



Principal's Welcome: Rick Dallas



Welcome to Isis District State High School, located in the town of Childers. Isis High, established in 1961, has a highly respected reputation built on strong community values and academic, sporting and cultural success.

The school offers a quality secondary education to all students to ensure effective preparation for their desired future pathways. We emphasise focused learning in the context of a supportive environment where partnerships between staff, students, parents/carers and community members share the responsibility for student learning and ongoing review of our practices.

The school enjoys strong support from business, industry and the local community. Over the years many of our community leaders have graduated from Isis District State High School. Our purpose, in an environment of increasing change, is to meet the learning needs of students so that each young person can access a viable and meaningful future of their choice.

Isis State High School places strong emphasis on continuous improvement and is committed to school priorities including; improvement in student learning and wellbeing outcomes, systematic and engaging curriculum delivery and quality assured differentiated teaching and learning practices, facilitating a positive and inclusive culture for learning.

Our success at Isis District State High School is due largely to a professional and committed staff, a supportive community, energy for change and a broad curriculum, which is focused on a diversity of student needs in an increasingly complex society. Consequently, Isis District State High School, in partnership with its community of interest is well-placed to ensure its young people have access to the full range of education and training programs necessary for employment in the 21st century.

P&C President's Welcome: Emma Murray-Bryant

The Isis District State High School P&C executive and members warmly welcome new students and their families to Isis High. Our objectives are to promote the interests of the school and its community and to facilitate the school's development. I encourage all parents/carers, guardians and community members interested in supporting our school improvement agenda to attend our meetings held on the **second Tuesday of each month**. Meetings are held in the Staff Common Room in the Administration Block commencing at 3.30pm. For those of you unable to attend, please consider joining our active Facebook page which we use to communicate with Isis High families. The P&C is heavily involved in the running of both the school tuckshop which operates daily and the uniform shop which operates from the Tuckshop 7.00am till 2.00pm every school day. We have a fairly small band of helpers so if you are able to volunteer some time to help it would be very much appreciated. Please consider coming along to P&C meetings and getting to know other enthusiastic parents/carers who work together to make Isis District State High School the best it can be for all our students.

Isis District State High School is located in the historic town of Childers, a rural centre that services the surrounding agricultural community. The school is the main state secondary school for students from Year 7 to Year 12 from the communities of Childers, Woodgate, Howard, Cordalba and Booyal, and provides senior schooling for students from Biggenden following their completion of Year 10. The great majority of students (80%) travel to and from school by bus.

Isis District High operates as a split campus with a main school facility and a well-resourced Agriculture campus. Our students are representative of the full socio-economic spectrum and the school enjoys strong community support. The student population currently numbers more than 400.

The school has a very professional teaching staff of just over 40. School administrators include a Principal, two Deputy Principals, a Head of Special Education and four Heads of Department in the learning areas of, English & Humanities, Mathematics & Arts, Science, Agriculture & Hospitality, Technology, HPE, Design & Technology & Wellbeing. Teaching staff and students are supported by approximately 30 experienced support staff.



Isis High places a strong emphasis on providing a supportive environment for all members of the school community. Individual Education Programs, recognition of student successes, Year Coordinators, proactive school behaviour management processes, inclusive curriculum offerings and enrichment of gifted and talented students all promote quality learning outcomes. Our whole-school wellbeing program (KTS) provides the opportunity for all students to access support in managing relationships and wellbeing and aligns with the specific programs delivered by our Student Services Department and our external support partners.

The junior school curriculum offers a comprehensive general education through key learning areas organised in year level subject offerings based on the Australian Curriculum. In the senior school, subject offerings are structured to meet the needs of both tertiary-bound and vocationally-oriented students. A diverse range of programs offered include academic and vocational education subjects. Students may supplement existing school subjects by studying through distance education providers.

These programs allow students to achieve at a high level. Students' academic results consistently equal or exceed state averages in a range of curriculum areas. For example, the vast majority of Year 12 students who apply to complete a tertiary course of study receive an offer and most of those get their first offer. The school also has a number of students completing school-based traineeships and apprenticeships with students able to convert to full time apprenticeships. Students of Isis High also continue to distinguish themselves in a range of academic challenges, such as National and International curriculum competitions.

Isis District State High School is committed to Inclusive Schooling Practices, focused on ensuring all students reach their full potential through early identification, support and reduction of barriers to learning. We are also committed to setting high expectations, valuing and celebrating diversity; and employing high quality, evidence-based teaching practices focused on success for every student. To achieve this, IDSHS will work collaboratively with its students, staff and community members to achieve the following goals:

- All students will have access to high-quality education, which is free from discrimination and hardship.
- Embed Department of Education (DoE) commitment: Our commitment to inclusive education means that children and young people across Queensland, from all social, cultural, community and family, and of all identities and all abilities will be able to:
 - Attend their local state school or education centre and be welcomed.
 - Access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers.
 - Learn in a safe and supportive environment, free from bullying, discrimination or harassment.
 - Achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.
- The school will adopt a 'Whole school approach to differentiated teaching and learning' as detailed in the P-12 CARF.
- The school will be a supportive and engaging place for all students, families and community members.
- The school will develop shared values, which celebrate and respond to the diversity of its population.

A major school focus is to increase the school's technology capability to better meet the needs of the 21st century learner. Apart from our designated computer rooms and loan laptops, students are provided with wireless Internet access throughout the school and the opportunity to participate in the 'Bring Your Own Device' program (laptops/iPads) to meet their learning requirements. Students use computers appropriately under the direction of teachers to maximise learning outcomes.

Isis High has a strong tradition of offering a wide range of co-curricular activities to cater for students' talents and interests in these areas (e.g. arts, public speaking and sport). Students are also able to enrol in the school's Instrumental Music Program. Students also have the opportunity to participate in a range of cultural productions throughout each year. A multi-purpose indoor stadium at the school offers students enhanced sporting, cultural and academic opportunities.

Members of the school community are represented through various forums, including the Parents & Citizens' Association and the Student Council. These groups actively contribute to school decision making, charitable endeavours and collaborative management processes.

Isis High has a well-deserved strong reputation as a great school!!!



School Contact Details

Postal Address:	Isis District State High School 3 Ridgway Street, CHILDERS QLD 4660
Telephone Number:	4192 1222 (General)
Student Absence:	4192 1260
Email:	principal@isisdistrictshs.eq.edu.au
Website:	www.isisdistrictshs.eq.edu.au
Facebook:	 www.facebook.com/isisdistrictshs
Instagram:	 www.instagram.com/isisdistrictshs
Office Hours:	8:00am – 3:30pm
School Hours:	8:40am – 2:50pm

School Administration



Principal

Rick Dallas

4192 1222

principal@isisdistrictshs.eq.edu.au



Deputy Principal - Years 7, 8 & 9

Naomi Shield

4192 1222

nshei5@eq.edu.au



Deputy Principal - Years 10, 11 & 12

Ollie Orr-McManus

4192 1222

eorr3@eq.edu.au

Leadership Team

Head of Departments

Contact to discuss subject related issues including class work, class placement, subject achievement and tutoring. Also any issues relating to assessments, including extensions for assignments and absence for exams.



Head of Mathematics & The Arts

Rebecca Cavallaro
rcava37@eq.edu.au



Head of Science, Agriculture & Hospitality

Alyssa Budd
abudd25@eq.edu.au



Head of English, Humanities, Business, LOTE, ELS & Drama

Karen Chambers
kcham55@eq.edu.au



Head of HPE, Student Wellbeing & Industrial Technology

Jeremy Haaksma
jhaak0@eq.edu.au



Head of Special Education

Coordination of Special Needs
Suzy Ratcliffe
sratc13@eq.edu.au

2025 Year Level Coordinators

Responsible for the academic, emotional and social wellbeing of students and organise year level activities. YLC's meet with their year levels regularly and liaise with parents/carers regarding student welfare, behaviour and work ethic. They also refer to student support personnel where appropriate.

Year 7 Coordinator

Britt Russo
bagil0@eq.edu.au



Year 8 Coordinator

Tiarna Taylor
ttayl366@eq.edu.au



Year 9 Coordinator

Sarah Themsen
sthem1@eq.edu.au



Year 10 Coordinator

Gavin Coombs
gjcoo0@eq.edu.au



Year 11 Coordinator

To Be Confirmed

Year 12 Coordinator

Rashelle Hall
rjhal2@eq.edu.au





Specialist Support Services

At Isis District State High School we have many specialist support staff. As a parent/carer you are welcome to contact them directly. Please remember that positions change and staff may be absent due to part time arrangements. If you have any difficulty please contact the School Office directly.

Services Provided	Days Available
Guidance Officer	
Elli Allen alle26@eq.edu.au 4192 1225 The Guidance Officer works with students from Year 7-12 who require academic, career or social and emotional support.	4 Days
School-based Youth Health Nurse	
Kristen Wick kwick61@eq.edu.au 4192 1224 Support Health Education within the school's curriculum, program delivery, individual consultation for students and families.	4 Days
School Chaplain	
Joe Griffiths jgrif356@eq.edu.au 4192 1257 Support students, staff and the school community. Deliver programs and extra-curricular activities according to school needs.	Thursday & Friday
Youth Support Coordinator	
Leigh-Anne Orr-McManus lrand26@eq.edu.au 4192 1223 The Youth Support Coordinator (YSC) supports students who are at risk of disengaging from the senior phase of learning by providing support and information.	Wednesday & Thursday
Community Education Counsellor	
Marianne Mackay mmack166@eq.edu.au 4192 1222 Coordinates Indigenous students and programs; liaison officer with Indigenous parents/carers & community.	Tuesday & Wednesday

Communication between school and families

Text messaging:

Each morning, text messages are sent to the parents/carers of students who are absent that day and the reason for the absence is unknown. This is a safety check to ensure the whereabouts of all students are known.



Regular posts occur on the school Facebook page each week, highlighting the special events across the school as well as providing an insight into the daily tasks occurring here at the high school.

Facebook: www.facebook.com/IsisDistrictSHS

Emails / Letters:

The school regularly uses email to communicate with parents/carers, this could regard:

- Year Level communication from the Year Coordinator
- Teacher feedback including lack of progress or incomplete drafts / final assessment
- Whole school communications
- Electronic Consent
- Email/Survey forms

Student Improvement Interviews:

Teachers are very willing to work with families to improve student outcomes. Whilst there are two scheduled Student Improvement Interview evenings in the year, (Week 3 of Term 2 and 3), parents/carers are able to contact teachers at any time and request a meeting or simply a chat over the phone. Email is often the easiest method of communication for teachers, simply due their commitments during school time it can be difficult to gain phone contact with them.



QParents allows parents/carers to connect instantly with our school to access and manage their child's student information, including:

- Attendance and absence details, as well as the ability to notify the school of an absence
- Behaviour details
- Academic reports
- Class timetables as well as assessment dates
- Viewing unpaid invoice details, payment history, and making payments online
- Viewing and updating student details, including medical conditions and address
- Enrolment details

Invitations to join QParents are sent a number of times across the year, alerts to look for the emailed invitations will appear in newsletters and on Facebook. It should be noted it will only go to the first parent/carer listed in our school system (from the enrolment forms). If you have not received the invitation but would like one, please call the office or email (enrolments@isisdistrictshs.eq.edu.au) and we can resend it.



Isis District State High School has implemented a **Student Resource Scheme (SRS)** for many years. Participation in the scheme means your student is provided with textbooks and other resources, ensuring equity for all students and ***saving families time and money***. The details of this scheme can be found in the SRS forms (yellow).

Our school has one of the cheapest schemes within the Wide Bay area. If you choose not to participate in the scheme, it means you are agreeing to supply the necessary textbooks and resources for your student to actively participate in their education here at Isis District SHS. These are detailed in the SRS forms.

Whilst the school endeavours to keep fees at a minimum, there will be additional expenses from time to time, including:

-  Supply of individual resources for some subjects, e.g. ingredients for Food Specialisations or Hospitality classes, materials to enhance Art projects
-  Excursions
-  Camps

2026 Fees

Student: \$120.00

Payment Options

Direct Credit into Bank Account

For those families wanting to deposit payments into the school bank account. Please include; student name or customer ID number or invoice number.

BSB: 064 408
Account Number: 00090028
Account Name: Isis District State High School General Account
Reference: Students Full Name

Centrepay/Centrelink Deductions

For those families who receive a fortnightly Centrelink payment, a direct debit arrangement may be organised between Centrelink, the family and Isis District State High School. This will enable school fees to be paid fortnightly. Please advise the staff as soon as possible should you wish to investigate this option further.

B Point

-  Online system to pay school invoices including:
 - SRS, Excursions, camps, etc.
-  Access via any computer or smart phone
-  Payment accepted: MasterCard or VISA
-  Secure Payment method
-  Easy to use Interface. www.bpoint.com.au/payments/dete



In Person at the Administration Office

Monday – Friday | 8:00am – 3:30pm | Cash (must have correct money), EFTPOS or Credit Card.

Payment Plan:

Families also have the option of a payment plan approved by the Business Manager. Please feel free to contact the school should you require further information regarding the school's SR Scheme.



Student Resource Scheme

Aims

1. To assist families defray the cost of purchasing textbooks and resources for the education of those children covered by Student Resource Scheme.
2. To ensure that all participating students are adequately provided with additional books and materials for particular subjects.
3. To maximise the educational benefit to students covered by the Student Resource Scheme and the convenience to parents/carers of those students.
4. To make available a far wider range of books and resources than is possible with individual purchasing.

Provisions

The Student Resource Hire Scheme (SR Scheme) will make provisions for the following student materials.

