



ENROLMENT POLICIES & ESSENTIAL DOCUMENTS

2025

Believe *Belong* *Become*

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Principal's Welcome

Since Springfield Central State High opened in 2011, we have progressively combined excellence in student outcomes and strong family values, to build a reputation in the wider community as a school of choice.

We endeavour to “Scale Great Heights” with every individual student by focusing on high performance expectations and a personalised approach. Our expectations are high and our students have proven that they can continue to scale even greater heights as we continue to support their needs and challenge their expectations to strive for excellence.

We have developed a culture that is about focused learning, high expectations and celebrating success. Our school is a safe, enjoyable, focussed and disciplined place of learning. Expectations around work effort, personal presentation and behaviour are very high with strong proactive strategies to support students who are struggling and clear consequences for those students who do not engage with that support.

Schooling at Springfield Central State High School is a happy and inspiring experience, a time and a place where every young person develops intellectually, personally and socially. Every student experiences rigorous learning, significant personal growth and the spirit that comes from belonging to a nurturing community. Our community is very supportive of the school and our parent body is actively engaged with the school in our mission to develop young people who strive for the highest of standards, personal bests and have strong values that will empower them to contribute in life within and beyond Springfield in the years ahead.

I look forward to sharing the exciting journey to ‘Scale Great Heights’ with each of you.

Michelle Campbell
Principal





Springfield Central State High

Student Code of Conduct

2021-2024

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023



Purpose

Springfield Central State High is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Springfield Central State High Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Springfield Central State High has a proud tradition of providing high quality education to students in the Springfield area. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Springfield Central State High has four core values, Respect, Responsibility, Relationships and Resilience.

RESPECT:

- ✓ For everyone's opportunity to learn
- ✓ For ourselves and how we treat others
- ✓ For school and community property / environment
- ✓ Display pride in ourselves and our school, including uniform and reputation
- ✓ Recognise and respect the differences of race, ethnic background, gender, socio-status, ability and developing abilities.

RESPONSIBILITY:

- ✓ To engage in the teaching & learning that is available
- ✓ To be punctual and ready to work
- ✓ To produce work you and the community would be proud to display.

RESILIENCE:

- ✓ To keep striving to continually improve
- ✓ To bounce back from disappointments
- ✓ To learn from our mistakes and strive for excellence.

RELATIONSHIPS:

- ✓ Between staff and/ or students that are courteous and cooperative
- ✓ Between the school and the community that will prepare students as citizens for life within and beyond
- ✓ Between community/ industry / Tertiary Institutions and the school that are positive and mutually beneficial

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Springfield Central State High staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology,

removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in 2021 bringing this Springfield Central State High Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Michelle Campbell - Principal

P&C Statement of Support

As president of the Springfield Central State High P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Springfield Central State High Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents and carers to familiarise themselves with the Springfield Central State High Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; as, it can have particularly devastating impacts on our young people. It is important that every parent and child of Springfield Central State High knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents, carers and children know that our school provides support and advice to help address problems of bullying, and the flowchart on page 24 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents or carers who wish to discuss the Springfield Central State High Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Springfield Central State High P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Isaac Razuunguzwa - P&C President

Review Statement

The Springfield Central State High Student Code of Conduct will undergo annual minor updates to reflect changing circumstances. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Last Updated June 2024

Learning and Behaviour Statement

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Staff at Springfield Central State High take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the/a member of the Executive team to discuss.

STUDENT WELLBEING

Springfield Central State High offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to make an appointment to meet with their Head of Year if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

CURRICULUM AND PEDAGOGY

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Springfield Central State High, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexually transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in school's skills training is provided to all Year 10 and 12 students.

POLICY AND EXPECTATIONS

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

DRUG EDUCATION AND INTERVENTION

Springfield Central State High implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

SPECIALISED HEALTH NEEDS

Springfield Central State High works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

MEDICATIONS

Springfield Central State High requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Springfield Central State High maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

MENTAL HEALTH

Springfield Central State High implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Support Plan.

SUICIDE PREVENTION

Springfield Central State High school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of the student in the first instance, and where necessary provide first aid. In all other situations, Springfield Central State High staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

SUICIDE POSTVENTION

In the case of a suicide of a student that has not occurred on school grounds, Springfield Central State High enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Springfield Central State High staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

STUDENT SUPPORT NETWORK

Springfield Central State High is proud to have a comprehensive Student Support network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Springfield Central State High to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

ROLE	WHAT THEY DO
DEFENCE SCHOOL MENTOR	<ul style="list-style-type: none"> ✓ monitors the social and emotional wellbeing of Defence students ✓ enhances awareness and appreciation of the unique Defence lifestyle in schools and communities ✓ provides support to children during times of parental absence.
GUIDANCE OFFICERS	<ul style="list-style-type: none"> ✓ provide a comprehensive student support program within the school environment offering personal, educational and vocational counselling for students with immediate difficulties. ✓ assist students with specific difficulties, acting as a mediator or providing information on other life skills ✓ liaise with parents, teachers, or other external health providers as needed as part of the support process.
HEADS OF YEAR	<ul style="list-style-type: none"> ✓ responsible for student welfare at each year level ✓ responsible for student behaviour, attendance and wellbeing for their respective year level.
SCHOOL- BASED YOUTH HEALTH NURSE	<ul style="list-style-type: none"> ✓ provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> • healthy eating and exercise • relationships • personal and family problems • feeling sad, worried and angry • sexual health • smoking, alcohol and other drugs.
STUDENT SUPPORT OFFICERS	<ul style="list-style-type: none"> ✓ provides individual and, at times, group support to students to assist their engagement with education. ✓ support students to overcome barriers to education such as <ul style="list-style-type: none"> • attendance at school • suspension/exclusion/referral for behaviour support • relationships/social skills • conflict with family/peers/teachers • social/emotional/physical wellbeing.
YEAR LEVEL COORDINATORS	<ul style="list-style-type: none"> ✓ nurtures a sense of belonging to the year level and school ✓ monitors attendance and wellbeing for their respective year level.

ROLE	WHAT THEY DO
YOUTH WORKERS	<ul style="list-style-type: none"> <li data-bbox="472 210 1449 286">✔ provides individual and, at times, group support to students to assist their engagement with education and training <li data-bbox="472 293 1449 613">✔ support students to overcome barriers to education such as <ul style="list-style-type: none"> <li data-bbox="587 338 911 367">• attendance at school <li data-bbox="587 376 1050 405">• drug and alcohol support needs <li data-bbox="587 414 922 443">• QCE/learning support <li data-bbox="587 452 1310 481">• suspension/exclusion/referral for behaviour support <li data-bbox="587 490 959 519">• relationships/social skills <li data-bbox="587 528 1078 557">• conflict with family/peers/teachers <li data-bbox="587 566 1099 595">• social/emotional/physical wellbeing.
COMMUNITY EDUCATION COUNSELLOR (CEC)	<ul style="list-style-type: none"> <li data-bbox="472 620 1449 696">✔ provides individual and, at times, group support to First Nations students to assist their engagement with education. <li data-bbox="472 703 1449 936">✔ support First Nations students to overcome barriers to education such as <ul style="list-style-type: none"> <li data-bbox="587 786 911 815">• attendance at school <li data-bbox="587 824 1310 853">• suspension/exclusion/referral for behaviour support <li data-bbox="587 862 959 891">• relationships/social skills <li data-bbox="587 900 1078 929">• conflict with family/peers/teachers <li data-bbox="472 943 1449 983">✔ social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officer.

Whole School Approach to Discipline

Springfield Central State High uses Positive Learning (PL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PL is an evidence-based framework used to:

- ✓ analyse and improve student behaviour and learning outcomes
- ✓ ensure that only evidence-based practices are used correctly by teachers to support students
- ✓ continually support staff members to maintain consistent school and classroom improvement practices.

At Springfield Central State High we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Springfield Central State High Student Code of Conduct is an opportunity to explain the PL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member,





PL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Learning (PL) expectations in place for students, being respectful, responsible, resilient and building relationships (The 4Rs).

STUDENTS

Below are examples of what these PL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Springfield Central State High.

SCSHS BEHAVIOUR MATRIX

	 RESPECT	 RESPONSIBILITY	 RELATIONSHIPS	 RESILIENCE
ALL AREAS	<ul style="list-style-type: none"> I have courteous conversations (true, kind and necessary) and use appropriate manners language I raise my hand and am quiet when a staff member raises their hand 	<ul style="list-style-type: none"> I keep the school tidy at all times and place rubbish in the bins provided I follow the mobile phone and electronic device and ICT policies I wear my uniform correctly at all times 	<ul style="list-style-type: none"> I will be a supportive peer by making others feel welcome and safe at school If I have an issue/problem I speak to a staff member first to try and resolve the problem I keep my hands and feet to myself 	<ul style="list-style-type: none"> I learn from mistakes to improve myself I will endeavour to maintain my attendance rate at or above 95%
CLASSROOM	<ul style="list-style-type: none"> I line up with my class in two straight lines, enter the room quietly, stand behind my assigned chair and I sit after being greeted I listen quietly when staff members or another student is speaking 	<ul style="list-style-type: none"> I arrive to class on time, all the time I always have the correct equipment with me for every class I submit my drafts and final copies on time every time 	<ul style="list-style-type: none"> I co-operate and follow staff instructions I work well with others regardless of friendships 	<ul style="list-style-type: none"> I will improve my grades by asking my teacher questions and taking on feedback for improvement I will always produce my best work possible
SCHOOL GROUNDS	<ul style="list-style-type: none"> I make room for others by staying left During class time, I walk quietly around school with my signed diary 	<ul style="list-style-type: none"> I stay/sit in appropriate places at all times and move in a safe manner around the school I only play large ball (bigger than a handball) games on the oval/courts/hall 	<ul style="list-style-type: none"> When asked by staff members I give my correct name I consider the safety and boundaries of others 	<ul style="list-style-type: none"> When another student is doing something I don't like, I tell them assertively to stop If student/s are continually not being true, kind or necessary I report it
AMENITIES	<ul style="list-style-type: none"> I will be polite when dealing with all staff I show respect for resources and spaces provided 	<ul style="list-style-type: none"> I place my bag in the bag area before lining up I follow the requests of the tuckshop staff 	<ul style="list-style-type: none"> I will enter toilet cubicles on my own 	<ul style="list-style-type: none"> I wait patiently for my turn
TO / FROM SCHOOL	<ul style="list-style-type: none"> I interact with members of the community in an appropriate manner When waiting for the bus I follow instructions and sit in the assigned area 	<ul style="list-style-type: none"> I use bike/pedestrian pathways and follow the road rules If I am late to school I will sign in correctly at the Student HUB 	<ul style="list-style-type: none"> I behave in a mature and safe manner 	<ul style="list-style-type: none"> I use crossings correctly where available and look both ways before crossing
PARADE	<ul style="list-style-type: none"> I stand quietly and/or sing with my hands to my side for the National Anthem I clap appropriately when required 	<ul style="list-style-type: none"> I sit with my correct class, in alphabetical order when required 	<ul style="list-style-type: none"> I support all members of the school community on parade 	<ul style="list-style-type: none"> I stay focussed and listen
ONLINE	<ul style="list-style-type: none"> I only post things that are TRUE, KIND and NECESSARY 	<ul style="list-style-type: none"> I only access the Internet for my school work when at school 	<ul style="list-style-type: none"> I will use respectful language and salutations in school communication 	<ul style="list-style-type: none"> I will seek support or use STYMIE if online interactions make me feel unsafe at school

PARENTS AND STAFF

The table below explains the PL expectations for parents when visiting our school and the standards we commit to as staff.

