Sarina State High School  
Responsible Behaviour Plan for Students (2012 – 2015)  
based on The Code of School Behaviour

1. Purpose

Sarina SHS, a mindful community, 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 Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate mindfully and positively within our school community.

2. Consultation and data review

Sarina SHS developed this plan in collaboration with our school community. The School-Wide Positive Support Program (SWPBS) forms the foundation of the school’s Responsible Behaviour Plan and our expected positive behaviours have been developed through consultation with parents, staff and students.

A Quadrennial School Review (QSR) involving review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents and referrals also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director (School Improvement) on October 25th, 2012 and will be reviewed in 2015 as required in legislation.

3. Learning and Behaviour Statement

All areas of Sarina SHS are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Responsible Behaviour Plan is based on Education Qld’s Code of School Behaviour and the shared beliefs of the school community. Surveys of staff, students and parents consistently show a strong pride in the school, with family and community support over a number of generations.

Our Responsible Behaviour Plan outlines our system for facilitating positive and respectful behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Sarina 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 school rules to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Respectful
- Be a Learner
- Be Responsible

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Support is provided to ALL students at Sarina SHS where students are taught explicitly the expected positive behaviours. Data tells us that the majority of students (80%-90%) will demonstrate these positive behaviours. However, about 10% to 15% of students may need additional support and timely intervention (Targeted/Secondary Prevention). For a variety of reasons, 2% to 5% of students may not respond to the secondary prevention strategies and may need more intensive support (Intensive/Tertiary Prevention) and/or flexible learning options to assist them to continue their learning.

Sarina SHS School-Wide Positive Behaviour Support (SWPBS) Program supports students at three (3) distinct levels:

**General School Behaviour Management**

The Sarina State High School Behaviour Management Policy is based on the following:

- Safe, Respective Learning Environment
- School Wide Positive Behaviour Support
- The Three Tiered Approach to Behaviour Support

Every staff member within the school has agreed to a set of consistent student expectations prior, during and after each lesson. This not only creates a strong consistent approach across the school but also allows consistency for all students, no matter what subject they are studying.
**Attendance**

We recognise that regular, punctual attendance is essential to achieve our Mission, particularly with regard to student ACHIEVEMENT; consequently these routines exist.

- Once students have arrived at school, for accountability and safety reasons, permission must be sought to leave the grounds before the end of the school day. Students must take a note signed by a parent to the Administration Office before 8:45am to obtain a LEAVE EARLY slip to show to the classroom teacher. Before leaving the school, students must return to the Administration Office to sign out and obtain an ID Attend pass out.

Students who are late for school must provide a suitable reason via a note, text message or phone call from a parent. Students who are late for school without an acceptable reason are to make up the lost time in detention during the lunch break, or after school. Parents/Guardians are contacted to arrange after school detentions. Students who are late for classes also disadvantage themselves; they are to make up the lost time with teacher supervision, covering the work missed due to their late arrival. If a student returns to the school after leaving early for an appointment, they must re-enter the school, through the school office so that their attendance can be recorded.

A note from a parent must be brought to the Administration Office on the day immediately following any whole day absence from school, to explain such absences. A telephone call (Student absence line – 07 4943 8160) or a text message (0407597047) is also appreciated on the day of absence - we care where our students are! A text message will be sent to inform parents of an absent student if no notification has been received.

*(Students receiving Youth Allowance are strongly advised to take particular notice of these attendance procedures, as payments are dependent on satisfactory attendance and fully explained absences).*

Students must have approval from a Deputy Principal or the Principal to telephone home in the case of sickness or an emergency.

**School Uniform**

The school uniform helps build morale and identity amongst our students. Correct school uniform should be worn each day unless a note is brought from a parent or guardian. Uniform expectations are outlined in the school Dress Code. Correct footwear, is enclosed shoes with impervious uppers. Work boots, are required for the relevant subject areas: Manual Arts, Agricultural & Rural Operations and all practical TAFE courses. Hats must be removed while indoors.
Students with variation of uniform are to present themselves to the **Head of Year room before school**. A Uniform will be allocated and follow up will ensure that students are consistent. For students out of uniform, the following procedure applies:

Student Chooses:

- Loan School Uniform
- Detention

Uniform to be picked up and returned to the Head of Year room at the end of the day.

It is expected that a note from home will be presented to explain the relevant facts; students who do not bring a note are in breach of procedures, and will be required to attend a lunchtime detention as a consequence.

Students in school uniform outside the school grounds should behave in a manner that will reflect credit to themselves, their parents and their school. It is expected that students will present a positive image of the school when in school uniform.

Parents who have concerns with any uniform issues are also requested to contact the relevant Head of Year.

**Prohibited Items**

Personal Technology e.g.: I-Pods, Mobile Phones, cameras, MP3/MP4 Players, hand held electronic games

Items e.g.: lighters, matches, chewing gum, pornographic materials, liquid paper, staplers, metal rulers, ink markers (permanent or whiteboard), aerosols, dangerous materials, weapons

Drugs e.g.: cigarettes, tobacco, any form of non-prescription drugs, alcohol

The government has legislated that no person is to smoke in a school or its grounds - this includes students, staff and visitors.

*(Personal Electronic Devises Policy – Appendix 1)*

**Prescription Medication**

Please note that students who need to take medication must have parents/guardian confirm this in writing - medication must be kept in the Front Office - Administration, for authorised issue to named student at prescribed times.

**Workplace Health & Safety**

To create a supportive environment for all, students must consider the personal safety of all members of the school community at all times.
Unnecessary physical contact between students is to be avoided at all times; the school has a "Hands Off" policy, prohibiting any touching, pushing or shoving of other students, even in a playful way.