1. The scheme will supply all **textbooks and ebooks** used by the students for as long as they are needed.
2. The scheme will supply **reference books** used by students in all subjects.
3. The scheme will supply all **basic learning and enrichment materials**. Such materials provided by the school will become the property of the student (where appropriate).
4. Membership of the school's Student Resource Scheme (SR Scheme) and no outstanding SR Scheme costs from previous years also entitles students to receive free of charge the following benefits:
 - a. student identification card (non- SR Scheme participants cost = \$10.00 GST inclusive);
 - b. student planner (non- SR Scheme participants cost = \$20.00
 - c. enrichment resources (non- SR Scheme participants = equivalent value);
 - d. products made at school using enrichment materials provided through the SRS (non- SR Scheme participants cost = equivalent value); and
 - e. subsidy to participate in non-curriculum specific activities, such as end of year trips, school productions, Summer and Winter Interschool Sports and Senior Dinner (non- SR Scheme participants = full cost of activity, as determined by the Principal)

Conditions

Students are to provide their own stationery and writing materials (as per stationery lists).

1. Books are to be maintained in good condition during the period of the loan. Students are not to write in books unless instructed to do so by a teacher. In this case, pencil only must be used and should be erased before its return to the Bookroom
2. Reimbursement must be made for lost, stolen or damaged books so that replacements can be purchased
3. Students who show a poor record of damaging or losing books may be removed from the scheme
4. If a student steals books or materials issued to other students, he/she may be removed from the scheme
5. All books and equipment supplied to students remain the property of the school
6. Participation in the SR Scheme is optional, parents/carers are under no obligation to participate
7. The total payment required for those participating in the scheme shall be as follows:
 - a. Full payment of any outstanding SR Scheme monies from the previous year
 - b. A payment of \$120.00 per year, per student. Families experiencing financial hardship should contact the Principal/Business Manager to discuss payment options with a deposit of \$60.00 to be paid by the end of February and the balance to be paid by the end of June
 - c. The school is authorised to claim and retain the amount of the Textbook Resource Allowance (Years 7-10 - \$136; Years 11-12 - \$295)
8. Parents/carers not wishing to participate in the scheme will need to purchase all texts and enrichment materials. Those families electing not to join the scheme and whose children are eligible for Textbook Resource Allowance have the option to receive the Textbook Resource Allowance as a credit on the child's account or directly from the school
9. If a student transfers out of the school during the year, monies will be refunded on a pro rata basis
10. If a student transfers into the school during the year, payments will be made on a pro rata basis



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

Principals (or delegates) must discuss and provide a copy of the school's Code of Conduct for Students and Student Dress Code to the parent/carer. The Responsible Behaviour Plan for Students outlines the school's strategies for implementing the Code of School Behaviour.

Responsibility of student:

Student enrolment at Isis District State High School indicates student agreement to:

-  comply with the requirements of the school's Code of Conduct for Students
-  actively participate in learning to the best of their ability
-  respect the rights and needs of others
-  accept responsibility for their actions
-  participate in school activities with a positive attitude
-  take an active part in keeping the classroom, school grounds and environment clean and tidy
-  assist in establishing and maintaining a positive learning environment
-  accept the logical consequences of unacceptable behaviour
-  act as worthy ambassadors of Isis District State High School at all times

Responsibility of parents/carers:

Student enrolment at Isis District State High School indicates parent/carer agreement to:

-  familiarise themselves with the Code of Conduct for Students and support the school in its implementation
-  help their students to understand the behaviour that is expected of them whilst on the way to school, at school and on the way home from school
-  support the authority and discipline of the school enabling their student to achieve maturity, self-discipline and self-control
-  treat school staff with respect and tolerance
-  discuss with the school any problems they feel are detrimental to the effective learning of their student
-  inform school of reason for any absence
-  attend information evenings for parents/carers
-  abide by school's policy regarding access to school grounds before, during and after school hours

Responsibility of school to:

-  develop each individual student's talent as fully as possible
-  inform parents/carers regularly about how their students are progressing
-  teach effectively and to set the highest standards in work and behaviour
-  take reasonable steps to ensure the safety and well-being of all students
-  be open and welcoming at all reasonable times and offer opportunities for parents/carers to become involved in the school community
-  clearly articulate the school's expectations regarding the Code of Conduct for Students and the school's dress code policy
-  ensure that the parent/carer is aware of the school's record-keeping policy including the creation of a transfer note should the student enrol at another school
-  apply the procedures of the school's Assessment Policy
-  contact parents/carers as soon as is possible if the school is concerned about the student's school work, behaviour, attendance or punctuality
-  deal with complaints in an open, fair and transparent manner
-  consult parents/carers on any major issues affecting students
-  treat students and parents/carers with respect and tolerance



I accept the rules and regulations of Isis District State High School as stated in the school policies that have been provided to me as follows:

- ☐ Code of Conduct for Students
- ☐ Student Dress Code
- ☐ Use of Technology and Personal Devices Policy
- ☐ Harm and Harassment Policy
- ☐ Smoking/Vaping Policy
- ☐ Attendance Policy
- ☐ Assessment Policy
- ☐ Homework Policy
- ☐ School Excursions
- ☐ Student Resource Scheme
- ☐ Privacy Information Sheet for Parents/Carers
- ☐ Complaints management
- ☐ School Procedures Summary
- ☐ Recognition of Positive Behaviour
- ☐ Emergency Evacuation Procedure for early departure from school site
- ☐ Department insurance arrangements and accident cover for students (*see excursion proforma*)
- ☐ Consent to use Copyright Material, Image, Recording or Name (Media Consent)
- ☐ Parent/Carer Consent form for *Voluntary Student Participation in Program of Chaplaincy Services*

I acknowledge that information about the school's current programs and services has been explained to me.

Student Signature

Parent/Carer Signature

On behalf of
Isis District SHS



Behaviour Rules and Expectations

Behaviour Rules Matrix

At IDSHS we aim to instil the School Values of RISE in each student. To assist with this, we have three school rules we expect all students to follow. All students should demonstrate: **Respect, Responsibility and Learning**. This behaviour matrix details what those rules look like in a variety of school settings.

	All Areas of school	Classroom	Grounds	Tuckshop/ Café Shack	Outside School grounds
Be Respectful	- Treat all members of the school community in a respectful and courteous manner - Show courtesy and assistance to all members of the community including visitors and guest presenters - Use respectful language - Cooperate with staff by following instructions - Maintain positive relationships - Be inclusive of others by showing tolerance and understanding - Promote a safe and happy school environment by not causing harm to others - Show respect for school property and that of others - Respect others' privacy by not taking, distributing or altering images of others	- Respect the rights of others to learn - Ensure mobile phones and other wearable devices are off and away for the day - Remove hats inside classrooms	- Behave in a safe and respectful manner - Participate co-operatively in school approved activities - Respect the school environment by keeping it clean and by placing litter in bins - Wait sensibly in bus lines as directed by teacher - Wear a hat and sunscreen when in the sun	- Use your manners - Leave bags away from the counter	- Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school - Wear school uniform appropriately - Treat others with courtesy and respect - Respect the property of the community and its members - Treat bus drivers with courtesy and respect and comply with the bus Code of Behaviour - Engage in respectful behaviour when online
Be Responsible	- Cooperate with staff by following instructions at all times - Accept responsibility and be aware that all actions have consequences - Ensure banned items are not brought to school - Comply with school rules, procedures and policies - Wear the school uniform in line with the Uniform Policy - Strive to manage your own behaviour and actions appropriately - Ensure recess times are used for toilet and drink breaks - Use school equipment in a safe and sensible manner - Refrain from touching other students (in love or hate)	- Ensure mobile phones and other wearable devices are off and away for the day - Use ICTs appropriately to achieve the learning goals - Note homework and assessment due dates when given - Maintain an orderly and tidy classroom	- Comply with designated 'in bounds' an 'out of bounds' areas - Follow the correct school sign in and sign out procedures - Show sensible behaviour that contributes to good order and routines - Walk when around buildings and on concrete areas - Treat grounds/ gardens respectfully - Move promptly into the school grounds upon arrival and wait in designated bus area of an afternoon	- Wait in line patiently - Follow directions of staff - Purchase lunch with enough time to eat before class - Advance to the tuckshop counter, when less than five people are there	- Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school - Use road crossings appropriately to ensure safety of self and others - Park in the designated area and comply with school expectations if you are driving yourself to school - Display appropriate behaviour during excursions
Be a Learner	- Be actively involved in the life of the school community - Attend school regularly - Be on time for all classes ensuring drinks and toilet breaks occur at lunch breaks - Select a program of study suited to own ability and that provides future opportunities for success - Engage with online learning platforms as instructed - Manage your own time and responsibilities	- Enter class with the required materials, prepared for learning - Make a genuine effort to engage in classwork - Actively seek the help of teachers in understanding - Keep up to date with set work outside the classroom - Comply with school assessment due dates and procedures	- Move to class on time when first bell rings and be ready for learning at the second bell - Move between classes promptly and sensibly. If moving to the Ag campus, walk promptly, crossing the road carefully - Seek teacher assistance during recess to catch up on difficult or missed work		- Conduct yourself in a manner that serves as a good role model for others and that promotes the good reputation of the school - Actively participate in presentations and/or activities when on excursion



Behaviour Rules and Expectations

Student Expectations

Student enrolment at Isis District State High School indicates student agreement to:

-  comply with the requirements of the school's *Student Code of Conduct*
-  attend school regularly (target 90%)
-  willingly follow class routines, school procedures and policies
-  attend class prepared with materials and ready to learn
-  actively participate in learning to the best of his/her ability
-  strive to complete work to the best of his/her ability
-  ensure homework and assignments are completed in a timely manner and to the best of the student's ability
-  demonstrate a capacity to respond appropriately to constructive feedback/teacher direction
-  be courteous and respectful of others
-  respect the rights and needs of others
-  accept responsibility and logical consequences for his/her actions
-  participate in school activities with a positive attitude
-  wear the correct school uniform at all times
-  take an active part in keeping the classroom, school grounds and environment clean and tidy
-  assist in establishing and maintaining a positive learning environment
-  act as worthy ambassadors of Isis District State High School at all times

Parent/Carer Expectations

Student enrolment at Isis District State High School indicates parent/carers agreement to:

-  familiarise themselves with the *Student Code of Conduct* and support the school in its implementation
-  help their student to understand the behaviour that is expected of them whilst on the way to school, at school and on the way home from school
-  support the authority and discipline of the school enabling their student to achieve maturity, self-discipline and self-control
-  treat school staff with respect and tolerance
-  discuss with the school any problems they feel are detrimental to the effective learning of their student
-  inform school of reason for any absence
-  attend information evenings for parents/carers
-  abide by school's policy regarding access to school grounds before, during and after school hours

Guidelines for Student Behaviour in Classrooms

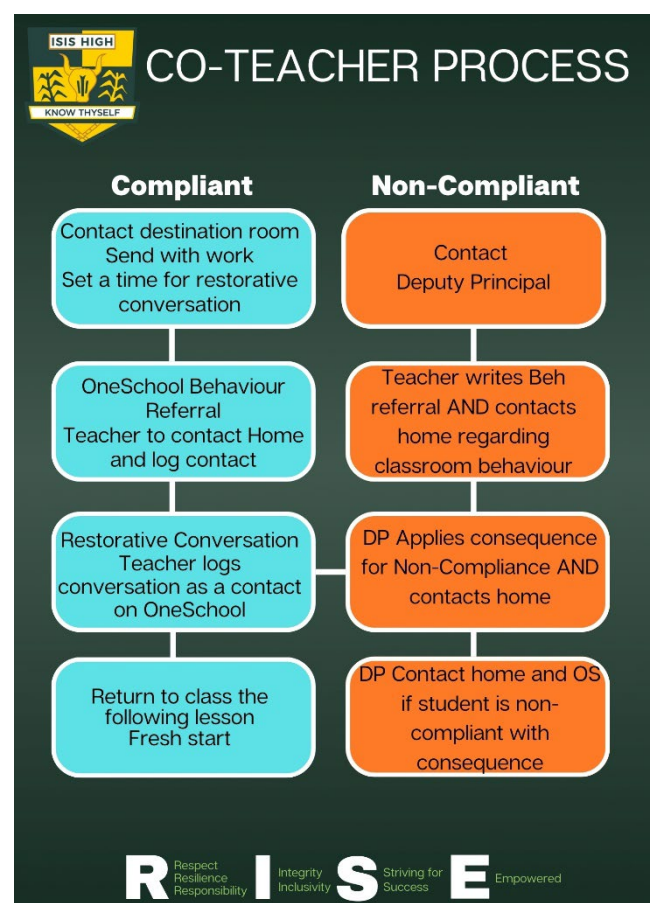
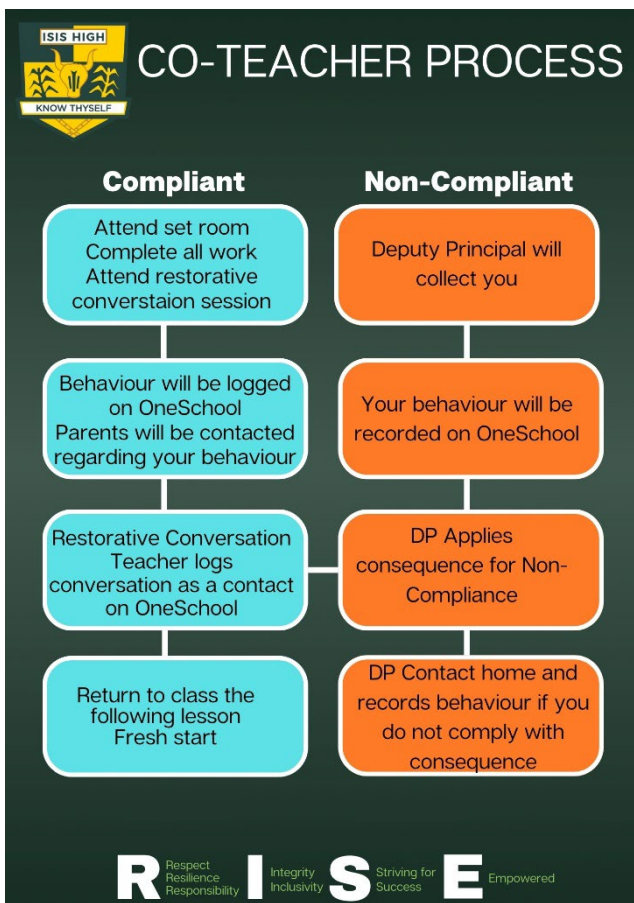
-  Show respect and courtesy
-  Be on time
-  Come prepared to learn
-  Work at learning

Staff Expectations

Staff at Isis District SHS are required to adhere to the Department of Education Code of Conduct which outlines their professional responsibilities regarding behaviour in the workplace.

