School Vision

Pursuit of Excellence...Every Minute, Every Day

School Motto

Working Together to Learn
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Urangan High is a friendly, happy and busy community where our school vision “Pursuit of Excellence…every minute, every day” and motto “Working Together to Learn” is enacted on a day to day basis. Our school operates on a philosophy of setting high standards and expecting students to strive to be the best they can be, in all facets of their lives.

We provide many opportunities, both inside and outside the classroom, for students to develop to their full potential. This is done in an orderly, friendly and supportive environment.

Urangan State High School is dedicated to discovering the best within all students through high quality educational and social experiences that expose them to new ideas, new ways and new possibilities for future success.

We believe in creating a school, which is based upon mutual respect and empowerment, where:
- Students feel safe and able to achieve to their full potential,
- Parent involvement is valued,
- Staff are enthusiastic and supportive, and
- Teamwork, confidence and communication are the basis of success and happiness.

Parents are always welcome in our school, as you play a very important role in our school community and students benefit from you taking an active interest in their high school activities.

We look forward to meeting you.

Yours sincerely

Robin Rayner
Principal

19 January 2017
### TIMETABLE STRUCTURE

#### WEEK A

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**SELF/LAN Timetable**

- SELF = Social and Emotional Learning Focus
- LAN = Literacy and Numeracy

**Week A**

- **Monday**: SELF and House Assembly
- **Tuesday**: SELF and House Assembly
- **Wednesday**: SELF and House Assembly

**Week B**

- **Monday**: SELF and House Assembly
- **Tuesday**: SELF and House Assembly
- **Wednesday**: SELF and House Assembly
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<td>22-Jun</td>
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<td>31-Mar</td>
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<td>23-Jun</td>
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**CYCLE DAYS 2017**
**KEY DATES**

**Semester One: Monday 23<sup>rd</sup> January 2017 – Friday 23<sup>rd</sup> June 2017**

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<thead>
<tr>
<th>Term 1</th>
<th>Monday 23&lt;sup&gt;rd&lt;/sup&gt; January – Friday 31&lt;sup&gt;st&lt;/sup&gt; March</th>
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<tr>
<td>Student's First Day</td>
<td>Monday 23&lt;sup&gt;rd&lt;/sup&gt; January – Year 7,8 &amp; 11 Commence Tuesday 24&lt;sup&gt;th&lt;/sup&gt; January – All Students Attend</td>
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<tr>
<td>Last Day of Term 1</td>
<td>Friday 31&lt;sup&gt;st&lt;/sup&gt; March</td>
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<tr>
<td>Easter Vacation</td>
<td>Monday 3&lt;sup&gt;rd&lt;/sup&gt; April – Monday 17&lt;sup&gt;th&lt;/sup&gt; April (3&lt;sup&gt;rd&lt;/sup&gt;, 4&lt;sup&gt;th&lt;/sup&gt;, 5&lt;sup&gt;th&lt;/sup&gt; SFD TBA)</td>
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<td>Term 2</td>
<td>Tuesday 18&lt;sup&gt;th&lt;/sup&gt; April – Friday 23&lt;sup&gt;rd&lt;/sup&gt; June</td>
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<td>Anzac Day</td>
<td>Tuesday 25&lt;sup&gt;th&lt;/sup&gt; April</td>
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<td>Labour Day Holiday</td>
<td>Monday 1&lt;sup&gt;st&lt;/sup&gt; May</td>
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<tr>
<td>Show Holiday</td>
<td>Friday 19&lt;sup&gt;th&lt;/sup&gt; May TBA</td>
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<tr>
<td>Winter Vacation</td>
<td>Monday 26&lt;sup&gt;th&lt;/sup&gt; June – Friday 7&lt;sup&gt;th&lt;/sup&gt; July</td>
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**Semester Two: Monday 11<sup>th</sup> July – Friday 9<sup>th</sup> December**

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<tr>
<th>Term 3</th>
<th>Monday 10&lt;sup&gt;th&lt;/sup&gt; July - Friday 15&lt;sup&gt;th&lt;/sup&gt; September</th>
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<tr>
<td>Spring Vacation</td>
<td>18&lt;sup&gt;th&lt;/sup&gt; September – 2&lt;sup&gt;nd&lt;/sup&gt; October</td>
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<tr>
<td>Queen’s Birthday</td>
<td>Monday 2&lt;sup&gt;nd&lt;/sup&gt; October</td>
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<td>Term 4</td>
<td>Tuesday 3&lt;sup&gt;rd&lt;/sup&gt; October – Friday 8&lt;sup&gt;th&lt;/sup&gt; December</td>
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<td>Last Day for Years 8 &amp; 9</td>
<td>Friday 8&lt;sup&gt;th&lt;/sup&gt; December</td>
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<tr>
<td>Last Day for Years 10 &amp; 11</td>
<td>Friday 24&lt;sup&gt;th&lt;/sup&gt; November</td>
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<tr>
<td>Last Day for Year 12</td>
<td>Friday 17&lt;sup&gt;th&lt;/sup&gt; November</td>
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Student free days for 2017:
Thursday 19<sup>th</sup> January to Friday 20<sup>th</sup> January
Monday 16<sup>th</sup> October

4 Flexible Student Free Days will be taken throughout 2017. Three twilight sessions (2 x 1½ hour and 1 x 2hr) to be conducted at a time to be decided (one during each of terms 1, 2 and 3).
KEY STAFF DIRECTORY

PRINCIPAL: Ms Robin Rayner .............. Repeat students

DEPUTY PRINCIPALS

Ms Linda Buxton ..................... Year 9
Mr Andrew Rye ...................... Year 11
Mr Matthew Stutz ...................... Year 12
Mr Nick McMorrow .................. Year 7

HOSES

Mrs Ley Anson Special Education Program

HEADS OF YEAR:

Mr Brian Harrington ...... Year 10 / Gift & Talented
TBA ..................... Year 8 / Internationals

BUSINESS SERVICES MANAGERS:

Ms Kacey Hannant
Ms Rebecca Fuery

STUDENT CO-ORDINATORS:

Mr Damien Symes ...... Year 7
Mr Meade Barnes .... Year 8
Ms Kiera Deakin ...... Year 9
Ms Jessica Starkey .... Year 10
Mrs Renee Crilly .... Year 11
Mrs Lesa Landon .... Year 12
Mrs Susan Baker ..... SEP

HEADS OF DEPARTMENTS / HOUSE MANAGERS

Learning Innovation Ms Andrea Powell Year 10
Creative Futures / Instrumental Music Ms Liza Young Year 12
English / EAL/D Mrs Gemma Reimann Year 12
Health & Physical Ed. / Sport Mr Shane Bird Year 8
Learning Improvement Mr Kurt Richardson (Acting) Year 9
Quality Teaching TBA Year 8
Welfare and Wellbeing Ms Katie Bailey Year 7
Mathematics Mr Paul Waters Year 7
Science Mr Anthony Clancy Year 9
Senior Schooling Mr Ben Austin Year 11
Humanities Mrs Kimberly Vanzetta Year 10
HOSES Mrs Marnie Fader SEP
Technology Mr Terry Fitzgerald Year 11
STUDENT SERVICES
Guidance Officers ........................................ Mr Mannly Dubroy
                                  Mr Mike Radic
                                  Mr Rob Symon
School Based Police Officer .......... Senior Constable Tom Mackinnon
School Based Youth Nurse ................. Gillian Patterson
Community Education Counsellor ........ Mr Shane Nelson
Chaplain .................................................... Ms Brydie Brookes
Youth Support Coordinator ............... Mrs Bev Dangerfield

OFFICE STAFF
Enrolments ..................................................... Mrs Therese Shorten
Executive Secretary ............................ Mrs Shonda Cameron
Finance ......................................................... Mrs Sue Whyborn
Front Reception ........................................ Mrs Maria Huxham
Human Resources ........................................ Miss Emily Balfour
Reprographics ............................................ Mrs Julie Chapman
Special Education ................................. Ms Annette Hammond
Student Absences ................................. Miss Carleigh Schloss
Student Payments ..................................... Mrs Jacqui Millar
Truancy ......................................................... Ms Kate Page
CONTACT INFORMATION

ADDRESSES
Address: 100-120 Robert Street, Urangan Q 4655
Postal Address: PO Box 5100, Torquay Q 4655
Email Address: the.principal@uranganshs.eq.edu.au
Website Address: www.uranganshs.qld.edu.au

CONTACT NUMBERS
General Phone Number: 4197 0111
Student Absences Phone Number: 4197 0166
Fax Number: 4125 5436

OPENING HOURS
Office Hours: Monday, Tuesday, Thursday: 8am – 3:45pm, Wednesday and Friday: 8am – 3:30pm

P&C ASSOCIATION
The P&C Association meets on the second Tuesday of each month (during the school term) at 7pm in the school’s administration building.
Email address: pandc@uranganshs.eq.edu.au

NEWSLETTER
The school newsletter is emailed out to registered recipients on a fortnightly basis on a Tuesday. To register to receive the school newsletter go to the following browser address:
http://uranganshs.schoolzineplus.com/subscribe

Printed copies are also available at our office.

CANTEEN (FOOD CAVE)
The ‘Food Cave’ is open for breakfast each day from 8:15am to 8:40am, as well as both lunch breaks and afterschool until 3:15pm. Lunches can be pre-ordered to avoid lining up. Volunteers are always welcome each day to help in the preparation of the delicious fresh food on offer.
Canteen Convenor: Sandy Mayfield 4197 0114
Canteen Menu

UNIFORM SHOP
The uniform shop is open Monday, Tuesday, Thursday and Friday from 8:00am to 10:30am and Wednesday from 8am to 1pm for all uniform needs. All sizes of each item are fully stocked. Uniforms can be ordered and paid for via cash, EFTPOS, Centrepay or Cheque (please make cheques out to Urangan SHS P&C).
Uniform Shop Convenor: Megan Moss 4197 0104
Uniform Price List and Order Form
GENERAL INFORMATION

SAFETY
The school is a registered work site, which means Industrial legislation applies to many aspects of the school, i.e.

- open footwear (thongs/sandals) is NOT permitted to be worn at any time.
- extra protection is required in some classrooms e.g. U-Tech, Science, Manual Arts, Art and Home Economics. Departmental and Industrial safety regulations require that students not complying with these regulations be excluded from these lessons.
- any potentially dangerous material/objects are not permitted to be brought onto school campuses, e.g. knives, matches, lighters, cigarettes, aerosol cans or drugs.

POSESSIONS, MONEY AND VALUABLES
Parents are asked to ensure only essential items for their child's studies are brought to school. Students are also encouraged to clearly name all their possessions. Valuables and large amounts of money should not be left in school backpacks. These can be left in the office for safekeeping. Mobile phones and other types of personal electronic devices are generally not used at school during class time. If students do bring such personal electronic devices to school, their use is strictly forbidden during classes. The only exception is when the classroom teacher determines that there is an educational purpose in that specific lesson on that specific day.

Appropriate action through the school’s Responsible Behaviour Plan will be taken against students who photograph or film other individuals without their consent or send harassing or threatening messages. The school will not be held responsible for the loss or damage to personal electronic devices brought to the school by students and will not interrupt educational time to launch enquiries.

The school strongly encourages students NOT to bring such items to school. Students found with such items during class time will have them confiscated. They will be stored securely until a parent or guardian picks up the item in person.

BIKES, SCOOTERS AND SKATEBOARDS
Bikes, scooters and skateboards are to be locked in the secure bike compound, located at the back of the school via Emerald Park Way. You must provide your own lock. Bikes, scooters and skateboards are not to be ridden within the school grounds.