Contact sports such as Rugby League are, therefore, prohibited unless formally organised and supervised by staff. This is to avoid rough play escalating into fighting, or the accidental injury of another student.

Students are only allowed to enter classrooms, staffrooms and library and computer rooms if under the supervision or direction of staff. Students should not sit on port racks, in stairways/walkways, and on verandas so they are kept clear for easy passage.

If students are outdoors and exposed to the sun, they are expected to wear a hat. The responsibility lies with students and parents to ensure hats are worn at appropriate times. Students will be educated about Sun Safety and staff will actively encourage the wearing of hats. All students who attend programs at the Agriculture Centre or in Engineering facilities must adhere to the school's specific uniform policy requirements for these Centres.

Subject specific Safety Policies need to be adhered to at all times. These safety requirements will be explained to students when commencing relevant subjects.

**Responsibilities for Class**

Success follows good organisation and preparedness; consequently students are expected to have all books and materials ready for each class (including Homework Diary). This preparation is crosschecked with Sarina State High School’s *Steps to Mindful and Effective Teaching and Learning* (Appendix 2). These steps ensure all students are prepared for class. All equipment and clothes should be clearly marked with the student’s name.

Movement to lessons must be quick and orderly, to avoid late arrival for class; generally speaking, there is no need to visit toilets/drink taps during lessons. Any student out of class must have a pass from their class teacher.

School bags are to be taken to every class and stored in port racks outside each classroom. School bags are not be left around the school. Students must take responsibility for their belongings and therefore have them with them at all times. Students are discouraged from bringing valuables to school. If, however, it is necessary to bring valuable items, such as large amounts of cash, they should be left at the Administration for safe keeping.

Students bringing these items to school accept all responsibility for their safe keeping and do so at their own risk.

**Assessment**

Students who cannot take part in sport and physical education for medical reasons need to bring a doctor’s note for consideration of their special circumstances. In some circumstances, parental explanation is sufficient; however, when this impacts upon
assessment (particularly in relation to Senior Subjects) a Doctor’s Certificate is mandatory.

(Appendix 3 - Assessment Policy)

Responsibilities within the School Grounds

In order to create a caring environment for all, students must have respect for the property of others. Any cases of accidental breakage must be reported immediately. The school community will not tolerate instances of vandalism, as this wastes limited resources better used for other purposes. In cases of wilful damage, students will be required to make restitution.

Our school grounds are beautifully maintained and a wonderful resource for all students and staff. In order to maintain an aesthetically pleasing environment, students, staff and visitors are required to place all rubbish in the bins provided. Students will assist with the removal of litter when requested by staff, as this is not the responsibility of our groundsman, janitor or cleaning staff.

- Universal behaviour support

In ensuring a safe, respectful and learning focused environment and in keeping with the Positive Behaviour Support approach, we address the behaviour support needs of all students within the whole school context. The standard of expectations is set out via the expected behaviours listed in the school rules.

At Sarina State High School, the focus is on establishing and reinforcing expected student behaviours while preventing the development of new cases of problem behaviours. All students and staff across all settings are actively involved in whole-school behaviour support practices. The school’s Behaviour Management Leadership Team, oversees implementation, adjustment and evaluation of our whole school approaches and related school activities in consultation with staff, parents and students

- Targeted behaviour support

Targeted behaviour support at Sarina State High School occurs around a specific setting, issue, student or group of students where inappropriate behaviour is becoming an issue and the classroom teacher has exhausted all classroom strategies.

Development and implementation of targeted support is data driven, team based and develops strategies that prevent or minimize further occurrence of the behaviour.

Targeted behaviour support is generally initiated and managed by members of the Behaviour Management Leadership Team. The Tertiary Prevention Committee is a smaller group, developed from the Behaviour Management Leadership Team and focuses on assisting students who are at risk of moving onto the tertiary level.

Strategies at this level include:
• Lunchtime activities Program
• Breakfast Program
• School Guidance and Counselling services
• School-based Youth Health Nurse services
• Youth Support Coordinator
• School Chaplain services
• Services provided by external agencies
• Intensive Behaviour Support
• Rewards program
• Community Partnerships program

### Intensive behaviour support

Despite whole school and targeted behaviour support practices within the school, some students may still display ongoing or severe inappropriate behaviour and need intensive behaviour support.

At Sarina State High School, students requiring intensive behaviour support will be Case Managed by a member of the **Tertiary Prevention Committee** who initiates and oversees an individual planning process for the student.

This will include:

- collation of data giving an overview of problematic behaviours and consequences implemented i.e. detentions, suspensions etc.
- referral for discussion at TPC meeting
- referral to Guidance Officer for assessment and preliminary behaviour support
- full team collaboration of support mechanisms and strategies to develop an Individual Behaviour Support Plan
- Formal Functional Behaviour Assessment

### 5. Emergency responses or critical incidents

An emergency situation or critical incidence is an occurrence that is sudden, urgent, usually unexpected and an occasion that requires immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

**Basic Defusing strategies**

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

**Maintain calmness, respect and detachment**

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

**Approach the student in non-threatening manner**

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

**Follow through**

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

**Debrief**

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

**Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others

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

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
Physical intervention is not to be used as a response to:

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident Report
- Health and Safety Incident Record (SMS)
- Debriefing report (for student and staff)

6. Consequences for unacceptable behaviour

Sarina SHS makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the Head of Department/Head of Year or school Administration team.

**Minor** behaviours are those that:
- are minor breaches of the school rules.
- do not seriously harm others or cause suspicion that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of problem behaviours.
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:
- a consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

**Major** behaviours are those that:
· significantly violate the rights of others
· put others / self at risk of harm
· require the involvement of school Administration.

