



# Runcorn State High School

PRIDE | SUCCESS | EXCELLENCE



# INFORMATION GUIDE

2023







# SCHOOL ADMINISTRATION

Principal

Darren McGregor

Deputy Principals

Timothy Condren

Year 7 and 8

Junior Secondary

Tony Egan

Year 9 and 10

Transition School

Shannon Sowden

Year 11 and 12

Senior Secondary

## GENERAL SCHOOL INFORMATION

**Address:** 132 Hill Road,  
Runcorn QLD 4113

**Postal address:** PO Box 2034,  
Runcorn QLD 4113

**Phone number:** (07) 3323 1609 – Office  
(07) 3323 1603 – Student Absence

**Email:** [the.office@runcornshs.eq.edu.au](mailto:the.office@runcornshs.eq.edu.au)  
[the.principal@runcornshs.eq.edu.au](mailto:the.principal@runcornshs.eq.edu.au)  
[accounts@runcornshs.eq.edu.au](mailto:accounts@runcornshs.eq.edu.au)

**Website:** [www.runcornshs.eq.edu.au](http://www.runcornshs.eq.edu.au)

**OFFICE HOURS:** 8.00am - 4.00pm Monday to Friday

### P & C Association

**Contact:** [pandc@runcornshs.eq.edu.au](mailto:pandc@runcornshs.eq.edu.au)  
PO Box 2034  
Runcorn Q 4113

**Uniform Shop:** (07) 3323 1628  
8.00am - 11.30am  
Monday to Wednesday

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# THE RUNCORN WAY



## Our School Vision

At Runcorn State High School, we commit to The Runcorn Way: High Expectations and Personalised Learning. We uphold High Expectations in:

- Work ethic and academic progress
- Attendance
- Uniforms
- Behaviour

We commit to Personalised Learning by:

- Knowing every student and how they learn
- Tracking student progress
- Exploring intervention strategies
- Inclusive practices



# *At Runcorn We Value...*

**P**

## **Persistence**

**Try and try again**

A growth mindset supports our learning and development and helps us to overcome obstacles. We re-evaluate and reshape our plans to continue towards our goals.

**R**

## **Respect**

**A two-way street**

We are always thinking about how we can do the right thing by others as well as ourselves. The best way to demonstrate respect is to put effort into developing positive relationships and to acknowledge the feelings, rights and wishes of others.

**I**

## **Integrity**

**Be your best self**

We have strong ethical and moral behaviours and we work as a collective towards the common good. We are always thinking about “the right way to do things” and we know that others expect that from us.

**D**

## **Diversity**

**Everyone belongs**

We understand that individuals contribute in many different ways and we believe this diversity is our strength. We have a responsibility to work with each other to nurture this strength by celebrating the unique achievements and contributions of every individual.

**E**

## **Empathy**

**Thinking with our hearts**

We think about how other people may feel and we try to make sure people have the assistance or the space they need to move ahead. We try to understand each other's point of view and listen without judgement.

# SCHOOL DAILY ROUTINE

“The Runcorn Way,” on time and ready to learn.

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Home Class</b>	8.45 – 8.55	8.45 – 8.55	8.45 – 8.55	8.45 – 8.55	8.45 – 8.55
<b>1</b>	8.55 – 9.30 Assembly*	8.55 – 9.30	8.55 – 9.30	8.55 – 9.30	8.55 – 9.30
<b>2</b>	9.30 – 10.05 SP	9.30 – 10.05	9.30 – 10.05	9.30 – 10.05	9.30 – 10.05
<b>3</b>	10.05 – 10.40	10.05 – 10.40	10.05 – 10.40	10.05 – 10.40	10.05 – 10.40
<b>4</b>	10.40 – 11.15	10.40 – 11.15	10.40 – 11.15	10.40 – 11.15	10.40 – 11.15
<b>MORNING TEA 11.15am – 12pm (Wednesday 11.15am – 11.45 am)</b>					
<b>5</b>	12 – 12.35	12 – 12.35	11.45 – 12.20	12 – 12.35	12 – 12.35
<b>6</b>	12.35 – 1.10	12.35 – 1.10	12.35 – 1.10	12.35 – 1.10	12.35 – 1.10
<b>LUNCH 1.10pm – 1.40 pm (Wednesday 12.55pm – 1.40pm)</b>					
<b>7</b>	1.40 – 2.15	1.40 – 2.15	12.55 – 2.50 SPORT	1.40 – 2.15	1.40 – 2.15
<b>8</b>	2.15 – 2.50	2.15 – 2.50		2.15 – 2.50	2.15 – 2.50

\*NOTE: Full school assembly and Year Level assembly will rotate on a fortnightly basis.

**Warning bells sound before school and at morning tea and lunch. These bells ring five minutes before class begins.**

**On hearing the warning bells students are expected to move off to class and be ready at the door of the classroom by the second bell.**



## STUDENT WELFARE

The Runcorn Way: Personalised Learning. Student welfare is the cornerstone of the school's philosophy. Runcorn State High School operates with an "Ethic of Care" framework where teachers know every student and how they learn. We are committed to the development of the whole student and track each student's academic progress, attendance and well-being. We are dedicated to student resilience, leadership, team work, community service and personal growth.

For the purposes of sport and the organisation of our pastoral care system the school has been divided into four Houses (as pictured below). Nathan Eagles (Red), Selsey Lions (Yellow), Sirett Panthers (Black), Tarsset Tigers (Green).

Officers of Welfare and Learning (OWLS) for each year level are appointed and these teachers are responsible for supporting the learning and wellbeing of students. In Junior Secondary, each class has a Key Teacher whom is responsible for the welfare and care of each student. All year levels have a Home Class teacher who they see first thing every morning for roll marking and to check in with students.

Guidance Officers are available to students who wish to seek advice about their future career options or counselling regarding personal issues.

The Heads of Department are available to assist with curriculum and learning issues in the classroom.

The Principal and Deputy Principals are also available for parents/guardians and students to talk with about any matter that they wish to raise or that should be brought to the attention of the school. Appointments can be made by contacting the Administration office.

Runcorn State High School has an extensive range of people who work in supporting students in their learning whilst at school. This includes a Guidance Officer, School Nurse, Youth Support Co-Ordinator, Chaplain, ESL Support, Work Experience and Industry Placement Co-ordinators. Students and parents/guardians can make appointments to access these services by contacting the Administration Office.

## SPORTS HOUSES



## ATTENDANCE POLICY

At Runcorn State High School, student attendance is a high priority. We know that students who attend regularly are more likely to be successful and safe at school. Students are required to attend school on every day that it is open, except in exceptional cases. It is a legal requirement that the school must account for every absence of every student and record the reason. It is a parent/guardian responsibility to ensure that students (of any age) attend school every day unless there are acceptable reasons for absence. The legal requirements of attendance are set out in Chapters 9 and 10 of Queensland Education (General Provisions) Act 2006.

The school uses ID Attend, which is an electronic attendance system. The students are roll marked every period during the day. Runcorn State High School will promote full school attendance and encourage, through positive recognition on a regular basis, those students with excellent attendance or have shown significant improvement.



## ATTENDANCE PROCEDURES

### SCHOOL HOURS

School hours are from 8.45am to 2.50pm. Students are encouraged to be at school by at least 8.30am to allow them to prepare for the school day. It is important to note that students should not be on school premises before 8.00am and after 4.00pm unless attending an organised school or community function.

### PARENT / GUARDIAN RESPONSIBILITIES REGARDING STUDENT ABSENCES

It is the responsibility of every parent/guardian of a student to ensure that the student is enrolled and attends school on every school day for the educational programs in which the student is enrolled unless there are acceptable reasons for absence. A parent/guardian of a young person in the compulsory phase must ensure the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse. The legal requirements of attendance are set out in Chapters 9 and 10 of Queensland Education (General Provisions) Act 2006.

#### **Short term absences - 1 or 2 days**

Parents/Guardians are required to provide a valid reason for absence to the school. This can be in the form of a signed written note detailing the reason for absence on the day of return to school, an email to the Roll Clerk or phone the school absentee line on the day of absence (ph. 3323 1603).

#### **Long term absences - 3 or more days**

Parents/Guardians are asked to contact the Roll Clerk before the absence if possible, or at the earliest convenience to explain the absence (phone or email). In addition, if the reason is medical/illness, parents/guardians are expected to provide a Doctor's Certificate (for 3 days or more).

#### **Very long term absences**

Occasionally requests are made by parents/guardians for students to be absent for very long periods, e.g. to accompany parent/guardian on an overseas trip. Parents/Guardians are asked to discuss with the OWL Sub-School HOD / Deputy Principal, the implications of long-term absences from the school, before firm plans are made. Approval needs to be sought from the Principal with a form that can be obtained from the office. When students are unavoidably absent for a long period of time, where possible the school will provide details of work for students to go on with, if requested to do so.

### ACCEPTABLE AND UNACCEPTABLE REASONS FOR STUDENT ABSENCES

#### **Acceptable reasons for student absences are:**

- Sickness.
- Danger of being affected by an infectious or contagious disease.
- Temporary or permanent infirmity.
- Unavoidable and sufficient cause, e.g. bereavement within the family or of a close friend; or family trauma.
- Attending a school organised activity, e.g. excursion, camp, work experience.
- Sporting / cultural / religious event.

#### **Examples of unacceptable reasons for absence are:**

- Truancy.
- Birthdays.
- Shopping expeditions with or without caregiver.
- Haircuts.
- Helping at home or at parent / guardian's place of work.
- Part-time or casual work (including travel to and from such work).
- Appointments which could be made out of school hours (including driving lessons / tests).
- Excessive time for appointments which are avoidable.

### SCHOOL PROCEDURES FOR FOLLOWING UP UNACCEPTABLE STUDENT ABSENCES

Where an absence is proposed, or has occurred, and the reason is not acceptable, these fall into two categories.

### **Common Practice**

For example, accompanying parent/guardian on holidays, participation in recognised, non-school organised sporting and cultural activities, etc. In every case contact will be made with home by the school. The contact does not approve or disapprove of the absence. It places the responsibility for student's lack of progress on their parents/guardians.

### **Unacceptable Practice**

In every case, the incident will be referred to the Officer for Welfare and Learning (OWL), Sub-School HOD or Deputy Principal, who will administer the school and/or DET attendance procedures. This includes lunch detentions, after-school detentions, parental contact and/or meetings, referral to school support staff, notifying parents of their legal obligations, time cards and referral to other agencies (e.g. Department of Student Safety, Department of Communities, Queensland Police Student Protection Investigation Unit, and other relevant non-government organisations.).

### **STUDENTS LEAVING SCHOOL EARLY**

Any students required to leave the school early must have a signed note from their parent/guardian, or phone call/email to school.

A pass to leave school early may be obtained from the Roll Clerk or the Student Counter in Administration. The time period and explanation for the absence will be recorded. When students do this in the morning before school it facilitates them leaving the school without delay for appointments.

The Queensland Curriculum and Assessment Authority require students to study subjects for a prescribed amount of time i.e. mandatory hours of study. Students who leave school early on a regular basis may not meet the mandatory hours requirement to qualify for the award of a Queensland Certificate of Education in

Leaving the school early on a regular basis is a disruption to the learning process for the student concerned, the class as a whole and the ability of teachers to deliver content.

The Principal may, under exceptional circumstances and with due discretion, allow a student to leave school on a regular basis. Coaching for sport, music lessons, lunch etc. are not suitable reasons for the granting of a permanent pass to leave school early.

### **STUDENTS WHO ARE LATE TO SCHOOL**

Students are expected to be on time to school. Students, who are late to school or to the first scheduled lesson, are required to report directly to the Roll Clerk on arrival. The time and reason for their lateness will be recorded, and then they will be given a late slip to be admitted to class.

Parents/Guardians are asked to provide a signed written note or phone the Roll Clerk. If no note is written on the day of lateness, then a signed written note must be shown to the Roll Clerk on the next day.

### **Consequences for Lateness**

On the occasion a student is late without a satisfactory written reason or phone call, a detention will be given. Persistently late students will be referred to the relevant Officer for Welfare and Learning (OWL) or Sub-School HOD, or have such other consequences applied as are deemed appropriate by the Principal or Deputy Principal.

Teachers will also give detention to students, who are late to lessons and have not an appropriate reason indicated by a late slip, so that they are able to make up the missed work and class time.

NOTE: Lateness on compassionate grounds, e.g. family trauma, will be followed up by OWL or Sub-School HOD for the sake of the welfare of students. In these cases, detention will not be given.

### **Examples of acceptable reasons for lateness are:**

- Accident on way to school.
- Transport breakdown on way to school.
- Bus or train late.
- Other unavoidable and sufficient reasons.

### **Examples of unacceptable reasons for lateness are:**

- Truancy.
- Sleeping in.
- Just late (no reason given).
- Haircut.
- Shopping.
- Appointments that could have been made out of school hours (including driving lesson/test).
- Caught the wrong train or bus.
- Other avoidable and insufficient reasons.