MEDICATION
Essential medicines or tablets (correctly labelled) will be stored in Student Services until required by a student. Only prescription medications will be administered by staff and only if it is accompanied by a letter signed by a parent / guardian and instructions from a doctor.

GUIDANCE AND COUNSELLING
The Guidance Officer is a key member of the school staff and is only too willing to discuss courses, career planning and personal problems. The school also has a School Based Nurse, School Based Police Officer, Youth Support Coordinator School Chaplain and a range of support personnel who provide support services to students and our local community. If you wish to see any member of the support team, please contact the school or come to Student Services to make an appointment.
APPOINTMENTS
If you would like to speak with any of the school staff for any reason, please make an appointment through either:

- Phoning the school office
- Visiting Student Services or
- Emailing the subject teacher via the Student Assessment Calendar on our school website.

EXCURSIONS AND TRIPS
Prior to partaking in any school excursion or activity, payment (if required) must be made in full. The parent/guardian consent slip (found at the bottom of the information letter) and a medical consent form must be signed and returned to Student Services or the supervising teacher.

ID CARDS
All students who attend photo day will have an ID card produced for them. This will be issued to students if they are up to date with their Student Resource Scheme payments. If they were not present on photo day, they can get their photo taken in the school resource centre so that one can be created for them. These are useful for obtaining student concessions. If a replacement ID card is required, these can be obtained from the office for a nominal fee.

RESOURCE CENTRE
The Resource Centre is open from 8.15am–3pm. As this is a study environment, quiet and considerate behaviour is expected from all students.

PHOTOCOPYING
Students can buy credits for photocopying (B&W/Colour) through Student Services. A colour photocopier is available at the Resource Centre.

SCHOOL ABSENCES
Attendance at school is compulsory by law if you are under 16 years old. From 16 – 17 years old, students must be in attendance in Senior School, post-secondary education or training or employment. If you are sick or unable to attend school, please ask your parent/guardian to phone the School’s Absence Line 4197 0166. Alternatively, a note of explanation signed by your parent/guardian can be presented to the office when you return to school.

If a student is going to be away for more than 10 consecutive school days, an exemption application form needs to be completed and returned to the school for approval from the Principal.

LATE ARRIVAL TO SCHOOL
All students must attend Form Class at 8.45am. If you arrive after form class, you must report to Student Services on arrival. A signed note from your parent / guardian, or telephone call from home MUST be provided to explain the reason for lateness. If no notification is received, it will be recorded as an unexplained absence. Student Services staff will issue you with a late pass which you give to the teacher of your scheduled class.
EARLY DEPARTURE FROM SCHOOL
Leave will only be granted for early departure for: medical/dental appointments or specialised instruction. No lunch passes can be issued as per the guidelines in the Education Act. If a student needs to leave school early the parent/guardian must either:

- call the school at least 1 hour prior to departure on 4197 0159 so that a leave pass can be created for your child to collect then present to their class teacher at the time of departure, or
- provide your child with a note which they can bring to Student Services at any time before the class to receive their leave pass to present to their class teacher at the time of departure.

Students are not permitted to leave their class without a valid office issued pass or note from a parent/guardian. All students leaving the school early must be signed out through Student Services so that we have an accurate record of the students currently at the school in case of an emergency.

ILLNESS
If in class, ask your teacher for a note and report to Student Services. During lunch breaks, go to Student Services. Do not contact your parents directly. Student Services will call the parent/guardian if a student wishes to leave school due to their illness. Exit from the school must be via Student Services.

EXCLUSION FROM PHYSICAL ACTIVITY
In case of an injury or medical condition which requires a student to be excluded from physical activity, a note is required from the parent/guardian and given to the relevant teacher.

LOST PROPERTY
Report any losses to Student Services. Take any lost property to Student Services.

EXITING THE SCHOOL
If a student is leaving the school permanently, a Student Transfer form needs to be completed and provided to the school. All borrowed text books and library books must be returned. This form also needs to be completed to determine if there is a refund due to the student.

CHANGE OF DETAILS
All notifications of changes to address, parent/guardian details or emergency contact details must be notified to the school via the Change of Details form.

YOU HAVE A SERIOUS CONCERN OR ISSUE
As soon as possible please see your teacher, Student Year Level Coordinator, House Manager/Head of Department or relevant Head of Year/Deputy Principal.
HOMEWORK

Students can expect to receive regular homework. Therefore parents can expect that their children will normally have homework to do. Homework will be set, not for its own sake, but to reinforce and extend student learning beyond the classroom. Teachers will use work completed at home to provide an on-going evaluation of student understanding.

In general terms, junior students should complete 1½ -2 hours and senior students 2-3 hours of homework five times per week. This may be from any of the following three types of work:

1. Specific set tasks (e.g. Questions 1, 6, 8 on Page 238).
2. Preparation for a major assign (Reading, Research).
3. Regular revision of each subject studied (¼-½hr/subject/week).

If neither type 1 or 2 is set, then more time should be spent doing type 3.

Good learning goes on forever, and as student of this school you need to take the initiative to ensure that your learning continues outside the immediate environment of the classroom. Doing homework has major positive benefits. Homework builds progress and confidence in subjects, personal success, self-discipline for study and work in the future, and the motivation to build self-esteem.

Whatever homework you do, it should NEVER be the case that you don’t have any. Homework can mean:

- the completion of set work that was unfinished in class, or
- completing specific extra exercises set by the teacher as part of your course of study.
- going over the day’s work, making notes on things that you have learned that day or week
- setting yourself tasks to practice areas where you may have a weakness or need
- re-reading texts, reading ahead, or revising in preparation for assessment

There can be no set limit on how long to spend on homework, simply because people’s needs and abilities differ. However, the use of time is particularly important. The time spent on homework should be productive, purposeful and spent in an environment that is comfortable and as free as possible from distraction.

Balance of all activities is vital for your success and well-being. Just as school timetable strives for balance, your time outside of school should also have balance. While outside sporting interests, family responsibilities and part-time employment are a legitimate part of your life, as a student, they should all be balanced against study requirements.
STUDENT SUPPORT SERVICES

AVAILABLE SUPPORT STAFF
The School provides access to a vast range of student support staff including:

- Guidance Officer
- Community Education Counsellor
- Chaplain
- School-based Youth Nurse
- School-based Police Officer
- Youth Support Workers from Community Solutions
- Various other Mentors and Agencies who visit the school.

STUDENT SERVICES
Student Services is where a student goes to:

- Pay money for excursions, print credits etc. Payments will not be accepted during class time.
- Make an appointment to see one of the support staff. Students are only to come up during break times to request an appointment. Students who wish to access one of the above providers without an appointment may do so during their breaks, before school or possibly after school if the provider is available. Students who have appointments will be notified through student notices which are read out during form class each morning.
- Sign in when arriving to school late
- Sign out from school if leaving early
- Collect forms such as subject changes, change of details, assessment extension etc.
- Get first aid when feeling ill or having an injury
- Hand in excursion permission forms and medical consent forms
- Request a loan uniform or hat
- Hand in or look for lost property
- Request a replacement ID card

HOUSE MANAGERS
Your House Manager is someone students can go to if:

- they are having problems in the playground
- they need someone to talk to.

Students may also be asked to report to a House Manager for other reasons, such as inter-house sports and activities, or simply to find out what's going on around the school.
HEADS OF DEPARTMENT / STUDENT CO-ORDINATORS

The Heads of Department and Student Co-ordinators are located in the staffrooms. They take responsibility for particular subject areas and/or year levels. Students can talk with the Head of Department for the subject area if they need:

- subject information.
- approval for an assignment or exam extension.
- advice on subject enrolment.
- help within the subject beyond what is already available.

Students may also be asked to report to a Head of Department / Student Co-ordinator for other reasons. It might be to discuss their behaviour or application within particular subject, results or the suitability of doing that subject.

GUIDANCE OFFICER

The Guidance Officer will provide guidance to students in the areas of:

- appropriate course and subject selection.
- preparation for careers and/or tertiary education by supplying advice and information.
- personal counselling and support.
- support for you and your parents.
- help with study programs and techniques.

FORM CLASS TEACHERS

Form Class teacher will mark students present on the roll and give information about what is happening that day or during the week. Form class teachers can be approached if a student is uncertain about an aspect of school life and needs further information, e.g. where to go, who to see.

CHAPLAIN

While the Chaplain is obviously available to students who seek communication and support with spiritual matters, that is NOT her primary function at USHS. They provide more general support for students including, but not limited to:

- supporting families and students experiencing difficult times
- assistance with management of grief and trauma, mediation and conflict resolution
- running programs aimed at developing resilience, confidence and self-esteem
- space and an opportunity to talk and communicate
- is often a first point of contact for students who are then referred on to other support staff
- supports student services in a range of programs aimed at building confidence, self-esteem and resilience e.g. peer mentoring, girls’ groups, boys’ groups, breakfast program.
COMMUNITY SUPPORT COORDINATOR
The Community Support Coordinator provides assistance and support for Indigenous students, and their families. This involves liaison with a broad range of groups and agencies in the community.

SCHOOL BASED POLICE OFFICER
The School Based Police Officer:
- provides ongoing assistance, support and information regarding legal matters, situations which could/may pose legal issues, etc. This includes, but is not limited to: bullying and harassment; violence and threatening behaviour; theft; illegal objects/substances; truancy and/or refusal to attend school; any situation or action which threatens the health, well-being or liberty of another person.
- supports Student Services in a range of programs aimed at building confidence, self-esteem and resilience.

SCHOOL BASED HEALTH NURSE
The School Based Health Nurse:
- works on behalf of Queensland Health, to provide advice and support for students dealing with ongoing physical, emotional, psychological issues which may impair health and wellbeing.
- can provide advice and/or training and promote awareness to teachers who are managing these students e.g. asthma, diabetes, use of epi-pen, eating disorders etc.
- submits reports to other agencies in cases where students may be experiencing harm.
- administers first aid if it is beyond the capabilities of other school staff.
- Support Student Services in a range of programs aimed at building confidence, self-esteem and resilience e.g. peer mentoring, girls’ groups.

YOUTH SUPPORT COUNSELLOR
The Youth Support Counsellor:
- works towards ‘re-engaging’ Year 10, 11 and 12 students who have, or who are starting to become disengaged. This can involve:
  - placements in work experience, school-based apprenticeships and traineeships
  - connecting students with the support of agencies and services in the broader community
  - mentoring students e.g. assisting with assessment, liaising with families, acting in lieu of a buddy class, assisting where students are in need e.g. access to food, uniforms
- Supports Student Services in a range of programs aimed at building confidence, self-esteem and resilience e.g. peer mentoring, girls’ groups.

STLAN CO-ORDINATOR
The STLan Co-ordinator:
- is responsible for the case management of students who have been removed from their families and who are now living in ‘care’ situations.
- is the primary contact for the Department of Children’s Services and the many case and social workers who connect with these students.
- applies for and manages funding through the development of Educational Support Plans to support the needs of these students.
- Offers very limited Learning Support in conjunction with the SEP through the delivery of a program aimed at developing basic skills for students who appear to present with characteristics consistent with a Speech Language Impairment.
STUDENT ASSESSMENT

Assessment is an integral part of the school curriculum and is defined as any item of work that enables students to demonstrate their knowledge, understanding, application of skills or evaluation of learning experiences.

To ensure all students meet their obligations regarding completion of a course of study, this school assessment policy ensures staff, students and parents are aware of the expectations and responsibilities regarding assessment practices.

The assessment process will be supportive, encourage student participation and provide learning experiences appropriate for assessment completion.

Progressive monitoring is important and may be used for making a judgment in the absence of final summative assessment.

There will be consistent consequences across all year levels and subject areas for missed, late or non-submission of work to ensure fair and equitable decision making and treatment.

STUDENT RESPONSIBILITY

Students are expected to:

• Attend lessons regularly and to participate in class.
• Perform and complete appropriate assessment tasks to enable fair and valid grades to be determined.
• Ensure assessment items are completed and submitted on time.
• Complete missed assessment items as per this policy.
• Hand assessment directly to the teacher or to office reception. (under certain circumstances)
• Backup computer files.

TEACHER RESPONSIBILITY

Teachers are expected to:

• Complete Assessment Calendars using advertised deadlines.
• Use the Assessment Calendar to log submission of student work.
• Contact home re non-submission or work of poor quality.
• Follow the Assessment Policy conditions
• Grade assessment in a timely manner.
• Provide feedback to students and profile data in a timely manner.
• Store assessment items according to faculty policy.
SPEAKING OR PERFORMING ASSESSMENT
Ongoing assessment items such as orals and performances may take several days to complete. In such instances, teachers will negotiate reasonable times with students. If a student has an oral or performance presentation on the same day as two exams, teachers are asked to be flexible and allow students to present on another day.

Refusal to perform on the due date will be treated as a non-submission.

Absence on the due date will require a phone call to the school.

ASSESSMENT COLLECTION PROCESS
Assessment must be handed to the teacher in person and the teacher will have a process in place that records the submission.

Assessment must be handed to the teacher personally, not left in staffrooms with other teachers.

If a student is unable to hand the assessment directly to the teacher, it should be left at the office and a receipt will be issued accordingly.

EXTENSIONS/ABSENCES/TECHNOLOGY BREAKDOWNS
In all cases, the student needs to complete the Alternate Test Date and Assignment Extension Application form. The Head of Department may grant an extension prior to the due date if in her/his opinion a sufficient reason exists.

If a student is absent on the day for:

Examinations: - the school must be phoned on the day and the advice relayed to the Head of Department as soon as possible.
- A medical certificate is recommended for senior students.

Other submissions: send the task to the office with a friend or parent, OR have the parent / carer phone the office to explain the absence.

Technological breakdowns will not be accepted as a valid reason for work handed in late. Students are expected to save and backup their work for submission in the event of a technology failure.

CHEATING AND PLAGIARISM
If a student is caught cheating or plagiarising, they should be aware that a 'no credit' may jeopardise successful completion of the semester and will be dealt with as per below.

The student's parent/carer will be notified of the breach.

If a student is caught cheating, he/she will be deemed to have failed to demonstrate the required outcomes. The matter will be referred to the Head of Department (HOD) who will determine the extent of non-credit that is given to the student. If any communication (verbal or non-verbal) occurs during a test, this will be treated as cheating. The teacher who identifies the act of cheating will sign and date the paper accordingly. The parent/carer of the student will be notified.

If a student plagiarises, the assessment piece or part thereof will be penalised in accordance with the relevant work program requirements for demonstrating the unit outcomes.
LATE AND NON SUBMISSION

Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students’ responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus.

Urangan State High School provides each student an individual assessment calendar at the beginning of each semester. Students are expected to complete all assessment items. A number of scenarios exist where a student does not satisfy the requirements of the assessment instrument. In all scenarios an explanatory note will be recorded on the student’s profile.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not submit an assessment item</td>
<td>Teacher makes judgments using evidence available on or before the due date.</td>
</tr>
<tr>
<td>Student submits an assessment item after the due date</td>
<td>Teacher makes judgments using evidence available on or before the due date.</td>
</tr>
<tr>
<td>Student is absent on the due date</td>
<td>Principles of Special Provision are applied. Where Special Provision is not appropriate the teacher makes judgments using evidence available on or before the due date.</td>
</tr>
<tr>
<td>Student requests extension</td>
<td>Student applies for an extension prior to the due date. Principles of Special Provision are applied. Where an extension is not granted then teacher makes judgments using evidence available on or before the due date.</td>
</tr>
<tr>
<td>Student absent on day of test/examination</td>
<td>Principles of Special Provision shall be applied provided adequate communication exists on or before the due date</td>
</tr>
<tr>
<td>No evidence available</td>
<td>Standards are not awarded and an 'N' is recorded on the students profile. A letter is sent to the student’s caregiver indicating the possibility of no credit for the semester.</td>
</tr>
</tbody>
</table>

As part of the development process, students should be monitored as they undertake the requirements of the assessment instrument. Evidence will be gathered prior to student submission or completion of an assessment task.

♦ Direct evidence includes: emails, photographs, journals, recordings, etc.
♦ Indirect evidence includes: annotated task specific criteria sheets, notes of an interview, peer assessment.

Where indirect evidence is used there will be a balance with direct evidence. The method by which monitoring evidence will be gathered will be specified on the task sheet. School procedures are outlined in the attached flowchart. After school detentions will be scheduled during Leadership Team meetings and on Wednesday afternoons. Staffing will be on a rotation basis from the Leadership team and from volunteers.
Special provisions mean making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Urangan State High School provides opportunities to all students, including those with specific educational needs, to demonstrate their current knowledge and skills. Reasonable adjustment involves varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study. For example:

- allowing the use of specialised equipment to accommodate a student's disability (e.g. keyboarding rather than handwriting)
- providing a reader or scribe
- providing assistance with the interpretation and comprehension of assessment items for students with language difficulties
- allowing additional time for students to complete assessable tasks
- giving Aboriginal and Torres Strait Islander, migrant and refugee students the opportunity to present their cultural experiences in responses to assessment items
- rescheduling an assessment item to cater for unexpected circumstances
- A reasonable adjustment does not include adjustments which are a component of the knowledge or skill being assessed.

Exemption refers to a school allowing non-completion of a piece of assessment.

- An exemption shall only be allowed when there is sufficient alternative information to make a judgement about an exit level of achievement.
- An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student's exit level of achievement.
- An exemption is inappropriate if it results in the student being unable to meet the mandatory requirements stated in a syllabus or study area specification.

“Students may not be awarded semester units in which there is insufficient coverage or inadequate assessment. When a result is awarded, the number of semesters credited to a student’s course of study is at the principal’s discretion”

A student may receive no credit for a particular semester if a Level of Achievement cannot be determined from information gathered about student achievement in those aspects stated in the syllabus as being mandatory. Teachers will consult with the Head of Department in such cases. Appropriate letters sent to caregivers will be followed with a letter indicating no credit.

The principal will use the principles of selective updating and fullest and latest to determine the number of semesters credited to a student when the student exits the course.
LEVELS OF ACHIEVEMENT
On completion of the course of study, Urangan State High School awards each student an exit level of achievement. Judgment of student achievement at exit from the two-year course of study is derived from information gathered about student achievement in those aspects stated in the syllabus as being mandatory.

When teachers are determining a standard for each criterion, it is not always necessary for the student to have met each descriptor for a particular standard for each assessment item; the standard awarded should be informed by how the qualities of the work contained in the student folio match the descriptors overall. In the application of decisions about individual students, the set of assessment results does not have to be the same for all students. Opportunities may be provided for students to complete and submit additional tasks, however students will not rework or resubmit previously graded assessment tasks.

The Student Achievement Index, SAI, provides the capacity to distinguish between student work for complete and incomplete folios.

CONSEQUENCES
If a teacher is concerned that a student is not going to complete their assessment task to a satisfactory standard, then they will make contact with parents. The students will be directed to attend After School Detentions and/or withdrawal from class in order to complete the task and achieve their best possible result.

If the work is not submitted on the due date, a mark will be awarded for drafts or other evidence sighted by the teacher on this date or beforehand.
Assessment set as per syllabus/curriculum guidelines. School policy followed.

- Draft date/s established
  - Assessment Progressive
    - Student to miss item
      - Student complete "Permission to Sit"
    - YES
      - Student to miss item
      - Student complete "Permission to Sit"
  - NO
    - New draft date set, Parent contacted, Teacher detention given, Contact in One School
      - Student submits draft
        - YES
          - Draft examined, Feedback provided, Notes and tentative grade awarded and copy kept
            - Final submitted
              - Teacher grades item, Teacher files item
      - NO
        - Yes
          - Use draft, Grade, Contact parent
            - Non-compliance Draft on re-entry
              - YES
                - Teacher grades item, and files item
      - NO
        - Is "Permission to Sit" valid?
          - YES
            - Parent contacted
          - NO
            - Earliest opportunity student sits item and submits "Permission to Sit"
              - House manager informed Parent contact Feedback to Curriculum MOD X in Assessment calendar After school detention
                - Attends detention, Draft collected
                  - YES
                    - Student feedback Profile updated
                  - NO
                    - Teacher grades item, and files item
Urangan State High promotes the “pursuit of excellence, every minute, every day” and attempts to provide for the best opportunity for the highest student outcomes across the entire spectrum of school involvement in a regime of continuous school based assessment. Assessment is an integral part of learning and must be planned as an integral part of the curriculum development process. Assessment as learning and for learning should be maximised and assessment of learning should be minimized where ever possible.

With this focus in mind the following maximum conditions, unless stated in a QSA/National Curriculum syllabus and applied by calendar in the previous semester, will apply to assessment each school term:

- Supervised written assessment items per subject 120 minutes
- Extended responses assessment 1500 words senior and 1000 words Junior
- Performance based assessment 5-7 minutes and supporting documentation
- Product based assessment e.g. multi-modal responses: 5–7 minutes and supporting documentation / model
- Physical Performance assessment conducted continually throughout units of work in a variety of contexts during lessons and in students’ own time leading to the creation of annotated instrument-specific standards for each physical assessment which may be accompanied by commentary of up to four minutes duration.

Assessment should be designed so that the learning tasks are based around the Common Curriculum elements and use that language. Criteria sheets are to be explicit and contain specific achievement requirements of the higher grades. Criteria sheets are further to be written in student friendly language. Sample of an A performance in non-test items must be available for all students.

Feedback to students and families about learning is a vital part of curriculum planning. Assessment is to have the following feedback conditions:

- Two week turnaround on all assessment instruments with feedback then provided to students
- All Junior assessment, unless repeated for other classes in that semester, is to be sent home as part of the feedback process.
The Urangan State High School Dress Code Policy has been developed in consultation with parents and caregivers, school staff, students and the Parents’ and Citizens’ Association.

The Urangan State High School community endorses supports and expects students to be in uniform.

A uniform is an important part of the development of our school as we agree it presents the first (and often lasting) impression people form about our school and its students. The Urangan State High School Dress Code assists our school community by:

- allowing for the easy identification of our students on school premises and during regional sporting and cultural events and excursions, critical incidents, safety drills or evacuations.
- alerting our school staff to people who may not belong on our school grounds.
- reducing the pressure of buying name brands and following the latest trends and fads, which minimises any visible economic or social differences between students.
- promoting a sense of common purpose and belonging, consistency and unity in the daily activities of students.
- reflecting the Urangan State High School’s community expectations of student safety and is consistent with the Department of Education and Training’s Occupational Health and Safety and Anti-discrimination Legislation and Sun Safe Strategy.

Dress and Personal Appearance Expectations

Students wearing items that do not comply with the requirements set out below will be asked to remove the offending item and to store it out of sight for the remainder of the school day. In the case of non-uniform jumpers or tracksuit pants worn during autumn and winter, students will not be required to remove these items unless an equivalent replacement uniform item is provided to replace it during the school day. A refusal to comply will be dealt with in accordance with managing compliance set out below.

All students must be in full school uniform when:

- attending or representing the school
- travelling to and from school and
- engaging in school activities out of school hours.
Students are to wear items related to safety, such as safe footwear and eye protection, which may be necessary in order to participate in certain school activities.

The school requires all students to come to school with a clean and tidy appearance which includes:

- Hair is to be washed, combed/brushed.
- Clothes are to be clean.
- Hair colour is to be natural tones i.e. not multi-coloured, not unnatural hair colours (such as pink, blue, green, purple etc.).
- Hair styles are to be neat and tidy, e.g. no shaved styles, no mohawks, no words / symbols shaved into the scalp etc.
- Make-up is not to be worn.
- Clear nail polish is permitted.
- Jewellery is permitted to be worn only if it complies with the following requirements:
  - Small sleepers (no bigger than a five cent piece) or small studs (non-protruding items only).
  - One small pendant (no bigger than a twenty cent piece) on a thin chain. (Due to Workplace Health and Safety requirements, this necklace must be worn inside the student’s collar/school shirt and may have to be removed to enable participation in certain activities).
- A signet ring.
- Medical alert bracelets and necklaces
- Other piercings that are not ordinarily covered by the school uniform (i.e. facial piercings) must be covered by tape/band-aid or removed during the school day.

Uniform Modifications and Exemptions

Urangan State High School recognises that in some situations students may require modifications to the requirements of the school dress code. These modifications are designed to permit a student to attend the school with maximum compliance with the dress code, recognising that the student may not be able to fully comply (for example, if a student gets permission from the school to colour or shave their head in order to participate in a charitable activity or if a student with a disability finds the present uniform unsatisfactory for their disability).

Conscientious Exemptions

The exceptional circumstances of some students or families may require parent/s to request an exemption.

Conscientious objection. Urangan State High School recognises that some students and parents may have a conscientious objection (for example, on the basis of genuine religious or cultural grounds) to their children wearing a school uniform and may wish to apply for individual circumstances modification or exemption.

Financial Hardship

Personal financial circumstances may make purchasing school uniform items seem unrealistic for some families. Parents should note that Urangan State High School can provide relevant assistance to families for uniform items where financial stress is genuine. Loan uniforms are available which may be borrowed by students until uniforms are able to be purchased. Second hand uniforms are available for purchase from the P & C Uniform Shop. If these arrangements are unsatisfactory, parents may apply for a flexible payment plan with the school’s Business Services Manager.

Pre-Existing Exemption or Modification

The Principal will also consider granting an exemption or modification where a student has had a dress code exemption or modification in place at another school, immediately prior to enrolling at Urangan State High School.
Application Process

An application for individual circumstances modification or for exemption should be made in writing to the school Principal. The school Principal in considering the application may require additional information from an applicant to satisfy themselves that the application has a genuine basis (as opposed to a mere preference or dislike). The school Principal will endeavour to respond to such an application as soon as practicable after receiving it, either granting the application or refusing it. The school Principal’s response will be in writing. Applicants will be afforded natural justice. The school Principal’s decision is final.

Consequences of Approval

Where a student is granted an individual circumstances modification or exemption, they will be provided with a card outlining the individual circumstance modification or exemption. The exemption or modification allows the student to attend school without receiving a disciplinary consequence applied for the uniform non-compliance, but these students may however be prevented from attending, or participating in, any school activity that, in the reasonable opinion of the school Principal, is not part of the essential educational program of the school (this can include school excursions, extra-curricular activities where the student is associated with the school) and / or be prevented from attending, or participating in, any school activity for which the student would have been representing the school.

The student is obliged to carry the card while they are at school and is obliged to present it if school staff query their uniform status. Failure to carry the card may result in disciplinary action in line with the sanctions for non-compliance

RELATED POLICIES

### All Students

<table>
<thead>
<tr>
<th>Shoes</th>
<th>Lace-up, Velcro or gusseted shoes must be worn at all times. Workplace Health and Safety requires that the <strong>entire foot must be covered</strong>. For classes in workshops, laboratories and kitchens, safety regulations recommend leather shoes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socks</td>
<td>Short ankle socks, plain white.</td>
</tr>
<tr>
<td>Hats</td>
<td>Urangan State High School aims to be a Sun Smart School and therefore, students are to wear a hat at school during breaks and outdoor activities. The P&amp;C Association provides every student enrolled in the school with a free school bucket hat to wear to support the sun safety policy. <strong>This approved hat is the only hat to be worn by students when outside of an internal classroom.</strong></td>
</tr>
</tbody>
</table>

### Junior Students (Years 7 – 9)

#### Formal Uniform

<table>
<thead>
<tr>
<th>Female Blouse</th>
<th>P&amp;C Uniform Style PC202 Blouse: White Poly-Cotton; Piping: Corded, Red; Embroidery: Approved School Logo Front Left Chest on Pocket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Shirt</td>
<td>P&amp;C Uniform Style PC114 Business Shirt; White Poly-Cotton; Piping: Corded, Red; Embroidery: Approved School Logo Front Left Chest on Pocket</td>
</tr>
<tr>
<td>Female Skirt</td>
<td>Mid-Grey Polyester Viscose Knee Length Skirt with Box Pleats; Embroidery: Approved School Logo on Front Left Hem</td>
</tr>
<tr>
<td>Male Dress Pants</td>
<td>Long Mid-Grey Dress Pants</td>
</tr>
<tr>
<td>Female Tie</td>
<td>P&amp;C Uniform Style PC1042; Crossover Tie: Red; Polyester Viscose</td>
</tr>
<tr>
<td>Male Tie</td>
<td>Grey with Red Stripes; Polyester</td>
</tr>
<tr>
<td>Cardigan</td>
<td>Mid-Grey Cotton Acrylic Button-up Cardigan; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
</tbody>
</table>

#### Daily Uniform

<table>
<thead>
<tr>
<th>Unisex Polo Shirt</th>
<th>Red Polyester Micromesh Polo with White and Grey Inserts; Embroidery: Approved School Logo on Front Left Chest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Honours Polo Shirt</td>
<td>Red Polyester Mini-Waffle with Grey &amp; White inserts; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
<tr>
<td>Unisex Sports Shorts</td>
<td>Mid-Grey Micro Fibre Sports Shorts; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
<tr>
<td>Pullover</td>
<td>Mid-Grey Cotton Acrylic Pullover; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
<tr>
<td>Tracksuit Top &amp; Pants</td>
<td>Red, Grey &amp; White Micro Fibre Outer with White Poly Cotton Interlock Inner; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
<tr>
<td>Hat</td>
<td>Style: Bucket; Material: Polyester Micro Mesh Red; Embroidery: Approved School Logo on Front</td>
</tr>
</tbody>
</table>
### Senior Students (Years 10 – 12)

#### Formal Uniform

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Blouse</td>
<td>P&amp;C Uniform Style PC202 Blouse: White Poly-Cotton; Piping: Corded, Red; Embroidery: Approved School Logo Front Left Chest on Pocket</td>
</tr>
<tr>
<td>Male Shirt</td>
<td>P&amp;C Uniform Style PC114 Business Shirt; White Poly-Cotton; Piping: Corded, Red; Embroidery: Approved School Logo Front Left Chest on Pocket</td>
</tr>
<tr>
<td>Female Skirt</td>
<td>Tartan Polyester Viscose Knee Length Skirt with Box Pleats; Embroidery: Approved School Logo on Front Left Hem</td>
</tr>
<tr>
<td>Male Dress Pants</td>
<td>Long Mid-Grey Dress Pants</td>
</tr>
<tr>
<td>Female Tie</td>
<td>Grey with Red Stripes; Polyester; fitted to suit Formal Blouse</td>
</tr>
<tr>
<td>Male Tie</td>
<td>Grey with Red stripes; Polyester</td>
</tr>
<tr>
<td>Cardigan</td>
<td>Mid-Grey Cotton Acrylic Button-up Cardigan; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
</tbody>
</table>

#### Daily Uniform

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unisex Polo Shirt</td>
<td>Grey Polyester Micromesh Polo with Red &amp; White Inserts; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
<tr>
<td>Senior Honours Polo Shirt</td>
<td>White Polyester Mini-Waffle Polo with Red &amp; Grey inserts; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
<tr>
<td>Unisex Sports Shorts</td>
<td>Mid-Grey Micro Fibre Sports Shorts; Embroidery: Approved School Logo on Left Hem</td>
</tr>
<tr>
<td>Pullover</td>
<td>Mid-Grey Cotton Acrylic Pullover; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
<tr>
<td>Tracksuit</td>
<td>Red, Grey &amp; White Micro Fibre Outer with White Poly Cotton Interlock Inner; Embroidery: Approved School Logo on Front Left Chest</td>
</tr>
<tr>
<td>Hat</td>
<td>Style: Bucket; Material: Micro Mesh Red; Embroidery: Approved School Logo on Front</td>
</tr>
</tbody>
</table>

### Uniform Supplier

The Urangan State High School P&C Uniform Shop is the only organisation permitted to sell the approved Urangan State High School uniforms. The hours of operation are:

- 8:00am to 10:30am Monday to Friday
- 8:00am to 1:00pm Wednesday

Pre-ordering and lay-by are accepted and encouraged. EFTPOS, Cash, Centrepay and Credit Card payments options are also available. Please make cheques out to Urangan State High School P&C. For further information regarding uniforms, please contact the Uniform Shop on 4197 0104 or at uniformshop@uranganshs.eq.edu.au.

### Second Hand Uniforms

The Uniform Shop has a range of second hand uniforms available for purchase. If you have used uniforms that are still wearable that you would like to sell, you can give them to the uniform shop where they will be sold on consignment. A $5 Consignment Fee will be charged for this service.

### Formal Uniform

When students represent Urangan High at formal occasions, the formal uniform will be required. School blazers are available from Student Coordinators for loan. Students are required to purchase the formal uniform items mentioned above. Black dress shoes MUST be worn.
PURPOSE

Urangan State High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained.

CONSULTATION AND DATA REVIEW

Consultation for the development of this policy took place during the school quadrennial review in 2015. This consultation included detailed High Reliability Schools surveys to all major stakeholders. Staff, Parents and Students have all had the opportunity to provide input into Urangan State High School Responsible Behaviour Plan for Students.

LEARNING AND BEHAVIOUR STATEMENT

At Urangan State High School, we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. Our Responsible Behaviour Plan is based on the Code of School Behaviour and the shared beliefs of the school community. We believe social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation.

We worked collaboratively with our school community to incorporate the nine shared values for Australian Schools into our school’s core values and beliefs, focusing in particular on the values of respect, responsibility, honesty, trustworthiness and doing your best. An important guiding principle used by Urangan State High School is the key element of a safe and supportive learning environment, which states that schools provide a positive climate within and beyond the classroom to help develop students’ social and civic skills and build student resilience and responsibility, and to ensure a safe and supportive environment for values education. Students, staff and parents are encouraged to explore their own values. Values Education reflects good practice pedagogy and is introduced in the curriculum at appropriate times for learners. The National Framework for Values Education also recognises that partnerships with parents and caregivers and the local community are fundamental to successful values education.
The philosophy of Urangan State High School is one that has developed from a foundation of high behavioural expectations for all members of our school community. Urangan State High School utilises school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours to create a positive school environment. Instead of using a patchwork of individual behavioural management plans, a continuum of positive behaviour support for all students within the school is implemented in areas including classroom and non-classroom settings. Positive behaviour support is an application of a behaviourally-based systems approach to enhance the capacity of the school community to design effective environments that improve the link between research-validate practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all members of our school community by making problem behaviour less effective, efficient, and relevant, and desired behaviour more functional. The purpose of school-wide PBIS at Urangan State High School is to establish a climate in which appropriate behaviour is the norm.

PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

There are seven processes for facilitating standards of positive behaviour and responding to unacceptable behaviour:

1. Universal Behaviour Support
2. Whole-school Behaviour Support
3. Staff Responsibilities
4. Parents’ Rights and Responsibilities
5. Recognising Positive Behaviours
6. Targeted Behaviour Support
7. Intensive Behaviour Support
1. Universal Behaviour Support

Urangan State High School is dedicated to discovering the best within all students through high quality educational and social experiences that expose them to new ideas, new ways and new possibilities for future success.

At Urangan State High School we:

- Aim high, by promoting openness, integrity and responsibility
- Create new ideas, new processes, new skills
- Co-operate by being positive, honest and sharing
- Value our people; their diversity and individual strengths
- Celebrate our successes as members of a dynamic, bonded community

We believe in creating a school which is based upon mutual respect and empowerment where:

- Students feel safe and able to achieve their full potential
- Parent involvement is valued
- Staff are enthusiastic and supportive
- Teamwork, confidence and communication are the bases of success and happiness

Through our motto of "Working together to Learn", Urangan State High School provides access to quality education ... access to a better life.

The Rights of All Members of the Urangan SHS Community

The principles on which Urangan State High School has developed this School-wide Positive Behavioural Interventions and Supports Program are based on the following rights of all members of our school community:

1. Everyone has a right to work in an environment which enables them to learn.
2. Everyone has the right to be treated respectfully and courteously.
3. Everyone has the right to work in a safe and clean environment.
4. Everyone has the right to demonstrate and promote pride in the school.
5. Parents/Guardians have a right to share in their student's education.
2. Whole-school behaviour support

At Urangan State High School we follow a Philosophy of Respect. This Philosophy is displayed in every classroom around the school.

**Respect Yourself**

We do this by ensuring we take responsibility for our learning and behaviour.

**Respect Others**

We do this by working with others in a positive way.

**Respect the Environment**

We do this by taking care of our school and its facilities.
# Behaviour Expectations for Students

<table>
<thead>
<tr>
<th>All School Settings</th>
<th>Respect Yourself</th>
<th>Respect Others</th>
<th>Respect the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen carefully to instructions</td>
<td>• Listen to others</td>
<td>• Maintain a clean and safe environment</td>
<td></td>
</tr>
<tr>
<td>• Wear your full school uniform correctly including closed in shoes.</td>
<td>• Be punctual</td>
<td>• Report any damage or problems</td>
<td></td>
</tr>
<tr>
<td>• Follow all school policies and procedures.</td>
<td>• Respect the right of others to learn</td>
<td>• Avoid school carparks.</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>• Support and encourage classmates</td>
<td>Move to class</td>
<td>• Take care of equipment</td>
</tr>
<tr>
<td>• Follow the policies and procedures of that subject</td>
<td>• LISTEN to others</td>
<td>• Ensure all rubbish is placed in bins and furniture is returned to the correct position when leaving</td>
<td></td>
</tr>
<tr>
<td>• Be on task</td>
<td>• Be punctual</td>
<td>• Follow workplace, health and safety regulations</td>
<td></td>
</tr>
<tr>
<td>• Always turn up prepared</td>
<td>• Respect the right of others to learn</td>
<td>• Care for and return all borrowed equipment</td>
<td></td>
</tr>
<tr>
<td>• ASK FOR HELP IF UNSURE</td>
<td>• Be polite and well mannered</td>
<td>• Take pride in your classroom environment</td>
<td></td>
</tr>
<tr>
<td>• Take every opportunity to learn</td>
<td>• Mobile phones and other electronic devises to be left at home or switched off and left in bags during class time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>Respect Others</td>
<td>Respect the Environment</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>• Sit in straight lines in your Form class</td>
<td>• Applaud appropriately</td>
<td>• Leave food and drinks outside</td>
<td></td>
</tr>
<tr>
<td>• Sit in alphabetical order</td>
<td>• Mobile phone switched off</td>
<td>• Exit out appropriate doorways in an organised and safe manner</td>
<td></td>
</tr>
<tr>
<td>• Report to assembly even when late.</td>
<td>• Be punctual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excursion / School Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Return forms and payment promptly</td>
<td>• Be friendly to others</td>
<td>• Dispose of litter appropriately</td>
<td></td>
</tr>
<tr>
<td>• Be on time for departures</td>
<td>• Use good manners</td>
<td>• Be prepared</td>
<td></td>
</tr>
<tr>
<td>• Have all requirements organised beforehand</td>
<td>• Follow directions of staff, bus drivers, guides etc</td>
<td>• Act in a safe and responsible manner</td>
<td></td>
</tr>
<tr>
<td>• Dress appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office / Student Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Go to the office in your own time</td>
<td>• Be courteous and polite</td>
<td>• Appreciate the facilities / services offered by our school</td>
<td></td>
</tr>
<tr>
<td>• If late to school or leaving early collect a pass from the office</td>
<td>• Wait quietly until attended to</td>
<td>• Leave food and drinks outside</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Allow clear access for others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attend appointments on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus Duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Display appropriate pass when requested</td>
<td>• Be courteous and polite</td>
<td>• Move directly into and out of school grounds</td>
<td></td>
</tr>
<tr>
<td>• Use road rules</td>
<td>• Sign out and sign in to the office</td>
<td>• Keep entrances to school clean and tidy</td>
<td></td>
</tr>
<tr>
<td>• Arrive on time</td>
<td>• Be aware of traffic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leave quickly and sensibly</td>
<td>• Bus people wait behind fence until instructed by teacher to move</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Avoid loitering in nearby streets.</td>
<td>• Avoid Carparks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Centre / Bookroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Remove your hat before entering</td>
<td>• Work quietly</td>
<td>• Return all books to re-shelving area or to the librarian.</td>
<td></td>
</tr>
<tr>
<td>• Leave your bag in the designated area</td>
<td>• Return all resources by due date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wait quietly outside for your teacher</td>
<td>• Be polite to staff members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amenities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hygiene – wash your hands</td>
<td>• Leave it clean</td>
<td>• Report all damages</td>
<td></td>
</tr>
<tr>
<td>• Avoid eating or drinking in the toilet</td>
<td>• Respect others privacy</td>
<td>• Remember to flush</td>
<td></td>
</tr>
<tr>
<td>• Go to the toilet during breaks</td>
<td>• Wait your turn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside of School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Avoid loitering</td>
<td>• Respect privacy of others</td>
<td>• Report damage or problems</td>
<td></td>
</tr>
<tr>
<td>• Use respectful language</td>
<td>• Respect property of others</td>
<td>• Be prepared</td>
<td></td>
</tr>
<tr>
<td>• Act safely</td>
<td>• Work with others in a positive way</td>
<td>• Take pride in the environment</td>
<td></td>
</tr>
</tbody>
</table>
3. Staff Responsibilities

As a school community we expect that all staff will firstly take a proactive approach to Managing School Behaviour by providing a Supportive School Environment where all students are valued and challenged by a level appropriate learning environment and classroom curriculum that is exciting, meaningful and engaging.

- To treat all staff and community members (including students), with respect, dignity, understanding and politeness.
- Take responsibility for dealing with student misbehaviour, in the classroom, as a form teacher and outside of the classroom. Use all Essential Skills for classroom management.
- Foster a positive, caring climate of working together with students.
- Act as a role model for students, especially with regard to punctuality, Code of Conduct, Rights and Responsibilities.
- Document the details of unacceptable behaviours and the actions you have taken.
- To contribute towards the development and maintenance of a safe school environment.
- Initiate contact with parents/guardians where appropriate, to develop the partnerships that are essential between the school and home.

4. Parent Rights and Responsibilities

- To accept joint responsibility, with the school, for the education of their children.
- To develop in students, positive attitudes to school, learning and other individuals.
- To look after the physical, social and emotional needs of their children, so that they are ready and able to learn to the best of their ability when at school.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be responsive to the school’s established channels of communication</td>
<td>1. To inform the school of any circumstances that may affect your child’s performance</td>
</tr>
<tr>
<td>2. To be informed about your child’s progress and development</td>
<td>2. To establish and maintain positive communication links with the teacher and school</td>
</tr>
<tr>
<td>3. To have concerns listened to at a mutually convenient time</td>
<td>3. To play an active role in the school community</td>
</tr>
<tr>
<td>4. To be involved in decision making</td>
<td>4. To respect the privacy of others</td>
</tr>
<tr>
<td>5. To feel valued and comfortable in the school setting</td>
<td>5. To enter the school via the school office</td>
</tr>
<tr>
<td>6. To park outside the school premises</td>
<td>6. To park outside the school premises</td>
</tr>
<tr>
<td>7. To interact with members of the school community in a positive and respectful way</td>
<td></td>
</tr>
</tbody>
</table>
5. Recognising Positive Behaviours

At Urangan State High School we recognise that rewards, or positive consequences, are likely to encourage students to repeat the associated behaviour. Our school’s emphasis on praise for positive behaviour is intended to motivate our students to make more appropriate choices. These appropriate choices contribute to a positive ethos in our school thereby creating an environment for effective teaching and learning. Rewards contribute to our overall policy on behaviour because they:

- help to build and maintain positive relationships between staff and students
- make the school experience more enjoyable for all students and all staff
- encourage students to repeat the desirable behaviours that earned the rewards
- contribute to student’s self-esteem and confidence in the system.

Using every opportunity to reinforce positive behaviour will have a greater and longer lasting effect than the constant use of punishments for negative behaviour. ‘Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed’. (The Elton Report, 1989)

To gain long-term change, some students may need extra support to help them think through their actions and the consequences of them, as well as develop the skills for achieving the desired behaviour. Punishments are more likely to change student’s behaviour when, in their application, they address poor behaviour without condemning the person and encourage students to take responsibility for their actions.

To be effective in supporting student’s behaviour, it is helpful if the system is applied in a way that educates students to make better choices in future. This is achieved if the system genuinely values students’ progress when rewarding. Informal rewards are likely to differ depending on the staff, teaching style, student or context but consistent school-wide formal rewards are vital to the effectiveness of the system. At Urangan State High School we constantly review our rewards system to ensure effectiveness and consistency of application.

