RESPONSIBLE
BEHAVIOUR PLAN
FOR STUDENTS
2013
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Purpose

Helensvale State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. All students are given opportunities to develop their talents, ambitions and interests through an engaging and diverse curriculum. Helensvale State High School, through our learning culture is committed to the agreed values of Respect, Responsibility and Ethical behaviour for students, teachers and parents.

Consultation and data review

Helensvale State High School developed this plan in collaboration with our school community. Consultation was undertaken during terms three and four 2011. A review of school data relating to the current RBP attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process. Additionally, the development of the new school model to ensure improved learning outcomes, tracking and the impending progression of year 7 into High School were a catalyst for an early review. Throughout 2012, the RBP was reviewed as the new model took shape. After considerable consultation, discussion and evaluation, the model was revised and the policy has been altered to dovetail the new mission, vision and values of Helensvale SHS for 2013 and beyond.

The Plan will be endorsed by the Principal, the President of the P&C and the Regional Executive Director or Executive Director (Schools) in term one 2013, and will be reviewed throughout 2013 as the modified model unfolds. Individual policies or procedures may be reviewed throughout the life of this Plan as deemed necessary by staff of Helensvale State High School.

Learning and behaviour statement

All areas of Helensvale State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Helensvale State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Helensvale State High School aims for excellence with integrity in all endeavours. Students study a challenging, diverse and engaging curriculum which they are expected and encouraged to achieve to their fullest potential. The positive caring environment of the school is conducive to the development of the whole individual, intellectually and socially. Courtesy, respect, tolerance and honesty are central to the learning culture of the school.

Values

At Helensvale State High School we are committed to best practices in teaching and learning that will provide more positive and successful learning outcomes. This is demonstrated by the underpinning values that we have adopted as an integral part of our school culture. These values include:

- Respect
- Responsibility
- Ethical Behaviour

Positive relationships are a vital component that allows all stakeholders to feel valued within and beyond the classroom. Mutual respect encourages the development of socially responsible behaviours and relationships that foster personal growth and development. Taking responsibility is the key component that directly influences behaviours, opportunities and learning outcomes. Acting in an ethical manner underpins choices in behaviour. These values, when combined form a supportive school environment which encourages the positive contribution of the whole school community.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Helensvale State High School we are committed to best practices in teaching and learning that will provide more positive and successful learning outcomes. This is demonstrated by all school community members by:

- Acknowledging rights and responsibilities
- Recognising individuals, group and school success and achievements
- Being aware and utilising where necessary support networks
- Applying the principles of natural justice, to ensure fairness
- Having a commitment to the school’s collaboratively developed behaviour management policy

Universal behaviour support

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Many students will have little or no difficulties. However about 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. All consequences for inappropriate behaviours follow a logical approach that incorporates least intrusive to most intrusive practices.

The philosophy of a supported school environment is embedded within the school culture. It is reflected in the Responsible Behaviour Plan for students which is based on a set of behaviours and consequences that are clearly understood, accepted and practised by all members of the school community.

Successful management in a supportive school environment incorporates the following:

**Engaging Curriculum and Effective Teaching**

Effective teaching and learning enhances and is enhanced by:

- Explicit teaching
- Supportive and challenging environment.
- Worthwhile learning partnerships
- Understanding of the learner
- Recognition of individuals
- Positive reinforcement including celebration of success

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Helensvale State High School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

These expectations are communicated to students via a number of strategies, including:

- Explicit teaching of behaviour lessons conducted by PEP teachers
- Reinforcement of learning on School Assemblies and during active supervision by staff during classroom and non-classroom activities
- A comprehensive induction process

Helensvale State High School has implemented a Personal Enrichment Programme (PEP) for all students. PEP is an inclusive and detailed programme that has a strong focus on the social and career development of the student. The programme aims to incorporate values, expectations, code of behaviour and responsibilities as identified by the school.

The Responsible Behaviour Plan is published annually in the Student Planner. All students are issued with the handbook at the beginning of the school year or upon enrolment if this occurs throughout the year.
The Responsible Behaviour Plan
All students at Helensvale State High School have a right to be happy while they learn. With these rights come responsibilities. It is your responsibility to:

- Practice self-discipline by displaying appropriate responsible behaviour, language and attitude
- Be reliable, dependable and punctual
- Demonstrate readiness to learning by being prepared for lessons, bringing all necessary materials, completing and submitting all homework and assignments, and remaining on task whilst in lessons
- Create and maintain a clean, safe classroom and school environment
- Respect the property of others
- Uphold Helensvale State High School’s uniform policy
- Behave in a manner which brings credit to yourself and the school community
- Be courteous, considerate and caring of the needs and rights of the total school community

Reinforcing expected school behaviour
At Helensvale State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Staff members are expected to give consistent and appropriate acknowledgement and rewards.

Helensvale State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- The Principal’s message in the school newsletter, consistently up-dates and reminds parents to be actively and positively involved in school behaviour expectations
- School Leadership and Support Services team members regularly provide information to staff and parents, and support to others in sharing successful practices
- An induction program in the Responsible Behaviour Plan for Students delivered to new students and their parents as well as new and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Development of specific policies to address:
  - Uniform
  - Playground Management
  - The Responsible Use of Technology
  - Prohibited Substances
  - Bullying
  - Stage System: On Track Academic Learning
  - Lateness
  - Absenteeism
  - Truancy

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support
Each year a small number of students at Helensvale State High School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner. To this end, the school has made provision for a new position known as the Head of Learning Community (HLC). Their role is to track these students, advocate for them and to facilitate better behaviour choices. They are supported by the HODs and the Administration Team.

A range of programs have been designed to cater for the individual needs of students to build on social and life skills that will facilitate acceptable standards of behaviour. These include:
Rock & Water Program
This program teaches students the importance of being grounded and centred and developing self-discipline, self-reflection and self-confidence. It assists them to improve their assertiveness and communication and helps them to make better choices in their environment.

Boost Program
Boost aims to build students’ resilience, self-esteem and confidence and connectedness. Students learn to take care of their own physical and emotional well-being having the strength and capacity to live a full and creative life, and the flexibility to deal with its ups and downs.

Wellness Day
An alternate program specifically created for grade 9 students. Whilst the current Middle School PEP program addresses both National and State Education priorities it does not cater for all the life skill and wellbeing information required by developing students. Adolescence is a stressful developmental phase that sees a high majority of young people participating in risk taking activities without the prior knowledge required to make informed decisions. The aim of this day is to provide students with information required to make informed decisions to enhance their wellbeing through participating in a variety of activities facilitated by professionals in the health field.

BullyBusters
BullyBusters is a program committed to providing a safe, caring and supportive environment characterised by Respect, Relationships and Responsibility. Each individual member of the school community should feel safe, cared for and respected at Helensvale State High School and be free from all forms of bullying and harassment.

Individual Behaviour Plans
These are those individual strategies that are designed to provide information on unacceptable behaviours and support students to make positive changes. These include: student confidential behaviour cards, attendance cards.

External Agencies
When further support for these students is deemed appropriate external agencies may provide assistance. There are numerous programs that cater for the individual needs of students. (See support network for more information)

Leadership development
Every student has the ability to be a leader through many different ways. Helensvale State High School offer 32 Student Council positions for students as well as 32 House Leader positions. Student leadership development committees have been established and provide all students access to demonstrating and developing their leadership potential through enrichment programs, motivational sessions with guest speakers and community service.

TIPs
TIPs is an Inter-Year Program which encourages Year 11 students to mentor Year 8 students in an effort to help them adjust to high school life. This program is used as an educational tool by many high schools in Queensland. It promotes friendship amongst Year 8’s and is a positive peer influence. Year 11 students are therefore trained to run the program. The TIPs program improves a sense of community within the school. It promotes a more caring environment and enhances self-awareness, self-esteem and communication skills. TIPs develops trust and encourages sharing of ideas and feelings. It increases awareness of individual responsibility and helps to develop leadership skills.

Year 12 Conference Day
As part of our commitment to building leadership qualities in our students, each year we take all our Year 12 students on Conference Day at the beginning of Term 1. The day is designed to build positive relationships amongst PEP groups and the cohort as a whole. The day aims to boost respect for each other, and enhance results through a cohesive, team approach to Year 12. The day is also aimed at increasing awareness of teamwork around QCS results and its effect on OP’s, and how to achieve the best possible Tertiary Entrance Rank score.
**Student recognition**

Students have a variety of opportunities to be recognised both formally and informally at Helensvale State High School. Certificates of appreciation and achievement are presented to students in all year levels during the term. Special parades to recognise academic excellence and sporting achievement are held throughout the year. On Track awards are distributed each semester and students are recognised for their contribution both in the school and the community in activities such as the Red Cross, ANZAC Day, Salvation Army and Relay for Life. Twice a year student leaders assist in planning a mystery bus tour as a reward for positive student conduct. As a culminating activity the annual Awards Night showcases the academic, sporting, cultural and community achievements of students at Helensvale State High School.

**Intensive behaviour support**

Helensvale State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Intensive behaviour support is initiated when all forms of other behaviour support have been utilised for students who display high intensity and high frequency inappropriate behaviour. This behaviour indicates that there is a distinct risk of learning disengagement and/or serious injury to the student or others. Support staff including Guidance Officers, School Chaplains, School Based Youth Health Nurse and external agencies are engaged to provide necessary support and assistance.

**Consequences for unacceptable behaviour**

Helensvale State High School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable appropriate consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The Responsible Behaviour Plan for Students clearly outlines the expectations and consequences when behaviour is inappropriate.

