



CENTENARY STATE HIGH SCHOOL

2021 Parent Handbook



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Quality Learning, Quality Futures

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The Principal's Welcome

Dear Parents/Carers,

Welcome to new and continuing parents/carers at Centenary State High School in 2021.

The Parent Handbook forms a comprehensive package outlining the school's policies and procedures and can be used as a ready reference when questions arise concerning the operations of the school. This edition is accurate at the time of printing.

At Centenary State High School, your child's education is a partnership between parents/carers and the school. Consequently we encourage community representation on the various consultative committees within the school. Together we have focussed over the last 20 years on developing a school culture where the tradition of excellence is firmly embedded in all aspects of school life. As a community school we have a strong commitment to providing an education for students which is relevant and responsive to the changing world in which we live and work. Quality learning will create quality futures.

We aim to make our students' time at school a rewarding and enjoyable one. It is important that students are aware of the school's expectations, take advantage of the numerous opportunities available to them and become positive and productive members of the school community.

In our world of dynamic change the value of a quality education is as important as ever. At Centenary State High School we value academic, cultural and sporting achievement but also promote life skills such as problem solving, internationalism, leadership and team work as priceless assets in a complex world. At Centenary State High School we will continue to offer an excellent education to young people through a culture of high expectations.

I, along with the staff of Centenary State High School, look forward to meeting you at the various school events throughout the year and working with you to ensure that your students achieve the best possible outcomes from their secondary schooling. Please do not hesitate to contact the school if you require any further information about your child's enrolment at Centenary State High School.

I wish all members of our Centenary Community a productive 2021 – together we will give our students a fulfilling secondary school experience as we prepare them to be connected, caring and successful members of their adult communities.

A handwritten signature in blue ink, appearing to read 'John Brew'. The signature is fluid and cursive, written over a light blue horizontal line.

John Brew

Principal



Centenary State High School

Quality Learning, Quality Futures

Table of Contents

The Principal's Welcome	3
Quality Learning, Quality Futures	4
Table of Contents	5
School Profile	9
General Information	10
Term Dates	10
Commencement Dates for All Year Levels	10
Student Free Days	10
Final Dates for Student Attendance	10
Public/Show Holidays	10
Start & Finish Times	10
Enrolment Procedure	10
YEAR 7	11
YEARS 8-12	11
International Student Program	11
Daily Routine	12
School Motto	12
School Emblem	12
Education District	12
Administration	13
Vision and Values	14
School Map	15
School Curriculum	16
Curriculum Structure - Junior School	16
YEARS 7 & 8	16
YEAR 9	16
Junior Curriculum (Years 7 to 9)	17
Curriculum Structure - Senior School	18
YEAR 10	18
YEAR 11 and 12	18
Student Connectedness	19
Centenary Learning Alliance of State Schools (C.L.A.S.S.)	19
Student Support Network	19
Inclusive Practices Department	20
Student Support Programs	20
THE HOME GROUP PROGRAM	20
PASTORAL CARE PROGRAM	21
Celebrating Student Achievements	21
Quality Learning, Quality Futures	22
Academic Programs	22
Arts & Culture	22

<i>INSTRUMENTAL MUSIC</i> _____	22
<i>YEAR 7 INSTRUMENTAL MUSIC SCHOLARSHIP</i> _____	22
<i>CHORAL PROGRAM</i> _____	23
Health and Physical Education _____	23
<i>SPORTING CARNIVALS AND INTERSCHOOL SPORT</i> _____	23
STEP (Student Enrichment Program) _____	23
Future Pathways Program (FPP) _____	23
Student Leadership _____	24
Information & Communication Technology _____	25
Accessing Learning at Centenary State High School _____	25
Technical Support for Students _____	25
Cybersafety _____	25
Assessment & Reporting Policy _____	26
Types of Assessment _____	26
<i>ASSESSMENT PROCEDURES</i> _____	26
Absences from Examinations/Tests _____	26
<i>MISSED EXAMINATIONS</i> _____	26
<i>FOR STUDENTS PARTICIPATING IN YEAR 11 OR YEAR 12 SUBJECTS:</i> _____	27
Policy for Assessment Tasks other than Examinations _____	27
Academic Misconduct Policy _____	29
Reporting _____	30
Timing of Reports _____	30
Parent/Carer/Teacher Evenings _____	30
National and State Testing _____	30
<i>THE NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)</i> _____	30
Homework & Bookwork Policy _____	31
Homework and Study _____	31
<i>HOMEWORK ESSENTIALS FOR STUDENTS</i> _____	31
Bookwork _____	31
<i>ESSENTIAL REQUIREMENTS FOR STUDENTS</i> _____	32
<i>ESSENTIAL REQUIREMENTS FOR TEACHERS</i> _____	32
Uniform Code _____	33
The Reasons for a School Uniform Code _____	33
The School Uniform _____	33
Sun Safety Policy _____	36
Wearing of the Uniform _____	36
Presentation _____	36
Grooming _____	36
Jewellery _____	37
Make-Up _____	37
The Wearing of ‘Non-Uniform’ where approved _____	37
Non-compliance with the Uniform Code _____	37
Responsible Behaviour Plan _____	38

Purpose	38
Consultation and Data Review	38
Learning and Behaviour Statement	39
Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour	39
universal Behaviour Support	39
<i>REINFORCING EXPECTED SCHOOL BEHAVIOUR</i>	40
Centenary State High School Schoolwide Expectations Teaching Matrix	41
<i>RESPONDING TO UNACCEPTABLE BEHAVIOUR</i>	43
<i>RE-DIRECTING LOW-LEVEL AND INFREQUENT PROBLEM BEHAVIOUR</i>	43
Targeted Behaviour Support	43
Intensive Behaviour Support	43
Emergency or Critical Incident Responses	43
<i>BASIC DEFUSING STRATEGIES</i>	43
<i>PHYSICAL INTERVENTION</i>	44
Consequences for Unacceptable Behaviour	45
<i>BEHAVIOUR CONSEQUENCES MATRIX</i>	46
Network of Student Support	48
Consideration of Individual Circumstances	48
The Use of Mobile Phones and Other Personal Technology Devices* at School	49
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)	49
<i>PURPOSE</i>	49
<i>PREVENTION</i>	50
Working Together to Keep Centenary State High School Safe	51
Drug and Alcohol Policy	51
Good Standing Policy	52
School Routine & Management	53
Attendance	53
Late to School/Early Departures	53
Exemptions from Schooling	54
Out-of-Bounds	54
Communication	54
<i>CONTACTING YOU</i>	54
<i>CONTACTING THE SCHOOL OFFICE</i>	54
<i>CONTACTING ADMINISTRATION/HEADS OF DEPARTMENT</i>	55
<i>CONTACTING TEACHERS</i>	55
<i>MEETING STAFF</i>	55
<i>CONTACTING YOUR STUDENT</i>	55
Enrichment Activities	55
Complaints Procedures	55
Health & Safety	56
<i>ACCIDENT/ILLNESS/MEDICATION</i>	56
<i>EMERGENCY EVACUATION</i>	56
<i>LOCKDOWN PROCEDURES</i>	56
<i>IMMUNISATIONS</i>	56

<i>SUN Safe POLICY</i>	57
Student Services	58
<i>SCHOOL PHOTOS</i>	58
<i>ID CARDS</i>	58
<i>LOST PROPERTY</i>	58
<i>SCHOOL REFERENCES</i>	58
<i>LOCKERS</i>	58
Travelling To and From School	59
<i>BY BUS</i>	59
<i>BY CAR</i>	59
<i>BY BIKE</i>	60
Student Resource Scheme	61
SRS Participation	61
<i>NEW STUDENTS</i>	61
<i>CONTINUING STUDENTS</i>	61
Resource Inclusions	61
Resources Not Included	61
Subject Specific Fees	62
Payment Dates	62
Invoices and Statements	62
Payment Arrangement	62
Payment Method	62
Refund Guidelines	63
Clearance Forms	63
Financial Hardship	63
Contact Us	63
Homework and Study	64
General Suggestions	64

School Profile

Centenary State High School is a high quality Independent Public School, in Brisbane's western suburbs. Since opening in 1999, the school has grown to an enrolment of approximately 1650 students. Located on a very picturesque 12.5 hectare site in the suburb of Jindalee, Centenary State High School serves the suburbs of Jindalee, Sinnamon Park, Mount Ommaney, Westlake, Middle Park, Jamboree Heights, Riverhills, Sumner and sections of Darra and Seventeen Mile Rocks. An enrolment management plan has been implemented for the school by Education Queensland, which means that students who reside within these suburbs have automatic enrolment eligibility. Prospective students who reside outside of the catchment may submit an "Out of Catchment Enrolment Application" to the Principal.

Centenary State High School has a traditional focus on high achievement and excellence in the academic field. Our students enter the most highly-ranked courses at all Brisbane universities, with individuals receiving scholarships in recognition of their academic achievements. Through their years at Centenary State High School students can access extension and accelerated programs, plus university subjects and units. Staff engage students in a broad range of academic extra-curricular programs and activities across subject areas with the school offering an innovative and diverse curriculum for all students. Our focus is on developing the problem-solving skills and higher order thinking capabilities of our students, essential to their success in a changing world.

Almost 100 percent of our Year 10 students continue with their senior studies at Centenary State High School. Although the Senior Curriculum has a strong academic focus, the school provides a broad range of pathway options in the post compulsory stage of schooling. Over 60 percent of our students who exit Year 12 move on to other forms of fulltime education and training. The majority of those entering the workforce also enter into training programs. We are constantly evolving our pathway options for students with our students benefiting from an increase in Australian Qualifications Framework (AQF) Certified Courses on offer and many students elect to pursue school-based apprenticeships and traineeships.

The Centenary community is very supportive of the school, its mission and its values. The community was actively involved in all aspects of planning and development of the school leading up to its opening in 1999 and continues to play a very important role in its continuing development. The transition to Independent Public School status has enabled our community to have a greater voice in determining the strategic direction of the school. P&C involvement provides another opportunity for parents to have a voice in the development of the school. Our students come from a range of cultural and socio-economic backgrounds with good support and high educational expectations displayed by their families. These factors have resulted in high standards in student behaviour, adherence to a full school uniform dress code and a focus on academic, cultural and sporting achievement and civic engagement. The school has a culture of very high expectations underpinned by a highly committed and caring teaching and support staff.

Since 2008, Centenary State High School has offered an International Program. We are a fully accredited International School offering places for fee-paying International students, both those here to graduate in Year 12 from our school and those on briefer study tours. Our overseas students contribute to the increasingly global focus of the school as we prepare students for changing times. The school has developed strong links with schools in China supporting our Chinese-Mandarin Excellence Program. The school was granted Confucius Classroom status in 2011 being one of only a few Queensland schools to achieve this recognition.

We place great value on student challenge and achievement. A number of excellence classes are offered including eXcel [Maths/Science], Performance Plus, Music Plus as well as Mandarin Excellence.

The school's modern facilities set in a natural tree lined campus provide an ideal learning environment. Specialist facilities are available for all curriculum areas. The Sports and Recreation Centre and the Performing Arts Centre are amongst the best facilities of their type in any Queensland school. The community makes extensive use of these and other school facilities. A part time manager is employed to co-ordinate these activities which, in addition to providing the community access to some first class venues, also provides the school with a valuable source of funding to enhance school resources.

Students are involved in a wide range of extra-curricular opportunities in all aspects of school life; academic, sport, arts and culture and serving the community. Their achievements gain wide recognition.

Our staff and our students are our greatest assets. Together, we foster quality futures through quality learning.

General Information

Term Dates

- ✚ Term 1: Wednesday, 27 January to Thursday, 1 April (10 Weeks)
- ✚ Term 2: Monday 19 April to Friday, 25 June (10 Weeks)
- ✚ Term 3: Monday, 12 July to Friday, 17 September (10 Weeks)
- ✚ Term 4: Tuesday, 5 October to Friday, 10 December (10 Weeks)

Commencement Dates for All Year Levels

- ✚ Years 7, 8 & 11 Orientation programs commence on Wednesday, 27 January
- ✚ New International Students Orientation program commence on Wednesday, 27 January
- ✚ Year 12 attend their individual mentoring interview only on Wednesday, 27 January
- ✚ Years 9, 10 & 12 commence the full school program on Thursday, 28 January

Student Free Days

In 2021, teachers will undertake Professional Development activities on the following Pupil Free Days:

- ✚ Term 1: Thursday, 21 January, Friday 22 January and Monday 25 January
- ✚ Term 2: Thursday, 15 April to Friday, 16 April
- ✚ Term 3: Friday, 3 September

Final Dates for Student Attendance

- ✚ Year 12 finish: Friday, 19 November
- ✚ Years 10 and 11 finish: Friday, 26 November
- ✚ Years 7, 8 and 9 finish: Friday, 10 December

Public/Show Holidays

- ✚ Australia Day –Tuesday, 26 January
- ✚ Good Friday – Friday, 2 April
- ✚ Easter Saturday – Saturday, 3 April
- ✚ Easter Sunday – Sunday, 4 April
- ✚ Easter Monday – Monday, 5 April
- ✚ Anzac Day – Sunday, 25 April
- ✚ Labour Day – Monday, 3 May
- ✚ Exhibition Wednesday – Wednesday, 11 August
- ✚ Queen’s Birthday – Monday, 4 October

Start & Finish Times

- ✚ Years 7 to 12 students commence classes at 8.55am and finish at 3.00 pm each day.

