conducting general research for school activities and projects
The school’s BYOD program does not support personally-owned mobile devices in respect to:

- technical support
- charging of devices at school
- security, integrity, insurance and maintenance
- private network accounts

The school’s BYOD program supports personally-owned mobile devices in terms of access to:

- printing
- internet
- file access and storage
- support to connect devices to the school network.

The following are examples of irresponsible use of devices by students:

- using the device in an unlawful manner
- creating, participating in or circulating content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disabling settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- downloading (or using unauthorised software for), distributing or publishing of offensive messages or pictures
- using obscene, inflammatory, racist, discriminatory or derogatory language
- using language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insulting, harassing or attacking others or using obscene or abusive language
- deliberately wasting printing and Internet resources
- intentionally damaging any devices, accessories, peripherals, printers or network equipment
- committing plagiarism or violate copyright laws
- using unsupervised internet chat
- sending chain letters or spam email (junk mail)
- accessing private 3G/4G networks during lesson time
- knowingly downloading viruses or any other programs capable of breaching the department’s network security
- using the mobile device’s camera anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invading someone’s privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people’s devices without their permission and without them present.
- students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
- students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- students need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.
- parents/carers need to be aware that damage to devices owned by the school, other students or staff may result in significant consequences in relation to breaches of expectations and guidelines in the school’s Responsible Behaviour Plan for Students.
- the school will educate students on cyber bullying, safe internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to incorporate these safe practices in their daily behaviour at school.

Information sent from our school network contributes to the community perception of the school. All students using our ICT facilities are encouraged to conduct themselves as positive ambassadors for our school.

- be courteous, considerate and respectful of others when using a mobile device.
- switch off and place out of sight the mobile device during classes, where these devices are not being used in a teacher directed activity to enhance learning.
- seek teacher’s approval where they wish to use a mobile device under special circumstances.

The school’s BYOD program does not support personally-owned mobile devices in regard to:

- technical support
- charging of devices at school
- security, integrity, insurance and maintenance
- private network accounts
To further support students with their transition from the primary setting to secondary schooling, a Year 7 camp occurs in the second half of Term 1 of the new school year.

The 5 day camp takes place at Maroon Outdoor Education Centre (MOEC), which is a fully functional Education Queensland school with a Principal, Deputy Principal, specialised teaching staff and a variety of support staff. This camp incorporates adventure-based learning to develop students’ skills in teamwork, resilience and leadership.

The timing of the camp has been planned to maximise student outcomes. By the time of our camp departure, students will have been at school for a number of weeks and will have a good understanding of life as a secondary school student. Through spending a week at camp with their peers and engaging in a wide variety of activities, students will develop a broad spectrum of skills that are not able to be learnt in the regular classroom setting. Camp is also a great opportunity for students to form and/or consolidate peer friendships, and make a strong positive connection with key Year 7 teaching staff.

Many of the activities the students engage in during their time at camp are brand new to them, and some are activities that students may never have an opportunity to participate in again, for example, rock climbing, canoeing, low/high ropes and orienteering. Every activity offered at camp is designed to challenge students in a safe and supportive environment. Through participation in these activities students develop a deeper understanding of their own abilities, with many realising they are capable of much more than they ever imagined. Additionally, students learn the value of peer support and teamwork.

The full cost of the camp is approximately $220 with this amount being due, in full, one week prior to our departure. Covered in the cost of the camp is the bus transport to and from MOEC and all of the activities, food and accommodation.

As was reflected by Browns Plains State High School Year 7 students themselves, camp was: