Responsible Behaviour Plan
1. Purpose

Education Queensland is committed to ensuring all young Queenslanders have positive experiences by enabling choice, being responsive and providing inclusive experiences. We are part of a government education system that believes in developing and empowering our people through relationships based on trust, respect, valuing diversity. Everyone has the right to receive a quality education.

Cleveland District State High School is dedicated to providing the best education for every student, every lesson, every day. International Accreditation allows us to have insight into how we can best move forward to achieve our goals. We are committed to Continuous Improvement and this is the focus of all of our activities.

Cleveland District State High School prepares students to meet the future by promoting the all-round development of students through the equitable provision of a wide range of academic, vocational, cultural, sporting and citizenship opportunities. Students have access to flexible pathways and are encouraged to pursue every opportunity available to them to develop as young people.

We believe that responsible behaviour management strategies in schools are underpinned by good pedagogy. Dimensions of Learning is our pedagogical framework. Extensive professional development ensures that all staff are familiar with a range of proactive strategies which engage students in learning.

Cleveland District State High School’s Responsible Behaviour Plan for Students is based on Education Queensland’s Code of Behaviour and other related legislation, policies and resources listed in this document.

2. Consultation and data review

This plan was collaboratively developed and reviewed in consultation with the school community, which included consultation with parents, staff and students.

This document was developed following a review of important data sets for this school relating to attendance, unexplained absences, school disciplinary absences, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2010-2013 also informed the development process.
3. Learning and behaviour statement

School Guiding Statement

Preparing Students to Meet the Future

Cleveland District State High School is an established school with a caring staff devoted to the creation of a safe, supportive environment where all students are valued, individual differences are respected and international students are welcomed. We build positive, meaningful relationships within our school and the wider community.

Our school is committed to the development of lifelong learners who have the confidence and abilities necessary to face the challenges of our rapidly changing society. Our teaching staff are dedicated to the delivery of an engaging curriculum that ensures intellectual discipline and academic rigour. There is a culture of continuous improvement.

Cleveland District State High School prepares students to meet the future by promoting the all-round development of each student through the equitable provision of a wide range of academic, vocational, cultural, sporting and citizenship opportunities. Students have access to flexible pathways and are encouraged to pursue every opportunity available to them to develop as young people. The school aims to:

Develop life skills in …

- Communication
- Research
- Decision making
- Problem solving
- Critical and creative thinking
- Thinking and working collaboratively
- 21st Century technologies
- Autonomous learning

and promote …

- Respect for self, others and the environment
- International mindedness
- Cultural understanding and respect for diversity
- Knowledge of and respect for Australia’s heritage
- Individuality
- Ethical behaviour
- Self-discipline
- Personal integrity and
- Independence
Cleveland District State High School encourages our students to strive for personal excellence and to be “always worthy” in an inclusive environment where all members of the school community are welcomed.

Cleveland District State High School sets high expectations for personal achievement and behaviour. This is facilitated through:

- The implementation of the Dimensions of Learning Framework.
- The school-wide adoption of Habits of Mind.
- Strong and effective organisational leadership.
- Partnerships with parents/carers, the wider school community and other support agencies.
- A culture of continuous improvement.
- Celebrating the success of staff and students.

(Appendix 1 Behaviour Statement)

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

Cleveland District State High School has effective processes for facilitating appropriate standards of behaviour. Appropriate standards of behaviour are facilitated through:

- Clear communication of behaviour expectations for all staff, students and volunteers in the school.
- Creation of positive learning environments as articulated in the school’s Guiding Statement.
- Whole school positive preventative strategies.
- Recognition of individual circumstances and appropriate support.
- Consideration of the individual circumstances and actions of students in the context of the needs and rights of all school community members and the requirement to maintain the good order and management of the school.

Universal behaviour support

Cleveland District State High School has many proactive and preventive whole-school processes and strategies that:

- Facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
- Promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.
- Foster mutual respect.
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.
These processes and strategies include:

- Positive promotion of the school’s Guiding Statement.
- Values statement adopted by whole school and explicitly taught, modelled and reinforced.
- Promotion of a supportive environment so all members of the school community may work together in developing acceptable standards of behaviour to create a caring, productive and safe environment for learning.
- The school’s Guiding Statement is explicitly taught and displayed in classrooms (Appendix 1).
- The school Anti-harassment Policy is published in the student diary and website (Appendix 2).
- Anti-harassment lessons (including cyber bullying) and strategies for students in the event of harassment are taught as part of the curriculum.
- Stop bullying postcards targeting cyber bullying developed by the Youth Support Coordinator and School Based Police Officer are available from selected staff for student use. This can be followed up with prosecution if necessary.
- Adherence to the School Dress Code (Appendix 3).
- Compliance with the School Computer and Electronic Devices Policy (Appendix 4).
- Commitment to the Student Education Agreement (Appendix 5).
- Students are aware of the people they can see to get support.
- Early positive support sought from parents/caregivers.
- Students and parents/caregivers made aware of unacceptable behaviour and consequences.
- All appropriate behaviour support strategies applied and documented.
- Students and parents/caregivers made aware that suspension/exclusion/cancellation of enrolment is imminent.
- Positive promotion of notable achievements.
- Access program includes many aspects of social emotional well-being including targeted programs in the Junior School to improve student self-esteem, belonging and mental health as well as a reduction in harassment.
- Trained SHROs (Student Harassment Referral Officers).
- Leadership programs.
- School leaders and Year 7 and 8 Representatives.
- School Council process.
- Co-curricular activities.

Targeted Behaviour Support

Cleveland District State High School has effective classroom processes, strategies and/or programs which encourage acceptable standards of behaviour and provide educational support or intervention in responding to individual student needs. These include:

- Behaviour Management Plan flowchart (Appendix 6). Buddy System incorporating the Pink “Working it out Sheet” (Appendix 6a) and the White “Negotiated Re-entry into Class Sheet” (Appendix 6b).
• Good Standing Policy (Appendix 7).
• Lunch time, after school and Saturday morning detentions.
• Withdrawal from class or activity (e.g. optional activities such a school formal).
• Assessment Policy (Appendix 8).
• Daily attendance or behaviour tracking cards.
• Referral to Guidance Officer or other appropriate support staff.
• Help Increase the Peace Program (HIPP).
• Harassment, cyber bullying and online defamation are initially responded to with mediation, negotiation and/or education as appropriate. Disciplinary consequences are applied on an individual case by case basis (Appendices 2 & 6).
• Mediation is available to assist in solving differences of opinion or arguments as well as in cases of harassment.
• Referrals to Behaviour Support.
• “Seasons for Growth” program.
• OneSchool is used to document and track student behaviour.
• Regular Student Support Services Team (SSST) meetings.
• Work experience.
• Relationships with parents/communication.
• Individual Education Plans.
• Educational Support Plans for students in care.