Enrolment Procedure

Centenary State High School has an approved enrolment management plan. This plan clearly outlines the Centenary suburbs as the catchment area. This includes the suburbs of Jindalee, Mt Ommaney, Middle Park, Westlake, Riverhills, Sumner, Sinnamon Park and sections of Darra and Seventeen Mile Rocks. Students who reside within these suburbs have automatic enrolment eligibility. A map with the precise boundary of the catchment area can be accessed from the Enrolments section of the school’s website <http://centenaryshs.eq.edu.au>.

Prospective students who reside outside of the catchment may submit an Application for Enrolment Consideration Out of Catchment (available on the school’s website) to the Principal. Proof of residence will be required upon enrolment for all Applications for Enrolment Consideration Out of Catchment.

Exceptions to the local residency requirement include:

- ✚ Enrolment in the Centenary State High School's Inclusive Practices Department which caters for students with verified disabilities. Placements are coordinated by Education Queensland.
- ✚ Other special circumstances which are outlined in the Centenary State High School's Enrolment Management Plan, which is available on the school's website

Requests for enrolment should be directed to the school office. Parents/Carers are requested to provide all appropriate documentation prior to enrolment such as recent school reports, proof of residence and passport and visa details for overseas students.

If your student is ceasing enrolment at Centenary State High School, parents/carers are required to notify the school in writing and to complete a Departure Form before the student departs from the school. Please ensure all school resources are returned to the school and all finances completed.

YEAR 7

Year 7 students from local primary schools (Jindalee, Jamboree Heights, Middle Park, Darra, Good News Lutheran and Darra-Jindalee Catholic) are guaranteed enrolment into Centenary State High School **if they live in the catchment area** and they have the correct documentation (enrolment application, birth certificate or passport, proof of residential address (primary and secondary documents) and two current school reports/NAPLAN results). Those students attending Good News Lutheran and Darra-Jindalee Catholic who live in the catchment area will need to attend an interview.

Students, who attend one of the above schools, but **do not live in the catchment area**, will need to complete an Application for Enrolment Consideration Out of Catchment. They will need to provide the correct documentation (enrolment application, birth certificate or passport, two forms of evidence for current proof of residency at the address within our catchment area (one primary source – a current lease agreement, rates notice, unconditional sale agreement and one secondary source such as a utility bill (e.g. Electricity, gas) showing this same address and parent's/ legal guardian's name) and two current school reports/NAPLAN results). Interviews will be required, and the Principal has the final decision regarding acceptance of enrolment.

Students who do not live in the catchment area, will need to complete an Application for Enrolment Consideration Out of Catchment. They will need to provide the correct documentation (enrolment application, birth certificate or passport, two forms of proof of residential address and two current school reports/NAPLAN results). Interviews will be required, and the Principal has the final decision.

YEARS 8-12

The above enrolment procedures and required documentation also apply to students enrolling in Years 8-12. Please contact the school office by phoning the school on 3373 4555 or visiting the school office (Monday to Friday 8am - 4pm) to discuss your application.

International Student Program

Our International Student Program involves fee-paying overseas students who have selected Centenary State High School through Education Queensland International (EQI). All enrolment enquiries must be made through EQI. Further information is available through the EQI website www.eqi.com.au.

Students may be involved in one of three programs:

- ✚ Graduate Program: Students enter between Year 7 and Year 11 and enrol to complete Year 12 studies. Most students will have previously attended High School Preparation, English language classes at Indooroopilly State High School before entering our mainstream classes. Students may live in homestay accommodation within our community or may live with family connections whilst they complete the program.
- ✚ Study Abroad Program: Students enrol to complete between 1-4 terms at Centenary State High School as fee-paying students with the aim of experiencing Australian life and furthering their English studies.
- ✚ Study Tours Program: Groups of students visit our school for between one week and one term. They may take part in special activities and/or join our students in classes and activities. Students are placed with local homestay families and engage with our students through buddy programs.

At the school, students are supported by the International Student Team, consisting of Deputy Principal, Mr Richter, International Student Coordinator, Mrs Spicer, International Homestay Coordinator, Mrs Chadburn, and Teacher Aide, Mr Moses.

Further information is available from the International Students Handbook.

Daily Routine

Four 70 minute lessons are scheduled each day:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Home Group 8.55 – 9.05	Home Group 8.55 – 9.05	Home Group 8.55 – 9.05	Home Group 8.55 – 9.05	Home Group 8.55 – 9.05
Lesson 1 9.05-10.15	Lesson 1 9.05-10.15	Lesson 1 9.05-10.15	Lesson 1 9.05-10.15	Lesson 1 9.05-10.15
Lesson 2 10.15-11.25	Lesson 2 10.15-11.25	Lesson 2 10.15-11.25	Lesson 2 10.15-11.25	Lesson 2 10.15-11.25
AM Break 11.25-12.10	AM Break 11.25-12.10	AM Break 11.25-12.10	AM Break 11.25-12.10	AM Break 11.25-12.10
Assembly 12.10-1.20	Lesson 3 12.10-1.20	Lesson 3 12.10-1.20	Lesson 3 12.10-1.20	Lesson 3 12.10-1.20
PM Break 1.20-1.50	PM Break 1.20-1.50	PM Break 1.20-1.50	PM Break 1.20-1.50	PM Break 1.20-1.50
Lesson 4 1.50-3.00	Lesson 4 1.50-3.00	STEP 1.50-3.00	Lesson 4 1.50-3.00	Lesson 4 1.50-3.00

School Motto

Quality Learning, Quality Futures

School Emblem

The school emblem is made up of site, academic and geographical symbolism. The triangle represents the state of Queensland as well as representing the Sciences. The graphics to the right of the triangle represent the avenue of trees located through the centre of the school which historically delineated old Oldfield Road. The trees also represent the Humanities as well as being symbolic of strength, growth and nurturing.



Education District

Centenary State High School is a part of Metropolitan Secondary, which is part of the Metropolitan Region. The office is located at:

- ✚ Level 2 Garden Square Building, Cnr Kessels Road & MacGregor Street, Upper Mount Gravatt, QLD 4122
Phone 3028 8052
- ✚ Postal Address: PMB 250, Mansfield DC QLD 4122

Administration

Principal		Mr John Brew
Deputy Principals	<i>Years 7 & 8 (Acting)</i>	Dr Deborah McIntyre
	<i>Years 9 & 10 (Acting)</i>	Ms Anna Petrie
	<i>Year 11 & Timetabling</i>	Mr Matt McDonald
	<i>Year 12 & International</i>	Mr Adam Richter
	<i>Strategic Projects (0.6)</i>	Mrs Kelsey Oakes
Business Manager		Mrs Charmaine Macaulay
Heads of Department	The Arts	Ms Angela Sleeman
	Applied Technology	Mr Michael Tobin
	Business Technology	Ms Janelle Kerridge
	English	Mrs Angela Maguire
	Health & Physical Education	Mr Lachie Gibbs
	Humanities/LOTE (<i>Acting</i>)	Mrs Deb Mansini
	eLearning	Mr James Whittle
	Junior School	Mr Brock Germain
	Mathematics	Mr Darren Teale
	Science	Mr Allen Moodley
	Senior Schooling	Ms Angela Raven
	Head of Inclusive Practices (HIP)	
Guidance Officers	<i>Monday – Thursday</i>	Ms Janet Ingram
	<i>Monday – Friday</i>	Ms Juanita Oberle
School of Distance Education (SDE) Manager		Mr Son Dinh
Chaplain	<i>Wednesday – Friday</i>	Mr Bernie McMullen
Cultural Director		Mr Mark Watkins
EALD (English as an Additional Language/Dialect) Coordinator		Ms Angela Duncombe
Facilities Hire		Ms Karyn Lord
International Students Coordinator		Mrs Vicki Spicer
International Student Homestay Coordinator		Mrs Maria Chadburn
Teacher Aide Coordinator		Ms Leah Perry
Resource Centre Manager		Mrs Anne-Marie Price
School Health Nurse		Ms Kirsten Anstey
School Sports Coordinator		Ms Matalena Daniells
Northern District Sports Coordinator		Ms Tamara Nasalio
STEP Coordinator		Ms Stephanie Corless
Transition Officer		Mr Adrian Homer
Year Level Coordinators 2020	Year 7	Ms Karyn Abraham
	Year 7 Assistant	Ms Jo Moon
	Year 8	Ms Elizabeth Long
	Year 9	Ms Claire Masters
	Year 10	Ms Kate George
	Year 11	Mr Matt Redman
	Year 12	Mr Terry Oberg

Accurate at time of printing

Vision and Values



**Aspiration
Commitment
Community**








Quality Learning Quality Futures

School Curriculum



In depth information on courses of study can be obtained through reading the Years 7 & 8, Year 9 and Year 10 Curriculum Handbooks, the Senior Schooling Handbook for Years 11 & 12 or by accessing the school website www.centenaryshs.eq.edu.au.

Centenary State High School's success and excellent reputation in the community is underpinned by a flexible curriculum structure which is geared toward providing all students with a wide range of choices catering for individual interests, needs and abilities.

Key features of the curriculum plan at Centenary State High School include:



-  Great flexibility
-  Opportunities for accelerated progression
-  Opportunities to study some university subjects
-  Opportunities to participate in School based traineeships and apprenticeships
-  Range of stand-alone Certificate Courses
-  TAFE links and special programs
-  Individual Learning Programs for students requiring educational adjustments.

Curriculum Structure - Junior School

-  The Australian Curriculum and the Queensland C2C units both inform the Years 7 to 10 curriculum structure. The school has now implemented the Australian Curriculum Syllabi in English, Mathematics, Science, History & Geography, Physical Education, Technology and The Arts.
-  Subjects are generally studied for three seventy-minute lessons per week

YEARS 7 & 8

In Years 7 & 8, students have the opportunity to explore many of the broad subject areas through the allocated six subjects:



-  Four subjects: English, Mathematics, Science, Humanities (History & Geography) are studied for the full year
-  The following subjects are studied for one semester:
 - **Languages (Chinese-Mandarin, German or Spanish)**
 - **Health & Physical Education (HPE)**
 - **The Arts (Performance, Media, Music, Visual Art)**
 - **Technologies - Applied Technologies (Home Economics, Industrial Technology & Design) and Business and Computer Education (Business & Digital Technology)**

Specialist programs will be offered through an application process to Years 7 & 8 students in eXcel [Maths & Science], Music Plus, Performance Plus, and in Chinese Excellence.




YEAR 9

In Year 9 students study four subjects for the full year - **English, Mathematics, Science and Humanities (History & Geography)**. **Health and Physical Education** will be compulsory for one semester.

Additionally, students will choose three other subjects which will be studied for one semester each. One subject must be chosen from each of the following curriculum areas:


































-  The Arts
-  Technology

The third choice will be from one of the following areas:

-  Languages – studied for a full year in preparation for Senior Schooling
-  The Arts
-  Technology

From Year 9, students, in consultation with their families, take responsibility for planning their course of study.

