

P-12 curriculum, assessment and reporting framework

Policy statement: *Assessment*

1. Introduction

The requirements for assessment are specified in the *P-12 curriculum, assessment and reporting framework* in Section 2; with further detail provided below.

1.1 The primary purpose of assessment is to improve student learning

Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn. Systems, principals, teachers, students and parents all use assessment information to support improvements in student learning.

Assessment is the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

2. Use assessment designed to fit the purpose

Teachers use assessment that is designed to meet three broad purposes:

- Assessment for learning — enables teachers to monitor student knowledge, understanding and skills development so as to target their teaching to support students' progress to meet learning goals
- Assessment as learning — enables students to reflect on and monitor their own progress to inform their future learning goals
- Assessment of learning — assists teachers at the end of learning experiences to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards for the year level.¹

2.1 Assessment 'for' learning and assessment 'as' learning

Teachers continually monitor student learning through diagnostic and formative assessment and provide feedback that builds each student's capacity to improve. Ongoing feedback and clear expectations enable students to reflect on and monitor their own progress.

Teachers monitor student progress using a variety of assessment including:

- standardised (designed so that the questions, conditions for administering, scoring procedures and interpretations are consistent and administered and scored in a predetermined, standard manner, e.g. National Assessment Program — Literacy and Numeracy [NAPLAN] and the Progressive Achievement Tests in Reading [PATR])
- diagnostic assessment (measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning)
- focused observation
- discussion (recorded in teacher notations).

¹ Amended from text in Ministerial Council on Education, Employment, Training and Youth Affairs *Melbourne Declaration on Educational Goals for Young Australians* 2008 p 14.

This monitoring:

- tracks student progress to know where each student is in their learning and what needs to come next
- supports appropriate differentiation of teaching and learning.

Teachers provide timely and ongoing feedback that enables each student to monitor their own learning and develop achievable learning goals. Feedback:

- is specific to the individual student
- focuses on the quality of the student response and how to improve it
- is directly relevant to the learning intention
- is reflective of learning goals
- encourages self-regulation.²

2.2 Assessment 'of' learning

Assessment of learning, or summative assessment, provides evidence of student learning against the relevant achievement standard for each learning area or subject. It provides the evidence for teachers to make reliable judgments about student achievement for:

- reporting to parents and students
- certification processes in senior schooling.

3. Plan for assessment in Prep–12

The Australian Curriculum identifies content descriptions and achievement standards for learning areas at each year level. The achievement standard describes the expected knowledge, understanding and skills at each year level from F (Prep) to Year 10. Not all content descriptions are identified in the achievement standards for the year level. Over a year the assessment program collects evidence of all elements of the achievement standard for the learning area.

The Australian Curriculum General capabilities and Cross-curriculum priorities are not assessed separately. (They are embedded in the learning area content descriptions and therefore are embedded in assessment tasks.)

Planning for assessment occurs at the same time that curriculum plans are created at whole-school level, year level and unit level.

3.1 Whole-school assessment planning

The whole-school curriculum, assessment and reporting plan provides an overview across all year levels and learning areas of:

- the assessment (standardised, diagnostic, formative and summative)
- when assessment will take place
- the amount and timing of assessment
- processes for achieving consistency of teacher judgment.

3.2 Year level assessment planning

Year level curriculum and assessment plans ensure:

- there is an alignment between what is taught and what is assessed

² Hattie, J and Timperley, H 2007, *The Power of Feedback* Review of Educational Research Vol. 77: 81–112.

- all aspects of the achievement standards are assessed over the year (although not all content descriptions are assessed)
- a range and balance of assessment types (multiple choice questions, investigation, practical report, short answer questions, exam/test, assignment/project, essay, multimedia presentation, case studies, learning contract, reflective journal) and a variety of modes (writing, reading, speaking, listening) are used
- the amount and timing of assessment is manageable for teachers and students.

The *Curriculum into the classroom* (C2C) materials provide samples of a Whole-school curriculum, assessment and reporting plan P–10 and year level plans P–10. Schools and teachers can adopt and adapt these to meet local contexts and particular student needs.

3.3 Unit assessment planning

At the unit-level, plan assessment tasks to:

- provide appropriate evidence of the targeted element(s) of the achievement standard
- assess what has been taught
- enable all students to demonstrate the depth of their knowledge, understanding and skills
- allow students to demonstrate a range of performance (e.g. five-point scale)
- cater for students with diverse learning needs and to be accessible and equitable
- provide opportunities for students to reflect on their learning and on the achievement of learning goals.

3.4 Years 11–12

Teachers plan for assessment by complying with Queensland Studies Authority processes (as applicable) in:

- Authority subjects (school-based work programs)
- Authority-Registered subjects (school-based study plans)
- Vocational Education and Training certificate (training packages, work programs or study plans)

Schools where the International Baccalaureate programs are offered comply with the International Baccalaureate Organisation's processes.

4. Use marking guides

4.1 Marking guides

Marking guides, or guides to making judgments, accompany summative assessment tasks. They are a tool that supports teachers to make standards-based decisions about student work.

Marking guides identify the valued knowledge, understanding and skills to be assessed — the assessable elements/criteria. Each assessable element/criterion is accompanied by a set of task-specific descriptors. These assist teachers to judge the quality of the student response to the assessment task against a five-point scale.

The task-specific descriptors within the marking guide are statements that reflect discernible differences in student performance. These statements are derived from the achievement standard. They state how well the student has demonstrated their:

- knowledge and understanding (of facts, concepts and procedures)
- application of skills.

4.2 On-balance judgments using marking guides

Marking guides support teacher judgments about the quality of student responses against particular elements of an achievement standard.

Teachers award the student response an overall grade by:

- identifying the evidence for each assessable element/criterion
- matching that evidence to a particular descriptor for each assessable element/criterion
- considering each of these judgments together to make an on-balance decision about the overall quality that best matches the student response.

At the end of a reporting period these judgments about individual assessment tasks inform the teacher's on-balance judgment to award an overall level of achievement in the learning area or subject. Further information is provided in Policy statement: *Reporting to parents*.

4.3 Ensure consistency of teacher judgment

Consistency of teacher judgment relies upon consistent interpretation of the task and an understanding of how the standard is demonstrated in student responses. Schools:

- implement processes, such as moderation, to support consistency of teacher judgments and comparability of reported results
- ensure that there is a common understanding among all teachers about the process for developing assessments, making judgments and determining overall levels of achievement
- comply with (QSA processes) for years 11 and 12 and meet QSA moderation and verification requirements.

5. Maintain a collection of evidence of student achievement (Assessment folio)

The evidence of student achievement is collected using a range of assessments. This collection, or assessment folio, holds a representative selection of evidence of each student's learning in relation to the achievement standard for each learning area or subject. This evidence is used as the basis for reporting to parents.

The assessment folio:

- provides evidence about learning from the reporting period
- includes evidence compiled over time from a variety of assessment types
- indicates patterns within the evidence from the opportunities students have had to demonstrate the elements of the achievement standard.

Schools decide which assessments will comprise the folio of student work that are to be used in determining an overall level of achievement in a learning area or subject. These decisions are:

- made at the same time that the units of work are planned
- recorded in the whole-school curriculum, assessment and reporting plan and in year level plans in Years F (Prep)–10
- recorded in work programs, study plans, training packages or programs in Years 11 and 12.

6. Adopt and adapt C2C assessment tasks in F (Prep)–10

The C2C materials include summative assessments with marking guides specific to each task.

Teachers adopt and adapt C2C materials to meet local contexts and particular student needs. Schools may develop alternative or additional assessment tasks.

Adjustments to a C2C unit may require corresponding changes to the C2C assessment task. This could involve changing the type of assessment, the context, the conditions or the learning that is being assessed. (See Special provisions in the conditions of assessment below and Policy statement: Curriculum provision to students with diverse learning needs).

Changes made to C2C assessments may require changes to the whole school curriculum, assessment and reporting plan and to the year level plan.

7. Special provisions in the conditions of assessment

All students are entitled to show their knowledge, understanding and skills in response to assessments. Accordingly schools and teachers ensure that all students are able to participate in assessment and demonstrate the full extent and depth of their learning.

Special provisions in the conditions of assessment reflect differentiation, or adjustments, made in teaching and learning.

Special provisions are not adjustments to the standards on which student work is judged. They do not involve compensating for what the student does not know or cannot do.

Special provisions in the conditions of assessment are applied consistently across the school.

7.1 Types of special provisions

Special provisions in assessment are made through the way the assessment is presented, the way students are allowed to respond, the physical conditions and/or the time allocated for the assessment tasks.

Special provisions in the conditions of assessment may include:

- presentation — changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response — allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed
- setting — changing location including the physical or social conditions in which the assessment is completed
- timing — allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

7.2 Who should be considered for special provision?

Any student who has a specific educational need should be considered for special provision including students:

- with disability such as those of a sensory, motor or neurological nature
- with educational needs arising primarily from socio-economic, cultural and/or linguistic factors such as students of Aboriginal and/or Torres Strait Islander backgrounds, with language backgrounds other than English, who are migrants or refugees, from rural and remote locations, in low socio-economic circumstances.
- with short-term impairments such as glandular fever or fractured limbs
- who are gifted or talented
- with life circumstances that impact on equitable assessment.

7.3 Special provisions in Years 11–12

Teachers comply with QSA policies on special provisions in the conditions of assessment in Years 11–12 as specified in:

- A–Z of Senior Moderation
- Policy on special provisions for school-based assessments in Authority and Authority-registered subjects
- Student late and non-submission policy statement.

P–12 curriculum, assessment and reporting framework

Policy statement: *Curriculum provision to students with diverse learning needs*

1. Introduction

The requirements for curriculum provision are specified in the *P–12 curriculum, assessment and reporting framework* Section 1.3; with further detail provided below.

Every student has the ability to learn and should be able to demonstrate progress in their learning. The entitlement of all students is specified in Section 1.1 of the *P–12 curriculum, assessment and reporting framework*.

A whole-school approach is required to cater for the learning needs of all students including those in need of learning support, those who have educational support needs arising from disability, those who are gifted and talented, and those learning English as second or an additional language or dialect (EAL/D), or a combination of these.

Cultural and linguistic background as well as socio-economic status contribute to the diversity and complexity of student learning needs.

2. Curriculum provision

2.1 Differentiation¹

Most students are taught the curriculum for their year level cohort. Teachers differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Teachers purposefully plan a variety of ways to: engage students; assist them to achieve the expected learning; and to demonstrate what they know, understand and can do.

2.2 Focused teaching

Some students may require additional support to enable them to meet, or exceed, the expected achievement standard level.

Where students are not meeting year level expectations in a particular strand or mode or part of a learning area/subject teachers respond with focused teaching and more scaffolded learning. This could mean revisiting and explicitly teaching some elements of the curriculum from a lower year level so as to address gaps and progress the students' knowledge, understanding and skill to their curriculum year level. It could also mean presenting the key concepts and skills in multiple ways and in various contexts.

For gifted and talented students it means providing enrichment and extension to develop in-depth knowledge and understanding and it may also mean introducing some elements of the curriculum from a higher year level.

¹ Differentiation is an educational response that accommodates the needs of diverse learners. It is an approach to teaching and learning for students of differing readiness (Tomlinson, CA in Landrum, T J and McDuffie, K. A. *Learning Styles in the Age of Differentiated Instruction*, Exceptionality, 18:6-17 2010); and maximising student's learning through instruction that accommodates their individual needs. (Huebner T. A. *Differentiated Instruction*, Educational Leadership, February 2010).

Students who are learning English as a second or additional language or dialect (EAL/D) while at the same time acquiring Standard Australian English, need specific teaching approaches to build a language foundation for successful classroom learning. By identifying the English Language proficiency of the student using the Education Queensland [Bandscales for EAL/D Learners](#), teachers can target the language learning needs of the students within the context of the classroom.

2.3 Providing a different year level curriculum

Despite this differentiated support a small number of students may continue to perform substantially below year level expectations in the whole learning area/subject or across the whole curriculum. Some students may perform substantially above year level expectations. In both these cases, the school may provide a different year level curriculum in one or more learning areas. This is always done in consultation with parent(s) and requires an Individual Learning Plan.

2.4 Individual Learning Plans

When providing a different year level curriculum teachers must:

1. Develop an Individual Learning Plan for the next reporting period, working in collaboration with the relevant school officers (e.g. Principal, ST(LaN), Guidance Officer, HOC, HOD, HOSES or Deputy Principal) and with parents.
2. Identify which year level achievement standard the student can demonstrate. This will enable the selection of the appropriate year level curriculum to be taught.
3. Document the Individual Learning Plan (or 'acceleration plan' for gifted students) and identify:
 - the differentiation and focused teaching already provided to the student
 - the year level curriculum to be provided during the next reporting period
 - elements of the curriculum likely to require focused teaching and additional support
 - differentiated and focused teaching strategies
 - other support to be provided.
4. Gain written parental approval for this Individual Learning Plan.
5. Assess student achievement on the achievement standard for the year level curriculum taught — as identified in the Individual Learning Plan.
6. To enable students to demonstrate their knowledge, understanding and skills some students will require special provisions in the conditions of assessment — as described in the [Policy statement: Assessment](#).
7. Review the Individual Learning Plan each reporting period in collaboration with the student (where possible), parents and relevant school officers e.g. ST(LaN), Guidance Officer, HOC, HOD, HOSES or Deputy Principal. This involves examining work samples to determine the year level achievement standard that the student has demonstrated. This will again support the selection of the appropriate curriculum to be provided in the next reporting period.
8. For gifted students who have been accelerated, a review must take place after a minimum six-week trial as the accelerated placement may not match the needs, interests and abilities of the students. This applies to students provided either subject/learning area acceleration or full year level acceleration.
9. Report student achievement on the Achievement standard for the year level curriculum taught — as identified in the Individual Learning Plan.

Use the Variations to Reporting tab in the OneSchool SER module. Indicate in the comments section of the report the particular year level curriculum that the student has been provided for each subject during that reporting period. (This provision will have been previously negotiated with parents.)
10. Use the relevant year level reporting for gifted and talented students who have a signed-off Acceleration plan where they have been progressed to a higher year level.
11. Gain written parental approval for the reviewed plan for the next reporting period.

P–12 curriculum, assessment and reporting framework

Policy statement: *Curriculum provision to students with diverse learning needs*

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A whole-school approach is required to cater for the learning needs of all students including those in need of learning support, those who have educational support needs arising from disability, those who are gifted and talented, and those learning English as second or an additional language or dialect (EAL/D), or a combination of these.

Cultural and linguistic background as well as socio-economic status contribute to the diversity and complexity of student learning needs.

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Most students are taught the curriculum for their year level cohort. Teachers differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Teachers purposefully plan a variety of ways to: engage students; assist them to achieve the expected learning; and to demonstrate what they know, understand and can do.

2.2 Focused teaching

Some students may require additional support to enable them to meet, or exceed, the expected achievement standard level.

Where students are not meeting year level expectations in a particular strand or mode or part of a learning area/subject teachers respond with focused teaching and more scaffolded learning. This could mean revisiting and explicitly teaching some elements of the curriculum from a lower year level so as to address gaps and progress the students' knowledge, understanding and skill to their curriculum year level. It could also mean presenting the key concepts and skills in multiple ways and in various contexts.

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2.3 Providing a different year level curriculum

Despite this differentiated support a small number of students may continue to perform substantially below year level expectations in the whole learning area/subject or across the whole curriculum. Some students may perform substantially above year level expectations. In both these cases, the school may provide a different year level curriculum in one or more learning areas. This is always done in consultation with parent(s) and requires an Individual Learning Plan.

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2. Identify which year level achievement standard the student can demonstrate. This will enable the selection of the appropriate year level curriculum to be taught.
3. Document the Individual Learning Plan (or 'acceleration plan' for gifted students) and identify:
 - the differentiation and focused teaching already provided to the student
 - the year level curriculum to be provided during the next reporting period
 - elements of the curriculum likely to require focused teaching and additional support
 - differentiated and focused teaching strategies
 - other support to be provided.
4. Gain written parental approval for this Individual Learning Plan.
5. Assess student achievement on the achievement standard for the year level curriculum taught — as identified in the Individual Learning Plan.
6. To enable students to demonstrate their knowledge, understanding and skills some students will require special provisions in the conditions of assessment — as described in the [Policy statement: Assessment](#).
7. Review the Individual Learning Plan each reporting period in collaboration with the student (where possible), parents and relevant school officers e.g. ST(LaN), Guidance Officer, HOC, HOD, HOSES or Deputy Principal. This involves examining work samples to determine the year level achievement standard that the student has demonstrated. This will again support the selection of the appropriate curriculum to be provided in the next reporting period.
8. For gifted students who have been accelerated, a review must take place after a minimum six-week trial as the accelerated placement may not match the needs, interests and abilities of the students. This applies to students provided either subject/learning area acceleration or full year level acceleration.
9. Report student achievement on the Achievement standard for the year level curriculum taught — as identified in the Individual Learning Plan.

Use the Variations to Reporting tab in the OneSchool SER module. Indicate in the comments section of the report the particular year level curriculum that the student has been provided for each subject during that reporting period. (This provision will have been previously negotiated with parents.)
10. Use the relevant year level reporting for gifted and talented students who have a signed-off Acceleration plan where they have been progressed to a higher year level.
11. Gain written parental approval for the reviewed plan for the next reporting period.

P–12 curriculum, assessment and reporting framework

Policy statement: *Curriculum provision to students with disability*

1. Introduction

The requirements for curriculum provision to students with disability are specified in the *P–12 curriculum, assessment and reporting framework* Section 1; with further detail provided below.

The *Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005* (the Standards) require education providers to make reasonable adjustments to assist a student with disability to participate in learning and to demonstrate their knowledge and understanding¹. The Standards (Part 3) describe the process for determining if a reasonable adjustment is necessary. All Queensland education providers are required to adhere to the Standards.

The Standards provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. The Standards do this by providing clarity and specificity for education and training providers and for students with disability. The Standards are intended to give students with disability the same rights as other students.

2. Defining students with 'disability'²

The Department of Education, Training and Employment's definition of disability is as outlined in Section 4 of the DDA.

This legislation defines disability, in relation to a person, as:

- a. total or partial loss of the person's bodily or mental functions; or
- b. total or partial loss of a part of the body; or
- c. the presence in the body of organisms causing disease or illness; or
- d. the presence in the body of organisms capable of causing disease or illness; or
- e. the malfunction, malformation or disfigurement of a part of the person's body; or
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

All students covered under the DDA, are supported through a range of provisions in schools. This may include guidance support, speech-language therapy support, behaviour support and learning support.

¹ According to the Standards, an adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students.

² The Department uses the term students with 'disability' rather than 'disabilities' based on the *International Classification of Functioning, Disability and Health (ICF, 2001)* which acknowledges that it is the educational impact of a student's impairment(s) that determines the severity of the 'disability' for the student.

Some students with disability who have significant educational support needs also meet the eligibility criteria for additional resourcing through the department's Education Adjustment Program (EAP). The department has six EAP disability categories: Autism Spectrum Disorder, Hearing Impairment, Intellectual Impairment, Physical Impairment, Speech-Language Impairment and Vision Impairment. These additional resources assist classroom and specialist teaching staff to deliver high quality educational programs that are designed to meet the individual program needs of students within an inclusive school setting. Principals are responsible for the resources provided to support educational programs of all students in their school, including students with disability who either meet or do not meet EAP criteria.

Special schools provide highly specialised and individualised programs to cater for students with intellectual impairment and/or multiple disabilities. The *Education (General Provisions) Act 2006* (EGPA) requires an approved policy by the Minister about the criteria to be considered in deciding whether a person is a person with a disability for purposes of enrolment in a state special school. This policy is detailed in *Enrolment in State Primary, Secondary and Special Schools* which is based on the DDA.

3. Ensuring curriculum access for students with disability

3.1 Curriculum provision

Every student has the ability to learn and should be able to demonstrate progress in their learning. The entitlement of all students including students with disability is specified in Section 1.1 of the *P-12 curriculum, assessment and reporting framework*.

3.1.1 Reasonable adjustments — differentiated and focused teaching

The majority of students with disability can access the required curriculum and achievement standards for their year level/age cohort as a result of quality whole-school planning and reasonable adjustments made to teaching, learning and assessment.

These adjustments include differentiated teaching and special provisions in the conditions of assessment — as described in the *Policy statement: Assessment*.

3.1.2 Reasonable adjustments — provision of different year-level curriculum

A small number of students with disability may also require adjustments to year level expectations involving learning at a lower or higher year level for some or for all learning areas. In this case a negotiated Individual Learning Plan must be developed. Individual Learning Plan should be based on the curriculum specified in Section 1.1 of the *P-12 curriculum, assessment and reporting framework*.

For these students assessment and reporting is against the achievement standard of the curriculum identified in their Individual Learning Plan.

3.1.3 Reasonable adjustments — highly individualised curriculum

For a very small percentage of students with disability — those with significant educational support needs which require a highly individualised curriculum — the curriculum will be based on adjustments to the curriculum content and achievement standards of F (Prep)–12 for the reporting period. For these students a negotiated Individual Learning Plan will document learning expectations for the reporting period.

Assessment and reporting addresses the expectations documented in the individual's plan.

Which students	Which curriculum	Possible documented plans	Assessment and reporting
Majority of students with disability	Year level curriculum as for their age cohort	<ul style="list-style-type: none"> - Whole-school curriculum assessment plan - Year level plans - Unit plans 	Assessed and reported against the year level achievement standard for age cohort
A small number of students with disability requiring adjustments to year level expectations	Lower or higher year-level curriculum than age cohort for: <ul style="list-style-type: none"> - some learning areas or - all learning areas 	A negotiated Individual Learning Plan identifies relevant year level curriculum in each learning area	Assessment and reporting is against the year level achievement standard of the curriculum identified in the negotiated Individual Learning Plan
A very small percentage of students with disability — those with significant educational support needs which require a highly individualised curriculum	A highly individualised curriculum providing significant educational support based on adjustments to the curriculum content and achievement standards of F (Prep)–12.	A negotiated Individual Learning Plan identifies the individual curriculum pathway with appropriate learning expectations	Assessment and reporting is against the expectations documented in the negotiated Individual Learning Plan

Further information regarding curriculum provision for students with disability is also outlined in Policy statement: Curriculum provision to students with diverse learning needs.

4. Planning curriculum provision for students with disability and documenting decisions

Planning ensures the identification of students' educational needs and the provision of reasonable adjustments. The planning process involves collaboration and consultation with parents, the student (where appropriate), school curriculum leaders, classroom and support teachers and other relevant specialists. Collaborative planning brings these participants together as a team to consider the student's current level of performance and to determine the student's educational needs and future learning priorities.

State schools are required to develop and maintain school curriculum and assessment plans for whole-school, year level and unit planning. These documents are taken into account in individual planning processes.

4.1 Individual Learning Plans (ILP)

Individual Learning Plans must be used to document decisions regarding the provision of a different year level curriculum and achievement standard (than the student's age cohort) — in one or more learning areas. The process for developing the Individual Learning Plan and the content of these plans is specified in Policy statement: Curriculum provision to students with diverse learning needs.

4.2 The Education Adjustment Program (EAP)

The Education Adjustment Program is a process for identifying and responding to the educational needs of students with disability. The EAP supports schools to:

- identify students (from Prep–Year 12) who meet criteria for the EAP disability categories
- document the education adjustments they are providing to meet the teaching and learning needs of these students.

4.3 Individual Education Plan (IEP)

IEPs are not mandatory for students in Years P–12 (or age equivalent). However, the process for developing Individual Education Plan (IEP) is a valuable means of collaboratively planning for the educational needs of students with disability.

If an IEP is undertaken, the information gained will be taken into account when developing any Individual Learning Plan which may be required — as outlined in 4.1 above.