**Intensive behaviour support**

Cleveland District State High School has effective intensive intervention, behaviour support processes and/or programs which use targeted approaches to curb unacceptable behaviour and support continued learning engagement.

• Individual Behaviour Management Plans.
• Student attendance and/or behaviour tracking.
• Behaviour Support teacher case managing students with challenging behaviours.
• Individual Education Plans for verified students.
• Individual Learning Plans that may include work experience and modified timetable.
• Support from External Agencies such as Child and Youth Mental Health Service, In-Sync, Boystown programs.
• Transition to work programs.
• School Based Health Nurse.
• School Based Police Office.
• Guidance Officers.

5. Emergency responses or critical incidents

**Critical Incident Definition**

A critical incident is defined as a traumatic event which does, or is likely to cause, extreme physical and/or emotional distress to staff and/or students.
and may be regarded as outside the normal range of experience of the people affected. A critical incident may take place at school or outside of school.

Examples of Critical Incidents

Examples of student centred critical incidents can include but are not limited to:

- Any fatality, near fatality or incident likely to affect seriously a number of staff and/or students.
- Suicide or attempted suicide.
- Traffic accidents involving students.
- Severe emotional trauma relating to family or friends.
- Sexual assault.
- Assault or threats of violence.
- Incidents in which sights, sounds, or smells are distressing.
- Bomb threat or explosion.
- Fire.
- Death or serious injury to teaching staff and students.
- Natural disasters (floods, bush fires, cyclones).

Critical Incident Team

Create a clear understanding of the known facts

Before next of kin/family is contacted, the coordinating team will ensure that it establishes the facts so that it has accurate and up to date information about what happened and about the current situation. This may involve seeking out a number of different sources of information such as the hospital, friends of the student, and police but will occur as quickly as possible so that the family is notified early.

What do we aim to do in a Critical Incident?

1. Provide support to address immediate practical tasks and facilitate family, friends and loved ones.
2. Focus should also be on supporting the student population.
3. Establish levels of order and control as appropriate in what others may perceive as chaotic situations.
4. Recognise our own limitations and boundaries.
5. Recognise the limitations and boundaries of other staff we work with.
6. Acknowledge that staff providing basic support in a critical incident may have to accept and tolerate high levels of distress in victim’s survivors and bystanders.
7. Seek guidance, assistance and make referral to experienced members, or more specialist staff specifically trained in areas of critical incident management.
8. After every major incident staff should be involved in operational reviews, list major learning points and make recommendations for effecting improved services in future.

Coordinating Team

The staff member receiving the news will immediately contact the Team Leader or other member of the team who will ensure the team leader is aware of the incident.

A coordinating team of staff needs to be established. This team will meet regularly throughout the period of response to ensure that all members of the team have up to date information about the situation, understand their respective roles and responsibilities and have the opportunity to debrief and provide each other with support on an ongoing basis.

Critical Incident Team Leader - Paul Bancroft (Principal)

Team Members as appropriate to each incident
- Guidance Officer 3824 9210
- Head of Student Support Services 3824 9283
- Chaplain 3824 9239
- School Based Police Officer 3824 9229
- School Based Nurse 3824 9253

Relevant Year Level Deputy Principals
- Grant Mitchell 38249268
- Robyn Przewloka 38249207
- Tracey Hopper 38249205
- Sam Porteous 38249206
- Shane Mason 38249275
- Karen Abraham 38249245

For incidents involving international students
- Jan Laing (ISP Coordinator) 38249273
- Grant Mitchell (Deputy Principal) 38249268
Critical Incident Flowchart

(Adapted from “Critical Incidents in Schools” – Department of Education 1996)

Critical Incident affecting School

Principal
• Contacts Emergency Services immediately, if required.
• Activates School Management Plan for Critical Incidents
• Contacts the office of RED.
• In consultation with the RED, determines whether the school has the appropriate resources to manage effectively the incident and aftermath.

If incident is beyond school’s resources

Regional Office
• RED or Regional Office representative contacts member of Regional Critical Incident Management Team.
• RED contacts Principal to determine the nature and level of support required.
• Contact Corporate Communications & Marketing.

Note: Regional Office to ensure DDG has been briefed on incident.

If incident is within school’s resources

School
• Continues to implement Management Plan for Critical Incidents.

Regional Office
• Provide advice/consultation
• Organise allocation of appropriate support personnel to school, (eg. Guidance Officers, Psychologist, Employee Advisor, additional staff).
• Provide initial counselling/defusing support.
• Organise Facilities and HR solutions.
• If required, organise involvement of external agencies.
• Ensure support is provided also for School Management Team and other support personnel.

School Management Team
• Continues monitoring and support throughout management of incident and in the days/weeks/months following to ensure needs of those affected by the incident are being met and school returns to normal routine as soon as possible.
Severe Problem Behaviour Definition

Severe Problem Behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

An emergency situation is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

Basic Defusing Strategies

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

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

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

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

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

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

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

Appropriate physical intervention may be used to ensure that Cleveland District State High School’s duty of care to protect students and staff from foreseeable risks of injury is met.
Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment.
- Physical intervention must not be used when a less severe response can effectively resolve the situation.
- The underlying function of the behaviour.

Physical intervention is not to be used (except as may be considered corrective touching) as a response to:

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

Any physical intervention made must:

- Be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident,
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention should be formally documented through OneSchool and brought to the attention of the Principal.

6. Consequences for unacceptable behaviour

Types of Unacceptable Behaviour and Disciplinary Action

Unacceptable behaviour has been categorised into four (4) areas and the disciplinary response indicated as six (6) steps of action as outlined below.

These steps can be seen in Appendix 6.

Unacceptable Behaviour

These Scenarios and responses may vary with specific circumstances:
1. **Continual disobedience which is not disruptive to the class.**

   *For example:* swinging on chair, lack of industry, failure to bring required equipment to class, failure to complete work in class etc.

   **Response Level:**
   Step 1 → Step 2 → Step 3 → Step 4 → Step 5 → Step 6

2. **Continual disobedience which causes disturbance to the class.**

   *For example:* excessive talking, whistling, wandering around the room, throwing missiles, creating a disturbance which interferes with the learning process, insolence towards teacher, aggressive behaviour, use of inappropriate language etc.