The consequences range from least intrusive to most intrusive and are only implemented after careful consideration has been given to all other responses. The unique circumstances of the situation are also considered. Continued disruption to learning by the student, after intervention and support to the student to adapt behaviours, may result in suspension or exclusion. Behaviour that endangers students, staff and facilities may also result in suspension or exclusion. This will be at the discretion of the Principal.

**Emergency or critical incident responses**

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.

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.

Staff at Helensvale State High School has adopted a response to emergency or critical incidences that is up-dated on a needs basis. Staff are also made aware of procedures to be followed that include formal documentation of any incident.
The network of student support

Support Networks
The network of support available to all school community members may be provided internally within the school setting or by external community agencies.

Internal:
- Student Mentors
- PEP teachers
- Head of Learning Community
- Support Service Team (Guidance Officers, Chaplains, School Nurse, Learning Support, Industry Liaison Officer, Youth Support Coordinator, Youth Pathways Officer, Indigenous Support, English Speech Language Support)
- Learning Support, HOSES
- Heads of Department
- Deputy Principals

External:
- Positive Learning Centre
- Child and Youth Mental Health
- Department of Child Safety
- HeadSpace
- Gold Coast TAFE
- Keebra Park Annex
- SCISCO
- Police

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

Consideration of individual circumstances

To ensure alignment with the Responsible Behaviour Plan when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Helensvale State High School considers the individual circumstances of students when applying support and consequences by:
- Promoting an 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, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
  - Express opinions in an appropriate manner and at the appropriate time
  - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation, and
  - Receive adjustments appropriate to their learning and/or impairment needs

The process may include negotiation, mediation and consultation with different sources as needed. We value student engagement and therefore strive to ensure the educational needs of all students are maximised.
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

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

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement:

Principal  P&C President  Regional Executive Director or Executive Director (Schools)

Effective Date: January 2013
Helensvale State High School Mission, Vision, Values and the Responsible Behaviour Plan

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. All students are given opportunities to develop their talents, ambitions and interests through an engaging and diverse curriculum. Helensvale State High School, through our learning culture is committed to the agreed values of Respect, Responsibility and being Ethical for students, teachers and parents. To this end the Responsible Behaviour Plan (RBP) is based on 2 systems running parallel to one another. There is a Level System for behaviour called the On Track Responsible Behaviour Policy and a Stage System for curriculum and participation called the On Track Academic Policy. Both systems are underpinned by our Mission, Vision and Values.

Our Mission: One Student One Community Many Futures

Each student engages personally in our school and achieves to their full potential.

Our Learning Vision:

We will create an innovative learning community that prepares our students for the future. Our students will be:

- Healthy
- Literate
- Resilient
- Respectful
- Numerate
- Responsible
- Motivated
- Creative
- Sceptical
- Ethical

Our Values:

All students at Helensvale have the right to be safe and happy while they learn. With these rights come responsibilities. It is the responsibility of the school community to uphold the Vision of the school by adhering to the following values:

At Helensvale we believe that this excellence is created through the following values:

1. Be Respectful for: Yourself
   Others
   The Environment

2. Be Responsible for: Your own behaviour
   Following directions without debate
   Being the best we can be

3. Be Ethical:
   If it isn't right – Don't do it
   If it isn't true – Don't say it
Level System: On Track Responsible Behaviour Policy

The On Track Responsible Behaviour Policy is based on a system where students move levels. All students begin the year on Level 3* but may move between the levels depending on their behaviour both in class and in the playground.

Movement through the levels is fluid. Students can go as high as levels 1 and 2 for good behaviour. These top levels reward students through presentation ceremonies. Special activities will be organised and participation is by invitation only. However, students may also move to Level 4 where they are monitored are managed by HLCs and HODs. Alternatively, students can move straight to the Administration managed Level 5 for major behaviours or they can gradually move between the levels if behaviours do not improve. When a student reaches Level 5, they will not be entitled to represent the school at any functions, sports or activities.

However, students who need to represent the school may apply for a Behaviour Credit Card – 100 points at HOD level and 150 points at Administration level. Behaviour Credit Cards can be issued by the HLC, HOD or Admin responsible for the student tracking and cannot be issued on more than two occasions in an academic year. (see page 6).

With two weeks of good behaviour (no records or referrals) a student may move back a level. It is the responsibility of the student to see their HLC to request a move in behaviour levels.

Students are eligible for On Track Integrity and Honours awards at the end of each Semester.

* Students who finish the year on a level other than 1, 2 or 3 will begin the year 1 level below their finishing level. If they have a referral in the first two weeks of the year, they will revert to the level they ended on the previous year.

Roles of Staff in Level System

PEP Teacher:
- Monitor student progress and encourage responsible, respectful and ethical behaviour.
- Deliver specific PEP units and report on outcomes
- Conduct On Track Interviews (OTI) regarding student progress
- Monitor uniform, lateness and absenteeism

Teacher:
- Monitor student progress and encourage responsible, respectful and ethical behaviour.
- Monitor student uniform and issue detention through ID Attend any time during the day if the student cannot produce the stamp issued by the HLC at the uniform shop

Head of Learning Community (HLC): Track and act on absenteeism lateness and uniform. HLCs may intervene at the teacher’s request or provide support when they become aware of a student experiencing difficulties in their Learning Community.

Head of Department: Provide support and intervention in their curriculum area. They may enact 1-5 day suspensions.

Administration: Involvement can be either through a direct referral for inappropriate behaviour or after a student has moved through the level process. They may enact 1-5 and/or 6-20 day suspensions.

Support Services: Operate proactive programs across year levels and manage students on a case by case basis.
## ON TRACK RESPONSIBLE BEHAVIOUR POLICY

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<th>LEVEL DESCRIPTION</th>
<th>PERSON RESPONSIBLE</th>
<th>OPERATIONAL GUIDELINES</th>
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| 1 On Track Honours Award | Teacher Nominated | • Data will be generated from the OneSchool data base after reporting has been closed  
• Students must have received all “A’s” for Effort & Behaviour  
• Students must have previously gained an Integrity Award in the reporting period  
• Seniors will need to have significant participation in extracurricular activities to be considered  
• Juniors will need to have some participation in extracurricular activities |
| 2 On Track Integrity Award | Teacher Nominated | • Data will be generated from the OneSchool data base after reporting has been closed  
• Students must have gained all A’s and B’s for effort and behaviour; 1 C is permitted  
• Good behaviour in the classroom and playground is a prerequisite |
| 3 Responsible Student | Teacher Monitored | Students:  
• Begin the year on this level  
• Must adhere to the RBP to remain on this level  
• Must demonstrate responsibility, respect and engage in positive relationships within the school and community  
Teachers:  
• Encourage responsibility, respect and ethical behaviour  
• Make contact with parents regarding concerns with the student  
• Implement and record on OneSchool the strategies (at least 5) that have been used to encourage appropriate student behaviour before a student is referred to the HLC  
Parents:  
• Acknowledge they have received communication regarding student |
| 4 At Risk | HOD/HLC Managed | Students:  
• Are encouraged to adjust behaviour to an appropriate level  
• Engage in an interview with HOD or HLC and teacher to negotiate improvement strategies  
• Are offered a Guidance appointment  
• Track improved behaviour and see HLC to move back to level 3  
Teachers:  
• Participate in meetings with HODs or HLC and student  
• Monitor student progress and communicate with HOD/HLC  
• Continue to record information on OneSchool  
HOD/HLC:  
• Contact parent  
• Move students on the database to Level 4  
• Send Level 4 letters home  
• Provide explanation to students outlining how they can move back a level  
• Initiate meeting with teacher and student  
• Manage student as necessary |
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<th>5 Off Track</th>
<th>HOD/DP Managed</th>
<th>Students:</th>
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| 1-5 day suspension | • Are no longer eligible to represent or participate in any functions, events or extracurricular activities until they return to at least level 4  
• Must attend an interview with the parent/guardian and HOD  
• Must follow a negotiated plan  
• Will be offered support services  
• May apply for a Behaviour Credit Card  
• Track improved behaviour and see HLC to move back levels  

**Teachers:** |
| --- | --- | --- |
| | • Maintain communication with HOD and maintain OneSchool records  
• Provide work if necessary  

**HODs:** |
| --- | --- | --- |
| | • Contact parent/guardian and negotiate an interview  
• Move the student on the database to Level 5  
• Send Level 5 letters home  
• OneSchool the level move, contact and support  
• May issue a Behaviour Credit Card (100 points)  

**Parents:** |
| --- | --- | --- |
| | • Attend an interview with their child  

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<th>5 Off Track</th>
<th>ADMIN Managed</th>
<th>Students:</th>
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| 1-5 day suspension OR 6-20 day suspension | • Must attend an interview with a parent/guardian and the DP  
• Are expected to follow the behaviour management strategies or program devised by relevant personnel  
• May apply for a Behaviour Credit Card (150 points)  
• Track improved behaviour and see HLC to move back levels  

**Admin:** |
| --- | --- | --- |
| | • OneSchool level move  
• Each OneSchool case will be managed on its own merit. When possible HODs, HLC’s and teachers will be part of the process  
• Organise parent/guardian contact  

**Parents:** |
| --- | --- | --- |
| | • Parent/guardian contacted and letter sent home  
• Parent/guardian attends compulsory interview  

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<th>5 Off Track</th>
<th>Suspension and Exclusion</th>
<th>Admin:</th>
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| 1-5 day suspension OR 6-20 day suspension | • To apply consequences after investigation and approval  

**Parents:** |
| --- | --- | --- |
| | • Will be contacted regarding reasons for and length of suspension  

**Students:** |
| --- | --- | --- |
| | • Will be expected to be under the supervision of parent/guardian on a short term (1-5 day) suspension or undertaking agreed education plan whilst on a long suspension (6-20 days)  

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The ‘On Track’ Responsible Behaviour Policy

Level 1
On Track Honours Award

Student must have all A’s in effort and behaviour. Extra-curricular participation is required.