Junior Curriculum (Years 7 to 9)

YEAR 7			
Whole Year Core Subjects	Excellence Program within Core (Via Application Process)	Semester Subjects (3 Lessons/Week)	Excellence Subjects (Via Application Process - 3 Lessons/Week for 1 Semester)
<ul style="list-style-type: none">  English (4 Lessons/Week)  Mathematics (4 Lessons/Week)  History/ Geography (2 Lessons/Week)  Science (2 Lessons/Week) 	<ul style="list-style-type: none">  eXcel Maths & Science (Whole Year) (6 Lessons/ Week within Maths/Science) 	<ul style="list-style-type: none">  Health & Physical Education  Languages (Chinese/German/Spanish)  Technologies (1 Term from each of 2 Broad Areas) <ul style="list-style-type: none"> ○ Applied Technologies (Industrial Technology & Design) (Home Economics) ○ Digital Technology  The Arts Performance (Integrated Dance, Drama) Media, Music, Visual Arts 	<ul style="list-style-type: none">  Performance Plus (1 Semester within The Arts time)  Music Plus (1 Semester within The Arts time)  Chinese Excellence (1 Semester)
YEAR 8			
Whole Year Core Subjects (3 Lessons/Week)	Excellence Program within Core	Semester Subjects (3 Lessons/Week)	Excellence & Extension Subjects (via an Application Process - 3 Lessons/Week for 1 Semester)
<ul style="list-style-type: none">  English  Mathematics  History/ Geography  Science 	<ul style="list-style-type: none">  eXcel Maths & Science (Whole Year) (6 Lessons/ Week within Maths/Science) 	<ul style="list-style-type: none">  Health & Physical Education  Languages (Chinese/German/Spanish)  Technologies (1 Term from each of 2 Broad Areas) <ul style="list-style-type: none"> ○ Applied Technologies (Industrial Technology & Design) (Home Economics) ○ Digital Technology  The Arts (Performance/Visual Arts/Media/Music) 	<ul style="list-style-type: none">  Performance Plus (Full Year)  Chinese Excellence (Full Year)  Music Plus (1 Semester within The Arts time)
YEAR 9			
Whole Year Core Subjects (3 Lessons/Week)	Excellence Program within Core	Semester Subjects (3 Lessons/Week)	Excellence & Extension Subjects (via an Application Process - 3 Lessons/Week Full Year)
<ul style="list-style-type: none">  English  Mathematics  Humanities  Science 	<ul style="list-style-type: none">  eXcel Maths & Science (Whole Year) (6 Lessons/ Week within Maths/Science) 	<ul style="list-style-type: none">  Health & Physical Education  Three Electives <ul style="list-style-type: none"> ○ One from The Arts options ○ One from Technology options ○ A language or a second option from the above ○ NB: Languages are studied for a full year. 	<ul style="list-style-type: none">  Performance Plus (Full Year)  Chinese Excellence (Full Year – if there are sufficient class numbers)

Curriculum Structure - Senior School

YEAR 10

The Year 10 curriculum structure is designed to provide a foundation to success in the Senior Phase of Learning. This provides students with the opportunity to engage in the following core course of study:

- ✚ An English subject studied for the entire year
- ✚ A Mathematics subject studied for the entire year
- ✚ Science studied for one (1) semester
- ✚ Humanities studied for one (1) semester

The remainder of the student timetable is constructed from a series of elective choices that run for one (1) semester each, totalling six (6) electives across the school year. The purpose of these subjects is to provide students with opportunities to engage with subject areas prior to completing the Senior Education & Training Plan (SETP) process in Term 3.

The SETP process provides students and their families the opportunity to plan a senior course of study at Centenary State High School. All students are required to complete a SETP in Year 10 and should consider the following:

- ✚ Ensuring they have the opportunity to be eligible for the Queensland Certificate of Education (QCE) or the Queensland Certificate of Individual Achievement (QCIA)
- ✚ Their tertiary entrance eligibility including the attainment of an ATAR. A booklet called “QTAC Tertiary Pre-requisites” will help families with this decision-making and distributed toward the middle of Year 10
- ✚ Participating in School-based Traineeships or Apprenticeships
- ✚ That in some circumstances, students in Years 11 and 12 may consider spreading their senior course over three years. They will need to discuss this option with a Guidance Officer and the school Administration

YEAR 11 AND 12

- ✚ Students in Year 11 and 12 will participate in an educational program that aims to achieve the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Within this program, students can follow one (1) of the educational pathways offered by the school:
 - QCE ATAR – This is the pathway for students aiming for a direct entry to University study post school
 - QCE PLUS – This pathway incorporates Applied Subjects and Vocational Education & Training (VET) certificates into a learning program.
- ✚ All students in Year 11 will undertake a Certificate II in Skills for Work & Vocational Pathways (FSK20113). This course is covered in the Year 11 Student Enrichment Program (STEP) each Wednesday and supports achievement in both educational pathways.
- ✚ In Year 11 and Year 12, students will be required to study the equivalent of six (6) subjects from the following subject types:
 - General Syllabus Subjects – these subjects are suited to students who are primarily interested in a tertiary study pathway when they finish their schooling.
 - Applied Syllabus Subjects – these subjects are suited to students who are primarily interested in a vocational pathway when they finish their schooling.
 - Vocational Education & Training (VET) Certificates – these are nationally recognised qualifications either offered by the school or in partnership with external Registered Training Organisations (RTOs).
- ✚ Year 11 and 12 also offers flexibility for students to explore other learning opportunities to supplement their learning at Centenary State High School. These opportunities include:
 - Accessing vocational qualifications at TAFE Queensland through the TAFE at School pathway.
 - School Based Apprenticeships (SBA) or School Based Traineeships (SBT)
 - Participating in tertiary study through a range of early entry programmes with Universities.

Positive Education

Centenary SHS embraces Positive Education as an underpinning philosophy. In this approach we promote staff and student wellbeing through actioning strategies under the PERMAH model (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Health).

Positive Education is a focus within the Junior School Home Group program. It is promoted throughout the whole school utilising a range of strategy and communication platforms.

Student Connectedness

At Centenary State High School, we promote the principle of student “connectedness”. Research indicates that students who feel a positive sense of belonging and connectedness to the school will generally perform better academically and be better socially adjusted.

Centenary SHS embraces Positive Education as an underpinning philosophy. In this approach we promote staff and student wellbeing through actioning strategies under the PERMAH model (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Health).

This principle of connectedness is promoted in a number of ways:

- ✚ A close connection and co-operation between the six state schools that make up the Centenary State Schools Cluster (Jindalee, Jamboree Heights, Middle Park, Darra, Mount Ommaney Special and Centenary) which enables students to make a seamless transition from primary school to their secondary education at Centenary State High School
- ✚ A curriculum structure which allows flexibility for students to progressively design a curriculum program suited to their particular needs, interests and abilities
- ✚ An extensive student support network
- ✚ A comprehensive pastoral care program
- ✚ A caring and supportive school environment
- ✚ A focus on the principals of Positive Education

Centenary Learning Alliance of State Schools (C.L.A.S.S.)

Centenary State High School has a distinct advantage over most high schools in that there are only four state primary schools in our school catchment area. Enrolment data indicates that the vast majority of the students from the primary schools (Jamboree Heights, Jindalee, Middle Park and Darra) who commence their secondary education at a state school, will do so at Centenary State High School. The four schools as well as Mt Ommaney Special School work closely together as a learning community to improve practice and to ensure a smooth transition for students as they move from primary to secondary school.

Centenary State High School provides enrichment programs to the primary schools in areas in which Centenary State High School has specialist resources and facilities, e.g. Science, The Arts, and Chinese-Mandarin. Teachers participate in a number of professional development activities which give teachers from both primary and secondary schools a common pedagogical framework.

Students in the Centenary Learning Alliance of State Schools can be assured of a quality education from Prep to Year 12 level.

Student Support Network

Centenary State High School prides itself on an extensive student support network within and beyond the school. Within the school, students and parents/carers may access:

- ✚ Two Guidance Officers
- ✚ Six Year Level Coordinators
- ✚ School Health Nurse (two days per week)

- ✚ School Chaplain (part-time)
- ✚ Youth Support Coordinator

In addition, students and parents/carers may also be referred to a range of outside government and non-government agencies to provide specialist support services if and when the need arises.

Inclusive Practices Department

Centenary State High School's Inclusive Practices Department supports students who have a verified disability and/or those students who meet the definition of disability including learning disability according to the Disability Discrimination Act (1992). We provide specialist educational services and an educationally adjusted program for all students with an Education Queensland verification and educational adjustments for all students who require them to access and participate in the curriculum on the 'same basis' as their peers. The school has a long history as a lead school for students with vision impairment.

Centenary State High School supports the concept of a whole school approach to learning, allowing each student to access and participate in the school's educational programs 'on the same basis' as their peers. Appropriate educational adjustments are made to a student's educational program and various levels of support are provided depending upon each student's individual needs. Some students may need to access the curriculum at a different year level juncture to their peers. Students are referred to Inclusive Practices in accordance with Education Queensland Guidelines and may be enrolled from outside the standard school catchment area (at the discretion of the Principal).

Student Support Programs

THE HOME GROUP PROGRAM

The Home Group Program focuses on each student as an individual, with the Year Level Home Group Teacher acting as a support teacher for each of the 20 or so students in their Home Group.

The Home Group meets for ten minutes at the start of each day, primarily for roll marking and school communications. The Home Group also meets for an extended 40 minute session once per week.

The Home Group teacher monitors each student's well-being, taking a personal interest in their academic progress and course planning, their attendance, appearance, participation in school activities and acknowledging their achievements both within and outside of school. Home Group teachers in Years 11 and 12 provide structured academic monitoring to their students.

Year Level Coordinators also monitor student wellbeing and connectedness across the whole school and act as a caring mentor supporting students to engage successfully in school. Consequently Home Groups are a key organisational structure in developing connectedness and maintaining a caring and positive school environment for students at Centenary State High School.

Home Group teachers support students by:

- ✚ Taking a personal interest in each student in the group, for example, knowing and recognising their birthdays, achievements outside of school, interests, etc.
- ✚ Encouraging and nurturing peer support throughout the group
- ✚ Developing House spirit by encouraging and modelling participation in House competitions
- ✚ Introducing themselves to the parents/carers of the students and maintaining regular contact
- ✚ Monitoring the student's behaviour across the whole school and acting as a caring friend in getting things 'back on line'
- ✚ Celebrating any successes of members of the group with positive recognition; personal letters, stickers, awards, acknowledgement at House Assemblies
- ✚ Developing leadership potential in all students in the Year Level Home Group
- ✚ Working closely with the Guidance Officers/DPs/Principal supporting students with special home circumstances, illness and trauma

Centenary State High School is divided into four House Groups for inter-house competitions: Curragundi, Jarup, Moolanda and Yallambee.

PASTORAL CARE PROGRAM

The Pastoral Care Program focuses on promoting connectedness and on delivering relevant pastoral care to students across Years 7 to 12. Each year level program reflects the needs, abilities and interests of that year level group. The program is presented in a 40 minute session during Lesson 3 on Monday and through regular contact with a Home Group teacher each day. Students will generally remain in their Home Group throughout their time at Centenary State High School.

In 2020 we implemented a Positive Education Program through the Junior School Home Group program.

Celebrating Student Achievements

Fortnightly school assemblies are used to acknowledge student participation and successes in all aspects of school life.

At the end of each reporting period, student academic success is recognised. In addition, morning teas are held to present certificates to students who demonstrate commitment to their studies and the ethos of Centenary State High School.

Our Annual Presentation Evening is held in late October. Students' achievements in Academic, Cultural, Community Service and Sports arenas are recognised through the presentation of Awards. In addition, a number of awards are presented to acknowledge major achievements including Junior and Senior Dux, All Rounder Award, Sportsperson of the Year, Excellence in the Arts, and other Community-based awards.

Quality Learning, Quality Futures

Students at Centenary State High School are encouraged to actively engage in the broad co-curricular program on offer as a means of developing skills and attributes that will serve them well as young adults. The rich co-curricular programs form part of the quality learning in the school that prepares our students to engage successfully post school. Students are provided with unlimited opportunities in academic programs, arts and culture, sport and community service.

Academic Programs

As highlighted in the school curriculum section, students have access to extension and accelerated programs, university subjects/units, school-based traineeships and apprenticeships, TAFE subjects and courses. The school is willing to consider any reasonable option that is in the best interests of the student to achieve a worthwhile educational outcome and QCE Attainment.

Throughout the year, students may elect to participate in a wide range of academic extension programs and competitions. Students are advised of these activities in class, while parents/carers are usually informed via the school newsletter. Many of these activities require an entrance fee for which payment would be required at the school office.

Some of the activities in which students have participated in previous years include:

Accounting Competition, Australian Mathematics Competition, Australian Science Competition, Australasian Schools English and Writing Competitions, Blue Card for Child-Related Services, White Card Induction in General Safety, Billycart Competition, Centenary Cup, Certificate I in Furnishings, Certificate II in Hospitality, Certificate I in Resources & Infrastructure Operations, Certificate III in Children's Services, Chemistry Competition, CO2 Dragster Competition, Constitutional Conventions, Debating, Eco Man, Economics Day at UQ, ICAS Maths Competition, Geography Day at UQ, Geography & History Competitions, Law Week Hypothetical, Maths Team Challenge, Optiminds, RSL Bursary, Schools Computing Competitions, Philosophon, Tournament of the Minds, Westpac Maths Competition, Young Achievement Australia and Duke of Edinburgh.

Arts & Culture

The Arts Faculty offers a wide variety of subjects to students including studies in Visual Art, Dance, Drama, Media Studies, Music and Performance. In addition, there is a wide range of co-curricular activities for students to become involved in including the instrumental music program, choirs, school musicals and concerts. Year 6 students can also apply to be part of one of our Year 7 Extension Arts Programs, Music Plus or Performance Plus.

INSTRUMENTAL MUSIC

Our Instrumental Music program is a very active and important extra-curricular program within the school community. If students have been members of the Instrumental Music program in primary school, we encourage them to continue at high school. Several of our instrumental teachers also teach in our local primary schools, providing a strong connection for those students involved. Depending on availability, new members and beginner students may also be included in the program.

The program provides small group tuition for brass, woodwind, string and percussion instruments. Students participating in the program are also members of the various school ensembles who perform at a variety of competitions, concerts, school events and community functions. Although the school provides access to some larger instruments (e.g. double bass, euphonium, percussion), most students are expected to have their own instrument (e.g. violin, flute, trumpet). The expense of running the program (including instrumental repair and the purchase of music) is partly met by an annual contribution.