   **Response Level:**
   Step 1 → Step 2 → Step 3 → Step 4 → Step 5 → Step 6

3. **Unacceptable behaviour of a serious nature**

   *For example:* vandalism, refusal to follow reasonable directions, unsafe workplace practices, cyber bullying, breach of the Computer and Electronic Devices Policy (Appendix 4) etc.

   **Response Level:**
   Step 4 → Step 5 → Step 6.

4. **Unacceptable behaviour of a very serious nature**

   Any student displaying gross misconduct or wilful disobedience should be sent with a note to the appropriate Deputy Principal or Principal.

   *For example:* Offences of a sexual or moral nature, possession of tobacco/drugs, smoking, theft of a serious nature, assault, swearing at a teacher, vandalism, cyber bullying, breach of the Electronic Devices Policy (Appendix 4), producing a weapon, refusal to follow a HOD or Deputy or Principal's direction etc.

   **Response level:**
   Step 5 or 6

   Students may receive appropriate disciplinary consequences which may include natural consequences, behavioural education, detentions, tracking, monitoring, parent interviews, withdrawal, suspensions, exclusion or other consequences as appropriate.
Students in the Compulsory Participation Phase (completed Year 10 or over 16 years of age) can have their enrolment cancelled if they fail to participate in the program of instruction.

There is an expectation that each person in the chain of steps will endeavour to resolve the problem before referring it on to the next step.

There are a range of consequences that can be put in place for unacceptable behaviour including detentions, suspensions, behaviour improvement conditions and exclusion. School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses. The Education & General Provisions Act 2006 (EGPA) states the following:

**Detentions** – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school or on a Saturday morning, a parent must be informed at least 24 hours prior.

**Suspension** – a principal may suspend a student from the school under the following circumstances:

- disobedience by the student
- misconduct by the student
- other conduct that is prejudicial to the good order and management of the following school.

**Behaviour Improvement Conditions** – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.

**Principal’s Power to Exclude** – The principal of a State school at which a student is enrolled may, exclude the student from the school if the principal is satisfied that grounds for Exclusion exist. The principal may, at any time before or after the student is excluded from the school, also recommend to the principal’s supervisor that the student be excluded from certain other State Schools.

**Grounds for Exclusion by Principal** - each of the following is a ground for excluding a student from a State school at which the student is enrolled:

- disobedience by the student;
- misconduct of the student;
other conduct of the student that is prejudicial to the good order and management of the school; if the disobedience, misconduct or other conduct is so serious that suspension of the student from the school is inadequate to deal with the behaviour.

Also, a student may be excluded from a State school at which the student is enrolled because of the student's contravention of a behaviour improvement condition, for the student's challenging behaviour, that has been imposed or agreed to under the conditions of the Act.

7. Network of student support

A team approach for the support of students includes the involvement of school administrators, staff, students, parents, members of the wider community and personnel from other agencies.

School and District Based Support

- The administration team consists of Principal and six Deputy Principals who oversee each of the year levels 7–12
- Heads of Department
- Guidance Officers
- Head of Special Education Services
- Behaviour Support staff
- Literacy and Numeracy Support Teachers (STLaNs)
- Special Education Teachers and Student Learning Advocates/Teacher Aides
- Indigenous Student Learning Advocates/Teacher Aides
- School Nurse
- School Based Police Officer
- Community Sport and Recreational Liaison Officer
- Harassment Referral Officers
- Advisory Visiting Teachers
- Senior Guidance Officers
- Speech and occupational therapists
- Physiotherapists etc.

Community Based Support

- Child and Youth Mental Health Service
- Department of Child Safety
- Child Protection and Investigation Unit
- Disability Employment Services
- Horizons
- Boys' Town
- In-Sync
- Titans Indigenous Girls' Academy
- Health professionals eg psychologists and counsellors etc.
- Indigenous support services such as Yulu Burri Ba, Kummara, Cooee Elders, Trackers, Gallang Place
8. Consideration of Individual Circumstances

Cleveland District State High School does not believe in mandatory sentencing and each situation is considered individually. Responses to inappropriate behaviour consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members. Collaborative decision making is employed as a matter of course.

9. Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

- National Safe Schools Framework
  

- National Framework for Values Education in Australian Schools
• Bullying. No Way! (www.bullyingnoway.gov.au)

• Code of Conduct for School Students Travelling on Buses
  (www.tmr.qld.gov.au/buscode)

_Endorsement_

__________________  ____________________  ____________________
Principal

__________________
Chair, School Council

Date effective: from February 2014. Reviewed annually.
Appendix 1

At Cleveland High we
Include and accept others
Create imagine, inspire, innovate
Achieve our personal best
Respect each other and our world
Enjoy learning and find humour
in Safe and supportive environments
Cleveland District State High School is committed to providing a safe, supportive environment where cultural understanding is fostered and individual differences are respected.

The school strives to work with students, teachers and the community to raise awareness, encourage reporting, and prevent bullying and harassment and to promote the values of acceptance and respect as well as the valuing of difference and diversity. All people entering our school have a right to feel safe and freely express themselves without fear of harassment or bullying.

**Bullying** – repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

**Cyber Bullying** – refers to bullying that is carried out through information and communication technologies. Examples of cyber bullying behaviour are: teasing and being made fun of; spreading rumours online; sending unwanted messages; and defamation.

**Harassment** – is behaviour that targets an individual or group due to their: Identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability and/or disability. It offends, humiliates, intimidates or creates a hostile environment.

**Student Responsibilities**

- Show respect for all members of the school community.
- Speak out against bullying and harassment and report it when they see it. Report if you are bullied or harassed.
- Support students who are bullied or harassed.
- Support the Student Council to assist with anti-bullying suggestions.
Are you being harassed?
There IS something you can do about it …

What can I do about Bullying and Harassment?

You have to decide what you want to do. Here are some courses of action you can take:

- Tell the person (or people) bullying or harassing you that you don’t like it and that you want it to stop.
- Talk it over with friends or parents.
- See one of the Student Harassment Referral Officers or School Referral Officers who will advise you on courses of action in confidence.
- Ask for help from your home group teacher, Year Coordinator or any other teacher you feel comfortable with.
- Talk with the Youth Support Coordinator, Chaplains, School Based Youth Health Nurse, Police Officer or Guidance Officer.
- See a member of the Administration.
- Call Kids Help Line.

What will happen if I go to one of the Referral Officers?

- The teacher will listen to you sympathetically and keep what you say private.
- Together, you will work out the best way to handle the situation.
- If you decide not to go any further, this is all right.
- If you decide that you want more to be done about it, this is also alright and the Referral Officer will advise and support you on courses of action.