RESPECT

WHAT WE EXPECT TO SEE FROM YOU	WHAT YOU CAN EXPECT FROM US
You make an appointment or email to speak with the relevant staff member to discuss any matters relating to your child.	We will respond within 24 hours to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations both at school and home when dealing with school staff.	We will ensure positive behaviours are role modelled for all students. We are respectful to all students and parents and follow our code of conduct.

RESPONSIBILITY

WHAT WE EXPECT TO SEE FROM YOU	WHAT YOU CAN EXPECT FROM US
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We strive to create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.

RELATIONSHIPS

WHAT WE EXPECT TO SEE FROM YOU	WHAT YOU CAN EXPECT FROM US
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You stay informed about school news and activities by reading the electronic media, school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the Deputy Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

RESILIENCE

WHAT WE EXPECT TO SEE FROM YOU	WHAT YOU CAN EXPECT FROM US
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

DIFFERENTIATED AND EXPLICIT TEACHING

Springfield Central State High is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Springfield Central State High vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Every classroom in our school uses the PBL Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Legislative Delegations

LEGISLATION

In this section of the Springfield Central State High Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- ✓ [Anti-Discrimination Act 1991 \(Qld\)](#)
- ✓ [Child Protection Act 1999 \(Qld\)](#)
- ✓ [Commonwealth Disability Discrimination Act 1992](#)
- ✓ [Commonwealth Disability Standards for Education 2005](#)
- ✓ [Criminal Code Act 1899 \(Qld\)](#)
- ✓ [Education \(General Provisions\) Act 2006](#)
- ✓ [Education \(General Provisions\) Regulation 2017](#)
- ✓ [Human Rights Act 2019 \(Qld\)](#)
- ✓ [Information Privacy Act 2009 \(Qld\)](#)
- ✓ [Judicial Review Act 1991 \(Qld\)](#)
- ✓ [Right to Information Act 2009 \(Qld\)](#)
- ✓ [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- ✓ [Workplace Health and Safety Act 2011 \(Qld\)](#)
- ✓ [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

DELEGATIONS

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

The Principal is the only staff member under the Education (General Provisions) Act 2006 (QLD) with the power to make a decision about the use of suspension/exclusion for an enrolled student.

The Principal may authorise a Deputy Principal to tell a student and parent of the Principal’s decision to suspend/exclude.

The Principal will use the Instrument of Authorisation to record any authorisation/s given to the Deputy Principals to tell parents of suspension or exclusion decisions made by the Principal.

Disciplinary Consequences

The disciplinary consequences model used at Springfield Central State High follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Some students may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class. The class teacher will follow school processes to respond to these behaviours.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others or to maintain the good order and management of the school and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. Some behaviour choices are so extreme that they will warrant an intensive response.

Please see Appendix 1 for a detailed behaviour matrix.

TIER 1 (DIFFERENTIATED)

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- ✓ Pre-correction (e.g. "Remember, walk quietly to your seat")
- ✓ Non-verbal and visual cues (e.g. posters, hand gestures)
- ✓ Whole class practising of routines
- ✓ Ratio of 5 positive to 1 negative commentary or feedback to class
- ✓ Corrective feedback (e.g. "Hand up when you want to ask a question")
- ✓ Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- ✓ Explicit behavioural instructions (e.g. "Pick up your pencil")
- ✓ Proximity control
- ✓ Tactical ignoring of inappropriate behaviour (not student)
- ✓ Revised seating plan and relocation of student/s

- ✓ Individual positive reinforcement for appropriate behaviour
- ✓ Class wide incentives
- ✓ Reminders of incentives or class goals
- ✓ Redirection
- ✓ Low voice and tone for individual instructions
- ✓ Give 30 second 'take-up' time for student/s to process instruction/s
- ✓ Reduce verbal language
- ✓ Break down tasks into smaller chunks
- ✓ Provide positive choice of task order (e.g. "Which one do you want to start with?")
- ✓ Prompt student to take a break or time away in class
- ✓ Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- ✓ Provide demonstration of expected behaviour
- ✓ Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- ✓ Private discussion with student about expected behaviour
- ✓ Reprimand for inappropriate behaviour
- ✓ Warning of more serious consequences (e.g. removal from classroom)
- ✓ Detention
- ✓ Buddy classroom

TIER 2 (FOCUSSED)

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- ✓ Functional Behaviour Assessment
- ✓ Individual student behaviour support strategies (e.g. Student behaviour plan)
- ✓ Targeted skills teaching in small group
- ✓ Reward system
- ✓ Detention
- ✓ Behavioural contract
- ✓ Counselling and guidance support
- ✓ Self-monitoring plan
- ✓ Check in Check Out strategy
- ✓ Teacher coaching and debriefing
- ✓ Referral to Student Support Network for team-based problem solving
- ✓ Stakeholder meeting with parents and external agencies

TIER 3 (INTENSIVE)

The school leadership team works in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- ✓ Functional Behaviour Assessment based individual support plan
- ✓ Complex case management and review
- ✓ Stakeholder meeting with parents and external agencies including regional specialists
- ✓ Temporary removal of student property (e.g. mobile phone)
- ✓ Short term suspension (up to 10 school days)

- ✓ Long term suspension (up to 20 school days)
- ✓ Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- ✓ Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- ✓ Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- ✓ Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

SCHOOL DISCIPLINARY ABSENCES

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour.

There are four types of SDA:

- ✓ Short suspension (1 to 10 school days)
- ✓ Long suspension (11 to 20 school days)
- ✓ Charge-related suspension
- ✓ Exclusion (period of not more than one year or permanently).

At Springfield Central State High, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour contravenes one of the following:

- ✓ Disobedience
- ✓ Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- ✓ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

Parents/Carers and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

RE-ENTRY FOLLOWING SUSPENSION

Students who are suspended from Springfield Central State High may be invited to attend a re-entry meeting prior to their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or carer/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through

their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents/carers to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

ARRANGEMENTS

Re-entry meetings are attended by a school delegate with the students and their parent/carer.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

STRUCTURE

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s or carer/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- ✓ Welcome back to school
- ✓ Check in on student wellbeing
- ✓ Discuss any recent changes to school routine or staffing
- ✓ Offer information about supports available (e.g. guidance officer)
- ✓ Set a date for follow-up
- ✓ Possible restorative conversation according to behaviour incident
- ✓ Thank student and parent/s for attending

REASONABLE ADJUSTMENTS

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Springfield Central State High has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media.

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. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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 Springfield Central State High 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**).

Responsibilities

STATE SCHOOL STAFF AT SPRINGFIELD CENTRAL STATE HIGH:

- ✓ do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- ✓ may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- ✓ consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- ✓ there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- ✓ consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

PARENTS/CARERS OF STUDENTS AT SPRINGFIELD CENTRAL STATE HIGH:

- ✓ ensure your children do not bring property onto school's grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Springfield Central State High Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- ✓ collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

STUDENTS OF SPRINGFIELD CENTRAL STATE HIGH:

- ✓ do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Springfield Central State High Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- ✓ collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

MOBILE PHONE & ELECTRONIC DEVICES POLICY

To ensure accordance with the 2024 Queensland Government Smart Technology and Phone state wide ban under the banner of 'Away for the Day', this policy refers to the student management and use of Smart Technology and Phone devices* (with cameras, internet connection and recording mechanisms, including smart watches), throughout the school day.

**N.B The term 'smart technology or phone device' in this policy refers to any mobile phone, smart watch, MP 3/ 4 players, iPods, Bluetooth/ wireless speakers, bluetooth/ wireless headphones, iWatch or any other similar portable device, or internet capable device, are not permitted to be used when on school grounds. These devices must be turned off. This policy does not include laptop or learning devices used for curriculum purposes.*

PURPOSE:

The purpose of this policy is to ensure that:

- ✓ Compliance with the Queensland Government Smart Technology Laws and to ensure that phones or smart technology use do not disrupt the teaching and learning environment for any student;
- ✓ Potential risks to student safety and wellbeing posed by inappropriate use of phones or smart technology devices can be identified and addressed;
- ✓ Students, staff and parents have a clear understanding of school guidelines and personal responsibilities related to mobile phone and smart technology devices at Springfield Central SHS.
- ✓ There is no unfair advantage to any students, especially during examination processes, through the misuse of mobile phones and/ or electronic devices, such as smart watches.

POLICY STATEMENT:

Springfield Central State High School wishes to discourage students in bringing phone and smart technology to school on the grounds that they are valuable and may be lost, stolen, broken and that they can be disruptive to teaching and learning. However, the school recognises that some students require access to a phone when going to and from school.

The following points are relevant to managing mobile phones and electronic devices at the school:

- ✓ When entering school grounds mobile phones and electronic devices may be in the possession of students but must be turned off and out of sight. Students have the option to store their devices in their school bags, student lockers or at the Student Hub.
- ✓ Phones or Smart Technology are not permitted to be used during the school day. This includes attendance at off campus activities such as: sports days, camps and excursions. The only exception is to use inside the canteen for the express purpose of purchasing items from the canteen.
- ✓ Students have access to a secure storage facility each morning before school through the Student Hub. Students may deposit their phones and/ or smart technology devices prior to the commencement of the school day and collect them after the final bell in the afternoon.
- ✓ Students are responsible for the security and care of their own phone and/or smart technology. The school accepts no responsibility for items that are lost, stolen or damaged whilst on school premises or off campus activities.
- ✓ Misuse of a phone or smart technology, especially those with an integrated camera or video capability, may lead to a Child Protection and Privacy issue with regard to inappropriate capture/use/distribution of images/information. These matters will be responded to under the Springfield Central State High School Student Code of Conduct and associated procedures outlined in this policy.
- ✓ Parent to student contact during the school day is managed via the School Administration. This negates the need for students to make or receive phone calls directly. If a student needs to contact a parent/guardian a call may be facilitated through the front office.

- ✓ Any use of phones/ smart technology use within curriculum classes is with the express permission of Principal after consultation with the relevant Head of Department, and must support the learning of the students. In such circumstances, if a device is used for any purpose other than that outlined through the terms of Principal approval, the device will be required to be handed into the Student Hub and temporarily removed. The student will be subject to the relevant process dependent on the number of previous offences regarding phone/ smart technology use. If a phone or smart technology device has been temporarily removed, and is in the possession of the School Administration, the relevant student will not be permitted to have the device released for use in a curriculum class. The relevant classroom teacher will be required to find an alternative option to enable the student to engage with the curriculum if they are not able to utilise their device, due to temporary removal.

RESPONSIBILITIES:

SCHOOL ADMINISTRATION

School Administration provides appropriate policy, procedures and communication to students, parents and staff. They are also responsible for the management of devices, which as a result of enacting procedures, come into their care.

TEACHERS

Teachers monitor student compliance and respond to identified breaches of this policy.

STUDENTS

Students are to comply with the terms and conditions outlined in this policy.

IMPLEMENTATION PROCEDURES:

Guidelines for the implementation of this policy are enclosed in Appendix A

APPENDIX A – MOBILE PHONE & ELECTRONIC DEVICES CONFISCATION PROCESS

RATIONALE

To provide a clear process in the office area regarding the confiscation of mobile phones and/ or electronic devices not permitted to be utilised between 8:45am and 3:00pm, and to ensure communication with parents is consistent and recorded.