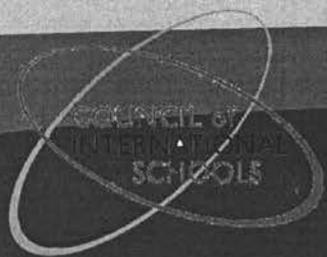
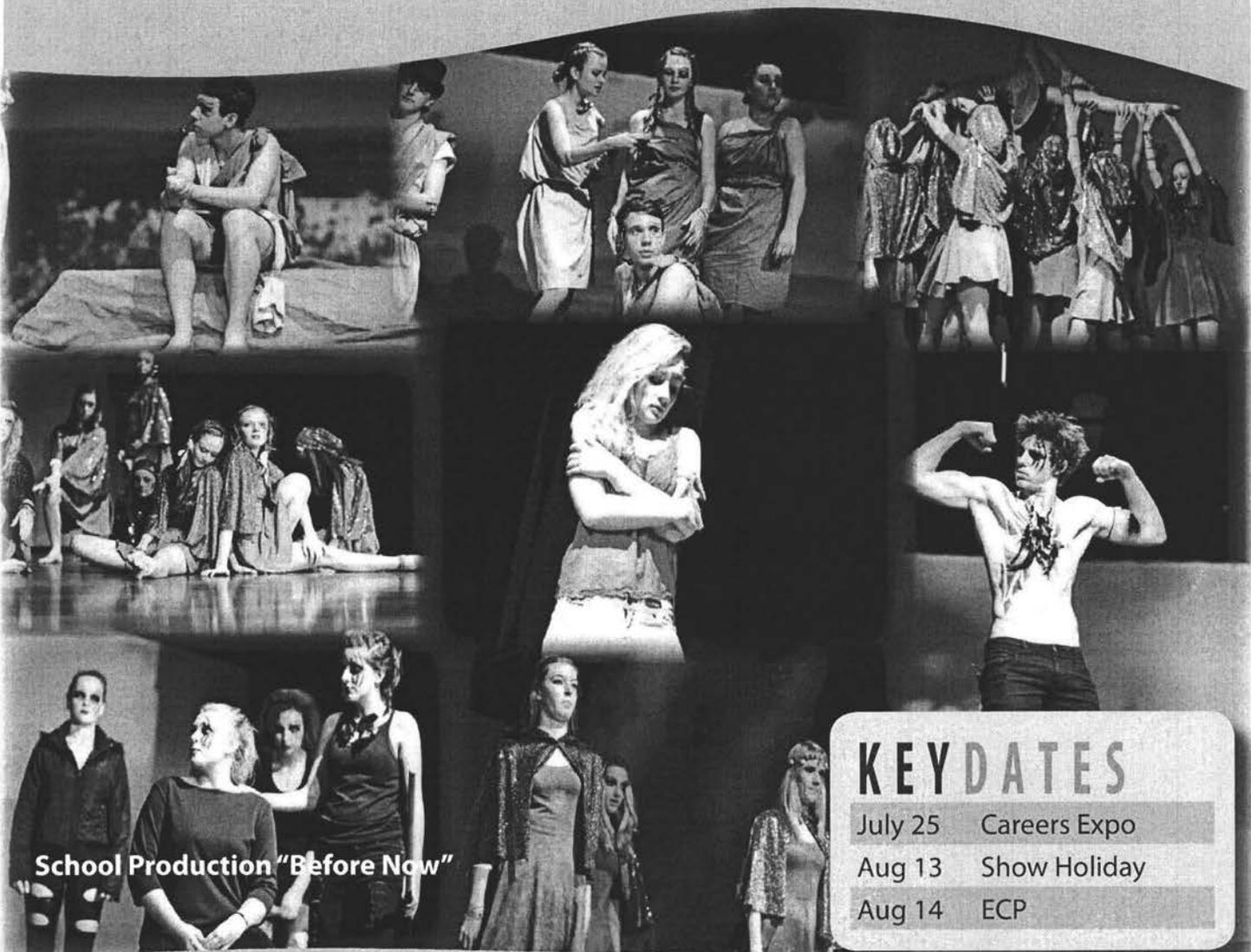
An IEP is required only for children with disability, up to the age of 5, who receive an individualised Early Childhood Development program or service (see Early Childhood Development Programs and Services for Children with Disabilities — Prior to Prep). In this case the IEP is developed collaboratively with parents/carers on a six monthly basis, to meet the child's individual needs and identify priority goals, implementation strategies and assessments.

To document individual plans schools can use the Individual Student Plan (ISP) provision in the OneSchool Specific educational requirements (SER) module.

JULY 2012



THE BRIDGE



Achieving Our Future

FROM THE PRINCIPAL

PRINCIPAL'S MESSAGE



Welcome to Term 3. I trust that all families had a great break and are now well and truly into the routine of school. Term three is a crucial time for students and staff with all plans and programs in full swing and we look forward to seeing the results come November. On top of this we also commence much of the critical planning for 2013. In this newsletter I want to draw your attention to some upcoming events, some exciting innovations and a few reminders.

Launch Of The Bribie Island Academy

On 12 June, 30 of Bribie Island's brightest year 5, 6 & 7's from Banksia Beach and Bribie Island State Schools joined 26 of our CIC year 8's in a day full of academic challenge and fun. Students participate in two of four optional extension activities led by expert staff from the Coalition schools and the Queensland University of Technology. Topics included:

- Forensic Science
- Robotics
- Mathematics competition
- Graphic Novel and Creative Writing

Students enjoyed a Mexican luncheon with special guests from Government (Wyatt Roy), Community and the schools. Thanks to Mrs



Jones and her Hospitality class for organising this luncheon. The students stretched their mental capacities and their stomachs and went home with a montage artefact of their day thanks to photographer Ms Jo Hammond and design wizard Ms Jo Williams. The next academy day is in week 9 of this term. The concept behind the academy is to show gifted students and their families that there is an academic pathway right here on the island that allows all students to achieve greatness. A special thanks to Mrs Sharyn Bryce and Ms Deborah Stewart for their organisation in liaising with the coalition state schools and QUT.



Year 8 Curriculum 2013

From next year every Year 8 student will have the opportunity to be part of one of 5 Academies. This Academy program will build on the highly successful CIC program which has seen great outcomes over the past 6 years. Each student can take control of their learning by nominating for an academy that best suits their talents and motivations. Each Academy will study their curriculum together. Please note that it is intended that students will continue in their Academy into Year 9, 2014 pending performance and meeting of outlined criteria. In 2015 when Year 7 arrive at high school they will also be part of the program which will run from Year 7-9.

Comprehensive Academy:

- Students study the full spectrum of the curriculum
- Provides a full, all-round education
- Students study all available subjects

Focus Academy:

- Priority placement determined by school reports and NAPLAN results
- Focus on essential learnings – "catchup" **2**



- Smaller class size with additional learning support
- No second language

Academic Academy:

- Demonstrated academic ability – school reports, NAPLAN, academic competition results
- Greater depth and breadth of curriculum study
- Entry into academic competitions such as mathematics, science and debating

Sports Academy:

- Demonstrated ability in sport and physical activity
- Entry into competitions such as all schools touch, triathlon, netball and volleyball cups
- Commitment to participation in school sporting teams and training out of school hours
- Students study extra HPE and do not study one of home economics or manual arts

Performing Arts Academy:

- Demonstrated interest and capability in the performing arts
- Participation in school production/performance, school band, school choir, art shows
- Commitment to practice as required before and after school
- Students study extra performing arts and do not study one of home economics or manual arts

ECP (Education Career Planning)

This week saw the start of our career education program for 2012 with students looking at their aspirations and post school options. ECP is one of the key aspects of this program. On August 14 all students and a parent must meet with their ECP teacher to review their performance (report card – posted home in week 3), discuss subject selec-

tions for the coming year. Immediately after the interviews parents are required to submit all forms (subject selections and finance) to ensure that students have the best chance of being accepted into the classes of their choice. Financial commitments must be met on the night. Please come with all forms completed including your preferred payment method.

School Production



WOW! Oh what a night. During the last week of term the school production team put on their performance of "Before Now" written by the staff and students of our wonderful school. Mrs Sue Hogg (Head of The Arts) led a team of more than a dozen staff and over 100 students who prepared for the past 5 months. The show was an absolute success playing to over 1000 paying guests over 4 nights. There are no words to adequately describe the benefit of this event. The community should know that the Arts are alive and well at Bribie. Congratulations Sue, staff and students. We hope to see an article or two in upcoming local media and perhaps a high profile actor in the future.

International Student Program

This term we welcome 8 new international students from Germany, Brazil, Italy and Asia taking our total to 12 this semester. We also welcomed a group of 17 students from Taiwan for a 3 week stay. A special thank you to Mr Shaun Cathro and Ms Angela Mann for their organisation of these students and to all the host families who have taken these students into their homes. These students bring a dimension to our school community that is not readily apparent on the sunshine coast. Our international reputation for providing a safe, authentic experience has seen visits from international agents from Germany and Brazil this past week.

Queensland Debating Union Success

Congratulations to Ms Brooke Savige and her year 9 debating team of Jarryd Hall, Jesse Clarke, Danie Grobbelaar and Liz Soini who are through to the Brisbane preliminary finals At Gregory Terrace on July 25. GOOOOO Team!

Year 8 Enrolment 2013

The next phase of the transition program for year 7's into year 8 is the enrolment process. For both current and new families please note there have been a number of changes to the process from previous years for efficiency purposes:

- Enrolment interviews are at the high school
- Parents must book on 34002444
- First interviews were on July 18 and 19
- If you missed these interviews please phone to register for the next round. These will be advertised shortly
- Fees MUST be paid on enrolment. The enrolment packages outline the options available
- Placement in an academy class cannot be confirmed until applications are assessed and fees are paid
- Please note that academy positions are filled on merit and timeliness. As such some academies may fill quickly so please complete enrolment ASAP

Finance

School fees have been approved for 2013. There will be NO overall increase for parents however due to departmental policy there has been a redistribution which sees SRS fees increase while user pays (subject) fees are decreased. The due dates for payments will be brought forward into this calendar year so that all resources and mate-

rials can be ordered and delivered before students start the 2013 school year. Details will be distributed before the ECP meetings on August 14.

Could all parents ensure that they have cleared all 2012 debts before the ECP meetings on August 14, where 2013 fees must be paid. I hope that parents who are eligible for the recently introduced federal government school grants of up to \$820/ student will use this money to meet their financial commitments. As always anyone experiencing financial difficulty can speak with a member of the finance team to make a centrelink payment plan. Finance statements were sent home in the first week of this term. Please call Ms Deslie Ingham on 3400 2420 or Ms Fabienne Forster on 3400 2415 for assistance.

Facilities

The School Maintenance Improvement Program (SMIP) has delivered a fantastic result for our school. We have 5 school buildings painted externally and new carpet in Commerce, English and the Library for the start of this. Please take note next time you visit. I would like to thank Business Manager Stephanie Hancox for facilitating these upgrades. We look forward to improving our school through this program in the future. Busy fingers inc has kindly committed to fund the purchase of 14 outdoor table and seating sets valued at \$14 000. These will be placed around the cafe and other areas around the school providing students with a comfortable place for their breaks. Thank you Busy Fingers.

Uniform

Please be reminded that a school jumper/jersey is the only jumper to be worn. If students are unable to wear the school jumper for a valid reason we have a stock of well-maintained uniform that they may borrow from the office. Jumpers are available at the uniform shop.

Families are also reminded that as per the Education General Provisions Act of 2006 students that do not follow the school dress code may have 3 sanctions placed upon them:

- Detention
- Prevention from attending school excursions
- Prevention from representing the school in any activities

Please see page 10 of the student diary or our website for details. Please be reminded that the school dress code includes a no jewellery policy.

Reputation – online damage or promote. Behaviour outside of school reflects on us all

Online reputation

Parents please monitor your student's online interactions. Many students put inappropriate materials and comments online which lead to irreparable reputation damage. Many employees now research a person's online footprint before deciding on an interview or appointment.

Bribie Island SHS online

We continue to work on our own online presence. The school webpage www.bribieislshs.eq.edu.au is constantly being updated with the latest information and we are now on twitter @BribieIslandSHS. I would encourage all parents and students to follow us on twitter as this is an instant way to receive updates on school events, emergencies and celebrations. To join sign up at <https://twitter.com/> and search for Bribie Island SHS and then click follow or head to any of our web subpages where you will see the twitter feed on the side and a link to twitter.



<http://www.twitter.com/>

Regards
Brett Burgess
Principal

CURRICULUM NEWS

BUSINESS ICT FACULTY

Exciting New Curriculum Changes

In an attempt to provide the best possible opportunities for our students the Faculty of ICT/ Business Education has changed a number of subjects on offer for 2013.

Students in Year 10 in 2013 will have the opportunity to undertake the Certificate II in Information, Digital Media and Technology and the Certificate II in Business. Students completing these subjects in 2013 will be able to accrue 4 points for each subject for the Queensland Certificate of Education (QCE) when they complete their Year 12 studies in 2015.

Students in Years 11 will also have the opportunity to undertake a Certificate III in Information, Digital Media and Technology and/or a Certificate III in Business Administration. Both of these subjects provide students with 8 QCE points upon completion of the course. A further change for Year 11 students is the introduction of the board registered subject, Information Technology Systems. This subject provides students with the opportunities to learn about the devel-

opment of mobile applications, animation and digital web design.

Students who wish to undertake the Certificate II and III in each of the subject areas will be able to accrue 12 points towards their QCE. Students completing both qualifications at Certificate II and III level will receive a total of 24 points towards their QCE.

Please consider these fabulous subject offerings when you are looking at your studies in 2013. Students are able to complete nationally recognised qualifications at Bribie Island State High School as a standalone qualification. Please see Mrs. Linda Parker in Heron Staffroom if you wish to receive further information on these subject choices.

One to One Take Home Laptop Program

In Semester 1 students in Year 10, 11 & 12 have been participating in the 1:1 Take Home Laptop Program with almost 95% of students involved in the program. The curriculum has changed significantly for both teachers and students, with students experiencing interactive learning experiences like never before.

Unfortunately we are not sure of the position of funding for future rounds for laptops in the coming years. As you may appreciate the Federal Government through the National Secondary Schools Computer Fund provide the funding which has allowed schools to introduce a take home program. Bribie Island State High School would very much like to see the program extended through other cohorts of students but as you can appreciate funding is of paramount importance to our school before we embark on the purchase of more laptops.

At the end of Term 2 all participants who had outstanding money were notified and asked to clear the debt by 14th August. It is our intention that if the money has not been remedied by this date then students will be asked to return the laptop to the ICT Office so that the laptop can be reimaged and prepared for distribution to other students.

To be involved in the program in 2013 participants will be asked to make full payment for the laptop before the end of November, 2012 (students will receive the laptop on receipt of payment). Special arrangements may be possible after discussions with either the Business Services Manager Mrs Hancox or the Principal, Mr Burgess.

Laptops will be offered to Years 11 & 12 initially however if they decide not to take up the pro-

gram the laptops will be offered to Years 9 & 10. It is our intention that the laptops are utilised 100% across the cohorts of students.

Should you require any further information regarding your financial position with respect to the laptop program please call Mrs. Foster on 3400 2415. If you wish to discuss future involvement in the scheme please contact Mrs. Parker, Head of Department on 34002434.

Linda Parker
Head of Department, ICT/Business Education

BRIBIE ISLAND HIGH SCHOOL CAREERS EXPO

Reminder

Wednesday 25th July 5.00 – 7.30pm

We have a fantastic array of exhibitors this year: QUT, University of the Sunshine Coast, Australian Catholic University, Defence Force Recruitment, QLD Police Recruitment, Westpac Bank, Queensland Health, employment agencies and Apprenticeship Centres.

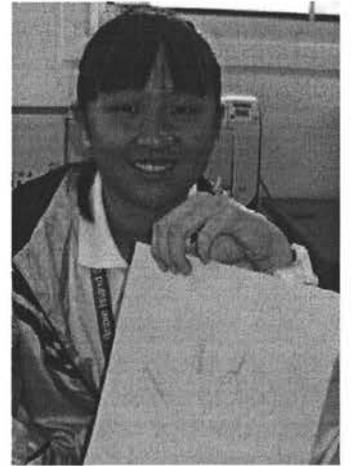
Why Come?

- Gather information on subject offerings
- 5.15pm Middle School Subject Selection (Year 8 & 9), Year 8 & 9 Parents to attend
- 6.00pm Senior School Subject selection (Year 10 into 11), Year 10 Parents to attend
- 6.45pm School Based & Full-Time Traineeships & Apprenticeships, Year 10 & 11 Parents to attend
- Assist with ECP Interviews
- Gather information on possible career options
- Consider long term career goals which may assist in current subject selection
- Make informed decisions regarding career options

Kylie Van Doren
*Assistant Community Liaison Officer
Bribie Island High School*

INTERNATIONAL PERSPECTIVE

Bribie Island SHS's commitment to international perspectives has been rewarded with the school being selected to host a delegation of students and teachers from Taiwan for two and a half weeks. During this time the students will be participating in class room activities and specialised ESL training courses delivered by Bribie Island SHS teachers.



Preparation for the visit commenced last term with Mr Shaun Cathro and Angela Mann organising homestay families, selecting and conducting training for in school "buddies" for the Taiwanese students and devising an interesting and meaningful English language program. The school has had 15 teachers volunteer to participate in a training program to deliver English as a Second Language (ESL) lessons to students. This is a larger number than most local schools can offer. Our guests from Taiwan will experience ESL programs in Cooking, Phys Ed, Film and Television Studies, Art, Drama/Dance and Science. The Taiwanese students meet their Aussie buddies every morning and attend classes with them unless there is an ESL lesson planned. This way they get to experience a typical student's day. The Taiwanese students have thoroughly enjoyed their stay.

This semester 8 new international students with origins ranging from Germany, Italy and Brazil have also commenced study at Bribie Island SHS. We have also been visited this term by four agents representing International Student Place-





ment programs. All of the agents were impressed with the school facilities and more importantly the tone of the school. They commented on the calm nature of the playground and the high standard of uniform worn by students. All were positive about recommending Bribie Island SHS to prospective families in Europe and Brazil.

As always the success of our International Student Program is reliant upon the quality of homestay providers. We are always looking for families to welcome our ISP students into their homes. Please feel free to contact the school should you consider being a host for international students.

Angela Mann & Shaun Cathro
International Student Co-ordinators

EXTRACURRICULARACTIVITIES

Concert at Embracia on Bribie

The Performance Ensemble students from Bribie Island State High School recently staged a Concert at Embracia on Bribie. The Concert featured performances of a variety of styles of repertoire from the ensemble including jazz, film, swing, popular, latin and musical theatre. Other highlights of the concert included small group performances such as flute, saxophone and brass trios and a clarinet duet. Also, flute, saxophone, trombone, and piano

continued on page 10

You are invited to

**Bribie Island State High School Chaplaincy
Black Tie Fundraising Dinner**

Christmas in July

When: Tuesday 31 July
6.30 pm for nibbles
Where: Bribie Island RSL,
BONGAREE
Cost: \$80 per person

2 course
meal
per table
Entertainment
Christmas Gift

ALSO ON THE NIGHT WILL BE
RAFFLES AND AN AUCTION

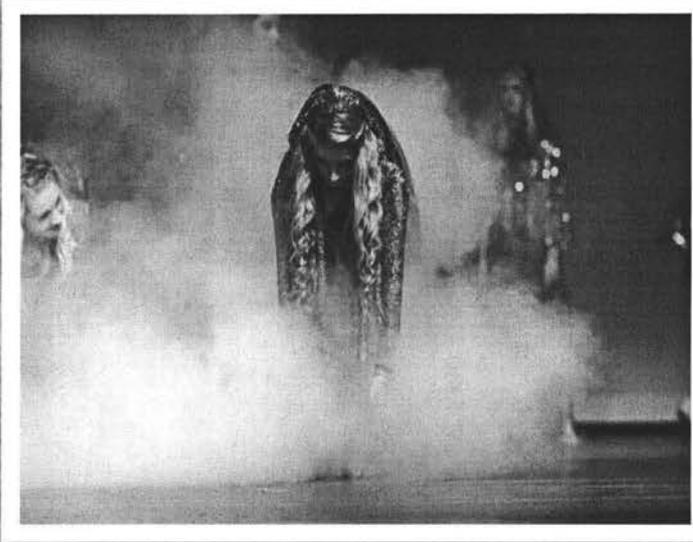
For bookings contact
Bribie Island State High School to organise payment
and tickets on 3400 2415

All monies raised go to support the chaplaincy at Bribie Island State High School

Provided supported by
Bribie Island SHS
P & O

Bribie Island State High School
PO Box 988 Bribie Island 4507

Before Now



Bribie Island State High School's Production "Before Now" – a huge success!

Over 100 students from Bribie Island State High School recently performed to sold out audiences, the originally written production Before Now.

Before Now was written by four talented teachers from Bribie Island State High School and told the story of four completely different tribes of young people, who emerged from hidden vaults below the earth's surface, to face society in a post-apocalyptic world.

The production showcased the talented Acting, Dancing, Singing, Film Making and Art work of a wide variety of students.

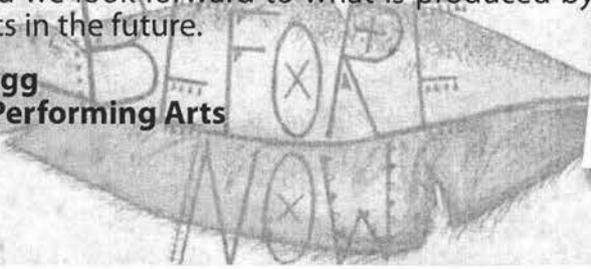




A massive thank you needs to go to all the parents and community who came along, all the students involved in the show and the many behind the scenes teachers who worked at putting together this high standard show.

This is the second year in a row that Bribie Island has produced a highly successful original production and we look forward to what is produced by students in the future.

Sue Hogg
HOD, Performing Arts



solos were presented by the students. The Instrumental Music students enjoyed the opportunity to establish links with members of the local community, and the residents thoroughly enjoyed the entertainment.

Ski Trip 2012

On the first Saturday of the school holidays, we began our 18 hour bus ride to Thredbo. With 4 teachers and 46 students, the week ahead was going to be awesome. We managed to arrive safely to the snow without forgetting anyone at any of the rest-stops, and made it through the ski hire with no dramas. When we arrived to the River Inn Resort, the "numpty" awards of the trip began to shine. We had missing skis and snowboards, boots and pants; and this was just on the Sunday! But thankfully to patient staff, we managed to locate all missing items and return them to their various owners. After day 1 of awesome snow, we thought the students would be all tired out from the long bus ride; we were wrong. They seemed to have more energy than ever! Monday rolled around and all students turned up for their lessons – even the students who "knew how to shred". Over the week we had various students receiving the "numpty" and "awesome" awards over the week, all of whom wore their designated helmets with pride. We celebrated a 16th birth-



day with a surprise party, and made some snow cones with awesome fresh snow. There was such an awesome rapport amongst all of the students over the week; with no conflict, injuries or issues arising. Overall, the week was extremely enjoyable for everyone involved.

Lee Tickner
Supervising Teacher

STUDENT SUPPORT SERVICES

GUIDANCE OFFICER

University Open Days

QUT, Sun 29 July 2012 9am-3pm

QUT has its open day for future students and their families. This is a great day to show your family where you want to be and to gain information and talk to staff about your choices for 2013.

Griffith Uni, Sun Aug 12 9am - 2 pm, Gold Coast, Nathan and South Bank

University Sunshine Coast, Sun Aug 12 10am - 3pm, Sippy Downs

University Qld

St Lucia	5 Aug 9am - 3pm
Ipswich	8 Aug 2.30 pm - 6.30 pm
Gatton	19 Aug 9.30 am- 3pm (Agriculture & Veterinary)

Opportunities

- Undergraduate scholarship application forms available
- Aptitude for Engineering Assessment (AEA exam)

See Ms Stevens for brochures/information.

Lyn Stevens
Guidance Officer

Thredbo 2012



Careers Expo

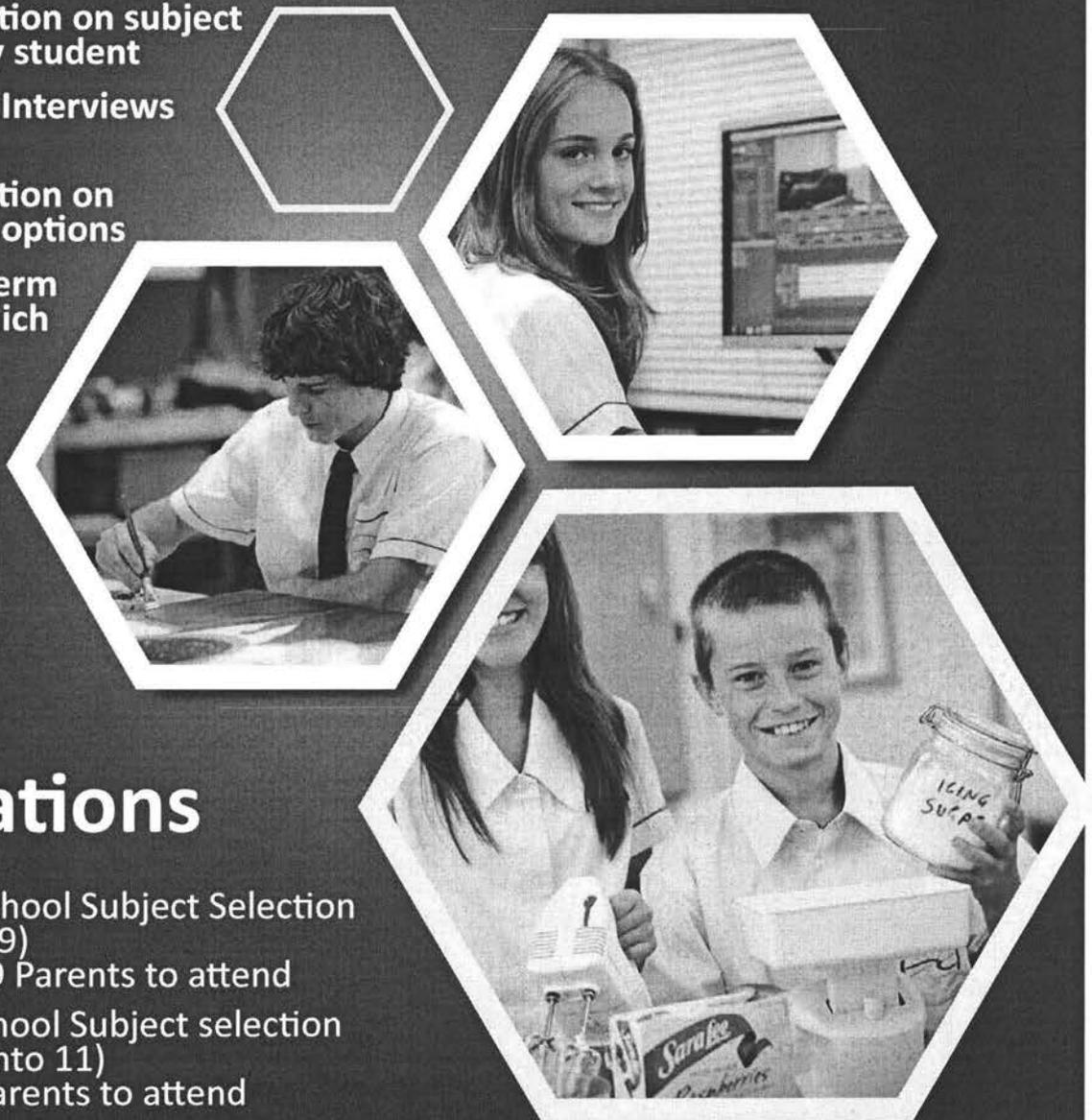
Wednesday 25th July 5:00-7:30 pm

What is a Careers Expo?