If you are not being harassed but are aware of other students who have problems in this area do something about it. Speak to the harasser but do not threaten them. Report it to a teacher or other staff member. If we all work together on this problem, we will have a better and happier school.

Referral Officers

The following teachers are Referral Officers who will help you should you wish to discuss harassment:

Mrs Pohlner  Student Support Unit
Ms Ingram   Student Support Unit
Deputy Principal  Administration
Mrs Thomas  Guidance Office
Ms Zietsch   Student Support Unit
Mrs Ryan   Administration
Appendix 3

Cleveland District State High School
School Dress Code

Under the Education (General Provisions) Act 2006 Guidelines for a school Dress Code are specified in Chapter 12, Section 360. Penalties for non-compliance are specified in section 361.

The Cleveland District State High School community has determined that students at this school will wear a school uniform. Uniform is an important factor in developing positive school tone and pride in the school and it is expected that parents will support the uniform policy by ensuring that students arrive at school in full school uniform each day. It is a condition of enrolment that students wear the uniform.

Senior School (Years 10, 11 and 12)

Boys – Day/Formal Wear
- Striped shirt with Cleveland District SHS embroidered on pocket. Shirt is to be worn tucked in.
- College grey shorts with flex waist. Shorts can be worn with or without a plain black belt.
- School tie.
- Calf length grey socks with two maroon stripes.
- Black, fully enclosed, leather, lace up, polished shoes.

Girls – Day/Formal Wear
- Striped shirt with Cleveland District SHS embroidered on pocket.
- Maroon skirt or culottes.
- School tie.
- Calf length white socks.
- Black fully enclosed, leather, lace up, polished shoes.

Junior School (Years 7, 8 and 9)

Boys – Day/Formal Wear
- Maroon school polo shirt. This shirt may be worn out.
- College grey shorts with flex waist. Shorts can be worn with or without a plain black belt.
- Calf length grey socks with two maroon stripes.
- Black fully enclosed, leather, lace up, polished shoes or joggers.
Girls – Day/Formal Wear
- Maroon school polo shirt. This shirt may be worn out.
- Maroon skirt or culottes.
- Calf length white socks.
- Black, fully enclosed, leather, lace up polished shoes or joggers.

Cool weather options (all year levels)
- Maroon V neck pullover.
- Maroon knitted jumper with Cleveland emblem in panel on front.
- Plain black full length dress trousers (no cuffs, skin tight legs or flairs) worn with a plain black belt.
- Full Cleveland High School tracksuit with emblem on front panel may be worn as part of the Sports uniform only on days of sport or HPE.
- Cleveland High School tracksuit jacket with emblem on front panel worn with black dress pants.

Sports Uniform (all year levels)
- Maroon shirt with Cleveland in panel on front.
- Maroon school sports shorts.
- Maroon school sports hat, cap or school bucket hat.
- Black, fully enclosed, leather, lace up joggers.

Day/Formal Wear is worn on most school days. Year 7 students may wear their sports uniform to school on Fridays, Years 8 and 9 on Tuesdays and Years 10, 11 and 12 on Wednesdays.

Our school is considered a workplace for staff and students and Education Queensland health and safety requirements must be followed.

Shoes
The only acceptable shoes are black (no coloured emblems, stripes, laces etc), fully enclosed, leather, lace up, polished shoes. All shoes must comply with workplace health and safety standards and under NO circumstances are students to wear shoes with zips, slip-on ballet style shoes or boots.

Jewellery
Students may only wear a wristwatch, one pair of small plain silver or gold matching studs in the lower lobe of the ear or sleepers and a medical bracelet or disc if required. All other jewellery breaches workplace health and safety requirements and is not to be worn to school. Pegs, stretchers, oversize or dangling earrings etc are not permitted and will be confiscated if worn to school. These will need to be collected from the office by a parent.
Visible piercings
Other than one pair of small plain earrings in the lower lobe of the ear, visible piercings are not permitted. Student with other piercings such as nose, lip, tongue, eyebrow, additional ear piercings, pegs etc will be required to remove them before coming to school. If students arrive at school with visible piercings, they will be asked to remove them and the object will be confiscated. If the piercing cannot be removed, the student will be sent home until the object is removed.

Hair and Makeup
Makeup is not to be worn. Hair that touches or is below the collar must be tied back at all times. Students are expected to have a uniform length haircut that is worn neatly (brushed). Extremes of hairstyle such as ridges, shaved styles, dreadlocks, spikes etc, are not acceptable. Hair must be of a natural colour. Facial hair is not permitted and all boys are expected to shave regularly.

Tattoos
Parents of students with visible tattoos must meet with the Principal to discuss suitable ways to cover the tattoo before the student can be admitted to any classes.

Students are subject to school rules of behaviour (and appropriate action for misbehaviour) from the time they leave home for school until they arrive home from school.

*Every child who misbehaves in school uniform lowers the image of our school and reduces the future prospects of your child*

Our students’ behaviour in public reflects their own self-respect, their regard for the school community and our values as well as their regard for the needs and rights of others.

We require that the uniform, both clothing and grooming, be of a high standard. The school requests parental support in this matter and asks parents to stress the importance of personal appearance.

Cleveland District State High School Uniform Shop
Phone: 3824 9214
Please check the school website for opening hours.
Appendix 4

Computer Code of Conduct

Cleveland District State High School has an extensive network of computer equipment including student laptops, school owned laptops, desktop computers, data projectors, interactive white boards, printers, scanners and video conferencing equipment.

Students have certain rights and responsibilities in relation to the use and care of this equipment. A high standard of behaviour and cooperation is expected at all times. Students must understand that the computer network is a shared resource that contains information belonging not only to them but also to other students, teachers and clerical staff.

Much of the data on the system is vital for the operation of the school and students must not do anything that would place the data at risk.

At all times students will act in line with the requirements of the School's Responsible Behaviour Plan for Students as outlined in Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems.

You must not allow anyone else to use the Laptop for their own purposes, including family members and friends.

You must not tell anyone else your account name and password. You can only have and use the Laptop at the School and at home. Upon request, the School may give written approval for the Laptop to be used in other places.

What is acceptable/appropriate use/behaviour by a student?

It is acceptable for students to use school computers and network infrastructure for:

- assigned class work and assignments set by teachers;
- 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 with other students, teachers, parents or experts in relation to school work;
- accessing online references such as dictionaries, encyclopaedias, etc;
- researching and learning through the Department’s e-learning environment.
What is unacceptable/inappropriate use/behaviour by a student?