FIRST OFFENCE

- ✓ Staff directs student to submit the device to the Student Hub
- ✓ Hub Staff logs the temporary removal on ID Attend
- ✓ Hub Staff send contact home to Parent (SMS/email) explaining it has been temporarily removed & it is the first offence & log the contact on OneSchool – correspondence includes future temporary removals will have consequences and referred onto relevant Head of Year

SECOND OFFENCE

- ✓ Staff directs student to submit the device to the Student Hub
- ✓ Hub Staff logs the temporary removal on ID Attend & behaviour on OneSchool referring it onto the HOY
- ✓ Hub Staff send contact home to Parent (SMS/email) explaining it has been temporarily removed & it is the second offence and will therefore be referred onto HOY for further consequences

THIRD (OR SUBSEQUENT) OFFENCE

- ✓ Staff directs student to submit the device to the Student Hub
- ✓ Hub Staff logs the temporary removal on ID Attend & behaviour on OneSchool referring it onto the HOY
- ✓ Hub Staff send contact home to Parent (SMS/email) explaining it has been temporarily removed & it is the third (or subsequent) offence and will therefore be referred onto HOY for further consequences and the HOY will be in contact soon (Hub staff to refer contact to HOY)
- ✓ 3rd Offence - HOY to Administer Afternoon detention (for 3rd offence) and create behaviour plan with student and parents
- ✓ Subsequent – HOY to discuss with DP

PREVENTING AND RESPONDING TO BULLYING

Springfield Central State High uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

BULLYING

The agreed national definition for Australian schools describes bullying as

- ✓ ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- ✓ involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- ✓ happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- ✓ having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- ✓ 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.

However, these conflicts are still considered serious and need to be addressed and resolved. At Springfield Central State High our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Springfield Central State High teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

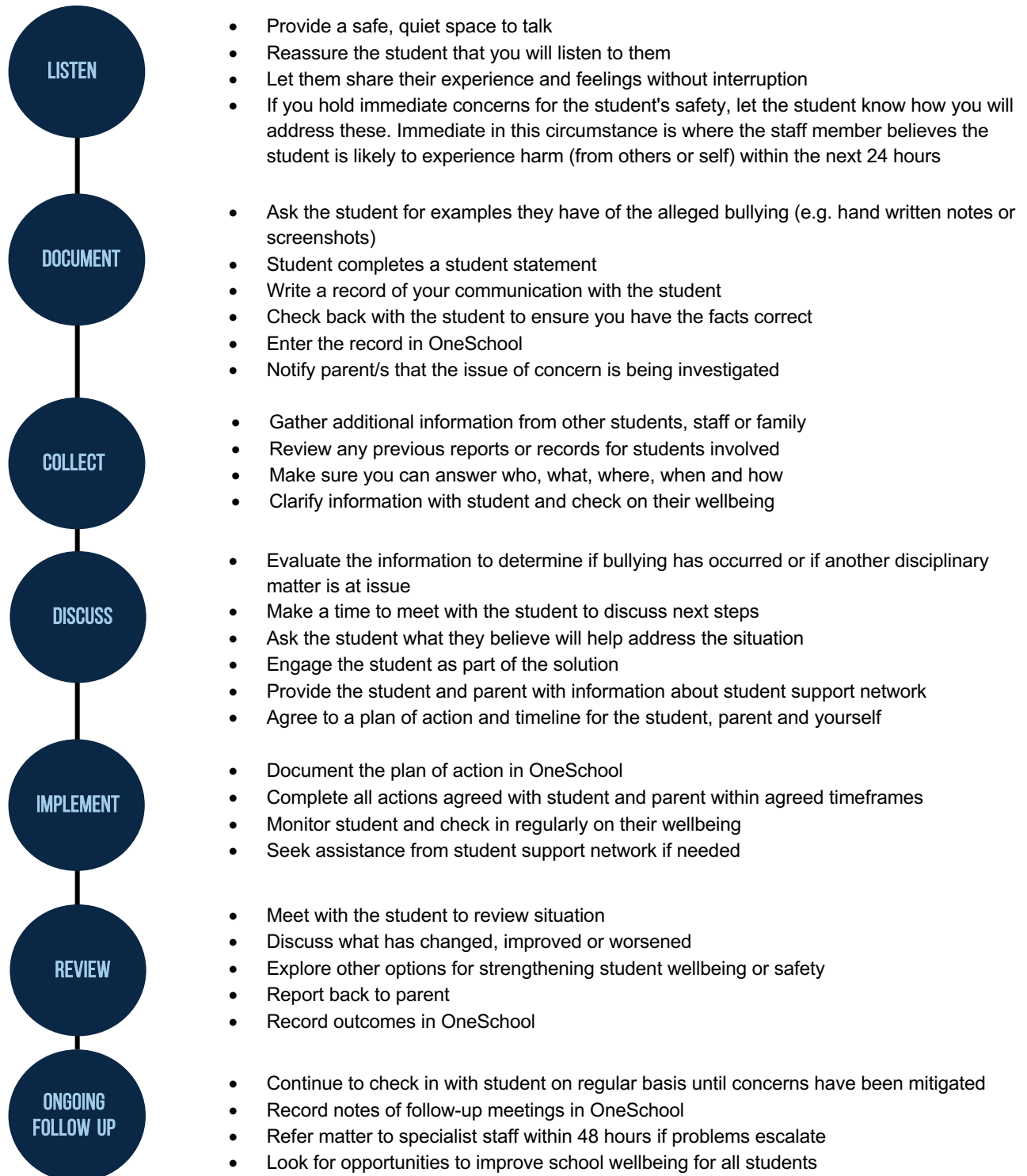
SCSHS BULLYING RESPONSE FLOWCHART FOR SUPPORT STAFF

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Bullying issues are to be reported to the relevant Year Level Co-ordinator, Head of Year or Deputy Principal.

KEY CONTACTS FOR STUDENTS AND PARENTS TO REPORT BULLYING:

YEAR 7 TO YEAR 12 – YEAR LEVEL COORDINATOR, HEAD OF YEAR OR DEPUTY



CYBERBULLYING

Cyberbullying is treated at Springfield Central State High with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their Year Level Co-ordinator or Head of Year.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Springfield Central State High may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

SCSHS CYBERBULLYING RESPONSE FLOWCHART FOR SCHOOL STAFF

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

Explicit images

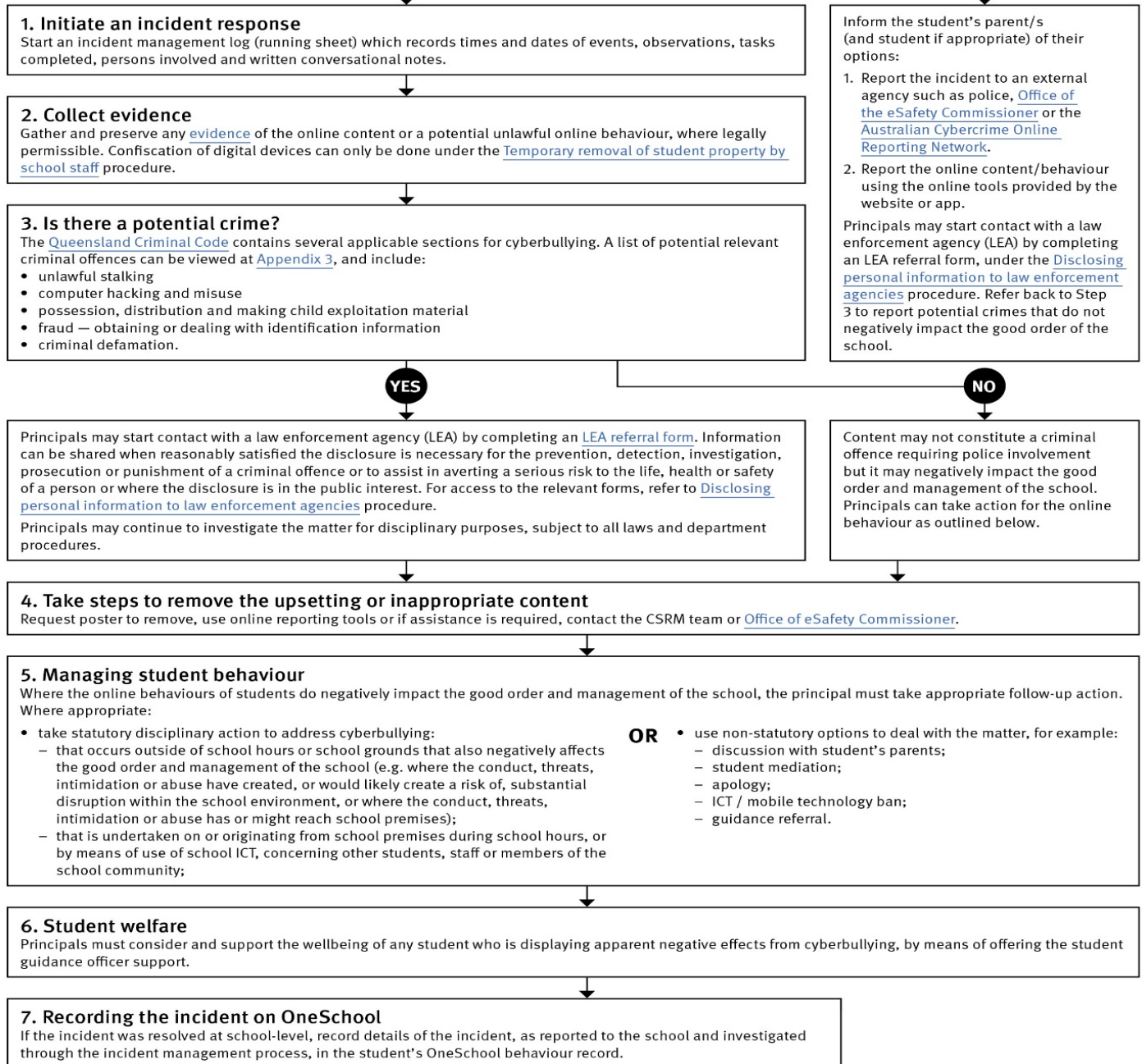
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

YES OR **NO**



CYBERSAFETY AND REPUTATION MANAGEMENT (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

STUDENT INTERVENTION AND SUPPORT SERVICES

Springfield Central State High recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Springfield Central State High are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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 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 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 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 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?

Parental 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 of school notices, the department prefers that parents 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 are not. If you are tagging or naming students, consider that other parents 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.

Restrictive Practices

School staff at Springfield Central State High need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive Practices Procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive Practices Procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. **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.
2. **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.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **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.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, 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.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student wellbeing, behaviour and learning.

- ✓ Cancellation of enrolment
- ✓ Complex case management
- ✓ Customer complaints management policy and procedure
- ✓ Disclosing personal information to law enforcement agencies
- ✓ Enrolment in state primary, secondary and special schools
- ✓ Hostile people on school premises, wilful disturbance and trespass
- ✓ Inclusive education
- ✓ Police and Child Safety Officer interviews and searches with students
- ✓ Restrictive practices
- ✓ Refusal to enrol – Risk to safety or wellbeing
- ✓ Safe, supportive and disciplined school environment
- ✓ Student discipline
- ✓ Student dress code
- ✓ Student protection
- ✓ Supporting students' mental health and wellbeing
- ✓ Temporary removal of student property by school staff
- ✓ Use of ICT systems
- ✓ Using mobile devices

Resources

- ✓ [Australian Professional Standards for Teachers](#)
- ✓ [Behaviour Foundations professional development package \(school employees only\)](#)
- ✓ [Bullying. No Way!](#)
- ✓ [eheadspace](#)
- ✓ [Kids Helpline](#)
- ✓ [Office of the eSafety Commissioner](#)
- ✓ [Parent and community engagement framework](#)
- ✓ [Parentline](#)
- ✓ [Queensland Department of Education School Discipline](#)
- ✓ [Raising Children Network](#)
- ✓ [Student Wellbeing Hub](#)

Conclusion

Springfield Central State High staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- ✓ give us a clear idea of the issue or concern and your desired solution
- ✓ provide all the relevant information when making the complaint
- ✓ understand that addressing a complaint can take time
- ✓ cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- ✓ let us know if something changes, including if help is no longer needed.