-  Uphold the school's RISE values and model positive behaviours
-  Timely communication with students and parents/carers
-  Promote an inclusive school culture
-  Consistently apply school expectations
-  Work with families to address any concerns and support their individual needs where possible

For further information, refer to the *Student Code of Conduct 2024 - 2027*



Rationale

Wearing a school uniform is conducive to developing a positive school ethos. Just as many workplaces, clubs and sporting teams have uniform expectations and standards, so too does Isis District State High School.

The Student Dress Code is advocated by the IDSHS Parents and Citizens Association and school community for many reasons, including (but not limited to), it:

- Establishes a welcoming culture of school pride, a positive learning environment and high expectations;
- Promotes a positive image within the community with an identifiable uniform that is economical and functional; and promotes a sense of belonging and connection to our school community;
- Promotes the link between dress standards, school discipline and healthy school spirit;
- Addresses health and safety policies by ensuring:
 - students are wearing appropriate footwear and sun safe clothing;
 - students are readily identified as students of the school or non-students on the school grounds;
- Furthers social equality among students as the uniform diminishes socioeconomic differences, and removes the distraction of competition in dress and fashion at school;
- Prepares students for the workforce where an employer may stipulate a uniform or dress code, and societal expectations about standards of dress for a range of specific occasions; and
- Reinforces self-discipline – a uniform applies to many occupations and social activities. Wearing a uniform to school reinforces self-discipline which is required outside the school environment.

Under the Education (General Provisions) Act 2006 section 360, a Principal may develop a dress code to apply when students are attending or representing the school. As per the Act, this dress code outlines the acceptable standard of clothing to be worn by students and their personal presentation. The Isis District State High School Student Dress Code reflects the community expectations and standards, as determined collaboratively by the Principal, school staff and IDSHS Parents and Citizens Association. Unless otherwise stated, only items purchased from the school's uniform shop comply with the Student Dress Code of Isis District State High School.

Parents/carers show their support of the accepted standard of dress by ensuring their student/s follow the Student Dress Code as detailed below. Families are encouraged to discuss circumstances that present barriers to meet the Student Dress Code expectations with the relevant Deputy Principal or Principal.

Everyday Uniform – All Students:

- **School polo shirt** (short or long sleeve) with embroidered school badge. (*purchase from P&C Uniform/Tuckshop*)
 - Can be worn untucked, however some subjects may require it to be tucked in for Workplace Health Safety reasons eg Design and Technologies workshops
- **Black school shorts with school logo.** (*purchase from P&C Uniform/Tuckshop*)
- **White or black socks** (*visible*)
- **Sports or closed in shoes. NO BOOTS** (*preferably black only*)

Options:

- Black track pants or long formal pants (*not jeans or leggings - should NOT have any stripes, prints on them*)
- School jacket (*purchase from P&C Uniform/Tuckshop*)
- Plain black sweatshirt/jumper or similar item of clothing (*should not have any stripes or prints on it*)
- Senior jersey (*Year 12 only - order at school through Year 12 Coordinator*)
- Brimmed hat or cap
- Headscarves to be of school colours (*bottle green, yellow, white or black*)



Preferred:	
 	 
Accepted:	
 	 
Not Accepted	
 	 
 	 

Senior (Years 11-12) Formal Uniform:

(Note – Students in Yrs 7 to 10 may only wear the 'Formal Uniform' when representing the school at official functions.)

- **Short/long sleeved, button up standard white blouse on a band / shirt with collar** or school blouse /shirt with pocket school emblem (purchase from P&C Uniform/Tuckshop)
- **Green school tie** knotted at the top button of the blouse/shirt (purchase from P&C Uniform/Tuckshop)
- **Green school skirt with pleats** (purchase from P&C Uniform/Tuckshop). **NOTE:** Length of skirts should remain as purchased to ensure the appearance is as endorsed by P&C
- **Long black formal pants** (not jeans, leggings or tracksuit pants) with black belt (optional)
- Flesh coloured stockings and/or **white socks** (visible) **with skirt or black socks with long pants**
- **Closed in black shoes – NO BOOTS** (formal leather shoes preferred)

Senior students (Year 11 and 12) choosing to wear the formal uniform must ensure that the white shirt is tucked in at all times, including to and from school. The blouse should have a band on the bottom, thus doesn't require tucking in. The tie is to be correctly tied and positioned. Black shoes, preferably leather formal shoes, must be worn with the formal uniform. Senior Jerseys must be of the current year and worn by Year 12s only.

Appearance:

The following pieces of jewellery may be worn at school:

- A wrist watch (smart watches may need to be removed for specific sessions eg exams)
- A plain ring
- A plain single neck chain of moderate size worn under blouse or shirt
- Plain sleepers/loops or stud earrings (no more than 3 per ear, no attachments, spacers, plugs or bars)
- ONE small unobtrusive nose stud or tight-fitting sleeper, is allowed. (Septum piercings or large studs / loops are not acceptable.) It is not permissible to wear any other form of visible body piercing/adornment
- Make-up, nail polish and hair colour should be of a natural colour. Nails should be an appropriate length and shape, suitable for all school activities



General Requirements:

- Shorts and skirts should be the standard school shorts and skirts available at the school Uniform Shop.
- Shorts and skirts must be of a length (mid-thigh) that complies with modesty requirements, as determined by the School Administration.
- If a student has an injured foot, normal school footwear should be worn on the uninjured foot with a sandal and sock / thong on the injured foot.
- Wide Bay & Queensland school representative **uniforms** are also appropriate to be worn by recipient only.
- Inappropriate dress must not be worn to school at any time. 'Inappropriate' is defined as clothing or apparel that is, or could be deemed to be:
 - offensive due to being revealing or containing inappropriate images, logos or wording
 - likely to disrupt or negatively influence the normal operation of the school
 - poses a risk to the health of self or others
 - unacceptable writing or skin markings, including temporary tattoos or permanent / whiteboard marker

Parents/carers are encouraged to discuss areas of concern with the Principal or relevant Deputy Principal as soon as possible. It is at the discretion of the Principal or relevant Deputy Principal to determine whether a student is compliant with the Student Dress Code.

Consequences for non-compliance:

As per the Education (General Provisions) Act 2006 Section 362 (1), if a student of a State school does not comply with Dress Code policy for the school's students, developed under Section 360, the school's Principal may only impose one of the following sanctions (Section 276):

- Detention of the student;
- Prevention of the student 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.

Noncompliance Procedure:

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

- Parents / carers are to provide their student with correspondence to the Principal or relevant Deputy Principal explaining the circumstances for non-compliance and the period for which this will exist at the start of the school day.
- Students will be offered items of uniform clothing from the school's uniform bank. Student will be required to change into the supplied uniform to comply with the Student Dress Code. These items need to be returned to the office at the end of the day to be laundered by the school.
- Students who are unable to access uniform items from the uniform bank will receive a uniform pass from Administration.
- At any time during the day, students who are out of uniform should be able to present a uniform pass. If a student cannot present a receipt, staff are to direct student to administration.

If a student is unable to comply with the Student Dress Code, the student will be issued with sanctions as outlined above in the Education (General Provisions) Act 2006 Section 362.

Uniform Shop (Operated By IDSHS P&C)

The P&C Uniform Shop is the supplier of the school uniform.

The P&C Association Uniform Shop is open each school day from 7.00am to 2.00 pm from the Tuckshop on the main campus of Isis District State High School.

Use of Mobile Phones and Other Smart Devices Policy

In line with the Queensland government's, mobile phones 'away for the day' policy, **mobile phones (and notifications on smart devices) are not permitted** at Isis District State High School **during the nominated hours of the school day, including lunch breaks**. This also includes instances where students are required to leave the school campus for school representation or curriculum purposes, including, but not limited to, excursions, cultural events, sporting or physical activities, and/or school representative endeavours. (In the case of off campus excursions and events, staff may give students permission to take and use their mobile phones to inform parents of arrival and departure times, or other relevant information deemed by the staff member in charge to be appropriate and necessary use of personal mobile phones).

Furthermore, if the Principal is made aware that these devices have been used to capture and/or distribute and/or upload to an app or website, images taken at school, or at a school event, without consent and/or contain violent and/or other inappropriate images, appropriate disciplinary actions will be taken. Additionally, steps will be taken to seek removal of the recorded material and any distribution.

Personal devices brought to and used at school are done so at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device. (The school may consider cases when it can be clearly established beyond doubt that damage resulted from deliberate negligence by Department of Education personnel).

Should a student bring a mobile phone to school for purposes of communication before and after school, the device should be **switched off and 'out of sight'** during school hours.

If a student needs to make a phone call during school hours, they must ask for permission from office staff and either use a school telephone, or use their mobile phone under the supervision of office staff. Parents wishing to contact their student during school hours, should do so through the school office.

If students choose to breach this policy by accessing their mobile phones during the nominated hours of the school day, or without staff instruction during off campus excursions;

- the staff member involved will instruct the student to cease that action, de-activate the device and hand it in to the school administration office. Parents/Carers will be informed of the breach via SMS. The student can collect the phone at the end of the school day.
- If there is a second breach of this requirement, parents/carers will be required to collect the device.
- Upon a third breach, the student will be requested to hand their phone into the office before school each morning for 1 week (5 days) where it will be deposited into the school phone safe. The student will be required to collect the phone at the end of each school day.
- Where breaches of this *Mobile Phones and Other Smart Devices Policy* either continues to occur beyond these levels or is so serious it is considered serious misconduct, consequences as described in the *Code of Conduct for Students* may occur (including consideration of suspension from school).

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 Deputy Principal or Principal.

The Department of Education is working closely with schools to refine the new 'no mobile phones in schools' policy to ensure consistency across all state secondary schools in Queensland. If any details of this policy change, the school will notify students and parents accordingly.

Use of Social Media and Digital Devices

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause harm to others and disruption to learning.

At Isis District State High School, the explicit teaching of responsible use of technology is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Use of Social Media

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

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

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

Is it appropriate to comment or post about schools, staff or students?

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

While many schools use social media to update parents/carers of school news and events, the Department prefers that parents/carers contact schools directly with a compliment, complaint or enquiry due to privacy considerations. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

If you upload photos of your student, be mindful of who might be in the background. You might be happy to share your student's successes with your friends and family via social media, but some parents/carers are not.



Use of Social Media and Digital Devices

If you are tagging or naming students, consider that other parents/carers may not want their student's name attached to images online.

What if I encounter problem content?

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

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

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 Isis District State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as fighting, harassment, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school (e.g. distribution by phone or internet posting) will be considered in serious breach of school policy this policy and may be subject to consequences consistent with those described in the *Code of Conduct for Students* (including suspension and exclusion).

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

Text communication

The sending of messages that contain comments, abusive, derogatory or obscene language and/or threats of violence may amount to harm and or harassment or even stalking, and will subject the sender and/or sharer to discipline and possible referral to the Queensland Police Service. Students receiving such messages, should ensure they keep the message as evidence and bring the matter to the attention of the police, or if received during school hours report to school office. However, it should not be replied to, or forwarded.

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 he/she 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.

Confiscation

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/carers will be advised to contact Queensland Police Service (QPS) directly.

Temporary Removal of Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The temporary removal of student property by school staff policy outlines the processes, conditions and responsibilities for state school Principals and school staff when temporarily removing student property.

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

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

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

A list of prohibited items is included in the Student Planner and is discussed during the enrolment process. In addition to that list, the following items are explicitly prohibited at Isis District State High School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Temporary Removal of Property

Responsibilities

State school staff at Isis District State High School:

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

Parents/carers of students at Isis District State High School can:

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

Students of Isis District State High School should:

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

ICT and the curriculum

Students use ICT as an integral part of their learning and to equip them to live and work successfully in the digital world. In the Year 7-10 Australian Curriculum in all learning areas, students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning.

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

This School has comprehensive access to school devices and internet. Access to these relies upon students and their parents/carers abiding by the terms of the Computer Use Agreement outlined below and signed upon enrolment.