YEAR 7 INSTRUMENTAL MUSIC SCHOLARSHIP

Dedicated and talented Year 6 students enrolled in one of the local state primary school's Instrumental Music Program, may also be considered for a Year 7 Instrumental Music Scholarship offered by the school's P&C Arts Sub-committee. Upon being nominated by their primary school instrumental music teacher/s, selected students would need to undertake an interview process before receiving confirmation of acceptance. This scholarship covers the instrumental music levy, the cost of the school music camp and the purchase of an Arts shirt.

CHORAL PROGRAM

The school has established a school choir for all students from Years 7 to 12. The ensemble performs at a variety of competitions, school events and community functions. The expense of running the program is partly met by an annual contribution.

Health and Physical Education

Students at Centenary State High School participate in sport through curriculum programs, through extra-curricular activities and many through STEP activities. Students have opportunities for selection in interschool sporting teams. In Years 7 to 9, all students study a semester of Health and Physical Education each year. In Years 10 to 12, students may elect to study a Health and Physical Education Unit. All HPE units involve up to 140 minutes per week of physical activity.

SPORTING CARNIVALS AND INTERSCHOOL SPORT

Centenary State High School conducts Athletics, Cross Country and Swimming carnivals each year which encourage both serious competitors and widespread participation. These carnivals open up opportunities for students to participate at District, Regional, State and National levels. The school is a member of the Northern District in the Metropolitan West Sports Region.

Each semester all students are given the opportunity to participate in District Sports Days where they compete in a variety of sports against other schools in our sports district. In addition to this, students in all year levels may trial in just about any sport for District representation which may then lead to Regional, State or National representation.

Students may also represent the school in interschool sporting competitions such as the Vicki Wilson Netball Cup, Bill Turner Cup Soccer, Rowing, Futsal, Rugby League and Rugby. Students are advised of these competitions through school notices, by the Sports Director and Sports Teachers. Parents/Carers are usually advised via the school newsletter.

STEP (Student Enrichment Program)

Students at Centenary State High School participate in a range of Sporting, Academic, Cultural, Recreational and Artistic activities every Wednesday in Lesson 4. This program is compulsory for Years 7 to 10 students. Years 11 and 12 students participate in the Senior Pathways Program.

Future Pathways Program (FPP)

At Centenary State High School we believe that every student has the right to a comprehensive education. Many students now engage in learning and other study offered outside of a traditional school setting. At our school, many of our senior students undertake extension subjects, distance education, university studies, TAFE or workplace learning. As valued learning experiences, the Future Pathways Program has been established to provide supervised classroom support for these students.

Our aim at Centenary State High School is for all students to achieve the Queensland Certificate of Education (QCE) and finish school with a pathway that leads into further studies or the workplace. This program aims to help students succeed on their chosen pathway.

The FPP teacher's main role is to support students to achieve success by offering a structured, organised and nurturing study environment. Their role includes, but is not limited to:

- ✚ Tutoring support (reading drafts, assisting with other areas of learning)
- ✚ Liaising with teachers, parents/carers, institution, employer and other stakeholders
- ✚ Keeping accurate records and documentation (rolls, action plans and anecdotal records)
- ✚ Delivering Study Skills Sessions
- ✚ Assisting students to remain organised
- ✚ Career Education (writing resumes, selection criteria, covering letters, etc.)
- ✚ Supporting Literacy and Numeracy

All students involved in the FPP Program must attend FPP classes. Students will not be allowed to 'flex on and off' unless they are attending structured workplace learning, TAFE or University during that time. A roll will be taken for each class and absences followed up, with the normal truancy consequences being applied.

It is a privilege to be involved in this program, not a right. A continuation of irregular attendance, poor behaviour and not meeting learning outcomes will result in contact with the relevant stakeholder/s to review a student's enrolment/participation in the program.

Student Leadership

The development of student leaders and the establishment of a positive model of student governance is a priority at Centenary State High School.

A system of student governance has been established to give students a sense of empowerment, ownership and responsibility in school matters. Our system also provides a variety of leadership avenues and concrete skill development to ensure all students are given the opportunity to develop their leadership potential.

This leadership model consists of two School Captains and two Vice Captains in both the Junior and Senior Schools and a School Leadership Forum made up of over 24 School Leaders, four from each year level. These representatives bring issues from their relevant year levels to the student forum where these matters are discussed. The representatives also undertake many of the hands-on projects that arise within the school and wider community.

The Year 12 Council operates to broaden the decision making and to address the concerns of the Year 12 body.

Senior mentors are selected from Year 10 and Year 11 to mentor and support new Year 7 students through their first months of secondary school.

In addition to this, a House system also operates. Eight elected House Captains help organise and run activities such as sport and swimming carnivals and other inter-house activities with the House coordinators.

This diverse leadership model provides scope for a variety of students to undertake leadership roles within the school.

Information & Communication Technology

Centenary State High School is committed to providing high-quality access for students to ICTs as part of the dynamic nature of education. Students are now working in a digital world and this requires new technologies coupled with new ways of teaching and learning. In recognition of this, the school supports a wide range of digital technologies such as individual student devices, in-class computers, camera and filming hardware, contemporary and subject-specific software as well as a quality whole-school network. This infrastructure, coupled with a commitment to innovative teaching practices, is directed at achieving quality learning outcomes for all students.

Accessing Learning at Centenary State High School

All students are provided access to the school's network in accordance with the *ICT Responsible Use Agreement*. This document is completed upon enrolment and outlines the responsibilities of all stakeholders in accessing digital resources connected to the school.

Students are able to connect to the network in a variety of ways and the school has committed substantial funds to upgrade key infrastructure such as wireless capacity and *Bring Your Own Device* (BYOx) capabilities. Information regarding connecting devices to the school network can be accessed on the school's [website](#).

There are significant moves within education to increase student access to learning outside of the formal school timetable of 8.55am – 3.00pm. At Centenary State High School, the use of *Class OneNote* give students opportunity to access class specific learning objects and to interact as responsible digital citizens. This platform is supplemented by the use of other Department supported programs such as Blackboard Collaborate, Blackboard Ultra, Microsoft Teams and the Learning Place. In combination, these allow for student to engage in the teaching and learning process in a variety of different ways.

Technical Support for Students

Students are able to access initial technical support in the Resource Centre from 8.00am each day. Further support is available in the Tech Centre located in BT08. In addition to support personnel, there are a number of "How-to" guides and instructions for software downloads available on the school's website under the *Documents* section of the *Support and Resources* tab and under the *Quicklinks* section of the *Home* tab.

Cybersafety

Centenary State High School expects all students to engage in responsible and appropriate online behaviours within our wider school community. This expectation is aligned with the school's vision and values as well as promoting a safe, supported and disciplined school environment.

Students are provided access to cybersafety promoting initiatives such as presentations in the Junior Home Group (HG) program, access to the *Cybersafety Help Button* on all school devices and through the use of the Education Queensland network for email, web browsing and other online activities.

The school has a strong commitment to maintaining safe online environments and addressing impacts on student safety online, provided within the school's *Responsible Behaviour Plan for Students*. Additionally, parents/carers can access support guides regarding cybersafety from the Department's Cybersafety & Reputation Management team at: <http://behaviour.education.qld.gov.au/onlineawareness>

Assessment & Reporting Policy

Assessment is a means of checking how successful a student has been in learning the designated outcomes of a course of study. Information gained from student assessment is used primarily to provide feedback to students on ways to improve their learning but will also be used to make judgments about student learning for reporting processes.

This document provides a general overview of the assessment and reporting policies and procedures across the school. For students in Year 11 and Year 12, more details regarding the school policy and procedures is available in the *Senior School Internal Assessment Policy* handbook.

Types of Assessment

Assessment may be:

- ✚ Formative and used to provide feedback to students on ways to improve their learning
- ✚ Summative and used to make decisions about students' semester grades in a subject/unit or exit level of achievement in Year 12
- ✚ Competency-based which is practically based and industry endorsed, and used to make judgments about students' knowledge or skills in Vocational Education & Training (VET) modules

ASSESSMENT PROCEDURES

- ✚ Students and parents/carers will be provided with an outline of the semester assessment program in a unit or subject indicating the type of assessment task to be completed and an approximate time when this will occur. Student course planners may be made available via OneSchool (<http://oslp.eq.edu.au>). Where appropriate, students will be provided with specific dates and task sheets at least one week prior to the scheduled assessment task
- ✚ Years 11 and 12 students in the Senior School, will be allocated exam blocks at various periods during the year, when classes cease and students sit exams. Students in the Junior School will complete tests in their normal timetabled lessons
- ✚ Students in Years 11 and 12 who have not completed semester assessment requirements will be required to remain at school during the examination periods to complete outstanding coursework and/or assessment for sufficiency of course coverage in accordance with QCAA policies and procedures

To ensure that all students are treated fairly and equitably, the following assessment guidelines will apply.

Absences from Examinations/Tests

Students are notified of the assessments schedule for the semester, at the start of each semester, students should avoid appointments that will clash with the examination dates.

Formal block examination timetables will be used for Year 11 and 12 students as per the scheduled timelines in the Whole School Calendar

All other examinations for each year level will be held during normal class time.

MISSED EXAMINATIONS

- ✚ Advance notice: where students are aware, in advance, that they will be absent for an examination, they must complete a **Missed Examination** form to advise the school of the absence as soon as they become aware of it
- ✚ Unforeseen Absence: where a student is absent on the day of the examination, a parent/carer must contact the main office. This information will be passed on to the HOD responsible for the subject
- ✚ In both cases, a completed "Missed Examination" form with supporting evidence to substantiate the reason for the student's absence must be provided to the HOD immediately on return to school. Appropriate evidence might include: medical certificate, notification of selection in a representative team, university examination timetable
- ✚ Students will sit the missed examination immediately upon their return to school

- ✚ *Students on external suspension:* at the discretion of the appropriate Deputy Principal and in consultation with the relevant HOD, students will be given the opportunity to complete examinations as scheduled, during their suspension period

FOR STUDENTS PARTICIPATING IN YEAR 11 OR YEAR 12 SUBJECTS:

- ✚ For Internal Assessment (IA) items, there will be a requirement to complete documentation as per the Access Arrangements and Reasonable Adjustment (AARA) procedure outlined by the QCAA for illness and/or misadventure
- ✚ For External Assessment (EA) in Unit 4, the AARA process will need to be enacted with the support of identified school staff as there is no capacity to sit an EA at an alternate time

Policy for Assessment Tasks other than Examinations

This may include practical and written assignments, speaking tasks and written field reports. Assignments play a very important role in the work programs of many subjects. Task/criteria and school cover sheets must be handed in with the assignment.

- ✚ **Allocation of class time:** class time is made available for partial completion of any assessment task. As such, all students will have at least a partially completed assessment task to submit on the due date.
- ✚ **Drafting:** Drafts of, or progress checkpoints for, assignments are required at various times before the final due date. These checkpoints will be indicated on the task sheet. Students must submit their drafts by the dates indicated as this is also part of the marking scheme. Where an assignment is not submitted by the due date, the drafting information will be used to grade the assignment. During the drafting phase, provided the draft is submitted by the due date, teachers will provide constructive feedback on how well students are addressing the assessment criteria and how students may make improvements. There is no obligation by teachers to provide feedback on drafts which are submitted late or on subsequent drafts. **In certain subjects, the amount of feedback given may vary in accordance with QCAA approved task conditions and the QCE & QCIA Handbook.**
- ✚ **Due Date:** timely submission of assessment is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given
 - Students in Years 7 to 10 are required to submit their assessment tasks directly to their teacher
 - If assignments are not submitted by 8.50am on the due date, a standard will be awarded on evidence provided to-date (usually a draft result)
- ✚ Student is absent on the Due Date for the Assessment Task
 - Students who are absent for genuine reasons on the due date for submission of an assessment task must make every effort to submit the task on that day
 - The parent/carer must telephone the office at the start of the day, explaining the circumstances and discuss options with regard to the handing in of the assignment
 - If the absence is due to special circumstances (e.g. bereavement), the parent/carer should speak personally with the Head of Department to discuss the circumstances and alternative arrangements for the submission of the assessment task
 - If students are unable to hand in the assessment task on the due date, then the task must be handed in on the first day the student returns to school
 - Students on suspension are required to submit all assessment tasks by the due date
 - Oral presentations/performances must be presented at a specific time and date determined by the class teacher or HOD
 - Where students are absent for ANY reason, acceptable evidence supported by documentation, must be presented
- ✚ Students must not absent themselves from school or classes to complete an assignment
- ✚ Where assessments are produced on computer, the student is responsible for making backup copies of work produced on home or school computer systems. No allowance will be made for work lost due to computer failure. Where a student has a printer failure at home, assessment work must be printed at school and 'posted' by 9am at the Resource Centre
- ✚ For Years 11 and 12 students, all draft and final written pieces of assessment must be submitted using Turnitin, or other approved verifying software, to verify authenticity
- ✚ Applying for an Extension to an Assignment
 - An extension of time to complete an assessment task will be granted ONLY in cases of genuine prolonged illness or exceptional circumstances such as bereavement or significant personal

problems. Some form of documentary evidence, such as a medical certificate, may be requested to confirm the circumstances. If requested, the medical certificate must be handed in to the front office, copied and the copy given by the student to the Head of Department

- Applications for an extension must be made to the relevant HOD prior to the due date
- Acceptable evidence must be presented to the HOD, accompanied by a “Request for Assessment Extension” form which is available from the main office
- Final approval for an extension is granted by the year level Deputy Principal
- Where an extension is granted, it must be recorded on OneSchool

✚ Late and Incomplete Submissions (see relevant exit year-level assessment policy for further details)

- Drafts or progress checkpoints of assessment tasks are required at various times before the final submission date. Teachers will record progress to date and notify parent/carers by phone or email when drafts are not submitted or are not up to the required standard
- If an assessment task is incomplete, the student will receive a mark on preliminary work based on the drafts or work already done in class and observed by the teacher prior to or on the due date

✚ Non-Submission of Assignment (see relevant exit year-level assessment policy for further details)

- A student in Years 11 or 12 who fails to complete a piece of assessment may be deemed to have not completed the mandatory requirements of the course when this piece of assessment is a major component of their exit profile. If this occurs, the student may not receive a result for the subject and will not be given a credit for all semesters. **Parents/Carers will be advised in writing**
- Students in the Compulsory Participation Phase of Learning who do not submit assessment tasks in more than one subject may be deemed to have ‘refused to participate in the education program of instruction’ which may be grounds for cancellation of their enrolment under the Education (General Provisions) Act

✚ Special Provisions for Students in Year 7 – 10

✚ The [P-12 Curriculum, Assessment and Reporting Framework](#) outlines requirements and guidelines for special provisions in Years 7 – 10. Within this definition, any student who has a specific educational need may be considered for reasonable educational adjustment to complete assessment items.