THE DEPARTMENT OF EDUCATION MAY NOT PROCEED WITH YOUR COMPLAINT IF YOUR CONDUCT IS UNREASONABLE.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- ✓ issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- ✓ complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

Appendix 1 – Behaviour Matrix

MAJOR AND MINOR BEHAVIOURS:

Minor problem behaviours may result in the following consequences:

- ✓ A minor consequence logically connected to the inappropriate behaviour, such as a complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, temporary removal of property, apology, restitution or detention
- ✓ A re-direction process where a staff member takes the student aside and:
 - Names the behaviour that the student is displaying
 - Asks student to name expected school behaviour
 - States and explains expected school behaviour if necessary
 - Gives positive verbal acknowledgement for expected school behaviour

These are recorded as minor behaviours on OneSchool

EXAMPLES OF LOW LEVELS OF UNACCEPTABLE BEHAVIOUR & POSSIBLE RESPONSES

INAPPROPRIATE BEHAVIOURS - MINOR

Abusive Language

- Name calling
- Swearing at or about another student

Academic Misconduct

- Talking during exam (7-9)
- Plagiarism at draft stage

Defiance

- Walking away when a staff member is speaking
- Giving a false name
- Refusal to follow reasonable staff instructions with deliberate intention

Disrespect

- Mimicry (mocking behaviours)
- Rude Gestures

Disruption

- Low intensity interference for short periods of time (e.g. talking, noise with lesson materials, yelling, playing with toys/objects etc.)
- Any use of buddy class – ensure behaviour flowchart is followed
- Late without a valid reason

Dress Code

- Low-level uniform issues where student does not complete detentions/attend Hub to rectify uniform

Falsifying Documents

- Creation of document pretending to be a parent (e.g. forged note re: absence/lateness)

Harassment

- Use of language which may cause offence (e.g. saying 'stupid' or 'gay' in general speech)
- Playing tricks/pranks on other students

- Targeted name calling

Physical aggression

- Physical action where injury may occur but is not intended
- Play fighting – incidental pushing, grabbing, tripping

Property damage

- Minor damage to property which is reparable/cleanable (e.g. writing on desk in pencil)
- Accidental actions which result in damage to property

Property misuse causing risk to others

- Accidental actions with an object which caused or were likely to cause damage or harm

Refusal to participate in the educational program of the school

- Failure to meet draft submission date
- Refusal to participate in class learning activities

Technology violation

- Use of mobile phone/headphones – taken to hub when asked by staff Use of device for a purpose other than learning – e.g. games
- Using another student's login
- Misuse of computers during class – e.g. turning off a computer
- Playing music/games

Truancy (out of class)

- Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence)

Truancy (out of school)

- Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence)

Use/possession of combustibles

- Possession/use of aerosol cans for their intended purpose
- Use of birthday candles

POSSIBLE RESPONSES

This list is not exhaustive and 1 or more responses may be applied depending on the situation.

- | | |
|--|--|
| • Building/grounds improvement | • Removal from the room to another teacher's supervision |
| • Classroom behaviour contract | • Restitution |
| • Confiscation of electronic device | • Restorative Justice |
| • Detention/After School Detentions | • Student completes 'Reflection Sheet' |
| • Involvement of support personnel | • Teacher monitoring cards / charts |
| • Isolation within the classroom | • Variation of seating within the classroom |
| • Loss of privileges e.g. break times | • Verbal/written apologies |
| • Monitoring cards during break times | • Withdrawal from class/activity. |
| • Parents/guardians notification | |
| • Referral to office as per digital devices policy | |

MAJOR BEHAVIOURS ARE THOSE THAT:

- ✓ Significantly violate the rights of others
- ✓ Put others/self at risk of harm
- ✓ Constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major behaviours result in referrals via OneSchool to curriculum HODs, Heads of Year or Year Level Deputy because of their seriousness.

EXAMPLES OF HIGH LEVELS OF UNACCEPTABLE BEHAVIOUR & POSSIBLE RESPONSES

INAPPROPRIATE BEHAVIOURS - MAJOR

This list is not exhaustive.

Abusive Language

- Swearing at staff
- Extreme, aggressive name calling
- Persistent minor behaviours

Academic Misconduct

- Talking during exam (10-12)
- Use of mobile phone in exam (7-12)
- Possession of prohibited items in exams (11 and 12) per QCAA guidelines
- Plagiarism on final assessment

Bomb Threat/False Alarm

- Setting off a fire alarm
- Making comments about possible explosives on school grounds

Bullying

- Persistent and repeated minor behaviour after intervention
- Online conduct
- Threats

Defiance

- Sustained, repeated refusal to follow reasonable staff instructions – across more than one occasion
- Defiance of instructions given related to safety
- Defiance with the addition of disrespect

Disrespect

- Persistent low-level behaviours
- Intentionally arguing with teacher

Disruption

- Sustained, repeated interference with learning to the point where teaching and learning has to stop over multiple lessons
- Persistent low intensity interference over multiple lessons
- Repeated use of buddy class within a subject over a term

Dress Code

- Persistent low-level uniform issues where students are not completing detentions/attending the Hub and no improvement in uniform over time despite YLC intervention

Falsifying Documents

- Creation of document pretending to be staff
- Forged signature of staff

Fighting

- Intentional and serious physical contact between two or more students causing harm or

where there is significant potential for harm (e.g. hitting, kicking, punching, shoving etc)

Harassment

- Sustained, repeated or extreme disrespectful language to another student (e.g. based on race, gender, sexual orientation, religion)
- Targeted use of language to intentionally cause offense

Physical Aggression

- Intentional and serious physical from one student to another causing harm or where there is significant potential for harm (e.g. hitting, kicking, punching, shoving etc)
- Incitement or encouragement of physical aggression from one student to another
- Incitement or encouragement of fighting between two or more students

Property Damage

- Intentional actions which cause damage to school property
- Intentional actions which cause damage to another student's property
- Graffiti
- Vandalism

Property misuse causing risk to others

- Intentional actions with an object which caused or were likely to cause damage or harm
- Accidental or intentional misuse of a fire extinguisher

Refusal to participate in the educational program of the school

- Failure to meet final submission date
- Persistent refusal to participate in class learning activities

Substance misconduct involving illegal substances

- Possession/selling/consumption of illegal drugs and/or synthetic drugs
- Possession of implements for use with illegal drugs

Substance misconduct involving tobacco and other legal substances

- Consumption/ possession/selling of alcohol (including suspicion)
- Smoking/ selling/ possession of cigarettes/e-cigarettes (or similar) or implements for the use of tobacco (including suspicion)

Technology Violation

- Use of mobile phone/headphones – refusal to hand in to hub
- Photographing, videoing and/or posting video/images of students and staff
- Posting comments/images online that negatively impact the school's reputation
- Creation of social media accounts impersonating staff or the school
- Repeated referral of BYOD to student hub

Theft

- Deliberate actions to take the property of another student, a staff member or the school

Truancy (out of class)

- Students missing numerous lessons/across subjects – identified on DAR

Truancy (out of school)

- Student confirmed to be off site or leaving school grounds without permission

Use/possession of combustibles

- Possession of items which have the potential to cause damage or disruption (e.g. matches, lighter, firecrackers)

Use/possession of weapons

- Possession of weapon or replica weapon (e.g. knife)
- Intentional use of an object to threaten physical harm to another person

POSSIBLE RESPONSES

This list is not exhaustive and 1 or more responses may be applied depending on the situation.

- | | |
|--|--------------------------------------|
| • Alternative program | • Individual Behaviour Plan |
| • Behaviour Monitoring Program | • Loss of break time |
| • Bully Busters program | • Monitoring cards |
| • Cancellation of enrolment | • Parents/Guardians notified/meeting |
| • Case management | • Restitution. |
| • Counselling (internal/external agencies) | • Restorative Justice |
| • Detention/After School Detentions | • Suspension |
| • HOD interview | • Targeted support programs |
| | • Verbal/written apology |
| | • Withdrawal/ Internal suspension |

EXAMPLES OF HIGH LEVELS OF UNACCEPTABLE BEHAVIOUR & POSSIBLE RESPONSES

INAPPROPRIATE BEHAVIOURS

This list is not exhaustive. Recorded in OneSchool as

MAJOR:

High (Disobedience, Misconduct and/or conduct prejudicial to the good order and management of the school)

- Conduct prejudicial to the good order and management of the school (NB. This includes incidents that occur outside of school grounds, school times and/or via social internet/ multimedia, that negatively affect the good order, management and reputation of the school in a significant manner)
- Continual refusal to comply with the school's Behaviour Management Policy
- Failure to comply with the requirements of the area of study currently undertaken
- Bringing the school, staff or other students into disrepute through internet social networking sites, online media or texting inappropriate words / image/ sounds.

High Level - Major (Illegal Actions)

- Theft
- Physical assault of staff/students
- Sexual Harassment

Prohibited items

- Possession and/or use of weapons (or replica weapons, laser pointers) to intimidate, threaten or harass others.

Substance misconduct involving illicit substance

- Selling/ possessing/ consumption of illegal drugs and/or synthetic drugs
- Possession of implements for use with illegal drugs
- Consumption/ possession/ selling of alcohol

Substance misconduct involving tobacco and other legal substances

- Consumption/ possession/ selling of alcohol
- Smoking/ selling/ possession of cigarettes/e-cigarettes (or similar) or implements for the use of tobacco

POSSIBLE RESPONSES

This list is not exhaustive and 1 or more responses may be applied depending on the situation.

- Administration interview
- After School Detentions
- Alternative program
- Behaviour Improvement Condition
- Behaviour Monitoring Program
- Cancellation of enrolment
- Counselling (internal/external agencies)
- Exclusion
- Individual Behaviour Plan
 - Parents/Guardians notified/meeting
- Police notified
- Restitution
- Suspension
- Verbal/written apology

Note: If the incident constitutes a serious criminal offence on school grounds, **in an emergency** the principal contacts Police immediately by telephone and follows up using SP-4: Report of Suspected Harm or Risk of Harm form

Attendance Expectations

'EVERY STUDENT — EVERY DAY'

EXPECTATIONS OF STUDENTS

At Springfield Central State High we expect that:

- ✓ Every student will attend every day. Research clearly shows that students who attend very regularly achieve much better results across the long term.
- ✓ If coming to school late, students sign in at the Student Hub. The preferred mode of communication from a parent/carer is via text to the absence line. Persistent lateness will lead to detentions and contact with home.
- ✓ Remain at school the entire day and only depart through the Student Hub after leave requests have been organised by parents/carers and sighted and approved by school administration.
- ✓ Ensure their parents/carers contact or reply to communications from the absence line explaining absences.
- ✓ Ensure they report to the Student Hub to collect early leave requests/passes prior to leaving.
- ✓ Will actively and promptly follow up with their teachers after all absences to ensure they have all the required work to continue successfully in their classes

EXPECTATIONS OF PARENTS/CARERS

At Springfield Central State High we expect that parents/carers will:

- ✓ Actively support the school in ensuring their student(s) attend school every day of the year.
- ✓ Provide notice via the absence line or phone the office if their student(s) are late for school.
- ✓ Provide communication in the days prior or phone (prior to 9am on the day) to organise an early leave request for any planned early departure from school and remind their student(s) that they still must report to the Student Hub before their departure.
- ✓ Only collect students at the end of a lesson or during break times.
- ✓ Avoid walk in's or last minute requests (with the exception of emergencies) to avoid interruption to class learning and inconvenience or delays when collecting a student.
- ✓ Inform the school of all absences as soon as possible (preferably on the day of the absence).
- ✓ Give forewarning of known future absences, in particular long term absences.
- ✓ Will actively and promptly instruct their student(s) to follow up with their teachers after all absences to ensure they have all the required work to continue successfully in their classes.
- ✓ Make informed decisions about appropriate absences from school, remembering that every absence requires the student to organise catch-up work.
- ✓ Support the school in applying after school detentions (with appropriate notice) for students who truant during any school day.
- ✓ Provide a medical certificate for 3 or more days of absence.