<table>
<thead>
<tr>
<th>Informal Rewards</th>
<th>Formal Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Smiling</td>
<td>• Merit Points</td>
</tr>
<tr>
<td>• Verbal praise</td>
<td>• Reward activities (end of class)</td>
</tr>
<tr>
<td>• Tone of voice</td>
<td>• Letter of Commendation</td>
</tr>
<tr>
<td>• Positive gestures</td>
<td>• HOD Awards</td>
</tr>
<tr>
<td>• Actively seeking positive behaviour to acknowledge</td>
<td>• YLC Awards</td>
</tr>
<tr>
<td>• Demonstrating trust</td>
<td>• Monthly Sporting Awards</td>
</tr>
<tr>
<td>• Compliments</td>
<td>• Monthly Merit Prizes</td>
</tr>
<tr>
<td>• Positive comments written on student work</td>
<td>• Attendance Awards</td>
</tr>
<tr>
<td>• Encouraging language</td>
<td>• End of Semester class activities</td>
</tr>
<tr>
<td>• Praise personal improvements</td>
<td>• Reward trips</td>
</tr>
<tr>
<td></td>
<td>• Awards Night</td>
</tr>
<tr>
<td></td>
<td>• Sportsman’s Dinner</td>
</tr>
<tr>
<td></td>
<td>• Administration Awards</td>
</tr>
<tr>
<td></td>
<td>• Student Leadership positions</td>
</tr>
</tbody>
</table>

At Urangan State High School, we identify the need for our behaviour management system to recognise positive behaviours at a much higher rate than we issue consequences for negative behaviour.
Recognising Positive Student Behaviour

While these are recommended methods to recognise positive behaviours, each teacher may use their professional discretion to take into consideration individual circumstances of particular students. Recognition of individual improvement is as important as recognising when a particular standard has been met.

Sequences for Recognising Positive Behaviour Out of Class

<table>
<thead>
<tr>
<th>Level 1 – Classroom Teacher</th>
<th>Level 2 – House Manager</th>
<th>Level 3 – Head of Year / Deputy Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Yourself</td>
<td>Respect Others</td>
<td></td>
</tr>
<tr>
<td>Being prepared for class</td>
<td>Supporting class mates</td>
<td></td>
</tr>
<tr>
<td>Being punctual</td>
<td>Being polite and well mannered</td>
<td></td>
</tr>
<tr>
<td>Working diligently</td>
<td>Speaking positively</td>
<td></td>
</tr>
<tr>
<td>Listening carefully</td>
<td>Being patient</td>
<td></td>
</tr>
<tr>
<td>Following instructions</td>
<td>Being tolerant of others etc</td>
<td></td>
</tr>
<tr>
<td>Completing schoolwork and homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect The Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take care of equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain a clean and safe environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Return borrowed equipment etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible Method Of Recognition</td>
<td>Area Of Recognition</td>
<td></td>
</tr>
<tr>
<td>Merit tick</td>
<td>Positive behaviour demonstrated several times in a particular subject</td>
<td>Academic achievement</td>
</tr>
<tr>
<td>Positive SMS to parent/carer</td>
<td>Consistent positive behaviour in a subject over a school term.</td>
<td>Positive behaviour demonstrated in 3 or more classes</td>
</tr>
<tr>
<td>Subject Excellence Award</td>
<td>Positive behaviour consistently demonstrated out of class</td>
<td>Consistent positive behaviour in a range of school settings</td>
</tr>
<tr>
<td>Reward activities (end of class)</td>
<td>Over 90% attendance rate</td>
<td>Possible Method Of Recognition</td>
</tr>
<tr>
<td>Informal positive feedback</td>
<td>Letters of Commendation</td>
<td></td>
</tr>
<tr>
<td>Verbal praise</td>
<td>HM Awards</td>
<td></td>
</tr>
<tr>
<td>Smiling</td>
<td>Monthly Sports Awards</td>
<td></td>
</tr>
<tr>
<td>Encouraging gestures</td>
<td>End of Semester class activities</td>
<td></td>
</tr>
<tr>
<td>Compliment good behaviour</td>
<td>Attendance Award</td>
<td></td>
</tr>
<tr>
<td>Positive comments written on student work</td>
<td>Merit Point prizes</td>
<td></td>
</tr>
</tbody>
</table>

Recognising Positive Student Behaviour

At Urangan State High School we recognise that rewards, or positive consequences, are likely to encourage students to repeat the associated behaviour. Our school’s emphasis on praise for positive behaviour is intended to motivate our students to make more appropriate choices. These appropriate choices contribute to a positive ethos in our school thereby creating an environment for effective teaching and learning. Rewards contribute to our overall policy on behaviour because they:
- help to build and maintain positive relationships between staff and students
- make the school experience more enjoyable for all students and all staff
- encourage students to repeat the desirable behaviours that earned the rewards
- contribute to student’s self-esteem and confidence in the system.
6. Targeted Behaviour Support

Urangan State High School utilises a range of Targeted Behaviour Support including:

- Targeted group support programs offered by behaviour management teachers.
  - Self Esteem
  - Social Skills
  - Anger Management
  - Resilience Training
- Group support programs offered by the Youth Support Coordinator.
  - Assertiveness and communication
  - Gender specific programs
  - Life skills programs
- Personal development programs offered by the School Chaplain.
  - Self Esteem
  - Assertiveness
  - Integrity and values training
- Working positively – Student Coordinators
  - U-Lead Program
  - Peer mentoring and support programs

7. Intensive Behaviour Support

Urangan State High School uses a range of intensive behaviour support options for students at risk. These include:

- Community Solutions – offering individual and intensive programs for students at risk.
- Guidance Services – offering individual counselling services for students and their families.
- Administration – offering individual behaviour modification support.
- Chaplain – individual support sessions for students at risk.
- House Manager – individual student monitoring and support.
- Form Teacher - individual student monitoring and support.
- Case Management

Students requiring either targeted or intensive behaviour support are identified through a range of data sources including:

- Behaviour records
- Teacher referrals
- Parent referrals
- Peer referrals
- Guidance records

The principal may recommend exclusion from his/her school where the principal has determined it would be inappropriate for him/her to make the decision.
EMERGENCY RESPONSES OR CRITICAL INCIDENTS

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. This also aligns with the learnings from within Art and Science of Teaching (ASoT) developed by Robert Marzano and the basis of Urangan State High School’s Pedagogical Framework.

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

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

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

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

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

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

Debrief:
- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Physical Intervention and Restraints – Immediate or Emergency Response

Staff may make legitimate use of physical restraints if:

- all non-physical (including defusing strategies) and more moderate physical interventions have been exhausted and a student is:
  - a student is physically assaulting another student or staff member
  - a student is posing an immediate danger to him/herself or to others
  - it is required to prevent serious property destruction.

Appropriate physical intervention may be used to ensure that Urangan State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraint (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of self or others is threatened and the strategy is used to prevent injury. Physical intervention will only be engaged when the risk of restraint is less than the risk the student is experiencing / exhibiting.

Staff will:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the Principal (if not directly involved) and the student's parent of the incident and the need for physical restraint detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student’s physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour.
  - It is important that this information be recorded using the Physical Restraint / Intervention Report and that this record then be uploaded into OneSchool as well as a copy provided to the parent at the debrief contact/meeting.

Further guidelines in regards to responsibilities are included within the Safe, Supportive and Disciplined School Environment policy.

More moderate physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
- physical intervention is not to be used as a response to:
  - property destruction – unless serious
  - school disruption
  - refusal to comply
  - verbal threats
  - leaving a classroom or the school, unless student safety is clearly threatened.
- any physical intervention made must:
  - be reasonable in the particular circumstances
  - be in proportion to the circumstances of the incident
  - always be the minimum force needed to achieve the desired result, and
  - take into account the age, stature, disability, understanding and gender of the student
  - only be engaged in when the risk of restraint is less than the risk the student is experiencing / exhibiting.

Where physical restraint is considered appropriate for the ongoing management of behaviours, it will be noted in a student’s Individual Behaviour Support Plan and be signed by all parties including the Principal and parent and a copy forwarded to the Principal’s supervisor (e.g. ARD) for further monitoring.

**Debriefing**

Following each instance involving the use of physical intervention:

- Parent contact is recorded in OneSchool and parent will be provided with a copy of Record of Physical Restraint
- Debriefing to be provided for the student and any other students after a suitable interval of time has elapsed and recorded in OneSchool as a contact
- An individual plan (IBSP – see sample Appendix 4) to be developed (and signed by the Principal and parent) and a copy provided to the Principal’s supervisor (e.g. ARD) – if physical restraint is deemed necessary as an ongoing strategy
- Consideration should be given to the use of OneSchool Complex Case Management recording and the associated involvement of a team of support personnel including parents/caregivers.
Record Keeping


Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Restraint / Intervention Report (see Appendix 3) – recorded into OneSchool as well as the resulting parent contact (copy of report to also be given to parent)
- Debriefing completed in regards to contact with student (and other students if appropriate) and staff involved – recorded in OneSchool including the parent contact
- If necessary a Health and Safety incident record (refer incident to office staff)
- OneSchool behaviour and / or contact entries as necessary.
CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR
Urangan State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Bullying and Harassment
Urangan State High School defines Bullying and Harassment occurring when a more powerful person or group oppresses a less powerful person or group, often on the grounds of ‘difference’. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, parenting status or economic status.

Bullying and harassment may be:
- physical (hitting, kicking, pinching),
- verbal (name-calling, teasing),
- psychological (standover tactics, gestures),
- social (social exclusion, rumours, putdowns) or
- sexual (physical, verbal or nonverbal sexual conduct)
- done directly (eg face to face) or indirectly (eg via mobile/ internet) - cyberbullying
- motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- used with an element of threat
- continued over time
- often hidden from adults
- sustained if adults or peers do not take action.

Urangan State High School does not tolerate any form of bullying or harassment. Bullying and Harassment is dealt with proactively through:
- our rule of respecting others
- our behaviour Matrix, and
- our Social and Emotional Learning Program.

Consequences for students caught bullying or harassing others include:
- verbal warning
- counselling
- referral to welfare team.
- rethinking behaviour program
- apology
- mediation
- detention
- suspension
- suspension pending exclusion.

SEE APPENDIX 2 – APPROPRIATE USE OF SOCIAL MEDIA
**Procedures for Use of Buddy Teachers**

The buddy teacher system is designed to offer the classroom teacher an immediate and short-term option to remove a student who is interfering with classroom teaching and learning and who is also refusing to respond to corrective behaviour management strategies. This is an emergent safety valve and is NOT to be used on a regular basis or as an alternative to the standard school approach to behaviour management.

- Heads of Departments are responsible for setting up buddy timetables.
- Students being sent to a buddy teacher need to be issued with a pink "Internal Communication Slip" and suitable work to do while in the buddy teacher’s room.
- The buddy teacher may redirect a student if needed eg. inappropriate subject matter or practical lesson
- If a student does not arrive within a reasonable time frame, then that student is to be referred to the House Manager with a note from the buddy teacher to this effect.
- Only a maximum of two students are to be sent to any one buddy teacher per lesson, and a buddy teacher should accept no more than 2 students in any lesson.
- If a student sent to a buddy teacher misbehaves, he/she should be referred to the House Manager with a note to this effect.
- Ideally, junior students are sent to senior classes and vice versa.
- The student is to report to the class teacher at a negotiated time e.g. next lunch hour, to discuss the incident.
- The teacher of the student is to contact the parent/guardian and a behaviour report is to be completed on One School.
Responsible Behaviour Plan – Behaviour Levels and Consequences

Teacher

- Verbal/Non Verbal Aggression
  - Swearing
  - Aggressive actions
  - Talking back
  - Teasing
  - Threatening

- Disruptive behaviour
  - Calling out to others / teacher
  - Disruptive Actions
  - Making Noises
  - Getting out of seat
  - Off-task talking / behaviours

Possible Consequences:
- Give choice or warning
- Post lesson discussion
- Move student / Change seating plan
- Buddy Teacher
- Contact parent / guardian
- Detention (lunch or after school)
- Catch up missed work
- Mediation
- Community Service
- Confiscation