Acceptable/appropriate use/behaviour by a student

It is acceptable for students while at school to:

- use ICT devices (including computer room, borrowed laptops and BYOD devices) and resources for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, their parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight the mobile device during classes, when these devices are not being used in a teacher-directed activity to enhance learning
- use their personal mobile device for private use before or after school, or during recess and lunch breaks, in accordance with the IDSHS Student Code of Conduct
- seek teacher's approval where they wish to use a mobile device under special circumstances
- ensure your device is formally part of the BYOD program by obtaining appropriate approval through the resource centre

Unacceptable/inappropriate use/behaviour by a student

It is unacceptable for students while at school to:

- use a mobile device in an unlawful manner
- download, store, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions regarding the use of social media, online email and internet chat



Computer Use Agreement

- send chain letters or spam email (junk mail)
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- create accounts outside of teacher instruction
- use personal email accounts
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras inappropriately, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile devices (including those with Bluetooth functionality) to cheat during exams or assessments

Sign Off

Student:

I understand that the school's information and communication technology (ICT) services, facilities and devices provide me with access to a range of essential learning tools, including access to the internet. I understand that the internet can connect me to useful information around the world.

While I have access to the school's ICT services, facilities and devices: I will use it only for educational purposes; I will not undertake or look for anything that is illegal, dangerous or offensive; and I will not reveal my password or allow anyone else to use my school account.

Specifically in relation to internet usage, should any offensive information appear on my screen I will close the window and immediately inform my teacher quietly, or tell my parents/guardians if I am at home.

If I receive any inappropriate emails at school, I will tell my teacher. If I receive any at home, I will tell my parents/guardians.

When using email or the internet I will not:

- reveal names, home addresses or phone numbers – mine or that of any other person
- use the school's ICT service, facilities and devices (including the internet) to annoy or offend anyone else.

I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT services, facilities and devices inside or outside of school hours.

I understand that if the school decides I have broken the rules for using its ICT services, facilities and devices, appropriate action may be taken as per the school's Student Code of Conduct which may include loss of access to the network (including the internet) for a period of time or disciplinary action.

I have read and understood this procedure/policy/statement/guideline and the Student Code of Conduct.

I agree to abide by the above agreement.

Student Name: _____

Student Signature: _____

Date: ____/____/____

**Parent or Guardian:**

I understand that the school provides my child with access to the school's information and communication technology (ICT) services, facilities and devices (including the internet) for valuable learning experiences. In regards to internet access, I understand that this will give my child access to information from around the world; that the school cannot control what is available online; and that a small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT services, facilities and devices. Furthermore, I will advise the school if any inappropriate material is received by my child that may have come from the school or from other students.

I understand that the school is not responsible for safeguarding information stored by my child on a departmentally-owned student computer or mobile device.

I understand that the school may remotely access the departmentally-owned student computer or mobile device for management purposes.

I understand that the school does not accept liability for any loss or damage suffered to personal mobile devices as a result of using the department's services, facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any mobile device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.

I believe _____ (name of student) understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT services, facilities and devices (including the internet) under the school rules.

I understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this user agreement or the Student Code of Conduct. This may include loss of access and usage of the school's ICT services, facilities and devices for some time.

I have read and understood this procedure/policy/statement/guideline and the Student Code of Conduct.

I agree to abide by the above rules / the procedure/policy/statement/guideline.

Parent Name: _____

Parent Signature: _____

Date: ____/____/____

Rationale

Research clearly indicates that childhood exposure is an important contributing factor to the development of skin cancer in later life. Being sun smart is an important life-long habit that looks after the health of all Australians. IDSHS realises the need to protect the skin of both students and staff, and to provide education about sun smart behaviour, thus reducing the risk of skin damage from exposure to the sun.

Aims

IDSHS endeavours to minimize the exposure of its students and staff to harmful UV radiation from the sun through:

-  Implementation of a sun smart dress code
-  A focus on providing appropriate and sufficient shade facilities
-  Education within the curriculum to develop awareness and foster self-responsibility for skin cancer prevention and early detection
-  A proactive risk management system ensuring sun protection is managed effectively for all school activities

Implementation

-  The school will inform parents/carers of the sun safe policy when a student enrolls
-  All new staff will be informed of the sun safe policy at their induction
-  Incorporate education programs that focus on skin cancer prevention into the school curriculum
-  Ensure the students wear the uniform in a way that complies with the sun safe policy
-  Provide SPF50+ broad-spectrum water-resistant sunscreen when involved in outdoor activities. Students are also encouraged to supply and reapply their own at regular intervals
-  Proactively encourage students in the use of their SPF50+ broad-spectrum sunscreen

Sun Safe Policy

-  Provide adequate SPF50+ broad-spectrum sunscreen in outdoor Physical Education classes, and outdoor activities. Parents/carers are to advise the school if their child has an allergy to a specific sunscreen brand, and will use their own or none if this is the case
-  Encourage students without sun protection to use shade areas during Recess 1 and 2
-  Encourage students wear hats in areas without shade during Recess 1 and 2 and class time
-  Allow students to wear swim shirts, long or short sleeve of Lycra fabric with a UVP rating
-  Encourage all staff to act as positive role models for students in all aspects of sun safe dress and behaviour
-  Ensure that the risk of exposure to UV radiation is included in the risk assessment for all activities, which will include ensuring that adequate shade is provided for sports carnivals and other outdoor events
-  Sun smart activities and sun protection will form part of the Health and Physical Education curriculum at all year levels
-  Review the school uniform code regularly with consideration to the Queensland Cancer Fund Sun Smart clothing guidelines

Expectations of Students

Students should:

-  Be aware of the school Sun Safe Policy
-  Take responsibility for their own health and safety by being sun smart, and complying with school requirements
 - Using SPF50+ sunscreen
 - Wearing a hat (where appropriate)
-  When practicable, use shaded or covered areas when outdoors
-  Act as positive role models for other students in all aspects of sun smart behaviour
-  Participate in sun smart education programs

Expectations of Staff

Staff should:

-  Carry out a risk assessment for any outdoor activity and/or follow the UV protection controls established in the risk management plan
-  Remind students of sun smart behaviour as required
-  Encouraging all students participating in outdoor activities to wear a hat, including break times and class activities
-  Act as good role models with respect to sun smart behavior, by using sunscreen, wearing sun glasses and a hat and/or using an umbrella

Expectations of Parents/Carers

Parents/Carers should:

-  Provide the components of the school sun smart uniforms for their child, including the appropriate hat
-  Provide their student with adequate SPF50+ broad-spectrum water-resistant sunscreen, and encourage them to use it
-  Act as positive role models by practicing sun smart behaviour and support the school Sun Smart Policy



Reference to Smoking in our policy includes vaping.

Definitions and Law

Smoking products include tobacco products, herbal cigarettes, loose smoking blend, personal vaporisers (such as electronic or e-cigarettes, e-cigars, vape pens) and personal vaporiser related products (e-liquids and e-cigarette parts), smoking related products or packages or cartons of these items.

The Law in Queensland states smoking, including the use of electronic cigarettes, is banned in a number of outdoor public areas, eating and drinking venues and education, healthcare and residential aged care facilities across Queensland. Specifically for Educational Facilities, there is to be no smoking:

- at public or private schools or within 5 metres beyond their boundaries
- at early childhood education and care facilities or within 5 metres beyond their boundaries, including kindergartens, childcare centres, day care providers and after school hours care.

At a school level, the implication is that all school buildings and the entire school grounds and surrounds must be smoke-free. This is indicated in the School Rules of the Behaviour Management Plan where smoking at school is not permitted and any smoking related products are banned substances.

SMOKING IS NOT PERMITTED IN ANY AREA OF SCHOOL PROPERTY NOR AT SCHOOL-RELATED ACTIVITIES OR FUNCTIONS.

Notes:

-  Where a smoking incident occurs within a group situation but the identity of the actual smoker or smokers cannot be conclusively ascertained, all students present in the group may be subject to these procedures.
-  The following procedures not only apply to students attending school or a school activity, but may also apply to students out of school hours who are identified as a student by the wearing of their school uniform.

Isis District State High School has the following procedures for instances of student smoking.

Student Smoking Incident Procedures

Isis District State High School will treat each instance of a student smoking on the circumstances involved. Examples of actions that may be taken include:

-  Meet with relevant Year Coordinator or Administration member for non-compliance with school rules.
-  Meet with School-Based Youth Health Nurse to discuss the consequences of smoking on personal health.
-  Inform parents/carers of school concern.
-  Apply suspension for non-compliance with school rules.

Generally, the more deliberate, overt and explicit the incident of smoking is, the more severe will be the consequences. For example, students who have brought cigarettes, lighters and or vapes to school or are involved in smoking overtly in the school grounds should expect a suspension for such behaviour. Similarly, leaving the school grounds to smoke, while clearly identified as a student of this school, would usually result in suspension.



Harm and Harassment Policy

Purpose

Isis District State High School strives to create positive, supportive environments for all members of the school community. Such an environment is essential to:

-  achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
-  raising achievement and attendance
-  promoting equality and diversity and
-  ensuring the safety and well-being of all members of the school community

There is no place for harm and harassment at Isis District State High School. Harm or harassment may be related to:

-  race, religion or culture
-  disability
-  appearance
-  health conditions
-  sexual orientation
-  sexist or sexual language
-  young carers or children in care

Harmful behaviours that will not be tolerated at Isis District State High School include (but are not limited to):

- | | |
|---|---|
|  name-calling |  taking photographs / footage without permission |
|  taunting |  taking other people's belongings |
|  mocking |  inappropriate text messaging |
|  making offensive comments |  sending offensive or degrading images |
|  kicking |  producing offensive graffiti |
|  hitting |  gossiping, |
|  pushing |  excluding people from groups |
| |  spreading hurtful and/or untruthful rumours. |

Harassment is any unwelcome attention that is offensive, humiliating or intimidating and will not be tolerated in this school. Harassment may involve:

-  teasing, calling names or making rude signs
-  telling smutty jokes or making suggestive comments
-  displaying offensive pictures, posters or graffiti
-  staring or ogling
-  following someone home from school
-  patting, pinching or touching another person
-  pestering someone to go out or asking for sexual favours
-  sending offensive messages in writing or by phone
-  spreading rumours eg, about someone's sexuality
-  making belittling comments
-  ridiculing, leering or wolf-whistling at, or making sexual comments about a person or group of people

We acknowledge that adolescence is a time for great change in terms of physical and emotional development. We aim to work with students and families to limit the instances of conflict that a student is involved in, for students to take responsibility for their actions and learn from their mistakes. This process will likely involve all students involved having to reflect on and modify or change their behaviour in the future.

Harm and Harassment Policy

Prevention

Isis District State High School implements a school wide wellbeing program called KTS – Know ThySelf. The key objectives of the KTS program are to develop students' social and emotional wellbeing and to instill the school values of RISE. The school vision is to develop students who are competent, caring individuals, who are active members of the school and our community. By doing this, we create an environment where harm and harassment are not tolerated.

Within the KTS program, students learn about themselves, identifying that each person is different with a range of strengths and areas of interest. Through activities both in and out of the classroom, students are taught to value these differences, to accept each other as well as to look out for each other. Beyond this program, teachers of every subject take opportunities to reinforce the school's vision and values in order to prevent and manage instances of harm and harassment.

The school values are reflected in social and emotional learning in the following ways:

- R – Respect, Responsibility and Resilience** are repeatedly outlined to students in and out of class. We highlight the need for each of these values, what they look like and how to further develop them within the KTS program. These three values are influential in the establishment of a positive, safe school environment, Staff model them and students are expected to reflect them.
- I – Integrity and Inclusivity** are explicitly taught in KTS and then reinforced across the curriculum. Students understand the need for integrity and inclusivity in both an academic sense, that is, completing work with honesty, as well as a social sense with group work, in order to develop skills to work with others even if they are not an immediate friend.
- S – Striving for Success** is repeatedly encouraged both in the KTS program and curriculum classes. Within the KTS program, high yield learning strategies are taught which can then be utilised across the curriculum. Reflection activities are also embedded within classes, encouraging students to take responsibility for their learning. At least once each term, students are asked to reflect on their results, their effort and behaviour in order to work towards continual improvement. At all times, students are encouraged to have a go and do their best.
- E – Empowered** students have a positive influence on others and model how to treat others. They know when and how it is necessary to seek help. We have a number of presentations embedded within the KTS program which assist students to understand when they should be seeking help and how to do that safely. The presentations range from cyberbullying, use of phone/social media, to respectful relationships, violence and alcohol/drug use and are presented by visiting drama troops, local Police or health/community workers such as our School Based Youth Health Nurse. We also subscribe to STYMIE, an anonymous online notification system which allows students to report any instances of harm or mistreatment directly to the school administration.



In addition to the school wide KTS program, there are regular events, notices and parade/assembly messages, which reinforce these values. Our Student Support Team also run a variety of programs to assist students with their emotional and social development. The programs focus on a range of issues including anger management, anxiety and resilience. A list of programs is outlined in the Student Planner.

Despite these preventative measures, we acknowledge that some conflict will still occur within our community. If students are feeling harmed or harassed we hope they feel empowered to:

-  Deflect comments with kindness or humour
-  Tell the other person they don't like being treated that way
-  To move away from that person in an effort to diffuse the situation
-  To seek help from a staff member in close proximity

Consequences

If the above strategies do not help and it continues, students are asked to seek assistance from their Year Coordinator or Deputy Principal. Strategies which can then be utilised include:

-  Peer discussions and Mediation
-  Counselling
-  Agreements which could outline interactions and physical presence e.g. lunch restrictions
-  Timetable changes
-  Lunch detentions
-  Parent/carer Involvement
-  Limited peer contact
-  Involvement of Police – especially for threats of violence or distribution of inappropriate images
-  Any other consequence deemed appropriate under the *Code of Conduct for Students*

Harm and / or Harassment Response Flowchart

Below is a general outline of the actions that are undertaken by the key staff when they have harm/harassment reported to them. Due to the individual nature of these issues, this flowchart should not be seen as a checklist. Timeframes will also vary depending on the professional judgement of teachers who receive the complaint.