**Major** behaviours result in an immediate referral to a Head of Department/Head of Year or to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then directs the student to the Head of Department/Head of Year or Administration.

**Three Level Process.**

- **Primary (Level One):** Students on this level are those who appropriately demonstrate acceptable behaviour. These students work to the best of their ability in class and at home, are courteous and cooperative and show respect for all persons and property. Some of these students may require redirection by the teacher in class a small number of times.

  Poor choice of behaviour by the student during this time will promote him/her to the Secondary Level.

- **Secondary (Level Two):** Parent contact, referral to Behaviour Management Leadership Team, withdrawal, suspension from school. Students who engage in verbal abuse of staff or physical assault of others can expect to be suspended. Removal from class to peer support class (Buddy Teacher), part time or full time alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Tertiary Prevention Support

  As part of our Behaviour Management Plan, we utilise a **Peer Support Model**. When a teacher has exhausted all classroom management strategies available to them and a student is still misbehaving, that student is sent to a **Buddy Teacher**.

- **Tertiary (Level Three):** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be considered for exclusion from school following an immediate period of suspension.

  The following table outlines examples of major and minor problem behaviours and associated consequences:
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Minor Behaviour Issues</th>
<th>Major Incidents</th>
<th>Referral to Behaviour Management Leadership Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Inappropriate physical behaviours</td>
<td>Major - Persistent inappropriate physical behaviours: behaviour of a more serious, sexual or violent nature; behaviours which are threatening to other students or staff. Internal suspension, external suspension or exclusion may result.</td>
<td>Parental contact.</td>
</tr>
<tr>
<td></td>
<td>Unsafe behaviour in classrooms</td>
<td>Major or persistent unsafe behaviours in classrooms which result in harm or potential harm to themselves or others may result in internal suspension, external suspension or exclusion. Parental contact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unsafe behaviour in the playground</td>
<td>Major or persistent unsafe behaviours in classrooms which result in harm or potential harm to themselves or others may result in internal suspension, external suspension or exclusion. Parental contact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Violence</td>
<td>Immediate referral to DFP. Internal suspension, external suspension or exclusion may result. Parental contact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drugs and alcohol</td>
<td>Immediate referral to DFP. Any student suspected of possessing or being under the influence of drugs or alcohol must be referred to the office. Parental contact. Internal suspension, external suspension or exclusion may result. Police contact.</td>
<td></td>
</tr>
<tr>
<td>Be</td>
<td>Lateness to class</td>
<td>Persistent lateness – contact parents and arrange after school detentions.</td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td>Non-compliance with direction from a staff member</td>
<td>Minor incidents of non-compliance where student responds to teacher direction: detention, parental contact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inappropriate use of school technology</td>
<td>Suspension of computer privileges. Parents contacted. Internal suspension, external suspension or exclusion may result.</td>
<td></td>
</tr>
<tr>
<td>Be</td>
<td>Non submission of assessment tasks</td>
<td>Refer to Assessment policy. Parental contact. HOD may impose detentions. Senior students may be asked to “show cause” why their enrolment should not be cancelled if they are not participating in the curriculum.</td>
<td></td>
</tr>
<tr>
<td>a Learner</td>
<td>Disruptive behaviour (classroom and playground)</td>
<td>Verbal redirection, physical proximity, seating arrangements, time out, contact parents, detention. Continued and persistent non-compliance. Referral to Tertiary Prevention Committee. Parental contact. Internal suspension, Behaviour monitoring, external suspension, withdrawal from classroom may result.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inappropriate verbal behaviours</td>
<td>Minor – teacher redirection, physical removal, time out, apology/reach encouraged, detention. Persistent inappropriate verbal behaviours OR Behaviours or a more serious nature (bullying, excessively abusive and foul language, abuse of a teacher, racial or sexual taunts). Internal suspension, external suspension or exclusion may result. Parental contact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vandalsim/ destruction of school property</td>
<td>Minor – student is to rectify damage or do equivalent task at first possible opportunity. Detention. Serious damage/vandalism. Students will be asked to make restitution for damage. Internal suspension, external suspension or exclusion may result. Parental contact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internet/email based offences</td>
<td>Immediate referral to DFP. Suspension or exclusion will result. It is expected that the offending postings be removed. Parental contact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bullying and Harassment</td>
<td>Withdrawal from activities playground. Explicit teaching about bullying and its implications. Identify bystanders and work with group. Refer victim and bully to Anti Bullying committee. Guidance Officer referral.</td>
<td></td>
</tr>
</tbody>
</table>

**The Code of School Behaviour**

**Better Behaviour**

**Better Learning**

**Queensland Government**

Template Version Control: 5 August 2009
Ensuring consistent responses to problem behaviour

At Sarina SHS staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Students with continual disruptive behaviour, adversely affecting others, ongoing refusal to participate in the program of instruction, verbal and non-verbal misconduct, physical misconduct, property misconduct, substance misconduct, failure to follow a formal warning leading to a fight or continued harassment, threats to a teacher/staff member or intimidatory behaviour, posting school related images/content related to misbehaviour/dangerous/ offensive behaviour on private blogs/ websites/ YouTube/ MySpace/ Facebook or any other conduct prejudicial to the good order and management of the school will result in the following possible consequences:

- Restitution
- Alternative Education Program
- Positive Learning Centre involvement
- Ineligibility to represent the school in Academic, Sporting or Cultural activities
- Referral to the TPC
- Flexible Arrangements
- Individual Behaviour Support Plan (Appendix 3)
- Referral to the Guidance Officer or other School-Based Support Staff
- Suspension (1-5 Days / 6-20 Days)
- Behaviour Improvement Condition
- 6-20 Day Suspension, pending Exclusion
- Cancellation of enrolment
- Exclusion

Suspensions will increase for repeat offenders.