✚ The definition of reasonable adjustment as enacted by the Department is given below:

An adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students (definition from Disability Standards for Education 2005 (Cwlth)).

✚ Source: <http://ppr.det.qld.gov.au/pif/policies/Documents/Inclusive-education-policy.pdf>

✚ It is important to note that the definition of disability draws from the Commonwealth standards and therefore, encompasses all students identified under the Nationally Consistent Collection of Data (NCCD).

✚ Students eligible for REAs will be identified through OneSchool – Student Support – Support Provisions. In this space, all REAs that are applicable to a student will be listed. It is the responsibility of the classroom to be aware of any student who is eligible for REAs in their classroom.

✚ This is supplemented by Student Advocates. Student Advocates are staff members who have a role as the primary point of contact for identified students. The Student Advocate acts as an intermediary between students, parents and classroom teachers to ensure that the school is best supporting our young people and their likelihood of success.

✚ Access Arrangements and Reasonable Adjustments (AARA) for Year 11 and 12 Students

- Students may be eligible for AARA to allow them to demonstrate their ability within assessment
- In the SATE system, AARA fall into two (2) key categories – Principal Reported and QCAA Approved. Both categories of adjustment must align with Section 6 of the QCE and QCIA Policy and Procedures Handbook
- Processes and procedures relating to students and AARA are managed by the Senior School Guidance Officer (GO) and Head of Inclusive Practices (HIP) in consultation with the relevant year-level DP
- To apply for AARA, students and/or their parent/carers must liaise with the Senior School GO or HIP
- Students or parents/carers wanting to discuss this with the Guidance Officer should make an appointment through Guidance Reception

- Documentary evidence such as a medical certificate will be requested to confirm the circumstances and the relevant adjustment for the student
- Classroom teachers are not to enact AARA during assessment unless directed by the school's Administration.

Academic Misconduct Policy

- ✚ Academic misconduct is a serious breach of the Centenary SHS Responsible Behaviour Plan for Students and includes both cheating and plagiarism. Cheating involves situations where students gain an unfair advantage during a test situation. Cheating may include, but is not limited to:
 - Copying work from another student or allowing your own work to be copied
 - Taking unauthorised notes into a test or exam
 - Gaining, distributing or using a copy of an exam prior to the exam date
 - Sharing details of questions on an exam with other students
- ✚ Plagiarism can be defined as:
 - The act of misrepresenting as one's own original work, the ideas, interpretations, words or creative works of another person
- ✚ This may include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media.
- ✚ Students found to be undertaking activities encompassed by either of these definitions are breaching the school's Responsible Behaviour Plan for Students by committing academic misconduct. Management of such behaviours will be in accordance with the school's Responsible Behaviour Plan for Students. In all cases, students and parents/carers will be required to meet with the relevant HOD and Deputy Principal.
- ✚ Consequences of Academic Misconduct
- ✚ Academic misconduct encompasses both plagiarism and cheating.

Centenary State High School acknowledges that the internet has changed the way student's research and write. To monitor assessment tasks for plagiarism, staff use plagiarism checking software such as "TurnItIn" as well as the use of defined assessment checkpoints.

Students in Years 11 and 12 MUST submit all draft and final written assessment pieces through the school's plagiarism checking software before uploading their work on the Student Assessment Portal (SAP).

- ✚ As per the school's Responsible Behaviour Plan for Students, academic misconduct is considered a serious breach of the school rules. In instances where, on the balance of probability, academic misconduct has occurred, the school will choose to enact an appropriate response regarding completion of the task.
- ✚ These include, but are not limited to:
 - The section of work that is proven to be a result of cheating or plagiarism will not be marked. The remaining section of the assessment piece will be used to determine a result
 - In cases where the entire piece of work is proved to be a result of cheating or plagiarism, students may be required to resubmit work by the end of the school day in order to meet assessment requirements, in order to receive semester credit. This will be managed by the HOD.
 - The Principal will determine what weight will be placed on the result based on the circumstances surrounding the breach. The general principle is that the result will not be counted toward overall grades
 - If a student is suspected of cheating during an exam/test, the work should be removed immediately and annotated with the date and time details. New paper should be issued so that the student can complete the remainder of the paper with integrity.
 - For students participating in Year 11 or Year 12 subjects, school-based responses will also align with the advice outlined in the QCE & QCIA Handbook.
- ✚ Additional disciplinary consequences are outlined on page eleven (11) of the school's 'Responsible Behaviour Plan for Students'. These consequences will be determined by the Principal.

Reporting

School Reporting is the process of communicating information on student achievement over the reporting period. Reporting may be formal or informal, including regular written reports, planned parent/carer/teacher meetings and other communication between teachers/parents/carers as needs determine.

At Centenary State High School, we

- ✚ Encourage communication between parents/carers and teachers as a means for developing a co-operative relationship between the school and our community in supporting student learning
- ✚ Acknowledge that parents/carers are entitled to receive regular and clear reports on their child's progress and have opportunities to discuss their child's progress from early in the school year
- ✚ Ensure that school reporting identifies students' strengths and areas for improvement across curricular and other areas and their social development within the school context
- ✚ Encourage all parents/carers to attend parent/carer/teacher meetings
- ✚ Provide parents/carers with a range of accurate, reliable and meaningful school performance data measured against the school vision, goals and educational programs

Timing of Reports

Reports are issued at the following intervals:

1. Year 7, 8, 9 and 10 – four intervals during the year, i.e. every term
2. Year 11 – three intervals during the year, mid Unit 1, end Unit 1 and end Unit 2
3. Year 12 – three intervals during the year, mid Unit 3, end Unit 3 and end Unit 4

In addition, in early Term 4, the Year 7 and 9 students will receive their results from the NAPLAN (National Assessment Performance Literacy and Numeracy) test if they sat the tests in Term 2.

At the end of Year 12, **all** students will receive a Senior Statement and those who have qualified will receive the Queensland Certificate of Education (QCE) or the Queensland Certificate of Individual Attainment (QCIA) from the Queensland Curriculum and Assessment Authority.

Students who are eligible will also receive their ATAR result.

Parent/Carer/Teacher Evenings

Parent/Carer/Teacher Evenings are held at the start of Term 2 for all students and Term 3 for students in Years 7 to 11. These provide an opportunity for parents/carers to discuss their student's progress with the class teacher.

At Centenary State High School, we use an electronic online booking system to facilitate appointment scheduling.

National and State Testing

THE NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

National Based Test

These tests are held for Years 3, 5, 7 and 9 students over a three day period in May of each year, and are designed to assess the skills of Australian students in literacy and numeracy. The tests include: Language Conventions (spelling, grammar and punctuation), Writing (knowledge and control of written language), Reading (comprehension), and Numeracy (number, measurement, chance and data, space, algebra, function and pattern (formal algebra for Year 9 only)).

Results from the tests will provide important information about your child's progress in literacy and numeracy. Following the tests, schools and students will receive a statement of performance in relation to the national minimum standards.

Homework & Bookwork Policy

Homework and Study

The rationale for homework is to assist students:

- ✚ With practice, preparation and consolidation of learning activities
- ✚ Achieve excellence in learning
- ✚ Develop self-discipline, organisational and time management skills

HOMEWORK ESSENTIALS FOR STUDENTS

- ✚ All subjects have a homework requirement
- ✚ Students must enter homework into either their Student diary
- ✚ Reviewing and reflecting on each of the day's lessons is essential for success

GUIDELINES FOR TIME TO BE SPENT ON HOMEWORK (EACH NIGHT, FOUR NIGHTS PER WEEK)

- ✚ In Years 7 to 9, students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in classes. Homework in Years 7 to 9 could be up to, but generally not more than, five hours per week.
- ✚ In the Senior Phase, Years 10 to 12, the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan. Students who wish to succeed in Authority subjects need to complete 15 hours or more of study a week.

Written work will be set in several subjects each night, but students should be aware that the most important part of homework is the study of the material covered in class during the day. Homework also includes the work required for assignments over a number of weeks. **Parents/Carers are therefore requested not to accept the statement that there is no homework to be done.** Parents/Carers should check their student's School Diary regularly.

Teachers will:

- ✚ Set homework which is relevant, accompanied by clear instructions including due date
- ✚ Issue homework at a time in class which allows students to seek clarification on concerns they may have
- ✚ Consistently monitor homework on an ongoing basis
- ✚ Check homework for completion, accuracy and quality on the due date
- ✚ Apply consequences for students not completing homework which are clear, appropriate and consistently applied
- ✚ Contact parents/carers when students are persistently not completing homework

Parents/Carers should:

- ✚ Provide a homework/study area for your student away from noise and activity
- ✚ Check the Student Diary for recorded homework
- ✚ Check what homework has been done at the end of the homework/study period
- ✚ Contact the teacher/school if you have any concerns about your student's homework

Bookwork

Students at Centenary State High School are expected to maintain a high standard of "bookwork" whether in print or electronic format. The rationale for this is:

- ✚ Research shows that organised bookwork is essential to achieve high quality learning outcomes
- ✚ Well-organised bookwork allows students to access and understand their work more effectively allowing revision and reference tasks to be completed more quickly
- ✚ Students who take pride in their work are more likely to have a very positive attitude toward school and learning. This attitude will be of immense benefit to the student upon leaving school
- ✚ Students who take responsibility for quality bookwork are demonstrating potential leadership skills for future endeavours because they are responsible, organised and excellent time managers

ESSENTIAL REQUIREMENTS FOR STUDENTS

- ✚ Students will maintain a book and/or folder for each subject
- ✚ Books/folders will be kept free of graffiti
- ✚ Books will be kept to an expected standard that has been outlined by each subject area. This includes expectations on:
 - Page formatting, date, margins, headings, underlining, ruling off, etc.
 - Type of writing instruments to be used
 - Requirements in relation to handouts, spelling errors, graffiti, title pages, cover, homework, missed work, etc.

ESSENTIAL REQUIREMENTS FOR TEACHERS

- ✚ Expectations and standards are clearly communicated to students
- ✚ Monitoring of bookwork is consistent and ongoing
- ✚ Consequences for unsatisfactory bookwork need to be clear, appropriate and consistently applied

Uniform Code

Centenary State High School is a full school uniform school and the uniform code was developed in consultation with parents/carers, students and the wider community. The school community strongly values and supports the wearing of the school uniform and it is expected that all students at the school will wear the uniform correctly and with pride.

The Reasons for a School Uniform Code

- ✚ Student safety - it identifies those students attending Centenary State High School, allowing us to quickly identify those persons in the school grounds who may not have good reasons for being there.
- ✚ A sense of pride - students develop a sense of pride in being associated with a school that has a reputation of excellence. This pride plays a part in the educational, sporting, cultural and social development of all students.
- ✚ Equity issues - it eliminates the 'fashion' competition between students and in doing so reduces the stress of 'keeping up' with the trends as well as reducing the costs for school clothing.
- ✚ Self-discipline - a uniform code applies to many occupations and social activities. Wearing a uniform to school reinforces the self-discipline which is required outside the school environment.