Level 2
On Track Integrity Award

Student must achieve all A’s and B’s in effort and behaviour. One C is permitted.

Level 3
Responsible Student

2 weeks no incidents recorded

These levels are based on effort and behaviour not academic achievement.

Level 4
At Risk

2 weeks no incidents recorded

All students begin on this level. Teacher monitors behaviour:
• Manages minor class disruptions
• Contacts parents
• Refers continual disruption to Head of Learning Community (HLC)

HOD/HLC Manages student:
• Level 4 letter sent home
• Meets with teacher and student to complete improvement plan

Level 5
Off Track

2 weeks no incidents recorded

Principal/DP/HOD Managed:
• Possible 1-5 day suspension
• Possible 6-20 day suspension
• Compulsory parent interview
• Lose Representative Rights

Students may move from Level 3 as a result of highly inappropriate or unsafe behaviour. Support Services will be offered to students as the need/demand arises.
Responsible Behaviour Plan

Ultimately, the severity of disciplinary outcomes is determined by the school Principal based on an assessment of the totality of the alleged misbehaviour, the consequences of the said misbehaviour and the students personal circumstances (including their behaviours history).

Educating young people is a shared responsibility and Helensvale State High School recognises the role of parents as integral to a coordinated case managed approach; to encourage students to reach identified behaviour patterns. If for any reason the student chooses the following inappropriate behaviour, the following consequences apply:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Maximum Consequence *</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Behaviour that poses an unacceptable risk to the safety or wellbeing of</td>
<td>Permanent Exclusion</td>
</tr>
<tr>
<td>other students, staff or other members of the school community, (</td>
<td>(while this outcome may not be given in all cases, it is the likely outcome for the</td>
</tr>
<tr>
<td>including but not limited to bullying, fighting, violence, threats,</td>
<td>behaviours indicated left).</td>
</tr>
<tr>
<td>harassment, sexual harassment, intimidation or facilitation thereof by</td>
<td></td>
</tr>
<tr>
<td>others, encouraging persons to trespass onto school premises or to</td>
<td></td>
</tr>
<tr>
<td>interfere with school activities, use of internet or electronic</td>
<td></td>
</tr>
<tr>
<td>media/devices to abuse or denigrate)</td>
<td></td>
</tr>
<tr>
<td>• Behaviour that interferes with the property of the school or others of</td>
<td></td>
</tr>
<tr>
<td>the school (including but not limited to vandalism, graffiti, wilful</td>
<td></td>
</tr>
<tr>
<td>damage, theft etc.)</td>
<td></td>
</tr>
<tr>
<td>• Possession of certain inappropriate things or weapons (including but</td>
<td></td>
</tr>
<tr>
<td>not limited to knives of any type, sharp objects, knuckle dusters,</td>
<td></td>
</tr>
<tr>
<td>sling shots, firearms or replicas thereof, fire crackers [explosives]</td>
<td></td>
</tr>
<tr>
<td>etc.)</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate use, possession, supply of intoxicating substances and/or</td>
<td></td>
</tr>
<tr>
<td>utensils (including but not limited to illegal drugs or illegal drug</td>
<td></td>
</tr>
<tr>
<td>implements, alcohol, paint, glue, prescription medicine etc.)</td>
<td></td>
</tr>
<tr>
<td>• Serious behavior or action in a private capacity that is prejudicial to</td>
<td></td>
</tr>
<tr>
<td>the good order and management of the school</td>
<td></td>
</tr>
<tr>
<td>• Habitual misconduct/disobedience or other conduct prejudicial to the</td>
<td></td>
</tr>
<tr>
<td>good order and management of the school (includes repeated breaches of</td>
<td></td>
</tr>
<tr>
<td>the school's Responsible Behaviour Plan)</td>
<td></td>
</tr>
</tbody>
</table>

* Maximum consequence means the most severe disciplinary outcome that may result from an identified misbehaviour. The term does not mean that the most severe disciplinary outcome will result in all cases.
When a student continually refuses to abide by the School's Code of Conduct the following support processes and programs might be instigated.

These include but are not limited to:

- Referral to Student Support Services e.g. Chaplain, School Nurse, Guidance Officer, Youth Support Coordinator
- HOD/Administration depending upon the student and circumstances.
- Appointment of a Case Manager
- Intense counselling sessions with the school’s Guidance Officer
- Individual Behaviour Improvement Plan (BIC)
- Appointment of adult/student mentor at school to provide positive communication and strategies with student e.g. class teacher as identified by student
- External Support Services – SCISCO, TAFE, Work experience

Return from Suspension

The following procedure is expected when a student returns from suspension:

- Parent/guardian contacts relevant personnel to arrange an interview time
- All parties meet at the negotiated time
- The student needs to acknowledge which of the schools values he/she has breached
- In keeping with the values of respect, responsibility and ethical behaviour, the student needs to commit to a plan to restore the fractured relationship and accept responsibility for ensuring the agreement is fulfilled (e.g. apology to staff member for actions)
- Students will be offered the support services in the school
- The student must satisfactorily complete a Return from Suspension card for one week
- The interviewer must point out that a repeat of the same behaviour will incur a greater consequence
- The card must be shown to the HLC, HOD or DP as negotiated
- Loss of the card will invoke an extension of the time frame until one full week has been completed
- Refusal to remain on the Return from Suspension card will incur consequences which may include another suspension

Behaviour Credit Cards (BCC)

Adolescents sometimes act impulsively without consideration of the consequences. When young people make an error of judgement, it is imperative to build relationships with them to ensure they can accept responsibility but also make amends. To this end, a student who finds themselves on Level 5 and therefore unable to represent the school may apply to fast track their level movement in time to participate in an activity.

In this situation, the student must see the relevant personnel, apply for the BCC and complete it by the negotiated time frame. Please note:

- The responsibility lies with the student to apply for and complete the card
- A student can only be given a maximum of two BCC’s in any one academic year
- A proforma will be stored in G drive

Student Property

If a student brings a banned item to school (such as a skateboard, weapon etc) or is using an item such as a mobile phone inappropriately, they will be directed to take the item to Student Services to hand it in and collect a slip to retrieve it later. Students who do not follow this direction should be sent to the appropriate Deputy Principal.
HELENSVALE STATE HIGH SCHOOL: RETURN FROM SUSPENSION CARD

NAME: ___________________________ YEAR: ________ HOD: ______________________ DATE COMMENCED: __________________

Please show your card to the HOD/HLC each morning before school. An unsatisfactory (U) result or a blank on any lesson will result in detention. Loss of the card will mean you have to start again. Refusal to complete will be dealt with by the DP. The card must be completed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll Mark – 8.50</td>
<td>S/U Signature</td>
<td>S/U Signature</td>
<td>S/U Signature</td>
<td>S/U Signature</td>
<td>S/U Signature</td>
</tr>
</tbody>
</table>

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Parent Signature

HLC/HOD Signature

Do you require the support from:  
☑ Guidance Officer  ☐ School Based Youth Nurse  ☐ Chaplain  ☐ Other

Further breaches of the RBP will incur greater consequences______________________

Parent Signature__________________ Student Signature______________________ School Representative__________________________
<table>
<thead>
<tr>
<th>Name</th>
<th>Date/ Strategy</th>
<th>Date/ Strategy</th>
<th>Date/ Strategy</th>
<th>Date/ Strategy</th>
<th>OS</th>
<th>level 4</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg: John Smith</td>
<td>02/02 Warned Student</td>
<td>02/02 Moved students</td>
<td>06/02 Student sat alone</td>
<td>06/02 Lunch Detention</td>
<td>✓</td>
<td>Referred to HLC</td>
<td>Spoke to HOD about disruptive behaviour 07/02.</td>
</tr>
</tbody>
</table>


### ‘On Track’ Positive Behaviour Management Tracking Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Date/Strategy</th>
<th>Date/Strategy</th>
<th>Date/Strategy</th>
<th>Date/Strategy</th>
<th>OS</th>
<th>level 4</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg: John Smith</td>
<td>02/02 Attitude</td>
<td>02/02 Leadership</td>
<td>06/02 Worth Ethic</td>
<td>06/02 Class Work</td>
<td>✔</td>
<td>Referred to HLC</td>
<td>Spoke to HOD about exceptional behaviour 07/02.</td>
</tr>
</tbody>
</table>

A= Attitude  L= Leadership  WE=Worth Ethic  CW=Class Work  E=Effort
Student Reflection Sheet

Student _____________________  ID ______________________
Teacher _____________________  Date ______________________
Subject _____________________  Lesson ______________________

Teacher to Complete This Section

Incident:
________________________________________________________________________________________________________
________________________________________________________________________________________________________

During this lesson you will need to complete the following work or copy the behaviour management sections of your handbook
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Student to Complete Following Section

What are my responsibilities as a student?
________________________________________________________________________________________________________
________________________________________________________________________________________________________

What responsibilities have I failed to demonstrate in this situation?
________________________________________________________________________________________________________
________________________________________________________________________________________________________

In what was my behaviour unethical?
________________________________________________________________________________________________________
________________________________________________________________________________________________________

In what way did my behaviour show a lack of respect?
________________________________________________________________________________________________________
________________________________________________________________________________________________________