Persistent behaviours must be entered on One School Records
- Contact Parent / Guardian
- Behaviour Conference
- Rethinking Behaviour Booklet
- Mediation
- Restitution / Invoice for damage/confiscation
- Written Agreement
- Detention (lunch / after school)
- Class Withdrawal
- Refer to external organisations
- Community Service
- School Nurse (Quit Smoking program)
- Suspension 1 to 5 Days (Principal Approval)
- NB Student Disciplinary Absences are used after consideration is given to all other responses

House Manager

- Illegal substance
- Serious Assault / Fighting
- Weapons including knives, use of lighter and aerosol
- Threat towards staff
- Serious vandalism / damage to school property
- Physical misconduct toward staff
- Third level 2 referral
- Refusal to participate (over 16yrs of age)
- Serious misconduct prejudicial to the good order and management of the school
- Behaviour outside of school that affects the good order and management of the school
- Inciting or promoting violent / threatening behaviour

Possible Consequences:
- Referral to the House Manager.
- Persistent and repeated Level 1 behaviours recorded on One School
- Refusal to provide name or follow instructions
- Smoking (automatic suspension 2 days)
- Banned items matches, lighters, cigarettes, aerosol cans (asthma)
- Fighting / Assault
- Harassment / Bullying including electronic
- Verbal Abuse
- Leaving the school grounds

Head of Year

- Routines
  - Talking while teacher is talking
  - Failure to complete set work
  - Failure to submit tasks (refer to Assessment Policy)
  - Uniform / Lateness to class / Truancy
  - Refusal to follow classroom rules
  - Failure to bring equipment
  - Littering
  - Low level banned items such as aerosol can
  - Out of bounds
  - IT Misconduct

Possible Consequences:
- Referral to the Head of Year.
- Possible
## Sequences for Student Misbehaviour

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Mobile Phone and Electronic Devices Policy</th>
<th>Uniform – Dress Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Absences (explained and unexplained)</strong></td>
<td>• Devices must be switched off and out of sight in school bags (not in pockets), or they may be left at the school office at the beginning of the day.</td>
<td><strong>Dress Code</strong>&lt;br&gt;The school community endorses supports and expects students to be in uniform. The school dress code reflects school community standards and is consistent with occupational health and safety and anti-discrimination legislation and the Sun Safe Strategy. The full dress code policy can be found in the student handbook and on the school website.</td>
</tr>
<tr>
<td>Students are expected to catch up on work if they are absent</td>
<td>• Parents are able to contact students through the school office.</td>
<td>• Any student arriving to school out of uniform is to be sent to the uniform shop and will be given the opportunity to change into the correct uniform from a bank of clothing / uniforms held at the school.</td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td>• Students may use their phone during breaks, before school and after school. They are not to be used during class time.</td>
<td>• Where a student is inappropriately dressed and the student refuses to change into the correct uniform from a bank of clothing / uniforms held at the school they are to be sent to Student Services where either a Head of Year Level, House Manager or office staff will ring home to explain the uniform policy with parents, get a commitment to follow the policy, and if possible, bring the required uniform to school.</td>
</tr>
<tr>
<td><strong>First Breach</strong></td>
<td>• Bullying and Harassment via electronic media will be dealt with as per the Level 1 to 3 behaviour consequences.</td>
<td>• Families with ongoing dress code issues are encouraged to contact the Head of Year Level for their child in order to resolve their concerns.</td>
</tr>
<tr>
<td>Teacher to provide students with ‘catch up’ work (exercise judgement). Teacher to negotiate with students the due date of above work. Class teacher to maintain a record.</td>
<td></td>
<td>• Students who do not change into the correct school uniform will be given a sanction reflective of the severity of the non-compliance. This will be limited to one of the following:</td>
</tr>
<tr>
<td><strong>Second Breach</strong></td>
<td>*</td>
<td>Students who do not change into the correct school uniform will be given a sanction reflective of the severity of the non-compliance. This will be limited to one of the following:</td>
</tr>
<tr>
<td>If the work has not been caught up on by the due date), the teacher will keep student/s in during a break which backs onto the lesson in order to complete the missed work. Length of detentions: First break up to 30 minutes, second break up to10 minutes.</td>
<td>• Bullying and Harassment via electronic media will be dealt with as per the Level 1 to 3 behaviour consequences.</td>
<td>• Imposing a detention for the student during lunch or after school(with parents being informed before after school detention occurs).</td>
</tr>
<tr>
<td><strong>Third Breach</strong></td>
<td>Consequences for use of phone during class time:</td>
<td>• Preventing the student from attending, or participating in any activity for which the student is representing the school, or</td>
</tr>
<tr>
<td>After school detention to complete missed work. The teacher is to record the incident on OneSchool and contact parent/guardian by phone (parent/guardian must be given 24 hours notice of an after school detention). Send Behaviour Concern Letter home.</td>
<td>• Phone (in complete working order) will be confiscated and stored in the office.</td>
<td>• Preventing the student from attending or participating in any school activity that is not an essential school educational program</td>
</tr>
<tr>
<td><strong>Continued Breach/Failure to Attend Detention</strong></td>
<td>• Parent/guardian to collect at the end of the school day.</td>
<td>• If a student fails to complete the required detention/s for the uniform infringement then the student's decision escalates the matter to disobedience which may result in suspension. This suspension is for the student's disobedience, not a uniform infringement.</td>
</tr>
<tr>
<td>Referral to House Manager for follow up/suspension.</td>
<td>• Harassing/threatening messages will be dealt with through the Responsible Behaviour Plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Other Attendance Issues</strong></td>
<td>• Cheating using electronic devices will be disciplined.</td>
<td><strong>Avoiding School/ Missing Multiple Classes (At-Risk Students)</strong>&lt;br&gt;Urangan State High School has committed itself to enforce the requirements that students be in class and working.</td>
</tr>
<tr>
<td>All students are required to attend form each morning where they will be marked present. Students arriving to school in the morning before 9.15 am are to go straight to Student Services to sign in.</td>
<td>• Failure to hand over phone (wilful disobedience) will result in suspension.</td>
<td>The school community endorses supports and expects students to be in uniform. The school dress code reflects school community standards and is consistent with occupational health and safety and anti-discrimination legislation and the Sun Safe Strategy. The full dress code policy can be found in the student handbook and on the school website.</td>
</tr>
<tr>
<td><strong>Truancy</strong></td>
<td>Laptops</td>
<td>• Any student involved in electronic harassment, bullying or inappropriate behaviour with their take home laptop will be dealt with as per Level 1 to 3 consequences.</td>
</tr>
<tr>
<td>If a student is absent in class but present on the roll teacher will check if the student is attending an appointment by using OneSchool. If the student is then found to be truant teacher will apply the consequences.</td>
<td><strong>Consequences</strong> &lt;br&gt;<strong>First, Second and Third Breach</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td>Detention to make-up missed class and teacher to phone home and record on OneSchool.</td>
<td></td>
</tr>
<tr>
<td><strong>First Breach</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher to provide students with ‘catch up’ work (exercise judgement). Teacher to negotiate with students the due date of above work. Class teacher to maintain a record.</td>
<td><strong>Subsequent Breach</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Referral to House Manager. Please note previous breaches must be recorded and followed up prior to making a referral.</td>
<td><strong>Imposing a detention for the student during lunch or after school</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(with parents being informed before after school detention occurs).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Preventing the student from attending, or participating in any activity for which the student is representing the school, or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Preventing the student from attending or participating in any school activity that is not an essential school educational program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If a student fails to complete the required detention/s for the uniform infringement then the student's decision escalates the matter to disobedience which may result in suspension. This suspension is for the student's disobedience, not a uniform infringement.</td>
</tr>
</tbody>
</table>

### Mobile Phone and Electronic Devices Policy

- **Devices** must be switched off and out of sight in school bags (not in pockets), or they may be left at the school office at the beginning of the day.
- **Parents** are able to contact students through the school office.
- Students may use their phone during breaks, before school and after school. They are not to be used during class time.
- Bullying and Harassment via electronic media will be dealt with as per the Level 1 to 3 behaviour consequences.

### Uniform – Dress Code

#### Dress Code

The school community endorses supports and expects students to be in uniform. The school dress code reflects school community standards and is consistent with occupational health and safety and anti-discrimination legislation and the Sun Safe Strategy. The full dress code policy can be found in the student handbook and on the school website.

- Any student arriving to school out of uniform is to be sent to the uniform shop and will be given the opportunity to change into the correct uniform from a bank of clothing / uniforms held at the school.
- Where a student is inappropriately dressed and the student refuses to change into the correct uniform from a bank of clothing / uniforms held at the school they are to be sent to Student Services where either a Head of Year Level, House Manager or office staff will ring home to explain the uniform policy with parents, get a commitment to follow the policy, and if possible, bring the required uniform to school.
- Families with ongoing dress code issues are encouraged to contact the Head of Year Level for their child in order to resolve their concerns.
- Students who do not change into the correct school uniform will be given a sanction reflective of the severity of the non-compliance. This will be limited to one of the following:
  - Imposing a detention for the student during lunch or after school(with parents being informed before after school detention occurs).
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#### Mobile Phone and Electronic Devices Policy

- **Laptops**
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## Sequences for Student Misbehaviour

<table>
<thead>
<tr>
<th>Jewellery</th>
<th>Participation</th>
<th>Lateness to Class</th>
<th>Drug Incidence</th>
<th>Safety and Banned Items</th>
</tr>
</thead>
</table>
| • Minimum jewellery is to be worn:  
  • Small sleepers (no bigger than a five cent piece) or small studs (non protruding items only).  
  • One small pendant (no larger than a twenty cent piece) on a thin chain.  
  • A signet ring.  
  • Medical alert bracelet and necklaces.  
  • Due to Workplace Health and Safety requirements, necklaces must be worn inside the collared shirt. | Urangan State High School has committed itself to enforce the requirements that students be in class and working to the best of their ability for 100% of their lessons in every subject. Students are expected to:  
  • Have satisfactory attendance and punctuality.  
  • Display satisfactory participation in a subject; including completion of class work and submission of assignments.  
  • Negotiate with class teacher to catch up any work missed (due to sickness, excursions in other subjects, involvement in cultural or sporting activities), within one week of the absence.  
  • Display acceptable behaviour in all classroom situations.  
  • Come to class with the correct equipment.  
  • Teacher to apply appropriate consequences/buddy system. | Each teacher will negotiate with the class, their expectations regarding entry to class if a student is late.  
  • Students are expected to be on time to class - form class is considered a class.  
  • Students are expected to go to the toilet/get a drink before the warning bell  
  • Students need to request a 'pink slip' if they are legitimately going to be late to class.  
  • Consequences  
    • If a student is late to class without a pink slip or a yellow appointment card the teacher will note the lateness on OneSchool.  
    • First Breach – keep student back and warn of consequences.  
    • Second Breach – teacher will keep student in during a break which backs onto the lesson in order to complete the missed work. Length of detentions: first break up to 30 minutes, second break 10 minutes.  
    • Third Breach – after school detention to complete missed work. Teacher to record incident on OneSchool and contact parent/guardian by phone. A Behaviour Concern Letter is sent home.  
    • Continued Breach/Failure to Attend Detention - Referral to House Manager for follow up/suspension. | Use of Alcohol / Illegal Drugs  
  Referral to: Head of Year, Guidance Officer, other welfare support staff  
  • Substance confiscated and will be passed onto School Based police Officer  
  • Parents/guardians informed  
  • May result in suspension/exclusion  
  • Referral to Guidance Officer or School based nurse for counselling  
  • Outside agencies may be used eg. health rehabilitation  
  • Safety  
    • Work Place Health and Safety regulations state that closed in foot wear must be worn and smoking is prohibited on government premises.  
    • Extra protection is required in some classrooms e.g. U-Tech, Science, Manual Arts, Art and Home Economics. Departmental and Industrial safety regulations require students not complying, be excluded from these lessons.  
  • Banned Items  
    • Any potentially dangerous materials / objects are not permitted to be brought onto school campuses e.g. knives, matches, lighters, cigarettes and aerosol cans.  
    • Sale of Drugs  
      • Referral to: Head of Year  
      • Suspended with recommendation for exclusion  
      • Police informed  
      • Substance confiscated and will be passed onto police  
      • Parents/guardians informed  
      • Suspended with recommendation for exclusion  |  
| Classroom teacher messages the House Manager with name/s of persistent jewellery offenders. | | | | |

**Consequences:**  
**First breach:** teacher will warn student and request the item/s to be removed.  
**Second breach:** teacher will confiscate item/s and return them at the end of the day.  
**Third breach:** teacher will confiscate item/s and return them at the end of the term.  