## LATE ARRIVALS TO CLASS

If for any reason a student is late to class, the student must have a late note from the teacher/staff who delayed them. If a student has no valid reason the time lost is to be made up with the classroom teacher.

## SICK BAY

Students who become ill at school (teachers are to use discretion) require a note from their teacher to be referred to the sick bay. The student must be provided with a note stating the date and time the student was dismissed from class.

Students are NOT to contact parents directly to request to be picked up. The school will assess the students need and where necessary the Administration staff will contact parents to arrange transport home if the student is unable to stay at school.

If a student becomes ill at school during lunch breaks, they are to report or be assisted to the sick bay, and/or the first aid room.

If a student is collected from school by a parent then the partial absence will be recorded as sick.

## EXCURSIONS / VARIATIONS TO SCHOOL ROUTINE

Parental permission is required for excursions which take students outside the school.

## POSITIVE STRATEGIES TO ENCOURAGE GOOD ATTENDANCE

The primary aim of the attendance policy is to enhance student welfare and to this effect the following range of positive strategies should be used in managing a student attendance problem.

- Providing rewards for good or improved attendance;
- Referrals to school counsellors should be encouraged;
- Use of work experience or other specialised programs as an incentive to continue attending;
- Use of student and teacher mentors;
- Effective implementation of harassment policies;
- Programs which improve assertiveness skills of students.



## Regular Communication with Parents/Guardians Regarding Attendance Rates

Each term parents will be updated with an individualised student attendance report. This aims to keep parents updated about whether their child is achieving the minimum expected attendance rate of 95%. The infographic aside can be used as a guide for parents regarding expected attendance.

OWLs will work together with Sub-School HODs to identify students who are falling below an 85% attendance rate as they will be considered “at risk”. Parents and guardians of these students will be contacted and strategies developed to support these students with improved attendance. In all circumstances, the school aims to work collaboratively with parents to support students to achieve their very best.



## **School representation is a privilege at Runcorn State High School**

School representation includes any activity where the student represents the school. Extra-curricular activities also fall under this policy and any activity that is additional to the core curriculum.

Examples include, but are not limited to: special events in and out of school time such as school socials or year level events, inter-school or representative sporting competitions, debating teams, forums, competitions, camps, additional courses, school musicals or other special performances, reward days, Senior Formal, Senior Jersey Purchase, student leadership and specialised excursions which do not relate to the direct delivery of curriculum programs.

### **Eligibility for Representation**

Students who wish to represent Runcorn State High School:

- Will have all assessment completed.
- Will have an attendance rate of 91% or more (less than 5 days absent per term) or 98% of absences explained (allowing for a small margin or error).
- Will demonstrate good effort and behaviour in the school.
- Will have all fees paid or be committed to a payment plan

The school will regularly review student records around compliance with these conditions.

The following students will not be eligible to continue to represent the school:

- Students who fall below 91% attendance or 98% explained attendance rates.
- Students who have records indicating repeated truancy.
- Students with records of poor behaviour, especially major behaviours resulting in suspension.

### **Eligibility Review Procedure**

- Sub-School HODs will refer student eligibility review cases to relevant Deputy Principals and decisions will be made in conjunction with the Principal about ineligibility periods.
- Students may remain ineligible to represent the school for a period of 4 or more weeks up to and including the remainder of the year.
- Ineligibility periods will be communicated formally to student and parent in a letter from the Principal or delegate and will be kept on oneschool records.

### **Appeal Procedure**

Students who have been deemed ineligible to represent the school may appeal against this decision using one of both of the procedures below:

- Students write an appeal letter to the Principal stating the reasons they wish to be reconsidered for representation (may include medical certificates and other letters of support from other professionals.)
- Students may make an appeal for a review period, where conditions of compliance are monitored, as case for having representation privileges restored.

# HOMework POLICY

Runcorn State High School values the importance of homework as it supports and enhances the learning that occurs in the classroom. It is aimed at promoting sound study habits and developing student independence and initiative. The amount of homework that is expected considers the need for students and families to have a balanced lifestyle. The school's policy complies with Department of Education and Training Homework Guidelines.

## Students at Runcorn High Are Expected to Engage in Homework Each Night

Homework can engage students in independent learning to complement work undertaken in class. It may take many forms, depending upon such issues as subject being studied, preparation required to complete tasks, revision and time of year. This may include:

- **Homework Planner** – Students in Year 7, 8 & 9 are set literacy and numeracy tasks to completed each week as a part of the Special Programs Curriculum.
- **Subject specific tasks** – Each subject area will set tasks each week, which include consolidating classroom tasks, preparing for future lessons and completing and practicing skills in different contexts. **This homework will be outlined in the daily homework section of this diary.**
- **Assessment** – Students should continually work towards the completion of tasks including researching, planning and drafting of assessment items. The due dates for assessment should be entered into this diary. A year level assessment schedule is provided early each semester to assist in developing study timetables, and can be found on the school's website.
- **Spelling** – Students are expected to revise subject specific vocabulary and spelling lists, as well as practice spelling strategies of words individually, and in texts.
- **Revision** – Reading class notes and relevant textbook chapters to review classwork. Students may also benefit from reworking problems and tasks set during class time. This should be completed throughout the semester as well as in the lead up to exams.
- **Reading** – Students should be reading a minimum of an extra 20 minutes each day to further enhance literacy skills.

## Homework Procedures

1. Students are expected to have their diary in class EVERY lesson.
2. Students will write their homework and assessment due dates in their diary.
3. Parents/Guardians can be contacted for students who have not completed homework.
4. Persistent offenders will be referred to the Head of Department and may be issued with an either lunch time or after school detentions.

## Duration of Homework

As a GUIDE, students should dedicate the following times each WEEK to completing homework:

Year 7, 8 and 9 - 5 hours

Year 10, 11 and 12 - 10 hours \*

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

## THE ROLE OF PARENTS/GUARDIANS WITH HOMEWORK

- Regularly checking homework written in diary. **Students without homework recorded** in their student planner **should be** completing additional tasks such as those outlined above (revision, assessment work, spelling and reading).
- Reading and talking with students about what they read and understand.
- Assisting students to complete tasks by discussing questions and directing to resources.
- Helping students balance the many demands on their time – school, social and work. Students who have a part time job should ensure that a balance is arrived at, where time is available not only for part time work but study, sport, religious, family and social commitments.
- Encouraging and assisting them to develop study and organisational skills (such as a study space, assessment schedule and study planner) and to take responsibility for their learning.

# ASSESSMENT POLICY

## RATIONALE

At Runcorn State High School assessment is used to:

- Promote, assist and improve learning.
- Inform teaching and learning.
- Provide information to students, parents/guardians and teachers about the progress and achievements of individual students.
- Provide information for the issuing of certificates of achievement (including the Queensland Certificate of Education).

All students are expected to participate fully by:

- Maintaining an attendance rate of at least 95%.
- Completing a course of study including all assessment work and examinations.
- Following school policy and procedures in relation to attendance and submitting assessment.

This policy is to inform students, parents/guardians and teachers of the key principles around assessment and assessment requirements at Runcorn State High School. It is designed to ensure that there is consistency in assessment procedures in all subject areas across Years 7 to 12 and that all students are treated equitably. This document is aligned to Queensland Curriculum and Assessment Authority (QCAA) policies. For relevant Legislation and Policies, please refer Appendix A.

All assessment tasks are designed to meet the following principles:

1. Validity – the extent to which an assessment accurately measures what it is intended to measure.
2. Accessibility – the extent to which the assessment provides all students with a clear understanding of how to demonstrate their learning.
3. Reliability – the extent to which an assessment will produce the same consistent result.

<https://www.qcaa.qld.edu.au/k-12-policies/student-assessment/understanding-assessment/attributes-quality-assessment>

For definitions of Assessment Tasks, please refer Appendix B

## COURSE PLANNERS

Runcorn State High School publishes course assessment planners for each subject at the commencement of each semester. These are available for students and their parents/guardians to access via the student's OneSchool account at any time. Whilst every effort is made to ensure that these documents are accurate when published, minor changes to assessment due dates may be required due to unforeseen interruptions to learning time. Teachers will advise students of any changes to assessment dates required and amendments will be published as necessary. Senior Students studying General subjects from 2020 can check the QCAA for their published external examination timetable.



# PROCEDURES FOR EXAMINATIONS

Students will be notified via classroom teachers and the published Assessment Planner of examinations for each of their subjects at the beginning of each Unit. Students and families should therefore avoid making appointments that clash with examination dates.

- Students will be informed of what items they are permitted to bring into an exam room.
- Talking is not permitted during examinations. Students wishing to speak to a supervisor are asked to raise their hand and wait for a supervisor to assist them.
- Students are not permitted to leave the exam room until the session is completed.
- More specific instructions will be given to students at the time of the exam.
- All mobile phones will be handed to the teacher at the beginning of the exam session.

## 1. Missed Internal Examinations:

Students who are absent on the day of an exam must ensure that their absence is acceptable and the required documentation is provided to the teacher on return to school.

Acceptable Reasons for Absence	Evidence Required	Action Required
Illness	Medical certificate for the exam date/s (Years 10 – 12)	Parent / Guardian contacts school on the date of exam to advise of illness. Immediately upon return to school, student to provide a copy of the medical certificate or supporting documentation and negotiate alternative exam time with teacher/HOD.
Funeral or Bereavement	Contact from parent / Guardian prior to exam date	Student to negotiate alternative exam time with teacher/HOD as close to exam date as possible.
Undergoing Medical Procedure	Medical certificate for the exam date	Student to complete an <b>Application for Variation to Assessment</b> and submit for approval <i>at least one week</i> prior to exam date.
Selection in Regional / State / National Sporting Team	Written evidence of selection	Student to complete an <b>Application for Variation to Assessment</b> and submit for approval <i>at least one week</i> prior to exam date.
School-based Apprenticeship or Traineeship / TAFE	Nil	Student to complete an <b>Application for Variation to Assessment</b> and submit for approval <i>at least one week</i> prior to exam date.

## 2. Consequences for Unacceptable Non-attendance at Internal Examinations

Reasons that are considered unacceptable for missing an exam include:

- Unexplained absences.
- Unjustified/Truanting.
- Non-urgent appointments e.g. dental check-ups, sitting a driver's licence test.
- Family holiday (unless approved by the Principal, refer Table1).

If students are absent from an exam for an **unacceptable reason or without required evidence**, this will be considered a refusal to participate in the program of instruction.

- a. Class teacher to record behaviour incident on OneSchool using Refusal to participate in program of instruction category. Curriculum HOD (and Case Manager if applicable) to be referred in on OneSchool incident. Class teacher to contact parent/guardian (phone call or email). OneSchool contact and referral to be completed within 24 hours of exam date.
- b. For examinations over two consecutive sessions, class teacher to contact home and behaviour referral to be made after each missed session.
- c. If student provides supporting evidence of approved absence on return to school, the HOD is to delete the behaviour record from OneSchool.

Student is to complete the Internal Examination on their first day of return from absence.







## 3. Advance Notice (refer Table A):

- For external family travel, submit information via email to the Principal [the.principal@runcornshs.eq.edu.au](mailto:the.principal@runcornshs.eq.edu.au)
- Students and/or parents/guardians must inform the school of unavoidable impending absence immediately they become aware of it.
- Complete an **Application for Variation to Assessment** and submit for approval. Documentary evidence may be required.
- If approved, the student will be allowed to complete the assessment.  
A comparable assessment piece may be required as outlined in the relevant subject Syllabi.
- For unapproved absences, students will not have an opportunity to reschedule examinations and, therefore may not be credited with completing course requirements.