What am I going to do to change my behaviour in future?
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Parent/Guardian Comments:
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Parent/Guardian Signature _______________________________  Student Signature _______________________________
Teacher issued consequences completed  Yes/No
Teacher Signature ______________________________________________
The following table is a guide to the possible types of responses to inappropriate behaviours in the school:

<table>
<thead>
<tr>
<th>Record</th>
<th>Refer</th>
<th>Suspension/Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Behaviour which could be recorded includes but is not limited to:</td>
<td>• Behaviours which should be referred and may be suspendable includes but is not limited to:</td>
<td>• Behaviours which may result in a suspension or an exclusion includes but is not limited to:</td>
</tr>
<tr>
<td>• Late to class</td>
<td>• Graffiti</td>
<td>• Smoking</td>
</tr>
<tr>
<td>• Littering</td>
<td>• Spitting</td>
<td>• Theft</td>
</tr>
<tr>
<td>• Rudeness</td>
<td>• Refusal to follow a staff member’s instruction</td>
<td>• Vandalism</td>
</tr>
<tr>
<td>• Minor disobedience</td>
<td>• Incomplete assessment (Academic On Track Policy)</td>
<td>• Possession and or use of illegal substances</td>
</tr>
<tr>
<td>• Disrupting the teaching/learning process</td>
<td>• Offensive material</td>
<td>• Fighting- physical &amp; verbal misconduct</td>
</tr>
<tr>
<td>• Aggressive play</td>
<td>• Truanting</td>
<td>• Bullying – physical &amp; verbal</td>
</tr>
<tr>
<td>• Poor language</td>
<td>• Food fighting</td>
<td>• Harassment</td>
</tr>
<tr>
<td>• Misbehaviour</td>
<td>• Abuse of computer facilities</td>
<td>• Sexual Harassment</td>
</tr>
<tr>
<td>• Chewing gum</td>
<td>• Persistently not complying with recorded items</td>
<td>• Deliberate use of offensive/abusive language or gestures</td>
</tr>
<tr>
<td>• Wearing jewellery</td>
<td></td>
<td>• Swearing at or in the presence of a staff member</td>
</tr>
<tr>
<td>• Public displays of affection</td>
<td></td>
<td>• Chronic disruption to teaching and learning</td>
</tr>
<tr>
<td>• Inappropriate material in student planner</td>
<td></td>
<td>• Unsafe behaviour in class or the playground</td>
</tr>
<tr>
<td>• Homework not done consistently</td>
<td></td>
<td>• Serious breaches of Workplace Health &amp; Safety requirements</td>
</tr>
<tr>
<td>• Possession of aerosol cans and banned equipment</td>
<td></td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td>• Out of class without teacher’s permission</td>
<td></td>
<td>• Responsible Use of Technology Policy</td>
</tr>
<tr>
<td>• Incorrect uniform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responsible Use of Technology Policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ATTENDANCE PROCEDURES**

<table>
<thead>
<tr>
<th>Situation</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| Roll Mark                                                                 | • Mark the roll accurately every day  
• Follow attached procedures  
• Students must enter the allocated room and sit at a desk. There should be silence whilst the teacher marks the roll accurately  
• Return the roll to the Attendance Officer at the end of roll mark (you may want to nominate a roll monitor) |
| Student has unexplained absences*                                        | • Roll Mark teacher is to follow up with students to obtain absence note, check to see if there has been a phone call, text or email the day the student returns (ID Attend)  
• Roll Mark teacher issues a consequence (e.g accompany Roll Mark teacher or negotiated teacher on PGD until a note is provided or a reason has been noted on ID attend)  
• If a student does not bring notice of absence, then it is the Roll Mark teacher's responsibility to follow normal behaviour procedures for students who do not comply with requests |
| Student has an appointment with Support Services personnel                | • Support Personnel need to note on ID attend that the student had an appointment at the beginning of the allotted time and time of departure |
| Student has 3 or more consecutive days of unexplained absences             | • Roll Mark teacher alerts Attendance Officer via slip  
• AO makes phone call & records in OneSchool  
• AO to communicate with Roll Mark teacher via email |
| Student is absent 8 days in a term                                        | • HLC monitor through weekly data  
• Week goes Wednesday to Tuesday  
• HLC to call home, OneSchool & notify relevant DP  
• School Support Services involved |
| Student reaches 12 days absent in a term                                  | • HLC to inform DP  
• DP decides to consider use of Form 4  
• School Support Services involved  
• DP monitors the case from this point onwards |
| Tracking attendance percentage                                            | • HLC informs students on a weekly basis on parade  
• Use of electronic board  
• Newsletter coverage |
| Attendance policy promoted                                                | • “It's not OK to be away”  
• Recognition of individual, class and year level attendance  
• Attendance tied to awards criteria |

*When a student is suspended, DP’s must inform the AO immediately.

**LATENESS PROCEDURES**
Students need to be able to attend Roll Mark until approximately 8.50am when the bell rings.

The roll can be returned at the end of Roll Mark to maximize the opportunity to mark the roll as accurately as possible, to reduce waiting time in the late line and increase student learning time.

Administration will support the late detention room for the first 3 weeks. It will be reviewed after this time frame to ascertain the location and how many staff are required. (Detention will be in the SAC from 11.15-11.30 am for this time)

This will take effect from Monday, February 4, 2013

<table>
<thead>
<tr>
<th>TRUANCY PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students who have unexplained lateness to school</strong></td>
</tr>
<tr>
<td>- Automatic lunchtime detention same day (First 3 weeks in the SAC for the first 15 mins of lunch 1)</td>
</tr>
<tr>
<td>- Student added to ID Attend Detention log</td>
</tr>
<tr>
<td>- Teacher on duty marks Detention roll on ID attend and emails results to HLCs for follow up</td>
</tr>
<tr>
<td>- Students will get one reminder. If they do not show at lunchtime then an afterschool detention (ASD) will be issued by HLC</td>
</tr>
<tr>
<td>- HLC to follow up attendance on ASD</td>
</tr>
</tbody>
</table>

| **5 or more unexplained late arrivals in a term** |
| - HLC will discuss lateness with student, contact home and OneSchool outcomes |

| **8 or more explained late arrivals in a term** |
| - HLC to discuss with student, contact home and OneSchool outcomes |

| **Student does not sign in or out** |
| - This is treated as truancy and the student will be dealt with as per truancy policy |

| **Student late to class** |
| - Teacher to note on ID Attend and issue consequences as per class rules and expectations |
| - HOD will monitor data, teacher and HOD to communicate regarding persistent offenders |
| - HLC may become involved if lateness is across the curriculum |

| **Student late to Parades** |
| - This should be treated as per student late to class and consequences should be applied by the Roll Mark teacher |

| **Teacher marks the roll EVERY lesson on ID Attend** |
| - Supervising teacher to mark roll on ID Attend (preferred format) or paper by end of day |
| - Supply teacher to mark roll on ID Attend Detention log |
| - NP Process implemented as is in Senior School |

- Teacher marks the roll EVERY lesson on ID Attend
### Uniform Policy

Helensvale State High School has a Uniform Policy which is endorsed by the Parents and Citizens Association for the purpose of ease of identification and the safety of our students. Students at Helensvale State High School should at all times present a positive image to the community where they are in regular contact with prospective employers, future parents and students and members of the general public. A student's standard of grooming is a reflection of their self-respect as well as a reflection of a student's willingness to be a responsible member of the Helensvale community.

<table>
<thead>
<tr>
<th>SCHOOL UNIFORM</th>
<th></th>
</tr>
</thead>
</table>

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### Tracking Truancy

- HLC reads and checks data report each day for anomalies
- HLC tracks the student to set the detention
- The teacher may notify the HLC after they have marked the roll on ID
  Attend if the student has been marked present earlier in the day but is absent from their lesson without authorisation

### Consequences* when student truants

*It’s not about SEVERITY but about CERTAINTY

- First truancy will result in an after school detention negotiated between parent and HLC
- If student does not attend ASD the HLC on duty makes a phone call to explain to parents that if the student does not attend after school detention the next scheduled ASD day they will be suspended for refusal to follow directions
- Second truancy will result in two after school detentions
- Support Services notified

### Third occasion/Ongoing truancy

- HLC informs DP
- Parental meeting with DP
- Support plan determined
- Support Services involved

### Students out of class on excursion, taken out of class for activities etc

- Staff members requiring students for set activities must notify the necessary staff before the event or provide a note for the student to explain their absence
- List of students on excursions is posted on notices.
- The roll must be marked for absences and attendance and submitted to the Attendance Officer before departure
**GIRLS UNIFORM**

**Formal Uniform**
- Dress blouse  - Yr 8 & 9 Pin Stripes
  - Yr 10 – 12 White
- Navy Skirt/Shorts with HSHS logo
- Navy Blue tights
  (only to be worn in Term 2 and 3)
- White socks
- Ties and Blazers with HSHS logo are optional for Seniors
- Blazers are available from Text hire for short term loan if participating in official school events

**Sports Uniform**
- Polo sports shirt with HSHS logo
- Sports shorts with HSHS logo

**Winter Additions**
- V-Neck Jumper with HSHS logo
- Scarf: Navy Blue or White only

**Shoes**
- Plain black, lace up, leather with a protective substantial upper
- Black shoe laces

**BOYS UNIFORM**

**Formal Uniform**
- Dress shirt - Yr 8 & 9 Pin Stripes
  - Yr 10 – 12 White
- Navy Shorts with HSHS logo
- White socks
- Ties and Blazers with HSHS logo are optional for Seniors
- Blazers are available from Text hire for short term loan if participating in official school events

**Sports Uniform**
- Polo sports shirt with HSHS logo
- Sports shorts with HSHS logo

**Winter Additions**
- V-Neck Jumper with HSHS logo
- Navy dress pants

**Shoes**
- Plain black, lace up, leather with a protective substantial upper
- Black shoe laces

---

**Uniform Guidelines:**

- All students should have at least one sport uniform and one formal uniform
- The formal uniform is required every Friday – Formal Friday
- The sports uniform may be worn on any day that a sporting activity appears on a student's timetable – e.g. Tuesday sport, HPE lesson, sports days and so on. The formal uniform must be worn at all other times.
- Students cannot mix and match the formal and sports uniforms
- The girls' skirt must sit just above the knee. The length of the skirt is not to be altered or tampered with and the green "H" must remain in its original condition. The skirt must not be rolled at the waistband and the zip must be completely done up
- Shirt sleeves and shorts must not be rolled up
- Students must wear their formal uniform if they are participating in school excursions, representing the school at official functions or attending formal school events such as Award's Night unless otherwise advised
- Shoes must be plain black, lace up, leather with a protective substantial upper. Laces must be black
- Students are not permitted to have any piercings, stretchers or accessories. The exception being up to two earrings in the ear lobes which are either small studs or sleepers
- Specialised subject and event shirts are only to be worn during the authorized period.