Important school presentation from ALL school faculties and exhibitors from local universities, TAFE, New Apprenticeships Centre and Group Training Companies.

Why come?

- Gather information on subject offerings for my student
- Assist with ECP Interviews on August 14th
- Gather information on possible career options
- Consider long term career goals which may assist in current subject selection
- Make informed decisions regarding career options



School Presentations

- 5.15pm Middle School Subject Selection (Year 8 & 9)
Year 8 & 9 Parents to attend
- 6.00pm Senior School Subject selection (Year 10 into 11)
Year 10 Parents to attend
- 6.45pm School Based & Full-Time Traineeships & Apprenticeships
Year 10 & 11 Parents to attend

Bribie Island State High, School Student Centre



Community Service Announcement

Lifestore Shops on the Sunshine Coast need your time

Volunteers Required in the Sunshine Coast and Caboolture areas

Twenty Lifestore Shops and two Distribution Centres stretching from Gympie to Caboolture are looking for additional volunteers to help run the store.

Lifestore volunteers can learn new skills, make friends, give back to the community and engage with other like-minded people. Volunteering at a Lifestore Shop or Distribution Centre means you are helping to support Lifestore and other UnitingCare Community services in Queensland.

Shop duties may include:

- sorting clothes, bric-a-brac and accessories
- tagging
- folding, hanging and ironing
- register operation (if confident handling money)
- general customer service
- furniture restoration

Distribution Centre duties may include:

- volunteer electricians (only at Kunda Park and Caboolture distribution centres)
- truck assistance – loading and unloading
- general warehouse tasks
- furniture repairs

If you think you have got the skills and motivation to become a Lifestore Shop or Distribution Centre volunteer, please contact your local Lifestore shop and ask for the manager.

For a list of Shop numbers go to www.lifestores.com.au or contact Maria at Kunda Park Distribution Centre on 5409 1400 or Annette at Caboolture Distribution Centre on 5431 4860.

Contact Details

Ian Ezy
Business Manager
0409 496 063

Lynda Dove
Retail Manager
0448 125 828



Your Teenager And Alcohol

Protect your adolescent from alcohol related harm

Teenage drinking: An important issue for all parents

- Drinking is common among teenagers
- Risky situations are almost inevitable
- Plan now to protect your teenager

Project SHIELD - What is it?

A chance for parents to consider and plan for future alcohol related risks

Teen Alcohol Fact 1

More than a quarter of teenagers drink at risky levels

What does Project SHIELD involve?

- An initial call to check that Project SHIELD is right for you
- A 1 hour confidential session with a registered psychologist
- We will provide you with information developed for parents regarding alcohol and drugs

Teen Alcohol Fact 2

Girls engage in heavy drinking more than boys

Where are the sessions?

- We can come to visit you, you can come to visit us or we can do a phone consultation

Teen Alcohol Fact 3

Drinking alcohol can be a gateway to other drug use

Who is Project SHIELD for?

- Parents of 13-16 year olds
- Not suited for teens with established alcohol problems

Teen Alcohol Fact 4

Parents have a crucial impact on teenage alcohol use

Want more information?

Ring (07) 3346 4833 or

email projectshield@uq.edu.au

OCTOBER 2012



BRIBIE ISLAND
State High School

THE BRIDGE

[School Website](#)

[Newsletter Archives](#)

[Twitter](#)

[Contact Us](#)

Annual BISHS Art Show



Achieving Our Future

click or drag to next page



FROM THE PRINCIPAL



PRINCIPAL'S MESSAGE

Welcome to the final term of 2012. It has been great to continue to see so much positive media in our local papers about our school and our student's achievements, remembering that this is merely the tip of the iceberg. Copies of articles are in the news - media section of our website

http://bribislashts.eq.edu.au/wp/?page_id=9

Recent successes include Lachie Rowden and Natasha Jones who both became State Champions in the Queensland All School Lawn Bowls championships. Natasha then went on to win the Australian Championship and be selected in the Australian team - look out Commonwealth Games. Also four of our touch teams had outstanding performances in the Queensland All Schools Touch championships (almost 200 schools competing) with two teams (Mixed Year 8 and Open Girls) making the quarter finals. Great work by Coaches Mr Sodhi, Mr Self, Ms Devantier, Ms Hogg, Mr Dobbie and Ms Tomasich.

In the 2012 NAPLAN test 25% of our students achieved ratings in the top two bands (band 9 & 10). Our strengths lie in numeracy and our area for greatest improvement is writing (which was the state's downfall also). Literacy and numeracy will continue to be major focuses of our junior curriculum.

Our International Program continues to grow with over 25 students from more than a dozen nationalities spending time with us this year. We also successfully hosted 25 students from Taiwan last term and recently our tour to Malaysia in 2013 has been approved by Education Queensland International. This tour will greatly enhance our Indonesian language program and be a great cultural experience for our students.

Term 4 is in full flight with our Year 12s already into their last month of Secondary Schooling, finishing on November 16. The school community wishes them all the best in their final exams commencing on November 6. Year 11 exams will commence on November 27. For Year 12s it is essential that they have met all prerequisites for graduation including assessment and financial commitments to earn an invitation to the end of year celebrations. Federal member for Longman - Wyatt Roy addressed our graduating class as part of the end of year personal safety and responsibility focus on 18th October.

For all other students this is a critical term with results determining in many cases what classes and subjects students will be able to study in 2013. These are the most important learnings to date for all students and lay foundations for success in future terms. If students have not completed their subject selections for 2013 and submitted their financial arrangements this MUST happen immediately as we will be ordering resources this term for next year.

Senior Leaders for 2013

Year 11 student nominees are having their interviews this week to determine leadership roles for 2013. At this point I would like to thank and congratulate our outgoing School Leaders on their outstanding leadership: Captains Luke Stutter, Hana Davidson, Jason Herd and Rachel Middleton; Student Representative Council Presidents Mackenzie Choat and Ella Skipper



and executive team Michaela Collins, Jessica Parkinson, Hannah Otway, James Alexander, Sharnie Friedrichs and Katelyn Gaske; Indigenous Leader Jessica Specogna; Arrow Leaders Zoe Cannon, Daniella Darakis, Natasha Hartshorn; Heron Leaders Mariah Jackson, Tristan Dawson, Gin Brinin; Dragon Leaders Natasha Grobbelaar, Chloe Ryan, Jandre Vermaak; Laser Leaders Ben Brown, Amy Moore, Ethan Murray. Their legacy is a stronger school and we wish them all the best in what is sure to be a bright future. One of their final duties will be to hand over the reins to the new student leadership team. The "Change Over" ceremony will be on November 5.

Cancer Council fund raiser

On October 23 we will be running our annual Beach Carnival. To coincide with this event we will be asking every student and teacher for a gold coin donation in support of all those touched by cancer, particularly those in our school community. Only recently a wonderful young lady enrolled at our school lost her life to cancer. Our hearts and thoughts are with the family at this time and it is very fitting that we promote and support the fight against cancer. I would also encourage all members of our Bribie community to consider the invitation below from the McCurley family.

My daughter, Samantha lost her battle with Brain Cancer just recently & Karen & I together with family & friends have registered to walk in this years Relay For Life being held in Brisbane. Just click on the link below to donate to 'Team Sam'. We will be walking on the 3rd & 4th November 2012.

<http://qld.cancercouncilfundraising.org.au/personalPage.aspx?registrationID=490112&langPref=en-CA>

Yours sincerely,
Peter & Karen McCurley
Team Captain (TEAM SAM)
0412 307 280
Relay For Life Brisbane

Year 8 (Enrolment) Academy Program 2013

From next year every Year 8 student will have the opportunity to be part of one of five Academies. This Academy program will build on the highly successful CIC program which has seen great outcomes over the past 6 years. Each student can take control of their learning by nominating for an academy that best suits their talents and motivations. Each Academy will study their curriculum together. Placements in academies are in some cases already over-subscribed. If you have not enrolled or know someone who needs to enrol please do so ASAP.

Achieving Our Future

Year 9-12 New Enrolments 2013

Please advise any new or prospective families that enrolments are now being taken in all year levels for 2013:

- Parents are to contact the school on to make an appointment – Phone Number 34002444
- Fees MUST be paid on enrolment. The enrolment packages outline the options available
- Placement in a class cannot be confirmed until application process is fully completed

Flying Start – Year 7 into High School 2015

This term we have already had our regional preparation meetings for planning and facilities. Our Learning Community structure which effectively splits our school into four mini schools will ensure that year sevens are safe and comfortable when they arrive. There will

be some facility upgrades and resources to support this move. We will have 11 rooms fully refurbished with carpet, paint, furniture and technology as well as specialised resources to ensure the year 7 precinct is a great learning environment. Our Academy program will also be a great transition for year 7-9 (Junior school) students. Further details on this initiative can be found at:

<http://deta.qld.gov.au/initiatives/flyingstart/>

Finance

Thank you to all parents who have fully paid their 2012 fees and committed to their 2013 fees. There is NO overall increase for parents however due to departmental policy there has been a redistribution which sees SRS fees increase while user pays (subject) fees are decreased. The due dates for payments (as per enrolment / subject forms) have been brought forward into this calendar year so that resources and materials can be ordered and delivered

before students start the 2013 school year. As always anyone experiencing financial difficulty can speak with a member of the finance team to make a payment plan.

Laptop Program

As per the agreements signed when laptops were given to students, there is a fee of \$180 per year. We have sent home finance statements and letters relating to outstanding laptop fees. As per these letters during this term we are making plans for the 2013 laptop program and must ensure all 2012 details are complete. Students who have not paid (or on plan) will be required to return their laptop this term unless payment is arranged. The 2013 program will be offered to Years 10 to 12 initially and then to Year 9 students. A detailed letter will be distributed this week. Please call Linda Parker (HOD eLearning) if you have any questions (3400 2434)

Facilities

We continue to seek all avenues to improve our facilities to make our learning environment as inviting as possible. To this end we have taken up two Queensland government initiatives. "Direct to Market Maintenance" which allows us to seek out cost effective and local solutions as we see fit rather than the centralised QBuild supplier. Secondly the "Advancing Schools Maintenance" initiative will provide us with up to \$160 000 per year for 2 years to address facility issues. These are great opportunities which will make our school an even better place to learn.

Uniform

Thank you to all families for presenting their students in full school uniform each day. Families are also reminded that as per the Education General Provisions Act of 2006 students that do not follow the school dress code may have 3 sanctions placed upon them:

- Detention
- Prevention from attending school excursions
- Prevention from representing the school in activities

Please see page 10 of the student diary or our website for details. Please be reminded that the school dress code includes a no jewellery policy.

Online reputation

Parents please monitor your student's online interactions. Many young people place inappropriate materials and comments online which can lead to irreparable reputation damage. Many employees now research a person's online footprint before deciding on an interview or appointment.

Bribie Island SHS online

We continue to work on our own online presence. The school webpage is constantly being updated with the latest information and we are now on Twitter and Facebook. I would encourage all parents and students to follow us on Twitter or Facebook as this is an instant way to receive updates on school events, emergencies and celebrations.

<http://bribieslshs.eq.edu.au>

Facebook-BribieIslandStatehighschool

[http://www.twitter.com/
twitter/BribieIslandSHS](http://www.twitter.com/twitter/BribieIslandSHS)

Regards
Brett Burgess
Principal



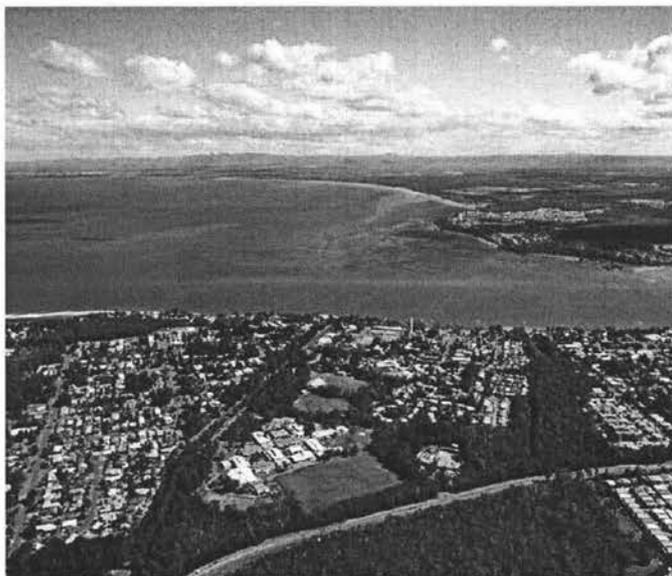
CURRICULUM NEWS

ENGLISH NEWS

Charlie the Educator

How much fun can Shakespeare be?

Year 10, 11 and 12 students found out that Shakespeare is not only fun but also very entertaining when they were visited by Charlie the Educator. Charlie brought Shakespeare to life through the use of hip-hop music, language and poetry. He highlighted some of the major themes and helped students to "really get" Shakespeare.



4

click or drag to next page  5

Australian Schools English Competition

Bribie students performed brilliantly in the Australian Schools English Competition and achieved some outstanding results. The school average was equal to or above the Queensland average across all year levels.

Special mention goes to the following students for their achievements:

- Year 8 Daniel Edge and Anjali Herring who received Distinctions
- Year 9 Jesse Clarke, Jaide Edmonds, Jarryd Hall and Megan Keith who received Distinctions
- Year 10 Charlie Lansley and Niall Shepherd who received Distinctions
- Year 11/12 Peter Burnett and Natasha Grobbelaar who received Distinctions
- 30 other students received Certificates of Credit
- James Eaglesham Year 10 and Gemma Brogan each received High Distinctions as they placed in the top 1% of students in the competition for their Year Level.

Sharyn Bryce
HOD, English



INTERNATIONAL PERSPECTIVE

BRIBIE ISLAND STATE HIGH SCHOOL INDONESIAN TOUR 2013

Where can I find out more information?

The LOTE department held an information afternoon tea on Wednesday 24th October.

If you could not attend this meeting, please feel free to contact any of the LOTE staff, via the contact phone numbers on the front of this brochure.

Costs:

Parents may pay for the trip in full or choose the payment plan below.

\$300 (Deposit) Friday 26th October 2012
6 X \$300 payments on the following dates:

1. Friday 23rd November 2012
2. Friday 1st February 2013
3. Friday 1st March 2013
4. Friday 5th April 2013
5. Friday 3rd May 2013
6. Friday 7th June 2013

The \$300 deposit will be non-refundable after the 14th December 2012.

Vanessa Moller
LOTE HOD

INTERNATIONAL STUDENTS

Our continuing international students thoroughly enjoyed their holidays, here is what they got up to:

Eleni Katsoulis

I really enjoyed my holidays in Australia because we had 2 birthdays to celebrate, my host sister, Jilly, and my own. My host family and I went to Brisbane to see Riverfire and even though we were a bit late getting there we saw all of the amazing fireworks and had a nice dinner afterwards too.

Bruna Bueno

6

My holidays were perfect! I went camping with my host family, the weather was great and the place was amazing.

Marco Scoca

I spent my holidays here on Bribie. It could sound a bit boring but I had fun. My brother came to meet me from Townsville and he stayed with me for 8 days. He went out fishing a lot with my host father which he really enjoyed and even caught lots of Whiting. My brother and I went to Brisbane city and we took long walks around the town centre, Queen St and South Bank.

After my brother left I spent time at the beach and visiting Brisbane for my breakdance training. I also went out fishing and caught a huge Stingray.

Sofia Celli

During the school holidays I went for a trip to the Northern Territory. We started from Adelaide by bus and we arrived 2 weeks later in Darwin. My holidays were awesome. I met heaps of nice people and they were all exchange students from different parts of the world. We visited amazing places such as Uluru, Alice Springs, Mataranka and Kakadu National Park. At Ayers Rock we started sleeping in tents and had to set up our own tent. This was a great experience, I really enjoyed it. I have seen places that I'll never forget and now I have friends from all over the world which I hope to see again one day.

Alena Wagner

I had awesome holidays. I spent 2 weeks in the Northern Territory with a group of 43 other students from Germany, Italy, Norway and Brazil. We travelled from Ayers Rock to Darwin and saw the Olgas, Kakadu, Alice Springs and much more. The best day was the campout with Aborigines. We learnt how to throw a boomerang, had a bonfire and slept under the stars. I had one of my best holidays I've ever had!

If you would like to be involved with our International student program and host a student from overseas, please contact Angela Mann (Homestay Co-ordinator) on 3400 2481 or amann93@eq.edu.au

Angela Mann
Homestay Co-ordinator

EXTRACURRICULAR ACTIVITIES

MATHEMATICS

Australian Mathematics Competition

In August, we had 85 students from Year 8 to Year 12 participate in the Australian Mathematics Competition. Our student results were fantastic this year!

Lisa Sturm (Year 10) earned a Prize award. This is an exceptional achievement, as Prizes are generally awarded to no more than one student for every 300 students within their year group and region. Lisa will be presented with her Prize award at a special presentation held at the University of Queensland at the end of this month. Congratulations, Lisa!

Two Year 10 students, James Eaglesham and Stewart Riesenweber received a High Distinction. High Distinction awards are given to the top 2% of students in their year group and region.

Distinction awards were given to seven of our students, including Jonny Allport (Year 12), Jack Davidson (Year 10), Danie Grobbelaar (Year 9), Kayley Hair (Year 11), Jarryd Hall (Year 9), Jayden Rowden (Year 10) and Katelyn Walters (Year 12).

Congratulations and well done to the students listed above for their Distinction and Prize awards!

Mrs Tanya Brady
Head of Department

Mr Lee Tickner
Act HOD Sem 1



click or drag to next page  7

NETBALL 2012

"Bring out the Bibs"

The strength of netball at Bribie Island State High School continues to grow. Term three saw approximately 70 of our students involved in the Vicki Wilson Cup and INFQ Secondary School Indoor Netball Competition

Vicki Wilson Cup

After a trial process, 12 of our top netballers competed in the 2012 Vicki Wilson Cup. Our team comprised of students from year 8 - 12. We competed against other state and private schools from the Sunshine Coast region. To the girl's credit they were placed 5th after winning a close battle with Columbans in the playoffs. Bribie was the only team in the top five who fielded players from all year levels which is further evidence of the young talent emerging at our school.

Under 15 Ladies Secondary School Indoor Netball team:

Back row: Malana Kerr, Schervaua Wigfull, Gemma Leach, Leticia Sutton, Paige Hissey, Kaylee Garner.
Front Row: Tylah Morgan, Whitney Bowden, Shanae Martin, Bianca Hissey.



8

Congratulations to our girls who looked and played fantastically. This was the first competition we were able to unveil our new netball dresses and matching bike pants.

Indoor Netball Federation of Queensland Secondary Schools Competition:

Opens

Bribie Island State High School defended their title, to once again be grand final winners in the INFQ Secondary School Indoor Mixed Netball competition.

This is the fourth year the school has entered this competition and continued success has seen student participation grow. This year 30 students from years 11 and 12 travelled to the West Indoor Netball Centre at Darra for a two day of competition against other Queensland schools.

The Bribie two and three teams proved to be a competitive force throughout the competition, with the second day of play proving to be the most successful.

Bribie 1 demonstrated their prowess throughout the competition winning all games by a significant margin. Students remained focused to take out the grandfinal, defeating Southern Cross College 47 - 23.

Our talent and player quality was also recognized with Ben Brown, Tom Watson, Rachel Middleton and Whitney Champion being selected in the All Stars team.

Under 15s

A change of venue saw the under 15s travel to Toombul Indoor Sports Centre to compete in the 2012 Under 15 Secondary Schools competition. This year we entered a ladies and two mixed teams.

The ladies team once again dazzled in the new Bribie High dresses as they came up against some very strong opposition. The girls were placed 4th in their pool and unfortunately just missed out on semi final contention. The talent in our young team will be a force to reckon within years to come.

The mixed teams entered with varying talent and experience. Their lack of height was conquered by their enthusiasm and love of the game. Proudly the margins we were "flogged" by, decreased over the two days of competition. Not to be deterred our mixed teams have already put their name in for the 2013 competition.

Selectors noticed the fledgling talent and several of our players were selected in the All Stars team. Congratulations to Jacob Reid, Luke Galina, Emily Bates and Gabby Scully.

Each year the staff involved return with nothing but praise for our student's behaviour, sportsmanship and teamwork.

We are so proud of you all.

**Mrs Jones, Mrs Carr,
Mrs Just, Miss Devantier**

Bribie Island Kids Education Support - B.I.K.E.S. and

Bribie Island Local Chaplaincy - BRIBIE LCC

supporting children and families at our Bribie Schools!

Bribie Schools Golf Challenge

Enter teams of 4 players for each school!

Perpetual trophy for winning team



**Pacific Harbour Golf & Country Club
Avon Avenue, Banksia Beach
Sunday, 11th November, 2012**

Registrations from 11:30 am
Shotgun start from 12:30 pm

Plenty of Prizes on the day
Cost \$70 per person
(Pacific Harbour Golf Club Members \$25)

Register by Sunday
November 4th to either the
Pacific Harbour Professional Golf
Shop on 3410 4011 or

Bribie Island State School PE teacher
Anthony Waugh on 0438 655 671

Email team players & AGU
handicaps to: awaug16@eq.edu.au

**PACIFIC HARBOUR
GOLF & COUNTRY CLUB**



click or drag to next page  9



VISUAL ARTS NEWS

Bribie Island Annual Art Exhibition

Visual Art students and their teachers have much to celebrate at the moment as a result a very busy 2012 in the art block. We are currently gearing up for one of the major Art highlights of the year, the Bribie Island State High School Exhibition. The Annual Art Exhibition will open on Thursday evening of the 1st of November and showcases some of the outstanding work carried out by students from Year 8 through to Year 12. It is always such a buzz to celebrate our student's successes with their parents, staff and the local community. The exhibition will be on display in the gallery space at the local community library on Welsby Parade and is on for the month of November. We look forward to seeing you all at the opening Night on Thursday 1st November.

Joanne Hammond
Visual Arts Teacher

GENERAL NEWS

TAKE HOME LAPTOP PROGRAM

Important Dates

- Year 10 and 11 students continuing in the program may make a payment of \$180.00 by the 29th October, 2012.
- Year 12 students must return their laptop by the 12th November, 2012
- Year 8 and 9 students wishing to be part of the 2013 laptop program must make a payment of \$180 by the 19th November, 2012
- Year 10 and 11 students not continuing in the 2013 program must return their laptop by the 23rd November to the ICT Office.

Linda Parker
Business/IT HOD



KEY DATES

Oct 24	Film & Television Night
Oct 26	Dance Night
Oct 30	Awards Night
Nov 1	Annual Arts Show
Nov 5	Leaders Ceremony
Nov 6-9	Yr12 Exams
Nov 14	Year 12 Grad Ceremony
Nov 15	Yr 12 Formal
Nov 16	Last Day Yr 12



Beach Carnival

BIG CROWD FOR BEACH CARNIVAL

Not even near gale-force winds could spoil the excitement of the annual Beach Carnival held at Woorim Beach this week. A big crowd of students, decked out in their LC colours, braved the blustery conditions and showed their true spirit in a range of beach events from flag races and Beach Volleyball to the Iron Man and Iron Maiden events – a true test of surf skill.

Congratulations to our Beach Carnival Age Champions for 2012.

Berny Self
HOD HPE



Slideshow [SWF version only]





18 October 2013

PRINCIPAL'S REPORT

From The Principal



Dear Parents and Friends,

Welcome to the final term of 2014. This term is all about ensuring that students complete all coursework and assessment to the best of their ability and continue to improve. It is a 10 week term for Year 8 and 9, an 8 week term for Year 10 and 11 and a 6 week term for Year 12's.