## 4. Unforeseen Circumstances (refer Table A):

- Should a student be absent on the day of an examination, the school must be notified as soon as possible.
- For approved absences, the relevant Curriculum HOD may reschedule examinations in consultation with the classroom teacher

**Table A – Absence for Internal Examination**

ADVANCED NOTICE	UNFORESEEN CIRCUMSTANCES
<p>1. Parent/Guardian notifies the school in advance of known and unavoidable absence. For example, undergoing medical procedure, selection in regional/state/national sporting team. Provides documentary evidence for the student to support absence.</p> <p>2. Student advises their teacher as soon as they become aware of the absence.</p> <p style="text-align: center;"></p> <p>Complete the <b>Variation to Assessment</b> form at the earliest opportunity and attach documentary evidence.</p> <p>Submit the completed form to Administration or email to <a href="mailto:assessment@runcornshs.eq.edu.au">assessment@runcornshs.eq.edu.au</a></p> <p style="text-align: center;"></p> <p>Faculty HOD advises student of alternate arrangements as soon as possible.</p> <p style="text-align: center;"></p> <p>Student will complete exam under supervised conditions (time and date to be set by Faculty HOD/ Teacher)</p> <p>External Examinations – QCAA will advise result of AARA application.</p>	<p>Sickness on the day, major family emergency, e.g. serious ill health of close relative, bereavement, other extenuating circumstances (misadventure).</p> <p>Parent/Guardian advises Administration of absence on 3323 1603.</p> <p style="text-align: center;"></p> <p><b>ON SAME DAY OF EXAM</b></p> <p>Notify Faculty HOD via email at <a href="mailto:assessment@runcornshs.eq.edu.au">assessment@runcornshs.eq.edu.au</a></p> <p>Include in the email: student name, grade, teacher name and subject.</p> <p style="text-align: center;"></p> <p><b>ON SAME DAY OF EXAM</b></p> <p>Year 10, 11 and 12 students <b>MUST</b> complete the AARA Application form and submit to administration.</p> <p style="text-align: center;"></p> <p>Students will complete exam under supervised conditions <b>immediately on return to school.</b></p> <p>External Examinations – QCAA will advise result of AARA application.</p>
Entered onto OneSchool in Contacts	Entered onto OneSchool in Contacts
EXTENDED FAMILY TRAVEL	Submit email to Principal – <a href="mailto:the.principal@runcornshs.edu.au">the.principal@runcornshs.edu.au</a>
Non-Compliance with Assessment Policy Procedures – Referred to Faculty HOD	

## 5. Students on External Suspension:

Students on suspension, at the discretion of the appropriate Year Level Deputy Principal and in consultation with the relevant HOD/s, will be provided the opportunity to complete any examination as scheduled during their suspension period. The Year Level Deputy Principal will liaise with parents/guardians to arrange a suitable time. Students must do their assessment under supervision in a location approved by the Deputy Principal, e.g. Administration Building



## PROCEDURES FOR OTHER ASSESSMENT TASKS

Assessment Tasks are to be submitted on the due date as stated on the Assessment Task Sheet provided by the class teacher. All assessment due dates are final. Any extensions or requests for changes to a due date of an assessment task must be made through the relevant Head of Department.



Assessment can be written, spoken or may take other forms (e.g. video, artwork, performance or furnishing product). Students are to email drafts for written components to their teachers by 3pm on the draft due date as stated on the Assessment Task Sheet provided by the teacher. If the draft stage requires non-written components, these must be directly given to the class teacher by 3pm on the draft due date as well.

Students must upload their final submissions for written assessment on the BlackBoard site for their corresponding subject (elearn.eq.edu.au) by 3pm on the due date as stated on the Assessment Task Sheet provided by the teacher. On submission, all assessment is time and date stamped and any work uploaded after this time will not be accepted. All assessment uploaded will be scanned through academic integrity software to check for plagiarism. Non-written components (besides in class spoken/performance) must be directly given to the class teacher by 3pm on the due date as well. Spoken and performance tasks will be due in class time, as directed by the class teacher.

If a student wishes to apply for an extension, it must be submitted where possible, 3 days prior to the assessment task due date. To apply for extension, complete an **Application for Variation to Assessment** Form and submit to the school. Documentation of circumstances must be provided. Extensions for extended family travel must be applied for through the Principal:



[the.principal@runcornshs.edu.au](mailto:the.principal@runcornshs.edu.au)

### TABLE B – EXTENSIONS BEFORE DUE DATE

ALL OTHER CIRCUMSTANCES
<p>Complete <b>Application for Variation to Assessment</b> form and attach documentary evidence.</p> <p>Submit to the Administration or email to <a href="mailto:assessment@runcornshs.eq.edu.au">assessment@runcornshs.eq.edu.au</a></p>  <p>Guidance Officer/ Deputy/ Faculty HOD advises classroom teacher and student of alternate arrangements.</p>  <p>Extension is recorded in OneSchool under Contacts.</p>
<p><b>EXTENDED FAMILY TRAVEL</b></p> <p>Submit email to Principal <a href="mailto:the.principal@runcornshs.edu.au">the.principal@runcornshs.edu.au</a></p>

## TABLE C - ABSENCE ON THE DUE DATE OF AN ASSESSMENT TASK

If a student is absent on the due date because of illness or special circumstances.

<p>Parent/carer advises Administration of absence on 3323 1603</p> <p><b>AND</b> student emails the assessment task to <a href="mailto:assessment@runcornshs.eq.edu.au">assessment@runcornshs.eq.edu.au</a> .</p> <p>Include in email: Student name, grade, teacher name and subject.</p>	
<p>Assessment task <b>submitted on due date.</b></p> <p></p> <p>All task sheets and drafts to be handed in on first day back to school to classroom teacher.</p>	<p><b>Unable to submit</b> assessment task via email on due date.</p> <p>Call school on 3323 1603 to record acknowledgement of assessment due and provide reason. Preferably speak with the Deputy Principal.</p> <p></p> <p>Student submits the assessment task to teacher on <b>first day back at school or via the negotiated outcome.</b></p> <p>Attach evidence – medical certificate and/or parental note as well as completing the <b><i>Application for Variation to Assessment Form.</i></b></p>

## CONSEQUENCES FOR UNACCEPTABLE NON-SUBMISSION OF OTHER ASSESSMENT TASKS

Student achievement will be assessed based on:

- The most recent draft or work sample submitted by the student prior to the due date.
- If no draft or work sample available, student to complete work during lunchbreak/after school under HOD or teacher supervision.
- Teacher judgement of observations prior to the due date for performances and practical observations.

**Students with outstanding assessment tasks will be ineligible for all extra-curricular activities until all assessment tasks are submitted/completed.**

**For Year 11 and 12 students, Year Level Deputy Principal may issue a Stage One Cancellation letter to a student and begin the Cancellation of Enrolment process if deemed appropriate.**

# ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

Runcorn State High School and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARA to assessment conditions for internal and external assessment.

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARA are considered on an individual basis and decisions are made in consultation with the eligible student, parents/guardians, school staff and, when applicable, the QCAA.

Schools make decisions about AARA for students in Year 11 completing Units 1 and 2. They ensure that for Applied (Essential) and General subjects the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided with the same access or the same adjustments for assessment in Unit 3 and 4.

## YEARS 7 – 10

AARA may apply to any student with specific educational needs. Assessment criteria and standards are not modified, the intent and rigour of the Australian Curriculum is maintained.

In deciding about access arrangements and reasonable adjustments, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

## YEARS 11 & 12

### 1. Long-term conditions that are unlikely to improve over time:

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's

Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

### 2. Short-term conditions or temporary injuries

- Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated:
  - for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
  - for external assessment, no earlier than 1 April of the assessment year.



### 3. VARIATION TO EXAMINATION DATE

Students can apply for a variation to an examination date if they are aware in advance of an unavoidable absence on an examination day. The variation of exam date must be arranged through the appropriate Head of Department (HOD), prior to the due date via the **Application for Variation to Assessment** form.

A variation to an examination date can only be granted and approved by the Curriculum HOD with a valid reason.

A variation to an examination date will only be granted in cases of advance notice for approved absences including but not limited to:

- a. Funeral or Bereavement
- b. Undergoing Medical Procedure
- c. Selection in Regional / State / National Sporting Team
- d. School-based Apprenticeship or Traineeship /TAFE

Each case will be considered on its merit and a decision made in consultation with Administration (if required).

### 4. EXTENSIONS

Consideration for extensions must be arranged through the appropriate Curriculum Head of Department (HOD), prior to the due date via the **Application for Variation to Assessment** form.

An extension can only be granted and approved by the Curriculum HOD with a valid reason. An extension of time to complete an assessment task will be granted under the following conditions:

- a. Only in cases of genuine prolonged illness or exceptional circumstances.
- b. Parents/Guardians who believe that their student has a case for an extension of time and who apply to the HOD prior to the due date to discuss relevant circumstances.
- c. Each case will be considered on its merit and a decision made in consultation with Administration (if required).

It is not school policy to allow extensions beyond the due date; however, extensions may be given in some circumstances to students who:

- Are suffering from a chronic illness with medical certificates as evidence.
- Have an extenuating family situation that has been discussed with a Deputy Principal or Guidance Officer.
- Enrolled in the school / subject late and missed some of the drafting time.

Extensions may not be granted to students who have not met deadlines for check-ins or drafts for the assessment item. This will be a consideration when determining whether a student will be granted an extension due to a lost or corrupted USB or other technology difficulty.

**Note:** It is the student's responsibility to ensure they have multiple backups of assessment items e.g. USB, stored on school computer or a cloud and emailed to themselves.

## 5. EXEMPTIONS

In rare situations, students may be exempted from completing an assessment task. An exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student. Exemption is not an option where reasonable adjustment is appropriate i.e. removing barriers to a student's access to learning and assessment opportunities.

An exemption can only be allowed when there is sufficient alternative evidence on which to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument.

Consideration for exemptions must be arranged through the appropriate Deputy Principal using the **Application for Variation to Assessment** form.

## 6. ILLNESS AND MISADVENTURE

Illness and misadventure provide for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARAs in years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/guardians, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to apply for AARA or illness and misadventure.

### **SUPPORTING DOCUMENTATION FOR ILLNESS AND MISADVENTURE — INTERNAL AND EXTERNAL ASSESSMENT**

To make an informed decision about an illness and misadventure application, the QCAA require a report that includes the following details:

- Diagnosed illness, condition or event.
- Date of diagnosis, onset or occurrence.
- Symptoms, treatment or course of action related to the condition or event.
- Explanation of the probable effect of the illness, condition or event on the student participating in the assessment.
- For non-medical claims, written evidence from a relevant independent professional or other independent third party.

# ACADEMIC INTEGRITY & ACADEMIC MISCONDUCT

Runcorn State High School and the QCAA promote academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/guardians and others who support students in their learning must adhere to the guidelines for academic integrity.

Plagiarism and cheating involve the copying of another person's ideas, text, or other creative work and presenting it as one's own, and will not be tolerated. Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, designs, sounds, images, music, scripts, research data mathematical workings etc.
- Copying or adapting another student's work.
- "Cutting and pasting" statements gathered from a variety of sources.
- Submitting work produced by someone else on the student's behalf.

## 1. TYPES OF ACADEMIC MISCONDUCT DEFINED BY THE QCAA

Type of Misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"> <li>▪ Beginning to write during perusal time or continuing to write after the instruction to stop work is given using unauthorised equipment or materials having and notation written on the body, clothing or any object brought into an assessment room</li> <li>▪ Communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>
<b>Collusion</b>	<ul style="list-style-type: none"> <li>▪ When working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work).</li> <li>▪ Assisting another student to commit an act of academic misconduct.</li> </ul>
<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"> <li>▪ Asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response</li> <li>▪ Paying for someone or a service to complete a response to an assessment.</li> </ul>
<b>Copying work</b>	<ul style="list-style-type: none"> <li>▪ Deliberately or knowingly making it possible for another student to copy responses</li> <li>▪ Looking at another student's work.</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>▪ Giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li> <li>▪ Making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>▪ Inventing or exaggerating data</li> <li>▪ Listing incorrect or fictitious references</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>▪ Allowing another person to complete a response to an assessment in place of the student.</li> </ul>
<b>Misconduct during and examination</b>	<ul style="list-style-type: none"> <li>▪ Distracting and disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>▪ Completely or partially copying or altering another person's work without attribution (another person's work may include text, audio visual material, figures, tables, images or information)</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>▪ Duplicating work or part of work already submitted as a response to an assessment</li> </ul>

## 2. CONSEQUENCES FOR PLAGIARISM AND/OR CHEATING

Academic consequences for students caught plagiarising include: Students will be given credit only on their own work or student may be required to re-do the assessment piece (conditions and setting at school's discretion).

**Behavioural consequences for academic cheating and plagiarism** are described in the Student Code of Conduct, which state students caught cheating or plagiarising can expect to be given detention(s) or suspension for their behaviour.

- a. Teacher to record behaviour incident on OneSchool and refer to Curriculum HOD for action.
- b. HOD to follow up incident and make contact home to inform parent/guardian. This is to be recorded on OneSchool.
- c. Consequences as outlined above are issued.

## 3. PATTERNS OF NON-SUBMISSION

Students identified by either the Junior (7 - 8), Transition (9-10) or Senior (10 – 12) Deputy Principal as having a pattern of non-submission will be referred for case management.

- a. Case management lists will be tracked, updated and published to staff every five weeks.
- b. In these cases, the relevant Deputy Principal will make contact home on behalf of teachers.
- c. Year Level HOD/OWL &/or Deputy Principal will request an interview with the student and/or parent/ guardian.
- d. Senior Schooling Deputy Principal may issue a Stage One Warning of Cancellation to a student if deemed appropriate. This is the first step in the Cancellation of Enrolment process.

# RESPONSE LENGTH

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. One of these conditions is the response length.

Syllabuses describe assessment techniques and conditions for each assessment technique. All assessment instruments indicate the required length of a response as a word length, duration of time, or page count to match syllabus requirements. This information is provided to:

- Indicate the scope and scale of the response required
- Ensure equity of conditions for all students
- Support students to develop skills in managing the length, scope and scale of their responses appropriately
- Ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement
- Ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.