It is the responsibility of all students to wear their school uniform in a respectful and appropriate manner. Remember that any time you are in uniform you are representing Helensvale State High School, your manners, behaviour and dress standard need to ensure that you are a good ambassador.

---

**All uniform items are to be purchased through the P & C uniform shop**

**Other uniform items that are subject specific**
- AFL, Rugby League and Rugby Union shorts, Dance shirts & House T-shirts are also available

**Undergarments**
- Undershirts must be plain white and not show outside/through uniform

**Jewellery**
• No rings, wrist, neck or ankle jewellery allowed except for a watch and a medical bracelet
• No more than two pairs of earrings in the ear lobe only. They must be either studs or sleepers with a maximum diameter of 10mm for a set of sleepers
• Ear studs must be worn flat against the ear. The stud must have a post and the length of the post must be no longer than 10mm. The post must be secured to the back of the lobe with a butterfly clip. Any other ear adornment is not acceptable
• Stretchers and spikes are not permitted
• In certain environments the wrist watch or medical bracelet must be removed (health/safety). This includes but is not limited to Health and Physical Education, Sport, Dance, Drama, Home Economics, Hospitality, Manual Arts subjects, Art and Science.

Footwear
• Shoes can be purchased through the P & C uniform shop
• Plain black, lace up, leather with a protective substantial upper are to be worn with both formal and sports uniforms
• Shoe laces must be black
• White socks must be worn with shoes & must be visible
• Canvas shoes, ballerina style shoes and slip-on shoes are not permitted
• Thongs are never suitable for the workplace or school

Responsibility for jewellery removed rests with the student in these instances

Nail Polish/ Makeup
• No nail polish
• Students with acrylic nails must have clear polish
• No makeup except for light foundation
• Students will be asked to remove nail polish and makeup

Hair
• Clean, neat and tidy
• Extreme hairstyles or significant variations in hair length (e.g. Mohawks, shaved sections and rat’s tails) or bright, unnatural hair colours are not acceptable. Natural toning only is permitted
• If hair is tied back for certain tasks it is with a discreet hair tie and/or school coloured ribbon
• Bandannas, beanies and large ornamental bows are not to be worn

Other unacceptable items include but are not limited to:
- Jeans
- Denim
- Ruggers
- Stubbies
- Leggings
- Black stockings
- Black tights
- Thongs
- Slip-on shoes
- Canvas shoes
- Coloured shoe laces
- Coloured socks
- Beanies

Uniform Infringement

Not wearing the uniform correctly is a breach of the Uniform Policy. Students who do not wear their uniform appropriately or who wear non uniform items will be requested to change into a uniform provided by the school. Parents will be contacted when students do not comply with our Uniform Policy. Where a loan uniform is issued it must be returned in a clean condition within one week or an invoice will be issued for the item.

Students who refuse to follow the uniform policy will incur consequences. These include, but are not limited to the following:
• Lunchtime detention
• Community service
• Afterschool detention
• Progression to another level

Procedures for Students out of Uniform with a note – Roll mark and PEP
• Teacher sights the note
• Sends student to HLC for stamp
• Uniform swap arranged if possible
• Teacher to check the stamp on student’s return

Procedures for Students out of Uniform – Lessons 1-4
• Request to sight note/stamp
• If no note or stamp produced, log uniform infringement on ID Attend
• Inform student of detention (next day if after period 2)
• Sign and date student planner

Procedures for Students out of Uniform – Teachers on PGD
• Request to sight note/stamp and student ID
• Request student to remove non-uniform item or go to uniform shop to swap uniform
• If student refuses to comply escort them to the HLC room SM01/2

Uniform Infringement without a note
Any teacher who notices a student out of uniform will:
• Send an email to HLC and the student to HLC in the morning during PEP
• HLC stamps diary
• Issues detention
• Records on ID Attend
• Notifies student of detention on the spot
• Sends student to uniform shop for uniform swap if possible

Consequences
Failure to complete the detention:
• ID Attend automatically reissues detention
• Teacher on lunchtime detention emails HLCs with attendance summary
• HLC to monitor
• If a student fails to attend the second detention HLC calls home and the student must complete after school
• HLC logs the afterschool detention
• Teacher on afterschool detention sends an email of attendance to the HLCs
• If the student fails to complete the afterschool detention the HLC completes a OneSchool referral to the year level DP for a two day suspension for a first offence
• On return from two day suspension the DP completes the re-entry interview (with parent if possible)
• Moves student to level five
• No red card
• Subsequent refusal to complete afterschool detention will result in a suspension which will be determined by the relevant DP

Students who have accumulated 5 uniform detentions in a semester will move to after school detention

If the student persistently fails to comply with these processes: The student will be referred to the Deputy for an interview with the possibility of suspension.
These behaviours are low intensity but high in frequency eg. calling out, not bringing equipment and so on.

These behaviours are persistent infringements that do not comply with the values of Helensvale State High School – Respect, Responsibility and Ethical Behaviour.

These behaviours endanger students and teachers and provide a health or safety risk.

Behaviour managed in class
Teacher is explicit about expected

Student
- Persistent behaviour

Exit Strategies
- Remove student to office

---

**CLASSROOM MANAGEMENT**

<table>
<thead>
<tr>
<th>Recordable</th>
<th>Referrable to HOD</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>These behaviours are low intensity but high in frequency eg. calling out, not bringing equipment and so on.</td>
<td>These behaviours are persistent infringements that do not comply with the values of Helensvale State High School – Respect, Responsibility and Ethical Behaviour.</td>
<td>These behaviours endanger students and teachers and provide a health or safety risk.</td>
</tr>
<tr>
<td>Behaviour managed in class Teacher is explicit about expected</td>
<td>Student</td>
<td>Exit Strategies</td>
</tr>
<tr>
<td></td>
<td>• Persistent behaviour</td>
<td>• Remove student to office</td>
</tr>
</tbody>
</table>
behaviours and consistent with consequences
• Teacher provides choices for students
• Encourage students to make appropriate choices
• Issue consequences
• Communicate with parents through the student planner
• Focus on positive behaviours
• Record in teacher diary
• Reward positive behaviour
• Acknowledge efforts of students
• Complete On Track Behaviour Management Tracking Sheet

Persistent
• Contact parents, use OneSchool to record contact

Implement Strategies such as:
• Seating plan
• Move the student
• Buddy teacher
• Student Reflection Questions
• Detention
• Speak with student
• Classroom management plan
• Give responsibility
• 3 strikes
• Ignoring
• Reflection sheets
• Behaviour booklet

• Has not responded to teacher strategies

Teacher
• Contact parents, use OneSchool to record contact
• OneSchool strategies implemented
• Refer to HOD through OneSchool

• Remove class
• Contact office or nearest staffroom immediately to provide support.
• Incident to be reported on OneSchool
• Major incidents are to be managed by HODS and Deputies in negotiation with HODS and support service team
• Harassment of any type including racism and sexual misconduct

Possible options/consequences include:
• Removal from subject for a period of time
• Change of timetable
• Community Service
• Support service intervention
• On Track CC
• Monitoring sheets
• Attendance cards
• Behaviour improvement conditions
• Suspension
• Alternate learning facilities
• Cancellation of enrolment
• Exclusion

PLAYGROUND MANAGEMENT

<table>
<thead>
<tr>
<th>Recordable</th>
<th>Referable</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>These behaviours are low intensity but high in frequency. eg litter, use of sporting equipment in inappropriate places and so on.</td>
<td>These behaviours are persistent infringements that do not comply with the values of Helensvale State High School – Respect, Responsibility and Ethical Behaviour</td>
<td>These behaviours endanger students and teachers and provide a health or safety risk.</td>
</tr>
</tbody>
</table>
During active playground duty if a behaviour incident occurs:

- Give the student the instruction you want them to follow
- Give them a warning using the “if…then” approach
- Provide choices for students – encourage students to make appropriate choice
- Issue consequences such as
  - Pick up litter
  - Remove equipment
  - Remove student from area for a period of time

These behaviours are considered Intermediate:

- Persistently refusing to follow instructions refer to HLC via OneSchool
- Out of school refer to Admin immediately, OneSchool Report to follow
- Stampede/Large Gathering:
  Call for support from nearest staffroom and disperse students, Admin to deal with students as necessary
- Damage to departmental property:
  Refer to HODS via OneSchool – if there is a risk of further injury report to Office/Janitor
- Running away from a teacher on PGD without supplying name:
  Identify and refer to HLC

These behaviours are considered major in nature and are to be managed by Deputies:

- Throwing objects that can cause harm – water bombs, rocks and so on
- Food fights
- Fighting
- Criminal offence eg. inappropriate use of mobile phone, illicit substances
- Intruders on the school grounds
- Graffiti
- Vandalism
- Refusal to provide name or identification
- Swearing at or in response to any member of staff
- Harassment of any type including racism and sexual misconduct

Playground duty teacher to record incident on OneSchool.