EXPECTATIONS OF SCHOOL STAFF

At Springfield Central State High we expect that:

- ✓ All staff will mark rolls diligently and accurately in every lesson/ activity they are responsible for throughout a normal school day or during a camp/excursion.
- ✓ CARE rolls will be marked by teachers promptly to ensure student attendance can be recorded in our system accurately and parents can be notified of unexplained absences.
- ✓ Contact is made with parents/carers by Year Coordinators if a pattern of absence is noted.
- ✓ Contact is made daily by the Attendance Officer of any unexplained absence to parents/carers via text and follow up text (pm).
- ✓ Students who are found to be truant for any part of a school day, their Head of Year will contact the parent/carer direct to discuss consequence.
- ✓ Contact is made on a weekly basis through emails to parents/carers of any unexplained absences during the preceding week.
- ✓ Pro-active & supportive strategies are employed with students who demonstrate an unwillingness to attend school.

Leave Passes

If your student is required to leave school during the day, there are several ways for parents/carers to inform the school.

Advice must be received by one of the following methods:

- ✓ SMS to 0429 448 724. SMS must be received from parent/guardian contact number, as recorded in One School or
- ✓ Phone Attendance Officer on 3470 6266
- ✓ Presentation of a written note to Student Services before school, signed by parent/guardian. A "Request to Leave" pass will be issued.
- ✓ Email prior to 9am from parent to absences@springfieldcentralshs.eq.edu.au,

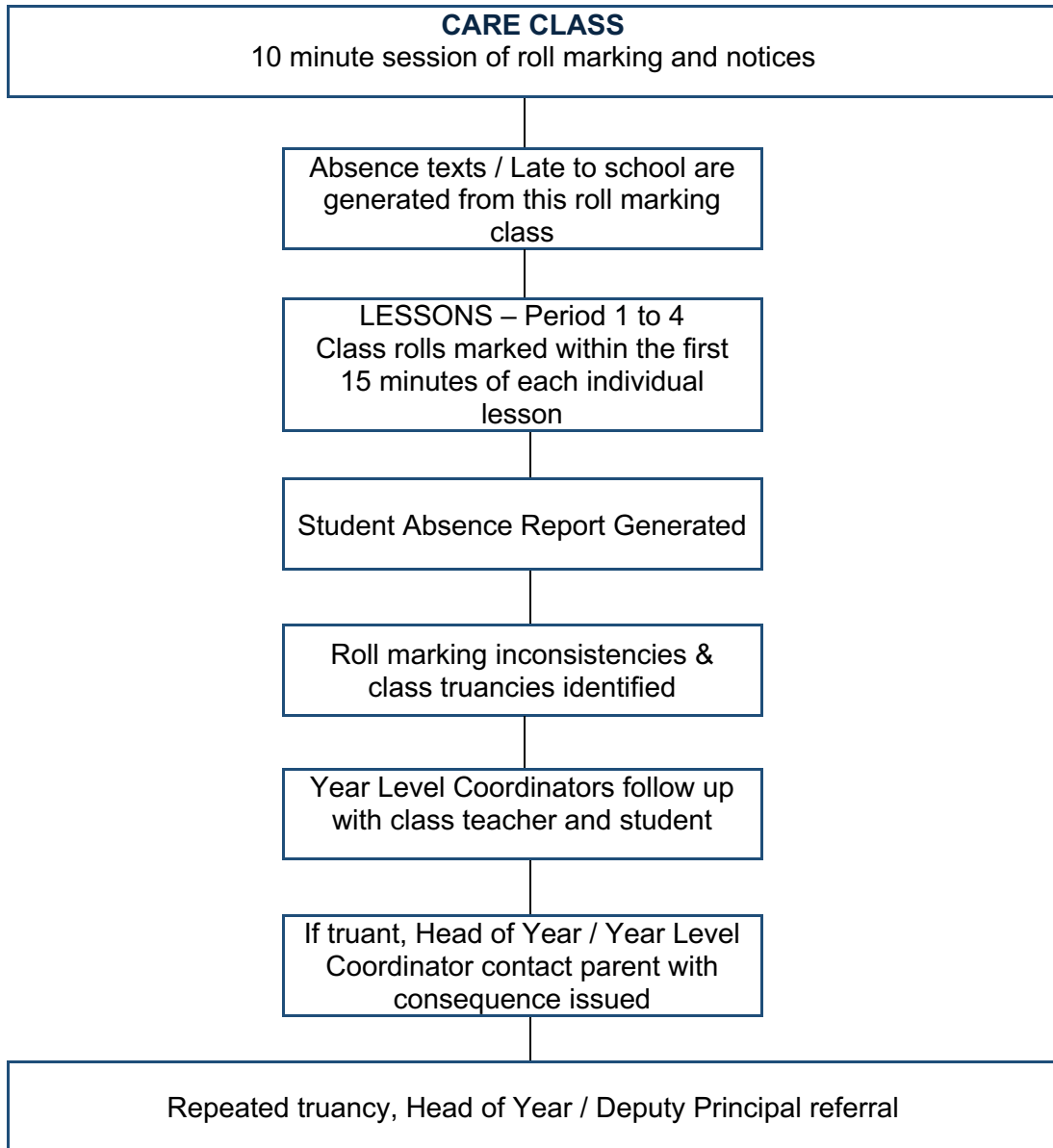
Please include the reason, time of departure and time of return (if applicable).

During high volume times, your message will be recorded and actioned as soon as practicable. Students may only be collected/dismissed for an approved part-day absence at the end of a lesson or during break times.

Please avoid walk in's or last-minute requests (with the exception of emergencies) to avoid inconvenience or delays when collecting your student.

Students must be collected from the Administration Office in person. Only emergency contacts listed on One School will be allowed to collect students. Identification questions will be asked to ensure student safety.

Student Absence



School Representative Policy

This policy outlines expectations for students to maintain eligibility to participate in extracurricular school related activities.

Representing our school is a privilege earned by our students who embody our four core values – Respect, Responsibility, Resilience and Relationships and the principles of our Positive Behaviour for Learning (PBL) program. Students demonstrate these principles through their commitment to their studies, attendance at school and their adherence to school policies and procedures. We believe that it is important to set high expectations of students in relation to academic effort, personal presentation, attendance and behaviour in order for us to uphold our high expectations and to ensure every student has the best chance of success.

School representation includes any activity where the student represents the school. Examples include but are not limited to: student leadership, inter-school sport including representative sport, debating teams, forums, competitions and performances.

Extra-Curricular activities also fall under the category of this policy and include any activity that is additional to the core curriculum being delivered.

Examples include but are not limited to: special events in and out of school time, such as school socials or year level events, camps, additional courses, school musicals and specialised excursions which do not relate to the direct delivery of curriculum programs.

Some other examples: attendance at reward days, Arts nights or performances, purchasing senior jersey and the Senior Formal.

IMPLEMENTATION PROCEDURES

At the beginning of each term, the Head of Years 7-12 will compile a list of students who have not earned the privilege to participate in extra-curricular activities or school representation. This will last for the duration of the term or until the school administration is satisfied that the student has improved his/her academic standing by improving his/her behaviour, effort, attendance and personal presentation.

Students who fall into the following categories will be notified in writing of their ineligibility to participate in extra- curricular activities and/or school representation:

- ✓ If they are awarded Needs Attention (N) and/or Unsatisfactory (U) in effort and/or behaviour from more than one teacher on their academic report – based on previous term's academic report
- ✓ Received a school disciplinary action, suspension and/or 3 or more behaviour reports– reviewed at beginning of each term and/or as required during term by Junior/Senior School HOD
- ✓ Attendance drops to below 95% (explained absences with reasonable explanations are not included in this data) - based on previous term's data

- ✓ Truanted any lessons or school days (unauthorised absences)
- ✓ Constant uniform breaches and continually challenge the SCSHS Dress Code

**Any student who demonstrates misconduct or disobedience while representing the school at any extracurricular event will automatically be banned from representing the school for a period of 1 term.

ELIGIBILITY REVIEW PROCESSES AND CONDITIONS

Students may apply for Special Consideration or a Case Review.

Application for Special Consideration: should only be completed if some atypical or extraordinary event had taken place in the student's life that had a negative impact on their attendance or behaviour and choices.

Case Review Application: can be made from week three onwards during each term. If a student has been working to meet the expected benchmarks to represent SCSHS, they can gather evidence to create a case for their illegibility to be reviewed.

School Dress Code & Policy

STUDENTS NOT COMPLYING WITH THE FOLLOWING GUIDELINES WILL BE IN BREACH OF THE STUDENT CODE OF CONDUCT AND ADDRESSED ACCORDINGLY

SCHOOL JUNIOR UNIFORM (7,8,9)

SPORT UNIFORM

School polo shirt

School sport shorts

Black shoes as per details below **

Visible white socks with no wording, logos or symbols **

EVERYDAY

School cap or hat School bag with logo

HOUSE SHIRTS

House shirts are compulsory and to be worn on Wednesdays and other specified days

WINTER

School long sleeve polo

School pullover

School sport jacket

School sport pants

School scarf (including logo)

Plain navy blue gloves **

SCHOOL SENIOR UNIFORM (10,11,12)

FEMALE:

FORMAL UNIFORM - MON/ TUE/ THUR/ FRI

Formal girls school blouse
School skirt or formal school shorts with gold embroidered SCSH, or formal trousers with gold embroidered SCSH
School tie
Black lace-up formal school shoes **
Visible white socks with no wording, logos or symbols, or black tights (footed) **

SPORT UNIFORM - ONLY ON WEDNESDAYS

School polo shirt and/or house shirt
School shorts/ skirt
Black shoes as per details below **
Visible white socks with no wording, logos or symbols **

EVERYDAY

School cap or hat
School bag with logo
Year 12 Jersey

FORMAL WINTER

School pullover (plain blue pullovers not allowed)
Senior Jacket
School formal girls trousers
Black tights (footed) **
Plain navy blue gloves **
School scarf (including logo)

SPORT WINTER - ONLY ON WEDNESDAYS

School sport jacket
School sport pants

MALE:

FORMAL UNIFORM - MON/ TUE/ THUR/ FRI

Formal boys school shirt
Formal boys school shorts with gold embroidered SCSH or formal school trousers with gold embroidered SCSH
School tie
Black lace-up formal school shoes **
Visible white socks with no wording, logos or symbols, **
School belt

SPORT UNIFORM - ONLY ON WEDNESDAYS

School polo shirt and/or house shirt
School sport shorts
Black shoes as per details below **
Visible white socks with no wording, logos or symbols **

EVERYDAY

School cap or hat
School bag with logo
Year 12 Jersey

FORMAL WINTER

School pullover (plain blue pullovers not allowed)
Senior Jacket
School formal boys trousers
School scarf (including logo)
Plain navy blue gloves **

SPORT WINTER - ONLY ON WEDNESDAYS

School sport jacket
School sport pants

HAIR

To ensure safety and visibility, all individuals, must secure long hair away from the face. Additionally, hair must be styled in a manner that keeps the ears visible. Radical hairstyles are discouraged, and parents are requested to consider whether a particular hairstyle is appropriate for school before the child has it styled. Hair colours must be 'natural' in nature and the use of shaving or tinting to create distinct patterns is not acceptable. Hair accessories other than school colours are not permitted.