## Strategies for Managing Response Length

### Before the Assessment is Submitted

Teachers proactively support students to meet the syllabus requirements for the response length indicated in the assessment conditions when they:

- Develop valid assessment instruments of suitable scope and scale
- Implement teaching and learning strategies so students can learn effective skills to use when responding to assessment instruments e.g.
  - Provide examples of assessment responses within the required response length (word length, duration of time or page count)
  - Explicitly model how to create a draft and edit a response to an assessment in the required mode
  - Provide students with feedback at checkpoints and on the draft if the response does not match the required length
  - Give advice to students about how to develop ideas and synthesise information relevant to the task and objectives being assessed to meet the assessment conditions.

### After Assessment Is Submitted

Exams:

- Teachers will mark only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length. They will do this by redacting the section of the response which immediately follows the response length being reached

Assignments:

- Teachers will allow a student to redact a response to meet the required length before a judgment is made on the evidence in the student response.
- This must be done within 48 hours of the assessment being submitted.
- Students will not know this will occur until the teacher informs them – they will then be given 15 minutes to redact sections of their choosing until the word limit is no longer exceeded.
- Teachers annotate the student response to indicate the evidence used to determine the result.

## Determining word length of a response

Response requirements are expressed in syllabuses as a word length, duration of time, or page count and vary according to the technique and response type such as written, spoken/signed and multimodal or performance responses.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table.

Determining work length and page count of a written response		
	Word Length	Page Count
<b>Inclusions</b>	<ul style="list-style-type: none"><li>▪ All words in the text of the response</li><li>▪ Title, headings and subheadings</li><li>▪ Tables, figures, maps and diagrams containing information other than raw or processed data</li><li>▪ Quotations</li><li>▪ Footnotes and endnotes (unless used for bibliographical purposes).</li></ul>	<ul style="list-style-type: none"><li>▪ All pages that are used as evidence when marking a response</li></ul>
<b>Exclusions</b>	<ul style="list-style-type: none"><li>▪ Title pages</li><li>▪ Contents pages</li><li>▪ Abstract</li><li>▪ Raw or processed data in tables, figures and diagrams</li><li>▪ Bibliography</li><li>▪ Reference list</li><li>▪ Appendixes*</li><li>▪ Page numbers</li><li>▪ In-text citations</li></ul>	<ul style="list-style-type: none"><li>▪ Title pages</li><li>▪ Contents pages</li><li>▪ Abstract</li><li>▪ Bibliography</li><li>▪ Reference list</li><li>▪ Appendixes*</li></ul>

\* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

### Students:

- Develop a response that meets the conditions of the assessment
- Respond to feedback about the length of their response
- Document the length of their response in the measurement indicated in the syllabus: either
  - a word length, duration of time, or page count.
- Submit their assessment digitally (excluding written exams).

### Teachers:

- Determine word length of student responses using available information. This includes:
  - Student's stated word count.
  - Using word count for digital submissions.
  - Using average words per line and multiplying by number of lines for written submissions.
- Following above policy for after assessment is submitted if required response length is exceeded.

# APPENDICES

## APPENDIX A – LEGISLATION AND POLICIES

### RELEVANCE TO RELATED LEGISLATION AND DOE POLICY LEGISLATION

- ☐ Education (General Provisions) Act 2006
- ☐ Education (General Provisions) Regulation 2006
- ☐ Education (Queensland Curriculum and Assessment Authority) Act 2014
- ☐ Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- ☐ Disability Discrimination Act 1992
- ☐ Anti-Discrimination Act 1991
- ☐ Disability Standards for Education 2005

### RELEVANT POLICY

- ☐ QCE & QCIA Policy and Procedures Handbook 2019 v1.1
- ☐ Every student succeeding: State Schools Strategy 2018–2022
- ☐ P-12 curriculum, assessment and reporting framework, revised September 2018

## APPENDIX B – TYPES OF ASSESSMENT TASKS

Assessment Techniques	Purpose
<b>Examination</b>	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
<b>Extended response</b>	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
<b>Investigation</b>	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
<b>Performance</b>	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
<b>Product</b>	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
<b>Project</b>	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.



# BYOX POLICY

Bring Your Own 'x' (BYOx) 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. The 'x' in BYOx represents more than a personally-owned mobile device; it also includes software, applications and connectivity.

***As of 2023, it is compulsory for all students to bring a digital learning device to school each day.***

**We have chosen to support the implementation of a BYOx model to:**

- Assist students to improve their learning outcomes in a contemporary educational setting;
- Enhance the learning process to maximise student achievement outcomes;
- Provide for the seamless movement of work between school, home and play;
- Help students to become responsible digital citizens and;
- Prepare students for their future studies and careers.

**Responsibilities of Runcorn SHS:**

- network connection at school;
- internet filtering (when connected via the school's computer network);
- some technical support;
- printing facilities and;
- school representative signing of BYOx Acceptable Use Policy.

**Our school's BYOx program supports personally-owned mobile devices in terms of access to:**

- printing;
- internet connection;
- network file access and storage and;
- support connectivity to the school network.

**However, Runcorn State High School's BYOx 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 and;
- local access.

**Need IT Support? Head to the IT Support Office located in the Communications building.**

<https://runcornshs.eq.edu.au/curriculum/bring-your-pown-device>

## **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 also 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.

## **Cyber Safety**

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 guardian as soon as is possible.

## **Passwords**

Parents/Guardians 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/guardian.

## **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 school's *ICT Acceptable Use Policy* 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.

## **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

## **Software**

Runcorn SHS may recommend software applications in order to meet the curriculum needs of particular subjects. Parents/Guardians may be required to install and support the appropriate use of the software in accordance with guidelines provided by the school. This includes the understanding that software may need to be removed from the device upon the cancellation of student enrolment, transfer or graduation.

# UNIFORM POLICY

The P & C and the school community of Runcorn State High School have consistently and strongly supported the enforcing of a dress code for students. Our school is a professional working and learning environment and the dress standards reflect our high standards for presentation and complement our high standards for work and behaviour.

## HIGH EXPECTATIONS

Runcorn State High School expects high standards with regard to dress, with an emphasis on the importance of personal and school pride. The following expectations are endorsed by the P&C:

- Students wear the uniform with pride and are neat and tidy at all times.
- Students wear the formal uniform at all times unless they have a sports/HPE activity.
- If students are unable to wear the correct uniform on a particular day, they are required bring a signed note from parents/guardians providing a valid reason to obtain a uniform pass from the Student Counter (in the Administration building) **prior to the commencement of classes.**
- The only hat that can be worn at school is the regulation Runcorn SHS bucket hat and/or optional cap.
- If students fail to bring a signed note with a valid reason when out of uniform, parents/guardians will be called to bring correct uniform to school. If this is not possible, students may be required to complete their classwork in Administration for the remainder of the day.
- Students wearing the incorrect shoes will be required to change into the school provided shoes for the day if parents/guardians cannot bring the correct shoes to school. Students who borrow shoes for more than 3 consecutive days or do not return the shoes within three days of borrowing will have the replacement cost of the shoes (approx. \$30) charged to their school account and an invoice sent via email to the parent/guardian. Students will be issued a detention for not having the correct shoes if they do not have a note/contact from a parent/guardian.
- The formal dress uniform is to be worn on all school excursions, functions or representative activities except when directed otherwise by a teacher in consultation with the Principal.
- The uniform policy applies at all times when the uniform is worn e.g. In public places before and after school hours.
- The uniform policy is designed to meet the appropriate workplace health & safety guidelines.
- In **extreme** circumstances, such as financial hardship, parents/guardians may discuss the issues with the Principal (interview or phone call) in order to make personal financial arrangements.



## FORMAL UNIFORM

- Blouse/ Shirt - regulation white, blue trim school design
- Skirt - regulation navy blue skirt, worn to minimum of knee length, hem may be adjusted but basic design should not be altered
- Shorts - regulation navy school design
- Culottes - regulation navy school design
- Trousers - regulation navy school design – alternatives not acceptable, hems not touching the ground
- Jumper - regulation navy school design with Runcorn logo embroidery
- Blazer OPTIONAL – regulation navy school blazer with school logo embroidery (orders only)
- Socks - plain white, no anklets (approx. 10 cm)
- Stockings - plain black or flesh coloured
- Shoes - Plain black (only black) leather or non-porous upper with black laces only. (Canvas, ballet, mesh, Velcro, slip-on, multi-colour, basketball, boots and zippered shoes are not acceptable)
- Tie - regulation school tie with school logo. Can only be worn by Years 10-12 students.
- Hijab - if worn, must be navy blue or white with no embellishments
- Undershirt - if worn, must be all white only and either long sleeve or not visible outside of the shirt

## SPORTS UNIFORM

- Shirt - regulation unisex polo school design
  - Short - regulation unisex school design, to be worn above hip with hem no lower than knee
  - Tracksuit - regulation unisex tracksuit school design
  - Hat - regulation school bucket hat or cap with Runcorn logo embroidery (no other hat can be worn) JS students must have a bucket hat
  - Socks - plain white, crew length; no anklets (10cm)
  - Shoes - Plain black (only black) leather or non-porous upper with black lace ups only. (Canvas, suede, ballet, mesh, Velcro, slip-on, multi-colour, basketball, boots and zippered shoes are not acceptable)
  - Undershirt, if worn, must be all white only and either long sleeve or not visible outside of the shirt
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- Year 12 Jersey – worn by Year 12 students only. Dress uniform must be worn underneath. Cannot be worn for formal occasions such as Awards Night.
  - A school scarf is available from the school Uniform Shop and is the only scarf that is permitted to be worn with the uniform. The school scarf cannot be worn on formal occasions.

## FORMAL DRESS UNIFORM MUST BE WORN EVERY DAY EXCEPT WEDNESDAY

Sports uniforms may be worn all day on Wednesday only



Hair	Make-Up	Jewellery
<p>Hairstyles are to be reasonable, natural in colour and appropriate to a professional working environment. Students are not permitted extreme hairstyles/ colours. If students wish to dye their hair, the new colour should resemble a natural hair colour and should be of one shade only.</p> <p><b>NOTE:</b> Longer hair will need to be tied back where it could be a safety concern (e.g. workshop or kitchen).</p>	<p>Make-up <b>is not</b> part of the school uniform and <b>must not</b> be worn. This includes any forms of artificial colouring added to the face, eyes or nails.</p> <p><b>NOTE:</b> Students are encouraged to make use of clear or colourless sun protection products at all times.</p>	<p><b>Acceptable jewellery items include:</b></p> <ul style="list-style-type: none"> <li>• School badges</li> <li>• A watch</li> <li>• Two pair of small plain stud earrings at the bottom lobe of the ear only.</li> <li>• Medic alert bracelets/necklace (inside shirt/blouse)</li> </ul> <p><b>Jewellery not allowed includes:</b></p> <ul style="list-style-type: none"> <li>• No coloured earrings. No plugs, stretchers or tunnels. No sleepers. No visible body piercings, clear keeper studs may be worn. No rings, bracelets or necklaces. If you chose to wear devotional jewellery it is NOT to be visible.</li> </ul>
<p><i>Any infringement of make-up will result in students being requested to remove offending make-up.</i></p> <p><i>Any infringement of jewellery policy will result in student removing offending items and confiscation of non-approved items.</i></p>		

## GENERAL UNIFORM REQUIREMENTS

### Uniform

- All-white undershirts may be worn BUT must be all white only and either long sleeve or not visible outside of the shirt. For cultural reasons, shirts that cover the arms **MUST** be all-white only. The P&C Association is prepared to modify the lengths of skirts and arrange long sleeve shirts if required. This is to be done in consultation with the Uniform Shop.
- Sleeves must not be rolled up and collars to be worn down.
- Skirts not to be altered or hitched up.
- Torn shirt pockets, missing shirt/blouse buttons, sagging hems to be repaired promptly – no safety pins or staples.
- Year 12 School Jerseys **must be** worn with the formal school shirt underneath.
- All students must be neatly and appropriately attired for the workplace. Hair up, groomed facial hair.

### Jewellery

- Two pair of small ear studs is acceptable. Ring style sleepers **are not acceptable** due to Workplace Health and Safety concerns.
- In accordance with Workplace Health and Safety requirements and Education Queensland Curriculum Activity Risk Assessment guidelines, students are required to remove all jewellery (including studs) before participating in any physical or sporting, Science, Home Economics and Industrial Design and Technology activity.
- Any unacceptable jewellery confiscated by staff will be available for collection from office staff at the end of the school day.

### Hats, Sunscreen and Sunglasses

The school supports a sun-safe policy and students are compulsorily required to protect themselves by wearing the Runcorn SHS bucket hat or optional cap when participating in any curriculum-related OR other outdoor activities. ***Students can only wear the regulation school bucket hat or optional cap with Runcorn logo embroidery, and no other hat can be worn at school or on the way to and from school.*** Students are encouraged to wear sunscreen and sunglasses whenever they are outdoors.