Emergency situations:
Contact office or nearest staffroom immediately:

It is preferable that teachers on Playground duty take their mobile phone and phone 5573 8599, If it’s an internal phone, call ext. 599

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**Responsible use of Technology Policy**

As the revolution in technology continues to grow at a rapid rate, Helensvale State High School has endeavoured to embrace the global phenomenon. With the increase in functionality and access to the world of technology comes added responsibility to use these devices appropriately. As such Helensvale State High School encourages the ethically responsible use of technology and electronic devices.

Definition: Personal Technology Devices includes but are not limited to game devices such as PSP’s, laptop computers, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 Player), mobile
telephones, iPods®, iPads and devices of a similar nature. Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Helensvale State High School accepts no responsibility for theft, loss or damage of electronic devices brought to school.

Students may use their personal technology devices for approved curriculum activities.

The only exceptions to the Responsible Use of Technology procedures are under the direct instruction of a teacher for a curriculum related activity as outlined in the: Student NSSCF Charter Agreement, Acceptable Computer and Internet use, Student Code of Conduct - Learning Technology documents.

The following procedures for the Responsible Use of Technology must be adhered to:

- No mobile phone usage is acceptable in class, or between classes: texting, calls, filming
- The phone must be turned off and kept in a secure place during class time: out of sight
- Earphones must be kept out of sight (they are not to be hanging out of any part of the uniform or in students’ ears)
- All communication between parents / guardians / outside personnel and students is to be conducted through the office. Messages, be they information or urgent, will be conveyed to the student at the appropriate time.
- Any student who is feeling unwell at school and needs to contact home must arrange this through Student Services.

The following behaviours are breaches of the Responsible Use of Technology Policy and will incur serious consequences:

<table>
<thead>
<tr>
<th>Breach of Policy</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses an electronic device in class time: First offence:</td>
<td>• Student to hand phone into the office and collect it at the end of the day</td>
</tr>
<tr>
<td>Second offence</td>
<td>• Student to hand phone into the office and undertake an after school detention</td>
</tr>
<tr>
<td>Third offence</td>
<td>• Student to hand phone into the office and suspended for 2 days</td>
</tr>
<tr>
<td>Repeated offence</td>
<td>• Suspension (1-5 days)</td>
</tr>
<tr>
<td>Refusal to take the phone to Student Services</td>
<td>• Immediate Referral to Administration</td>
</tr>
<tr>
<td>If a student needs to leave the school they must go via Student Services. Contact can only be made by member of staff. If a student contacts their parents directly on their phone they will be in breach of the policy.</td>
<td>• First offence the parent will have to see the relevant DP to discuss the policy</td>
</tr>
<tr>
<td>• Second offence the student will be moved a level and issued a warning of suspension</td>
<td></td>
</tr>
<tr>
<td>• Third offence immediate suspension</td>
<td></td>
</tr>
<tr>
<td>Sending text messages during school time which contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking.</td>
<td>• Referral to Administration for investigation</td>
</tr>
<tr>
<td>• See Responsible Behaviour Plan (p14)</td>
<td></td>
</tr>
<tr>
<td>• The phone may be confiscated and returned to the parents</td>
<td></td>
</tr>
<tr>
<td>• The phone may be confiscated and handed over to the QPS if required</td>
<td></td>
</tr>
<tr>
<td>Recording or viewing images anywhere in the school grounds that would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class.</td>
<td>• See Responsible Behaviour Plan (p14)</td>
</tr>
<tr>
<td>• Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.</td>
<td></td>
</tr>
<tr>
<td>The school will not tolerate images or sound captured by personal technology devices on the way to or from school or on the school premises. Being in possession of inappropriate material on an electronic device. Disseminating to others or uploading to social networking sites</td>
<td>• See Responsible Behaviour Plan (p14)</td>
</tr>
<tr>
<td>• Removal of offending material from web sites</td>
<td></td>
</tr>
<tr>
<td>• Community conference: mediated by Support Staff.</td>
<td></td>
</tr>
<tr>
<td>• QPS may be contacted if the recorded material contains evidence of an offence.</td>
<td></td>
</tr>
</tbody>
</table>

**WORKING TOGETHER TO KEEP HELENSVALE STATE HIGH SCHOOL SAFE**

**Knife Policy**

We can work together to keep knives out of school at Helensvale State High School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.
What kinds of knife are banned?
You are not allowed to have any type of knife at school including:
- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon, for example, a chisel
If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?
- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife in your possession either on the way to school, at school or on the way home from school, you may be suspended or excluded and the police may be contacted.
- The knife will be removed until it is collected by a parent, guardian or the Qld Police.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

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

Bullying Policy
Helensvale State High School has a “zero tolerance” approach to bullying and utilises a range of proactive and responsive strategies to reduce the incidence of bullying. Our school endorses each teacher’s right to teach, each student’s right to learn, and the right to safety of all members of the school community. Bullying is not acceptable behaviour at Helensvale State High School. However, bullying occurs in all schools and it is important that every member of a school community plays an active role in dealing with this issue.

Recognising bullying and harassment:
Education Queensland defines bullying as “the abuse of power with the intention of causing distress to the other person(s) or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.”

<table>
<thead>
<tr>
<th>Bullying – what it looks like</th>
<th>Bullying – what it sounds like</th>
<th>Bullying – what it feels like...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staring and evil looks</td>
<td>Swearing</td>
<td>Lonely</td>
</tr>
<tr>
<td>Ugly expressions</td>
<td>Yelling</td>
<td>Helpless</td>
</tr>
<tr>
<td>Ugly expressions</td>
<td>Abusive language</td>
<td>Scared</td>
</tr>
<tr>
<td>Pushing</td>
<td>Teasing</td>
<td>Embarrassed</td>
</tr>
<tr>
<td>Teasing</td>
<td>Racist comments</td>
<td>Worthless</td>
</tr>
<tr>
<td>Ignoring</td>
<td>Gossip</td>
<td>Worried</td>
</tr>
<tr>
<td>Hitting</td>
<td>Whispering</td>
<td>Angry</td>
</tr>
<tr>
<td>Fighting</td>
<td>Sniggering</td>
<td>Scared</td>
</tr>
</tbody>
</table>

**Types of bullying**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teasing</td>
<td>Can involve calling names, insults, demands or threats</td>
</tr>
<tr>
<td>Exclusion</td>
<td>Can involve pointing, staring, sniggering, exclusion from peer group</td>
</tr>
<tr>
<td>Physical</td>
<td>Can involve hair pulling, pinching, knocking, taking possessions, hitting</td>
</tr>
<tr>
<td>Harassment</td>
<td>Can involve sexual gestures, unwelcome sexual advances, stalking</td>
</tr>
<tr>
<td>Cyber</td>
<td>Can involve teasing, spreading rumours, sending unwanted messages using electronic devices</td>
</tr>
</tbody>
</table>

**Responding to bullying and harassment:**

If you are being bullied or witness bullying, report the incident immediately to a member of staff. Don’t hesitate. Bullies only get stronger when they are allowed to continue their inappropriate behaviour. Australian research suggests that up to 50% of all young people subjected to bullying do not report the incidents either for fear of reprisals or because the victims feel they are somehow to blame. Helensvale is committed to responding to any incidences of bullying. However, the school can only act if it has the relevant information. It is important that bullying is reported so that it can be dealt with.
School staff will assist you in completing a Bullying Referral Form. A copy of this form is provided in Appendix Seven so you are familiar with this important form.

The person to whom you report the bullying will refer the incident to the appropriate staff member. Depending on the nature of the incident, the staff member may be able to resolve the matter themselves or they may refer it to a HLC, HOD LC, the Guidance Officer, a Deputy Principal or the Principal.

The incident will be investigated and appropriate consequences and strategies will be put into place. Additional support will be offered to students involved, if required.

If you do not believe that an incident has been followed up, or if the bullying continues, contact your HLC or the DP for your year level for further assistance. Ask your parents/guardians to make a formal complaint by either putting it in writing, making an appointment to see the relevant DP or phone the office to make the complaint.

Stop bullies with these 5 steps

1. **Ignore it** Try not to show you are upset – that is how bullies get their power
2. **Move away** Don't get drawn into the bully's behaviour – they are after a reaction
3. **Say politely, “Leave me alone”** Try to be assertive – look them in the eye and sound confident
4. **Say firmly, “Stop annoying me”** Stay calm – remember the bully is the person with the problem
5. **Ask a staff member for help** Seek out a staff member immediately and report the bullying

Depending on the situation and how it makes you feel, you may not be able to start at Step 1. If something makes you feel uncomfortable, report it!

---

### Bullying: there’s no excuse!

**1. Definition of Bullying**

Bullying can be defined in the following ways:

- A repetitive attack causing distress not only at the time of attack, but also by the future threat of attack
• Involving an imbalance of power
• Its nature may be verbal, physical, social and/or psychological

Verbal
Name calling and putdowns, including racist remarks, teasing students with a disability, and homophobic and gender based putdowns, spreading rumours

Physical
Making threats, hitting, punching and kicking, tripping, poking, throwing objects,

Social/Psychological
Ignoring, hiding ostracising, stalking dirty looks hiding and/or damaging possessions, theft of property

2. Procedure for dealing with bullying

Report it: There are many people in a school who will help you if they are aware that you are being bullied. You can tell any of the following people in our school: TIPs leader, PEP Teacher, HLC, HOD,HOSES, Guidance Officer, Youth Nurse, Chaplain.