It is unacceptable for students to:

- use the IT resources in an unlawful manner;
- download, distribute or publish offensive messages or pictures;
- insult, harass or attack others or use obscene or abusive language;
- wasting printing and internet resources;
- damage computers, printers or the network equipment;
- commit plagiarism or violate copyright laws;
- use unsupervised internet chat;
- use online email services (e.g. hotmail), send chain letters or spam e-mail (junk mail) and
- knowingly download viruses or any other programs capable of breaching the Department’s networks security.

Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Cleveland District State High school has established the following Acceptable Use Policy for mobile phones and electronic equipment that provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones and electronic equipment during school hours.

Cleveland District State High School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

It is at the individual teacher’s discretion how and when a student owned electronic device would be used within their classroom. A student not following the teacher’s directions about appropriate use within their classroom may be required to hand the device to the teacher for later collection from the office by a parent.

Acceptable Uses

- Mobile phones should be switched off and kept out of sight during classes, where these devices are not being used in a teacher directed activity to enhance learning.
While on school premises, students should use soundless features such as text messaging, answering services, call diversion and vibration alert to receive important calls.

**Unacceptable Uses**

- Unless express permission is granted, mobile phones/electronic equipment should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during school lessons and other educational activities, such as assemblies. Students should only use their mobile phones/electronic device before or after school or during recess and lunch breaks.

- Using mobile phones/electronic equipment to bully and threaten other students is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour.

- It is forbidden for students to “gang up” on another student and use their mobile phones/electronic equipment to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones/electronic equipment to photograph or film any student without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.

- No images or videos of students or teaching staff may be taken without permission or uploaded to any social networking or media sharing site without the written permission from the school Principal.

- Posting comments, photographs or other material which brings the school into disrepute.

**Student**

I understand:

- the responsibility and behaviour requirements (as outlined by the school) that come with accessing the school's ICT network facilities;
- I must report and discontinue access to harmful information if presented via the internet or e-mail;
- it is unacceptable to use a mobile device to take photo or video of students without the permission of the student and/or a teacher.

I am aware that:

- access to ICT facilities provides valuable learning experiences for students and supports the school's teaching and learning programs and should be used appropriately by students as outlined in the Code of School Behaviour;
- the Principal may determine that student privately owned devices may not be used at the school;
• students who use a school’s ICT facilities in a manner which is not appropriate may be subject to disciplinary action by the school, including restricting network access;
• teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Student’s name _______________  Home Group ______________________

Student’s signature ____________  Date ___________________________

Parent/Carer

I understand that the Internet can provide students with valuable learning experiences. I also understand that it gives access to information on computers around the world; that the school cannot control what is on those computers; and that a very small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend finally upon responsible use by students. I also accept that teachers have access to the contents of any portable storage devices that a student connects to the network.

I understand that the upload of photos or video of students or teachers in this school to any video sharing or social media site without the written permission of the Principal may be subject to disciplinary action by the school.

I believe _________________________________ (Name of student) understands this responsibility, and I hereby give my permission for him/her to access the Internet under the school rules. I understand that students breaking these rules will be subject to appropriate action by the school. This may include loss of Internet access for some time.

Parent or carer’s name ____________________________________________

Parent or carer’s signature ___________________  Date __________________
Education Agreement for Students in Years 7, 8 & 9

I ______________________________________(student) wish to enrol at Cleveland District State High School from ______________________________________________ (previous school).

I recognise that the conditions of enrolment are as follows and I will:

- Obey all school rules/policies as outlined in the school prospectus, School Behaviour Management Plan, homework diary and from time to time other school documentation.
- Wear appropriate school dress as per the school prospectus.
- Be in fulltime attendance unless absence is approved by a member of the school administration team.
- Work to the best of my ability.
- Attend for the entire school day
- Behave in a manner that does not – interfere with the rights of others to learn, – threaten the safety of any other students.

I accept that after school detention is an integral part of the school’s behaviour management plan and may be applied at the discretion of the teaching staff. I recognise that failure to keep the conditions of this agreement may place my enrolment at risk.

Student’s Signature: ___________________________ Date: ____________

As parent/guardian, I undertake to support the school in ensuring that my son/daughter fulfils the above conditions to the best of his/her ability.

Parent’s/Guardian’s Signature: ___________________________ Date: ____________
As members of the staff of Cleveland District State High School, we will endeavour to provide a school in which:

1. The atmosphere is supportive of all students desirous of attaining their full potential.

2. There is a range of courses that will allow students to receive a broad general education with some specialisation.

3. Advice on educational matters is provided to assist students to make decisions about their educational futures.

4. There are opportunities through co-curricular activities and personal development programs to prepare students for citizenship.

**Member of Administration’s Signature:**__________  **Date:**__________
Section A: Student

I ______________________________ fully understand that as a member of the Senior school, I have completed the compulsory stage of my education. Further secondary education will be provided for me by Cleveland District State High School upon my acceptance of and adherence to the rules and conditions set by Education Queensland, the Board of Senior Secondary School Studies and this school.

As a Senior student of Cleveland District State High School, I will aim to bring credit to myself and my school in all that I say and do and provide a positive role model for all other students. I will be guided in this by the School Code of Behaviour. In particular, I will try to uphold the high standards this school seeks in work habits, behaviour and dress and appearance.

I agree to:

1. conduct myself in all classes in such a way as to ensure my progress and not hinder the progress of my fellow students;

2. complete, by the due date, all classwork, homework, assignments, field reports, oral reports and tests required for valid assessment of any program of study;

3. attend classes punctually on a full time basis and present written documentation for any absences I may have. I recognise that approval for absence must be endorsed by a member of the school administrative team;

4. be familiar with the school examination and assignment policy as outlined in the student diary;

5. wear the appropriate school uniform at all times and

6. behave appropriately at all times whilst wearing the school uniform.

I understand that if I fail to meet these commitments, my enrolment at Cleveland District State High School may be at risk.

Student’s Signature: _______________________________ Date: _______
Section B: Parent / Guardian

As parent / guardian, I undertake to support the school in ensuring that my son / daughter fulfils the above conditions to the best of his / her ability.

Parent’s / Guardian’s name: ____________________________

Parent’s / Guardian’s signature: ____________________________

Date: ____________________________

Section C: Staff

As members of the staff of Cleveland District State High School, we will endeavour to provide a school in which:

1. the atmosphere is supportive of all students desirous of attaining their full potential;

2. there is a range of courses which will allow students to receive a broad general education with some specialisation;

3. advice on educational matters is provided to assist students to make decisions about their educational futures;

4. there are opportunities through co-curricular activities and personal development programs to prepare students for citizenship.