Police involvement will be used wherever applicable.
**EXCLUSION**

The Principal has the responsibility for Exclusion. Exclusion is the last resort when support strategies and other interventions have not been successful. Grounds for Exclusion are:

- Disobedience and/or
- Misconduct and/or
- Other conduct prejudicial to the good order and management of the school
- For behaviour that is so serious that suspension is inadequate to deal with the behaviour
- Students’ contravention of a Behaviour Improvement Condition

The Principal can take disciplinary action for students’ behaviour that occurs outside of school if it affects the good order and management of the school

*Individual Behaviour Support Plan – School Policy (Appendix 4)*

*Flexible Arrangement Assessment and Agreement (SMS-PR-031) (Appendices 5a, 5b, 5c)*

*Reasons for Suspensions /Exclusions/Cancellation of Enrolment and Consequences (Appendix 6)*

*Behaviour Improvement Condition (BIC) (SMS-PR-021)*

The principal is responsible for establishing and maintaining alternative school structures/avenues for those students who are unable to adapt to the main school environment to continue their education process. In situations where, despite every opportunity and support mechanism being extended to the student, he/she is still unable to respond appropriately, the Principal reserves the right to suspend and/or exclude the student from the school.

**Loss of Privileges**

Loss of privileges results from entering any discipline level.

Teachers must notify their Head of Year and the student’s parents via telephone and in writing, immediately, if a student is at risk of loss of privileges.

Loss of privileges includes:

- Non-compulsory field trips or excursions
- Representing the school e.g. sports and competitions
- Extra-curricular activities such as Rock Pop Mime and Rewards trips
• Attending school dances
• End of Year Celebrations (e.g. School Formal)

The student may be required to relinquish any representative positions or positions of honour or authority.

7. Network of student support

Students at Sarina SHS are supported through positive reinforcement and a system of Primary, Secondary and Tertiary behaviour support. Together with the support received from parents, Sarina SHS has a range of staff available to support positive student behaviour.

These include:
∙ Teachers
∙ Learning Support Staff
∙ Subject Heads of Department
∙ Heads of Year
∙ Community Education Counsellors
∙ Administration Staff
∙ Guidance Officers
∙ Advisory Visiting Teachers
∙ Senior Guidance Officer
∙ School Chaplain
∙ School Based Youth Health Nurse
∙ Youth Support Coordinator.

Support is also available through the following government and community agencies:
∙ Disability Services Queensland
∙ Child and Youth Mental Health
∙ Queensland Health
∙ Department of Communities (Child Safety Services)
∙ Police
∙ Mackay City Council.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour 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. Sarina SHS considers the individual circumstances of students when applying support and consequences by:
∙ promoting an 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 the least intrusive sanctions to the most stringent
∙ recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
∙ recognising the rights of all students to:
  • express opinions in an appropriate manner and at the appropriate time
  • work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  • receive adjustments appropriate to their learning and/or impairment needs,
Student Disciplinary Absences are used after consideration has been given to all other responses but with consideration for the welfare and safety of other students and staff. When taking into consideration individual circumstances all decisions will be at the discretion of the Principal.

9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

11. Some related resources

Endorsement

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Date effective:

from .................................................. to ..................................................
Appendix 1

Personal Technology Devices Policy

This policy is made in accordance with the Department of Education, Training and the Arts (DETA) policy – SMS - PR – 003: Appropriate use of Mobile Telephones and other Electronic Equipment by Students.

Rationale
Sarina State High School is committed to providing a school environment which maximises the educational opportunities and outcomes for all students. A safe environment is fostered for students to achieve their potential and to encourage respect for self, others and their environment.

Items banned from school
Personal technology devices such as mobile phones, MP3 players, iPods, laptop/notebook computers (excluding items distributed in the school’s 1 to 1 laptop program), cameras and video cameras are not permitted on the school premises. Such devices can be disruptive to the learning environment of all students. These items are often very valuable and there is a risk of damage or theft.

If such items are required for student use before or after school, they must be handed in to the school office for safe keeping during the day. Students, parents and guardians are reminded that no liability will be accepted by the school in the event of loss, damage or theft of any device unless it can be established that the loss, theft or damage resulted from the school’s negligence.

Confiscation
Personal technology devices used contrary to this policy on school premises will be confiscated by staff and may be returned to the student at the end of the day. Students will not be permitted to remove SIM cards before they are confiscated. For a subsequent offence, the device will be confiscated to be collected by a parent at a mutually acceptable time. If a device is kept by the school for the purposes of a disciplinary investigation, it will only be returned to the student in the presence of a parent. Devices containing evidence of criminal offences may be reported to the police. If a student fails to follow confiscation directions this could lead to a suspension. Additionally, students who repeatedly fail to follow the Personal Technology Devices Policy may be suspended.

Recording voice and images
Every member of the Sarina State High School community has a right to have their privacy protected and the right to feel safe at school. Students are encouraged to treat all members of the school community with respect and consideration. It is, therefore, not acceptable to record, photograph, identify or publish personal information about school staff or students. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person could expect to be afforded privacy).

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 police involvement. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism,
fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) may be subject to discipline including suspension or recommendation for exclusion.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment which will have consequences as per our Responsible Behaviour Plan and may involve police referral.