You may also talk to your parents and ask them to contact school to discuss the problem.

You will be asked to complete a Bullying Referral Form (Appendix Seven)

The matter will be investigated

In the first instance the HLC will:

• Instruct alleged bully to immediately cease and desist in engaging in offending behaviour
• The victim instructed to speak to HLC if the behaviour is repeated by alleged bully or friend/peer or bully
• If, in the judgement of the HLC that the victim has contributed to the emergence of the bullying incident, advise victim to show greater awareness of how their behaviour may be contributing to the problem, and to also immediately cease and desist such behaviour
• Provide further immediate consequence for alleged bully where appropriate, e.g. Lunch time Detention to undertake a “Bullying Workbook” and warning of more serious consequences for repeated behaviour
• Inform both victim and alleged bully that a catch-up interview will be held in two weeks’ time to ensure that the issue has been resolved and that the HLC’s instructions have been followed.
• HLC contacts parents of both victim and alleged bully to outline issue, allegations and steps taken by school to resolve issue. Record of contact entered in OneSchool.
• The HLC should also contact the parents after the two week catch-up interview to reassure parents that issue has been resolved.

Repeated Bullying:

• Repeated incidents of bullying will result in a suspension and mediation between the parties upon return to school.
• If the bullying is physical and severe, a DP may invoke a serious consequence such as a suspension and a visit to the Guidance Officer will be mandatory upon return to school.
• The target of the bullying will also be offered support to improve and increase their resiliency and coping skills and strategies.

Helensvale State High School Bullying Referral Form

<p>| Reported by: | Date reported: |</p>
<table>
<thead>
<tr>
<th>Who?</th>
<th>Victim (name):</th>
<th>Bully (name):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description of bully (if name not known)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When? Where?</th>
<th>When did the bullying happen? (Date, time)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where did the bullying happen?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What?</th>
<th>Type of bullying: Physical, property</th>
<th>Verbal, teasing, exclusion</th>
<th>Cyber-bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What happened? Be specific – provide as many details as you can</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Witnesses: Students: Who else saw?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has this happened before? Explain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow up – to be completed by staff member

<table>
<thead>
<tr>
<th>Action taken:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred to:</td>
<td></td>
</tr>
<tr>
<td>Safety First</td>
<td>Take Responsibility</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| **All settings** | • Follow instructions  
• Respect rights of others  
• Keep hands and feet to yourself  
• School is a smoke free zone | • For your own actions  
• For your learning  
• Place all litter in bins  
• Look out for your friends – report if they are being bullied | • Respect your surroundings – furniture, buildings, people  
• Respect others’ property and your own  
• Be honest |
| **All learning Areas** | • Leave bags in predetermined safe areas  
• Move carefully and orderly into and out of the room  
• Follow set safety procedures  
• Use equipment for designed purposes  
• Sit safely | • For your own actions  
• For your learning  
• For your behaviour  
• Listen to and follow instructions  
• Respect other people  
• Stay seated unless otherwise directed  
• Stay on task | • Dispose of rubbish appropriately  
• Respect other people’s personal space  
• Ensure specific class uniform requirements are met. |
| **School grounds** | • Walk around buildings and on pathways  
• Remain in school grounds  
• Be sun safe  
• Play ball games in designated areas  
• Wear covered footwear  
• Observe safety barriers | • Play touch football  
• Steer clear of out of bounds areas  
• Walk bikes through school grounds  
• Contact sports require staff supervision  
• Follow all reasonable teacher instructions | • Respect other people’s personal space  
• Ensure specific class uniform requirements are met. |
| **Amenities** | • Wash hands after use  
• Flush the toilet after use | • Go to the bathroom during breaks  
• Report inappropriate behaviour  
• Report all damages | • Leave it clean others will need to use the facilities after you  
• Respect others privacy  
• Wait your turn  
• Ensure taps are off |
| **Canteen** | • Line up in an orderly manner  
• Place all bags in the area provided  
• Canteen area is for purchasing and consumption of food only | • Protect valuables by keeping them on your person or leaving at home or at the office  
• Line up responsibly  
• Have money ready | • Buy food for yourself only.  
• Letting people into line is disrespectful  
• Follow all instructions given by the supervising and/or canteen staff  
• Be courteous when ordering food  
• Place all litter in bins |
| **Excursions/school activities** | • Wear appropriate clothing  
• Remain seated on the bus  
• Follow staff and bus driver instructions  
• Walk calmly on and off the bus  
• Use seatbelts where provided | • Ensure that your name is recorded before entering the bus  
• Bring all equipment required for the excursion to school  
• Ensure that all forms and monies are paid prior to the excursion  
• Have all equipment needed for the excursion  
• Once here, remain here unless signed out  
• TIL cannot leave the school during the day. You can arrive late of depart early (Period 4). You need to go home or to work. | • Be polite and friendly to peers and others in the community  
• Follow instructions of staff as requested  
• Dress appropriately as you are representing your school |
| **Entering and leaving school** | • Follow the road rules on bikes  
• Bikes enter and leave through bike gate  
• Bike riders wear a helmet  
• Use the crossing | • If you are late, report to student services and sign in  
• Take responsibility for your own safety and of others with vehicles, bicycles and other traffic  
• Move directly in & out of school grounds in a sensible manner | • Put all litter in the bins  
• Treat all other students with respect  
• Make use of cycle paths |
| **Assemblies and performances** | • Enter and depart area under staff direction  
• Leave area in an organised and safe manner | • Listen to staff directions  
• Be responsible for your actions  
• Sit with care group in alphabetical order  
• No food or drinks  
• Have equipment as directed by teacher | • Listen respectfully – do not interrupt the performance  
• Remove hats  
• Stop talking and listen  
• Applaud achievements  
• Respect speakers  
• Be punctual  
• Leave the area clean |
Stage System: On Track Academic Learning Policy

A student's ability to learn in a supported environment is paramount to their future potential success. It is therefore imperative that a solid foundation and good work ethic is nurtured as students' progress through the year levels at Helensvale State High School. To facilitate responsibility for learning, the On Track Academic Learning Policy has been developed. Essentially this is a tracking tool to ensure that students maximise the learning opportunities and experiences provided for them at Helensvale State High School. Additionally, parents can be alerted at the initial stages and support can be provided where possible so that students accept responsibility for their learning.

All students begin the academic period with “On Track Status." Student absences impact upon their On Track Status. If students make up the work they missed whilst they were absent they can retain their status. However, when students miss work, do not complete work or assessment, they move through the three stages. It takes 5 Non Participation (NP) lessons to move a student to Stage 1 which is managed by the teacher. 3 more NP’s result in Stage 5 which is managed by the HOD of Curriculum and a further 5 NP’s will result in Stage 3 which is managed by the Administration.

Responsibilities:

Students:
- Prepared for all learning
- Complete work missed as a result of any absences
- Respect the rights of others to learn and teachers to teach

Teachers:
- Provide engaging lessons and track and inform students of any Non Participation (NP) records
- Provide Stage 1 letters and communicate with the student and parent
- Record information on OneSchool and attach Stage 1 Letter
- Negotiate Individual Improvement Plan with students
- Provide support where necessary

Curriculum HODs:
- Provide Stage 2 letters
- Contact parent/guardian and arrange meeting to negotiate Individual Improvement Plan
- Record data and attach Individual Improvement Plan on OneSchool
- Generate Stage 3 letter

Administration:
- Organise interviews for parent, student and Deputy Principal
- Inform parent/guardian/student in the Senior School of Warning of Cancellation process
- Assist with transition support to other possible pathways if necessary
- Record the information on OneSchool

How to Complete the OneSchool Record:
- Log onto OneSchool
- Student
- Student Profile
- Contact
- Upload Individual Improvement Plan
- Save
Academic ‘On Track’ Policy is designed to track each student’s progress to ensure they exit with qualifications or a pathway to their future.

Fostering a focus on learning is essential for individual students to achieve to their ability stage and for classes to run effectively for all students.

The core work of Helensvale State High is to engage each student personally in our school and to provide a learning environment conducive for students to achieve to their full potential. When students choose to enrol at Helensvale State High School, they commit themselves to actively participate in their course of study.

Helensvale State High’s 'Academic On Track Policy' (OTP) is designed to create opportunity for students to discover and fulfil their potential in a supportive environment. Students are encouraged to remain on track and endeavour to succeed.

**Being ‘On Track’ requires students:**

- Adhere to Education Queensland’s ‘Everyday Counts Policy’
- Actively participate in the subject – this includes classwork, homework, on-time submission of assignments, drafts and other assessment pieces, as well as wearing the appropriate attire for any practical lessons. Examples include but are not limited to Hospitality, Home Economics, Physical Education, Visual Art and Industrial Design and Technology
- Complete all work for classes missed due to absence for any reason
- Meet all subject assessment timelines as specified in Senior School work programs, SAS and VET documents
- Take adequate responsibility to backup digital work

---

**Explicit Expectations of being “On Track”**

To effectively complete a subject, a student needs to attend and participate in the full course of study and assessment in that subject, including all classwork, homework and assignments, without disrupting the learning of others. A student must not be absent from classes or fail to complete work in more than 15 lessons in an academic year in a given subject without doing the catch-up work over the year.