Key Contacts for students and parents/carers to report concerns:

- If someone is in immediate danger - the closest staff member
- Year Level Coordinator or Deputy Principal
- Anonymously via STYMIE notification system (www.stymie.com.au)

Is there immediate danger to a person?

NO

YES

- Move the student to a safe place (Staffroom, Office, Student Support Offices)
- Seek medical treatment if necessary
- Contact parent/carer if ongoing treatment is necessary

Obtain student report

- Student/s to write own statement where possible
- Staff member reads the statement and asks clarifying questions where necessary. Any additional details are noted on the statement in a different colour ink to the student. Staff member ensures any possible witnesses are included on the statement.
- OR
- If student is unable to write their own statement, the staff member takes the student's statement, then has the student read the statement and sign it as their account of the incident/s.
- Ask the student if they want a copy of the statement at this point.

Investigate the concerns

- Gather additional information from other students, staff or family
- Review any previous reports or records for the students involved
- The key staff member should be able to answer who, what, where, when and how

Clarify information with student/s

- Check details with student/s involved and check on their wellbeing
- Discuss the outcome they want, and what they can, or will do, to work towards the outcome
- Clarify the sequence of events, encouraging full disclosure and responsibility for own actions where appropriate

Outline plan of action

- Where possible, have the student/s involved in the determination of the future plan
- Detail the plan to student/s and parents/carers
- Enact the plan
- Record all contacts and behaviour in OneSchool

Check in

- Meet with the student/s to review the situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent/carer
- Record outcomes in OneSchool

Ongoing Follow-up

- Continue to check in with student on regular basis until concerns have been mitigated, encouraging reporting of any concerns
- If any written agreement was established, enact any agreed consequences if the agreement has been broken and contact parent/carer
- Record notes of follow-up meetings in OneSchool
- Look for opportunities to improve school wellbeing for all students

Harm and Harassment Policy

Cyberbullying Response Flowchart

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

In the first instance, as with any harm or harassment, students or parents/carers who wish to make a report to the school about cyberbullying should approach the Year Coordinator or Deputy Principal. Parents/Carers and students who have concerns about cyberbullying incidents occurring on weekends or during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

It is important students, parents/carers and staff know that State School Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds which may impact on the good order and management of the school. Students enrolled at Isis District SHS may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites. Following is a flowchart which outlines the possible course of action the school may take to resolve a report of cyberbullying.

Poor online behaviour by any member of our community will not be tolerated. This includes:

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

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principals.

Harm and Harassment Policy

How to manage online incidents that impact school:

Student protection

If at any point the Principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student Protection Procedure.

Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary Removal of Student Property by School Staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident Management guidelines.

Report

Refer to the Online Incident Management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team or Cybersafety.ReputationManagement@qed.qld.gov.au.

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

YES

OR

NO

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any evidence of the online content or a potentially unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary Removal of Student Property by School Staff procedure.

3. Is there a potential crime?

The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information criminal defamation.

Inform the student's parents/carers (and student if appropriate) of their options:

1. Report the incident to an external agency such as Police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing a LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing Personal Information to Law Enforcement Agencies procedure. Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and departmental procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the Principal must take appropriate follow-up action. Where appropriate:

Take statutory disciplinary action to address cyberbullying:

- that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
- that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

use non-statutory options to deal with the matter, for example:

- discussion with student's parents/carers;
- student mediation;
- apology;
- ICT / mobile technology ban;
- guidance referral.

6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student Guidance Officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



School excursions (variations to school routines) are those activities where some or all students are required to be absent from school for more than morning or afternoon session on any school day. This also applies to overnight, weekend and vacation trips.

School excursions are initiated, organised and supervised by a school and approved by the school Principal.

Duty of care will be extended to students whilst on approved school excursions.

The school will facilitate school excursions ensuring appropriate organisation and curriculum relevance. It will consider resources of school, needs of students, costs of excursions and total learning program when determining educational value of school excursions.

The following important factors will be considered when determining adequate supervision:

-  age, capabilities and number of students
-  individual educational needs of a student within group
-  rationale for activity
-  risks when hazardous ventures are undertaken
-  adequate instructions for students and supervisors
-  provision of sufficient safeguards and
-  full information about experience, qualifications and insurance status of commercial excursion organisers if used.

Timely advice of excursions will be provided to parents/carers and students and will include details of location and transport, cost, timetable, supervision provided, activities undertaken and anticipated learning outcomes during the school excursion and any other relevant details.

Written consent of parents/carers for all participating students under 18 years of age must be obtained. Where a student is under 18 years of age and independent, consent is signed by student and countersigned by the Principal.

Supervision of students during school excursions will be provided at a ratio of adults/students appropriate to age and developmental levels of children and types of activities planned.

Students who do not participate in school excursions will remain at school with a program of learning and adequate teacher supervision.

On occasions and where appropriate, parents/carers may also accompany students participating on excursions particularly if they have expertise relevant to the activities undertaken.

Important Notice to Parents/Carers

Please be aware that the Department of Education does NOT have *Personal Accident Insurance* cover for students.

A 'Student Medical Information' form authorising teachers to obtain medical assistance, which they deem necessary should an accident occur, and agreeing to pay all medical expenses incurred on behalf of their student will be a requirement for all excursions.

When planning the overall cost of an excursion, the final cost per student is determined by the number of students who indicate their interest and return the permission form with parent/carer signature. While the school subsidises most excursions, to keep students' costs to a minimum, it is generally unable to find the extra money to reimburse students who withdraw from an excursion at the last minute. A medical certificate would be the only exception.



Introduction

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, culture, recreation, and part-time employment where appropriate.

Purpose of Homework

Homework can engage students in independent learning to complement work undertaken in class through:

-  Revision and reflection to consolidate learning
-  Applying knowledge and skills in new contexts
-  Pursuing knowledge individually and imaginatively
-  Preparing for forthcoming classroom learning

Homework that enhances student learning:

-  Is purposeful and relevant to students' needs
-  Is appropriate to the phase of learning (Middle or Senior)
-  Is appropriate to the capability of the student
-  Develops the student's independence as a learner
-  Is varied, challenging and clearly related to the class work

Student Responsibilities

Students can take responsibility for their own learning by:

-  Discussing homework expectations with their parents/carers
-  Accepting responsibility for the completion of homework expectations within set time frames
-  Following up on comments made by teachers
-  Seeking assistance when difficulties arise
-  Organising their time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment

Teacher Responsibilities

Teachers can help students establish a routine of regular, independent study by:

-  Setting homework on a regular basis
-  Clearly communicating the purpose, benefits and expectations of all homework
-  Checking homework regularly and providing timely and useful feedback
-  Using homework that is varied, challenging, directly related to class work and appropriate to students' learning needs
-  Explicitly teaching strategies to develop organisational and time management skills and providing opportunities to practise these strategies through homework
-  Giving consideration to other academic and personal development activities (school based or other) that students could be engaged in
-  Discussing with parents/carers any developing problems concerning their student's homework and suggesting strategies to assist with their homework



Parent/Carer Responsibilities

Parents/Carers can help their student by:

-  Reading with them, talking with them and involving them in tasks at home including shopping, playing games and musical instruments and physical activity
-  Helping them to complete tasks by discussing key questions or directing them to resources
-  Encouraging them to organise their time and take responsibility for their own learning
-  Encouraging them to read and to take an interest in and discuss current local, national and international events
-  Helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and music and engaging in other recreational activities
-  Contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework

Phase of Learning

In the Middle Phase of Learning, Years 4 to 9, some homework can be completed daily or set over a weekly or fortnightly period and may:

-  Include daily independent reading
-  Include different subject areas
-  Include extension of class work, projects and research

In **Years 7, 8 and 9**, students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work in class. Homework in Years 8 and 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 learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours' time they devote to their studies. Of course, care should be taken to ensure a balance is maintained between the various demands of study, sporting, cultural, recreational and part-time employment activities.



School Attendance Policy

Isis District State High School **encourages regular attendance** at school by all students as:

-  all children should be enrolled and attend school on every school day
-  our school monitors and creates ways to improve attendance
-  attendance is the responsibility of everyone in the community
-  students may find themselves in unsafe situations if they choose not to attend or 'skip' school

Research consistently shows that higher student attendance at school is associated, on average, with higher student achievement. Regular school attendance will mean that students have a better chance in life. Students have the best chance to achieve well when they go to school every school day, all day.

Under Queensland law, children of compulsory school age (under 16 or not completed Year 10) must be enrolled and attending school regularly, unless they have an acceptable reason. Illness, doing school approved work experience or competing in a school sporting event, for example, are acceptable reasons for being absent from school. The Principal decides if the reason given for a student's absence is acceptable. Going shopping, visiting family, staying up late and being tired or family holidays are generally not acceptable reasons to be away from school.

At Isis District State High School, **school attendance is marked at the commencement of the school day**. Attendance is then monitored during the day by teacher's roll marking in every class. The school utilises the ID Attend electronic software attendance package.

A Teacher Aide (**Attendance Clerk**) is employed to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/cares and school staff. Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office.

Recording Absences

When students are absent from school, parents/carers are required to provide reasons for the absence. It would be appreciated that, where possible, advance notice is given to the school when a student will be away (known absence) e.g. medical or dental appointment. If a student will be away from school parents/carers can notify the school, in advance or on the day of absence, by;

-  phoning the absence line and leaving a message (07 4192 1260)
-  emailing (absences@isisdistrictshs.eq.edu.au)
-  texting a reply to a text message previously sent by the school
-  entering the absence on QParents
-  a note handed in by student

Parents/carers should include their name, their student's name, the reason for the absence and the duration of the absence in any notification to the school. Where no reason is provided, the absence remains 'unexplained'. **When students have three or more days of unexplained absence, a phone call by the KTS teacher is made to parents/carers requesting an explanation of the student absence.**

If students are marked absent from morning roll-marking and the school has not been notified of the reason for the absence, **parents/carers will be sent a SMS text** message that same morning to inform them of their student's absence and to request a reason for the absence. When students are marked absent during the day after being present in the morning and haven't signed out, they are truant, parents/carers will be contacted, usually by SMS text (where possible), if the student cannot be located on school grounds.

School attendance is overseen by Year Level Teams comprising of Year Level Coordinators and Deputy Principals. When students are absent regularly from school, parents/carers will be contacted by a member of the team to request an interview to discuss how the student's school attendance might be improved.

Where students are absent for an extended basis with no parent/carer contact and/or continued high rates of absenteeism the Department of Education policy relating to persistent absence will be followed. These processes may ultimately result in prosecution of the parent/carer for not upholding their responsibilities



School Attendance Policy

associated with compulsory education. Low attendance may also affect payments of those students who receive Youth Allowance.

High Attendance

Isis District State High School has a serious commitment to the Queensland Government position that 'every class, every day, counts' and seeks to maximise the regular school attendance of every student.

Students with high attendance each term, between 95% and 100%, are acknowledged via the receipt of a certificate. Attendance is also a contributing factor when considering student's eligibility to extra-curricular events/activities.

Early Departures (during the school day)

Students who need to leave school during the day should advise the school by way of a letter/note from their parents/carers. Students are to report to the office (Student Window) before school to organise a sign out slip. They must return to the student window to sign out prior to their departure, and to sign in on their return back to school. This includes students who need to leave school prior to the commencement of lesson instruction in the morning (as when students arrive at school in the morning, they are officially at school), as well as at Recess. Recess absences are only issued occasionally and are intended for those students who travel to school by bus and need to access community organisations/businesses, e.g. Post Office, they otherwise would not be able to access. Regular passes will need approval of the Principal, after direct parent/carer contact (in advance) and will not be authorised by the Principal otherwise. Students will only be allowed to leave for recess absence at Recess One.

Late arrivals

Students arriving late to school must register at Administration and should have an explanation note from a parent/carer.

Contacting students during class time

As phones are not to be accessed during class time, we ask parents/carers to refrain from contacting students during this time. If a message needs to be given to a student during class time, please call the school office.

Students are also asked not to contact parents/carers when they are ill, without first reporting to sick bay.



Junior Years Assessment Policy

Scope

This policy provides information for teachers, students and parent/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to student reporting and applies to all courses across all faculties.

Purpose

Isis District State High School is committed to an educational philosophy that encourages all students to achieve to the best of their ability by developing their talents and abilities. This policy is designed to build capacity as students work towards the senior years.