Member of Administration’s Signature: ____________________________

Date: ____________________________
Appendix 6

Procedures for Behaviour Management

The following flow chart shows the steps that will be followed by teachers when dealing with behaviour which causes disturbance in the classroom. All students are responsible for their own behaviour and each step of this procedure supports students who take responsibility for their own actions and make cooperative efforts to create a positive learning environment.

Student Behaviour Management Flow Chart
Inappropriate behaviour in the classroom

Step 1        Proactive strategies implemented. Teacher deals with issue.

Repeated Disturbance

Step 2        Student sent to Buddy Teacher for that lesson only. Behaviour record completed. Student completes Working it Out sheet to reach solution with teacher–signed by parent. Student behaviour is monitored by subject teacher (using agreed goals of behaviour) for the next five lessons – signed by parent.

Repeated Disturbance

Step 3        Student sent to Buddy Teacher for that lesson and three (3) more subject lessons. Behaviour record completed. Letter forwarded to parent/guardian, signed by teacher and HOD. Students completes a Negotiated Re-entry to Class sheet – signed by teacher, student, HOD, parent and a copy forwarded to the Deputy Principal.

Repeated Disturbance

Step 4        Student sent to HOD for that lesson and three (3) more subject lessons with Buddy Teacher or until parent interview. Behaviour Record completed. Letter forwarded to parent/guardian signed by HOD and Deputy Principal requesting parent interview with teacher, HOD and/or Deputy Principal prior to return to subject class.

Repeated Disturbance

Step 5        Administration action including: Withdrawal from classes, suspension etc. Parent/Guardian interview conducted before readmission to all classes.

Repeated Disturbance

Step 6        Student suspended with recommendation for exclusion (Years 7, 8, 9 and 10) or Cancellation of Enrolment (Years 11 and 12).

It is envisaged that each person in the chain of steps will endeavour to resolve the problem before referring it on to the next step.
Student Behaviour Management Flow Chart

The following flow chart shows the steps that will be followed by teachers when dealing with behaviour which causes disturbance outside of the classroom. This may include before and after school, lunch breaks, moving between lessons and excursions.

Inappropriate behaviour outside of the classroom

- Minor Incident
  - Proactive strategies - Teacher deals with behaviour and issues appropriate consequence.

- Major Incident
  - Administration action including: lunchtime detention, litter duty, afterschool detention, Monday detention, suspension etc.

Repeated disturbance or noncompliance
## Management of Minor Disciplinary Matters*

By Teachers/Heads of Departments/Year Coordinators/Behaviour Management Staff/Deputy Principals/Principal

### Behaviour

| Minor disruptive behaviour | Range of teacher proactive and reactive strategies in the first instance  
| Referral to Buddy Room during class |

<table>
<thead>
<tr>
<th>Minor misconduct and/or disobedience, including but not limited to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Failure to complete homework</td>
</tr>
<tr>
<td>- Late to class</td>
</tr>
<tr>
<td>- Truancy</td>
</tr>
<tr>
<td>- Littering</td>
</tr>
<tr>
<td>- Swearing</td>
</tr>
<tr>
<td>- Unsafe behaviour (minor)</td>
</tr>
<tr>
<td>- Disruption to class</td>
</tr>
<tr>
<td>- Noncompliance with dress code</td>
</tr>
</tbody>
</table>

### Possible Consequence

<table>
<thead>
<tr>
<th>Lunch detention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Litter duty</td>
</tr>
</tbody>
</table>

**School detention**

The Principal of, or a teacher at a school may detain the student as punishment for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline for:

- 20 minutes during the school lunch recess; or
- One-half hour after the school program for the day is finished
- Saturday morning detention

If the detention is imposed after school or Saturday morning, the school must inform the parent of the proposed period of detention 24 hours before it is imposed.
Management of Major Disciplinary Matters*
by Deputy Principals/Principal

Suspension

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Outcome**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disobedience, misconduct or other conduct prejudicial to the good order and management of the school, including but not limited to:</td>
<td>Suspension of 1-5 days or 6-20 days.</td>
</tr>
<tr>
<td>• Refusing to follow reasonable teacher instructions</td>
<td>While this outcome may not be given in all cases, it is the likely outcome for</td>
</tr>
<tr>
<td>• Failure to attend lunch or after school detention</td>
<td>the behaviours indicated.</td>
</tr>
<tr>
<td>• Failure to report to a buddy room/withdrawal room or office as directed</td>
<td></td>
</tr>
<tr>
<td>• Persistent or significant disruptive behaviour</td>
<td></td>
</tr>
<tr>
<td>• Repeated truancy from school and/or class</td>
<td></td>
</tr>
<tr>
<td>• Acts of physical aggression/intimidation</td>
<td></td>
</tr>
<tr>
<td>• Fighting</td>
<td></td>
</tr>
<tr>
<td>• Verbal abuse of any member of the school community</td>
<td></td>
</tr>
<tr>
<td>• Unsafe behaviour including throwing objects, inappropriate using objects and property</td>
<td></td>
</tr>
<tr>
<td>• Minor cases of inappropriate use, possession or supply of intoxicating substances and/or utensils (including but not limited to</td>
<td></td>
</tr>
<tr>
<td>illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication etc.) (6-20)</td>
<td></td>
</tr>
<tr>
<td>• Smoking cigarettes/tobacco or being in possession of lighters, cigarettes or tobacco (Second or subsequent offences 6-20)</td>
<td></td>
</tr>
<tr>
<td>• Possession or sharing of pornographic material (6-20)</td>
<td></td>
</tr>
<tr>
<td>• Possession of certain inappropriate items or weapons (including but not limited to knives, sharp objects, knuckle dusters,</td>
<td></td>
</tr>
<tr>
<td>sling shots, replica firearms or thereof, fire crackers or other explosives, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Publication or posting of recorded sound or video of Cleveland District SHS students contrary to the school’s Electronic Devices</td>
<td></td>
</tr>
<tr>
<td>Policy that brings the school into disrepute</td>
<td></td>
</tr>
<tr>
<td>• Posting comments, photographs or other material which brings the school into disrepute.</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate behaviour in the community while wearing school uniform</td>
<td></td>
</tr>
<tr>
<td>• Failure to comply with the School’s Computer and Electronic Devices Policy</td>
<td></td>
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</tbody>
</table>
**Exclusion**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious disobedience, misconduct or other conduct prejudicial to the good order and management of the school, including but not limited to:</td>
<td>Exclusion</td>
</tr>
<tr>
<td>• Behaviour that poses an unacceptable risk to the safety or wellbeing of students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school events/activities, use of internet or electronic media/devices to abuse or denigrate)</td>
<td>While this outcome may not be given in all cases, it is the possible outcome for the behaviours indicated left.</td>
</tr>
<tr>
<td>• Assault or behaviour causing injury to any staff member</td>
<td></td>
</tr>
<tr>
<td>• Behaviour that interferes with the property of the school or on school premises or at school events/activities (including but not limited to vandalism, graffiti, wilful damage, theft, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Possession of certain inappropriate items or weapons (including but not limited to knives, sharp objects, knuck dusters, sling shots, firearms or replicas thereof, fire crackers or other explosives, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Serious cases of inappropriate use, possession, supply of intoxicating substances and/or related implements (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication etc.)</td>
<td></td>
</tr>
<tr>
<td>• Misconduct/disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school's Behaviour Plan)</td>
<td></td>
</tr>
<tr>
<td>• Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school</td>
<td></td>
</tr>
<tr>
<td>• Publication or posting of recorded sound or video of Cleveland District SHS students contrary to the school's Electronic Devices Policy that brings the school into disrepute</td>
<td></td>
</tr>
<tr>
<td>• Posting comments, photographs or other material which brings the school into disrepute.</td>
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</tbody>
</table>
Cancellation (Students 16 years of age or older/completed Year 10 only)