**On Track Expectations**

<table>
<thead>
<tr>
<th>Senior School 11&amp;12</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student is absent 15 times and has failed to catch up on the relevant work they need to show cause as to why they should remain on the course of study they have chosen</td>
</tr>
<tr>
<td>A ‘Warning of Cancellation’ process will be instigated</td>
</tr>
<tr>
<td>Student and parent letters will be sent</td>
</tr>
</tbody>
</table>

**Assignments**

Assignments must be completed according to task conditions. Failure to submit a final draft incurs 3 x Non Participation (NP). Failure to submit a final assessment piece will incur 3 x NP.

**Absent for Assessment**

Students absent on the day of a class test or exam should have a parent/guardian contact the school to advise of the absence with an explanation. In the Senior School, a medical certificate or note from the parent/guardian needs to be submitted to the relevant staff member to verify the absence.

**Late Submission**

It is the student’s responsibility to submit the assignment/assessment on or before the due date to the teacher. If the student is absent they should ensure the assignment is submitted through Student Services during office hours and collect a receipt from office staff. If the assignment is not receipted during office hours, then the student will receive 3 x NP.

If 3 NPs have been recorded in class whilst working on an assignment, no further penalty is incurred for failure to submit a final draft.
Exams

Failure to attend an exam without authorisation will result in 6 x NP.

Non Participation (NP)

Non-participation is regarded as failure to complete set work designated by the classroom teacher.

A student is recorded as non-participant (NP) for one lesson if they:

- Fail to bring equipment to participate in class such as laptops, protective or specialist equipment/clothing and shoes such as sport, hospitality or dance wear
- Fail to complete work set by the teacher
- Have authorised/unauthorised absence and do not catch up with the work by a negotiated time
  An absence is regarded as failure to attend a lesson for any reason. For instance, a student is absent when they are:
  - Legitimately absent due to illness
  - Attending traineeships and apprenticeships
  - On an excursion or camp (unless the whole year level participates)
  - Representing the school at some function or sporting event
  - Attending instrumental music lessons
  - On suspension or other disciplinary absence: students will be required to complete and submit work missed
  - Truanting class
  - At externally approved courses eg. TAFE, GUEST and so on
- Fail to bring assessment stored on USB devices to school

The Teacher will inform the student during the lesson that they are in breach of the Academic ‘On Track Policy’ and are at risk of receiving a NP for the lesson. This must be communicated to the student in the lesson and if the NP is enforced, the student will be informed at the end of the lesson that they have an NP for the lesson. If a student is absent, it is the responsibility of the teacher to remind the student about the NP and it is the responsibility of the student to catch up on the missed work the day they return to school. The teacher will record this NP on the supplied proforma.

Stage 1: Non-participation (5 x NPs first warning):

- The class teacher advises the student and enters the information on OneSchool (including that the student is at Stage 1) and informs the HOD Curriculum/HOSE through OneSchool
- Produce stage 1 Letter
- Attach letter in contact
- The teacher will issue the student with a Stage 1 letter signed by the classroom teacher and HOD
- HOD enters Stage 1 on database
- The student should arrange to complete any missed work

Stage 2: Non-participation (10 x NPs final warning):

- The class teacher advises both the student and the HOD Curriculum/HOSE for that subject and enters the information on OneSchool (including that the student is at Stage 2)
- The class teacher produces the letter and the HOD signs it
- HLC should monitor to determine how many subjects the student has received an NP for & take action
- The teacher issues the student with a Stage 2 letter countersigned by the HOD. The Stage 2 letter outlines the situation and the consequences if non-participation continues
- The HOD Curriculum will contact the parent and negotiate an Individual Improvement Plan with the student. The negotiated improvement plan is entered on OneSchool
- Parents may meet with the Guidance Officer or Deputy Principal for further support

Stage 3: Non-participation (15 x NPs Warning ofCancellation)

- If a student attains 15 NPs, they will lose their ‘On Track’ status in that subject
- Evidence of Loss of ‘On Track’ progress is to be collected and attached to the Stage 3 letter
- Deputy Principal Senior School issues the student with a Warning of Cancellation
- The Deputy will enter on OneSchool that the student is at Stage 3 in that subject
- Students should check records and prepare documentation in support of their case. They should still attend classes and their attendance and participation will continue to be monitored
- The Deputy arranges a meeting with student and parents to review the matter
Loss of ‘On Track’ Status

If the student is in breach of the Academic ‘On Track Policy’, the school may consider a number of options:

- Providing support in core subjects
- Changing to a new subject if they have fulfilled the requirements of the course
- Cancelling enrolment
- Undertaking a Job Pathways Program/TAFE course
- Devising a flexible arrangement with external agencies if necessary
- Completing work in afterschool detention

Reversing NP’s for Senior School

NPs stay with a student across the academic year unless the NP is reversed. It **is not possible** for a student to reverse an NP for:

- Late or non-submission of assignments
- Failure to sit or not attempting an exam
- Failure to complete an adequate amount of work during the lesson
- Truancy

However, the work will still need to be completed and submitted to the teacher. If a student fails to complete the requirements of the course as deemed by the QSA, then they cannot be rated for that subject.

NPs associated with absences other than truancy can be reversed by completing the work to a satisfactory standard. This should be undertaken **immediately** on return to school. It is the **responsibility of the student** to organise to complete and submit the work with the class teacher. This is to be completed within a reasonable time, as per the class teacher’s decision, taking the length and circumstances of absence into consideration.

Support

Students should monitor their own ‘On Track’ status for each subject. If prolonged illness or some other extenuating circumstance occurs, then the student should inform their Teacher, HLC and Head of Department Curriculum (HOD) immediately so that a determination can be made in the student's favour and ‘On Track’ status can be maintained.

Senior Students should be encouraged to see the HOD Academic Performance or Deputy Principal Senior Schooling for ‘Special Consideration’ status.

The Academic ‘On Track Policy’ is implemented in stages so that the student and parents are kept informed at all times. At each stage the student will be given an opportunity to address the situation.

Applying for an Extension

The curriculum HOD must approve extensions for assignments prior to the due date. A formal application must be completed. If an extension is granted, confirmation will be given to the student in writing which must be attached to the assignment. Students who miss exams will need to negotiate a mutually suitable time to complete the task.

Plagiarism or Copying of Assignments

This is a form of cheating and is not condoned at Helensvale State High School. The school subscribes to an internet company – Turnitin.com – whereby students are required to submit essay type assessment through this system which checks student work for plagiarism. Students who plagiarise will be awarded an E as their level of achievement.

The Appeals Process

If senior students wish to appeal the decision of an NP or loss of ‘On Track’ status, they must submit their application to the Principal within five (5) school days of written notification of loss of ‘On Track’ status. A meeting will be held to review the case. A student’s On Track status may be reinstated if the student is able to provide documentary evidence to substantiate legitimate absences or if extenuating circumstances have been a major contributor to absences/non-participation. Students may continue to attend the subject during the appeals process.
Students should not be penalised by participation in a traineeship program. Students must however be accountable for the days missed by completing work which was covered by the class during their absence.

Students in traineeship programs must make regular contact with their class teachers to see what work was covered in their absence. Students should use part of the time allocated in their timetable as traineeship to undertake this catch up program.

Senior students who fail to remain 'On Track' in any subject risk having their enrolment cancelled and therefore their traineeship also. Students taking part in the traineeship program have an obligation to their academic studies that cannot be ignored.

Cancellation of Enrolment

The Principal has the authority under the Education (General Provisions) Act 2006 (s.316) to cancel the enrolment of any post compulsory age student whose behaviour amounts to a refusal to participate in the educational program provided at Helensvale State High School. The Academic ‘On Track’ Policy facilitates the monitoring of students’ participation in their school program and students who are at risk of having their enrolment cancelled.

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**Academic ‘On Track’ Policy**

**On Track:** Students begin year here in all subject areas

**Stage 1:** First Warning
- 5 x NP recorded
- Teacher sends letter home
- Student completes any missed work

**Stage 2:** Final Warning
- 10 x NP recorded
- HOD Curriculum issues letter to parent
- Parent contacted
- Individual Improvement Plan

Seniors MUST complete assessment to meet QSA requirements

**Stage 3:** Warning of Cancellation
- 15 x NP recorded
- DP sends letter home
- Parent interview required
- Warning of Cancellation of Enrolment issued
<table>
<thead>
<tr>
<th>Name</th>
<th>5 NP Date</th>
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<th>Stage 1</th>
<th>10 NP Date</th>
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<td>Eg: John Smith</td>
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NP= Non Participation  
T= Truant  
DNS= Draft Non-Submit  
ANS = Assessment Non-Submit  
UA= Unauthorised Absence
# INDIVIDUAL IMPROVEMENT PLAN TO MAINTAIN ON TRACK STATUS

<table>
<thead>
<tr>
<th>Student:</th>
<th>HOD:</th>
<th>Teacher:</th>
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<tbody>
<tr>
<td>Year Level:</td>
<td>Parent:</td>
<td>Class Code:</td>
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<th>SWD:</th>
<th>LEARNING SUPPORT:</th>
<th>ATSI:</th>
<th>Case Manager:</th>
<th>Guidance or Support Services</th>
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</table>

**Review of Student Progress:** Use informal notes collected by the class teacher, HOD and formal assessment data

**Classroom Teacher Report:**

**Other Information:**

**Improvement Goals:**
- 
- 

**How to Achieve Goals:**
- 
- 

**Individual Learning Improvement Goals:**
- 
- 

**Timeframe:**
- 
- 

We are aware that failure to comply with this improvement plan will result in a movement to the next level of management.

_____________________________               _______________________                            __________________________
Student Signature                                    Parent Signature                                     HOD/Teacher Signature