Some school highlights this month include:

- The Indonesian study tour was a great success thanks to all the students and parents involved and the leadership of Ms Moller and Mr Ringelstein. The memories and learnings will last forever;
- Taylah Heaton became our 7th Queensland Sport representative when she was selected in the Queensland under 14 Touch team. Fantastic effort and a great example of perseverance;
- Academic Academy culminating event on Wednesday afternoon showcased the fantastic outcomes of these students in 2013;
- Preparations have commenced for our annual awards night in October. Preliminary analysis of student results shows that the competition for awards will be fierce. For example the Grade Point Average (GPA) required to receive an Academic award for the top 10% of students in Year 8 will be 4.65 out of a possible 5 (virtually straight As). This is a fantastic outcome for the first year of our Academy program;
- Liam Mace from the Academic Academy won the Sunshine Coast United Nations Youth Voice Public Speaking competition and is now in the finals in Brisbane in 2 week's time. Ms Leishman was the coach.
- Australian English Competition saw our students perform exceptionally. In Year 10 Jarryd Hall received a Distinction, placing him in the top 6% of students completing this international competition, whilst Jesse Clarke, Danie Grobbelaar and Courtney Simpson received Credits. In Year 9, Lachlan Morgan received a distinction, whilst Gemma Brogan and Taylah

Heaton received Credit awards. In Year 8, Jessica Spink received a High Distinction placing her in the top 1% of participants while Jasmin Cass, Isaac Nelson, Bonnie Ngata, Lisa Reeves and Ashley Rub received Distinctions and Kaitlyn Dawson and Chloe Hall received Credits;

- On the last day of Term 3 our Bribie Invitational Touch tournament saw 11 schools compete in this event making it a premier lead up event to the All schools championships;
- The first round of the Bribie Triathlon series will see our students on their new bikes supplied by busy fingers and for the first time all 12 teams will be students only. Fantastic effort by coach Ms Adams;
- We had a record 6 teams in the Qld All Schools Touch and we competed gallantly without our Queensland reps. The strength of the junior teams will hold us in a strong position for 2014 and beyond.

From the Principals' Camera



Bribie Invitational Touch

Coalition Academy Day 2

This fantastic extension program was our best ever on September 17 when gifted and talented Year 5 to 7 students from Bribie, Banksia Beach and Beachmere State Schools joined with Bribie High's Academy students to engage in excellence programs in Triathlon, Debating, Instrumental Music and Choir. Each event had school staff and guest experts including Mr Kim Kirkman (a member of the Ten Tenors).

Uniform

2013 is the final year where the old school polo will be allowed. This has been a 3 year phase in and all students must wear the new polo from 2014. Thank you for your support in this process. Any students graduating are asked to donate their uniform (new style) to the Chaplain (via the office) if they wish. This stock will be made available to families experiencing financial difficulties at no cost.

Cyber safety

Our school takes this issue very seriously. As a result we are trialing a higher level of online monitoring through a service known as CloudControl® Social, as provided by Queensland company Netbox Blue. The service detects specific words, phrases and text patterns typed from, or to, common social media sites. These patterns are then matched to categories such as profanity, self-harm, drugs, aggression, religious and racial slurs, sexual or gender slurs, predatory behaviour and eating disorders. If detected, messages can be blocked immediately with the option of sending an instant email alert to a staff member if the issue is of a serious nature (e.g., self-harm or extreme aggression). Patterns detected are collated into a daily report and emailed to me, enabling us to identify students either bullying, or being bullied, and respond quickly and proactively to ensure their safety and wellbeing each day. To directly support our Responsible Behaviour Plan and Acceptable Use Agreement, we are installing this protection onto every school laptop.

Have you received the schoolkids bonus?

Do you know about the Schoolkids Bonus? It is a new cash payment to help eligible families and students with the costs of primary and secondary school studies. Around 1.2 million families have already benefitted from the first wave of payments in January 2013 – have you?

If you receive a family or income support payment, including Family Tax Benefit Part A, you could be eligible to receive \$410 a year for each primary student and \$820 a year for each secondary student, with half paid in January and half paid in July.

The Schoolkids Bonus replaces the Education Tax Refund (ETR) and is a much simpler system. You no longer need to collect receipts and payments are made automatically so you don't have to wait months to make a claim via your tax return. Unlike the ETR you can choose how you use the payment to best support your children's education – whether it be school books, stationery, uniforms, school fees, or excursions.

Check your eligibility by visiting <http://www.dss.gov.au/our-responsibilities/families-and-children/benefits-payments/schoolkids-bonus> and if you think you might have missed out on the January payment, contact Centrelink – either in person at a Centrelink-Medicare Office or by calling 132 468.

Brett Burgess
Principal

CURRICULUM NEWS

Bali and Lombok - LOTE

The school's successful Bali and Lombok trip extravaganza

21 months in the making, 789 emails and two travel agents later, 18 students, 2 mums, 1 ex-student and 5 teachers embarked on the Bali and Lombok travel extravaganza. Our first hiccup, courtesy of Mr Ringelstein, involved all 26 of us at the wrong airport, but nevertheless we made our flight with time to

spare and before we knew it we were in Perth, then Bali. We were greeted by our tour guide Nyoman who took us to our first hotel. Our first full day consisted of temples, markets and another plane ride.

To Lombok we went. We arrived and were welcomed into Lombok with open arms and open hearts by the locals. Our first point of call, much to our tour guide's misinterpretation was not to "rob" the local supermarket like he wanted, but to visit the pristine waterfalls known as Sendang Gila. It was definitely something worth visiting at least one in your lifetime. Over the course of the next three days we visited three Bridge Partnership schools where we were treated to traditional performances and feast upon feast of traditional food. We were treated like royalty as 26 Australians visiting a school is a rarity in Lombok. It was time to say goodbye and the bonds and friendships that were created over those 3 days will remain with us for a lifetime.

Off to Bali for temples, traditional dances and shopping! The beautiful temples we visited had breathtaking views and the majestic sea snake at Tanah Lot definitely was strange, yet interesting. Our next point of call was a day of traditional rice farming. Monday night we said goodbye to Indonesia and headed home. The students and participants of the trip would like to give thanks to Mrs Stevens, Bu Drew Mr Cathro and a very special thanks to Mr Ringelstein and Ms Moller for whom this trip would not have gone ahead without you guys. Thank you to the students for making this trip fantastic also.

Our next Indonesian trip will most likely be in two years' time so....start saving and watch this space.

John Ringelstein
LOTE Teacher



Tour group shot at the waterfalls



Stewart Reisenweber



Students at our sister school

English

Year 9 English Semester Two So far.....

After the hard work of Semester One and the NAPLAN journey, the Year 9 English cohort began a new unit of study called Write and Wrong; examining ethics. We have looked at ethics and society's values in advertising, where the students had to both design an ethical advertisement and write an analysis. This was really interesting as we got to look at a range of issues and how they affect us. Below are two images designed by our students.



Beth Watt
English Teacher

INTERNATIONAL PERSPECTIVE

Some of our International Students were fortunate enough to go on an EQI arranged safari during the September holidays. Below is a piece from the students who went on the Northern Territory Safari.

"The last holidays we were on an EQI holiday with our trip starting in Adelaide. There we met our whole group of 50 students, consisting of international students from all over Australia, 2 leaders, a cook and a bus driver.

After visiting the city of Adelaide, the jail of Gladstone and Coober Pedy, we finally arrived at Uluru. It was actually planned to climb it on the second day but unfortunately it was closed. We did the basic walk though and visited Kata Tjuta.

The next day, we drove to Kings Canyon and went for a walk. It was so beautiful and impressive because you had a spectacular view from the rim of the Canyon and over the Garden of Eden.

Next stop was Alice Springs, it was very special for us Europeans, a town just in the middle of nowhere! After visiting the reptile centre and School of the Air we headed off to see a small pub at Daly Waters. This pub is really famous and we had dinner there. We were also able to enjoy all the waterholes and waterfalls around this area.

The second week was more relaxing because of the swimming and felt like a real holiday. The last day of the trip we went to Darwin, where we walked around before having our last dinner together with the group.

Saying goodbye to our new friends was hard as we had such a fantastic time. We all really enjoyed the whole trip."

Nik, Lydia and Julia

Shaun Cathro and Angela Mann
ISP Co-ordinators

EXTRA CURRICULAR ACTIVITIES

Barista Course

How would you like your coffee, Sir?

During the last week of term, 21 students from years 10, 11 and 12 completed a three day Barista Course offered to the school by Club Training Australia. It was an intense three days of study during which the students completed five modules of a Certificate III in Hospitality. The students completed the following areas of study:

1. Prepare and Serve Espresso Coffee
2. Follow Workplace Hygiene Procedures
3. Process Financial Transactions
4. Prepare and Serve Non – Alcoholic Beverages
5. RSA – Responsible Service of Alcohol

The last day proved to be a winner with coffee; and hot and iced chocolates flowing. Rochelle Fox, the trainer from Club Training Australia, was impressed with the behaviour and enthusiasm of our students. In a short time she built a fantastic rapport with the students and this was evident when she provided a cake for birthday girl Stephanie Cromar. The students showed their appreciation for the course instructor with Cathy Moore presenting Rochelle with flowers and chocolates as a thank you.

Congratulations to those students who now have extra qualifications to add to their resumes.

Debbie Jones
Home Economics/ Hospitality



Kyle Langton and Jake Catheray sample the coffee they made with their newly acquired skills

Touch Football

Recently the touch football program culminated in over 60 students playing in the Queensland All Schools Championships. Bribie Island SHS also hosted their own Bribie Invitational Friendly Tournament on the last day of term 3. Students have been training throughout the year and coaches were pleased with the progress of student skills.

The touch football program is only in its second year and staff have high expectations for the future. Six students were selected in regional teams and three students have made Queensland teams this year – Monique Manning, Gemma Leach and Taylah Heaton. This year staff furthered their coaching skills through involvement in Sunshine Coast Regional teams as Managers.

Planning for 2014 has commenced with the intention to step up the training program for specific sports in the Sports Academy, participation in additional carnivals and entering teams into regular fixtures in Caboolture competitions.

Bribie Invitational

The Bribie invitational almost doubled in size from the inaugural tournament in 2012. Schools have already approached organisers to be involved in 2014. The intent of the carnival is a friendly tournament on the last day of school in preparation for the Queensland All Schools Tournament in Brisbane. Schools travelled some distance to compete such as Gympie SHS and Mount Maria Catholic College Petrie. Special mention must be made to the local Primary schools – Banksia Beach and Bribie Island State Schools that entered boys and girls teams and performed competitively despite their younger age. The future is bright from the high school perspective judging by the talent in our feeder schools.

Queensland All Schools

Boasting over 350 teams, 3000 spectators and participants, the Queensland All Schools Championships is easily the largest competition of its kind in Australia. Teams travelled from New Zealand, Singapore and Victoria to compete. The standard of play and teams was again exceptional.

Bribie Island SHS entered five teams – Junior Mixed, Junior Boys, Junior Girls, Open Boys and Open Girls. Teams would meet the bus at school in the early hours (5:45am!) to travel

to Brisbane and return on some nights at 8:00pm. This year conditions were hot with temperatures reaching 35 degrees. Bribie Island SHS students demonstrated exemplary behaviour both on and off the field.

Students performed well with all of the teams winning pool games against high quality opposition. The Junior Girls team were best performed by qualifying to play in the final round of 16. They were unfortunately defeated by the eventual winners of the competition, Cavendish Road SHS.

Goldy Sodhi
Deputy Principal



GENERAL NEWS

Bribie Festival

OUTDOOR CONCERT
MAIN EVENT
SUNSHINE COAST

BRIBIE FESTIVAL

OCT 26

GATES OPEN 10.00AM
156 FIRST AVENUE, BONGAREE, BRIBIE ISLAND

Featuring Australian Idol winner:
WES CARR's Buffalo Tales

\$6 Adult **\$3 Child**
(12 & UNDER)

MUSIC ~ FOOD ~ MARKETS
FAMILY FUN ~ CARNIVAL

Full Festival Details on Website
www.bribiefestival.com.au

"To preserve and promote community & Island culture"

KEY DATES

Coming Events

Date	Event
October 21	Student Free Day
October 25	Dance Night
October 29	Awards Night
November 4	Whole School Assembly
November 5-8	Year 12 Exams
November 11	Beach Carnival
November 13	Graduation Ceremony
November 14	Year 12 Formal

Links and Downloads

How To Study

<http://www.studytips.org/>

Assessment Planner

http://bribislahs.eq.edu.au/wp/?page_id=163

After School Tutorials

<http://bribislahs.eq.edu.au/wp/wp-content/uploads/2013/01/Extra%20Curricular%20activities%202013.pdf>

Staffroom Contacts

MBRC National Recycling Week 11-17 Nov

To print this newsletter, please use the grey button at the top - left hand side of the screen marked "PDF Print Version".

To advertise in this newsletter, please contact:

Dion Guthrie

Advertising Accounts Manager

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6 December 2013

PRINCIPAL'S REPORT

From The Principal

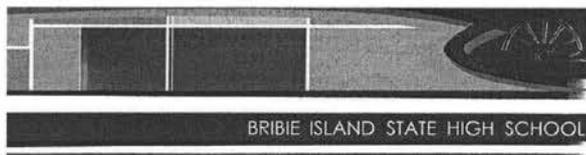


Dear Parents and friends,

We have come to the final newsletter of the year, a time for reflection, celebration and forward planning. I would like to congratulate all who have achieved goals this year and wish all our Bribie families a safe and happy festive season. I look forward to seeing you all fresh and inspired for the start of the 2014 school year.

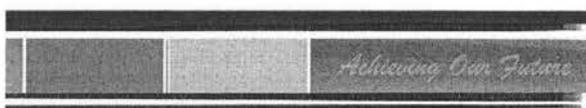
2013 Awards Night Commemorative Program

On the 29th October we celebrated our 25th Annual awards night. Click on this link below to see the full program with all award winners.



25th ANNUAL AWARDS NIGHT

Tuesday
29th October 2013
7:00pm



2013 Awards Night commemorative program

Looking forward to 2014

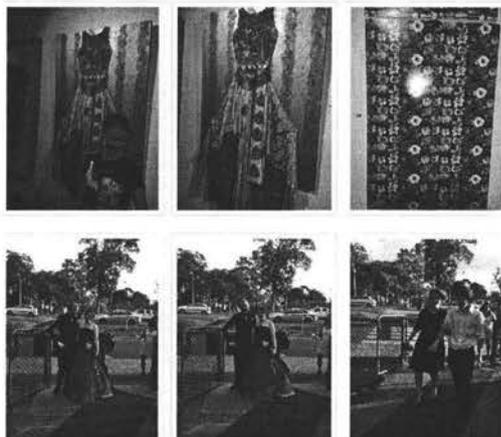
- Assessment Policy is under review to further improve academic rigor and completion rates;
 - The Pelican brief – our Celebration of education on the island is being printed for December release;
 - All Academy Classes have been determined for 2014;
 - The curriculum for year 7 in 2015 is under development. Enrolments will be taken for year 7 from April of 2014;
 - Our expected enrolment for 2014 is 990, with approximately 195 Year 8s arriving on January 28;
 - The final day of the 2013 school year is December 13;
 - The school office opens on January 20;
 - The Uniform shop opens from January 21-23;
 - Student Free days are January 22-24;
 - Australia Day Holiday is January 27
 - School starts for Year 8 and 12 students on Tuesday January 28 and for all students on Wednesday January 29.
- ### Congratulations on Staff Promotions
- Ms Jennifer Williams has been promoted to HOD Teaching and Learning at Caloundra SHS;
 - Ms Lyn Stevens has been selected as our Permanent Guidance Officer;
 - Ms Kylie van Doren has been promoted to Business services manager permanently and full time;
 - Ms Fabienne Forster has achieved her long held ambition to join the police force. We will miss her enthusiasm and drive;
 - Youth Support Co-ordinator 2014 – we will be employing someone for 2 days per week through Intercept;
 - Elena McLeish is now our permanent School Nurse;
 - Our Chaplaincy vacancy is being recruited for;
 - We are investigating an additional Behaviour management teacher to be shared with Bribie State School;
 - Transfers out for 2014 – Beth Watt, Sarah Cox, Judy Hoonhout
 - Transfers in to date – Chris White (HPE), Bronwyn Griffiths (English/SOSE), Meredith Weisenberger (Drama/Eng) now permanent;
 - Acting positions for 2014 will see Jonathan Grassby from Craigslea SHS relieve for Head of Science Barry

Adams in Term 1. Jody Perry will take on the role of Acting HOSES while Vicki Allen is on leave for Semester 1.

Facilities news

- We have commenced the process 2014 projects, Maintenance and Upgrades totalling \$220 000 under the Direct to Market program which allows us to source the best quality and value contractors.

From the Principal's Camera



Uniform news

2013 is the final year where the old school polo, white shirts and skirts will be allowed. This has been a 3 year phase in and all students must now wear the new uniform from 2014. Thank you for your support in this process. Please see the team in the uniform shop for assistance. Any students graduating are asked to donate their uniform (new style) to the office. This stock will be made available to families experiencing financial difficulties at no cost.

Brett Burgess
Principal

CURRICULUM NEWS

Faculty of Business/ICT

Microsoft IT Academy

Microsoft Certification embedded into the Business/ICT Faculty

The Queensland Studies Authority (QSA) has recognised Microsoft Certification as contributing towards studies for the Queensland Certificate of Education (QCE). The successful completion of each exam equates to one (1) QCE Credit. The ICT/Business Faculty has made available unlimited practice tests and e-learning opportunities to all students studying Business or ICT subjects from Grade 10 onward.

Vocational Education

Students studying the Certificate II or III in Business and/or the Certificate II or III in Information Digital Media Technology have unlimited access to all the Microsoft Office Courseware. As well as this students are able to practice the Microsoft Exams until they feel they will pass the external Microsoft exam in

the application of their choice. Students who complete Word, Excel, PowerPoint and one other application are deemed to be Microsoft Office Specialists. This is an excellent employability skill for students to add to their portfolio of achievements.

Information Technology Systems (Board Subject)

Students enrolled in the subject Information Technology Systems will have the opportunity to access the course ware and practice tests for the Microsoft Technical Associate course. The qualification leads to a number of avenues for students wishing to pursue a career in Information Technology, for example; Web Design and Development, Networking and Game Development. Each successful exam completed adds an additional one (1) credit towards the students QCE.

Linda Parker
Head of Department, Business/ICT

Health Faculty 2013 Highlights

HPE & HEC Department Reflect on a Busy Year

What a year it's been in the Health Faculty! It's only now at the end of the school year that we've had time to reflect on a year of incredible opportunities for students across the faculty.

Arguably the highlight of the year in HPE has been the successful introduction of the Sports Academy. This program has seen all 27 talented students heavily involved in the school's sporting program. The success of our sports carnivals and sporting teams in Triathlon, Netball and Touch has been driven in no small way by the enthusiasm of the Year 8 Sports Academy class. Next year, the program expands to include Year 8 and 9 and we look forward to even more achievement in 2014.

2014 has also seen the continuing strength of our Certificate III in Fitness program, which has resulted in the first cohort of graduating students. These students leave school qualified to work as a gym instructor or to continue their careers in this ever-expanding industry.

In the HEC department, the standard was certainly raised to new heights in 2014, especially in the area of food and beverage service. The quality of work demonstrated by students at a range of functions over the year was outstanding and a credit not only to the students from Years 10 to 12, but also to the teachers involved. It's hard to imagine how this level of excellence could be improved upon, but I'm sure our Hospitality classes will be trying to do just that in 2014.

Across the faculty, we've also seen our students increasingly engaged with students from Bribie Island State School. Over the course of the year, students from our Year 11 Early Childhood class worked with young students in reading, motor skill development and at the Under 8's Day celebrations. Year 11 Sport and Recreation students also successfully delivered a range of games and physical activities to groups of excited primary school students. These opportunities have been a most valuable learning experience for our students and we hope to continue similar arrangements in the year ahead.

On behalf of the entire faculty, I'd like to wish all students and their parents a safe and happy Christmas break, and we look forward to outdoing ourselves again next year.

Berny Self
HOD – Health Faculty

Science Faculty

Mr Johnson posed the question to his Year 8 Science class (8H) as part of the unit 'Energy for my lifestyle' - "Could they create a solar cooker to cook a pizza?"

Students then set about creating a number of different ovens that would rely on solar energy to see if it was indeed possible to cook various foods using solar energy. As you see from the photos the students came up with some varying shapes and did have success cooking getting up to over 100 degrees Celsius.

As part of Science teachers doing Professional Development, four teachers attended Sunshine Coast University and in part of their session they were shown new technology involving mini sensor ports that will allow real time data collection from a variety of sensors. These allow wireless connection to smart phones and tablets, meaning students can collect data in the field. The science department now have 4 USB ports.



Business / IT Report

As the 2013 school year draws to a close it is timely to reflect on the achievements of the Business / IT department:

- Two VHA's in Business Organisation and Management – well done to Maddi Scarman and Keyani Peace
- Two VHA's in Business Communication and Technologies – congratulations to Nikki Chee and Tennyson Lansley
- Year 9 Business participating in the ASX Sharemarket Challenge, the ESSI Money Challenge and the Buy Smart Competition
- Very high completion rate of Certificate II in Business and Certificate II in IDMT from our Year 10 students
- Introduction of Certificate III in Business in Grade 11
- Students undertaking extra study in the Microsoft Academy Program
- Five Year 12 students (Nikki Chee, Bonnie Atwill-Taylor, Tennyson Lansley, Milly Bright and Emily Morgan) participating in the annual QUT Student Business Competition

We look forward to bigger and better successes and accomplishments in 2014. Best wishes to the graduating class of 2013! We hope to see as many students completing

Business and IT subjects next year and in the years to come. Happy holidays to all!

Robyn Ferguson,
Business Teacher

English

ICAS English Competition

2013 saw our students perform exceptionally in the very challenging ICAS English Competition. One of our students placed in the top 1% of all students who sat the exam.

In Year 10, Jarryd Hall received a Distinction, placing him in the top 6% of students completing this international competition, whilst Jesse Clarke, Danie Grobbelaar and Courtney Simpson received Credits. In Year 9, Lachlan Morgan received a distinction, whilst Gemma Brogan and Taylah Heaton received Credit awards. In Year 8, Jasmin Cass, Isaac Nelson, Bonnie Ngata, Lisa Reeves and Ashley Rub received Distinctions and Kaitlyn Dawson and Chloe Hall received Credits. Jessica Spink received a High Distinction which placed her in the top 1% of all students in Queensland.

Thanks must go to Mrs Shepherdson, Miss Williams and Ms Leishman for organising the competition which is held annually during August.



Mr Sodhi presenting awards to the students who achieved highly in the ICAS competition

English in 2014

In 2014, we will again liaise with QUT to run some amazing media workshops. After school tutorials will continue for students who want to improve their results or who just need help with assignments. Teams from Year 8, 9 and 10 will enter the QDU debating competition and there will be plenty of opportunities for our public speakers to practise their skills in Rostrum, Lions Youth of the Year and United Nations' Competitions. We will continue to add amazing new novels to the WRIP Wide Reading Program and students will be encouraged to read and read some more! Book Club and the Scribblers Writers' Group will provide students with an avenue to express themselves and to develop their literacy skills. The Voices on the Coast excursion will also provide an opportunity for students to meet authors and attend writing workshops. This is just a snapshot of some of the awesome activities on offer in 2014!



Students love reading in the WRIP section of the library

Sharyn Bryce
HOD English

Year 9 Digital Storytelling Workshop:

On Monday 18 November, students in the Year 9 CIC class participated in QUT's Digital Storytelling Workshop. Over the day, students created and collected a range of images that they combined with music and narration to tell a story. They were inspired by an international issue they have been researching in class and included topics like endangered animals, poverty, and gender equality. The digital stories will be on display along with a range of student work at the CIC Showcase on Thursday 5th November at 2:45pm.



Bo Gibson, Taylor Heaton and Range Pickering

Cherie Shepherdson
English Teacher

Visual Art News

2013 Visual Art Highlights

2013 has been a rich and exciting year for the Visual Art Department with many highlights!

VISUAL ART ACADEMY - We have had a record number of students involved in this extra-curricular program. Students have taken part in afterschool art workshops, visited QUT, participated in excursions to galleries and chatted to past students about their success in the arts post high school.

CREATIVE GENERATIONS - Two of our senior art students were represented in the regional sunshine coast exhibition for the Creative Generations Excellence in Visual Art Awards. Both our students took out awards, with Tayla Bussian receiving a highly commended for her installation and Madeleine Riddell receiving an Excellence Award for her mixed media piece. Madeleine's art work will now be on display in GOMA in 2014.

ANNUAL ART EXHIBITION - Our Annual Art Exhibition turned 10 this year and we celebrated in style at the Bribie Island Community Art Centre. This year we exhibited nearly 500 artworks completed by students from year 8 through to year 12. We also invited past student to take part and it was such a thrill to celebrate 10 years of the Annual Art Exhibition with students, their families, staff and the local community.

Many thanks to all who have supported the Visual Arts and our students at Bribie High, we look forward to another promising year ahead in 2014.



Shari Hayes



Troy Evans and Maddy Cass
with Elizabeth from QUT



Sean Campbell, Anna Paul, Monique Manning, Georgina Hose, Lana Gorman



Robert Eaglesham and Josh Eusebio



Kotomi Kambayashi playing the grand piano at this year's Annual Art Exhibition.



Art works on display at the Annual Art Exhibition

Miss Lisa Holden, one of our many happy helpers at the 2013 Annual Art Exhibition



Some of the many art works on display at the Annual Art Exhibition

Jo Hammond
Visual Art Teacher

2013 Sport

2013!! What a year it has been. Our coaches, managers, sports co-ordinators and students have been working hard to make this year the Breakers year. From cheerleading and netball, to touch football and triathlon, swimming, athletics, cross country and beach carnivals, rugby league gala days and indoor cricket this year has been a time of growth, development and success.