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusal to participate in the education program provided at the school</td>
<td>Cancellation of Enrolment</td>
</tr>
</tbody>
</table>

*Minor disciplinary matters* means disobedience or misconduct of a less significant nature, which can be dealt with by teachers, Heads of Department, Year Coordinators, Behaviour Management Staff, Deputy Principals or the Principal.

*Major disciplinary matters* means disobedience, misconduct or other conduct prejudicial to the good order and management of the school of a more significant nature, which can only be dealt with by Deputy Principals and the Principal.

**Possible outcome** means the likely outcome for an identified misbehaviour. It does not mean that this outcome will result in all cases. Ultimately the severity of disciplinary outcomes is determined by the School Principal based on an assessment of the totality of the alleged misbehaviour, the consequences of the misbehaviour and the student’s personal circumstances (including their behavioural history).
Appendix 6B

Cleveland District State High School

Working It Out Sheet

Name:___________________________  H/GROUP:_________  Date:___________

Sent from (Teacher)____________________________Time departed___________

Time to return to teacher__________ Place to return to teacher ______________

Sent to (Teacher)_____________________Room_________Time arrived__________

What were the reasons I was sent from class?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What reasons did I have for doing these things?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
These actions were against the following rules / rights / responsibilities.

Please tick the one/s that apply:

- Be on time
- Come ready to learn
- Respect their own and others’ rights to learn
- Work at learning
- Ask for help

Other: ______________________________________________________________

To be accepted back into class I promise:

1. _________________________________________________________________
   ___________________________________________________________________

2. __________________________________________________________________
   __________________________________________________________________

3. __________________________________________________________________
   __________________________________________________________________

4. __________________________________________________________________
   __________________________________________________________________
<table>
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<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Targeted Behaviour</th>
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<tbody>
<tr>
<td>(as above)</td>
</tr>
<tr>
<td>1.</td>
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<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<table>
<thead>
<tr>
<th>Parent’s Signature</th>
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<td></td>
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</tbody>
</table>

I am aware of further consequences if I/we cannot “work it out”. I acknowledge my responsibilities outlined above and will endeavour with the help of my teacher to “get it right”.

Student Signature: ________________________________

Teacher Signature: ________________________________
Cleveland District State High School

Negotiated Re-entry into Class Sheet

Name: ____________________________________ H/Group: _______________

Date: _____________________________

Sent from (Teacher) ___________________________ Time departed ________

Sent to (Teacher) _____________________________ Time arrived _________

This is a written agreement between me _________________________________
and _____________________________________ (teacher). It has been written

to help me be a more successful student and to protect the rights of others e.g. the
right of other students to learn and teacher's right to teach.

I was withdrawn from my subject class because:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My behaviour broke the following school rules:

________________________________________________________________________

To be accepted back into the classroom I will need to change my behaviour in the
following ways:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________
If this agreement is broken the incident will be reported to Administration and my placement at Cleveland District State High School will be reviewed.

Student’s signature.................................................................. Date...........................

Teacher’s signature..................................................................... Date...........................

Head of Department's signature............................................... Date...........................
### Negotiated Re-Entry into Classroom Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Behaviour (from reverse side)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent’s signature</th>
<th></th>
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</thead>
</table>

I am aware of the consequences if I breach the Negotiated Re-entry into Class Sheet. I acknowledge my responsibilities outlined above and will endeavour with the help of my teacher to “get it right”.

Student’s Signature: _________________________________

Teacher’s Signature: ________________________________
Attend Classes … Be Punctual … Participate in Class … Complete Work/Assessment

Rationale

The major focus of students at school should be on their program of studies. This is not only the belief of our school community and the local community but also of Education Queensland. The aim of Senior students is to graduate as lifelong learners who have the necessary skills to participate in full-time study, full-time work or a combination of both. As students progress through high school, they need to take increased responsibility for their own learning. This requires the development of qualities such as a work ethic, punctuality, self-discipline and a commitment to the rights and responsibilities of others and themselves.

Guidelines

All Senior students will commence their program of studies with “Good Standing”. “Good Standing” requires:

- Satisfactory attendance and punctuality
- Satisfactory participation in the subject, appropriate behaviour and assessment completion.

Total loss of “Good Standing” (Phase 3) will result in the re-negotiation of the student’s program/Senior Education Training (SET) Plan and the subject not being rated for the semester. It may also result in the cancellation of enrolment.

Attendance and Punctuality

Absence is defined as any non-attendance for a class when the normal timetable is in operation. This includes absence from school, lateness to class and known absences. These known absences need to be discussed with the class teacher in advance. A genuine attempt needs to be made to catch up with work missed to the satisfaction of the classroom teacher for absences not to affect a student’s “Good Standing”. Known absences include:

- Excursions
- Instrumental Music
- University Courses
- Camps
- Industry placement
- TAFE

Appendix 7
Good Standing Policy Senior Students

Always Worthy
Minimum Requirements:
According to Qld Studies Authority (QSA) guidelines, a minimum attendance of 80% is required for a student to meet course requirements. The maximum absence allowable is 15 periods per subject per semester for a student who wishes to be eligible for credit in any subject.

“Good standing” in a subject is totally withdrawn when a student reaches 15 periods absent with no attempt to catch up unless the school has been notified and the absence is explained. The student would still be expected to catch up on return to school unless Special Consideration is granted under certain circumstances. (Refer to the Special Consideration Procedures in the Student Diary for more details).