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

*Personal Technology Devices includes, but is not limited to games devices, PDAs, BlackBerry, and/or voice recording devices, mobile telephones, iPods, MP3 and MP4 player, laptop/notebook computers, and devices of a similar nature.*
Appendix 2

SARINA SHS

Steps to Mindful, Effective Teaching and Learning

This document aims to address the established rules and requirements of the Sarina SHS Responsible Behaviour Plan for Students (2012-2015) and assist in creating a classroom environment which promotes learning opportunities and outcomes for every individual.

Students are required to support the school’s code of behaviour through:

a] accepting responsibility for their own behaviour;
b] maximising their learning opportunities to achieve their personal best;
c] respecting the rights of others to learn in a safe and supportive environment;
d] regard for ALL individuals at Sarina SHS

A consistent approach is achieved through the school by all staff committing to the Mandatory operating procedures as discussed and disseminated at the beginning of each year. Examples may include:

1. Line up quietly outside room enter quietly and wait to be instructed to sit.
2. Have all equipment required for Learning ready. Subject specific equipment only.
3. Be on time to class
4. Show respect for each other and others property
5. Hats and sunglasses off inside
6. Demonstrate a positive attitude to learning at all times
7. Conduct in a manner that fosters safety at all times
8. Follow teacher instructions at all times

NOTES: Aim to build positive relationships with students at all times in order to reduce the incidence of poor behaviour in the first place. Maintain consistency (give consequences where appropriate) and aim to be positive and reinforce positive behaviours.
Appendix 3  

Assessment Policy

SARINA STATE HIGH SCHOOL DRAFTING AND ASSESSMENT POLICY, 2011 – SCHOOL VERSION

RATIONALE: The Queensland Studies Authority (QSA) has mandated that all student work in Queensland Secondary Schools be graded by matching evidence gathered in assessment tasks with a set of Descriptors and Standards associated with these descriptors.

All student work is to be moderated internally as well as externally to ensure that all Queensland Secondary teachers are grading student work consistently in every Queensland School.

All Syllabus Descriptors and Standards associated with these can be found at http://www.qsa.qld.edu.au or can be supplied by the class teacher upon request.

The following documents are available from the QSA website.

- QSA 2009, Strategies for a School-based Policy for Late and Non-Submission of Student Responses to Assessment Instruments.

With the introduction of the Australian Curriculum into grades P-10 in 2012, English, Mathematics and Science in grades 8-10 at Sarina High School will be taught and assessed following the Content Descriptors and Achievement Standards of the National Curriculum. These can be viewed at http://www.australiancurriculum.edu.au or on the school’s website.

The Sarina State High School Drafting and Assessment Policy states:

“All assessments will be submitted by the due date. Failure to do so will require the class teacher to grade student work based on evidence supplied up until the due date. Application for extensions must only be sought in the case of emergency and approval of these extensions is at the discretion of the school. Students will maintain ownership of all work submitted and plagiarised work cannot and will not be graded. All student work will be moderated at the internal and external level to ensure equity and fairness of grading.”

DEFINITIONS

DUE DATES:

All assessment tasks will be given a Due Date. This is that date that the assessment must be received by the teacher. If a completed assessment is not received, the student will be graded according to the evidence they have provided, matched to the respective syllabus mandated exit criteria. No work will be accepted after the due date.

DRAFTING:

All students will be expected to draft their work. This is in order for the student to demonstrate their progress towards a passing grade. In most instances drafts will be reviewed by the teacher and returned to the student to assist with improving understanding. Drafting may also be used to establish ownership of work, thus avoiding plagiarism.

A draft may also provide valuable evidence for progress towards meeting syllabus standards and in some instances provide support for extension requests.

EXTENSION REQUESTS:

Any extension request for any assessment must be received within 48 hours (2 working days) of the due date. All extension requests are to be accompanied by relevant paperwork (Medical Certificates, notes from parents etc.) and presented to the class teacher and relevant Head of Department for consideration. Copies of this correspondence will be attached to the final assessment submission. An Application for Extension (Red form) must be filled out if a student is seeking an extension for assessment tasks. These are only available from the relevant Head of Department.

ABSENCE:

If a student is absent on the due date of the assessment task, the parent/guardian must contact the school via phone (4943 8111) or email the class teacher prior to class. For all written and oral assessments, the student must make arrangements for the class teacher to receive this task on the due date.
For examinations and practical assessments, the student must make arrangements for this to be completed immediately upon return from absence.

The student will be asked to present a medical certificate or letter from the parent/guardian explaining their absence which will be attached to the assessment when completed.

**PLAGIARISM:**

Plagiarism is the use of someone else’s work without acknowledgement of the source through referencing (see School Diary for referencing techniques). Work that is plagiarised cannot and will not be graded. Correct use of the drafting process helps prevent plagiarism.

**ELECTRONIC MEDIA:**

Most student work is completed electronically. In order to reduce requests for extension through loss of electronic media all students are expected to:

- Save work on hard drives **as well as** onto a USB Thumb Drive
- Email draft work to teachers
- Each time the student works on a draft it is to be emailed to themselves. This can later be downloaded if the student experiences technological problems
- Ensure home printers have ink or utilise the school’s printers before class or during lunch times.

Failure to submit due to problems with electronic media will be treated as failure to submit on the due date.

Please take time to read through this Drafting and Assessment Policy with your student and return, signed to the front office. If you have further enquiries, please do not hesitate to contact either Trevor Newman (Deputy Principal – Middle Phase of Learning) or Anna Reeves (Deputy Principal – Senior Phase of Learning)

___________________________ (Student Signature)
___________________________ (Parent Signature)
___________________________ (Mr Bruce Heggie - Principal)

**IMPORTANT CONTACTS:**

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SARINA STATE HIGH SCHOOL DRAFTING AND ASSESSMENT POLICY, 2011 – STUDENT VERSION

RATIONALE: The Queensland Studies Authority (QSA) has mandated that all student work in Queensland Secondary Schools be graded by matching evidence gathered in assessment tasks with a set of Descriptors and Standards associated with these descriptors.