Principles

Isis District State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the Australian Curriculum. Assessment should be:

-  aligned with curriculum and pedagogy
-  equitable for all students
-  evidence based, using established standards and continua to make defensible and comparable judgments about students' learning
-  ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
-  transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
-  informative of where students are in their learning

High-quality assessment is characterised by three attributes:

-  validity, through alignment with what is taught, learnt and assessed
-  accessibility, so that each student is given opportunities to demonstrate what they know and can do
-  reliability, so that assessment results are consistent, dependable or repeatable

Related School Policy and Procedures

Refer to other school policies as appropriate:

-  Student Code of Conduct
-  Use of Technology and Personal Devices Policy
-  Internal moderation policy
-  Faculty procedures



Junior Years Assessment Policy

Promoting Academic Integrity

Isis District State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

Policy and procedures	
Location and communication of policy	The school assessment policies are located on the school website at www.isisdistrictshs.eq.edu.au, in the Information Booklet, in the Student Portal and in the Student Planners. All questions regarding this policy should be directed to the Deputy Principal. To ensure the assessment policy is consistently applied, it will be referred to regularly, typically at the following junctures: - at enrolment interviews - when the assessment schedule is published - when each task is handed to students - by email in response to phases of the assessment cycle
Expectations about engaging in learning and assessment	Isis District State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute to their Reports. Student responsibility Students are expected to: - engage in the learning for the subject - produce evidence of achievement that is authenticated as their own work - submit responses to scheduled assessment on or before the due date
Due dates	School responsibility Isis District State High School aims to develop student's organisational capacity across the junior years. Teachers will be gathering evidence of student achievement as students' progress through their task/s (except for exams), with students expected to submit their final submission on or before the due date. Due dates for final responses will be published in the assessment schedule distributed by end of Week 2 each Semester. Checkpoints and draft due dates are outlined on all assessment task sheets. The assessment schedule will: - align with Australian Curriculum requirements - provide sufficient working time for students to complete the task - allow for internal quality assurance processes - be clear to teachers, students and parents/carers - be consistently applied - be clearly communicated by the end of Week 2 each semester - give consideration to allocation of workload Student responsibility Students are responsible for: - recording due dates in their planners - planning and managing their time to meet the due dates - informing the school as soon as possible if they have concerns about assessment load and meeting due dates In cases where students are unable to meet a due date, they will: - inform the Head of Department and classroom teacher as soon as possible - provide the school with relevant documentation, e.g. medical certificate - adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school (either the Deputy Principal or Head of Department) All final decisions are at the Principal's discretion
Submitting, collecting and storing assessment information	Assessment instruments will provide information about Isis District State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and in the format requested on the task sheet e.g. emailed, printed, etc. Draft and final responses for all internal assessment will be collected and stored in each student's folio. All evidence used for making judgments is stored according to faculty protocols including the recording of live performances.



Junior Years Assessment Policy

Appropriate materials

Isis District State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring Academic Integrity

Isis District State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal Assessment Administration

Policy and procedures	
Scaffolding	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: - maintain the integrity of the requirements of the task or assessment instrument - allow for unique student responses and not lead to a predetermined response Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints	Checkpoints will: - be detailed on Semester assessment schedules and student task sheets - monitor student progress - be used to establish student authorship Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Department and parents/carers will be contacted if checkpoints are not met.
Drafting	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: - provided on one draft of each student's response (unless indicated on task sheet) - a consultative process that indicates aspects of the response to be improved or further developed - delivered in a consistent manner and format for all students within each subject - provided within one week of a submission of a draft Feedback on a draft must not: - compromise the authenticity of a student response - introduce new ideas, language or research to improve the quality and integrity of the student work - correct spelling, grammar, punctuation and calculations - allocate a mark A copy of the feedback will be stored with a copy of the draft in the student's folio. Parents/Carers will be notified by email, SMS or phone call about non-submission of drafts or if at risk of receiving an unsatisfactory result and the processes to be followed.
Managing response length	Students must adhere to assessment response lengths as specified on the task sheet. The procedures below support students to manage their response length. - All assessment instruments indicate the required length of the response - Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task - Model responses within the required length are available - Feedback about length is provided by teachers at checkpoints After all these strategies have been implemented, if the student's response significantly exceeds the word length required by the syllabus, the school will either: - mark only the work up to the required length, excluding evidence over the prescribed limit or - allow a student to redact their response to meet the required length, before a judgment is made on the student work Any such student work submitted for confirmation purposes must be annotated to clearly indicate the evidence used to determine a mark.



Junior Years Assessment Policy

Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Adjustments, Extensions and Late / non-submissions	Isis District State High School is committed to reducing barriers to success for all students. Actions are taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Heads of Department oversee the development of tasks for their curriculum areas including any adjustments needed to reduce barriers for specific students. Students are not eligible for adjustments on the following grounds: 🏠 matters that the student could have avoided e.g. IT issues Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the Deputy Principal or Head of Department as soon as possible in order to negotiate new timelines. Extension applications are available from the school office or website and the Student Portal, it is recommended copies of the medical certificates be attached. Extensions for known conditions should be made prior to the due date. Unforeseen absence for examinations/practical assessment If absent on the day of an exam or practical assessment eg performance, parents/carers must contact the Deputy Principal or Head of Department on the day to inform them of the unforeseen absence. Students must see that person on the first day back at school to confirm the new arrangements for completing the examination. Unforeseen absence for other assessment If absent on the due date, parents/carers/students must make every effort to submit the task by the end of the school day. This could include emailing the response to the Head of Department (email addresses are in the front of the student planners); sending copy with sibling or trusted friend or dropping it off to the school office. Students must see their teacher on the first day back at school to confirm the receipt of their assessment and/or hand in their task sheet/physical copy.
Managing non-submission of assessment by the due date	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where a student does not submit a final response to an assessment and: 🏠 Contact by parent/carer has been made on the due date, a new date for completion of assessment will be negotiated 🏠 No contact from parent/carer has been made, student work has been seen during the assessment preparation period, and this work will be used by teachers to make judgments. However, completion of the task could still be required 🏠 No contact from parent/carer has been made and no student work has been seen during the assessment preparation period, 'Not-Rated' (NR) can be given. This should be in consultation with the Deputy Principal
Internal quality assurance processes	Isis District State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes quality assurance of all assessment instruments using a range of moderation processes before and after assessment is given.



Junior Years Assessment Policy

Managing Academic Misconduct

Isis District State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	A student: 📱 begins to write during perusal time or continues to write after the instruction to stop writing is given 📱 uses unauthorised equipment or materials 📱 has any notation written on the body, clothing or any object brought into an assessment room 📱 communicates with any person or tool other than a supervisor during an examination, e.g., through speaking, signing, electronic device or other means such as passing notes, making gestures, or sharing equipment with another student.	For authorship issues When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. For instances of academic misconduct during examinations Students will be awarded a Not-Rated (NR). Where appropriate, the school's Responsible Behaviour Plan will be implemented.
Collusion	When: 📱 more than one student works to produce a response and that response is submitted as individual work by one or multiple students 📱 a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.	
Contract cheating	A student: 📱 pays for a person or a service to complete a response to an assessment 📱 sells or trades a response to an assessment.	
Copying work	A student: 📱 deliberately or knowingly makes it possible for another student to copy responses 📱 looks at another student's work during an exam 📱 copies another student's work during an exam.	
Disclosing or receiving information about an assessment	A student: 📱 gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment 📱 makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: 📱 invents or exaggerates data 📱 lists incorrect or fictitious references. This may include false or misleading information generated from the use of generative AI.	
Impersonation	A student: 📱 arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment 📱 completes a response to an assessment in place of another student. This includes use of generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audiovisual assessment responses.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using generative AI tools without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information, or ideas).	



Junior Years Assessment Policy

	Types of misconduct	Procedures for managing academic misconduct
	A student sources previous assessment responses to gain an unfair advantage.	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

In all circumstances of dispute of these arrangements, the School Principal will be the final arbiter.



Scope

This policy provides information for teachers, students and parent/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, and Short Courses (if offered) across all faculties.

Purpose

Isis District State High School is committed to an educational philosophy that encourages all students to achieve to the best of their ability by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Isis District State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

-  aligned with curriculum and pedagogy
-  equitable for all students
-  evidence based, using established standards and continua to make defensible and comparable judgments about students' learning
-  ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
-  transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
-  informative of where students are in their learning

High-quality assessment is characterised by three attributes:

-  validity, through alignment with what is taught, learnt and assessed
-  accessibility, so that each student is given opportunities to demonstrate what they know and can do
-  reliability, so that assessment results are consistent, dependable or repeatable

Related School Policy and Procedures

Refer to other school policies as appropriate:

-  Student Code of Conduct
-  Senior schooling policy (including VET)
-  Use of Technology and Personal Devices Policy
-  Internal moderation policy (including school procedures for endorsement and confirmation)
-  Faculty procedures.



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Promoting Academic Integrity

Isis District State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at www.isisdistrictshs.eq.edu.au, in the Information Booklet, in the Student Portal and in the Student Planners. All questions regarding this policy should be directed to the Deputy Principal. To ensure the assessment policy is consistently applied, it will be referred to regularly, typically at the following junctures: - at enrolment interviews - during SET planning - when the assessment schedule is published - when each task is handed to students - by email in response to phases of the assessment cycle
Expectations about engaging in learning and assessment Section 1 Section 2 Section 8	Isis District State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. Student responsibility Students are expected to: - engage in the learning for the subject or course of study - produce evidence of achievement that is authenticated as their own work - submit responses to scheduled assessment on or before the due date To emphasise the importance of sound academic practices, staff and senior students will complete the QCAA academic integrity courses.
Due dates Section 8 Section 8	School responsibility Isis District State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses will be published in the assessment schedule distributed by end of Week 2 each semester. Checkpoints and draft due dates are outlined on all assessment task sheets. The assessment schedule will: - align with syllabus requirements - provide sufficient working time for students to complete the task - allow for internal quality assurance processes - enable timelines for QCAA quality assurance processes to be met - be clear to teachers, students and parents/carers - be consistently applied - be clearly communicated by the end of Week 2 each semester - give consideration to allocation of workload Student responsibility Students are responsible for: - recording due dates in their planners - planning and managing their time to meet the due dates - informing the school as soon as possible if they have concerns about assessment load and meeting due dates In cases where students are unable to meet a due date, they will: - inform the Head of Department and classroom teacher as soon as possible - provide the school with relevant documentation, e.g. medical certificate - adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school (either the Deputy Principal or Head of Department) All final decisions are at the Principal's discretion. Refer to AARA information below.



Senior Years Assessment Policy

Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Isis District State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and in the format requested on the task sheet e.g. emailed, printed, etc. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored according to faculty protocols.
Appropriate materials Section 7 Section 8	Isis District State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring Academic Integrity

Isis District State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: - maintain the integrity of the requirements of the task or assessment instrument - allow for unique student responses and not lead to a predetermined response Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8	Checkpoints will: - be detailed on Semester assessment schedules and student task sheets - monitor student progress - be used to establish student authorship Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Department and parents/carers will be contacted if checkpoints are not met.
The Draft Section 8	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: - provided on a maximum of one draft of each student's response - a consultative process that indicates aspects of the response to be improved or further developed - delivered in a consistent manner and format for all students within each subject - provided within one week of a submission of a draft Feedback on a draft must not: - compromise the authenticity of a student response - introduce new ideas, language or research to improve the quality and integrity of the student work - edit or correct spelling, grammar, punctuation and calculations - allocate a mark A copy of the feedback will be stored with a copy of the draft in the student's folio. Parents/Carers will be notified by email, SMS or phone call about non-submission of drafts or if at risk of receiving an unsatisfactory result and the processes to be followed.
Managing response length Section 8	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. - All assessment instruments indicate the required length of the response - Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task - Model responses within the required length are available - Feedback about length is provided by teachers at checkpoints After all these strategies have been implemented, if the student's response significantly exceeds the word length required by the syllabus, the school will either: - mark only the work up to the required length, excluding evidence over the prescribed limit; or



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	allow a student to redact their response to meet the required length, before a judgment is made on the student work Any such student work submitted for confirmation purposes must be annotated to clearly indicate the evidence used to determine a mark.
Authenticating student responses Section 8	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Isis District State High School uses authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	Applications for AARA Isis District State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook The school Principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate. Students are not eligible for AARA on the following grounds: - unfamiliarity with the English language - teacher absence or other teacher-related issues - matters that the student could have avoided - matters of the student's or parent's/carer's own choosing - matters that the school could have avoided Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the Principal's delegate (Deputy Principal) as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the school office or website and the Student Portal.
Managing non-submission of assessment by the due date Section 8	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: - provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP (senior education planner) calendar In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 9	Isis District State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: - quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA - quality assurance of judgments about student achievement All marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 9	Isis District State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.



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External Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10 See also: <i>External assessment — administration guide</i> (provided to schools each year)	See the <i>QCE and QCIA policy and procedures handbook</i> (Section 7.3.2) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

Understanding Academic Misconduct

Isis District State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	A student: - begins to write during perusal time or continues to write after the instruction to stop writing is given - uses unauthorised equipment or materials - has any notation written on the body, clothing or any object brought into an assessment room - communicates with any person or tool other than a supervisor during an examination, e.g., through speaking, signing, electronic device or other means such as passing notes, making gestures, or sharing equipment with another student.	For authorship issues When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.
Collusion	When: - more than one student works to produce a response and that response is submitted as individual work by one or multiple students - a student assists another student to commit an act of academic misconduct - a student gives or receives a response to an assessment.	For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
Contract cheating	A student: - pays for a person or a service to complete a response to an assessment - sells or trades a response to an assessment.	
Copying work	A student: - deliberately or knowingly makes it possible for another student to copy responses - looks at another student's work during an exam - copies another student's work during an exam.	For instances of academic misconduct during examinations Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8). Where appropriate, the school's Responsible Behaviour Plan will be implemented.
Disclosing or receiving information about an assessment	A student: - gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment - makes any attempt to give or receive access to secure assessment materials.	



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Fabricating	A student:  invents or exaggerates data  lists incorrect or fictitious references including false or misleading information generated from the use of AI.	
Impersonation	A student:  arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment  completes a response to an assessment in place of another student. This includes use of generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audio visual assessment responses.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audio visual material, figures, tables, design, images, information, or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

In all circumstances of dispute of these arrangements, the School Principal will be the final arbiter, in consultation with the Queensland Curriculum and Assessment Authority.

Privacy Information for Parents/Carers

Enrolment Form for Queensland State Schools

The school is part of the Department of Education. It is subject to *Information Privacy Act 2009* which controls how it must collect, store, use and disclose personal information.