The School Uniform

Girls (Formal)

- ✚ Blue formal blouse with embroidered logo on pocket for Years 7, 8 and 9
- ✚ White formal blouse with embroidered logo on pocket for Years 10, 11 and 12
- ✚ Navy blue skirt with 2 front pleats, side zip, elastic back and side zip pocket
- ✚ Navy blue tailored trousers with front zip
- ✚ Navy tailored shorts
- ✚ Navy blue ankle socks, NOT knee length long socks nor footlets
- ✚ Plain navy/black stockings/tights, NOT footless leggings (Winter)
- ✚ Plain black or navy blue belt. No studs or ornate buckles (optional with trousers or shorts).
- ✚ College black leather lace-up shoes only - shoes must have a heel. NOT black leather sports shoes.
- ✚ Cultural headdresses may be white or navy

Boys (Formal)

- ✚ Blue formal shirt with embroidered logo on pocket for Years 7, 8 and 9
- ✚ White formal shirt with embroidered logo on pocket for Years 10, 11 and 12
- ✚ Navy blue tailored shorts with belt loops
- ✚ Navy blue tailored trousers with belt loops
- ✚ Navy blue ankle socks, NOT knee length long socks nor footlets
- ✚ Plain black or navy blue belt. No studs or ornate buckles.
- ✚ College black leather lace-up shoes only - shoes must have a heel. NOT black leather sports shoes.

Sports – UNISEX

- ✚ Sports polo shirt with embroidered logo
- ✚ Sports rugby knit shorts with elastic waist and embroidered script
- ✚ White or blue socks
- ✚ Lace-up athletic sports shoes
- ✚ School embroidered tracksuit pants – to only be worn with sports uniform

Other – UNISEX

- ✚ Jumper, poly-cotton knit V-neck, navy blue with embroidered logo and red/gold stripe
- ✚ Jumper, wool knit V-neck, navy blue with embroidered logo and red/gold stripe
- ✚ Navy blue school scarf (Winter)
- ✚ The school tie may be worn by Year 12 Students only

- ✚ Jacket, poly-cotton weave, navy blue, fully lined with embroidered logo and red/gold stripe
- ✚ Approved Senior Jersey to be worn only by current Year 12 students OVER their formal/ sports/arts shirt
- ✚ Only uniform hats or caps to be worn or dark, discreet caps or hats. No bright caps/hats, nor “beanies” or similar headwear.
- ✚ Arts polo shirt with embroidered logo (Performing Arts students only)

Please note that canvas and other ‘street style’ shoes are NOT permitted variations for the Formal or Sports Uniform. Variations to the school uniform on the basis of cultural or religious grounds are to be negotiated with the school’s administration. Variations must align with the school’s expectations, e.g. hijabs and scarves must be in the school colours of navy or white.

FORMAL UNIFORM	
ACCEPTABLE	UNACCEPTABLE
	
	
SPORTS UNIFORM	
ACCEPTABLE	UNACCEPTABLE
	

Sun Safety Policy

Centenary State High School supports the need to help children understand the importance of properly protecting their skin and to educate young people about Sun Safe behaviour, thus reducing the risk of skin damage from exposure to the sun.

The school's uniform includes a broad brimmed school hat. Students are expected to wear this hat during all oval and court activities. The school will supply 30+ broad spectrum, water resistant sunscreen in staffrooms for student use, especially before all HPE classes.

Wearing of the Uniform

Students are required to wear correct uniform at all times including travelling to and from school and attendance at school excursions. Students in all year levels may wear Sports or Arts uniform all day on Wednesday, including travel to and from school.

Performing Arts Uniform for Dance, Drama and Music:

- ✚ Arts polo shirt with embroidery
- ✚ Sports Shorts or School Trousers
- ✚ Blue School Socks
- ✚ Sports Shoes – lace-up, athletic shoes

For Film and Television, Media, Art or Visual Art - Performing Arts Uniform is not appropriate. Formal School uniform to be worn.

If students study HPE and/or Performing Arts and require Sports or Arts uniform for practical lessons, the following guidelines apply:

- ✚ Students who have a practical HPE/Performing Arts lesson in lesson 1 or 2 may wear their Sports/Performing Arts uniform to school but they must change into their formal uniform in the AM break.
- ✚ Students who have a practical HPE/Performing Arts lesson in lesson 3 or 4 must wear their formal uniform to school, change into their Sports/Performing Arts uniform at the AM break. Students may then travel home in their Sports/ Performing Arts uniform.

Students who are unable to comply with the school uniform code at any time are to report to a Deputy Principal at the beginning of the school day with a note from a parent/carer. The student will then be issued with a uniform pass for the day.

Team uniforms (e.g. Instrumental Music, Dance singlets and pants, Backstage uniforms, Sports singlets or shirts, Football training shirts or jerseys, etc.) are NOT part of the authorised school uniform and may not be worn at school other than when students are participating in the particular activity for which the team uniform is intended. Students must also not wear team uniforms to or from school.

Presentation

Students should be neat and well presented at all times. In particular:

- ✚ Boys' shirts are to be tucked in for formal occasions, e.g. assemblies and graduation ceremony.
- ✚ The top button of boys' shirt is to be left unbuttoned, not buttoned up.
- ✚ The top button of girls' blouses must not be removed and must be done up. Skirts must not be rolled down or partially unzipped to expose a bare midriff.
- ✚ Coloured undershirts should not be worn with school uniform. White undershirts only may be worn as long as the sleeves do not project beyond the uniform shirt sleeve.
- ✚ Non regulation slacks, e.g. tight hipster slacks, are not permitted.

Grooming

Hair should be of a natural colour, neat and tidy and pulled back where necessary to comply with Workplace Health and Safety requirements. Hairstyles should be appropriate for a working environment. Hair ties, bands and accessories should be discreet and match the school colours (blue, white, red and yellow).

Jewellery

Jewellery must not create a safety concern and is restricted to:

EARRINGS

- ✚ A maximum of two pairs of small plain sleepers and/or studs in pierced ears (gold or silver)
- ✚ No large hoops, bands, coloured or dangling earrings or spikes are to be worn
- ✚ Ear spacers must be of a clear colour
- ✚ A wristwatch
- ✚ One small signet ring

PIERCINGS

- ✚ Visible body piercing of any type is not permitted
- ✚ Flesh-coloured surgical adhesion should be worn over pierced areas if the student is concerned about it closing over
- ✚ Small, clear, **non-metallic retainers can be worn**

Visible jewellery is not permitted unless it is related to the student's cultural heritage or has religious significance and a written request to a Deputy Principal or Principal at the start of each school year has been approved.

Make-Up

- ✚ Students are not to wear any overt make-up unless approval has been granted for medical reasons
- ✚ Only foundation make-up (skin tone) can be worn, for sun protection
- ✚ Make-up should be minimal and not draw undue attention
- ✚ Nail polish, if worn, is restricted to natural colours

The Wearing of 'Non-Uniform' where approved

Students are allowed to wear non-uniform only for those activities which have received school administration approval, i.e. – school approved camps or school approved non-uniform days

Written notification will be sent home advising parents/carers of school camps and any requirements regarding the wearing of the appropriate non-uniform.

Non-uniform days are a privilege and are part of our school's commitment to helping our school charities. Poor responses to fundraising may indicate no interest on behalf of students and our school administration will reassess the school's participation in any further non-uniform days.

Standards for the wearing of non-uniform apply and include, but are not limited to:

- ✚ Neat and well-presented clothing that would be deemed appropriate for work wear and that meets Workplace Health and Safety Guidelines and Sun Safety Guidelines
- ✚ Closed-in shoes (providing adequate foot protection)
- ✚ No revealing midriff tops or strappy singlet tops
- ✚ No short shorts
- ✚ No inappropriate slogans of an offensive or sexual nature to be on clothing
- ✚ Jewellery and makeup as per the Uniform Policy
- ✚ Shoes and clothes that are suitable for timetabled school activities, e.g. leather shoes for workshops, laboratories, kitchens and sport shoes for sport activities

If students choose to wear the sports uniform on these days, full sports uniform must be worn; a mix of non-uniform and sports uniform is not permitted.

Students who have a Health & Physical Education or The Arts subject on that day will be required to change into the HPE/Arts uniform and then to change back to the non-uniform.

Non-compliance with the Uniform Code

Non-compliance by students with the uniform code may result in consequences being applied. This may include after-school detentions. Repeated non-compliance with uniform consequences may incur further consequences.







Responsible Behaviour Plan

The school's Responsible Behaviour Plan is currently under review as all schools will be adopting the Student Code of Conduct from 2021. Our Responsible Behaviour Plan is based on Education Queensland's Code of School Behaviour. Centenary State High School's official Education Queensland copy clearly sets out the school's expectations and the entire document is available by download from our school website www.centenaryshs.eq.edu.au.

A condensed version of the School's Responsible Behaviour Plan is included in the School's Enrolment Application Pack and is signed by parents/carers to acknowledge that they accept the rules and regulations of Centenary State High School as stated in the school policies and are aware of the information about the school's current programs and services.

The Responsible Behaviour Plan focuses on a broad range of proactive strategies which create an environment where students have a sense of ownership of their school and are treated with trust and respect. However, it is also essential that students realise that if they make inappropriate decisions, e.g. ones that infringe on the rights of others, avoid their responsibilities or are involved in illegal activities, then consequences will be applied.

It should also be noted that the Responsible Behaviour Plan in relation to student behaviour at school also applies to:

-  Travel to and from school
-  Extra-curricular activities
-  Social functions, camps and excursions
-  Students representing the school
-  Out-of-school behaviour that may prejudice the good order and management of the school
-  Any time a student is in school uniform which identifies them as a student of Centenary State High School

Students who demonstrate behaviour that is contrary to the Responsible Behaviour Plan of Centenary State High School may also exclude themselves from a student leadership position, from representing the school, participating in extra-curricular activities and excursions, and from receiving awards.

Our Responsible Behaviour Plan clearly sets out the school's expectations of students, teachers and parents/carers. The relationship between these stakeholders is critical to success.

Purpose

Centenary 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.

All sectors of the Centenary State High School community: parents/carers, students, teaching and support staff are committed to learning. 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.

Consultation and Data Review

Centenary SHS developed this plan in collaboration with our school community. Broad consultation with parents/carers, staff and students was undertaken and a review of school data relating to attendance, absenteeism, school disciplinary absences, cancellations and behaviour incidents from 2016 - 2018 also informed the development process.

The Plan was amended and endorsed by the Principal, School Council Chair and the President of the P&C in November 2018 and will be reviewed in 2020 as required by legislation.

Learning and Behaviour Statement

At Centenary SHS we believe in and act according to the following values:

Aspiration

At Centenary we aspire to improve ourselves as learners and citizens, to enable us to make strong contributions to our present and future communities. We view education as critical to this growth. We value the setting of goals, the development and implementation of strategy and the addressing of challenge, to achieve success.







Commitment

At Centenary we recognise that growth and success is dependent upon commitment. As a community we work conscientiously towards the achievement of our goals and do not waver in our efforts. Students over the duration of their secondary schooling will require the ability to bounce back from disappointment and to be resilient in their studies and personal life.




Community

At Centenary we assist each student to find their place in our diverse school community to develop a strong sense of belonging and security underpinned by respect for self and others. We recognise that through working collaboratively we can positively contribute to both this school community and to the broader network of communities to which we belong.

All members of the Centenary SHS community will:

-  Be able to enjoy a safe and supportive environment, free from fear, harassment, or bullying in any form
-  Show respect for self, others and the environment
-  Support practices which enable equality of opportunity and participation in all spheres of learning and working
-  Follow practices which promote a positive attitude to health and safety
-  Have rights and responsibilities as partners in education
-  Follow practices which demonstrate respect for the laws and regulations of our society




Our school community has identified the following three school expectations which are used to teach and promote our high standards of responsible behaviour:

-  Be responsible
-  Be respectful
-  Be a learner

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

At Centenary State High School, a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour is used:

-  Universal Behaviour Support
-  Targeted Behaviour Support
-  Intensive Behaviour Support

UNIVERSAL BEHAVIOUR SUPPORT

At Centenary State High School, we emphasise the importance of directly teaching all students the behaviours we want them to demonstrate at school. This strategy is designed to prevent problem behaviour and provides a framework for recognition for students who meet the school expectations. It also provides a framework for responding to unacceptable behaviour.

The following proactive and preventative processes and strategies to support student behaviour are implemented at Centenary State High School:

- ✚ Comprehensive induction programs in the *Centenary State High School Responsible Behaviour Plan for Students*, delivered to new students as well as new and casual staff
- ✚ Consistent implementation of specific policies to address:
 - Electronic Devices And Their Usage (**Appendix 1**)
 - The Use of Mobile Phones and Other Personal Technology Devices at School (**Appendix 2**)
 - Procedures for Preventing and Responding to Incidents of Bullying (Including Cyberbullying) (**Appendix 3**)
 - Working Together to Keep Centenary State High School Safe (**Appendix 4**)
 - Centenary State High School's Drug and Alcohol Policy (**Appendix 5**)
 - Good Standing Policy (**Appendix 6**)

A set of behavioural expectations in specific settings has been developed for each of our three school expectations. The Centenary State High School Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings. However, behavioural expectations apply when students are outside the school grounds (including moving to and from school), on extra-curricular activities, social functions, camps, excursions, representing the school or otherwise, and are identified as students of this school.