All of your work is to be moderated internally as well as externally to ensure that all Queensland Secondary teachers are grading all student work consistently in every Queensland School.

All Syllabus Descriptors and Standards associated with these can be found at http://www.qsa.qld.edu.au or can be supplied to you by the class teacher upon request.

You may wish to read the following documents that are available from the QSA website.

QSA 2009, Policy on Special Provisions for School-based Assessments in Authority and Authority-Registered Subjects.

QSA 2009, Strategies for a School-based Policy for Late and Non-Submission of Student Responses to Assessment Instruments.


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The Sarina State Highs School Drafting and Assessment Policy states:

“All assessments will be submitted by the due date. Failure to do so will require the class teacher to grade student work based on evidence supplied up until the due date. Application for extensions must only be sought in the case of emergency and approval of these extensions is at the discretion of the school. Students will maintain ownership of all work submitted and plagiarised work cannot and will not be graded. All student work will be moderated at the internal and external level to ensure equity and fairness of grading.”

DEFINITIONS

DUE DATES:

All assessment tasks will be given a Due Date. This is that date that the assessment must be received by the teacher. If a completed assessment is not received, your work will be graded according to the evidence you have provided, matched to the respective syllabus mandated exit criteria. No work will be accepted after the due date. The evidence a teacher may use in grading your work includes but is not limited to:

- Book work from class
- Drafts
- Observational checklists

DRAFTING:

All students are expected to draft their work. This is in order for you to demonstrate progress towards a passing grade. In most instances drafts will be reviewed by your teacher and returned to you to assist with improving your understanding. Drafting may also be used to establish ownership of work, thus avoiding plagiarism.

A draft may also provide valuable evidence for progress towards meeting syllabus standards and in some instances provide support for extension requests.
EXTENSION REQUESTS:

Any extension request for any assessment must be received within 48 hours (2 working days) of the due date. All extension requests are to be accompanied by relevant paperwork (Medical Certificates, notes from your parents etc.) and presented to your class teacher and relevant Head of Department for consideration. Copies of this correspondence will be attached to your final assessment submission. Failure to follow this process will void any application for extension. You must use the Application for Extension (Red form) and these are only available from the relevant Head of Department.

ABSENCE:

If you are absent on the due date of the assessment task, your parent/guardian must contact the school via phone (4943 8111) or email the class teacher prior to class. For all written and oral assessments, you must make arrangements for your class teacher to receive this task on the due date.

If you are absent from a written, oral or practical assessment on the due date, you will be asked to provide a medical certificate and a letter from home to explain this absence. You will then be required to sit the assessment on a date set by your class teacher/Head of Department.

PLAGIARISM:

Plagiarism is the use of someone else’s work without acknowledgement of the source through referencing (see School Diary for referencing techniques). You are not allowed to “cut and paste” any work from the internet or other source. All of your work will be checked for plagiarism and any work that is plagiarised cannot and will not be graded. Correct use of the drafting process helps prevent plagiarism.

MODERATION

All of your work is graded by your class teacher and then at both the school and district level, this work is compared to the syllabus descriptors (What you can do) and standards (How well you can do it) as well as to other work that is deemed of a similar standard. This is to ensure that your work is marked fairly and accurately.

ELECTRONIC MEDIA:

Most of your work is completed electronically. In order to reduce requests for extension through loss of electronic media all students are expected to:

- Save your work on hard drives as well as onto a USB Thumb Drive (This will be a part of your book list for 2012)
- Email draft work to teachers every time you draft.
- Each time you work on a draft it is to be emailed this to yourself. This can later be downloaded if you experience technological problems
- Ensure home printers have ink or utilise the school’s printers before class or during lunch times.

Failure to submit due to problems with electronic media will be treated as failure to submit on the due date

FAILURE TO COMPLY WITH THE DRAFTING AND ASSESSMENT POLICY

If you do not submit an assessment on the due date and have not previously been granted an extension from the Head of Department, you will be placed onto Assignment Hold immediately and given 20 minutes during lunch in which to provide evidence of your understanding of the task. Your class teacher will then use this and other evidence to grade your work according to the Syllabus descriptors and standards.
Please take time to read through this Drafting and Assessment Policy with your student and return, signed to the front office. If you have further enquiries, please do not hesitate to contact either Trevor Newman (Deputy Principal – Middle Phase of Learning) or Anna Reeves (Deputy Principal – Senior Phase of Learning)

___________________________ (Student Signature)

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___________________________ (Mr Bruce Heggie - Principal)

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SARINA STATE HIGH SCHOOL DRAFTING AND ASSESSMENT POLICY, 2011 – PARENT VERSION

RATIONALE: The Queensland Studies Authority (QSA) has mandated that all student work in Queensland Secondary Schools be graded by matching evidence gathered in assessment tasks with a set of Descriptors and Standards associated with these descriptors.

All student work is to be moderated internally as well as externally to ensure that all Queensland Secondary teachers are grading student work consistently in every Queensland School.

All Syllabus Descriptors and Standards associated with these can be found at http://www.qsa.qld.edu.au or can be supplied by the class teacher upon request.

The following documents are available from the QSA website.

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DEFINITIONS

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ABSENCE:

If your student is absent on the due date of the assessment task, please contact the school via phone (4943 8111) or email the class teacher prior to class. For all written and oral assessments, please make arrangements for the class teacher to receive this task on the due date. You can email, fax or deliver your students work to the front office of the school.