### Physical Education (HPE) Lessons

Students are required to bring their Sports uniform on days they have HPE lessons and change to/from their formal dress uniform at lunch breaks. Students cannot wear the Sports uniform all day when Formal Dress uniform is required.

## FOOTWEAR

All students are required to wear appropriate footwear as part of the uniform. The footwear expected as part of the school uniform also responds to issues of Workplace Health and Safety. Appropriate footwear must:

- Have a full upper that covers all the foot.
- Be a full upper totally made of a non-porous material (e.g. leather, vinyl) and cannot be made of canvas, mesh, woven upper or other porous material (e.g. woven mesh)
- Be plain black coloured with black laces.
- Elastic-sided boots or shoes are not acceptable.
- Shoes with platform or high heels are not acceptable.
- 

*State and Commonwealth Industrial Safety regulations as well as Education Queensland's Curriculum Workplace Health and Safety Guidelines require that students wearing inappropriate footwear (e.g. thongs, open sandals, ballet slippers or canvas shoes) are to be excluded from practical classes in Industrial Design and Technology, Science, Home Economics, Health & Physical Education, Sport and Art on the grounds of safety.*

**Examples of acceptable and unacceptable footwear:**

### ACCEPTABLE FOOTWEAR EXAMPLES



### UNACCEPTABLE FOOTWEAR EXAMPLES



# CODE OF CONDUCT FOR STUDENTS 2021 - 2024

This is an abridged version of the Student Code of Conduct. The full version of the code is available on the school website.

## PURPOSE

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

This code articulates how our school values influence the way we behave and learn and shape our rights and responsibilities as a school community. It also articulates how we facilitate standards of positive behaviour and focus on natural justice principles when determining consequences for unacceptable behaviours.



Our Student Code of Conduct, therefore, sets out to:

- Promote a supportive environment so all members of the community can work together in creating a caring, productive and safe environment for learning and teaching.
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.
- Value and develop staff expertise.
- Maximize the educational and social opportunities for all students.

## LEARNING AND BEHAVIOUR STATEMENT

All areas of Runcorn State High School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school code, shared expectations for student behaviour are plain to everyone, assisting Runcorn State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following behaviour expectations to teach and promote our high standards of responsible behaviour:

- Courtesy
- Cooperation
- Consideration
- Common Sense

The Runcorn State High School community believes in:

- All members of the community are able to enjoy a safe and supportive learning environment.
- Excellence and enthusiasm in teaching and learning to achieve the best possible range of outcomes.
- A quality curriculum that meets and responds to the diverse needs of all students.
- High standards of work habits, manners and personal presentation.
- Continuous improvement through innovative, responsive and accountable leadership.
- Positive management practices which empower students to accept responsibility for their learning and behaviour.
- The development of self-esteem, team work, respect and positive interpersonal relationships.
- Innovative critical and creative teaching and learning practices incorporating new technologies.
- The enhancement of learning opportunities through productive community partnerships.

### **Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Runcorn State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school through the 'Runcorn Way' of High Expectations and Personalised Learning. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school values in line with the Positive Behaviour for Learning (PBL) Model. The Runcorn SHS Behaviour Expectations Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

In addition to the classroom curriculum, all students at Runcorn State High School have the opportunity to participate in co-curricular programs. These unique and highly successful programs include a large range of sporting, cultural and leadership activities. All students are actively encouraged to participate in this

program in some way to help foster positive and productive relationships, a strong work ethic and a sense of community.

In order to encourage and maintain positive learning and teaching at Runcorn State High School, the focus of our whole school approach is on responsible student behaviour, characterised by:

- Students identifying the inappropriateness of their behaviour with a view to avoiding that behaviour on future occasions.
- Employing consequences that move from the least intrusive to the most intrusive.
- Having classroom rules and expectations that:
  - o reflect the values of the wider school community via the Runcorn Expectations Matrix
  - o embody the key messages and a common language of Common Sense, Cooperation, Courtesy and Consideration



- o recognise and focus on positive practices
- o are fair, clear and framed in a positive way
- o are modelled by staff
- o are implemented in a consistent, fair and just manner

### **Responding to Unacceptable Behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

### **Re-directing Low-level and Infrequent Problem Behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Students are encouraged to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Students are questioned about their behaviour in order to have them accept responsibility for owning their behaviours. Staff will ask a series of questions in the following format:

- What are you doing?
- What should you be doing?
- What will occur if you keep doing this?
- Is this what you want to occur?
- What do you need to do now?

### **Targeted Behaviour Support**

At Runcorn State High School, targeted behaviour support is provided by one of the Student Support team members. The Guidance Officer, HOSES, ESC Case managers, Officer for Welfare and Learning (O.W.L.s), School Chaplain and School Based Youth Health Nurse work collaboratively with the assistance of Deputy Principals and the Heads of Sub-schools and with classroom teachers to develop and implement strategies that aim to prevent or minimize the occurrence of any unacceptable or potentially unacceptable behaviour.

### **Intensive Behaviour Support**

Runcorn State High School is committed to educating all students, including those with the highest behavioural support needs. Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student's learning support needs.

Students requiring Intensive Behaviour Support will be further supported through the creation and implementation of one of the following, where appropriate: Individual Behaviour Support Plan, Functional Behaviour Assessment, Discipline Improvement Plan, Individual Student Safety Plan, and the use of the Behaviour Risk Assessment Tool.

This level of support is case managed by HOSES, Guidance Officer, Deputy Principal or Principal and may involve a range of support personnel within and external to the school, parents/guardians and teachers.

## Student Wellbeing and Support Network

Students at Runcorn State high School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

First Level of Support	Second Level of Support	Third Level of Support
<ul style="list-style-type: none"><li>• Parents/Guardians</li><li>• Classroom Teacher</li><li>• Classroom Support Staff</li><li>• Extra-Curricular Coach (sport, performing arts, music, LOTE etc.</li><li>• Key Teacher</li><li>• Special Programs Teacher</li></ul>	<ul style="list-style-type: none"><li>• Officer of Welfare &amp; Learning (OWL)</li><li>• Head of Department</li><li>• Guidance Officer</li><li>• School Based Youth Health Nurse</li><li>• School Chaplain</li><li>• Advisory Visiting Teacher</li><li>• ESC Case Manager</li><li>• Learning Support</li><li>• Speech Language Pathologist</li><li>• EALD Support</li><li>• HOSES</li><li>• Deputy Principal</li><li>• Regional Community Education Counsellor</li></ul>	<ul style="list-style-type: none"><li>• Principal</li><li>• Deputy Principal</li><li>• Senior Guidance Officer</li><li>• Transition Pathways Officer</li><li>• External Agencies<ul style="list-style-type: none"><li>◦ Disability Services Queensland</li><li>◦ Child and Youth Mental Health Service (CHYMSS)</li><li>◦ Regional Behaviour Support Consultant</li><li>◦ Queensland Health</li><li>◦ Department of Communities (Child Safety Services)</li><li>◦ Qld Police Service</li><li>◦ Youth and Family Support</li><li>◦ Kids Help Line</li><li>◦ Headspace – National Youth Mental Health Foundation</li><li>◦ QPASTT</li></ul></li></ul>

## Consideration of Individual Circumstances

Runcorn State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from least intrusive sanctions to the most stringent
- Recognising and considering students' age, gender, cultural background, impairments, socioeconomic situation, family care arrangements and their emotional state
- Recognising the rights of all students to: express their opinions and version of events in an appropriate manner and at the appropriate time; to work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation or receive adjustments appropriate to their learning and/ or impairment needs
- Support of students with additional learning needs through the Head of Special Education Services (HOSES)

To ensure alignment with the Student Code of Conduct, when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Runcorn State High School also recognises and acknowledges our obligations regarding the confidentiality of students and staff, and when sharing information may be limited in our ability to discuss the individual circumstances of students, including any disciplinary consequences with persons other than the student's parents/guardians

## Eligibility for Extra- Curricular and School Representative Activities.

Student eligibility for extra-curricular events and as a school representative at Runcorn State High School is subject to meeting the school's behaviour expectations. If a student's behaviour is deemed unacceptable (e.g. suspended) then they can be restricted from attending these events for a set period of time at the Principal's discretion. A student may negotiate to have this time reduced through demonstration of meeting behaviour targets such as satisfactory lesson monitoring, school community service outside classroom etc.

## Runcorn SHS Positive Behaviour for Learning Matrix (PBL)

	COURTESY	CONSIDERATION	COOPERATION	COMMON SENSE
ALL SETTINGS	<ul style="list-style-type: none"> <li>Respect the personal space and privacy of others</li> <li>Show respect through our words and actions</li> <li>Show empathy and are kind to each other</li> </ul>	<ul style="list-style-type: none"> <li>Show care for ourselves, others and the environment</li> <li>Accept difference</li> <li>Make safe choices</li> <li>Bring credit to the school when wearing the school uniform</li> </ul>	<ul style="list-style-type: none"> <li>Be punctual and prepared</li> <li>Report misconduct, conflict, bullying and harassment</li> <li>Be involved in the school community</li> <li>Follow the school policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment and materials correctly and report any damage</li> <li>Always give your best effort</li> <li>Rise above our circumstances and are prepared to challenge ourselves</li> </ul>
CLASSROOM	<ul style="list-style-type: none"> <li>Respect the classroom environment and other people's property</li> <li>Value other's opinions, thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Respect the rights of others to learn and teach</li> <li>Participate positively and listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>Help others</li> <li>Attend all lessons on time</li> <li>Be prepared to learn with all the necessary equipment</li> <li>Follow all teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>Care about own learning</li> <li>Be engaged in your learning</li> <li>Complete the set tasks to the best of your ability and on time</li> <li>Strive to achieve your best</li> </ul>
WALKWAY including transition between classes	<ul style="list-style-type: none"> <li>Place all waste in the bins provided</li> <li>Respect others and their belongings</li> <li>During classes, walk quietly so others can continue learning</li> </ul>	<ul style="list-style-type: none"> <li>Use polite language only</li> <li>Hands, feet and property are kept to yourself</li> <li>Share space</li> </ul>	<ul style="list-style-type: none"> <li>Play ball games in designated areas (oval)</li> <li>Be on time for your next class</li> <li>Remain calm</li> <li>Know your timetable</li> </ul>	<ul style="list-style-type: none"> <li>Walk on the walkway</li> <li>Kept left when walking</li> <li>Stand quietly outside the classroom to wait for the teacher to arrive</li> </ul>
CANTEEN and EATING AREAS	<ul style="list-style-type: none"> <li>Be polite – use please and thank you</li> <li>Wait quietly in line at the canteen</li> <li>Maintain personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Make selection as quickly as possible</li> <li>Try to have correct change</li> <li>Place orders before school</li> </ul>	<ul style="list-style-type: none"> <li>Only 2 people at servery at any time</li> <li>Purchase for yourself only</li> <li>Place litter in the bin</li> <li>Monitor and maintain noise levels</li> </ul>	<ul style="list-style-type: none"> <li>Leave bags in assigned area</li> <li>Wait patiently</li> <li>Make healthy choices</li> </ul>
SCHOOL GROUNDS including ovals	<ul style="list-style-type: none"> <li>Share ovals</li> <li>Respect other students and equipment</li> <li>Show good sportsmanship</li> <li>Keep the school grounds clean</li> </ul>	<ul style="list-style-type: none"> <li>Keep area free from food and litter</li> <li>Be inclusive with all students</li> <li>Look out for others</li> <li>Respect other's belongings</li> <li>Show self-control</li> </ul>	<ul style="list-style-type: none"> <li>Return to class on time</li> <li>Follow teacher directions at all times</li> <li>Play/Act in a safe and healthy manner</li> <li>Return borrowed equipment</li> </ul>	<ul style="list-style-type: none"> <li>Stay within school boundaries</li> <li>Report unauthorised visitors and accidents to office</li> <li>Be sun safe and wear appropriate footwear</li> </ul>
OFFICE and STAFFROOMS	<ul style="list-style-type: none"> <li>Show respect through our words and actions</li> <li>Knock, wait patiently and sensibly</li> </ul>	<ul style="list-style-type: none"> <li>Respect opening times</li> <li>Wait quietly and allow others to conduct their work peacefully</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully</li> <li>Follow directions given by staff</li> <li>Resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Remain calm and level headed</li> <li>Achieve your goals</li> </ul>
ASSEMBLY	<ul style="list-style-type: none"> <li>Remove hats</li> <li>Stand and sit quietly</li> </ul>	<ul style="list-style-type: none"> <li>Share space</li> <li>Move quickly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>Sing the National Anthem with pride</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Be a good audience</li> <li>Sit with your Special Programs group</li> </ul>