These expectations are communicated to students via a number of strategies, including (See the Teaching Matrix):

- ✚ Explicit teaching of expectations and how they operate in all settings is conducted by Home Group (HG) teachers at the start of the school year and regularly revisited during Monday HG lessons
- ✚ Reinforcement of learning from behaviour lessons on year level and whole school assemblies
- ✚ School diary
- ✚ Classroom posters
- ✚ Newsletter reminders
- ✚ Student daily notices
- ✚ Reminders of expectations by staff during classroom and non-classroom activities

REINFORCING EXPECTED SCHOOL BEHAVIOUR

Centenary State High School Positive Rewards System

At Centenary State High School we aim to acknowledge those students who are positive role models and demonstrate good behaviour. Our 'Positive Behaviour Rewards System' recognises the efforts and behaviour of our students. We understand that the majority of our students are 'doing the right thing' in class and all too often the focus and attention is on the one or two students who may be misbehaving and distracting in class. Our aim is to recognise the positive behaviour of students and this will be done through our ***Merit Point Reward System***.

Students who demonstrate our school values and expectations are acknowledged with a merit point by their teachers. These merit points are recorded on our school data base and are collated as House Group totals. At the end of each term the House Group in each year level which has the highest number of merit points is awarded a suitable group prize. Examples may include pizza party, sausage sizzle, class party, etc.

We will also recognise those students who receive straight grades of Excellent for Behaviour and Effort on their Semester Report Cards, through the presentation of certificates at full school assemblies.

This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Students who demonstrate that they are following school expectations are deemed to be in 'good standing'. (Appendix 6).

Centenary State High School Schoolwide Expectations Teaching Matrix

	ALL AREAS	CLASSROOM	GROUNDS/WALKWAYS	TOILETS	BUS LINES
BE RESPONSIBLE	<ul style="list-style-type: none"> ✚ Be in the right place at the right time ✚ Follow instructions immediately ✚ Accept responsibility for own actions (own your own behaviour) ✚ Wear the correct uniform at all times ✚ Bring pen and paper to school for all activities ✚ Report inappropriate behaviour to the Year Level Coordinator/HG teacher ✚ Keep hands, feet and objects to yourself ✚ Use equipment appropriately ✚ Keep banned items, such as marker pens and deodorant sprays, at home 	<ul style="list-style-type: none"> ✚ Be prepared ✚ Bring required equipment ✚ Keep work space tidy ✚ Ask permission to leave the classroom ✚ Arrive promptly ready to work ✚ Focus on the teacher ✚ Save work on laptops regularly ✚ Keep hands, feet and other objects to self ✚ Follow directions immediately 	<ul style="list-style-type: none"> ✚ Be responsible for your own litter ✚ Move promptly and quietly at bells to arrive on time at class ✚ Take the most direct route ✚ Keep the central walkway clear ✚ Play approved games including ball games on the oval ✚ Return equipment to appropriate place when finished ✚ Obey restrictions placed on games, e.g. no tackling 	<ul style="list-style-type: none"> ✚ Use toilets during breaks ✚ Carry pass if using the toilet in an emergency during class time ✚ Wash hands thoroughly 	<ul style="list-style-type: none"> ✚ Leave school promptly via pedestrian gates ✚ Have current Darra pass ready to show teachers and bus driver ✚ Wait until all Darra pass students have boarded ✚ Pay the fare/swipe Go Card ✚ Move to the back of the bus ✚ Behave responsibly on the bus
BE RESPECTFUL	<ul style="list-style-type: none"> ✚ Respect others' personal space and property ✚ Respect the rights of others to be free from bullying, sexual and racial harassment ✚ Care for equipment ✚ Keep work space and grounds clean ✚ Use polite language ✚ Wait your turn ✚ Share only on-line content that is appropriate to a "work environment" 	<ul style="list-style-type: none"> ✚ Follow instructions ✚ Raise your hand to speak ✚ Respect others' right to learn ✚ Talk in turns ✚ Be a good listener ✚ Be honest ✚ Use laptops as and when instructed ✚ Close laptop during teacher/general discussion 	<ul style="list-style-type: none"> ✚ Play fairly – follow rules ✚ Take turns ✚ Invite others to join in ✚ Keep lunch areas clean ✚ Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> ✚ Leave toilets neat and tidy ✚ Respect privacy of others ✚ Report any maintenance issues immediately to the Administration office 	<ul style="list-style-type: none"> ✚ Wait your turn ✚ Keep your belongings nearby ✚ Have your bus pass ready ✚ Talk to the bus driver and other passengers politely ✚ Follow directions immediately

BE A LEARNER	<ul style="list-style-type: none"> ✦ Use technology appropriately (including mobile phones and other electronic devices) ✦ Consume food and drink outside buildings 	<ul style="list-style-type: none"> ✦ Enter and exit room in an orderly manner ✦ Wear personal protective equipment, including leather shoes where required ✦ Switch off all electronic devices and keep them out of sight during learning activities and formal situations and store electronic devices in a pencil case or bag ✦ Submit homework, assignments/assessments on time ✦ Complete all set tasks ✦ Take an active, positive role in classroom activities ✦ Ask for assistance ✦ Maintain student diary 	<ul style="list-style-type: none"> ✦ Participate only in school approved games ✦ Wear appropriate shoes and socks at all times (NOT canvas shoes) ✦ Be sun safe ✦ Walk, do not run ✦ Keep passage ways clear at all times ✦ Be aware of others ✦ Wear a hat on the oval 	<ul style="list-style-type: none"> ✦ Report any unsafe behaviours to Administration office 	<ul style="list-style-type: none"> ✦ Wait inside the gate until the bus stops ✦ Be aware of your bag and how it affects others ✦ Keep hands, feet and other objects to self
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RESPONDING TO UNACCEPTABLE BEHAVIOUR

Students come to school to learn. Behaviour support represents an important opportunity for students to learn how to get along with others.

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 students to think of how they might be able to act more responsibly, respectfully or as an engaged learner. 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

At Centenary State High School, we recognise that in a supportive and well-disciplined school a small number of students may occasionally need additional targeted support, specific adjustments or program intervention.

Each year a small number of students at Centenary State High School are identified through our data as needing additional assistance in the way of targeted behavioural support.

Support Strategies include:

- ✚ An in-school referral process for teachers seeking assistance to support students with targeted level needs
- ✚ Team approach to supporting students on targeted support programs. Input where required/appropriate from Home Group Teachers, School Nurse, School Chaplain, Year Coordinator, Guidance Officer, HOD and Administration
- ✚ Adult mentoring
- ✚ Daily behaviour monitoring programme
- ✚ Targeted/small group social skilling

Students whose behaviour does not improve after targeted intervention, or behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

INTENSIVE BEHAVIOUR SUPPORT

Centenary State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that in a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and or flexible learning options to assist them to continue their learning.

Support Strategies include:

- ✚ An in-school referral process for teachers seeking assistance to support students
- ✚ A team-based approach for providing intensive, consistent individualised support
- ✚ Investigation of flexible and/or alternative learning options
- ✚ Referral to outside agencies
- ✚ Involvement of parents/carers where possible

Emergency or Critical Incident Responses

It is important that all staff, students and visitors 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. Centenary State High School has processes for containing the incident, evacuation or lockdown depending on the circumstances.

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

BASIC DEFUSING STRATEGIES

- ✚ Avoid escalating the problem behaviour

- ✚ Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- ✚ Maintain calmness, respect and detachment
- ✚ Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.
- ✚ Approach the student in a non-threatening manner
- ✚ Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge co-operation, withdraw if the situation escalates.
- ✚ Follow through
- ✚ If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- ✚ Debrief
- ✚ Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

PHYSICAL INTERVENTION

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

RECORD KEEPING

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- ✚ Incident report recorded in OneSchool
- ✚ MyHR Workplace Health and Safety Report in OnePortal

Consequences for Unacceptable Behaviour

In developing this Responsible Behaviour Plan, Centenary State High School has categorised inappropriate student behaviour into two levels (minor and major) according to the gravity of the behaviour. This provides a clearly defined process to be undertaken by the most appropriate staff member and students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

MINOR AND MAJOR BEHAVIOURS

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- ✚ Minor problem behaviour is handled by staff members at the time it happens and if this behaviour persists, the student will be referred to the Head of Department. The staff member will work with the Head of Department to correct the student behaviour.
- ✚ Major problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- ✚ Are minor breaches of the school rules
- ✚ Do not seriously harm others or cause concern that the student may be harmed
- ✚ Do not violate the rights of others in any other serious way
- ✚ Are not part of a pattern of problem behaviours
- ✚ Do not require involvement of specialist support staff or Administration

Minor problem behaviours may result in the following consequences:

- ✚ A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- ✚ A re-direction procedure. The staff member takes the student aside and:
 - Names the behaviour that the student is displaying
 - Asks student to name expected school behaviour
 - States and explains expected school behaviour if necessary
 - Gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:

- ✚ Significantly violate the rights of others, as outlined in the Code of School Behaviour
- ✚ Put others/self at risk of harm
- ✚ Require the involvement of school Administration

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then either makes contact directly with Administration or sends a responsible student to make contact with Administration.

OneSchool is used to record all unacceptable minor and major behaviours that require a consequence.

The attached Behaviour Consequences Matrix gives an indication of the possible consequences issued for various types of behaviour infringements.

BEHAVIOUR CONSEQUENCES MATRIX

**** CIRCUMSTANCES AND CONTEXT WILL DETERMINE THE APPROPRIATE LEVEL OF MANAGEMENT, WHICH MAY RESULT IN A DIRECT REFERRAL TO ADMINISTRATION ****

	UNACCEPTABLE MINOR BEHAVIOUR Teacher Managed <i>May include One School note – minor behaviour entry</i>	UNACCEPTABLE MINOR BEHAVIOUR Head of Department managed <i>Must include One School note – minor behaviour entry</i>	UNACCEPTABLE MAJOR BEHAVIOUR Administration managed either Deputy Principal or Principal <i>Must include One School note – major behaviour entry</i>
BEHAVIOUR	<ul style="list-style-type: none"> ✚ Late to class ✚ Failure to follow an instruction ✚ Failure to bring equipment ✚ Not completing homework, class work, assignments ✚ Disrupting other students ✚ Disrespectful tone ✚ Minor graffiti and littering ✚ Having inappropriate items at school ✚ Incorrect use of equipment/facilities ✚ Playing banned games ✚ Misuse of toilets ✚ Inappropriate language, e.g. minor swearing ✚ Entering out of bounds areas ✚ Unsafe behaviour ✚ Failure to follow the school’s uniform policy ✚ Inappropriate contact, e.g. holding hands, hugging ✚ Inappropriate use of mobile phones and electronic devices ✚ Inappropriate use of the Centenary SHS internet or school network ✚ Other low level unacceptable behaviours 	<ul style="list-style-type: none"> ✚ Repeatedly late to class ✚ Repeated refusal to follow teacher requests ✚ Repeatedly not doing homework, class work or assessment ✚ Repeatedly missing lunch time or after school detentions ✚ Repeatedly leaving class without permission ✚ Repeated disrespect toward teachers ✚ Persistent disruption of the learning environment ✚ Minor academic misconduct ✚ Ongoing/persistent misuse of school internet or school network ✚ Non-submission of assessment tasks ✚ Petty theft 	<ul style="list-style-type: none"> ✚ Ongoing or persistent non-compliance/disobedience/misconduct in classroom or school ✚ Verbal abuse directed at staff ✚ Inappropriate and/or aggressive language ✚ Violence/fighting ✚ Throwing items with intent to harm ✚ Inappropriate sexual contact ✚ Bullying in any form including: verbal, physical, electronic, mobile, SMS and cyberbullying ✚ Denigration of students/staff using electronic devices or media ✚ Leaving school grounds without permission ✚ Truancy ✚ Major theft ✚ Wilful property damage/vandalism/major graffiti ✚ Weapons possession ✚ Possession of, selling or under the influence of banned substances ✚ Possession of and/or use of tobacco products and/or smoking utensils ✚ Adversely impacting the management and operations of the school ✚ Bringing the school into disrepute ✚ Persistent non-submission of assessment tasks ✚ Major academic misconduct ✚ Serious misuse of school internet or school network ✚ Ongoing uniform infringements