MAKEUP

Students must not wear any overt make-up unless approval has been granted for medical reasons. Only foundation make-up (skin tone) may be worn for sun protection. Nail polish, acrylic or gel nails, if worn, should be restricted only to a clear colour and should not exceed the length of the finger for OH&S requirements. Extreme false lashes and makeup will be asked to be removed.

UNDER SHIRT

The only acceptable under shirt that may be worn is a white collarless T-shirt that may show at the neck only and no other part of the under shirt should be seen. The bottom of the shirt must be tucked in, and sleeves should not extend below the sleeve of the uniform.

WINTER WEAR

The following additions have been included for the winter period

- ✓ Scarf – school P&C approved scarves with the school logo are only permitted
- ✓ Beanie – no beanies are permitted at any time
- ✓ Gloves – students are able to wear plain navy blue (to match the uniform) gloves with no colours, insignias, logos, wording or symbols
- ✓ Blankets – blankets or similar items are not permitted

UNIFORM FREE DAYS

It is expected that students will wear clothing appropriate for an educational environment, adhering to workplace health and safety requirements (enclosed footwear) and refraining from wearing revealing and/or offensive garments.

SWIMMING

- ✓ Girls: One-piece swimming costume or Sun-safe swimming two piece. Bikini's are not acceptable swimwear.
- ✓ Boys: Speedos or football style short shorts with no pockets or Sun-safe swimming two piece. Underwear, including boxer shorts, or long shorts are not acceptable swimwear.
- ✓ Jewellery is not to be worn in the swimming pool and must be removed or taped prior to swimming.

DURING PHYSICAL EDUCATION, SPORTING AND DANCE CLASSES

- ✓ Students are permitted to wear plain black leggings/ tights/ Lycra type shorts
- ✓ No noticeable colours, writing, major logos, stitching or panelling
- ✓ Must be of suitable length
- ✓ Students must be changed during the lesson – on and off in the one lesson
- ✓ Students involved in dance classes prior to and after school must change into normal school uniform after rehearsals
- ✓ Dance Troupe & Dance Company students are permitted to wear the school endorsed dance jacket and tights at events and rehearsals as this is a uniform item

HOUSE SHIRTS

House shirts are compulsory for all Year 7-9 students and optional for all other year levels. House shirts are to be worn only on Wednesdays and other special school events as advertised to students i.e. House days, carnivals, special events.

HATS

All students are expected to wear a school approved and SCSH initialled hat during lunch breaks and when required in the conduct of lessons at the school (outdoor Physical Education lessons) or for sporting, cultural or excursion events held off campus.

BAGS

Students are expected to purchase and use a P&C endorsed school bag with the school logo on the bag. Exceptions to be negotiated with the Principal.

FOOTWEAR/SHOES

- ✓ Due to safety regulations, students are required to wear enclosed footwear that adequately protects their feet. It is also critical that shoes have arch support and good protection on the sole as well as protection for the top of the foot.
- ✓ When wearing the Formal Uniform students must wear black lace-up school shoes
- ✓ When wearing the sports uniform students may choose to wear black lace-up sports or school shoes
- ✓ All shoes must comply with the below Compliant Shoe Guide.

FORMAL:

- ✓ Black lace up school shoes
- ✓ Protect top of foot
- ✓ Arch support within
- ✓ Good protection on sole

SPORT:

- ✓ Black lace up sports shoes
- ✓ Protect top of foot
- ✓ Arch support within
- ✓ Good protection on sole
- ✓ NO Lace, netting, fabric, suede

FORMAL SHOES



SPORTS SHOES



JEWELLERY

The following guidelines are provided for students and parents

- ✓ Small sleepers and small studs only to be worn in ears and a limit of 2 per ear is set. Each item is not to exceed the 1cm in diameter
- ✓ Only one small clear or silver nose stud may be worn - No other facial (no spikes, spacers or bars) or tongue piercings at all
- ✓ For sport - all jewellery must be removed or taped as per DET regulations and Workplace Health and Safety policies
- ✓ Watches may be worn
- ✓ One signet/small ring per hand and one permanent bangle which is not loose fitting

Students wearing unsuitable jewellery will be advised to remove the items. Failure to comply with this instruction or persistent disregard for uniform policy will lead to lunch detentions.

Failure to attend detentions may lead to after school detentions and/or suspension

Students who wish to wear commonly accepted religious or cultural artefacts/jewellery which do not comply with the above guidelines may submit a written application through their parent/ caregiver to the Principal, requesting approval to wear the said item

BEARDS

Facial hair to be neatly trimmed, tidy and a natural colour. Beard nets to be worn as instructed. No beard locks or unnatural beard colouring.

TATTOOS

Tattoos to be covered. Covering needs to be skin, navy blue or a plain white colour, with no additional logos or symbols. It is expected students do not obtain tattoos while they are a student at the school.

PLEASE NOTE:

P&C endorsed school uniform & items can be purchased at the school uniform shop unless specified otherwise

Student BYOD Charter

PERSONALLY-OWNED MOBILE DEVICE CHARTER

BYOD OVERVIEW

Device (BYOD) is a digital 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 BYOD acronym used by the department refers to the teaching and learning environment in Queensland state schools where personally-owned mobile devices are used. The 'D' in BYOD represents more than a personally-owned mobile device; it also includes software, applications, connectivity or carriage service.

The department has carried out extensive BYOD research within Queensland state schools. The research built on and acknowledged the distance travelled in implementing 1-to-1 computer to student ratio classes across the state, and other major technology rollouts.

We have chosen to support the implementation of a BYOD model because:

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

At Springfield Central State High School, permitted mobile devices include laptops and tablet devices (refer to Device Specifications below for more detail).. Access to the department's ICT network is provided only if the mobile device meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device.

Springfield Central State High School's BYOD program supports personally-owned mobile devices in terms of access to:

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

However, the school's BYOD program does not support personally-owned mobile devices in regard to:

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

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

DEVICE SELECTION

Before acquiring a device to use at school the parent or caregiver and student should be aware of the school's specification of appropriate device type, operating system requirements and software. These specifications relate to the suitability of the device to enabling class activities, meeting student needs and promoting safe and secure access to the department's network.

The school's BYOD program may support printing, filtered internet access, and file access and storage through the department's network while at school. However, the school's BYOD program does not include school technical support.

There are two options for students and their families to participate in the BYOD program at Springfield Central State High School:

OPTION 1: VENDOR DEVICES

Purchase a recommended device from either Dell, HP or Acer vendor sites designed specifically for BYOD at SCSHS. These devices have been chosen by the school to be adequate for school use. They also carry Special Education Warranty (On-Site and usually Next Business Day) and Accessories for their devices - find out more.

OPTION 2: BRING YOUR OWN DEVICE

If you have a device at home or would like to purchase something different than those offered from the Vendor Portals you can on the condition that the device meets the requirements outlined below.

DEVICE SPECIFICATIONS:

Springfield Central State High does not recommend or endorse a particular computer brand, model or supplier. You have the freedom of purchasing a laptop that best suits your personal needs and budget requirements.

However, the device you choose to purchase must meet the minimum specifications and must have a compatible Windows 10 or higher or Mac OSX from 10.13 and up operating system.

MINIMUM DEVICE SPECIFICATIONS

- ✓ Machine type: Laptop, Tablet, 3in1
- ✓ Platform: PC/Mac
- ✓ Screen size: 10 inches or more (touch is optional) Processor: Intel Pentium or higher (Some exceptions can be made if device has SSD Drive)
- ✓ Operating system: Windows 10 or higher, Mac OSX From 10.13 and up
- ✓ Wireless: AC Wireless
- ✓ Ports: at least one USB port (preferable), audio in/out

RECOMMENDED DEVICE SPECIFICATIONS

- ✓ Machine type: Laptop, Tablet, 3in1
- ✓ Platform: PC/Mac
- ✓ Screen size: 12 inches or more (touch is optional)
- ✓ Processor: Intel i5 or higher
- ✓ Laptop/Tablet RAM: 8GB
- ✓ Laptop Hard drive: 256GB or higher
- ✓ Tablet/iPad Storage: 64gb or Higher

- ✓ Operating system: Windows 10, Mac OSX From 10.10 and up
- ✓ Wireless: AC Wireless
- ✓ Ports: at least one USB port (preferable), audio in/out, in-built microphone, Camera (plus ideally SD or Micro SD)
- ✓ Battery life: 10+ hours (6+ cell or higher)

NOTE: DEVICES WITH WINDOWS 10 S MODE ARE COMPATIBLE BUT REQUIRE ADDITIONAL STEPS.

DEVICE CARE

The student is responsible for taking care of and securing the device and accessories in accordance with school policy and guidelines. Responsibility for loss or damage of a device at home, in transit or at school belongs to the student.

Advice should be sought regarding inclusion in home and contents insurance policy.

It is advised that accidental damage and warranty policies are discussed at point of purchase to minimise financial impact and disruption to learning should a device not be operational.

GENERAL PRECAUTIONS

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

PROTECTING THE SCREEN

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

DATA SECURITY AND BACK-UPS

Springfield Central State High School is a OneDrive enabled school. OneDrive provides a place on the internet where school-related files can be securely stored, shared and synced. This allows students access to their files from school and home. The application offers access to 5TB of storage, and an expanded suite of Office Online web applications, including OneNote, Word, PowerPoint and Excel.

STUDENTS SHOULD BE USING ONEDRIVE AS THE PREFERRED PLACE TO SAVE SCHOOL-RELATED FILES.

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

The student is responsible for the backup of all data. While at school, students may be able to save data to the school's network, which is safeguarded by a scheduled backup solution. All files must be

scanned using appropriate anti-virus software before being downloaded to the department's ICT network.

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

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

ACCEPTABLE PERSONAL MOBILE DEVICE USE

All use of electronic devices and the Internet must comply with the [Student Code of Conduct 2021-2024](#) and the [Mobile Phone & Electronic Device Policy](#). The acceptable-use conditions apply to the use of the device and internet both on and off the school grounds.

PASSWORDS

Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).

The password should be changed regularly, as well as when prompted by the department or when known by another user.

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

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

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

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

DIGITAL CITIZENSHIP

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

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

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

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

CYBERSAFETY

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

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

Students are encouraged to explore and use [visit the website of the Australian eSafety Commissioner](#) to talk, report and learn about a range of cybersafety issues.

Students must never initiate or knowingly forward emails, or other online content, containing:

- ✓ a message sent to them in confidence
- ✓ a computer virus or attachment that is capable of damaging the recipients' computer
- ✓ chain letters or hoax emails
- ✓ spam (such as unsolicited advertising).
- ✓ Students must never send, post or publish:
- ✓ inappropriate or unlawful content which is offensive, abusive or discriminatory
- ✓ threats, bullying or harassment of another person
- ✓ sexually explicit or sexually suggestive content or correspondence
- ✓ false or defamatory information about a person or organisation.

Parents, caregivers and students are encouraged to read the department's [Bullying and cyberbullying—preventing and responding](#).

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 [Student Code of Conduct](#). To help protect students (and staff) from malicious web activity and inappropriate websites, the school operates a comprehensive web filtering system. Any device connected to the internet through the school network will have filtering applied.