OFF CAMPUS including train station, shops, bus	<ul style="list-style-type: none"> <li>• Be courteous to members of the public</li> <li>• Be well mannered</li> <li>• Respect others and their belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Represent the school with pride</li> <li>• Be well presented</li> <li>• Stay seated quietly on public transport</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all teacher instructions</li> <li>• Stay with the school group</li> <li>• Adhere to the safety rules of the activity</li> <li>• Wear the school uniform correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently and quietly</li> <li>• Keep an open mind and a positive attitude</li> <li>• Participate in all activities</li> </ul>
ICT	<ul style="list-style-type: none"> <li>• Respect other's rights to use ICTs productively</li> <li>• Respectful communication when online</li> <li>• Use ICT equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Report immediately any broken or damaged equipment to a teacher</li> <li>• Use school ICT resources to enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>• Follow and maintain seating plan</li> <li>• Leave food and drink in your bag</li> <li>• Maintain your ICT Acceptable Use agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Use the internet safely</li> <li>• Use approved software on school network</li> <li>• Keep your username and password secret</li> </ul>
BEFORE & AFTER SCHOOL including transport	<ul style="list-style-type: none"> <li>• Walk bicycles in the school grounds</li> <li>• Wait inside the gate at school bus stop</li> <li>• Respect all persons and property</li> </ul>	<ul style="list-style-type: none"> <li>• Leave school promptly</li> <li>• Maintain low levels of noise</li> <li>• Use respectful language</li> </ul>	<ul style="list-style-type: none"> <li>• Board public transport in an orderly fashion</li> <li>• Keep your belongings nearby</li> <li>• Have your GoCard or money ready</li> </ul>	<ul style="list-style-type: none"> <li>• Observe Railway Safety rules</li> <li>• Wear a helmet when riding a bike</li> <li>• Follow road rules and be careful all traffic</li> </ul>
TOILETS	<ul style="list-style-type: none"> <li>• Respect the privacy of others</li> <li>• Place all waste in the bins provided</li> </ul>	<ul style="list-style-type: none"> <li>• Show care for the facilities</li> <li>• Use toilets during lunch breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Report any damages to a teacher/office</li> <li>• Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Do not take food into toilets</li> <li>• Wash hands</li> <li>• Use toilet facilities appropriately</li> </ul>

## DISCIPLINARY CONSEQUENCES

Behaviours	Consequences – Including but not limited to (These processes are not necessarily in the order in which action is taken)
<b>Inappropriate classroom behaviours</b>	<ul style="list-style-type: none"> <li>• The teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student receives the support they need to choose to re-engage. This support may include: counselling, learning support, detention, making up time, daily monitoring, contacting parents/ guardians, individual planning, referral to support staff</li> </ul>
<b>Ongoing / Persistent inappropriate classroom behaviours</b>	<ul style="list-style-type: none"> <li>• The teacher will refer student to Head of Department</li> <li>• If the matter is deemed serious, the parent/guardian will be notified.</li> <li>• Consequences may include detention, afternoon detention, Discipline Improvement Plan, referral to support services, behaviour monitoring and suspension</li> </ul>
<b>Litter</b> <i>Whether dropped by an individual or surrounding a group of students</i>	<ul style="list-style-type: none"> <li>• Student/s will be requested to pick up litter.</li> <li>• Refusal to comply with request will be regarded as disobedience.</li> <li>• Staff will attempt to 'work it out' with student/s. If this fails the student will be placed on detention or given a lunchtime environmental-related duty.</li> </ul>
<b>Inappropriate Language</b> Incidental	<ul style="list-style-type: none"> <li>• Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it.</li> <li>• The student will apologise to the offended party.</li> <li>• The student may be asked to move away, do community service or detention.</li> <li>• Possible suspension.</li> </ul>
<b>Verbal Misconduct</b>  Deliberate or persistent	<ul style="list-style-type: none"> <li>• Swearing and inappropriate language towards staff will not be tolerated.</li> <li>• Possible mediation with staff member</li> <li>• Consequences may include detention, afternoon detention, Discipline Improvement Plan, referral to support services, behaviour monitoring and suspension</li> <li>• Ongoing verbal misconduct will be treated as wilful disobedience.</li> </ul>
<b>Late to school</b>	<ul style="list-style-type: none"> <li>• The lateness will be recorded on ID Attend and a late slip will then be issued. Students will not be admitted to class without a late slip.</li> <li>• Support staff will follow up with students who are persistently late</li> <li>• Parent/Guardian of persistent offenders will be contacted. A meeting will take place to develop a support strategy to address persistent lateness. Students may face detentions, withdrawal of certain privileges and daily monitoring.</li> </ul>

<b>Late to class</b>	<ul style="list-style-type: none"> <li>Students who are late to class without a late slip will have lateness recorded on ID Attend.</li> <li>Teachers will employ a range of strategies in making up the lost time.</li> <li>Persistent offenders will be referred to Head of Department or Administration. Students may face detentions, meetings with parents/guardians, time cards.</li> </ul>
<b>Damaging/destroying (or intent to damage or destroy)</b> Minor damage	<ul style="list-style-type: none"> <li>Parent/Guardian will be notified.</li> <li>Student will repair / rectify damage in own time and at own or parent's/guardian's expense.</li> <li>Student will undertake school community service or detention / withdrawal for a period of time determined by member of administration</li> </ul>
Major Damage	<ul style="list-style-type: none"> <li>The student may be suspended or excluded from school.</li> <li>Major damage will result in referral to police.</li> </ul>
<b>Stealing (or intent) or Interfering (or intent) with the property of others</b>	<ul style="list-style-type: none"> <li>The student will be referred to a member of Administration.</li> <li>If the matter is deemed serious, the parent/guardian will be notified.</li> <li>The student will be required to restore property or make restitution to the owner.</li> <li>The student will undertake detention or withdrawal for a period determined by a member of Administration.</li> <li>The student may face suspension or exclusion from the school particularly if the student is a repeat offender.</li> <li>Police will be contacted if necessary.</li> </ul>
<b>Physical assault / fighting / violence / physical misconduct</b>	<ul style="list-style-type: none"> <li>The student will be referred to a member of Administration.</li> <li>Students may expect to be suspended from school or suspended with a recommendation for exclusion from Runcorn SHS.</li> </ul> <p>Runcorn State High School does not tolerate <b>physical violence</b>.</p>
<b>Inappropriate behaviour / dress on trips / camps / excursions / work experience / TAFE / SATs</b>	<ul style="list-style-type: none"> <li>The normal consequences for the inappropriate behaviour / dress will be implemented (eg detention, suspension etc)</li> <li>If dress is deemed inappropriate, the student will be asked to change.</li> <li>Depending on the nature of the inappropriate behaviour/dress the student may be sent home at the parent's/guardian's expense. The parent/guardian will be notified of the action as will a member of Administration.</li> <li>Depending on the nature of the inappropriate behaviour the student may be excluded from attending further trips/camps/excursion for a period determined by a member of Administration after consultation with all parties concerned.</li> </ul>
<b>Wilful disobedience / Defiance to staff</b>	<ul style="list-style-type: none"> <li>Continued failure to comply with a reasonable request or instruction will result in detention, afternoon detention, Discipline Improvement Plan, referral to support services, behaviour monitoring and suspension</li> </ul>
<b>Leaving school grounds without permission/pass</b>	<ul style="list-style-type: none"> <li>Member of administration will be informed.</li> <li>Parent/Guardian will be notified.</li> <li>The student will be placed on a Time Card for a minimum of one week.</li> <li>The student may spend their breaks under the supervision of Administration</li> <li>Possible afternoon detention or suspension.</li> <li>Persistent offences will be treated as wilful disobedience.</li> </ul>
<b>Truancy</b>	<ul style="list-style-type: none"> <li>Parents/Guardians will be notified of unexplained absence from school by the student as per the school's Attendance Policy.</li> <li>If a student is suspected of truanting, the school will notify home as soon as practical.</li> <li>The student may be required to make up lost time in detention.</li> <li>Student may be placed on a Time Card.</li> <li>QCAA attendance requirements and Youth Allowance requirement will be applied to post-compulsory students.</li> <li>Cancellation of enrolment may occur for post-compulsory age students.</li> <li>Intervention will be sought for compulsory school-aged students who are chronic truants.</li> </ul>



<b>Harassment / Threats / Bullying–</b> <b>Verbal, physical, sexual, racial, psychological</b> <b>(including cyber-bullying)</b>	<ul style="list-style-type: none"> <li>• Students will be made aware of school's Bullying and Harassment policy.</li> <li>• Student will complete a process to work through their behaviours and this will be recorded on OneSchool.</li> <li>• Students may be withdrawn from classes or breaks for a specified number of days.</li> <li>• Parent/Guardian will be notified.</li> <li>• Possible suspension or suspension recommending exclusion from school.</li> <li>• Parents/Guardians and/or students will ensure that inappropriate materials are removed from public view or from the internet or any electronic device.</li> <li>• Mediation, detention, reparations can be expected.</li> <li>• Possible referral to Qld Police Service if appropriate.</li> <li>• For all students, the provisions of the Department of Education Sexual Harassment Policy /Anti-discrimination Act (1991) apply. (Students are reminded that they could be charged under the above Acts.)</li> </ul> <p>Runcorn State High School does not tolerate bullying or cyber-bullying.</p>
<b>Inappropriate use of Mobile phones or electronic devices in the classroom or outside the classroom during/in-between lessons</b>	<ul style="list-style-type: none"> <li>• All mobile phones and other electronic devices must be turned off and out of sight before entry to the classroom. Students who misuse mobile phones or any electronic devices will have them confiscated by staff. Students may collect the phone from the office at the end of the day.</li> <li>• Where a student repeatedly misuses a mobile phone in or outside of the classroom, the matter will be treated as wilful disobedience or harassment.</li> <li>• No photo/video of staff or student can be taken. Students will be required to delete the offending media and the matter will be treated as wilful disobedience or harassment.</li> </ul>
<b>Placing inappropriate or Abusive material about students, staff or school in a public domain, including the internet.</b>	<ul style="list-style-type: none"> <li>• Students will be instructed to remove the material from public view or the internet.</li> <li>• Parent/Guardians will be notified.</li> <li>• Students can expect to be suspended from school or suspended with a recommendation for exclusion from Runcorn SHS.</li> </ul>
<b>Failure to wear school uniform</b>	<ul style="list-style-type: none"> <li>• Students will be asked to change into the correct uniform.</li> <li>• Students will receive a detention.</li> <li>• Where the correct uniform is unavailable, we will negotiate a means of rectifying the uniform and a suitably safe program for the day.</li> <li>• Parents/Guardians will be notified and arrangements made to address the concern.</li> <li>• Persistent failure to wear the correct uniform will lead to an interview between families and a member of administration to develop a suitable plan for adhering to school policy.</li> </ul>
<b>Smoking cigarettes/Vapes or e-cigarettes in / around the school grounds</b> <i>Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Runcorn State High School.</i>	<ul style="list-style-type: none"> <li>• If a student is caught smoking the first time, he / she may be suspended or given afternoon detention or alternative consequences.</li> <li>• If a student continues to smoke, he/she will face a long-term suspension.</li> <li>• Referral to the School Based Nurse to assist with quitting smoking.</li> <li>• Parents/Guardians will be notified.</li> <li>• Students who are in the company of smokers can expect similar consequences.</li> </ul>