Art works on display at the Annual Art Exhibition

Our swimming, cross country, athletics and beach carnivals were once again a resounding success with student participation high and competition fierce. The introduction of the Year 8 Sport Academy saw the 13 years age group hotly contested across all carnivals. Jesse Young and Gemma Leach proved they were the fastest, taking out the inaugural Bribie Gift. 82 athletes were chosen to represent the school at the district carnival, and from there 7 (Summer Chapman-Allen, Kyle Gore, Monique Manning, Gemma Leach, Nikki Chee, Jade Carnall and Taylah Heaton) of those 82 students were chosen to represent our district at the Sunshine Coast Regional Athletics Carnival, with Kyle Gore then qualifying to compete at the QLD Athletics Carnival. Our swimmers also performed exceptionally well with Bribie placing 2nd at the Sunshine Coast South District Swimming Carnival



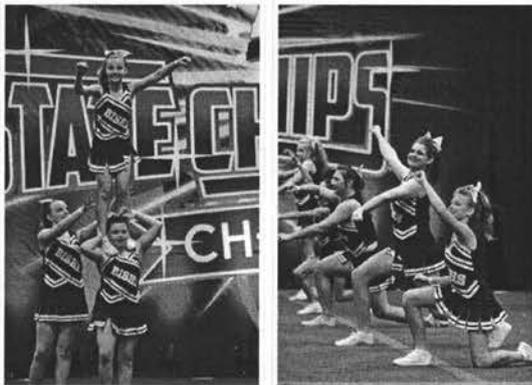
Some of the many art works on display at the Annual Art Exhibition





Beach Carnival

Our cheerleading team, coached by Ms Moller and Mr Ringelstein have had outstanding success in their competitions, with many students, some brand new to the sport, playing their part in title wins at the AASCF Winterfest and AASCF State Championships in categories including Group Cheer Routine, Group Stunts and Partner Stunts. This is a sport that has been outstanding growth and popularity at Bribie and we cannot wait to see what 2014 brings for them.



Cheerleading

Touch football at BISHS has gone from strength to strength in 2013. 5 teams competed at the Queensland All Schools tournament, with the under 15 girls proving they have what it takes to mix it with the best, being knocked out the in semi-finals by the eventual winners, Cav Road SHS. The program has continued to develop its players though a vigorous training program including before and after school and holiday training sessions. A highlight of the touch program was the Bribie Island Invitational tournament, held at the end of term 3. Players from all over our region, including local primary schools converged on the island to compete. Gemma Leach, Monique Manning and Taylah Heaton are to be congratulated on their outstanding achievement of making Queensland teams this year.



Invitational Touch

The netball tradition at Bribie has continued to shine with record numbers of players participating in tournaments including the Vicki Wilson Cup, Queensland State Secondary Indoor Netball Championships, the Cougar Cup and the Bribie Netball invitational Carnival. The Vicki Wilson Cup team proved that age was no barrier to success with Makayla Bowden and Caitlyn Mann, both year 8, proving they could mix it with the open girls. Elise Jones and Gemma Leach were selected in Regional teams and our under 15 and open indoor teams walking away winners.



Netball

This year, Bribie Island Busy Finger generously donated \$ 13 000 that was put towards purchasing triathlon bikes for the school. As students faced up to race in the Bribie Triathlon series they most certainly looked the part and competed strongly in the first two rounds. Ms Adams has been the driving force behind the triathlon team, conducting run, swim and bike sessions to continue to build students skills. Our Sport Academy have shone with fantastic performances and Jake Freeman has continued his achievements, being selected in the Queensland Triathlon Team for the 4th year in a row.

Our achievements have not stopped there. Zeldine Barnard was selected in the Queensland Indoor Cricket team, and was also selected as the inaugural winner of the Bribie Breaker award for outstanding sportsmanship. Deacon Fletcher has proven he has the potential the be one of the great rugby league stars of the future, captaining Queensland at the national

schoolboys championships, and securing a contract with the Gold Coast Titans for 2014. Sam Leach has also proven he will be one to watch in the future, selected in the Sunshine Coast regional rugby league team. Not to be outdone by the boys, Charlee Meineke participated in the Queensland Secondary Schools Hockey Championships as a member of the regional team.

As 2013 draws to a close, I would like to congratulate all students who have been a part of sport at Bribie this year. You have shown commitment, sportsmanship, enthusiasm, and an eagerness to learn. Whether you are a state level athlete or someone who has given something new a go, we are so very proud of you.

As 2014 looms on the horizon, we are busy planning and building for an exciting year for the Bribie Breakers. Our touch football coaches will continue with their development, upgrading their qualifications to level 2 and attending coaching courses with the Australian women's coach, Peter Bell. Players will have the opportunity to represent the breakers at QLD All Schools, Bribie Touch Invitational, Sunshine Coast All Schools and the All Hallows invitational meet. Our netballers will be busy too adding the Brisbane North Super 7 to their already busy calendar. Next year will also see the introduction of the netball and touch football academies, with selected athletes given the opportunity be part of training squads, further developing their skills, build team work and participate in a wide variety of sporting opportunities. 2015 will also see the inaugural International Sports Tour to New Zealand. This tour will see students exploring the mud pools of Rotoroua, scaling the Auckland bridge, hitting the ski slopes, riding jet boats, travelling through glow worm caves, sailing on Auckland Harbour, exploring the site of the Lord of the Rings, climbing Auckland Tour and experiencing the Maori Culture as well as competing in high level games against some of the top high schools on the North Island. Parents and students, please keep your eyes open for further information regarding parent information night and trials early in the New Year.

Other exciting events to look forward to will be our triathletes sweating it out for the remainder of the Bribie Triathlon series and look to including athletes in the Gatorade series as well. Our cheerleaders will once again be training and competing to take it to the best in the country.



Triathlon

In conclusion, 2013 has been an unquestionable success for Bribie Island State High School Sport. I would like to thank all of the staff who have given up their time to coach and manage teams, organise carnivals, take teams to competitions and develop all of our students in their chosen fields for their time and effort. Your continual support of our students is appreciated by staff, parents and students alike. To our local community groups who have supported our young athletes, I can assure you that you are investing in a group of exceptional young people.

Thank you and I look forward to sharing more sporting news with you in the New Year.



Parade Aug 19

Amanda Carr
HPE Teacher

EXTRA CURRICULAR ACTIVITIES

Graduation & Formal 2013

Our Annual Graduation ceremony was held at school on November 13 for our 137 graduates. Our Formal celebration was on Thursday November 14 at the Hilton Hotel Brisbane. Please enjoy the images recorded by our photographer extraordinaire, Ms Joanne Hammond.



STUDENT SUPPORT SERVICES

ACLO

School Based Apprenticeship

Apprenticeship in Horticulture/Arboriculture

Local Business. Must have a good work ethic.
Involves hot, hard work with heavy lifting involved.
Good understanding of Maths & English required
Science preferred not essential.

School Based Traineeship – Cert III Bread Baking/Pastry Chef

Sandstone Point

School Based Traineeship

Business/Business Administration with local Bribie Island business.

Requirements:

- good communication skills
- excellent speaker
- enjoys working with people particularly the elderly
- strong work ethic
- honest and reliable with money

YEAR 11 & 12 STUDENTS ENCOURAGED TO APPLY

Cert III Hospitality

Hungry Jacks Morayfield

Must be 15 years to apply

Cert III Allied Health Services

Various locations

Cert III Retail

Bribie Fresh Sandwich and Juice Bar Bongaree

Bribie Island Bakehouse

Full Time Apprenticeships

- Carpentry Apprenticeship
- Painting Apprenticeship
- Wall & Floor Tiling Apprenticeship
- Shop fitting Apprenticeship

Casual Employment

Subway are seeking casual employees

Must be willing to work with customers and work with food in a fast paced hospitality environment.

14 years and above need only apply

For more details go to www.subway.com.au and follow my subway careers link.

Newspaper folding (Caboolture)

Any age

Lyn Attril Ph:0419 285 136

To apply for any vacancies or for further details see Kylie (ACLO) or call 3400 2412.

Regards,

Kylie Burford

Assistant Community Liaison Officer

GENERAL NEWS

Care Packages – Brightening Christmas for our troops

Student Representative Council and the P & C lead the charge on the Care Packages

Once again Bribie Island State High School is contributing to supporting our troops overseas by sending care packages. Students have worked very hard to promote this initiative including presenting the initiative on the last Whole School Assembly and asking for loose change donations at the Learning Community Assemblies (Students raised just under \$100 in this activity alone). Students are aiming at 50 boxes to be sent this year.

All Learning Community Staffrooms have been provided with a box to place items which will be included in the care packs. All students and staff have been invited to bring in an item no matter how small (even a packet of mints) to brighten the life of one of our amazing troops working to keep us safe and free.

Our wonderful P & C has contributed \$500.00 worth of goods which is an amazing demonstration that it is a whole school activity. All of the items for our care packages will be collated and taken to our local Federal Member, Mr Wyatt Roy for dispatching to the troops in Afghanistan, the Middle East and the United Nations Mission in South Sudan. The deadline date for the delivery of the packages to Mr Roy's office is the 6th December.

John Ringlestein
Teacher



Care packages

P&C Association

Uniform Shop Opening Days

With the end of the school year almost upon us – a reminder regarding to all parents that the 3 year grace period of the uniform change-over is upon us!!

The 'OLD STYLE' uniform which includes the YELLOW POLO, BOYS & GIRLS WHITE SHIRTS and the GIRLS SKIRTS **CAN NOT** be worn in 2014!!

Also please note...

Under **NO CIRCUMSTANCES** is the school uniform to be modified!! ie No shortening of the hem of the Girls Skirts.

The girl's skirts are required to have the school logo on them.

UNIFORM SHOP HOURS FOR 2014 – WEEK BEFORE SCHOOL GOES BACK

- The Uniform Shop will be open on Tuesday 21st January, Wednesday 22nd January and Thursday 23rd January, 8:00 - 12:30 and 1:00 - 4:00;
- Senior Jersey's will be available from the Wednesday 22nd Jan.

They will accept cash and EFTPOS. Cheques are not accepted.

Any questions – please give the canteen a call on 3400 2462

**Regards,
Theresa Brown
P&C President**

Congratulations

Our school canteen has won an award from Qld Association of School Tuckshops (QAST). We are one of the top 10 tuckshops in Qld. This award includes all the primary and high schools in Qld.

Top effort, ladies and a big thank you for all your hard work.

Awesome job!

**Theresa Brown
P & C President**

Managing Asthma over the School Holidays

Although school holidays are a time to relax and unwind from the busy school term, it's important to still remain vigilant to asthma management to ensure that your time off is enjoyable. Whether you're planning a trip overseas, interstate or even just staying at home, here are a few tips to ensure your asthma, or your child's asthma, is well managed during the school holidays:

- Continue to take preventer medication as prescribed on your Asthma Action Plan
- Carry blue reliever medication (e.g. Ventolin) and spacer with you at all times
- Visit your doctor for an asthma review prior to travelling and request an updated Asthma Action Plan
- Remember to take your Asthma Action Plan away with you, or keep in an easy to access location in your home
- Ensure you take enough medication to last your trip, and take repeat prescriptions with you in case you misplace or run out of medication whilst away

- Check that your travel insurance policy specifically includes asthma and that it offers the cover you need

For more information about asthma, please contact 1800 ASTHMA (1800 278 462)

Asthma Foundation Qld

Tips for parents to prevent cyber-bullying

Kids socialise very differently these days. A lot of it takes place on the internet, a world that can be very hard to monitor as a parent. Due to the remote nature of the internet, it may be less obvious that your child is being subjected to cyberbullying, so be sure to watch for symptoms and talk to your child if you have any concerns.

Cyberbullying involves the use of email, chatroom or social media site messaging on the internet, and text, picture and or video messaging on mobile phones. Unfortunately, it means victims can be bullied even when they're not at school, leaving children very few places to hide. Often, children may be scared to confide in their parents regarding cyberbullying, worried they'll have their computer rights restricted, or their mobile taken away.

Symptoms can include:

- Excessive computer use
- Troubled sleep or nightmares
- Depression
- Anti-social behaviour
- Anxiety after using the computer
- Not answering their mobile phone or checking messages

Tips for talking to your child about cyberbullying:

- Educate your child about cyberbullying and reinforce which types of online behaviour are acceptable, and which are not
- Advise them only to give their mobile number and personal email to friends
- Enforce time-off from the computer or their mobile phone if cyberbullied
- Do not open emails from cyberbullies or respond to bullies on Facebook or SMS
- Encourage them only to talk to people they've met in person
- Block the bullies from their Facebook account

What to do next:

- Move your family computer to a public place so you can monitor the times they're online, and their anxiety levels
- Contact the police if the messages are threatening

In the event your child has been a victim of cyberbullying, parents can seek assistance from:

Parentline QLD - 1300 30 1300

Young people are encouraged to call Kids Helpline on **1800 55 1800**.

Information on cyberbullying is available from the Guidance Officer or online from www.kidshelp.com.au

<http://www.kidshelp.com.au/grownups/getting-help/cyberspace>

Lyn Stevens
Guidance Officer

Finance Office

Finance office closure

The finance office will remain open up until 4:00 pm Tuesday 10th December. Due to Education Qld end of year processing requirements, the finance office will be closed from December 11 and re-open on Monday 20th Jan.

Payments can be made over the holiday period directly to the schools bank account. The bank details are on the final debtor statement which will be sent out this week.

Awards Night Prizes

It would be appreciated if you received a cheque presented on Awards Night, that you please present to bank for clearance before end of Term, as this is an auditor's requirement.

Bev Connell
Finance Officer

School Based Youth Health Nurse

Hi, my name is Elena McLeish and I am the School Based Youth Health Nurse for Bribie Island State High School. I will be at the school every Thursday and Friday and alternative Wednesdays. I am based in the support room in the administration block. Students can either come to see me directly to make an appointment or they can ask at administration.

The school based youth health nurse works with the school community on issues that may affect the health and wellbeing of young people and the school community as a whole. The school based youth health nurse works with young people, school staff and parents to:

- Promote health & wellbeing
- Create a supportive, healthy school environment
- Connect people with other support services

My role is concerned with providing health education sessions and supporting the whole school in their health promotion activities. I am also available to students, staff and the school community for consultations to provide information and referral for any health concerns.

You may wish to see me for information about:

- Health concerns
- Nutrition & Exercise
- Puberty
- Sexual Health & contraception

- Peer relationships & bullying
- Smoking, alcohol & other drugs
- Personal & family problems

I look forward to meeting many of you in 2014.

Elena McLeish
School Based Youth Health Nurse

Twilight Markets



Twilight Markets

Date: Saturday 7 December 2013

Time: 5-9pm

Pine Rivers United Sports Club
Wendy Allison Park, Samsonvale Rd, Strathpine

Sausage Sizzle & Cold Drinks
Bar Open
Sporting Goods Raffle
Come and say hello to Santa
Games for the kids

All types of stalls welcome - arts and craft, trash and treasure, Xmas gifts, plants, fresh fruit and vegetables, company displays - ANYTHING!!!!

Stall cost \$30 each for 3m x 3m

For more information email pruscmarkets@gmail.com
Contact Dave - 0410512154 or Anna - 0411635288

KEY DATES

Coming Events

Date	Event
December 11	Year 10 & 11 Reports mailed
December 12	Year 8 & 9 Reports mailed
December 13	Last day of school year
January 21 - 23	Uniform shop open 8am – 12.30pm and 1pm – 4pm
January 22-24	Student Free Days
January 27	Australia Day Holiday
January 28	Year 8 & 12 only commence

Date	Event
January 29	All year levels attend
February 3	Whole school assembly
February 10	School photo day P&C meeting 6pm
February 17-19	Year 8 Camp

To print this newsletter, please use the grey button at the top - left hand side of the screen marked "PDF Print Version".

To advertise in this newsletter, please contact:

Dion Guthrie

Advertising Accounts Manager

Schoolzine

P 07 5450 2710 / MB 0416 890 824 | F +61 7 5636 0956 |
www.schoolzine.com.au

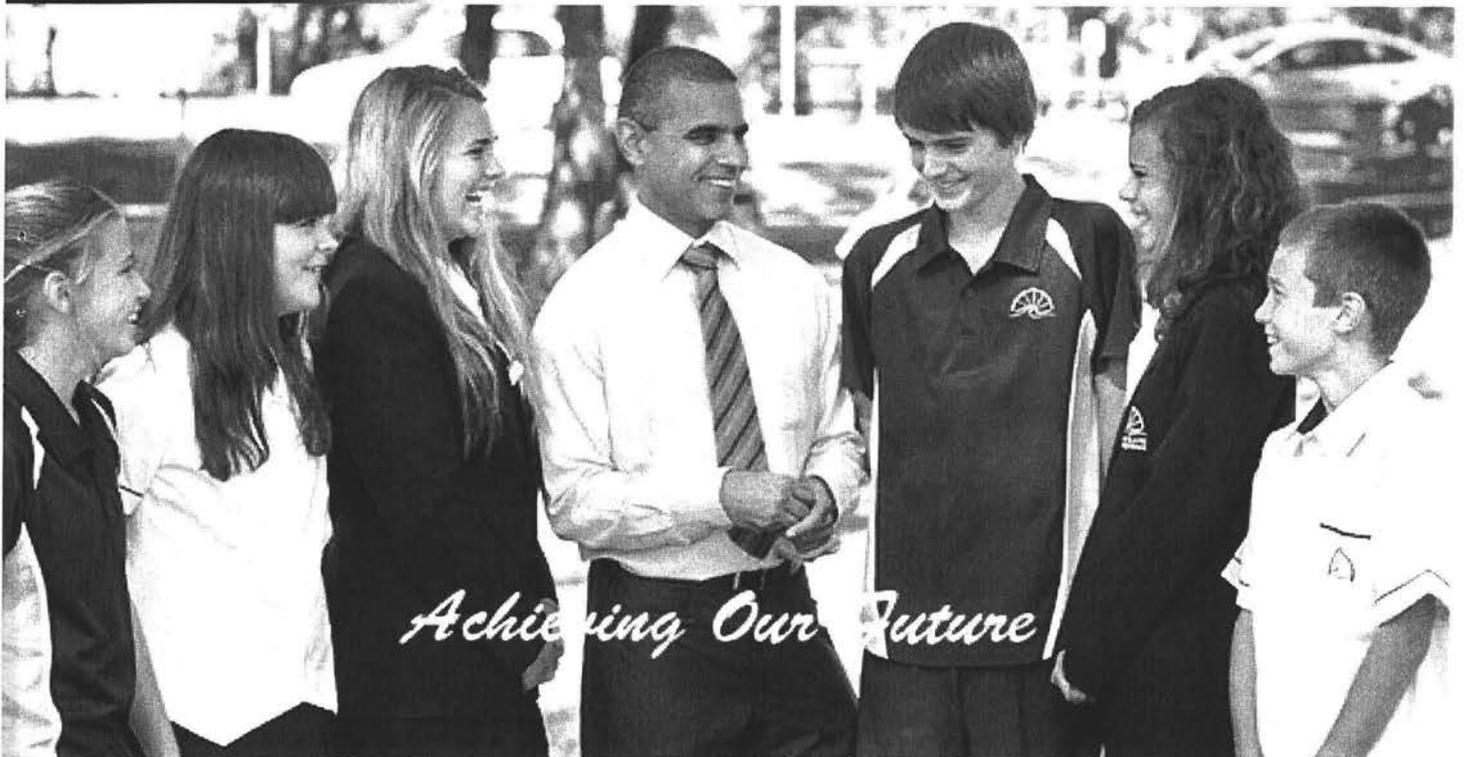
*Passionate people delivering uncompromised,
personalised, customer service.*



Bribie Island State High School

Enrolment Agreement & Policies and Procedures

PO BOX 988
Bribie Island QLD 4507
Email: office@bribislashs.eq.edu.au
Phone: 07 3400 2444
Fax: 07 3400 2400
www.bribislashs.eq.edu.au
CRICOS Provider Number 00608A



Achieving Our Future



Dear Parents, Carers and Students,

Thank you for choosing to enrol your child at Bribie Island State High School.

An awareness and understanding of the Enrolment Agreement and School Policies and Procedures will assist you and your child to settle into school life and become familiar with daily routine more quickly.

This document outlines the *major* policies and procedures and is not exhaustive. School policies and procedures are outlined in the Student Diary. Policies and procedures are discussed with students in the classroom, on assemblies and via notices throughout the year. Policies and procedures are also regularly communicated via the school's newsletter, twitter and facebook.

As our policies and procedures are regularly reviewed, what you are provided with at enrolment is current at that point in time. Any major changes to policy will be communicated to students and parents.

I trust that your educational experiences at Bribie Island State High School will be rewarding.
Yours Sincerely

Brett Burgess
Principal

Enrolment Agreement - Bribie Island State High School

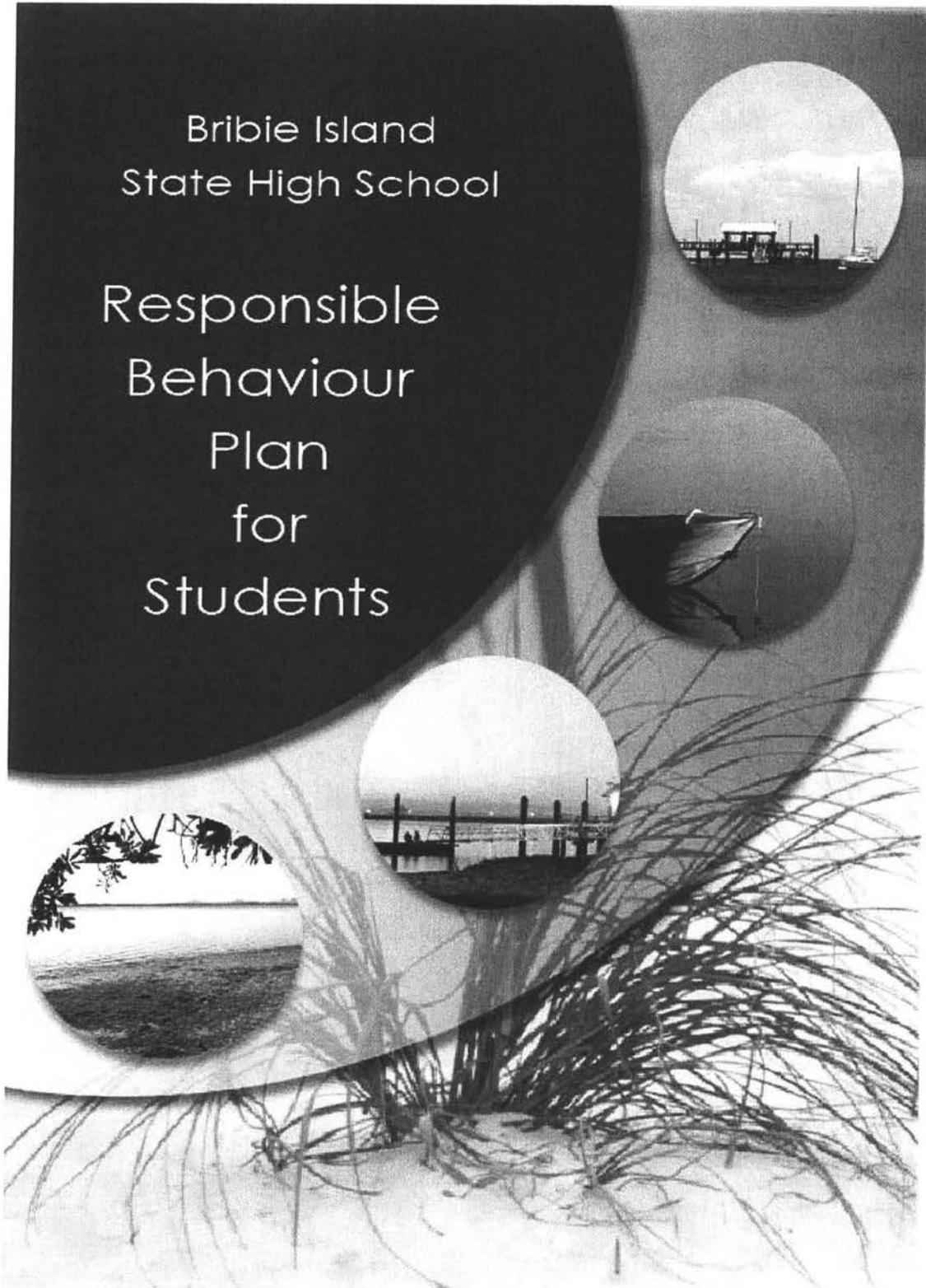
This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Bribie Island State High School.

As a part of the enrolment process all prospective students will complete an enrolment form prior to participating in an interview with a member of the school administration. The enrolment interview will provide an opportunity to explain all relevant policies, complete subject selections, finalise financial arrangements and sign the enrolment agreement.

Enrolment interviews are conducted each Thursday, with all new students commencing the following Monday. A school diary and tour of the school's facilities will be provided to all new students as part of their induction on their first day of attendance.

Bribie Island
State High School

Responsible
Behaviour
Plan
for
Students





The Code of School Behaviour

Better Behaviour
Better Learning

Bribie Island State High School



Responsible Behaviour Plan for Students

1. Purpose

Bribie Island State High School is a progressive and socially responsible school maximising student learning outcomes and preparing young people to become active citizens in a global society.