The filtering system provides a layer of protection to staff and students against:

- ✓ inappropriate web pages
- ✓ spyware and malware
- ✓ peer-to-peer sessions
- ✓ scams and identity theft.

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

care, but avoiding or reducing access to harmful information also requires responsible use by the student.

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

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

Parents, caregivers and students are also encouraged to [visit the website of the Australian eSafety Commissioner](#) for resources and practical advice to help young people safely enjoy the online world.

PRIVACY AND CONFIDENTIALITY

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

Additionally, students should not divulge personal information via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school. It is important that students do not publish or disclose the email address of a staff member or student without that person's explicit permission. Students should also not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others. They should ensure that privacy and confidentiality is always maintained.

INTELLECTUAL PROPERTY AND COPYRIGHT

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

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

SOFTWARE

Schools may recommend software applications in order to meet the curriculum needs of particular subjects. Parents/caregivers 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.

MONITORING AND REPORTING

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

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

MISUSE AND BREACHES OF ACCEPTABLE USAGE

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

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

Responsible use of BYOD

Our goal is to ensure the safe and responsible use of facilities, services and resources available to students through the provision of clear guidelines.

RESPONSIBILITIES OF STAKEHOLDERS INVOLVED IN THE BYOD PROGRAM:

SCHOOL

- ✓ BYOD program induction — including information on (but not responsible for) connection, care of device at school, workplace health and safety, appropriate digital citizenship and cybersafety
- ✓ network connection at school
- ✓ internet filtering (when connected via the school's computer network)
- ✓ some technical support (please consult Technical support table below)
- ✓ some school-supplied software e.g. Adobe, Microsoft Office 365 ...
- ✓ printing facilities
- ✓ school representative signing of BYOD Charter Agreement.

STUDENT

- ✓ participation in BYOD program induction
- ✓ acknowledgement that core purpose of device at school is for educational purposes
- ✓ care of device
- ✓ appropriate digital citizenship and online safety (for more details, [visit the website of the Australian eSafety Commissioner](#))
- ✓ security and password protection — password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students)
- ✓ some technical support (please consult Technical support table below)
- ✓ maintaining a current back-up of data
- ✓ charging of device
- ✓ abiding by intellectual property and copyright laws (including software/media piracy)
- ✓ internet filtering (when not connected to the school's network)
- ✓ ensuring personal login account will not be shared with another student, and device will not be shared with another student for any reason
- ✓ understanding and signing the BYOD Charter Agreement.

PARENTS AND CAREGIVERS

- ✓ participation in BYOD program induction
- ✓ acknowledgement that core purpose of device at school is for educational purposes
- ✓ internet filtering (when not connected to the school's network)
- ✓ encourage and support appropriate digital citizenship and cybersafety with students (for more details, [visit the website of the Australian eSafety Commissioner](#))
- ✓ some technical support (please consult Technical support table below)

- ✓ required software, including sufficient anti-virus software
- ✓ protective backpack or case for the device
- ✓ adequate warranty and insurance of the device
- ✓ understanding and signing the BYOD Charter Agreement.

TECHNICAL SUPPORT

	CONNECTION:	HARDWARE:	SOFTWARE:
PARENTS AND CAREGIVERS	✓ (home-provided internet connection)	✓	✓
STUDENTS	✓	✓	✓
SCHOOL	✓ school provided internet connection	(dependent on school-based hardware arrangements)	✓ (some school-based software arrangements)
DEVICE VENDOR		✓ (see specifics of warranty on purchase)	

THE FOLLOWING ARE EXAMPLES OF RESPONSIBLE USE OF DEVICES BY STUDENTS:

- ✓ Use mobile devices for:
 - engagement in class work and assignments set by teachers
 - developing appropriate 21st Century knowledge, skills and behaviours
 - authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by school staff
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents, caregivers or experts as part of assigned school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the school's eLearning environment
 - ensuring the device is fully charged before bringing it to school to enable continuity of learning.
- ✓ Be courteous, considerate and respectful of others when using a mobile device.
- ✓ Switch off and place out of sight the mobile device during classes, where these devices are not being used in a teacher directed activity to enhance learning.
- ✓ Use the personal mobile device for private use before or after school, or during recess and lunch breaks.
- ✓ Seek teacher's approval where they wish to use a mobile device under special circumstances.

THE FOLLOWING ARE EXAMPLES OF IRRESPONSIBLE USE OF DEVICES BY STUDENTS:

- ✓ using the device in an unlawful manner
- ✓ creating, participating in or circulating content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- ✓ disabling settings for virus protection, spam and/or internet filtering that have been applied

as part of the school standard

- ✓ downloading (or using unauthorised software for), distributing or publishing of offensive messages or pictures
- ✓ using obscene, inflammatory, racist, discriminatory or derogatory language
- ✓ using language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- ✓ insulting, harassing or attacking others or using obscene or abusive language
- ✓ deliberately wasting printing and Internet resources
- ✓ intentionally damaging any devices, accessories, peripherals, printers or network equipment
- ✓ committing plagiarism or violate copyright laws
- ✓ using unsupervised internet chat
- ✓ sending chain letters or spam email (junk mail)
- ✓ accessing private mobile data networks during lesson time
- ✓ knowingly downloading viruses or any other programs capable of breaching the department's network security
- ✓ using the mobile device's camera anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- ✓ invading someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- ✓ using the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- ✓ take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

IN ADDITION TO THIS:

- ✓ Information sent from our school network contributes to the community perception of the school. All students using our ICT facilities are encouraged to conduct themselves as positive ambassadors for our school.
- ✓ Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people's devices without their permission and without them present.
- ✓ Students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
- ✓ Students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- ✓ Students need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.
- ✓ Parents and caregivers need to be aware that damage to mobile devices owned by other students or staff may result in significant consequences in relation to breaches of expectations and guidelines in the school's Responsible Behaviour Plan.
- ✓ The school will educate students on cyber bullying, safe internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to incorporate these safe practices in their daily behaviour at school.

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

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

However, the school's BYOD program **does not support** personally-owned mobile devices in regard to:

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

ICT Responsible Use Policy

PURPOSE STATEMENT

- ✓ Information and communication technology (ICT), including access to and use of the internet and email, are essential tools for schools in the provision of innovative educational programs.
- ✓ Schools are constantly exploring new and innovative ways to incorporate safe and secure ICT use into the educational program.

AUTHORISATION AND CONTROLS

The Principal reserves the right to restrict student access to the school's ICT services, facilities and devices if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program. For example, a student with restricted school network access may be allocated a stand-alone computer to continue their educational program activities.

The Department of Education monitors access to and use of its network. For example, email and internet monitoring occurs to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

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

RESPONSIBILITIES FOR USING THE SCHOOL'S ICT FACILITIES AND DEVICES

- ✓ Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the Student Code of Conduct.
- ✓ Students are to be aware of occupational health and safety issues when using computers and other learning devices.
- ✓ Parents/carers are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- ✓ Parents/carers are responsible for appropriate internet use by students outside the school environment when using a school-owned or school-provided device.
- ✓ The school will educate students (DoE employees only) regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to adopt these safe practices.
- ✓ Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so that it cannot be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).

- ✓ Students cannot use another student's or staff member's username or password to access the school network. This includes not browsing or accessing another person's files, home or local drive, email or accessing unauthorised network drives or systems. Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- ✓ Students need to understand that copying software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from enforcement agencies.

RESPONSIBILITIES FOR USING A PERSONAL DEVICE ON THE DEPARTMENT'S NETWORK

- ✓ Students are responsible for the security, integrity, insurance and maintenance of their personal devices and their private network accounts.
- ✓ Where possible, appropriate anti-virus software has been installed and is being managed.
- ✓ Students must follow any advice provided on best security requirements e.g. password protection (see iSecurity (DoE employees only) website for details).
- ✓ Students and parents are to employ caution with the use of personal devices particularly as these devices can store significant numbers of files some of which may be unacceptable at school e.g. games and 'exe' files. An 'exe' file ends with the extension '.exe' otherwise known as an executable file. These files can install undesirable, inappropriate or malicious software or programs.
- ✓ Any inappropriate material or unlicensed software must be removed from personal devices before bringing the devices to school and such material is not to be shared with other students.
- ✓ Unacceptable use will lead to the device being confiscated by school employees, with its collection/return to occur at the end of the school day where the device is not required for further investigation.

ACCEPTABLE/APPROPRIATE USE/BEHAVIOUR BY A STUDENT

It is acceptable for students while at school to:

- ✓ Use devices for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, their parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- ✓ be courteous, considerate and respectful of others when using a device
- ✓ switch off the device if it is not being used in a teacher-directed activity to enhance learning

- ✓ use their personal device for private use before or after school, in accordance with Student Code of Conduct
- ✓ seek teacher's approval where they wish to use a device under special circumstances.

UNACCEPTABLE/INAPPROPRIATE USE/BEHAVIOUR BY A STUDENT

It is unacceptable for students while at school to:

- ✓ use a device in an unlawful manner
- ✓ download, distribute or publish offensive messages or pictures
- ✓ use obscene, inflammatory, racist, discriminatory or derogatory language
- ✓ use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- ✓ insult, harass or attack others or use obscene or abusive language
- ✓ deliberately waste printing and internet resources
- ✓ damage computers, printers or network equipment
- ✓ commit plagiarism or violate copyright laws
- ✓ ignore teacher directions regarding the use of social media, online email and internet chat
- ✓ send chain letters or spam email (junk mail)
- ✓ share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- ✓ knowingly download viruses or any other programs capable of breaching the department's network security
- ✓ use in-phone cameras inappropriately, such as in change rooms or toilets
- ✓ invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- ✓ use a device (including those with Bluetooth functionality) to cheat during exams or assessments
- ✓ take into or use devices at exams or during class assessment unless expressly permitted by school employees.

Introduction to the Online Services Consent Form

(THIRD PARTY SERVICES)

Our school uses tools and resources to support student learning, including third party (non-departmental) online services hosted and managed outside of the Department of Education network.

Online services, including websites, web applications and mobile applications, are delivered over the internet or require internet connectivity. Examples may include interactive learning sites and games, online collaboration and communication tools, web-based publishing and design tools, learning management systems, file storage and collaboration services.

This is to inform you about the third party online services used in our school and how your student's information, including personal information and works, may be recorded, used, disclosed and published to the services - if you provide your consent for this to occur.

The Online Services Consent Form is a record of the consent provided.

ABOUT THE ONLINE SERVICES

After evaluation, the Principal has deemed specific third party online services appropriate for school use. These online services are listed on the consent form.

Third party online service providers are external to the school, and the services may be hosted onshore in Australia or offshore outside of Australia. Data that is entered into offshore services may not be subject to Australian privacy laws. When considering whether to provide your consent, we encourage you to read the information provided about each online service, including the *terms of use* and *privacy policy*, which outline how information and works will be used and under what circumstances they may be shared.

STUDENT INFORMATION

The consent collected by the form covers both student personal information (e.g. name, date of birth) and school-based information (e.g. student username, email, year level) as outlined on the form.

Where permitted by the service provider, de-identified information will be used and/or efforts will be made to limit the amount of personal information disclosed and stored within online services (e.g. when registering accounts, only mandatory information will be disclosed).

STUDENT WORK

Student work may include materials such as student projects, assignments, portfolios, images, video or audio. Where student works will be created within, stored or published to the online service (in some cases, published information or works will be viewable by the public), this will be indicated in 'additional consent requirements' in Section 5 of the Online Services Consent Form.