Why does Department of Education collect personal information at enrolment?

Department of Education collects personal information on the enrolment form so it can:

-  meet its legal obligations under the *Education (General Provisions) Act 2006*;
-  meet its duty of care to all students and staff members; and
-  administer and plan for providing appropriate education and support services to students

Also, the State of Queensland has agreed to collect information about students' gender, indigenous status, socio-economic background and language background and provide it to the Commonwealth. Commonwealth law requires Department of Education to collect and provide the information to the Commonwealth Department of Education, Skills and Employment in order for the Commonwealth to provide funding for education to the State.

Do you have to provide all of the information requested on the enrolment form?

NO, you do **NOT** have to provide **ALL** of the information requested on the enrolment form. However, Department of Education requires certain information by law to ensure that those seeking enrolment are eligible. Department of Education also requires personal information to ensure that the school can meet its legal 'duty of care' obligations and to provide appropriate education and support services to students. If you choose not to provide the information requested on the enrolment form, the school may be unable to enrol the person as a student, or properly care for the student or provide appropriate education and support services to the student.

Do you have to provide the information requested by the Commonwealth?

NO, it is voluntary. You do **NOT** have to provide the information requested by the Commonwealth. The State of Queensland is required by law to collect and pass on the information, that you choose to give, to the Commonwealth **BUT** you decide whether to give that information to Department of Education.

What will happen to the information collected by Department of Education and provided to the Commonwealth?

Queensland State schools normally collect information on students' sex, indigenous status and language background and use it to provide appropriate education and support services to students. The school will continue to collect and hold this information. The two questions on the enrolment form about the student's socio-economic background are about you, the student's parent/carer. Department of Education will not retain this information. The questions are:

- *What is the highest year of primary or secondary school the parents/carers has completed?*
- *What is the level of the highest qualification the parents/carers has completed?*

The information regarding gender, indigenous status, socio-economic background and language background is given to:

-  the Queensland Curriculum and Assessment Authority so that it can be linked with students' numeracy and literacy test results; and
-  the Commonwealth Department of Education, Skills and Employment

Information provided to the Commonwealth Government is aggregated and does not identify individuals. Your socio-economic background information is entered into a database using only the student's numerical identifier. The name of the student and your name(s) are not part of the States' reporting requirements. The school will destroy the forms used to collect your socio-economic background information and will have no future access to the data.

Privacy Information for Parents/Carers

Are a student's records transferred when the student moves from a Queensland State school to another school within Queensland?

YES, a student's records are transferred when the student moves from a Queensland State school to another school within Queensland. Department of Education is permitted by law to transfer information about a student from a State school to another State school or from a State school to a non-State school within Queensland. This helps the new school to understand the student's needs and assists with continuing appropriate educational support programs. It also provides an opportunity for parents/carers to review and discuss the information being transferred to make sure that it is up to date, accurate and complete.

In what other circumstances can the school or Department of Education disclose personal information?

Department of Education can only use and/or disclose your personal information in accordance with the *Information Privacy Act 2009*. Further, under the *Information Privacy Act 2009*, Department of Education can disclose your personal information that is relevant to other organisations if:

-  you consent
-  you are likely to be aware that the disclosure is usual practice
-  it is required or authorised by law
-  it is necessary for law enforcement
-  it is believed to be necessary to prevent or lessen an imminent threat to a person's health or life

Listed below are Queensland Government agencies to which Department of Education regularly discloses relevant personal information under the *Information Privacy Act 2009*.

-  Queensland Transport and Main Roads (TMR)
-  Queensland Curriculum and Assessment Authority (QCAA)
-  Queensland Police Service (QPS)
-  Department of Employment, Small Business and Training (DESBT)
-  Department of Child Safety, Youth and Women (CSYW)
-  Queensland Department of Communities, Disability Services and Seniors

Department of Education is also regularly required by Commonwealth law to give personal information to the following Commonwealth Government agencies for data matching for the payment of welfare benefits:

-  Centrelink
-  Australian Taxation Office

How can you access the information about your student enrolled at a Queensland State school?

You may request access to personal information about you or your student held by Department of Education or a school by making a request in writing to the Principal of the school. The Principal will assess your request in accordance with Department of Education policy. You may also apply in writing to Department of Education for access under the *Freedom of Information Act 1992*.

What are your responsibilities as a parent/carer regarding personal information?

It is the responsibility of parents/carers to continue to provide to the school up to date and accurate information when circumstances change so that the school can meet its obligations to the student. This will include, for example, maintaining current contact information and advising the school of any relevant changes to custody or care arrangements.

Further information

If you have any questions about information privacy practices of Department of Education, please first contact the school Principal or consult the;

-  Department of Education website (<http://education.qld.gov.au/>)
-  Queensland Government *Information Privacy Act 2009*

for further information.

Introduction

Effective partnerships between parents/carers, students and our school are important to educational success. One part of that partnership is trust and openness. We need to be able to talk to each other when we have concerns, so that those issues can be resolved. From time to time you may have concerns or complaints relating to our school. It is important that you share these with us.

How to make a complaint

To make a complaint you should contact the school office to provide information regarding your concerns and identify who you should talk with to help resolve the issue. This may require an appointment to be made.

There are usually four phases in handling a complaint. In most cases these can all be worked through quickly in one process.

Phase 1 — Receive information about the complaint

-  Cooperate respectfully and understand that unreasonable conduct will not be tolerated, including abusive, aggressive or disrespectful behaviour
-  Provide a clear idea of the problem and the desired solution
-  Provide all relevant information when the complaint is made
-  Understand that some decisions cannot be overturned or changed under the framework approach

Phase 2 — Assess the information and resolve the matter

-  Information provided will be considered along with other relevant information collected from other sources
-  The information will be assessed and an outcome will be determined which will be aimed at resolving the matter
-  You need to be aware that the person who is being complained about usually has the right to be made aware of the complaint
-  Some matters must not be handled in our school, because they are so serious. They must be referred to the Department of Education Regional Office or perhaps the police

Phase 3 — Communicate the outcome

-  The decision will be communicated to the complainant as soon as is practicable
-  If there are any concerns raised about the decision the complainant will be listened to and any new information pertaining to the incident will be considered

Phase 4 — Closure of the complaint at the school level

-  The complaint will be closed if all parties are satisfied
-  If the complaint was not raised with the Principal then the complaint may be referred to the Principal for consideration
-  If after the Principal has addressed the complaint and it is not resolved to your satisfaction you may wish to take the matter to the Department of Education Regional Office where it will be addressed by the complaints management personnel

Referring a complaint to the Department of Education

North Coast Regional Office
Email: northcoastregion@qed.qld.gov.au
Phone: 07 4122 0888



Isis District SHS School Routine



PERIOD	BELL TIMES	Tuesdays	
Preparation Bell	8:40am	Preparation Bell	8:40am
Roll Group/Assembly	8:45am – 8:50am	Period 1	8:45am – 9:55am
Period 1	8:55am – 10:05am	Period 2 Parade in Stadium	10:00am – 10:30am
Period 2	10:10am – 11:20am	KTS (Wellbeing lesson)	10:30 – 11:20am
Recess One	11:20am – 12:00pm	Same as every other day	
Preparation Bell	11:55am		
Period 3	12:00pm – 1:10pm		
Recess Two	1:10pm – 1:40pm		
Preparation Bell	1:35pm		
Period 4	1:40pm – 2:50pm		

Procedures	Assembly Area
Monday: Roll Group Meeting	Year 7 H Block
Tuesday: Lesson 1	Year 8 Tuckshop
Wednesday: Roll Group Meeting	Year 9 Under A Block
Thursday: Roll Group Meeting	Year 10 Under Resource Centre
Friday: Year Level Assembly	Year 11 B Block Outdoor Learning Area
	Year 12 Drama Room

Houses

Badilla	-	Green	-	Under Resource Centre
Pindar	-	Blue	-	Under A Block
Trojan	-	Yellow	-	B Block Outdoor Learning Area
Vesta	-	Red	-	H Block Outdoor Learning Area

Property

Students must respect their own and other people's property. All items of clothing and equipment should be clearly marked with the student's name. In normal circumstances valuables, particularly money, should not be brought to school. However, when they are required they should be left at the school office in the morning and collected in the afternoon on leaving.

Banned Items

The following items are not to be brought into the school: (Minor) aerosol deodorant cans, chewing gum/bubble gum; marker pens; soft drinks and energy drinks; McDonalds; (Major) matches/lighters; cigarettes; alcohol or drugs; shanghais; knives or other types of weapons; steel rulers; offensive material; other items which the Principal determines may endanger the safety or well-being of students or staff members.

Minor	 aerosol deodorant	 chewing/bubble gum	 permanent marker pens, eg. Sharpies & Nikos	 energy drinks, soft drinks & McDonalds
Major	 Vapes, oils, etc	 cigarettes and smoking paraphernalia	 knives, shanghai or other types of weapons	 steel rulers
Any alcohol, drugs, offensive material or other items which the Principal determines may endanger the safety or well-being of students or staff members.				

Presence in Rooms

Students are not to be in classrooms at any time unless they have the permission of or are under the supervision of a teacher. At the start of lesson, students are to wait quietly outside the classroom until their teacher arrives unless special arrangements have been made with their teacher. Students are not to enter teachers' staffrooms at any time.

Out of Bounds Areas

-  Grassed area in front of B Block, except at afternoon bus times
-  Front of school including driveways and walkway/ramp to C Block
-  Concreted area between Administration and courts unless moving to or from Administration
-  Driveway and grassed area/rose garden on showgrounds side
-  Behind ITD block, the Construction Workshop (Red Shed) and HPV Shed
-  Agricultural Campus unless with a staff member
-  Behind Science block, around Grounds Shed and behind H Block
-  All classrooms unless under direct teacher supervision
-  Bike racks unless leaving from or returning to school grounds
-  All designated teacher car parking areas
-  Bottom oval unless playing sport, eating lunch on main campus boundary or moving to or from Ag Campus
-  Major 'traffic areas' or congregating on ramps/verandahs unless lining up for classes



Dangerous Behaviour

The following behaviours are either potentially physically dangerous or unhealthy and are therefore expressly forbidden:

-  Sitting on port racks/steps
-  Running close to buildings, on concrete areas or on ramps/verandahs
-  Throwing sticks, stones, water, seed pods etc
-  Pushing, tripping and other forms of "horseplay", particularly near windows and doors
-  Playing ball games in restricted areas
-  Physical scuffling, fighting or assault

Involvement or participation in drug abuse is a criminal offence and such matters occurring on school premises will be referred to the Police. Suspension or exclusions from school are usual consequences.

First Aid

Students are referred to sick bay via their current class teacher. Parents/Carers will be telephoned as soon as possible for the collection of a sick child. Students are discouraged from contacting their parents/carers directly, if they are not well, they should move to the sick bay where an assessment of their condition can be made.

Where no contact with the parent/carer, or emergency contact, can be made or the parent/carer/emergency contact cannot collect the student, the student will remain in sick bay.

All students are covered by Queensland Ambulance whilst on the school premises and/or off site and in an official school capacity such as an excursion. In the event of an emergency an ambulance will be called.

Parent/Carer emergency contact telephone information must be kept current with the school. Please advise the school of change in details and any relevant important medical details.

Medication

At no time will a teacher or other adult person on the school staff provide medication to students, including paracetamol.

Should medication prescribed by the student's medical practitioner be required to be administered while the student is at school or involved in school-approved activities, a parent/carer must, in the first instance, make a written request to the Principal. In addition, a signed parent/carer Medication Authority Form is to be completed which is available at the Administration Office.

A teacher or other adult person on the school staff authorised by the Principal to give medication to a student, will administer medication, as per the written instructions provided on the medication container by the pharmacist at the medical practitioner's direction. The teacher or other authorised person will not accept the instructions solely by the parent/carer. The instructions on the medication container need to indicate specific times at which medication is to be administered, as well as the quantity of medication to be administered and the use-by date. It is the parent/carers responsibility to ensure that medication has a current expiry date.

At all times, medication must be handed in at the office. At no times are students to keep medicines with them. The only exceptions are that of inhaler therapy for asthma or EpiPen for anaphylaxis.

Visitors including parents/carers to the school

All visitors to the school must enter via the Administration Office and sign in. Our administrative staff will then assist visitors to locate personnel or the location of the meeting.



Late Arrivals/Early Departures

Every effort should be made to arrive at school by 8:40am each morning. It is expected that students stay on the school ground all day, only leaving once the end of day bell has rung at 2:50pm.

If a student arrives after 8:45am or needs to depart prior to 2:50pm, a parent/carer must notify the school either via a phone call or note with the student. It is expected students sign in/out at the Student Window.

Leaving and Returning to School Grounds

Students who need to leave school during the day to run an errand for a parent/carer, attend a medical/dental appointment etc., should advise the school by way of a letter/note or phone call from their parent/carer.

Students are to report to the office to sign out prior to their departure, and to sign in on their return back to school. This includes students who have arrived at school by bus but need to leave school prior to the commencement of lesson instruction in the morning as well as at Recess 1. All contact with students should be made at the school office, not directly with students.

It should be noted, no student will be issued a lunch pass in order to leave school grounds to purchase food. The school tuckshop is open every day and the profits come back into the school via the P&C.