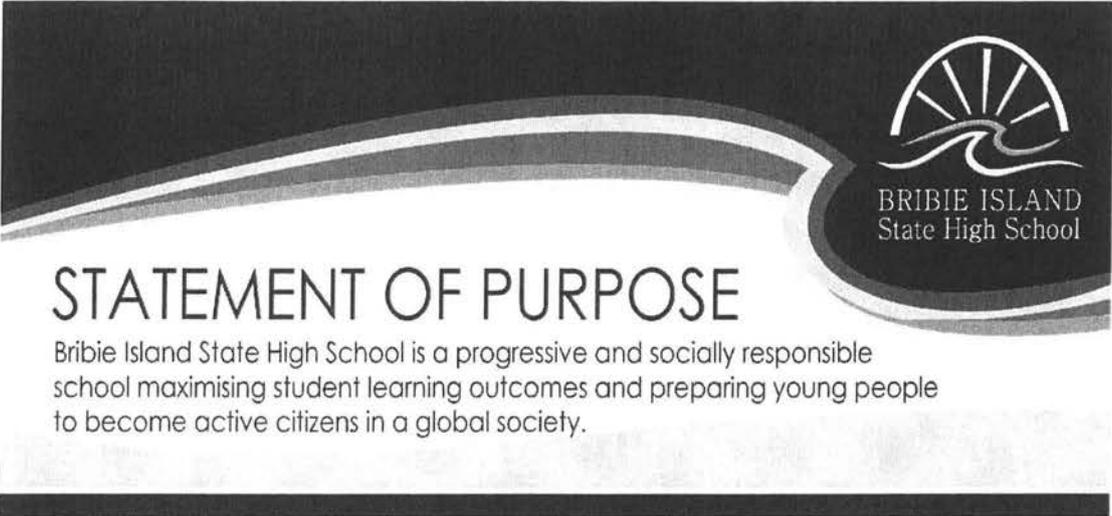
The complete version of the School Statement of Purpose is provided on the next page.

Please Note: The Responsible Behaviour Plan For Students was revised Semester 2, 2012 and approved by the P & C Association in November 2012. A copy is currently with the Department of Education, Training and Employment North Coast Region for approval.



**Queensland
Government**
Education Queensland

Template Version Control: November 2012



STATEMENT OF PURPOSE

Bribie Island State High School is a progressive and socially responsible school maximising student learning outcomes and preparing young people to become active citizens in a global society.

We Achieve Our Purpose By

- Providing quality curricular and extra curricular programs
- through*
- a highly qualified workforce equipped with the knowledge and skills to meet current and changing demands
- within*
- a safe, supportive and productive learning environment
- supported by*
- school community, quality resources and facilities
- ensuring*
- every student achieves to the best of their ability

The Code of School Behaviour
Better Behaviour
Better Learning

We are Committed To

Values and Beliefs

- Positive School Culture
- High Standards
- Trust, honesty & integrity
- Acceptance of personal accountability
- Open & effective communication & collaboration
- Whole school approach to problem solving
- A commitment to continuous improvement
- An outcomes focus
- Commitment to training & development
- International perspectives and intercultural acceptance
- Productive partnerships between the school & the community
- Respect for people, property & the environment
- United Nations Universal Declaration of Human Rights

Effective Practices

- High expectations
- Clear academic & social behaviour goals
- A well structured, inclusive curriculum
- Wide variety of co & extra curricular activities
- Effective teaching & learning
- Clearly documented policies & procedures consistently implemented
- Order & discipline
- Opportunity for student responsibility & success
- Recognition and celebration of excellence
- 3C's: Consideration, Co-operation and Commitment,

Global Aims for a Successful Student

Life Long Learning

- Knowledgeable person with deep understanding
- Complex thinker
- Creative person
- Active investigator
- Effective communicator
- Reflective and self-directed learner

Social

- Proud of their school and themselves
- A positive contributor to the school and community
- Confident, motivated and responsible
- Committed to achieving with a strong work ethic
- Socially, culturally, environmentally and globally aware

Achieving Our Future





The Code of School Behaviour

Better Behaviour
Better Learning

2. Consultation and data review

Bribie Island State High School developed this plan in collaboration with our school community. In 2009 our school underwent an extremely thorough and rigorous review through the Council of International Schools accreditation process. Parents, staff and students were consulted through surveys and community meetings held over the course of 2008/2009 on every aspect of school life. In 2012 a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009 – 2012 further informed the 2012 revision and update.

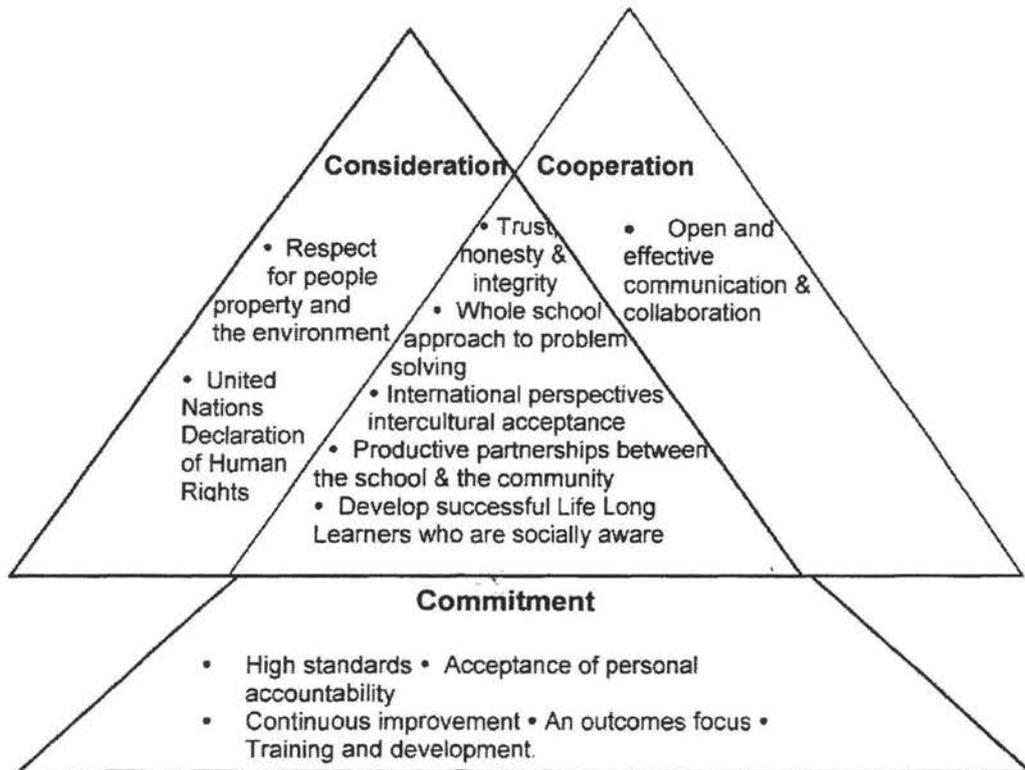
The Plan has been endorsed by the Principal and the President of the P & C Association. The Plan is currently with the Executive Director Schools for final approval. The Plan will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of educational programs.

Our Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours.

Our school community has confirmed three core values which all stakeholders are expected to demonstrate. These core values - Consideration, Cooperation and Commitment - reflect our school's Statement of Purpose.





The Code of School Behaviour

Better Behaviour
Better Learning

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

4a. Universal behaviour support

Effective Practices

Our school community is committed to clearly documenting policies and procedures and recognizes the importance of consistently implementing them to provide a safe, supportive and productive learning environment.

These policies include but are not limited to:

- Student Dress Code Policy.
- Homework Policy.
- Assessment Policy.
- Computer Network Acceptable Use Policy.
- Attendance Policy.
- Prohibited Items Policy.
- The Use of Personal Technology Devices at School.

Learning Communities

Bribie Island State High School is organised into 4 Learning Communities. Learning Communities help us to achieve improved student learning outcomes through the promotion of positive student-teacher-parent relationships.

What is a Learning Community (LC)?

Learning Communities are semi-autonomous 'mini-schools' that are self-directing and self-governing. They are responsible for the monitoring of academic progress and behaviour of students, communication with parents and provision of pastoral care.

What do the Learning Communities offer?

- Pastoral care.
- Collegial student management.
- Closer relationships between all learning community members.
- Direct parent – teacher contact.
- Cross curricular planning.
- Greater staff, parent and student interaction.

What do the Learning Communities achieve?

- Improved student learning through the promotion of positive student-teacher relationships.
- The Learning Community structure encourages and supports communication and collaboration among teachers, improving teaching and learning.
- Improved student behaviour through early identification and a positive support structure.
- A more settled and orderly environment.
- A deeper sense of belonging for all involved in the school community and a pride in the school.
- With direct phone lines into the Learning Communities, speedy contact between the school and home allows any issues to be swiftly addressed and resolved.



Queensland
Government
Education Queensland



The Code of School Behaviour

Better Behaviour
Better Learning

Co curricula Programs

Bribie Island State High School has various programs which are designed at embedding concepts in relation to expected values and behaviours in the curriculum so they are explicitly taught to students. Some examples of these programs include the year seven into eight transition program, year eight camp and leadership programs (all year levels).

Bribie Bonus Vouchers

The Bribie Bonus Voucher System recognises and encourages positive behaviours within the school environment. All members of staff issue Bribie Bonus Vouchers to students who exhibit positive behaviours. The vouchers are then included in regular prize draws. Students may also be eligible for an excursion as an additional reward at the end of the year.

Whole School Approach to Problem Solving

All members of the school community are responsible for implementing the Responsible Behaviour Plan for Students and supporting the school's Statement of Purpose and thus demonstrate our three C's Consideration, Commitment and Cooperation.

Principal

The Principal is responsible for:

- Supporting the school's Statement of Purpose and thus demonstrating our three C's Consideration, Commitment and Cooperation.
- The overall implementation of The Code of School Behaviour.
- Establishing a supportive school environment.
- Establishing and maintaining alternative schooling structures and avenues for those students who are unable to adapt to the traditional school environment to continue their education.
- Implementing suspensions from school and organising appropriate work for students whilst on suspension.
- Implementing Behaviour Improvement Conditions where appropriate.
- Implementing cancellations and/or exclusions from the school in situations where despite every opportunity and support mechanism being extended to the student they are still unable to respond appropriately.

Deputy Principal

The Deputy Principal is responsible for:

- Supporting the school's Statement of Purpose and thus demonstrating our three C's Consideration, Commitment and Cooperation.
- Supporting the Principal and Heads of Learning Community in the implementation of the Code of School Behaviour.
- Recommending to the Principal suspensions for students for 1- 20 days and organising appropriate work for students whilst on suspension.



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- In consultation with Heads of Learning Community, determining the most effective options for students returning from suspension.
- Liaising with student support services team and external agencies for support programs where required.

Heads of Learning Community (HLC)

Heads of Learning Community are responsible for:

- Supporting the school's Statement of Purpose and thus demonstrating our three C's Consideration, Commitment and Cooperation.
- Ensuring that appropriate support is accessible for students and staff which may include suggested learning experiences, Bribie Bonus Voucher System, student management strategies and/or time management strategies.
- Recommending to the Principal suspensions for students for 1- 5 days and organising appropriate work for students whilst on suspension.
- Tracking Learning Community students through One School data.
- Managing and supporting Learning Community staff.
- Facilitating professional development needs of Learning Community staff.
- Liaising with Line Managers & the student support services team in relation to alternative programs for Learning Community students.

Heads of Department (HOD)

Heads of Department are responsible for:

- Supporting the school's Statement of Purpose and thus demonstrating our three C's Consideration, Commitment and Cooperation.
- Ensuring the effective delivery of the curriculum specifically related to student behaviour within their faculty area.
- Supporting staff in effective curriculum delivery in relation to student behaviour within their faculty.
- Monitoring student achievement and submission of assessment within their faculty.
- Embedding our three C's Consideration, Commitment and Cooperation in the curriculum through explicit teaching.

Guidance Officer

The Guidance Officer is responsible for:

- Supporting the school's Statement of Purpose and thus demonstrating our three C's Consideration, Commitment and Cooperation.
- Providing strategic advice for dealing with particular students.
- Counselling students and empowering them to deal with the issues that they may be confronted with.
- Providing career guidance for students and outlining the options available for achieving their goals.
- Assisting students in setting goals, which is often an underlying factor in their motivation and cooperation at school.
- Providing support for families.
- Assisting students and families in accessing external support agencies.
- Coordinating and managing referrals to the Student Support Services Team.



Student Support Services Team

The Student Support Services Team is led by the Guidance Officer and provides support for students with high needs & comprises of the following personnel:

- School Chaplain.
- School Based Youth Health Nurse.
- Aboriginal and Torres Strait Islander Advisor.
- English as a Second Language support teacher.
- Youth Support Coordinator.
- HOD Social Justice

The Students Support Services team is able to provide a coordinated approach to address a student's particular needs.

Teachers

Teachers are responsible for:

- Supporting the school's Statement of Purpose and thus demonstrating our three C's: Consideration, Commitment and Cooperation.
- Implementing a variety of proactive support measures.
- Establishing and maintaining an orderly classroom environment.
- Using a variety of strategies when dealing with students.
- Documenting incidences of inappropriate behaviour and strategies implemented in the One School data base.
- Accepting responsibility & accountability for the outcomes of their interactions with students. This includes:
 - ✓ proactive management planning;
 - ✓ collegial sharing of effective strategies;
 - ✓ investigation of new strategies;
 - ✓ self-directed professional development and
 - ✓ promoting the Bribie Bonus Voucher system.

Parents

Parents have the responsibility for supporting the school in the education of their children. This responsibility includes:

- Support the school's Statement of Purpose and thus demonstrating our three C's Consideration, Commitment and Cooperation.
- Ensure students attend school every day.
- Provide students with equipment as required.
- Ensure students comply with the School Dress Code.
- Maintain communication links with the school.
- Provide the school with advice on developments which may impact on the academic, social, physical or mental well-being of the student.
- Contribute to the decision making processes within the school.
- Support decisions made by the school in the best interests of their student and the school.

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Students

Students are to:

- Support the school's Statement of Purpose and thus demonstrate our three Cs Consideration, Commitment and Cooperation.
- Actively contribute towards a safe, supportive & productive learning environment.
- Achieve to the best of their ability by:
 - bringing correct equipment
 - being organised
 - displaying high standards of conduct
- Follow all reasonable teacher directions.
- Respect people, school and the environment.
- Abide by the school's policies and procedures.
- Represent the school with honour, pride and enthusiasm.
- Attend school regularly, on time, ready to learn and take part in school activities.

Harassment Referral Officer (HRO)

The Harassment Referral Officer is responsible for:

- Supporting the school's Statement of Purpose and thus demonstrating our three C's: Consideration, Commitment and Cooperation.
- Providing a confidential support service for students who feel that they are being harassed.
- Listening to students and without judgement, outline the avenues available to the student for resolution of the situation.
- Providing options for managing the situation.
- Referring students to the Guidance Officer should mediation be recommended.

Common Language

At Bribie Island State High School a common language is used by the school community to ensure all students understand clearly what behaviours are expected of them. At Bribie Island State High School students are explicitly taught our expectations through the common language of our 3 C's: Consideration, Cooperation and Commitment.

As a school we refer to the following "common phrases" when describing our expectations to students in regards to:

Hands off

The school is a work environment. As such the hands off policy means that there is to be no contact between members of the school community as would be expected in a work environment. Some examples of these behaviours may include but are not limited to: kissing or holding hands with another student, stealing another student's hat, grabbing another student's bag, play fighting, and contact sports.

Walk and Talk

If students are made aware of other students engaging in inappropriate behaviours or witness such behaviours it is their responsibility to walk away from the situation to avoid becoming involved and immediately refer it to a teacher.

4(b) Targeted behaviour support

Classroom teachers are required to build positive relationships with students and adopt proactive strategies, consult with colleagues and document interventions when facing unacceptable classroom behaviour.

Initial Strategies (Green Zone)

- Use the 10 Essential micro skills for teaching.

Skill	Technical Terms	Descriptive Terms
1	Establishing expectations	Making rules
2	Instruction giving	Telling what to do
3	Waiting and scanning	Stopping to look at what is happening
4	Cueing with parallel acknowledgement	Praising a particular student to make a point
5	Body language encouraging	Smiling, nodding and moving near
6	Descriptive encouraging	Using a particular type of praise
7	Selective attending	Ignoring some behaviour
8	Giving a choice	Describing the student's options and likely consequences
9	Following through	Doing what you said you would
10	Defusing	Talking it through

- Talk to the student one on one:
 - Acknowledge successes.
 - Review and remind student of classroom/school expectations.
 - Create an individual student action plan using the 3 C's.
- Consult with Colleagues:
 - Investigate what strategies have had positive results with the student/class.
 - Contact parents
 - Talk to the student with third party support
 - Refer student to a Head of Learning Community (HLC) where further support services are required (G.O., nurse, learning support, etc.)
- Document Interventions:
 - Implement a range of strategies and document these on One School.
 - Documentation should be a summary of the facts and an analysis of the situation as a whole. Increased levels of intervention should be easily identified. Examples of places where staff may document interventions include their diary or on OneSchool.
- Emergency Situation – Red Card:
 - All staff are issued with a Red Card to be used when “the wellbeing of a staff member or student/s is at risk”.
 - If there is an emergency situation, the staff member sends a student with the Red Card to the nearest Learning Community or Administration and immediate assistance is provided.



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Secondary Strategies: (Yellow Zone)

- If unacceptable behaviour continues teachers can:
 - Use an assigned Buddy (teacher)
 - Seek HLC support where required

Individual Behaviour Plan

Students identified as requiring targeted support may be placed on an Individual Behaviour Plan. An individual Behaviour Plan may be prepared by a HLC, GO, Deputy Principal or the Principal. The Case Manager, the student and parent/carer are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan are required to be placed on a monitoring card.

Monitoring Cards

Monitoring Cards, which record goals and lesson attendance are used when reviewing the Individual Behaviour Plans.

A monitoring card is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson. The monitoring card is sighted by the Case Manager and parents on a daily basis.

The monitoring card has been specifically designed as a pro-active instrument that is flexible enough to cater for any particular issues a student may be facing. The cards are not prescriptive in any way, nor do they follow a set course in terms of action and re-action. That is, an unsatisfactory comment does not necessarily result in a specified consequence.

The cards are designed to facilitate a continuous dialogue between student, teacher and parent as all parties are asked to regularly write comments on the card as to the progress of the student, whether that progress be positive or negative. As such, the primary purpose of the card is as a tool for self reflection in which the student can critique their own personal situation whilst being given the support of both the school and their parents.

Smaller Group Programs

The school may provide programs to target the needs of smaller groups of students. These programs will be conducted on a needs basis by the Student Support Services team and the school may be able at time access external agencies. These programs may include but are not limited to Harassment Bullying programs, the Strength Program and the Rock and Water program.



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Tertiary Strategies (Red Zone)

4(c) Intensive behaviour support

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student's Individual Behaviour Plan has been reviewed regularly and further support is now deemed appropriate.

Administration staff and, at times, HLC's assist in the co-ordination of a Case Management team involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer.

The school has access to trained staff to complete functional behaviour assessments. These assessments are focused on identifying significant, student-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies may include: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council (Get Set for Work), Worklinks (Youth Pathways), Community Solutions (YSC) and Education Queensland Regional Office Behaviour Management Team.

From the Functional Behavioural Assessment and interagency input, the following supports may be put in place as part of the Individual Behaviour Plan:

- Work with the Advisory Visiting Teacher – Behaviour.
- Counselling with the school Guidance Officer.
- Flexible timetable or attendance.
- Teacher Aide support through school or district behaviour funding.
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner.

The Individual Behaviour Plan continues to be reviewed and adjusted as necessary.

Regional Support

Major priority is building capacity in schools with some case management of Red Zone students. Behaviour support currently offered in our region includes:

- Behaviour Support Consultants to assist with case management of individual students, classes, targeted groups of students; teacher coaching and support; functional behaviour assessments; delivery of professional development sessions, as well as generic programs (Essential Skills for Classroom Management, Better Behaviour Better Learning, including an online delivery model, School wide Positive Behaviour Support
- Speech and Language Pathologist exclusively for behaviour related assessments and therapy
- Adventure / Outdoor facilitator,
- EdWrap (which includes 2 Guidance Officer Intensive Behaviour Support, a Family School Liaison worker, A03 and counsellor),
- Learning Engagement Online (LEO) which is best described on their website (<http://leo.eq.edu.au/wcmss>),



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Alternative Programs

When a student is suspended for 1 – 5 days reasonable steps will be taken to ensure that the student is given work to complete during the suspension.

When on a 6-20 day suspension, or suspension with recommendation to exclude, the school will develop a specific targeted program for the student. This may involve academic work, social skilling and career goal activities and will allow the student to continue with their education.

5. Consequences for unacceptable behaviour

Bribie Island State High School has in place a range of proactive, holistic strategies promoting the wellbeing of its students. The Code of School Behaviour also makes explicit the consequences should their behaviour be unacceptable. Depending on the related incidents these consequences follow a systematic approach and include:

- Proactive classroom strategies.
- Support Time – individual meetings between students and teachers.
- Detentions.
- Non participation in certain activities.
- Buddy Classes – students removed from normal class and complete work provided in another class.
- Monitoring cards – monitoring of targeted behaviours.
- Individual Behaviour Plans.
- Involvement of outside agencies.
- Internal and External Suspension.
- Behaviour Improvement Condition.
- Cancellation of Enrolment process.
- Exclusion.

Major Breaches of Work Place Health and Safety

The Work place Health and Safety Act requires students to act in a safe manner towards themselves, other students and staff. The following procedure is in place for all students who are not obeying safety directions.

The phase a student begins at is determined by completing a risk assessment on the specific behaviour the student displayed which has jeopardised the safety of themselves or others. For phase one the risk assessment will be completed by the classroom teacher, phase two the HOD and phase three the deputy principal/principal.

Minor Breaches

Minor Breaches will be managed at a classroom level. Consequences may include support time, completion of safety booklets and or parental contact.

Repeated minor breaches where strategies used have not had the desired outcomes will result in the student moving to Phase One.



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Phase One – Teacher

- 1) Referred to a buddy class. Complete safety worksheet if unsafe behaviour is reason for removal. Students must complete a re-entry form to assist in identifying behaviour of concern.
- 2) Teacher to phone parents.
- 3) Student is given a monitoring card.
- 4) Incident recorded on One School Data Base.

Phase Two – HOD/Teacher

- 1) May result in suspension and /or removal from class for a short period of time at the HOD's discretion.
- 2) Complete safety worksheet. Student must complete a re-entry form with HOD to assist in identifying behaviour of concern.
- 3) HOD to phone parents.
- 4) Student is given a monitoring card.
- 5) HOD to notify Deputy.
- 6) Mediation with teacher, HOD and student with action plan created.
- 7) Incident recorded on One School.

Phase Three – HOD/ Deputy

- 1) May result in suspension and/or removal from class for a longer period of time at the deputy's or principal's discretion.
- 2) Deputy notified – negotiate with HOD.
- 3) Parent interview (HOD/Deputy).
- 4) Incident recorded on One School Data Base.

6. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. Bribie Island State High School has a detailed Critical Incident Policy outlining staff roles and expectations, and procedures for a variety of emergency situations.

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

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

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).



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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 Bribie Island State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that 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 reason for the behaviour.

Physical intervention is not to be used as a response to:

- property destruction.
- school disruption.
- refusal to comply.
- verbal threats.
- leaving a classroom or the school, unless student safety is clearly threatened.



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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 must be formally documented. The following records must be maintained:

- incident report (Appendix 4/5).
- [Health and Safety incident record](#) (link).
- debriefing report (for student and staff) (Appendix 6).

7. Network of student support

There is a range of support services available to students within the school and with outside agencies. Support will be provided by either individuals or a combination of support from:

- Teacher.
- School Chaplain.
- Learning Assistance Coordinators and Tutor.
- Special Education Unit Staff.
- Advisory Visiting Teachers – EQ.
- Harassment Referral Officer (HRO).
- English as a Second Language Teacher.
- Guidance Officer.
- School Nurse.
- Youth Support Coordinator.
- Aboriginal and Torres Strait Islander Community Liaison Advisor.
- The Department of Child Safety.
- The Caboolture Youth Mental Health Service (CYMHS).
- Community Health Caboolture.
- Caboolture Area Youth Service.
- Heads of Learning Community.
- Heads of Department.
- Deputy Principal.
- Principal.

8. Consideration of individual circumstances

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

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account extenuating circumstances, students' age, cultural background and their emotional state.
- Recognising the rights of all students to express their opinions in an appropriate manner and at the appropriate time.



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To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

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 1995.
- Workplace Health and Safety Regulation 1997.
- Right to Information Act 2009.
- Information Privacy (IP) Act 2009.

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment.
- CRP-PR-009: Inclusive Education.
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools.
- SMS-PR-022: Student Dress Code.
- SMS-PR-012: Student Protection.
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass.
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions.
- ICT-PR-004: Using the Department's Corporate ICT Network.
- IFM-PR-010: Managing Electronic Identities and Identity Management.
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.
- Education (General Provisions) Act 2006 -Ch 12: Good order and management of State educational institutions and non-State schools
- Education (General Provisions) Regulation 2006 - Part 2: Management of State instructional institutions
- Education (General Provisions) Act 2006 – Part 6, Div 3: Directions and orders about conduct or movement at, or entry to, premises of State educational institutions
- Education (General Provisions) Act 2006 s365: Obligation to report sexual abuse of student under 18 years attending State school.

11. Some related resources

- Critical Incident Plan.
- Bullying. No Way!
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President

Regional Executive Director

Date effective:

from to



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Appendix 1

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but is not limited to, gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile and smart phones, iPods® and devices of a similar nature.

Personal Technology Device Use at School

The use of mobile phones and other personal technology devices during class time or when being addressed by a staff member is prohibited unless approved by the Principal or recommended by teachers as part of the learning experience. The school will not accept responsibility for theft or damage to these items.