PARENT INFORMATION

Where your personal information (e.g. parent email, name, contact details) will be disclosed to the online service, this will be indicated in the 'additional consent requirements' in Section 5 of the Online Services Consent Form.

PURPOSE OF THE CONSENT

Third party online services are used for various purposes. The purpose of use for each service is outlined in Section 5 of the Online Services Consent Form. For example, teachers may use online services with students to support curriculum delivery, complete learning activities and assessment, facilitate class collaboration, and create and publish class work (e.g. projects, assignments, portfolios).

The Online Services Consent Form records your consent for your child to register accounts, use, and, where specified, publish their work to these services. The form also collects your consent for school staff to collect, store, and transmit information to online services in order to manage school operations and communicate with parents and students.

It should be noted that, in some instances, the school may be required or authorised by the *Education (General Provisions) Act 2006* (Qld) or by law to record, use or disclose the student's personal information or materials without consent.

VOLUNTARY CONSENT PROVISION

It is not compulsory to provide consent. If your consent is not given, this will not adversely affect any learning opportunities provided by the school to your child.

CONSENT MAY BE LIMITED OR WITHDRAWN

You can withdraw your consent at any time by notifying the school in writing (by email or letter). The school will confirm the receipt of your request via email if you provide an email address.

You may also limit your consent by providing consent for some, but not all, online services listed on the form.

Requests to limit consent in relation to how the 'Information covered by this consent form' and the 'Approved purpose' (Section 2 and 3 of the form) are applied to a specific service, will be treated as "do not consent", as the school cannot guarantee correct implementation of individual requests.

Due to the nature of the internet, it may not be possible for all copies of information (including images and student works that have already been disclosed or published) to be deleted or restricted from use if you request it. The school may remove content that is under its direct control, however, information and works that have already been disclosed and published cannot be deleted, and the school is under no obligation to communicate changes to your child's consent circumstances to online service providers.

DURATION OF CONSENT

The consent applies for the period of time specified on the form. You may review and update your consent at any time by notifying the school in writing (by email or letter).

There may be circumstances where the school issues a new consent form to seek additional consent e.g. in the event that new online services are identified for use.

WHO TO CONTACT

To return the form, express a limited consent, withdraw consent or ask questions regarding consent, please contact the Enrolments Officer on (07)3470 6230 or enrolments@springfieldcentralshs.eq.edu.au

Senior Schooling General Information

BACKGROUND

Springfield Central State High is committed to providing diverse pathways for senior students to realise their full potential and 'scale great heights'. Year 11 and 12 students are considered post compulsory students, that is, they have made a conscious decision to return to school to successfully complete their Senior Studies. Successfully complete refers to:

- ✓ Achieving a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)
- ✓ Achieving an Australian Tertiary Admissions Rank (ATAR) and/or satisfactory participation in Vocational Education and Training (VET) qualification/s (certificate II/III/IV), Applied subjects or external courses, e.g. School-Based Apprenticeship Traineeship, Diploma etc.

To assist students in achieving this:

- ✓ Springfield Central State High will provide a range of high-quality opportunities in tertiary and vocational pathways.
- ✓ Springfield Central State High staff will support students to meet the course requirements of their programs.
- ✓ The school will expect students to approach their studies in a mature and diligent manner, access available support services if necessary, and be accountable for their efforts and educational outcomes.
- ✓ Parents/Carers will be expected to work collaboratively with Springfield Central State High to achieve optimal student outcomes.

SENIOR EDUCATION AND TRAINING PLANS (SETP)

All students are required to participate in a Senior Education and Training Plan interview which will determine their intended course of senior school study. The plan is negotiated between students, parents/carers and a school representative. School representatives use established school pre-requisites and student specific evidence (e.g. current academic performance) to make recommendations. The school's recommendations are focused upon allowing the student to achieve at an optimal level in the most realistic and achievable learning pathway aligning with their abilities.

ENGAGEMENT AND MONITORING IN A PROGRAM OF STUDY

There is an expectation that all senior students, no matter what their intended course of study, fully engage in their selected program. The school will monitor all student's progress to ensure satisfactory participation in their intended courses of study. Students who do not achieve the agreed outcomes (e.g. satisfactory effort, assessment completion, passing subjects) may be required to amend or change their intended course/s of study for the senior years of schooling.

EXTERNAL EXAMINATIONS

Springfield Central State High will provide a supportive program for preparation for External Exams in the senior years. Preparation may include tutorials, lectures and/or practice exams. Students, for whom external exams are required e.g. General subjects, will be expected to participate in all aspects of the preparation program. Failure to fully participate in the preparation program for External Exams may result in a student's participation in General subjects being reviewed. Students must sit the External Exams for General Subjects in term 4, year 12, to achieve an ATAR.

ATTENDANCE

Students are to have FULL ATTENDANCE in their senior schooling years. Full attendance at Springfield Central State High is as follows:

- ✔ Students are expected to attend every day for every lesson. If a student is unable to attend school, a parent/carer must provide a reasonable explanation in a timely manner. Attendance strongly correlates to achievement in senior school and attendance below 95% will result in a student having difficulties participating satisfactorily and achieving their best.
- ✔ When a student is absent on the day assessment is due, a change of conditions form must be submitted with documentation such as a confidential medical certificate (AARA/Illness/misadventure application) or respective medical certificate. Reasonable adjustments must be negotiated with the respective teacher/HOD for each subject impacted upon the student's return to school. Where reasonable, a parent/carer is required to make contact with the school on the day of absence to provide a reasonable explanation.
- ✔ Punctuality is expected at the start of every school day and to all lessons and events. Students are expected to be at school from 8:55am – 3:00pm each day.
- ✔ Students do not leave the school during the normal hours of operation unless they have approved flexible learning arrangements or verbal/written permission from a parents/carer and students have collected an approved leave pass from the office.
- ✔ Exam blocks are organised for senior students. Students must ensure they are present for scheduled exams both during the exam block and for any exams outside the formal exam block. Students behind in work requirements will not be permitted study leave and must participate satisfactorily in support sessions at school to complete work requirements.
- ✔ Extended unexplained absences, regular late to school occurrence and/or partial day truancy may lead to the commencement of the cancellation of enrolment process.

SUBMISSION OF WORK / EFFORT & BEHAVIOUR IN CLASSES

- ✔ Senior students are expected to submit all assessment work on time. Non-submission of work (drafts/final) by due dates is grounds for commencement of cancellation of enrolment processes.
- ✔ Senior students are expected to maintain at least a 'C' grade for effort and behaviour in all classes at all times. Failure to meet this requirement is grounds for commencement of cancellation of enrolment processes.

UNIFORM

- ✔ Students are to present themselves in a way that demonstrates pride for themselves, their family and their school by wearing the correct uniform at all times in the way that it was designed to be worn (as per the Uniform policy).
- ✔ Our school's Parents and Citizens Association has made the decision that Springfield Central State High is a uniform school and all students are expected to be in full school uniform every day.
- ✔ The school expects our senior students to model these uniform expectations.
- ✔ Students are to wear formal uniform on Monday, Tuesday, Thursday and Friday and are able to choose to wear sports uniform on Wednesday. Year 12 Senior Jersey is permitted Monday to Friday - provided not on excursion or formally representing the school in public.
- ✔ Students are expected to maintain the uniform expectations for the entirety of their school day including travelling to and from school.

FLEXIBLE LEARNING

- ✔ Students may be eligible for an independent study period/s when a student is successful in acquiring a school-based traineeship or apprenticeship, have enrolled in further education (e.g. Diploma, TAFE or University programs), enrolled in a distance education subject or met school requirements for approval through completion of studies.
- ✔ Special provisions may be provided in consultation with Heads of Department, Guidance Officers and/or the Deputy Principal.
- ✔ Students with independent study period/s will spend these lessons in a designated study area.
- ✔ Failure to work diligently during these times may result in the removal of the independent study period/s from the student's timetable and a return to original classes and/or alternate supervision arrangements.
- ✔ Senior students, who engage in an external course of study and/or further education through other learning providers and/or participate in work experience arrangements, are reminded that they do this as a representative of Springfield Central State High. Students are expected at all times in any school related activities they are required to display the school's core values.
- ✔ Participation in external courses of study are an alteration to a normal school program and as such a privilege that must be approved by the school. Students who demonstrate a commitment to learning will be considered for these opportunities.

VOCATIONAL EDUCATION AND TRAINING

- ✔ Springfield Central State High School is a Registered Training Organisation (RTO 40560). Senior students may participate in a range of Vocational Education and Training Programs (VET) to work towards achievement of nationally recognised qualifications.
- ✔ Students completing VET qualifications receive certification at exit from the school (RTO) or upon request.

RESOURCE REQUIREMENTS / SUBJECT FEES

- ✓ Some subjects have fees to cover the cost of enrolment with an external provider or for materials used by students in class work in order to provide meaningful learning experiences. Where a student selects any subject with fees, the subject fee payments must be paid in full by the end of February in order to continue to study the subject. If there are financial reasons payment cannot be made, a payment plan must be negotiated and commenced by the end of February.
- ✓ Students will be expected to cover the costs of basic participation in their academic pathway, before they will be allowed to contribute funds towards extracurricular programs or functions such as the school formal and privilege items such as senior jerseys. Senior students are expected to participate in the Bring Your Own Device (BYOd) program to ensure access to required resources for learning. BYOd for year 11-12 students is compulsory so that students have access to the resources to meet participation requirements.
- ✓ Senior students are expected to comply with course requirements. This may include registering for a Unique Student Identifier (USI) or blue card, as examples.

KEY RESPONSIBILITIES

OF THE SCHOOL:

- ✓ Challenge students in their educational endeavours; support them in setting and attaining realistic academic goals; and energetically promote commitment to academic excellence at all times
- ✓ Provide assistance and support to all students to attain their educational goals
- ✓ Monitor students in their progress and provide feedback to students and parents.

OF SENIOR SCHOOL STUDENTS:

- ✓ Self-motivated and mature in their approach to their studies
- ✓ Responsible for adopting effective study routines, being prepared for learning with required resources and committing to their intended course of study in an increasingly independent manner
- ✓ Complete homework tasks and ensure assignments and other assessment items are completed on time and in accordance with the school's assessment policy
- ✓ Ensure that effort and behaviour grades are maintained at a 'C' (sound achievement) level as a minimum at all times
- ✓ Ensure they are meeting the school's Core Values of Respect, Responsibility, Resilience and Relationships at all times
- ✓ Attend every class each day on time.

OF PARENTS:

- ✓ Communicate with the school in a timely manner about matters that may impact on their child's learning
- ✓ Support the school in ensuring the student is meeting the expectations of a senior student.

IF THE CONDITIONS OF THIS POLICY ARE NOT MET:

- ✔ Springfield Central State High reserves the right to cancel a post-compulsory student's enrolment. A student may be given a verbal and/or written warning of cancellation of enrolment if patterns of unsatisfactory attendance and/or unsatisfactory participation in the program of instruction occur during the school year. At this point, student and parent will be provided with the opportunity to discuss with the school, expectations for the student's participation and provide details on why their enrolment should be continued. After this warning a student is monitored at school closely to determine if these patterns have been corrected.
- ✔ If a student does not respond to the warning appropriately their enrolment will be cancelled. Student and parent will be notified in writing, if cancellation of enrolment occurs.
- ✔ Students may be ineligible for school representation due to unsatisfactory participation
- ✔ Students may be ineligible to attend senior extra-curricular events such as school formals, camps, excursions and may be ineligible to purchase privilege items such as senior jerseys.

Senior students, parents and staff at Springfield State High School have signed a Senior Schooling Contract at SET Plan and/or enrolment to ensure they understand the parameters of post-compulsory schooling.