Advice to teachers  
Teacher will maintain a record of levels of participation for future reference (dates and information).  
Teacher to apply appropriate consequences/buddy system.  

**Consequences:**  
**First breach:** teacher will warn student and request the item/s to be removed.  
**Second breach:** teacher will confiscate item/s and return them at the end of the day.  
**Third breach:** teacher will confiscate item/s and return them at the end of the term.  

Classroom teacher messages the House Manager with name/s of persistent jewellery offenders.
Students at Urangan State High School are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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| **Guidance Officer**          | - Student support, student advocate, conflict resolution, management plans for difficult students  
                                 | - Career Guidance and subject selection  
                                 | - Student, Parent and Staff support |
| **School Based Police Officer** | - Early intervention, education programs in and out of classrooms, road safety, police work within schools |
| **School Nurse**              | - Student support, health counselling  
                                 | - Classroom education program |
| **Community Education Counsellor** | - Address specific need of Aboriginal, Torres Strait Islander and South Sea Islander students.  
                                 | - Develop an awareness of cultural issues across the whole school community |
| **Student Coordinators**      | - Student support, student advocate, welfare programs, Leadership Development  
                                 | - Counselling |
| **House Manager**             | - Subject support and assistance with class issues, management of in class behaviour support |
| **School Chaplain**           | - Student support, student advocate, conflict resolution  
                                 | - Counselling |
| **Youth Support Coordinator** | - Student support, student advocate  
                                 | - Counselling |
| **Behaviour Management Staff** | - Provide alternate programs to develop student social skills, behaviour support  
                                 | - Counselling |
| **Advisory Visiting Teachers** | - To assist in program development for students with disabilities. |

This support provides additional assistance to that given by:
- parents
- classroom teachers
- support staff and
- administration staff

Support is also available through the following government and community agencies:
- Disability Services Qld
- Child and Youth Mental Health
- Qld Health
- Department of Child Safety
- Police
- Local Council
- Neighbourhood Centre
- Uniting Church Alternate School
CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES
Urangan State High School considers the individual circumstances of students when applying support and consequences by:

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

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

RELATED LEGISLATION
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
RELATED POLICIES
Statement of expectations for a disciplined school environment policy

Safe, Supportive and Disciplined School Environment

Inclusive Education

Enrolment in State Primary, Secondary and Special Schools

Student Dress Code

Student Protection

Hostile People on School Premises, Wilful Disturbance and Trespass

Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions

Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems

Managing Electronic Identities and Identity Management

Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Temporary Removal of Student Property by School Staff

SOME RELATED RESOURCES

1. National Safe Schools Framework
2. Bullying. No way!
3. Take a Stand Together
4. National Safe Schools Framework
5. Bullying. No way!
6. Take a Stand Together
7. Cybersafety resources for Students
8. Schoolwide Positive Behaviour Support Why adopt a school-wide approach with SWPBS?
9. Code of Conduct for school students travelling on buses

Endorsed

Principal    P&C President
APPENDIX 1 - STUDENT MERIT PROCEDURES AND ACKNOWLEDGING POSITIVE BEHAVIOURS

As part of Urangan State High School’s Responsible Behaviour Plan, we understand the importance of recognising positive behaviours. In order to minimise negative behaviours and increase positive behaviours we accept the research findings which highlight the need to acknowledge 5 positive behaviours for every negative. Merit Points are one formal way that we acknowledge positive behaviours.

Merit Points can be issued in three different ways:

1. Students who meet behaviour standards. These standards are set by the classroom teacher and may include things like punctuality, attention in class, completing set work etc. It would be common for an entire class to receive a merit point if they all meet these standards. Points could be issued on a daily or weekly basis for this type of positive behaviour at the discretion of the classroom teacher. If possible, the awarding of these merits should be done in front of the class and become part of routine classroom practice.

2. Students who meet target behaviours. Target Behaviours are set by the classroom teacher. Target behaviours are those identified as needing improvement. An example may be – Improvement needed in submission of homework. The classroom teacher uses Merit Points for students who meet that target behaviour and complete homework. Target behaviours are changed at the discretion of the classroom teacher. Target behaviours can also be added to – e.g. Week 1 – Homework, Week 2 - Homework and being on time, Week 3 – Homework, being on time and having all equipment. Classroom teachers are able to use merit points as a classroom management tool to improve a target behaviour particular to their class.

3. Students who make significant behaviour improvements or perform above expectations. Merit Points can be issued to students who have made individual behaviour improvements. These would be awarded at the teacher’s discretion for students meeting personal behaviour goals. Points can also be awarded to students who perform above expectations. An example could be a senior student who assists a teacher on PGD, a student who excels in class or on a piece of assessment, a student who assists a teacher, class or team during an extracurricular activity.

Category 3 points should be seen as extra points and must be given in conjunction to categories 1 and 2. An example would be if a targeted behaviour point was awarded for homework, and one student went above and beyond the rest of the class – all students would receive the target point while the one student would be awarded an extra point. It would not be appropriate to issue category 3 points only.

As with all school procedures, consistency is the key. All classroom teachers are expected to utilise Merit Points as part of their routine classroom practice. Classroom teachers use their professional judgements to award merit points. This will look different for every class. In one room, a teacher may issue points to students who meet minimum behaviour standards, while in the classroom next door, students are awarded a point for a targeted behaviour highlighted by the teacher. The important point to note is that all staff utilise merits points in a fair and reasonable way to improve the frequency of positive behaviours. Further, each teacher will use merit points in their own individual way as part of their classroom management toolbox. It is expected that all students who meet behaviour expectations are acknowledged with Merit Points throughout the semester by all of their classroom teachers.
Urangan State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Urangan State High School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Urangan State High School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Urangan State High School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Urangan State High School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Urangan State High School engaging in appropriate online behaviour.

Role of Social Media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.
### Appropriate Use of Social Media

Students of Urangan State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher or via Stymie and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Urangan State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Urangan State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school.

### Laws and Consequences of Inappropriate Online Behaviour and Cyberbullying


The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Urangan State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Urangan State High School expects its students to engage in positive online behaviours.
SCHOOL COMPUTERS AND INTERNET ACCESS

ACCESS
All students are provided automatically with a login account by Education Queensland. This account is used to access the school’s extensive computer system, the internet, email and several departmental websites by means of a login name and a password. Students will be advised how to set an appropriate password. All classroom teachers are able to reset student passwords if the password is forgotten for any reason. Staff on duty at the ICT Help Desk in the Resource Centre will also reset passwords during breaks and answer questions about the computer network.

PERSONAL DEVICES
Students may only connect approved personal ICT devices to the school network by completing the Bring Your Own Device (BYOx) application process. Other personal ICT devices may only be used in class when the classroom teacher has determined that there is an educational purpose for that device in the specific curriculum of that classroom. Private internet connections (e.g. from 3G/4G phones) must never be used on personal devices during class time.

RESPONSIBILITIES
Your computer, email and internet accounts are your personal responsibility. You should make yourself familiar with the Education Queensland ICT Policy at the bottom of this page. You will receive consequences through the School if you break the rules in this policy. Do not tell other students your password as they can then misuse your account. This means they can:

- Delete or copy important work that you have saved for assessment.
- Use up your Internet download quota.
- Send emails under your name.
- Make it look as if you were the one who broke the rules.

SYSTEM SECURITY
System security is the responsibility of all students. Keep passwords secret. Students who suspect a security problem or suspect that their account has been tampered with should immediately change their password and contact their teacher with specific details. Students should not reveal their personal addresses or phone numbers, or the personal information of other students in any e-mail or internet communication.

PRINTING
Printing at Urangan State High School is a consumable charged to users. Members of the Student Resource Scheme are provided with sufficient basic credits to cover class work. Personal printing is not free and students must pay for this. Additional credit for personal printing can be purchased at Student Services.
E-MAIL
Students should attach a signature block containing Name, Class, and Full name of the School to every e-mail message. A student, who receives an e-mail chain letter or a harassing message, should not delete it and should immediately notify their teacher. Students should be aware that all email messages containing bad language are automatically forwarded to the IT Manager and not delivered to the intended recipient.

INTERNET
Access to the Internet is provided to all students as part of the classroom curriculum. Students may also have limited access for personal use during breaks. The Internet is a free service, but is to be used for educational purposes only during class times. The school provides students with classroom access and access for homework and research in the Resource Centre during first breaks and before and after school. Each student has a monthly download to make sure available bandwidth is shared fairly. Students who exceed their download quota in any month will be denied access until the beginning of the next calendar month.

NETWORK MONITORING
Urangan State High School reserves the right to (and does) monitor school computer use by students including all Internet, email and Internet related activity undertaken by students. Special software is used that allows teachers and technical staff to observe computer activity on any computer in the school in real time. Students found to be breaching ICT Policy will have their login disabled and need to see the HOD Learning Resources to have access restored.

EDUCATION QUEENSLAND STUDENT ICT USAGE POLICY
It is acceptable for students to use school computers and network infrastructure for: assigned class work and assignments set by teachers; developing literacy, communication and information skills; authoring text, artwork, audio and visual material for publication on the Intranet or Internet, solely for educational purposes as supervised and approved by the school; conducting research for school activities and projects; communicating with other students, teachers, parents or experts in relation to school work; and access to online references such as dictionaries, encyclopaedias, etc. Students can also collaborate, research and learn through Education Queensland’s e-learning environment.
ACADEMIC AWARDS

Academic awards are presented at the school’s annual Awards Night to all students who meet the specified standards of achievement. There are generally two levels of academic awards, a certificate or a medal. In the senior years, academic awards are also given for each individual subject to the highest achieving student.

INVOLVEMENT AWARDS

Involvement awards are presented at the school’s annual Awards Night to all students who meet the specified standards of school involvement. A student will receive either a certificate or a medal depending on their level of involvement.

SPORTING AWARDS

Sporting awards are presented at the school’s annual Sports Dinner to students who meet the specified level of achievement.

Bronze Medal: Wide Bay Representative at a State Title and a Fraser District Representative at another Regional Carnival and a School Representative for at least one other school sporting team.

Silver Medal: Regional Representative at two or more State Titles, OR Fraser District Representative at a Wide Bay Carnival for three different sports.

Gold Medal: State Representative at a National Title after having been selected in a School Team, Fraser District Team and Wide Bay Regional team for that sport.

HONOURS SHIRTS

Honours Shirts are awarded to students for outstanding Academic, Sporting, Cultural or Leadership pursuits within the school. Students must produce the letter they received from the school on school letterhead at the time of ordering their Honours Shirt.