Students or parents needing to relay urgent messages to each other during school hours should contact the office.

Confiscation

Students found using mobile phones and other personal technology devices inappropriately or without the express permission of a staff member will have the item confiscated. Students can collect confiscated items from the office at the end of the school day.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Bribie Island State High School. Students using personal technology devices to record inappropriate behaviours or incidents without others' knowledge or permission (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.



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Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. We ask that parents take measures to provide instruction on appropriate use of online social media and mobile phones, monitor usage by students and report any inappropriate use occurring to outside agencies (QPS) if appropriate.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



Special Circumstances Arrangement

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

Students may also be given permission to use some personal technology devices as part of the curriculum under the supervision of teachers. For example students may be permitted to bring iPods into a dance classroom.

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Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Rationale

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

Purpose

Bullying is defined as repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. This includes physical attack (hitting, kicking, sexual assault, theft); verbal attack (name calling, racist, sexist or homophobic comments, offensive remarks, ridicule) and indirect bullying (spreading rumours, explicit ostracism from social groups). It can include doing one or more of the preceding acts by use of modern technology such as mail or text messaging.

Bribie Island State High School strives to create a safe, supportive and productive learning environment for all students at all times of the day. The disciplined and learning environment that we are creating is essential to:

- Achieving a positive school culture.
- Achieving international perspectives and intercultural acceptance.
- Ensuring we have high standards.
- Ensuring we meet our commitment to continuous improvement.
- Ensuring respect for people, property and the environment.

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

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

Bullying may be related to:

- Race, religion or culture.
- Disability.
- Appearance or health conditions.
- Sexual orientation.
- Sexist or sexual language.
- Young carers or children in care.



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At Bribie Island State High School there is an understanding amongst staff, students and parents that bullying is not acceptable. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 3 core values and have been taught the expected behaviours attached to each value in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the classroom and non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the classroom and non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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

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



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The Code of School Behaviour

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Responsibilities

At Bribie Island State High School we are committed to providing a safe, supportive learning environment, for all members of the school community. Members of the school community have the following responsibilities in regards to Bullying and Harassment.

All Staff (including Principal, Deputies, HODS and teaching and non teaching)

- Staff are required to respond at a whole school level to any issues of harassment or bullying within the school.
- Staff have the responsibility of carrying out required anti bullying curriculum.
- If staff are alerted of any bullying or harassment by a parent or student they are to respond appropriately as outlined in the Code of Conduct.

All Parents

Parents can support the anti - bullying message by encouraging their child not to use physical violence as a way of resolving conflict.

- Parents have the responsibility of supporting and reiterating any anti bullying curriculum as required by the school community.
- Parents have the responsibility of reporting any issues of bullying or harassment involving their child to a member of staff as soon as possible after the incident.

All Students

Where they feel able, students may initially choose to use some appropriate anti-bullying strategies of their own such as:

- Walking away from conflict where possible.
- Politely but firmly asking bullies to stop their behaviour.
- Warning bullies that their behaviour will be reported if it continues.

However, in any situation where a student does not feel comfortable with the above, they should immediately report instances of bullying or harassment to a member of staff as soon as possible.

- Students have the responsibility of actively participating and utilizing skills developed in anti bullying curriculum.

Getting Support

Students or parents can report bullying and harassment and seek support from:

- Teacher trained Harassment Referral Officers (in each Learning Community).
- Heads of Learning Community.
- School Guidance Officer
- School support staff including: the school nurse, the school chaplain, school, Aboriginal and Torres Strait Islander Community Liaison Officer or the youth support coordinator.
- Deputy Principals (for more serious incidents).
- Principal (for more serious incidents).



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Appendix 3

WORKING TOGETHER TO KEEP BRIBIE ISLAND SHS SAFE

We can work together to keep knives out of school. At Bribie Island SHS:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined (This may include suspension or recommendation for exclusion)
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Bribie Island SHS safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.



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Appendix 4

INVESTIGATION SUMMARY

INVESTIGATOR				
Incident				
Teacher witness				
Date of Incident				
Time of Incident				
Location of Incident				
INFORMATION GATHERING PROCESS				
1. Teacher Incident Report from		Code here:		
2. Interviews with students		Names here:		
3. Interviews with Student Witnesses		Names here:		
INFORMATION GATHERED				
Student A				
Student B				
Student C				
Student D				
Witnesses	Event One:	Event Two:	Event Three:	Event Four:
RECOMMENDATION				



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Appendix 6

Debriefing Report for Physical Intervention

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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



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Target/s
1.
2.
3.

Consequences	Completed		
1.			
2.			
3.			

Lesson	Day 1 Date / /			Day 2 Date / /			Day 3 Date / /			Day 4 Date / /			Day 5 Date / /		
	Progress towards targets: S = Satisfactory U = Unsatisfactory			Progress towards targets: S = Satisfactory U = Unsatisfactory			Progress towards targets: S = Satisfactory U = Unsatisfactory			Progress towards targets: S = Satisfactory U = Unsatisfactory			Progress towards targets: S = Satisfactory U = Unsatisfactory		
	Target 1	Target 2	Target 3	Target 1	Target 2	Target 3	Target 1	Target 2	Target 3	Target 1	Target 2	Target 3	Target 1	Target 2	Target 3
1															
2															
3															
4															
Case Manager															
Carer															
My Successes															

Appendix 8

BRIBIE ISLAND SHS BUDDY CLASS REFERRAL INSTRUCTIONS

- Buddy class referrals are a short term strategy to assist teachers in managing disruptive classroom behaviours. Refer to section 4b of the BISHS Responsible Behaviour Plan for Students.
- Removal of a student to a buddy class enables a cool off time where they can formulate a plan to return to class, isolates on-going disruptions and encourages them to appreciate their place in your class.
- Buddy class referrals must be used in conjunction with other strategies such as seating plans, classroom structure, support time, parent contact etc.
- Refer to the buddy class timetable and use the referral forms when sending a student to a buddy class. If possible forewarn the buddy teacher.
- Do not send more than two students from a class to buddy classes. If more students are being disruptive, please follow alternative strategies as described in section 4b of the BISHS Responsible Behaviour Plan for Students.
- If you suspect a student may not go to the buddy classroom, send a trustworthy student with them.
- Ensure suitable and adequate work and/or a Student Action Plan is sent with the student.
- Enforce an automatic support time. This time should be used to discuss how the student can avoid being sent to the buddy class in future. Where to from here?
- Phone home to notify parents/care givers of the need to remove their student from your class.
- Keep the returned buddy class referral as part of your own behaviour management record keeping and enter details into the One School database within two days of the referral.

BUDDY CLASS REFERRAL

Referring Teacher: _____

Student Name: _____

Date: _____

Buddy Teacher: _____

Room: _____

Time Sent: _____

I have been set work to complete for the remainder of the lesson. Details: _____

I am to complete the Student Action Plan given to me by my teacher.

Buddy Teacher. Time Arrived: _____

- Please send student back to class 2-3 minutes prior to the end of the double lesson.

Work Ethic: Satisfactory/Unsatisfactory Behaviour: Satisfactory/Unsatisfactory

Comments: _____

Buddy Teacher Signature: _____

Student.

I have completed my support time to discuss my classroom behaviour.

BUDDY CLASS REFERRAL

Referring Teacher: _____

Student Name: _____

Date: _____

Buddy Teacher: _____

Room: _____

Time Sent: _____

I have been set work to complete for the remainder of the lesson. Details: _____

I am to complete the Student Action Plan given to me by my teacher.

Buddy Teacher. Time Arrived: _____

- Please send student back to class 2-3 minutes prior to the end of the double lesson.

Work Ethic: Satisfactory/Unsatisfactory Behaviour: Satisfactory/Unsatisfactory

Comments: _____

Buddy Teacher Signature: _____

Student.

I have completed my support time to discuss my classroom behaviour.

BRIBIE ISLAND STATE HIGH SCHOOL STUDENT ACTION PLAN

Student Name: _____ **Referring Teacher:** _____

Date/Lesson/Time: _____ **Buddy Teacher:** _____

I [Name], understand that I am writing this plan to help me become a more productive and responsible student.

1. What I did ...

2. What my teacher did...

3. I broke the following class/school rules:

I wasn't contributing to a safe and supportive learning environment.

4. My actions stopped students from ...

5. I stopped the teacher from ...

6. The expectations of a BISHS student are listed below. Make a cross next to the expectations that you have **not met**. *These are the actions that have resulted in your removal from class.*

A BISHS Student is to:

- Support the school's Statement of Purpose and thus demonstrate our three Cs: Consideration, Commitment and Cooperation.
- Actively contribute towards a safe, supportive & productive learning environment.
- Achieve to the best of their ability by:
 - bringing correct equipment.
 - being organised.
 - displaying high standards of conduct.
- Follow all reasonable teacher directions.
- Respect people, school and the environment.
- Abide by the school's policies and procedures.
- Represent the school with honour, pride and enthusiasm.
- Attend school regularly, on time, ready to learn and take part in school activities.

7. For each of the expectations you have identified as being an issue/problem, explain the steps you are going to take to help you remain in class.

8.

Student Expectation that I have not demonstrated	Personal Plan What am I going to do to ensure I remain in class? - Be specific - Explain exactly what you are going to do/bring
Commitment	
Consideration	
Co - operation	

9. How can your teacher help you with your plan?

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

BULLYING

POLICY

BRIBIE ISLAND STATE HIGH SCHOOL - BULLYING POLICY

Students at Bribie Island State High School have the right to learn in a safe and supportive school environment that values diversity - an environment free from bullying, harassment, discrimination and violence. The students have the right to be treated with fairness and dignity. All members of the Bribie Island State High School community have a responsibility to keep others safe and to treat them in the same way - with fairness, dignity and respect. Bribie Island State High School is working to build a safe, supportive, respectful and inclusive environment for every member of the school community - empowering students to be active in the pursuit of justice.

At Bribie Island State High School we acknowledge that:

- Bullying and harassment affect the whole school and the school community.
- Bullying behaviours are not acceptable in our school and will not be tolerated; schools and playgrounds can be safe.
- Strategies involving all stakeholders are in place to deal with bullying within our school environment and the community.
- It is the responsibility of all parties to strongly affirm and protect others' right to a safe, inclusive and support environment.

Bribie Island State High School is committed to providing a safe and supportive learning environment which prevents incidents of harm to students and the responses necessary when an employee of Bribie Island State High School reasonably suspects harm or risk of harm to students. All personnel employed in schools are required to support students who are victims of harm, or at risk of harm and, where appropriate and permitted by law, work in partnership with other statutory agencies that are involved in child protection.

In keeping with the principles set out in the Child Protection Act 1999, Bribie Island State High School asserts that the welfare and best interests of children is paramount and all children have a right to protection from harm.

Bullying, harassment, violence and discrimination are harmful behaviours that deprive individuals and groups of their rights. This can jeopardise the physical and emotional safety of students and undermine the wellbeing of our school community and society.

School community works together to recognise, challenge and change inequalities that fuel bullying and harassment within the school – and to build trust and respect between all groups. By doing this, we are better placed to meet the needs of all students and contribute to a socially just environment.

At Bribie Island State High School for all students who engage in unacceptable behaviours, there are curriculum, interpersonal and organisational factors that need to be dealt with to create and maintain a bullying-free and harassment-free school.

To ensure that all students at Bribie Island State High School are engaging in acceptable behaviours; clear and explicit expectations are delivered through all areas of their school life.

Curriculum and Teaching and Learning

Curriculum refers to all the experiences which knowledge, skills and values are communicated at school. It encompasses formally planned curriculum content, informal or unplanned messages and the ways in which this information is structured and communicated. At Bribie Island State High School our curriculum and teaching and learning practices endeavours to:

- Create opportunities to explore power and power relations
- Deal with issues of gender, race and class, challenge stereotypes
- Develop and use skills of critical literacy
- Ensure the curriculum is inclusive regarding gender, race, disability
- Value and include males and females equally
- Accept and celebrate diversity
- Provide equal access to all resources, space, opportunities
- Provide positive models of appropriate behaviours among staff, students and wider community
- Use and value human relationships education
- Ensure culturally appropriate strategies to assist students
- Enable students to work towards their personal best and thus have power over their own learning
- Provide consistent messages about the behaviour of teachers and students
- Provide an international perspective to issues relating to cultural difference and acceptance

Creating change

Creating a socially just and equitable school community where everyone is safe, supported and respected requires an integrated approach. This is a coordinated effort that engages and empowers the whole school community in long-term sustainable change while effectively identifying and responding to potential situations and managing specific incidents.

Three broad approaches may be used separately or may be combined to suit each school situation.

Collaborative and reflective approaches

Sustainable change occurs when school community works together to identify, understand and address the deeper issues through all curriculum areas, teaching practices and relationships; in school policies and organisation; and in the public arena. It involves staff, students and carers in:

- developing a shared understanding of the nature and extent of bullying, harassment, violence and discrimination in the school and society; and the ways in which power and political, social and cultural influences affect interpersonal behaviours, institutional practices and the educational and social outcomes for diverse communities
- challenging and changing beliefs, attitudes and behaviours that perpetuate domination and submission in relationships and institutional practices
- valuing and engaging with all representative cultures and ensuring that all groups and individuals are included in the practices, institutions and benefits of a fair and democratic society
- articulating the relationships, roles, responsibilities and behaviours that will characterise a socially just and fair school and society where every individual and group feels equally valued, respected, included and empowered
- developing skills and options for resolving conflict equitably and for building relationships of trust with those less familiar
- actively pursuing justice for others and taking responsibility for their own behaviour.

Behavioural approaches

Consistent, caring and positively focused behavioural approaches can support the school's long-term collaborative and reflective change by:

- establishing shared statements of rights, responsibilities and acceptable behaviour.
- recognising bullying, harassment, discrimination and violence when they occur and responding quickly and appropriately.
- modelling, teaching and reinforcing socially constructive behaviour.

Individual Approaches

Individual-focused and psychologically based models of support offer additional assistance to individuals or groups who are perpetuating bullying or harassment or who are the targets.

These approaches include:

- encouraging a range of positive social relationships through supported programs which are embedded within the school community. These programs aim to teach a range of skills, offering training, practice and network support within and beyond the peer group and school
- resolving specific personal and interpersonal issues, for example, through mediation and problem solving, counselling, protective behaviour and the management of emotions
- providing additional assistance to understand and influence the beliefs that perpetuate discriminatory behaviour in school and community life.

Using behavioural and individual approaches alone is not enough. Reflecting on the issues helps create school communities in which the members feel valued and respected.

Who to talk to

If bullying, harassment, discrimination or violence is happening at school, it is very important that students report the behaviour to someone who can help.

Here is a list of people who can be approached to discuss bullying and harassment issues.

- Subject Teacher (Appendix A provides a Flowchart outlining the steps which should be taken by an employee in response to allegations of student harm caused by another student)
- Harassment Referral Officer
- Head of Department or Head of Learning Community
- The Guidance Officer
- The Deputy Principal
- The Principal
- District office: Senior Guidance Officer
- District office: Executive Director

Students should choose someone whom they feel they can trust and who can either help them resolve the problem themselves or who can follow the issue up on their behalf.

Bringing it together

Obtaining guidance when an employee suspects a student has been harmed or is at risk of harm

Employees are not expected to be experts in the area of harm and should err on the side of caution in terms of reporting their suspicions, to enable those who are experts to investigate further. Employees who have any suspicion that a student is being harmed or is at risk of harm are required to report their concerns to the principal or Executive Director (Schools). Employees (including principals) are not to investigate (except as part of an internal process to determine a School Disciplinary Absence or Public Service Disciplinary matter) any aspect of a suspicion of harm or risk of harm but, where appropriate, are required to report the matter to the Department of Child Safety and Queensland Police Service. (See Appendix A Flowchart if unsure of the correct way to deal with an issue)

The Classroom Teacher

The classroom teacher may implement a range of strategies within the classroom to assist in dealing with issues of bullying and harassment in the workplace. Some suggested strategies may include:

- To create teaching and learning experiences that promotes positive peer relations, social skills and resiliency. Building a capacity of the full diversity of students to actively participate in democratic decision making that affects them at all levels of society. This may be made possible by :
 - Constructing cooperative learning experiences that build bridges between the interests, experiences, abilities and aspirations of students from diverse backgrounds.
 - Demonstrating, and encourage students to demonstrate, understanding, respect and valuing of themselves and others.
 - Empowering students by teaching, practising and supporting constructive communication and conflict resolution skills.
 - Demonstrating, and encourage students to demonstrate, understanding, respect and valuing of themselves and others.
- Adopting curriculum and pedagogy to enhance inclusion and ensure authenticity to the diversity of the student population. Ensuring that all curriculum areas value, include and build on the personal, cultural and linguistic knowledge, skills and experiences of students from diverse backgrounds. Provide opportunities through all curriculum areas to:
 - critically examine forms of advantage and disadvantage - for example, dominant cultures, peer relations, culturally preferred ways of being
 - question how disadvantage occurs
 - challenge abuses of power based on sex, poverty, disability and other factors
 - develop and practise more equitable behaviours.
- Equip students to recognise, critique and advocate for changes to features of the society, the school and their own culture that support bullying - for example,
 - media, sports, recreation, culture
 - different school cultures
 - risk areas within and beyond the school site
 - risks associated with particular learning activities.
- Regularly review curriculum and pedagogy for focus, appropriate targeting of strategies, and outcomes.
- Treat the time in the playground and between classes as an important part of the curriculum and also a time when students can be more vulnerable to bullying, harassment, discrimination and violence.

- Reinforce playground behaviour guidelines and positive social relationships.
- Develop opportunities and skills for social interaction (through play, games and 'hanging out'), which contribute to positive peer relations and networks.
- Review bullying and safety issues by surveys and observations.
- Provide safe places for students.

Whole School Approach

Bribie Island State High School may implement a number of strategies to address the issue of harm caused to a student by another student. Depending on the severity of the issue it may be necessary for the school to;

- implement strategies, notify parents/carers and manage a student's behaviour in accordance with the school's Responsible Behaviour Plan when it is reasonable to suspect another student has been, is being or will be harmed or placed at risk of harm through such acts as physical and sexual violence, bullying, sexual harassment, racism or homophobia by that student
- report an act of harm which constitutes a serious criminal offence (such as a physical or sexual assault), and occurs on school premises, directly to Queensland Police Service in accordance with *Child Protection Act 1999* s.22 using SP-4: Report of Suspected Harm or Risk of Harm. In cases of emergency, contact Queensland Police Service immediately by telephone and follow up with a SP-4: Report of Suspected Harm or Risk of Harm as a matter of urgency
- forward copies of completed SP-4: Report of Suspected Harm or Risk of Harm to Executive Director (Schools) and Student Services Division
- advise the student subject to the harm or his/her parents/carers of their right to also report the offence directly to Queensland Police Service in instances where the act of harm constitutes a serious criminal offence such as physical or sexual assault.

Glossary:

Harm, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused.

Harm can be caused by:

- (a) physical, psychological or emotional abuse or neglect; or
- (b) sexual abuse or exploitation. (s.9, *Child Protection Act 1999*)

Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. This includes physical attack (hitting, kicking, sexual assault, theft); verbal attack (name calling, racist, sexist or homophobic comments, offensive remarks, ridicule) and indirect bullying (spreading rumours, explicit ostracism from social groups). It can include doing one or more of the preceding acts by use of modern technology such as e-mail or text messaging.

Harassment is often used to describe negative behaviour towards someone on the basis of difference. Harassment behaviours are directed towards someone on the basis of differences such as: gender, racial background, religious or cultural beliefs, sexual orientation, ability or disability and socioeconomic status.

Relevant Legislation and Policy:

The *Child Protection Act 1999*

SMS-PR-012: Student Protection

SMS-PR-021: Safe, Supportive and Disciplined School Environment

Student Responsible Behaviour Plan

Bribie Island State High School, Teacher Handbook

**STUDENT
DRESS CODE
POLICY**

Bribie Island State High School **School Dress Code Policy and Procedures**

DRESS CODE STATEMENT

Under the Education (General Provisions) Act 2006, a Principal may develop a dress code to apply when students are attending, or representing the school. The Bribie Island State High School Dress Code has been developed in consultation with parents, staff and students.

The Parents and Citizens Association, representing the parents of this school, decided prior to the school's commencement in 1989 to support the wearing of school uniforms, and continues to do so.

We urge all parents to support the accepted standard of dress by ensuring their student/s follow the dress code policy as detailed below.

UNIFORMS

The school uniform is advocated by the school community for the following reasons:-

- It develops mutual respect among students through minimizing visible evidence of economic or social differences;
- It gives all the students a sense of personal pride in their own appearance;
- Provided students change into other clothes after school, it should prove long wearing and economical;
- It encourages identification with the school and fosters a sense of belonging;
- The link between dress standards, school discipline and school spirit;
- The safety of students through ready identification of students and non-students at school;
- Community values, expectations and perceptions of the school; and
- It eliminates distraction of competition in dress and fashion at school.

DRESS CODE POLICY

Uniform

1. Students are required to wear their formal uniform for all formal occasions such as excursions, awards night, school photos, other school or public functions and on the first school day of each week.
2. Girls and boys may wear formal uniform, general uniform, or a combination of both on any other occasion.
3. The only place that sells the required school uniform items is the P & C uniform shop located on the school grounds. Look-a-like items are not acceptable.
4. With the exception of a hat worn for the purpose of sun safety, the school dress code **DOES NOT** include any other item of clothing or accessory, other than that included in the uniform brochure.

(A list of uniform items is provided upon enrolment, is available at the front office and uniform shop, and is accessible on the school's website).

Footwear

Due to Workplace Health and Safety regulations, students' footwear must provide adequate protection and cover the entire foot. Students attending this school must wear black, cleanable leather or vinyl joggers/shoes that are fully enclosed. Shoelaces must be black. Suede is not acceptable.

Jewellery

The school has a policy of NO jewellery, which is supported by the P & C Association as part of the Dress Code.

- Students may wear one pair of plain sleepers or studs in the ears only and a watch.
- All other items of jewellery, such as rings, necklaces, bracelets, anklets and any form of facial piercings, with the exemption of tongue studs, are not permitted.
- Religious medallions may be worn out of sight.
- If medical medallions are required, a medical certificate must be provided to the school.
- No other accessories may be worn.

Other

1. Students should be well groomed. In the interests of safety and good health, students may be required to tie long hair back.
2. Coloured nail polish and make up are not acceptable and should not be worn to school.

OUT OF UNIFORM PROCEDURES

Students unable to wear an item of the uniform for good reason must bring a note and change into the correct uniform item from a clean well-maintained uniform pool.

Students unable to wear an item of the uniform must comply with the following procedures:

- Report to A18 prior to the commencement of first lesson.
- Provide a note from home explaining the variation to uniform and period for which the condition will exist.
- Exchange the incorrect uniform article for the correct uniform. The student's own article of clothing will be held until the exchanged article is returned at the end of the school day.
- Where the uniform item is unavailable, and the student's dress is deemed appropriate, the student will be issued with a slip indicating that they have followed protocols and that the uniform item was unavailable.

NON COMPLIANCE WITH SCHOOL DRESS CODE

Under the Education (General Provisions) Act 2006, permitted sanctions for non compliance of the dress code include:

- Detention
- Prevention of the student from attending, or participating in any activity for which the student would have been representing the school
- Prevention of the student from attending, or participating in, any school activity that, in the reasonable opinion of the school's Principal, is not part of the essential educational program of the school

NON-UNIFORM DAYS

Non-uniform days may occur as a fundraising activity. Students who do not wish to participate in the fundraising activity must wear their school uniform. Students wishing to participate in the fundraising activity are expected to come to school dressed in such a fashion that:

- is suitable and appropriate.
- will allow individuals to fully participate in the set activities for that day.
- is inoffensive.

Specifically this means:

- substantial footwear should be worn. The foot should be fully enclosed.
- clothing will not bear words or messages which may be offensive to others.
- no singlets/tank tops/sleeveless ensembles.
- girl's skirts should be of reasonable length.
- no make up.
- no jewellery as per dress code due to Workplace Health and Safety.

HOMEWORK POLICY

Bribie Island State High School Homework Policy

BELIEF STATEMENT

Bribie Island State High School recognises that regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits.

The school also recognises that students may be engaging in many different activities outside of school. These may include a range of physical activities; recreational and cultural pursuits; and part-time employment, school based traineeships or apprenticeships. Some students may also have additional responsibilities as caregivers.

The need for a balanced lifestyle, including sufficient time for family, recreation, cultural pursuits and employment was taken into account when determining the school's Homework Policy.

HOMEWORK POLICY

Each student will be assigned homework from each subject (as per guidelines) on a regular basis. Students will be required to bring their Homework Diary to each lesson to record their homework.

Homework Diaries are provided to all students as part of the school's Textbook and Resource Scheme (TARS).

Guidelines

- Homework tasks are to be able to be classified as:
 - Practise
 - Preparation
 - Extension – (applying existing skills or knowledge to a new situation)
- Homework consists of a variety of activities including, but not limited to:
 - preparation for practical lessons
 - preparation for activities and assessment that is outlined in the student's individual Assessment Planners
 - assignments
 - review of class work, reading text and reference books, revision, memorising information
 - tasks set by the teacher for the next lesson
 - daily reading to, with, and by parents/caregivers or other family members
 - linking concepts with familiar activities such as shopping, part-time employment or other recreational and cultural pursuits
 - conversations about what is happening at school.
- Homework assigned in Year 8 and Year 9 could be up to but generally not more than 5 hours per week.
- In the Senior Phase (Years 10, 11 and 12) the amount of time devoted to homework and independent study will vary according to the student's program of learning determined through their Education and Career Planning.