For examinations and practical assessments, your student will be expected to complete the assessment immediately upon return from absence.

The student will be asked to present a medical certificate or letter from the yourself explaining their absence which will be attached to the assessment when completed.

PLAGIARISM:

Plagiarism is the use of someone else’s work without acknowledgement of the source through referencing (see School Diary for referencing techniques). Work that is plagiarised cannot and will not be graded. Correct use of the drafting process helps prevent plagiarism. All student work will be checked for plagiarism. If plagiarism is suspected, you will be contacted and informed of this.

ELECTRONIC MEDIA:

Most student work is completed electronically. In order to reduce requests for extension through loss of electronic media all students are expected to:

- Save work on hard drives as well as onto a USB Thumb Drive (Tis will be on the book list for 2012)
- Email draft work to teachers
- Each time the student works on a draft it is to be emailed to themselves. This can later be downloaded if the student experiences technological problems
- There are numerous printers available to students before class or at lunch time if there is not a printer available at home. Please ensure your student has adequate time to print at school prior to class time if this is necessary.

Failure to submit due to problems with electronic media will be treated as failure to submit on the due date,
Please take time to read through this Drafting and Assessment Policy with your student and return, signed to the front office. If you have further enquiries, please do not hesitate to contact either Trevor Newman (Deputy Principal – Middle Phase of Learning) or Anna Reeves (Deputy Principal – Senior Phase of Learning).

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**APPLICATION FOR ASSESSMENT TASK EXTENSION**

*This form must be submitted by the student and approved by the Head of Department at least 48 hours prior to the due date.*

**Purpose:** A request for an extension on the due date of an assessment task may only be sought under special circumstances where circumstances dictate that a student may not have the opportunity to perform to the best of their ability on a given task unless further time is given to complete the task. Please refer to the **SARINA STATE HIGH SCHOOL DRAFTING AND ASSESSMENT POLICY** for further details.

<table>
<thead>
<tr>
<th>NAME</th>
<th>SUBJECT</th>
<th>ASSESSMENT PIECE</th>
<th>ORIGINAL DUE DATE</th>
<th>REQUESTED EXTENSION (DAYS)</th>
<th>TEACHER</th>
<th>HEAD OF DEPARTMENT</th>
</tr>
</thead>
</table>

Outline the reasons for your extension request in the space provided below.

**Reasons for extension:**

**Documentation Provided** (Please tick each that is relevant)
Please ensure that you attach a copy of all documentation. This will be kept in your assessment folio.

<table>
<thead>
<tr>
<th>Doctor’s certificate</th>
<th>Parent Letter</th>
<th>Other letter</th>
<th>Other (explain)</th>
</tr>
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</table>

Please ensure that you attach a copy of all documentation. This will be kept in your assessment folio.

<table>
<thead>
<tr>
<th>Extension Approved</th>
<th>Extension not approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Due Date <em><strong>/</strong></em>/___</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Teacher</th>
<th>Head of Department</th>
<th>Student</th>
<th>Parent</th>
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<tr>
<td>(Sign)</td>
<td>(Sign)</td>
<td>(Sign)</td>
<td>(Sign)</td>
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“All assessments will be submitted by the due date. Failure to do so will require the class teacher to grade student work based on evidence supplied up until the due date. Application for extensions must only be sought in the case of emergency and approval of these extensions is at the discretion of the school. Students will maintain ownership of all work submitted and plagiarised work cannot and will not be graded. All student work will be moderated at the internal and external level to ensure equity and fairness of grading.”
Appendix 4

Sarina State High School

Individual Behaviour Support Plan

Commencement Date: 
Review Date: 
Student Name: 
Date of Birth: 
Year Level: 8 
EQ ID Number: 
Parent/Guardian Contact Details: 
Name: 
Phone Home: 
Mobile: 

Data/Evidence Gather and Analysis

☐ School Behaviour Records 
☐ Academic 
☐ Confidential Report/s 
☐ Medical 
☐ Assessment/Profiles 
☐ Previous Support 
☐ Staff Interview/Questionnaire 
☐ Observation 
☐ Observation Profile/s 
☐ Caregiver Interview/Questionnaire 
☐ Phone Records 
☐ Observation Summaries 
☐ Student Interview/Questionnaire 
☐ Other (Please List) 
☐ Phone Records 

Background and Student Profile

Support Plan

Goals for this plan:

•
•
•
•

Key Performance Indicators:
Plan Details:

1. 
2. 
3. 
4. 
5. 

Signed:

Student - _____________________________

Parent/Guardian - _____________________________

Case Manager - _____________________________

Copies of this signed plan to be distributed to:

- Guidance Officer –
- Case Manager -
- Student File in RTC
- Teacher/s Involved -
- Chaplain
- School Nurse
Appendix 5a

Sarina State High School Flexible Arrangement Agreement

Flexible arrangement for {insert student’s name}

Following assessments conducted by {insert (name of student)’s} teacher/s, the school has identified the following as {insert (name of student)’s} educational and other needs:

- {List student’s educational and other needs}
- 

To respond to these needs, the school has made a flexible arrangement as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Program</th>
<th>Provider</th>
<th>Suitability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>{Record education and/or training the student will engage in on each day}</td>
<td>{Record the name of the provider who will provide the education and/or training}</td>
<td>{Record evidence of provider’s suitability, eg: Blue Card number}</td>
</tr>
<tr>
<td>Tuesday</td>
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<td>Wednesday</td>
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<tr>
<td>Friday</td>
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</table>

This flexible arrangement is intended to achieve the following educational outcomes:

- {List anticipated outcomes}
- 

Agreement of {student OR parent/carer}:

I agree to {participate OR the participation of (insert student’s name)} in the flexible arrangement as outlined above for the period from _____________ to _____________.