<b>Possession of cigarettes, vapes or e-cigarettes in /around school grounds; while away on a school organised activity; whilst in school uniform or while easily identifiable as a Runcorn State High School student.</b>	<ul style="list-style-type: none"> <li>• If a student is suspected of being in possession of cigarettes, vapes or e-cigarettes the student will be:</li> <li>• Escorted to a member of Administration where he / she will be requested to empty his / her bag.</li> <li>• If cigarettes, a vape or e-cigarettes are found in the student's possession he / she may be suspended. The cigarettes, vape or e-cigarettes will be confiscated and parents/guardians notified.</li> <li>• Persistent offenders may face longer term suspensions.</li> </ul>
<b>Inappropriate use of technology</b> <i>Inappropriate email use e.g., offensive language</i> <i>Visits to inappropriate Internet sites or downloading of inappropriate material. E.g. Pornography</i>	<ul style="list-style-type: none"> <li>• Students may be removed from internet access (typically for a first offence – 1 week, second offence – 4 weeks, 3rd offence – semester), have limitations placed on network access, be required to provide restitution or pay for repairs, removed from the subject, placed on afternoon detention and/or be suspended or excluded.</li> <li>• Parents/Guardians will be notified.</li> </ul>
<i>Upload of inappropriate files to network OR installation of games on network OR local computer hard drive or installing an alternative operating system</i>	<ul style="list-style-type: none"> <li>• Files will be removed without notice where necessary.</li> <li>• Removal of network access (typically for a first offence – 1 week, second offence – 4 weeks, 3rd offence – semester).</li> <li>• Student may also be removed from the subject, placed on afternoon detention and/ or be suspended or suspended with a recommendation for exclusion.</li> </ul>
<i>Attempts to gain unauthorised access to any part of the Network systems (e.g. Use of another's login)</i>	<ul style="list-style-type: none"> <li>• Minimum of long withdrawal of internet rights and afternoon detention or suspension.</li> <li>• Parents/Guardians will be notified.</li> </ul>
<i>Attempts to gain unauthorised access to any part of the Network systems e.g. Via hacking, 'spyware' or other "backdoor" methods (e.g. USB) OR the use of the teacher or network manager logins OR copying and/or misuse of school data.</i>	<ul style="list-style-type: none"> <li>• Possible suspension and removal of network rights for minimum of a term and possible withdrawal from the subject.</li> <li>• Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be recommended for exclusion from Runcorn State High School.</li> <li>• Parents/Guardians will be notified.</li> </ul>
<b>Parking vehicles in School grounds</b>	<ul style="list-style-type: none"> <li>• Students may not park their motor vehicles in school grounds because of the limited space available.</li> <li>• All students who drive vehicles to school must register all appropriate details with the school e.g. model, colour, registration number, name of driver, names of passengers</li> <li>• Students who park their vehicles in school grounds will be asked to move it. If students continue to park their vehicles in school grounds the matter will be referred to parents/guardians and / or police</li> </ul>
<b>Failure to complete assessment</b>	<ul style="list-style-type: none"> <li>• Students should refer to the Runcorn State High School Assessment Policy.</li> <li>• Students may receive a detention or afternoon detention.</li> <li>• Post-compulsory students may face Cancellation of Enrolment for persistent failure to complete assessment.</li> <li>• Parents/Guardians will be notified and arrangements made to address the concern.</li> </ul>
<b>Contacting media outlets without the authorization of the Principal</b>	<ul style="list-style-type: none"> <li>• Students who contact or supply information to media outlets (or facilitate this) and this results in harm to students/staff or negative publicity for the school can expect to be suspended with a recommendation for exclusion from Runcorn SHS.</li> </ul>
<b>Supply of drugs or alcohol on /around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a Runcorn State High School student</b>	<ul style="list-style-type: none"> <li>• If a student is suspected of supplying drugs or alcohol, the student will be escorted to the office, where he / she will be requested to empty his / her bag.</li> <li>• Parents/Guardians will also be informed as soon as practical.</li> <li>• Where this activity is suspected, the police will be informed and involved.</li> <li>• Students supplying illegal substances can expect to be suspended with a recommendation for exclusion from Runcorn SHS.</li> </ul> <p>Runcorn State High School does not tolerate <b>drugs or alcohol supply</b>.</p>

<p><b>Possession of drugs, drug implements or alcohol in / around school grounds</b>  <i>Similar consequences will result if students are in possession while away on a school activity, in school uniform, or whilst easily identified as a Runcorn State High School student.</i></p>	<ul style="list-style-type: none"> <li>• If a student is suspected of being in possession of drugs or drug implements, the student will be escorted to the office, where he / she will be requested to empty his / her bag. Police and parents/guardians will then be called. Parents/Guardians will be invited to the school as soon as practical.</li> <li>• Students in possession of an illegal substance or drug implements can expect to be suspended with a recommendation for exclusion from Runcorn SHS.</li> <li>• Police will be appropriately involved.</li> </ul> <p>Runcorn State High School does not tolerate <b>drugs, drug implements or alcohol possession</b>.</p>
<p><b>Use of illegal substances (drugs or alcohol) on / around school grounds</b>  <i>Similar consequences will result if students use while away on a school activity, in school uniform, or easily identifiable as a Runcorn State High School student.</i></p>	<p><b>If a student is suspected of being under the influence of an illegal substance while at school the following will occur:</b></p> <ul style="list-style-type: none"> <li>• The student will be brought up to a member of Administration, where he / she will be requested to empty his / her bag. Parents/Guardians will be notified as soon as practicable.</li> <li>• The student will be kept at school (separated from the rest of the student body) until taken home by parents/guardians or to medical attention by ambulance.</li> <li>• Where necessary, medical attention will be sought (e.g. ambulance).</li> <li>• Qld Police will be appropriately involved. The Administration will investigate.</li> <li>• Students who are under the influence of drugs at school or have used drugs at school can expect to be suspended with a recommendation for exclusion from Runcorn SHS.</li> </ul> <p>Runcorn State High School does not tolerate <b>drug or alcohol use</b>.</p>
<p><b>Dangerous behaviour - E.g. Unsafe behaviour in class, at school</b>  <b>E.g. Possession of a weapon or any other item that could be considered a weapon</b></p>	<ul style="list-style-type: none"> <li>• Staff will take actions required to make the situation safe for the perpetrator and others in the vicinity.</li> <li>• Items that are considered unsafe will be confiscated.</li> <li>• Parents/Guardians will be notified as soon as practicable.</li> <li>• Students may be suspended or recommended for exclusion if acting in a way that endangers themselves or others, or has the potential to do so.</li> </ul>
<p><b>Inappropriate behaviours travelling to and from school</b></p>	<ul style="list-style-type: none"> <li>• Transport operators inform the school and may impose sanctions on student as per Code of Conduct for Students Travelling on Buses (July 2014).</li> <li>• Parents/Guardians will be notified as soon as practicable.</li> <li>• Detentions, afternoon detentions or suspensions may apply</li> </ul>
<p><b>Behaviour that brings the reputation of the school into disrepute or affects the good order and management of the school</b></p>	<ul style="list-style-type: none"> <li>• Students can expect to be suspended or recommended for exclusion if acting in a way that brings the school into disrepute or affects the good order and management of the school.</li> </ul>

# SCHOOL POLICIES

## **Working Together to Keep Runcorn State High School Safe**

We can work together to keep knives out of school. At Runcorn 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.

## **What kinds of knife are banned?**

- No knives of any type are allowed at school, including flick 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 act 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 including suspension (1-10 days or 11-20 days), proposal to exclude and exclusion.
- 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/guardians help to keep Runcorn 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 your 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 the Administration on (07) 3323 1609 or email [the.principal@runcornshs.eq.edu.au](mailto:the.principal@runcornshs.eq.edu.au).

## **Temporary removal of student property**

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Runcorn State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

\* No knives of any type are allowed at school, including flick 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 administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).



# BULLYING AND HARASSMENT

## WHAT IS BULLYING?

**Bullying is** when individuals or groups, persistently over a period of time, behave in ways that cause another person to feel hurt, physically and/or non-physically, through the misuse of power. Bullying can happen anywhere and can involve both staff and students. It can happen at school, in the community and online.

**Harassment** is behaviour that demeans another on the basis of gender, race, sexual orientation, ability, disability, religion or ethnicity.

## WHAT BEHAVIOURS ARE NOT BULLYING?

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

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

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

## SCHOOL COMMUNITY BELIEFS ABOUT BULLYING & HARASSMENT

There is no place for bullying, cyber bullying or harassment in Runcorn State High School and the school has a zero tolerance of it. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying and harassment can take many forms. The National Centre Against Bullying identifies five kinds of bullying:

### a. **Physical bullying**

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

### b. **Verbal bullying**

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

### c. **Covert bullying**

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

### d. **Psychological bullying**

For example, extortion, using standover tactics, threatening, manipulating or stalking someone.

### e. **Cyber bullying**

Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

## **WHAT ROLES CAN STUDENTS PLAY IN BULLYING BEHAVIOUR?**

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around). The Safe to Learn (DCFS, 2007) publication identifies the different roles as:

- Ring Leader: students who through their social power can direct bullying activity.
- Associates: students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers: students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- Outsiders/Bystanders: students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- Defenders: students who try to intervene to stop the bullying or comfort students who experience bullying.

## **WHAT SHOULD YOU DO IF YOU ARE BEING BULLIED?**

If you are being bullied:

- Stay calm
- Tell the bully to stop
- Move away from situation
- Talk to someone you trust about what has happened, for example a parent/guardian, teacher or friend, and get them to help you to take the right steps to stop the bullying

When talking about what has happened make sure you tell them:

- What the person/s has been doing?
- Who has been involved?
- Where have the incident/s occurred?
- Who else has seen the bullying behaviour?
- How often has it happened?
- What have you already done about it?
- Keep on talking until someone listens to you and the bullying stops
- Don't blame yourself for what is happening

## **WHAT SHOULD I DO IF I SEE SOMEONE BEING BULLIED?**

If you see someone being bullied (or witness it online), keep safe and choose your response to match the situation:

- speak up and let the person doing the bullying know that what they are doing is bullying
- refuse to join in with the bullying and walk away
- help the student who is being bullied to ask for help
- ask a teacher or support person for help
- report what happened

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

## **SCHOOL'S RESPONSE TO BULLYING**

In situations where bullying occurs, staff at the school implement such measures as are appropriate, which could include one or more, of the following:

- apply disciplinary consequences (detention, suspension, exclusion)
- assist students to develop more appropriate social skills
- counselling and/or mediation
- restitution
- implement a behaviour management plan or playground plan for individual students
- explicitly teach about conflict and bullying
- implement resilience and anti- bullying programs
- conduct mediation sessions
- address bullying in their curriculum

The school will not give any of the personal details of other students involved. They will not give any details of consequences given to other students involved because of privacy requirements.

## **WHAT CAN PARENTS/GUARDIANS DO?**

- Look for tell-tale signs: bruises, torn clothing, not wanting to come to school, outbursts.
- Listen carefully to your child. Help your child to identify the bullying behaviour:
  - What has been happening?
  - Who has been involved?
  - Where and when have the incidents occurred?
  - Has anyone else seen the bullying behaviour?
- Discuss with your child some immediate strategies. Plan how to deal with bullying. Encourage them to:
  - Talk with the teacher, support staff or Administration
  - Walk away
  - Use other strategies to diffuse the situation
  - Firmly say “No!”
- Adopt a problem-solving approach.
- Do not encourage your child to hit back or respond verbally.
- Contact the school to check that your child has spoken to someone about the problem and arrange a meeting to find out what the school will do to address the situation.
- Support your child in developing their talents and participating in sports or other activities that will build confidence.
- Above all, do not ignore the situation.

## MORE INFORMATION ABOUT BULLYING

Kids Helpline: [www.kidshelp.com.au/](http://www.kidshelp.com.au/)

Act Smart Be Safe: [www.education.qld.gov.au/actsmartbesafe/](http://www.education.qld.gov.au/actsmartbesafe/)

Alannah & Madeline Foundation: [www.amf.org.au](http://www.amf.org.au)

Bullying. No way! [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

KidsMatter: [www.kidsmatter.edu.au/](http://www.kidsmatter.edu.au/)

ReachOut: [www.au.reachout.com](http://www.au.reachout.com)

National Centre Against Bullying: [www.ncab.org.au/](http://www.ncab.org.au/)



<https://www.stymie.com.au/>

Runcorn State High School is proud of our partnership with Stymie so that students can report student harm anonymously to the school. Whether it be issues of bullying, self-harm, harassment or any other type of issue where a victim needs help, we want our Runcorn students not to be bystanders and to reach out and help others when it is needed. Students can choose to go online to the Stymie website and provide details of what is happening to a student so that we can approach them and help them in any way we can. We are encouraging active citizenship where our students have a voice in helping to solve student issues. Since June 2019, we have received over 190 notifications about harm which then gets referred to staff within the school to ensure students receive support.

# MOBILE PHONE / PERSONAL TECHNOLOGY DEVICES POLICY

This policy reflects the importance Runcorn State High School places on students displaying Courtesy, Consideration, Common Sense and Cooperation whenever they are using personal technology devices.

## RESPONSIBILITY FOR ELECTRONIC TECHNOLOGY DEVICES

Students must carefully consider the risk of damage to or theft of personal technology devices like mobile phones, cameras and Bluetooth speakers. Responsibility for the safety of personal technology devices rests solely with the student.

No liability will be accepted by the school in the event of the loss, theft or damage of any personal technology device brought to school.

## SCHOOL EXPECTATIONS ON USE OF ELECTRONIC TECHNOLOGY DEVICES

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.

### Expectations for Class Time (Classes, Assemblies, Sport, in-between classes)

- Personal electronic technology devices in the classroom are “NOT SEEN OR HEARD”. Students are required to switch off electronic technology devices (or on silent) and place them in their bag.
- Teacher discretion applies in the use of personal electronic technology devices in the classroom for learning purposes. Use in one class does not imply permission to use the device/s in other classes.
- Earphones are placed into student’s bag and not dangling/hanging from ears or over the uniform.

### Expectations for Lunch Breaks

- Personal electronic technology devices are used in a manner that does not offend, harass or disturb others and not illegal in nature.
- Students ARE NOT to be making phone calls. Students can contact parents (or others) via the Administration block.
- Speakers must be played at a low volume and at an acceptable level deemed by staff.

### Expectations at All Times

Students must not use personal technology devices to 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).
- Inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting).
- Events in class is not permitted unless express consent is provided by the class teacher.