Participation:
Participation generally involves:
- Completing all assessment items by the due date including drafts.
- Attempting set work or homework.
- Bringing the appropriate equipment to class.
- Presenting/completing/producing work in class.
“Good Standing” Flow Chart

Phase 1: Absence/Non-Participation of 6 Periods/Failure to attend detentions
The subject Teacher informs the student that he/she is on Phase 1 and the following consequences apply:
1. The Phase 1 letter will be sent to parents/guardians
2. A copy will be forwarded to the relevant DP

Phase 2: Absence/Non-Participation of 12 Periods/Failure to attend detentions
The HOD informs the student that he/she has moved to Phase 2 and the following consequences apply:
1. The Phase 2 letter will be sent to parents/guardians and parents/guardians contacted by phone
2. A copy will be forwarded to the relevant DP
3. The student will attend a detention with the HOD of appropriate duration to complete work. This will be Mondays for Years 11 and 12 and after school/lunchtimes for Year 10.

Phase 3: Absence/Non-Participation of 15 periods/Failure to attend detentions
The DP informs the student that he/she has moved to Phase 3 with the following consequences:
1. The student is withdrawn from the subject until an interview with the parents/guardians
2. The DP contacts the parents/guardians via the Phase 3 letter
3. The DP consults all relevant teachers to gather information on the student
4. The interview is conducted with the DP, student and parents/guardians.
5. The purpose of the interview is to re-negotiate the student’s program/SET plan

Non-attendance at Detentions
A student who fails to complete detentions will further lose further Good Standing and move to the next phase. This also includes non-attendance for detentions given for the non-submission of drafts.
**Appendix 8**

**Cleveland District State High School**

**Assessment Policy**

**General Comments** - Assessment is a mandatory part of all curricula/work programs.

**Non-submission** - If assessment is not completed, students will not be able to be rated unless Extenuating Circumstances/Special Provision procedures have been followed. This has serious consequences for students. According to Queensland Studies Authority (QSA) requirements, students will not receive an E rating for a non-submitted assessment item but will be considered to have not studied a subject and therefore will not receive any credit for that subject for the semester.

**Late submission** - Assessment (both assignments and tests) submitted after the due date will be added to the student folio so that the student can be rated for the semester. However, assessments that are submitted late will not contribute to student results.

Both non-submission and late submission of assessments impact on the Queensland Certificate of Education (QCE), Overall Position (OP)/Rank and pathways to further learning or employment. The following policy will apply to all students.

**Definition - Assignment**

An Assignment is an extended piece of work requiring both in-school and out-of-school time for completion. This includes written, practical and oral presentations of any type. At Cleveland District State High School, the assignment will consist of two mandatory stages.

**Stage 1: The Draft**

Due at least one (1) week in advance of finished assignment.

**Due date:** Generally the first lesson of the week in the subject area.

**NB:** If feedback is required, two copies of the draft need to be submitted (or electronic submission).

**Stage 2: The final assignment**

**Due date:** The week after Stage 1

Student to hand in final copy plus any drafts plans etc. If written texts are required for orals they are all to be submitted on the due date.

**All Year Levels**

- Student to complete assignment under supervised conditions during lesson (Draft used as supplementary evidence). Assignment collected and marked.
- Absence on day - contact must be made with the office. Student submits assignment to office on first day back at school.
- Computer/printer malfunctions – student completes assignments as above.
- If no contact is made, the draft will be marked.

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Years 11 and 12
- A letter sent home to parents/guardian.
- Student expected to complete the draft and hand it in by Friday of that week.
- Failure to do so, student given Monday detention to complete the draft.

Years 7, 8, 9 and 10
- A letter sent home to parents/guardian.
- Student given detention to complete the draft
Extenuating Circumstances/Special Provisions
(Years 10, 11 and 12)

Where conditions are extensive and seriously affect learning and assessment, students should apply for Special Provisions.

• It is the responsibility of the student and/or parent/carer of the student to contact the Guidance Officer to apply for Special Provisions. Where possible, documentary evidence should be provided.
• All relevant information is passed on to the Faculty Head(s) of Department who, together with the subject teacher, considers the application and the QSA guidelines to determine if educational disadvantage is evident in their subject area. Faculty Head(s) of Department then decide on the adjustments to assessment requirements or conditions that best address the educational disadvantage identified.
• Procedures are already in place for extensions and absence from assessment.

Reasonable Educational Adjustments

The adjustments to assessment requirements or conditions will depend on the extent of the educational disadvantage and the subject area(s) under consideration but could include:

• Additional time to submit assignments or complete examinations.
• Deferring examinations.
• Exemption from examinations or assignments.
• Averaging marks.
• Reducing the student’s study load.
• Alternatives for hearing or physical impairments.
• Use of specialized equipment (eg computer).
• Provision of a reader or scribe.
• Assistance for language difficulties.
• Alternatives for other cultures.

Guidelines

Each case is considered on an individual basis and decisions reached through consultation. The Principal and teachers, with the advice and assistance of the QSA (if required) will:

• Consult with the student and the student’s parents/carers regarding any preferred adjustments, any adjustments that have been provided previously and any recommended or alternative adjustments.
• Take into account the nature of a student’s disability or the reason for the student’s specific educational needs.
• Consider the effects of the adjustment on the student, including the effect on the student’s ability to achieve the learning outcomes and to participate in the courses of study, and the effect on their independence.
• Identify assessment instruments that may require reasonable adjustment for students with specific educational needs.
• Seek advice from other relevant personnel if considered necessary.
• Make adjustments about the nature and appropriateness of the adjustments. This may include considering the costs and benefits of making the adjustment.
• Assess whether changes are needed to the adjustment over the period of a student’s education in order to allow for the changing needs of the student over time.

Further information on Special Provisions is available from the Guidance Officer (3824 9210) and QSA website (www.qsa.qld.edu.au/2132.html).
Assignment Rationale and General Guideline

Teacher responsibility:

- Ensure that assignment loads are reasonable and that the amount of time allocated in class is a reflection of the time and effort needed to complete the task.
- Ensure that assignments do not impose significant cost to parents.
- Ensure that adequate resources are available and accessible to students. Contact the Teacher/librarians and HOD prior to setting the task.
- Ensure all the processes are taught and then assessed developmentally.
- Allow sufficient time for planning, research, writing and re-writing and final presentation so the majority of students have the opportunity to achieve at least a Sound level.
- Set due dates that will be adhered to for both Stage 1 and Stage 2. HODs must be consulted before any date changes can be made.
- Provide task details, the due dates of both stages, conditions for the assignment and evaluation criteria to the students in ample time for them to complete both stages of the task by the due dates.