Student’s signature: ________________________________________
Student’s name: ___________________________________________
Date: ___________________________________________
**OFFICE USE ONLY**

**To be completed by the principal**

<table>
<thead>
<tr>
<th>Principal's name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address of School</td>
<td></td>
</tr>
<tr>
<td>Telephone number</td>
<td>Fax number</td>
</tr>
</tbody>
</table>

- [ ] I approve the flexible arrangement as outlined.
- [ ] I do not approve the flexible arrangement as outlined.

Reasons for decision:
- 
- 
- 

- 
- 
- 

Principal ___________________________ Date ________________

**Considerations**

<table>
<thead>
<tr>
<th>Is the flexible arrangement the equivalent of full-time participation?</th>
<th>[ ] Yes</th>
<th>[ ] No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans for monitoring student's participation in the flexible arrangement</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Plans for evaluating the educational outcomes of the flexible arrangement</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Plans for monitoring involvement of educational provider</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Attachment/s: List documentary evidence attached that supports decision</td>
<td>●</td>
<td></td>
</tr>
</tbody>
</table>

**Additional comments**

**Keep for at least five years**
Information for parents/carers/students
Flexible arrangements

Flexible arrangements are made when a student, the student’s parent and members of the school staff decide together that it would be in the student’s interest to involve another educational provider in the student’s education.

Flexible arrangements can be made for a student of compulsory school age or a student in the compulsory participation phase. However, students in the compulsory participation phase do not require a flexible arrangement if the alternative educational provider is an eligible option. A flexible arrangement is also not required for school based apprenticeships and traineeships.

The other educational provider could be a TAFE college, a private tutor, a provider of vocational education and training, a registered training organisation or a community organisation that offers special programs for children and young people.

Before a flexible arrangement can be made, the student’s teacher(s) assesses:
   a) the student’s educational and other needs
   b) the learning outcomes that the proposed arrangement is intended to achieve, and
   c) the suitability of the provider of the arrangement.

These assessments are used to decide what flexible arrangement will best meet the student’s needs and are referred to by the principal when he/she is deciding whether to approve the arrangement.

Before a flexible arrangement can be approved, the student’s parent must sign a written agreement about the arrangement and the arrangement must be discussed with the student as appropriate to their age and other relevant circumstances.

Once a flexible arrangement has been made, the principal manages the coordination and monitoring of the arrangement.

A student with a flexible arrangement remains enrolled at the school while the alternative educational provider delivers all or part of the student’s educational program for the period of the arrangement.

The intent of a flexible arrangement is to enable a student to participate in education and training that differs from their regular educational program at a level equivalent to full-time participation at school.
Sarina State High School
Flexible arrangement: Assessment

Student’s educational and other needs

{List student’s educational and other needs that necessitate proposed flexible arrangement}

Learning outcomes the flexible arrangement is intended to achieve

{List educational outcomes proposed flexible arrangement will achieve. These should be related to student’s identified educational and other needs}

Suitability of alternative educational providers

<table>
<thead>
<tr>
<th>Provider’s name</th>
<th>Affiliation/Type of organisation</th>
<th>Suitability of provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>{List providers, using a separate line if more than 1 alternative educational provider}</td>
<td></td>
<td>{Describe provider’s capacity to enable learning outcomes to address student’s needs and promote intended learning outcomes} {Note whether provider has a Blue Card}</td>
</tr>
</tbody>
</table>

Assessment conducted by: ____________________________ (Teacher’s name)

Date: __________________________

Enc: ____________________________

Documentation that supports assessment, including student achievement records and reports, documentation of career discussions and attendance records
Appendix 6

Examples of Reasons for Suspension (1-5 days or 6-20 days)

Sarina State High School

<table>
<thead>
<tr>
<th>Behaviour Description</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continual disruptive behaviour adversely affecting others</td>
<td>Suspension up to 20 days, Exclusion</td>
</tr>
<tr>
<td>Ongoing refusal to participate in the program of instruction</td>
<td>Suspension up to 20 days, Exclusion, Cancellation of enrolment</td>
</tr>
<tr>
<td>Verbal Misconduct - includes, but is not limited to, swearing, verbal harassment, verbal disrespect, insults, disrespectful gestures, all forms of verbal bullying, including cyber bullying</td>
<td>Suspension up to 20 days, Exclusion</td>
</tr>
<tr>
<td>Physical Misconduct - includes, but is not limited to, fighting or aggressive/violent behaviour, physical bullying, possession of a weapon, including sharp implements such as knives, machetes etc. or possession of an item/object that could be used as a weapon</td>
<td>Suspension up to 20 days, Exclusion</td>
</tr>
<tr>
<td>Property Misconduct</td>
<td>Suspension up to 20 days, Exclusion</td>
</tr>
<tr>
<td>– Involving Own Property</td>
<td></td>
</tr>
<tr>
<td>– Involving Other’s Property</td>
<td></td>
</tr>
<tr>
<td>Substance Misconduct</td>
<td>Suspension up to 20 days, Exclusion</td>
</tr>
<tr>
<td>– Tobacco</td>
<td></td>
</tr>
<tr>
<td>– Other legal substances</td>
<td></td>
</tr>
<tr>
<td>– Illicit substance</td>
<td></td>
</tr>
<tr>
<td>Absences- truancy</td>
<td>Suspension up to 20 days, Exclusion, Cancellation of enrolment</td>
</tr>
<tr>
<td>Other Conduct prejudicial to the good order and management of the school (s28(c) of Act)</td>
<td>Suspension up to 20 days, Exclusion</td>
</tr>
</tbody>
</table>