If you are away

Attendance at school each and every day is a key factor in success at school. However, we need to understand that sometimes students are unable to attend for good reason e.g. illness, dentist appointments etc. We can be notified of any absences a number of ways which are listed below:

1. **Ring the absence line (24 hours a day)** and leave a message with student's name, parent/carer name, dates absent and reason; Ph. 4192 1260
2. **Reply to the text message sent each day** – simply state Student Name and reason for absence
3. **Write a note** and have your student bring it to the office on the day of return
4. **Using QParents app** – you can enter directly absences both past and present into this app, you can see live what attendance percentage your student has

Students requiring an extended absence from school (10 days or more) must contact the school to complete an *Exemption Form*.

Travelling to and from school

Students dressed in their school uniform making their way to and from school each day are representatives of the school. It is an expectation that students follow road rules and use common sense as they make their way to and from school. They should also display the school values: respect and responsibility, to those people and the property around them. Once students have entered the school for the day, they are not to leave the grounds without permission from their parents, even

Bikes/Scooters

Bikes are to be parked in the racks provided. The appropriate safety helmet is to be worn and **bikes, roller blades and skateboards are not to be ridden in the school grounds at anytime.**

Car Transport (including Student Drivers)

If you are dropping your student off at school or picking them up, please be conscious of the busy nature of the front of the school at these key times of the day. Also, adherence to the parking signage including the Bus Zones is appreciated.



School Procedures

If students drive to school, it is expected that they park on Gee Street in order to remove them from the busy front of the school zone at the conclusion of the school day. We expect students to drive responsibly and to limit their passengers to family members and others approved by parents/carers.

Bus Transport

Parents/carers may organise bus transport to and from Isis District State High by contacting the bus companies directly. Students are not permitted to disembark or board a school bus at any other location other than their home stop and the high school.

The school website has links to the Department of Transport *Code of Conduct for School Students Travelling on Buses*. Isis District SHS is supportive of the bus companies upholding this Code of Conduct and expect our students to adhere to it. <https://isisdistrictshs.eq.edu.au/Supportandresources/Parentresources/Pages/Parentresources.aspx>

Bus Contact Details

Howard Police - 07 4129 4555		Childers Police - 07 4192 1444	Bundaberg Police - 07 4153 9111
DESTINATION/S		ROUTE	SERVICE
MAHOGANY PARK BUXTON & STH ISIS GOODWOOD / WOODGATE		P1700 P1417 P1069	G & D ROSS BUS CHARTERS Bidwill Road, MS 2093, MARYBOROUGH Q4650 Greg & Donna Ross 0427 297 132 - A/H 07 4129 7132
Foleys Rd, Isis Hwy, Tardas Rd, Cordalba, Mill Rd, Lynwood Rd and North Isis Rd Knockroe Road, Farnsfield and Isis Hwy Gentle Annie Rd, North South Rd, Bruce Hwy Eureka Rd, Adies Rd, Bruce Hwy to Childers (incl. Isis Mill) BIGGENDEN (Berries Rd – Isis Hwy) BIGGENDEN – DALLARNIL HOWARD – PACIFIC HAVEN		P20 P415 P1115 S438 P1809 S473 S434	COAST & COUNTRY BUSES www.coastandcountrybuses.com.au 1300 4 BUSES (1300 428 737)

Emergency Evacuation Procedures for Early Departure from School Site

For students who travel to school by bus, special circumstances may arise where a bus company, due to imminent flooding or notification by the police of an extended road closure following an accident, chooses to collect students early from school and get them safely home before they are unable to get home.

Following a request from a bus company to collect students early, the school will:

-  Immediately accede to this request, gathering all students present who travel on that bus (using Translink registered lists as a basis)
-  Mark a roll to identify all students on board
-  Have students with mobile phones contact home
-  Identify students who cannot contact their parent/carer and make every effort to contact the parent/carer or the emergency contact number held on the student's files
-  Publicise the early departure via the school Facebook page

Please Note: An emergency evacuation to avoid road closures must be accomplished quickly. Students will board the bus as quickly as possible. Contact with parent/carer or emergency contact person, by staff, may well occur once the bus and its passengers are in transit. It is also possible that, despite the school's best efforts, no contact can be made at all.

In preparation for these unusual circumstances, please discuss any home destination arrangements with your student and contact the school if the school should know about these or other arrangements.



The Student Planner has been provided to students through the Student Resource Scheme (SRS) with a number of purposes in mind.

It provides a means by which students can organise their own homework and study commitments in an effective way. All students are regularly given homework and this should be recorded in the appropriate pages of the planner for the information of both students and parents/carers.

Student Use of the Planner

-  The Student Planner is designed to help students organise their study time. They should record the work set by teachers and their own study
-  Students must have this book with them at each lesson in school at all times
-  The Student Planner is for **school work only** and should not be used for any other purposes
-  In the event of loss, destruction or misuse of this diary you will be required to purchase a replacement from the school
-  When students record homework they should clearly enter all details given for homework. They must be able to understand what has been entered when they come to study at night
-  Students should have their own system for keeping track of work due the following day
-  Assignment due dates and assessment details from the Assessment Calendar should be recorded on the relevant dates in the Student Planner

Celebration of Student Achievement

Isis District State High School acknowledges, rewards and celebrates the positive contributions of those students who are demonstrating ongoing positive behaviour.

A number of school procedures have been established to encourage and reinforce positive student attitude, behaviour and attendance. They occur with varying frequency and are outlined below.

Ongoing

-  **Postcards** - teachers send 'postcards' home to parents/carers of those students they consider deserve special acknowledgement for their positive behaviour.
-  **Public acknowledgments via Parades and Social Media Pages** – on our regular whole school parades we acknowledge student achievements in their extra-curricular pursuits including Cattle Club, academic competitions, sporting teams, eisteddfods.

Each Term

-  **Attendance Certificates** – At the end of each term, students are asked to record their attendance percentage for that previous term as well as their ongoing yearly percentage which should be signed off by parents/carers each term in the student's Planner. From this data, those students who have achieved 100% attendance for that previous term, receive a certificate of recognition for their top attendance.
-  **Star Performance Students** – Using the term reporting data, those students who have received exemplary behaviour and effort gradings from their teachers for all their subjects are recognised as Star Performer Students. They are acknowledged on whole school parade, receive a certificate and are rewarded with an invitation to a parent event such as Mother's Day High Tea. They are also eligible to attend the Merit trips. (Note: Attendance is also a consideration for Merit trip inclusion.)
-  **Academic Achievers** – Using the term reporting data, those students who have received exemplary academic results across their course of study are recognised as Academic Achievers. They are acknowledged on whole school parade and receive a certificate to add to their portfolio.

Yearly

Awarded at the Awards Ceremony in November.

Please note that recipients of these awards would also demonstrate high attendance at school for the year.



-  **Gold Star Performance Student Awards** – These students have received multiple Star Performance Awards across the year. This award acknowledges their consistency and application of effort across the year and holds those students up as exemplary students to which we hope others aspire.
-  **Cultural Awards** – Distinction or Merit level awards which acknowledge the contributions of recipients to the cultural activities across the school and community. Cultural endeavours include: Instrumental Music, School Productions/Events, Sporting teams, Clubs/Committees and lunch time activities.
-  **Service Awards** – Distinction or Merit level awards which acknowledge the contributions of recipients serving the school or community. Service endeavours include: Leadership tasks as designated office bearers, Demonstration of Citizenship connected to the school.
-  **Sporting Awards** – Various levels of awards which acknowledge the sporting achievements of students at representative school sports.
-  **Gold Academic Achievement Awards** - presented to students who have obtained a very high standard of achievement in the majority of subjects in their chosen course of study across the year. Students obtaining Gold Academic Achievement Awards, demonstrate commitment, effort and academic rigour.
-  **Various Year Level Specific Awards** - which celebrate students' high-level effort, attitude and achievement, for example: Academic excellence, Sporting Awards, All Rounder Awards and Dux.



Student Development and Leadership

Student Wellbeing and Personal Development

Our Student Wellbeing program is across the school with all year levels participating in one lesson per week on Student Wellbeing. KTS (KnowThyself) Program focuses on their wellbeing and personal development and will involve student reflection as well as the learning of strategies to help with positive attitude, resilience and self-worth. It will enhance our ability to develop within the students our school values: R I S E



The lessons will be a mixture of in class activities: individual or in groups, the Open Parachute program, discussions, and presentations. It will also focus on students' career planning in Term 3 in the lead up to subject selections for the following year.

There are also a number of Focus Days, Excursions and Camps across the year levels which challenge students, enhancing their wellbeing and personal development.

Student Council

The Student Council is an important forum for student representatives to express opinions and resolve student issues. The Student Council links directly with the Administrative team through meetings with the executive of the Council. There are two representatives from each year level on the Student Council.



Student Leadership

There are numerous opportunities for students to develop and display their leadership potential.

School Ambassadors

Students in Years 7 to 11 are able to nominate to be year level Ambassadors. Whilst those awarded this position are expected to demonstrate exemplary behaviour and effort both in and out of classes they are also asked to assist in running year level parades, assist at school functions when available and represent the school at community functions/events across the year. They also have the opportunity to participate in additional programs which aim to further develop their leadership skills.

House Captains

We have four houses across the school which have students from all year levels in them. There are Junior and Senior House Captains.

These leaders take responsibility for their houses at school events across the year, leading the development of team themes and associated resources for each event.

Senior School Leaders

Across Year 11, there is a structured personal development and leadership program in preparation for the students electing the Senior Leaders in Term 4. The next School Captains are announced at the annual Awards Ceremony.

Positions include:

-  School Captains
-  Senior Leaders
-  Subject Ambassadors (can be Year 11 and 12 students)





In Junior school, (Years 7 to 9) students are exposed to a wide variety of subjects in order for them to determine skills and interests that they enjoy and are good at, as well as identify topics that don't interest them and skill development they don't enjoy. Using this information, they are able to then narrow their focus to the areas they enjoy and are good at as they enter the Senior school in Year 10.

Significant career development and personal reflection activities occur each year to assist students in their selection of subjects for the following year. This culminates in the development of their Senior Education and Training Plan (SET Plan) in Year 10 which also parents/carers sign off on and includes ongoing monitoring in Years 11 and 12.

Detailed information on the subjects and topics offered in each year level can be found in the **Year Level Subject Description Booklet**. A paper copy of this is available from the office whilst a digital copy can be found on the school website under the Enrolment tab.

It should be noted, that whilst we make every effort to run every subject we offer, it is dependent on student interest in those subjects e.g. number of students wanting to do each one. Also, some subjects are limited in numbers due to staffing and physical resource restrictions for example, numbers of benches in workshop or kitchen. We try to accommodate each students' preferences however, due to these considerations, it is not always possible.



Parents and Citizens' Association

President:	Emma Murray-Bryant
Vice President:	Susanna Ratcliffe
Secretary:	Rowena Fitzsimons
Treasurer:	Emily Collins
Meetings:	Second Tuesday of the month starting at 3.30pm Large Conference room in the Administration Block



Tuckshop (operated by the IDSHS P&C)

Phone 4192 1236

Our school Tuckshop provides morning tea and lunch for students every school day at reasonable prices, in accordance with the Smart Choices policy of Department of Education.

The Tuckshop is operated by the P&C Association and managed by a Tuckshop Convener appointed by the P&C. The Tuckshop is the most important fund-raising activity that the P&C undertakes, with funds returning to the school to support student learning.

A roster of volunteers provides ongoing service to students and further assistance is always welcome by contacting 4192 1236.

Uniform Shop (operated by the IDSHS P&C)

The P&C Uniform Shop is the supplier of the school uniform.

Phone 4192 1236

The P&C Association Uniform Shop is open each school day from 7.30am to 2.00pm from the Tuckshop.

A uniform order form is available in the Appendix and on the school website/facilities tab. For the convenience of parents/carers, if you are able to complete an order form including bank details and email it to tuckshop@isisdistrictshs.eq.edu.au your order will be processed and available from the Tuckshop the following day.

tuckshop@isisdistrictshs.eq.edu.au

Ph 4192 1236

Uniforms – Available from Tuckshop 7.30am to 2:00pm School Days

MONDAY - FRIDAY

Drinks

Poppers	\$ 2.00
Up & go	\$ 3.00
Flavoured milk 500ml	\$ 5.00
Flavoured milk 300ml	\$ 3.00
Powerade	\$ 4.70
Water	\$ 2.50
Pump	\$ 3.70
Flavoured Pump	\$ 4.40
Bundy Juice 500ML	\$ 5.00
Fuze Iced Tea	\$ 4.70
Focus Sports Water	\$ 3.00
Sparkling Juice Bomb	\$ 3.00

Everyday Ordering

Pies	\$ 4.50
Garlic Bread	\$ 2.50
Chicken Chips	\$ 3.50
Assorted Sandwiches	\$ 3.50 – \$5.00
Assorted Wraps	\$ 5.00
Assorted hot meals	\$ 5.00
(Fried Rice, Lasagne, taco bake, butter chicken w rice, beef macaroni)	
Grazing Box / Salad Bowls	\$ 6.00
Yoghurt	\$ 2.50
Assorted Chips	\$ 2.00
Sushi (except Monday)	\$ 6.00

2nd Break Ordering

Sausage Roll	\$ 3.50
Pizza	\$ 4.00
Ham & Cheese Croissant	\$ 4.00
Cheesy Bacon Garlic Bread	\$ 4.00

DAILY Specials

MONDAY

Hot dog – plain	\$ 5.00
Hot dog – with the works	\$ 6.00

TUESDAY

Mini Cobb Loaf	\$ 5.00
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WEDNESDAY

Pulled Pork Quesadilla	\$ 5.00
Stuffed Potato / Sweet Potato	\$ 6.00

THURSDAY

Burrito	\$ 5.00
Nachos with sour cream & guacamole	\$ 6.00

FRIDAY

Burger – chicken or beef	\$ 5.00
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