## CONFISCATION

Permitted electronic technology devices used contrary to the school expectations and this policy on school premises **will be confiscated** by school staff. Students will be required to hand the offending personal technology device to the teacher (or staff member) immediately upon request due to contravention of the school's expectations. The teacher (or staff member) will present the confiscated personal technology device to the Administration building (at their earliest convenience) and sign the item into ID Attend. The personal technology device will be placed into a clearly marked and sealed envelope, and then placed in the secure lockup. The item will be made available for collection from the school office at the end of the school day, unless the item is required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Student refusal to comply with this request will result in appropriate action being taken in line with the school's Code of Conduct for Students.

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.

Students who persist in the inappropriate use of a personal technology device may not be permitted to have a personal technology device at school for a period of time as deemed appropriate by the Principal.

## RECORDING VOICE AND IMAGES

Runcorn State High School upholds the value of trust and the right to privacy. 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.

A school student 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, including racial and sexual harassment, or where 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

are in breach of this policy and may be subject to disciplinary action (including suspension and proposal / 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 the Queensland Police Service (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 assistive 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.

## **INAPPROPRIATE BEHAVIOUR OUTSIDE OF SCHOOL HOURS**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

## **APPENDIX: ELECTRONIC DEVICE SAFETY**

Electronic devices that are brought to school by students are targets for theft. To minimise theft and loss of electronic devices, the following steps are recommended by the school:

1. DO NOT BRING the electronic device to school unless absolutely necessary.
2. Hand your electronic device to the Administration at the start of the day and collect at the end of the day.
3. Ensure all valuables; including electronic devices (switched off) are kept on person and not left in student bags when unattended.
4. If playing a sporting/physical activity and the valuables cannot be kept on person, ensure they are stored securely in their bag AND the bag is stored visually as close as possible. Ask a friend to sit with the bags and monitor them. DO NOT leave valuables in bags that are not in sight.
5. For mobile phones, adhere to the following tips from the Australian Mobile Telecommunications Authority:

(a) **Use mobile device security features:**

Mobiles have security features to help protect them and prevent misuse. Set a Personal Identification Number (PIN), which must be entered before anyone can use it. Smartphones can contain confidential and personal data and you should use PIN code security for the handset and SIM card. Read the User Guide to find your mobile's security features.

(b) **Unique IMEI serial number:**

Every mobile has a unique 15-digit electronic serial number – the International Mobile Equipment Identity (IMEI) number (Check your IMEI by dialling \*#06#). When you report your IMEI to your carrier and report your phone is lost or stolen, ALL carriers/networks will block access to the phone at no cost to consumers. Therefore, the phone cannot be used by anybody else, even with a new SIM card.

(c) **Notify your carrier if your phone is lost or stolen:**

You must contact your carrier to request an IMEI block. Your carrier uses the IMEI to block your phone on all networks, making it inoperable in Australia. Importantly, this protects you from paying for calls made by a thief. If your handset is found, your carrier can unblock your mobile for you.

6. Electronic devices are not to be used for the purposes of bullying and harassment. The following online resources are useful for further information:

cyber(smart:) [www.Cybersmart.gov.au](http://www.Cybersmart.gov.au) Str8tlk [www.str8tlk.amta.org.au](http://www.str8tlk.amta.org.au)

AMTA [www.amta.org.au](http://www.amta.org.au) Kids Helpline [www.kidshelpline.com.au](http://www.kidshelpline.com.au)

## APPROPRIATE USE OF SOCIAL MEDIA

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents/guardians can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents/guardians may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent/guardian you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents/Guardians are their child's first teachers — so they will learn online behaviours from you.

## **IS IT APPROPRIATE TO COMMENT OR POST ABOUT SCHOOLS, STAFF OR STUDENTS?**

Parent/Guardian and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents/guardians of school notices, the department prefers that parents/guardians contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

## **POSSIBLE CIVIL OR CRIMINAL RAMIFICATIONS OF ONLINE COMMENTARY**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents/guardians are not. If you are tagging or naming students, consider that other parents/guardians may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## **RESOURCES**

- Bullying. No Way! (<https://bullyingnoway.gov.au>)
- STYMIE (<https://stymie.com.au>)
- Cybersafety ( <https://www.esafety.gov.au/> )
- Code of Conduct for School Student Travelling on Buses

(<https://translink.com.au/travel-with-us/school-travel/getting-to-and-from-school/code-of-conduct>)

# COMPLAINTS MANAGEMENT POLICY

**Our commitment to positively managing complaints and providing quality service for your issues or concerns.**

## INTRODUCTION

At Runcorn State High School, effective partnerships between parents/guardians, students and our school staff are important to educational success. This partnership involves trust and openness. We need to be able to talk to each other when we have concerns, so that we can work out the issues.

From time to time, you may have concerns relating to our school. It is important that you share these with us. Perhaps we haven't explained something very well. We need to know so that we can put things right.

Perhaps you don't agree with a decision. We need to talk the issues through. As a result, you may gain a better understanding of why we made that decision or we may need to reconsider our decision. Your contribution is valued.

## HOW TO MAKE A COMPLAINT OR RAISE CONCERNS

You can raise a concern with any member of our staff. Where possible, speak directly to the person with whom you have the concern. If it is a classroom issue, speak to the classroom teacher. To make an

appointment to see a teacher, please contact the school office by phone on 3323 1609 or by email – [admin@runcornshs.eq.edu.au](mailto:admin@runcornshs.eq.edu.au). Issues you think are sensitive should be raised with the Officer of Welfare & Learning, Head of Department, Guidance Officer or Administration (the Principal or Deputy Principals). Staff contact details can be found on our website – <http://runcornshs.eq.edu.au/>

Our staff are encouraged to deal positively and sincerely with your concerns. They will listen.

They will ask questions to make sure they understand. They may take notes to help in following up your concern. They will help you to take your concern to the appropriate person.

## WHAT CAN YOU EXPECT

### PHASE 1 – Initial contact

Please express your concerns calmly, clearly and courteously. This will help resolve the issue in a timely manner. Staff will listen to your concern and make every attempt to understand it. The teacher/administrator will summarise the main points. He or she will usually explain the school policy or procedure on the issue or find someone who can explain. The teacher/administrator will work out an action plan with you: what he or she will do, what you should do, what your child should do and when you will talk again. He or she may deal with the concern or refer it to another person. In many cases it should be possible to resolve your concern straight away.

### PHASE 2 - Deciding how to handle the matter

Sometimes matters will need further investigation. In this phase, a decision will be made about how a complaint will be handled. Most matters are handled at school level. We encourage parents/guardians, in the first instance, to work directly with the people closest to the issue to resolve the matter. In some exceptional circumstances, matters must not be handled at a local school level because of their sensitive or serious nature. They must be referred to Education Queensland's local regional office or central office. In general, however, matters referred to these offices are directed back to the school for resolution.

### **PHASE 3 - Finding out about the matter**

In this phase, the person handling the matter will try to find out all about your concern. He or she will try to understand the context and causes. You can best help by providing all the relevant information you can. He or she may need to talk to other people to get a complete picture. As he or she does this, he or she may begin to explore options to resolve the matter. You can help all concerned by focusing on a positive resolution of the matter. Your information will be treated sensitively (but where the matter must be investigated by an external agency it will need to be passed on). You need to be aware that the person who is involved in your complaint usually has the right to be made aware of the complaint and will have the right to respond.

### **PHASE 4 - Resolution**

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

### **OUR SCHOOL'S COMMITMENT TO PARENTS AND CAREGIVERS**

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

# OTHER SCHOOL PROCEDURES

## VISTIORS TO THE SCHOOL/ FOOD DELIVERIES

All visitors to the school are required to go to the office on arrival. Students are not permitted to meet family, friends or any other persons at any of the gates or interact with people through the fences during the school day. Take away food deliveries are not allowed including those brought to the school by family or friends and will be confiscated. Students who forget their lunch can have family drop it into the office, however it should not be takeaway food (McDonalds, Pizza etc). Students are not allowed to leave the school grounds during the school day to go to the shops or home to get food.

## PAYING MONEY

There will be numerous occasions throughout the year when students will need to pay money, e.g. Student Resource Scheme, excursions. Students need to bring their money and usually a permission form to the payment window **before** school. Students should not carry money on them for any length of time during the day (with the exception of lunch money). Our preferred payment method is via BPoint which allows Parents/Guardians to make payments at any time convenient to them and avoids the need for students to carry money on them. The payment window is open from 7:30am to 1:30pm on Monday, Wednesday and Friday. Payments cannot be accepted over the phone. Invoices have BPoint information included on them to be able to apply by Credit Card online.

## STUDENT DRIVERS

Students who choose to drive to and from school are expected to do so in a manner that is consistent with safe motoring practices. Drivers are required to submit the completed parent/guardian permission form BEFORE driving to and from school. These forms can be collected from the office. Drivers are not to transport other students to and from school unless they have obtained permission from their parent/guardian and the parent/guardian of their passenger (forms can be collected from the office). Students are not permitted to park on school premises. Student drivers are not permitted to drive to sport venues or excursions etc.

## SKATEBOARDS

Skateboards and inline skates are not to be ridden to school and are not permitted on school property or grounds.

## LOST PROPERTY AND VALUABLES

All items of clothing and equipment should be clearly labelled so that property found can be returned to the owner. If property is lost, check the Office or Resource Hire. Bags should not be left unattended and all valuables should be on your person or deposited in the office for safekeeping. We suggest students avoid bringing anything valuable to school. **The school takes no responsibility for the security of valuables (including mobile devices).**



## **CHANGE OF DETAILS**

If a student moves house or a parent/guardian has a change of email address or phone number (work, home, mobile), the office needs to know as soon as possible. A form is available from the school website that can be completed and returned to the office. Change of detail forms must be signed by a parent/guardian and will be verified by the school. Change of details can also be done through QParents.

## **MEDICATION**

Should a student be prescribed medication by their medical practitioner to take whilst at school, the parent/guardian must make a written request to the school. Forms are available from the school. The medication must be kept in the office during the school day. A medial register is maintained (in ID Attend), and students who take medication, report to the office to collect and take their medication.

## **STUDENT ACCIDENT**

### **Accident Insurance Cover for Students**

Parents/Guardians are advised that the Department of Education and Training does not have Student Accident Insurance cover. Therefore, if your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs, are the responsibility of the child or parent/guardian. Some incidental medical costs may be covered by Medicare. If parents have private health insurance, some costs may also be covered through the private health insurance. Any other costs would be borne by the parents/guardians.



# QParents

Your child's educational journey in your hands

## Would you like to:



check your child's timetable on your phone, tablet or computer?



access your child's report cards online?



pay school invoices online with a credit card?



notify the school of your child's absences and monitor attendance?



engage more closely with your child's school?

Visit [qparents.qld.edu.au](http://qparents.qld.edu.au) to find out more.

1. Your QParents invitation email
2. Documents for identity verification (see item 1)
3. Your child/children's EQID (Education Queensland identification number) (see item 3)




Queensland  
Government



## Item 2: ID HELP

If you are having trouble verifying a birth certificate or marriage certificate, the following tips might help:

1. You must be referring to a full birth certificate, not an extract.
2. Make sure you enter your name as it appears on the birth or marriage certificate, even if your name has changed.
3. Click on the question mark  next to the field you are having trouble with to see an example document.
4. Please see our help guide if you are still having trouble:  
<http://qparents.qld.edu.au/#/help>

**6** You should now create your account. Make sure you use the 'Create an Account' form on the left of the screen.

1. Enter the email address you want to use with QParents. It should be one you check regularly.
2. Enter a password of your own choice. It must be at least eight characters long and contain at least one number and one special character.
3. Enter your password again.
4. Enter your mobile phone number.

### Create an account

Email address	<input type="text"/>
Password	<input type="password"/>
Confirm your password	<input type="password"/>
Mobile phone number	<input type="text"/>

[Cancel](#) >

[Submit](#) >

**7** An email is sent to the email address you entered in Step 6. Click on the link in this email to verify your email address and activate your account. The email must be verified within 30 days of registration, or you will need to register again.

You are taken to the QParents login page. Log in using your email address and the password you chose in step 6.

### Login

Email address	<input type="text"/>
Password	<input type="password"/>

[Login](#) >

**8** You now need to add your students. Enter the EQID (see item 3), school year, and school name, then click 'submit'. If you have been nominated as the QPAO for another child, click 'Add another student' and repeat this process. Once you have added all your students, your registration and account set-up is complete.

### Details of student to be added

EQID	<input type="text"/>
Year level	<input type="text"/>
School	<input type="text"/>

What is this?

Which year level should I select?

Which school should I select?

[< Back](#)

[Submit](#) >

## Item 3: EQID

Every school student has an EQID. It consists of 10 numbers and one letter. You can find it on your child's student ID card (the numbers under the barcode), report cards, or school invoices, among other documents. Please contact the school directly if you cannot find your student's EQID.

**9** A final check is conducted at your child's school before approval. You will be notified by email when this check is complete and will then have access to all of the features in QParents.

# Enjoy!

If you have any questions or require assistance with registration, please contact 13 QGOV (13 7468), or visit: <https://qparents.qld.edu.au/#/help>