RESPONSIBILITIES

Principal

- Ensure the school's homework policy is clearly understood by the school community and is effectively implemented throughout the school.

HODS

- Operationalise the school homework policy within faculties.
- Ensure procedures are in place for the communication of home work requirements to students and families.
- Monitor the implementation of homework within faculties.

Teachers

- Ensure the school's homework policy is consistently implemented
- Clearly communicate the purpose, benefits and expectations of all homework
- Check homework regularly and provide timely and useful feedback
- Set homework that is varied, challenging and directly related to class work and appropriate to students' learning needs
- Teach strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework
- Discuss with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

Students

- Take responsibility for their own learning by:
- Follow the school's homework policy
- Discuss with their parents or caregivers homework expectations
- Complete homework tasks within set time frames

Parent / Caregiver

The best environment for encouraging student learning occurs when parents and teachers are able to work in partnership. The following strategies may be employed to encourage your student(s) in the completion of homework:

- Request that your student(s) show you what work has been done in class; what notes have been taken; what handouts have been distributed; what worksheets have been provided; what chapter of the text they are working on; what exercises (problems) have been set
- Check your child's homework diary each night
- Check your child's Assessment Planner regularly, and monitor the completion of assignments well in advance of the monitoring and due dates.
- Assist your child in managing their time effectively. One suggestion may be to set up a wall planner which takes into account all subjects, homework tasks including assignment due dates, other commitments and special occasions.
- Have your child read their textbooks and other books associated with what is being done in class
- Contact the relevant teacher to discuss any concerns about the nature of homework

**CONSENT TO USE
COPYRIGHT MATERIAL,
IMAGE, RECORDING
OR NAME**



State School Consent Form

to use, record or disclose copyright material, image, recording, name or personal information

1. PARTICULARS – PARENT / CARER TO COMPLETE

Name to be used in association with the individual's personal information, image, recording or copyright material: (to be completed by parents/carer)

- Full name
- First name only
- No name
- Other: [Print]

2. PARTICULARS – SCHOOLS TO COMPLETE

Description of what is to be created, used, retained or reproduced:
(Image or recording includes photographs, videos, film or sound recordings of the Individual)

- Individual's name
- Individual's image
- Individual's recording
- Individual's copyright material

Description of copyright material, image, recording or other personal information:

- sound recording
- artistic work
- written work
- film
- name
- photograph / image

other: [Print]

Description of how the personal and/or copyright information will be used, reproduced. Where will this information be used (e.g internet, on a website, social media, newsletter, media or brochure). How will it be distributed to, or accessed by the public?

[Print]

What is the timeframe the individual's copyright material, image, recording, name or other personal information is required (e.g. is it for one year, one time usage? What date or dates?):

[Print]

Departmental position / name of the person responsible for the making, usage, storage, reproduction, distribution, publication or communication of the individual's copyright material, image, recording, name or other personal information:

[Print]

Will the individual's personal information or individual work be published on the internet, social media website or another website (i.e. permanently published to the public)?

- Yes
- No

If yes, which of the websites below will the individual's personal information or individual work be published on:

- School / department websites: [INSERT WEB ADDRESS]

The school websites are publicly accessible by all internet users. The school may share information, photographs and videos related to the school's programs, activities and initiatives with users through its websites.

- School / department Facebook page: [INSERT WEB ADDRESS]

The school Facebook page is publicly accessible by all internet users. The school may share information, photographs and videos related to the school's programs, activities and initiatives with users through its Facebook page.

- School / department YouTube Channel: [INSERT WEB ADDRESS]

The school YouTube channel is publicly accessible by all internet users. The school may share videos related to the school's programs, activities and initiatives with users through its YouTube channel. The school does not permit users to download its videos uploaded to its YouTube channel. However third party applications may be used to overcome the school's settings.

- School / department Twitter Profile: [INSERT WEB ADDRESS]

The school Twitter profile is publicly accessible by all internet users. The school may share information, photographs and videos related to the school's programs, activities and initiatives with users through its Twitter profile.



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Other:

Provide a short description, and the website address, of the other website/s: [Print]

3. LIMITATIONS ON CONSENT – PARENT/CARER TO COMPLETE

The Individual or Signatory wishes to limit the consent in the following way:

IT IS NOT COMPULSORY FOR YOU TO PROVIDE THIS CONSENT
If you decide not to provide consent, this will not adversely affect academic achievement, or any relationships with teachers or the school.

4. DETAILS

Name of Individual	Address of Individual

Name of School (at which the Individual is enrolled, employed or volunteers)

Signature of the Individual (if over 18 years of age, or if under 18 years of age and capable of understanding and giving this consent)	Date / /
---	-----------------

Signature of the parent or guardian (required if the Individual is under 18 years)	Date / /
--	-----------------

Name of signing parent or guardian	Address of signing parent or guardian

5. CONSENT GIVEN

On behalf of the individual identified in Section 1 of this Consent Form (the Individual), the person or persons signing this Consent Form (the Signatory)* grant consent to the Department of Education, Training and Employment (the Department), to a State School and to any other Department or Agency of the State of Queensland (the State) to use, record and disclose the Individual's:

- name, image, recording and any other identifying information specified in the Particulars section of this Consent

Uncontrolled Copy. Refer to the Department of Education, Training and Employment Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document.

to use, record or disclose copyright material, image, recording, name or personal information

Form (personal information); and

- copyright material, including their written, artistic or musical works or video or sound recordings specified in the Particulars section of this Consent Form (Individual work).

*Note: If the Individual is under 18 years of age, the Signatory must be a parent or guardian of the Individual. The Individual must also sign if he or she is under 18 and able to give and understand the consent. If the Individual is 18 or older, the Signatory and the Individual will be the same person.

6. PURPOSE

This consent only applies to any use, recording or disclosure of the Individual's personal information or Individual work, in connection with the Department or the State, for the following purposes:

- any activities engaged in during the ordinary course of the provision of education and training (including assessment) or other purposes associated with the operation and management of the Department or the Individual's school;
- public relations, promotion, advertising, media and commercial activities. This only includes via the internet and Social Media Websites if the relevant website is identified as a permitted website for the purposes of this consent in the Particulars section of this Consent Form;
- where the material is uploaded to a Social Media website or other website:
 - any purpose, commercial or otherwise, required by the operators of the website as a condition of uploading the personal information or Individual work; and
 - transfer of the personal information outside of Australia in the course of the operation of the website.
- use by the media in relation to the Individual's participation in school activities or community events, including, for example, dramatic or musical performances, sporting activities and award ceremonies; and
- any other activities identified in the Particulars section of this Consent Form.

7. DURATION

If the Department, the State or another person permitted by them is using the Individual's personal information or Individual work, or has entered into contractual obligations in relation to the Department's material that incorporates the Individual's personal information or Individual work, the consent will continue in relation to that material until the use is complete or until the contractual obligations come to an end. It is not possible for the Signatory or the Individual to withdraw the Individual's personal information or Individual work or revoke this consent in relation to such existing uses of that material.

If you do wish to revoke or modify this consent in relation to any further new uses of the Individual's personal information or Individual work, the Individual or the Signatory should send a notice in writing to the person nominated in Section 2 of this Consent Form. After that notice is received, the Department and the State will still be able to continue the existing uses, but will not be able to make any further new use of the Individual's personal information or Individual work.

The Signatory acknowledges that where material is uploaded to a Social Media website or other website:

- the use and contractual obligations may be perpetual and irrevocable; and
- it may not be possible to ensure that all copies of the material are deleted or cease to be used, and the Department and the State will not be responsible for doing so.

8. DEFINITIONS

- 'Use' includes:
 - to create, make copies of, reproduce, modify, adapt or retain in any form, including by camera, video, digital recorder, webcam, mobile phone or any other device; and
 - to distribute, publish or communicate in any form, including in newsletters and other print media, television and the internet and Social Media websites,in whole or in part, and to permit other persons to do so.
- The Department or the State will not pay the Signatory or the Individual for giving this consent or for the use of the Individual's personal information or Individual work.
- This Consent Form revokes and replaces all previous consent forms in relation to the use of the Individual's personal information or Individual work.
- This Consent Form is a legally binding and enforceable agreement between the Signatory and the Department or the State,
- Nothing in this Consent Form limits the rights that the Department or the State reserve in relation to the use of the Individual's personal information, Individual work or other intellectual property under any other law.
- The 'Department' and the 'State' include the officers and employees of the Department and the State engaged in performing services for the Department and the State.
- 'Social Media Website' includes any website operated by a third party which facilitates the uploading and sharing of user generated content, including social and professional networking websites, web forums, blogs

to use, record or disclose copyright material, image, recording, name or personal information

and wikis.

- This consent extends to the Department and the State:
 - disclosing the Individual's personal information and Individual work to the Department's and the State's agents, contractors and volunteers for the purpose of performing services for the Department and the State; and
 - permitting those persons to use, record and disclose such material to the same extent as the Department and the State are entitled to deal with the Individual's personal information and Individual work.

9. NOTE

The Department will use its best endeavours to ensure the person signing this Consent Form is authorised to do so, but takes no responsibility for circumstances in which it is misled as to the identity or authority or ability of a person to provide consent.

If you require a copy of this signed Consent Form, or if you wish to revoke this consent, please contact the Principal of the school at which the Individual is enrolled or works or send a request in writing to the District Office.

10. INFORMATION

What is this consent for?

This Consent Form authorises the Department and the State to use the Individual's personal information and copyright material, together with information about the Individual's participation in Departmental and State initiatives, for any use by the Department and the State associated with the purposes identified in Section 6 of this Consent Form. The consent covers the entire or partial use of the Individual's personal information and copyright material in conjunction with other words and images.

For example, the Individual's personal information and copyright material may appear in school newsletters, magazines, websites (including Social Media Websites) and other school, departmental or State publications, as well as in television advertising, videos, brochures, forms, public relations displays, annual reports, press advertising, internal documents such as manuals, websites, certificates and strategic plans, and posters and other promotional material. There may also be occasions on which the Department may approve the media, such as local newspapers and television stations, using information and copyright material in relation to the Individual (for example, where the Individual is involved in dramatic or musical performances, sporting activities or award ceremonies).

Websites

Individuals and Signatories should be aware that publication of an Individual's personal information and Individual work on Social Media Websites is similar to publication in newsletters, magazines, brochures, etc; however publication on Social Media Websites is publication of that material to the world at large.

Individuals and Signatories should be aware that the publication of an Individual's personal information and Individual work, by the Department or the State, on a Social Media Website typically constitutes a permanent and publicly available record of that material. This means that anyone may be able to copy and use an Individual's personal information and Individual work that has been published on a Social Media Website for any purpose and without the consent or knowledge of the Department, the State or the Individual. Individuals or Signatories should not grant their consent to the Department or the State to use an Individual's personal information or Individual work in connection with a Social Media Website if the Individual or Signatory does not agree to the material being permanently available to the public.

If an Individual's personal information or Individual work is published on a Social Media Website, that material will be governed by the privacy policy and terms of use of the relevant Social Media Website. The Department or State cannot reasonably control how an Individual's personal information or Individual work is used by third parties once the material has been published on a Social Media Website.

What is copyright material?

An Individual's copyright material may include written work (e.g. stories and poems), paintings, pictures, drawings, designs, photographs, videos, films, music, performance, recordings, computer programs, websites, sculptures, fashion, metal- or wood-works made by them or to which they contributed. In the case of students, it includes, but is not limited to, work that they create in the course of their studies during the time they are enrolled at a State school. These materials may form part of their academic assessment or be part of their studies generally and may attract copyright.

The Department understands that students and volunteers generally own the intellectual property rights in the material they create and that this Consent Form is not meant to transfer the Individual's ownership of the intellectual property in their copyright material.



State School Consent Form

to use, record or disclose copyright material, image, recording, name or personal information

This Consent Form does not provide for copyright consent in relation to copyright works an Individual creates in the course of employment (whether or not the material is created in normal work hours or using departmental facilities or equipment). Where copyright material is created by a State employee while performing their duties under the terms of their employment, the copyright is owned by the State as the employer (section 35 *Copyright Act 1968*). There are limited exceptions to this including, for example, where the copyright material is created by an employee pursuant to a prior agreement with the employer.

Generally, the deciding factor is whether the employee is performing their official duties. In addition, section 176 of the *Copyright Act 1968* applies where the work was created by or under the direction or control of the State. However, moral rights may still apply to copyright material created by an employee. The *Queensland Public Sector Intellectual Property Principles* provide further information on intellectual property. If as an employee you have any further queries about the ownership of the intellectual property in respect of the works you create you should contact the Legal and Administrative Law Branch.

What is personal information?

Personal information includes information or opinions, whether true or not, about an individual whose identity is apparent or can reasonably be ascertained from the information or opinion. This includes the Individual's name, image or video or sound recording. It also includes the Individual's educational information such as the Individual's assessment and results, and health information and court orders provided to the Department, where such information may enable the Individual to be identified.

What happens to the Consent Form once it is completed and signed?

The Consent Form is retained by the Department and it will be placed on the Individual's file and/or the project file. The Individual or Signatory may request a copy of the signed form by contacting the Principal of the school.

What if I give my consent and later change my mind?

This consent will be in effect from the date the Consent Form is signed. The Department and the State will then start using the Individual's personal information and Individual work to create material incorporating the Individual's personal information and Individual work and entering into contractual obligations in relation to that material.

If you wish to later modify or revoke this consent, the Individual or the Signatory should send a notice in writing to the person nominated in Section 2 of this Consent Form. After that notice is received, the Department and the State will not make any new additional use of the Individual work, but any existing uses will continue.

Where the Department or another person uploads material to a Social Media Website or other website, it may need to accept contractual obligations that are perpetual and irrevocable. It may not be possible to ensure that all copies of the material are deleted or cease to be used, and the Department and the State cannot take responsibility for doing so.

Privacy

The consent to the recording, use and disclosure of the Individual's personal information and Individual work is required in accordance with the *Copyright Act 1968* (Cth), the *Education (General Provisions) Act 2006* and the *Information Privacy Act 2009*. Personal information will be stored securely. The Department will only disclose the Individual's personal information in accordance with your consent, except where authorised or required by law. If you wish to access or correct any of the personal information on this form or discuss how it has been dealt with, or if you have a concern or complaint about the way the Individual's personal information has been collected, used, stored or disclosed, please contact the school.

CONSENT TO PARTICIPATE

IN

PROGRAM OF CHAPLAINCY

SERVICES

Parent /Guardian Consent Form

**Voluntary Student Participation in Program of Chaplaincy Services at
Bribie Island State High School**

The local community of this school provides a program of chaplaincy services which is available to all students. Chaplaincy service is an additional program in the school which operates with the endorsement of the school's Parents and Citizens Association. The chaplain is involved in the following activities which happen at this school.

Voluntary Student Activities Free of Religious, Spiritual and/or Ethical Content

1. Free Lunchtime Recreational events e.g. sports, movies, games
2. Visiting performers, bands and artists throughout the academic year
3. Tutoring/ Assignment help when available
4. "Chappy Lounge" chill out area
5. Periodic BBQ's and other fundraising activities
6. Bribie Bonus Voucher program
7. School excursions and competitions

These activities are available to all students who may voluntarily participate unless a parent or guardian requests in writing that this is not to occur for their child/ren.

Parent/Guardian Name	
Student Name	
Student Name	
Student Name	

Voluntary Student Activities with Religious, Spiritual and/or Ethical Content

1. Weekly Prayer Groups
2. Weekly Bible Studies
3. Visiting Bands/ Guest Speakers

My child/ren as listed above has/have my consent to participate on a voluntary basis in activities within the program of chaplaincy services which have religious, spiritual and ethical content. I understand that this consent is inclusive of all such activities and remains operational unless I advise the school otherwise in writing.

Parent's Signature _____ Date _____

Office Use:
Retain original and provide a copy of notice to the parent/guardian.
Inform parents or guardians that prior to commencement of any additional activities with religious, spiritual and/or ethical content in the school they will be advised through the school newsletter and website.

**COMPUTER NETWORK
ACCEPTABLE USE
POLICY**



Bribie Island State High School
Computer Network Acceptable Use Policy



Student Agreement

I understand that:

- The use of the network is a privilege not a right.
- The school is not responsible for the accuracy or quality of the information obtained through or stored in the network.
- The use of computers and access to the Internet **MUST** be in support of educational research and learning.

I agree that:

- I am responsible for my individual account and will take all reasonable precautions to prevent others from being able to use my account. Under no circumstances will I give my password to another user.
- I will not send personal contact information (including home address, telephone, email address etc) about myself or other people over the Internet or school network unless instructed to do so by the school.
- I will not make deliberate attempts to disrupt the computer system, or destroy data by spreading computer viruses or by any other means.
- I will not attempt to gain unauthorised access to the network.
- I will be courteous and use appropriate language in communication via the Internet and will report any cases of inappropriate usage against me to my teacher or school administration.
- I will not use the computer network/internet to annoy or offend anyone else.
- I will not plagiarise works that I find on the network, by taking the ideas or writings of others and presenting them as if they were mine.
- I will respect the rights of copyright owners by not inappropriately reproducing a work that is protected by copyright law.
- I will not use the network to access pornographic material or material that advocates violence or illegal activity.
- If I mistakenly access inappropriate information or receive information that is inappropriate I will immediately report this to my teacher or system administrator.

I accept that:

- Routine monitoring of network access may lead to discovery of policy or legal violations.
- If I violate this policy, consequences will include restricted network access and other consequences according to the Responsible Behaviour Plan for students.

Student Name: _____

Learning Community: _____

Student signature: _____ **Date:** _____

Parent Agreement

I agree to _____ (student's name) using the School Computer Network for educational purposes in accordance with the Student Agreement above. I understand the school will provide adequate supervision and that steps have been taken to minimise risk of exposure to unsuitable material.

Parent/guardian signature: _____

Parent/guardian name: _____ **Date:** _____

ATTENDANCE POLICY

Bribie Island State High School
Attendance Policy and Monitoring Procedures

ATTENDANCE

Parents of children of **Compulsory School Age** have a legal obligation to ensure that their children are enrolled in school and attend for every day of the educational program in which they are enrolled.

Compulsory School Age means if the child is at least 6 years (in 2007) or 6 years 6 months (from 2008) and is less than 16 or has completed Year 10 (whichever is sooner).

The act (Education – General Provisions, act 2006) outlines a number of instances where compulsory attendance obligations do not apply. Listed below are some such instances.

- A child who is suspended from a state school at which the child is enrolled.
- A child who, for not more than 10 consecutive school days, is too ill to attend the state school or non-state school at which they are enrolled.
- A child who is prevented from attending school because of a direction, declaration, order or requirement made under an Act or other law about an infectious or contagious disease.

Parents of students in the **Compulsory Participation Phase** have a legal obligation to ensure that these students participate full-time in an eligible option.

A young person's **Compulsory Participation Phase** –

- a) starts when the person stops being of compulsory school age; and
- b) ends when a person:
 - I. gains a senior certificate, certificate III or certificate IV; or
 - II. has participated in eligible options for 2 years after the person has stopped being of compulsory school age; or
 - III. turns 17 years.

Prosecution of the parent for failing to comply with the compulsory schooling or compulsory participation obligations may be recommended where parents of a child of **compulsory school age** or a student in the **compulsory participation phase** persist in their failure to:

- enrol their child in school or an eligible option; or
- ensure their child's attendance or participation even after formal processes have been implemented.

Further information is provided in Chapter 9: Compulsory Schooling; and Chapter 10: Compulsory Participation Phase; of the *Education (General Provisions) Act 2006*.

Where there are concerns about a child or young person's enrolment or attendance, communication with the school is vital if the situation is to be resolved. Bribie Island State High School would like to thank you for your anticipated support in ensuring the new Education Act is implemented and that **all** absences have a reasonable explanation. Reasonable may include such circumstances as illness or representation in school sport.

ATTENDANCE MONITORING

Parent Responsibility

It is the responsibility of the parent to ensure that when their child is absent from school, that absence is explained the morning of the absence by telephoning the absentee line 34002460. Alternatively, the absence details may be emailed to: absences@bribislashes.eq.edu.au. In the case of extended absenteeism (three or more days), it would be appreciated if parents could contact the school in order to further explain the situation.

When explaining your child's absence, could you please provide the following details.

1. Your first name and last name.
2. First name and last name of your child.
3. Date/s of absence (it would greatly assist us if you called on the morning of your child's absence).
4. Reason for absence eg illness (please do not just say your child is absent with no explanation).

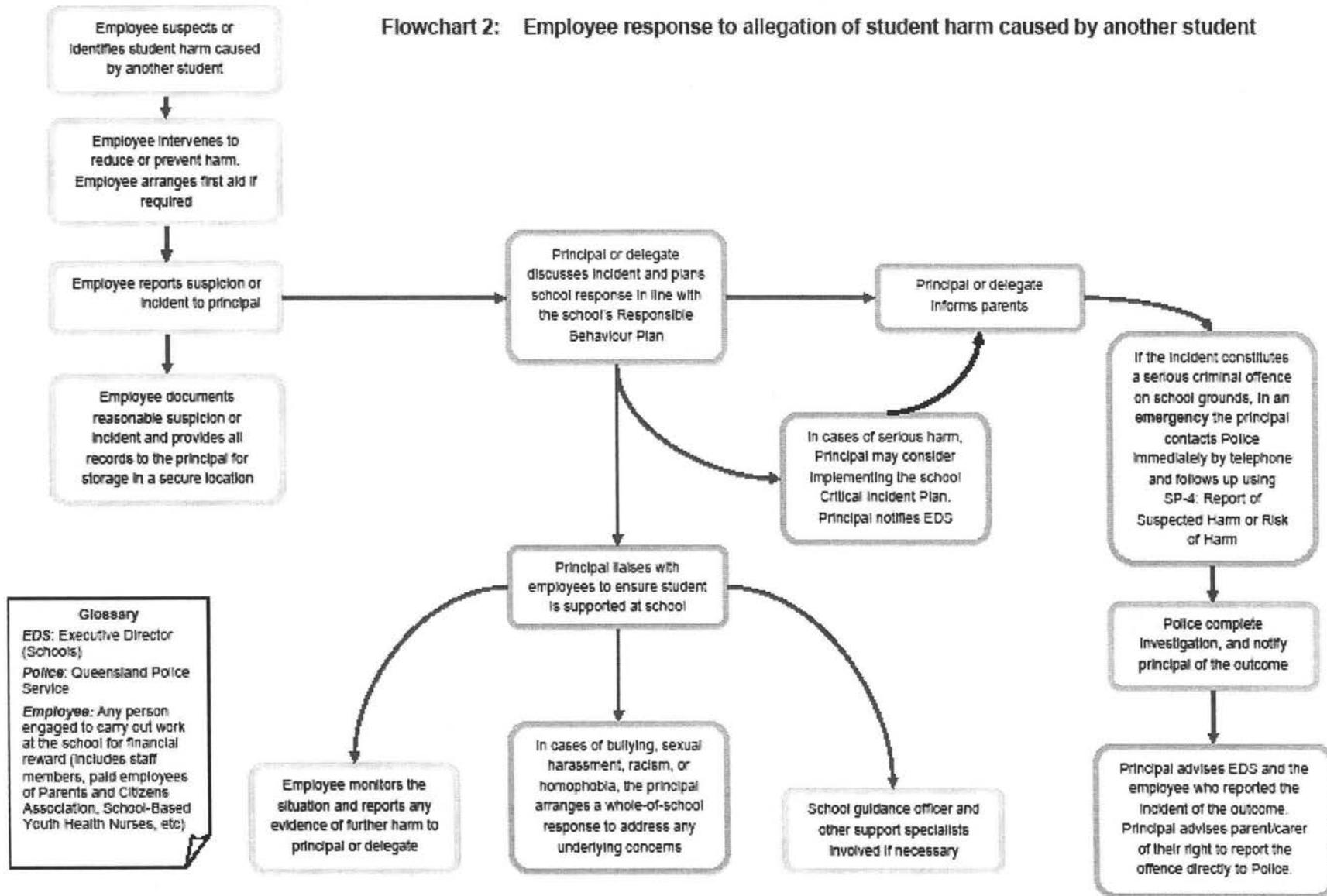
School Responsibility

The school attendance record is probably the most valuable data source available for the early detection of students experiencing personal, social and educational difficulties at school, and therefore needs to be accurate. Consistent attendance at school is a significant factor in achieving better academic and social outcomes. New concepts and skills are taught and reinforced each day by the teachers. Therefore, it is a whole school responsibility to ensure daily attendance monitoring procedures are followed and students not attending are followed up on a regular basis.

Procedures for Early Departure

- Students may only leave the school early for good reason.
- Students wishing to depart early must report to the front office at the beginning of the school day with a letter of permission from their parent / carer.
- The student will then be issued an early departure slip.
- The student must show the class teacher the early departure slip before leaving their class. The student must then report to the front office prior to departure.
- Teachers will not allow students to leave early without presenting an early departure slip.

Flowchart 2: Employee response to allegation of student harm caused by another student



Glossary
 EDS: Executive Director (Schools)
 Police: Queensland Police Service
 Employee: Any person engaged to carry out work at the school for financial reward (includes staff members, paid employees of Parents and Citizens Association, School-Based Youth Health Nurses, etc)