POSSIBLE CONSEQUENCES	<ul style="list-style-type: none"> ✦ Teacher speaks to student about the behaviour ✦ Warning, rule reminder ✦ Seating change ✦ Teacher contacts parents/carers ✦ Teacher arranges lunch time detention ✦ If student fails to attend lunchtime detention teacher arranges additional detention after contacting parents/carers ✦ Teacher issues uniform infringement notice ✦ Uniform policy breach - detention run by YLC ✦ Student mobile phones or electronic devices are handed in to the school office – see Appendix 2 	<ul style="list-style-type: none"> ✦ Referral to HOD ✦ Lunchtime/after school detention following parent/carers contact ✦ Classroom withdrawal for 1, 2 or 3 lessons ✦ For inappropriate use of the Centenary SHS internet during class, referral to subject HOD - out of class time IT HOD ✦ Removal of ICT privileges for a period of time ✦ Parents/Carers informed of the inappropriate behaviour and the consequences ✦ Meeting with parents/carers, student, HOD and/or Deputy Principal if warranted ✦ Referral to Student Services Staff, e.g. Guidance Officer, School Nurse, Youth Support Coordinator ✦ HOD to notify Deputy Principal if situation deemed serious or if outside intervention might be required in the future ✦ Loss of Good Standing – see Appendix 6 ✦ Withdrawal from interschool sport/cultural and non-curriculum activities, performances, STEP ✦ Removal of Wednesday afternoon early departure for Years 11/12 	<ul style="list-style-type: none"> ✦ Referral to Administration ✦ After school detention (following parent/carers contact) and/or lunchtime detention ✦ Removal of privileges – Loss of Good Standing – see Appendix 6 ✦ Parent/Carer notification ✦ Playground withdrawal ✦ Internal suspension ✦ Meeting with parents/carers, student, Year Level Coordinator, Guidance Officer and Deputy Principal ✦ Referral to Deputy Principal for a Daily Monitoring card ✦ Discipline Improvement Plan ✦ 1-10 day external suspension (may be placed on a Behaviour Monitoring Folder upon return) ✦ 11-20 day external suspension (may be placed on a Behaviour Monitoring Folder upon return) ✦ Referral to Alternative programs ✦ Referral to Outside Agencies ✦ Recommendation to Exclude ✦ Cancellation of Enrolment
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Network of Student Support

A strong pastoral care programme (HG – Home Group) is in operation at Centenary State High School that covers such topics as:

- ✚ Self-esteem
- ✚ Bullying and harassment
- ✚ Drug and alcohol use
- ✚ Leadership
- ✚ Study skills and time organisation
- ✚ Relationships
- ✚ Life skills
- ✚ Sex education
- ✚ Community engagement
- ✚ Resilience

Where possible, students have access to the same Year Level Coordinator, HG teacher and the same Home Group from Years 8 to 12 having worked with skilled transition teachers in Year 7.

ADDITIONAL SUPPORT SERVICES

At Centenary State High School students who are considered to be “seriously at risk” are supported using a proactive problem solving approach.

The school endeavours to intervene and provide support drawing upon school based, EQ regional and community support services. An indication of these services is given below:

- ✚ Deputy Principals
- ✚ Guidance Officers
- ✚ School Based Youth Health Nurse
- ✚ School Chaplain
- ✚ Youth Support Coordinator
- ✚ Year Level Coordinator
- ✚ Heads of Department
- ✚ Administration Staff
- ✚ Senior Guidance Officer
- ✚ Transition to Work Program
- ✚ Various School Engagement Programs

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)
- ✚ Queensland Police Service
- ✚ Local Council
- ✚ Headspace

Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Student Disciplinary Absences are used only after consideration has been given to all other responses.

Centenary 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 student’s age, gender, disability, cultural background, socio-economic 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 socio-economic situation
 - Receive adjustments appropriate to their learning and/or impairment needs

The Use of Mobile Phones and Other Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices and the need to preserve productive teaching and learning environments and to ensure the safety and wellbeing of all school community members.

In using personal technology devices at school:

- ✚ Students may only use their mobile phones and other devices before and after school hours or during AM and PM breaks.
- ✚ Students must switch off and keep phones and other devices out of sight during classes and other learning and formal situations.
- ✚ Any device seen or heard in a learning environment is to be taken immediately, by the student, to the Administration Office. The device will be stored and a receipt issued to show the relevant staff members. The device can then be collected by the student at the end of the school day, unless required to be kept for the purposes of disciplinary investigation, when it will only be returned in the presence of a parent/carer.
- ✚ If students continue to infringe school policy and impact on teaching and learning environments through the use of personal technology devices, they will be subject to disciplinary action, including suspension.
- ✚ Personal technology devices may not be taken into or used by students in exams or class assessments. Possession of these devices at these times may lead to the assumption or detection of cheating which would incur disciplinary action.
- ✚ Students involved in sending harassing, obscene or threatening text messages to other members of the school community will be regarded as contravening the School's Responsible Behaviour Plan in regard to Anti-Bullying and Harassment. The sender will be subject to disciplinary action, according to the School's Responsible Behaviour Plan for Students. Disciplinary action will be taken against any student who:
 - Records other school community members without their express permission
 - Records inappropriate behaviours or incidents such as vandalism, fighting, bullying, staged fighting or pranks for the purpose of dissemination to others, by any means
 - Is knowingly the subject of such a recording
 - Records others where the outcome would be seen by a reasonable person as embarrassing for an individual or the school, or as harassment or bullying of a school community member
 - This policy also applies to students during excursions, camps and extra-curricular activities
 - Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents/carers will be advised to contact the Queensland Police Service directly.
 - Mobile phones or other devices are brought to school at students' risk. No liability will be accepted by the school in the event of loss, theft or damage of any device unless it can be proved that the loss, theft or damage resulted from the school's negligence

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

PURPOSE

Centenary State High School strives to create positive, predictable environments for all students* at all times of the day. The disciplined teaching environment that we are creating is essential to:

- ✚ Achieving overall school improvement
- ✚ Raising achievement and attendance
- ✚ Promoting equality and diversity
- ✚ Ensuring the safety and well-being of all members of the school community
- ✚ Improving the effectiveness and efficiency of our student support procedures

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

Our commitment to the philosophy of mutual respect and responsibility requires all members to understand that the following behaviours are unacceptable:

- ✚ Verbal intimidation, including threats, derogatory nicknames and personal comments
- ✚ Verbal comments that could be seen as being racist, sexist or discriminatory in any way
- ✚ Threatening behaviour toward others
- ✚ Physical harm to others
- ✚ Deliberate exclusion of individuals or groups from regular social activity
- ✚ Sexual harassment
- ✚ Electronic harassment via email, SMS on mobile phone or internet chat rooms
- ✚ Filming and/or the transmission of images of any other members of the school community without their explicit permission

These behaviours are considered serious and if these behaviours do occur it follows that the school will need to take action according to the Responsible Behaviour Plan to stop the behaviour from continuing.

Support processes and practices will be put in place for students who are the victims of bullying and harassment.

PREVENTION

- ✚ Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a minimum level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
 - All students know the three school expectations and have been taught the expected behaviours attached to each rule in all areas of the school.
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
 - A high level of quality, active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- ✚ An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
- ✚ Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Centenary State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
- ✚ Centenary State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Working Together to Keep Centenary State High School Safe

We can work together to keep knives out of school. At Centenary State High School:

- ✚ Every student has the right to feel safe and be safe at school
- ✚ No knives are allowed to be brought to school by students
- ✚ There is no reason for a student to have a knife at school. It is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knives are banned?

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

The Principal can take action against a student who brings a knife to school.

- ✚ If a student has a knife at school, the Principal can inform the police.
- ✚ Possessing a knife at school may result in serious disciplinary consequences. This may include suspension or exclusion.
- ✚ Police can search a student and their property at school if they suspect a student has a knife.
- ✚ A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- ✚ School property such as desks or lockers may be searched if the Principal suspects that a student has a knife on or in school property.
- ✚ If the Principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- ✚ If the student does have a knife at school, it can be confiscated by the Principal and given to the police.

How can parents/carers help to keep Centenary State High School safe?

- ✚ Make sure your child knows what the laws and rules are about knives
- ✚ Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits
- ✚ Contact your School Principal if you believe your child is being bullied or threatened at school
- ✚ If you want to talk about students and knives at school, please contact the Principal

Drug and Alcohol Policy

Centenary State High School is a "drug-free" school. The school focuses on prevention through education, information and providing a safe and healthy school environment.

The smoking of cigarettes is not permitted at any time on government property and it is also illegal for persons under the age of eighteen to be smoking or in the possession of cigarettes.




Students involved in drug related incidents will be given support but will also have consequences applied.

Where behaviour is deemed to have breached criminal legislation or poses a threat to school security, student or staff safety, parents/carers will be notified and external bodies such as the Queensland Police Service may be called.

BEHAVIOUR	POSSIBLE CONSEQUENCES
Smoking/possession of cigarettes/tobacco related products/smoking utensils	Multiple after school detentions / possible suspension / Discipline Improvement Plan (DIP) / suspension with proposal to exclude. Referral to school Student Support Services.
Use/possession of illegal substances (drugs/alcohol)	Possible 1-20 day suspension, depending on circumstances, police informed. Repeated offence: possible suspension, suspension with proposal to exclude, police contact. Referral to school Student Support Services.
Dealing in illegal substances	Suspension with proposal to exclude, police informed

Good Standing Policy

All students have Good Standing with the school, however, this status may be suspended by a member of the School's Administration Team due to:

-  Misbehaviour
-  Lack of engagement in learning
-  Failure to follow the policies and procedures of the school

Suspension of Good Standing will invoke a range of specific consequences as determined by the school's Administration. Students will also receive reachable objectives within a set time frame which, upon satisfactory achievement, will see their Good Standing reinstated.

Good Standing suspension will not impact upon core curriculum activities but may preclude a student from involvement in extra-curricular or non-core activities.

School Routine & Management

Attendance

At Centenary State High School, school rolls are marked at the start of the day during Home Group and at each subsequent lesson (Lessons 1 to 4).

The following [attendance requirements](#) are set out by Education Queensland in accordance with the Education Act.

Parents/Carers:

- ✚ Of compulsory school-aged children (students under 16 years of age and who have not completed Year 10) are required to ensure that the student attends school each day and is engaged in full time education
- ✚ Of compulsory participation phase-aged children (students who have not completed Year 12, OR a VET qualification Certificate III or IV OR have turned 17 years of age) are required to ensure that students fulfil the requirements of their eligible option
- ✚ Are required to ensure their child arrives at school or their educational program on time every day
- ✚ Are requested to minimise disruption to their child's school day so their child has the best opportunity to learn
- ✚ Are required to contact the school prior to any planned absences
- ✚ Are required to provide an explanation (preferably in writing), if not beforehand then within two days of the student's return to school, each time their child is absent from school. This may take the form of:
 - A medical certificate
 - A written explanatory note containing the student's name, dates and reasons for absence
 - A verbal explanation to the school through either a phone call (**Centenary State High School's 24 hour Absence Line 3373 4503**) or a visit to the school

Late to School/Early Departures

Parents/Carers should:

- ✚ Ensure their child follows the school's recommended processes and procedures for late arrival and early departure by signing in/out at the main office
- ✚ Notify the school if their child will be late to school/departing before 3.00pm, using the school's recommended communication processes. This may take the form of:
 - Phoning the school (3373 4555 during school hours)
 - Providing the child with a signed and dated note
 - Accompanying the child to the school office

Students arriving late:

- ✚ MUST report to the office and collect a "late pass". Where an explanation has not been provided, students will be referred to the appropriate Deputy Principal
- ✚ Will be marked present, but the absence will remain unapproved until a parent/carer contacts the office
- ✚ Failure to sign in will be regarded as truancy and consequences may be issued as per the school's 'Responsible Behaviour Plan for Students'

Students leaving early:

- ✚ Must report to the office before their scheduled departure to collect an "intention to leave early pass"
- ✚ Where necessary, this pass will be used to leave class
- ✚ When leaving, students must report to the main office and present their leave pass
- ✚ They will then be issued an "Early Departure /Leave Pass" slip
- ✚ Students returning to school must sign back in through the main office before returning to classes

Exemptions from Schooling

An exemption from compulsory schooling or the compulsory participation phase is available when a child or a young person cannot attend or it would be unreasonable in all the circumstances for them to attend school or participate in an *eligible option* for a period of more than 10 consecutive school days.

The exemption excuses parents/carers from their legal obligation to ensure that their child:

- ✚ Is enrolled at or attends a school if they are of Compulsory School Age, or
- ✚ Is participating full-time in an eligible option if they are in the Compulsory Participation Phase

A parent/carer may apply for an exemption from compulsory schooling for their child. Either parent/carer of a young person may apply for an exemption from the compulsory participation phase. Applications for exemption must include the signed consent of a parent/carer. All applications should be directed to the School Principal.

Situations where exemptions may apply include, but are not limited to:

- ✚ Illness
- ✚ Caring responsibilities

Full details on School Exemption Policy are available at:

<http://ppr.det.qld.gov.au/education/management/Pages/Exemptions-from-Compulsory-Schooling-and-Compulsory-Participation.aspx>

Out-of-Bounds

Students are restricted to areas of the grounds where they are visible at all times. Generally, students may not loiter in the areas between the fence lines and the school buildings and the areas below the banks of the oval. Once students arrive at school, they must not leave the school grounds without written authority from parents/carers which has been presented to school Administration staff. Full details of out-of-bounds areas are found in the Centenary State High School student diary.

Communication

CONTACTING YOU

The school's major means of communication to our community is email. Email communication will be used for whole-school events, parent/carer notifications and academic reporting. Additionally, your student's classroom teacher will use email as the initial point of contact with you regarding their progress and participation in the classroom. The school newsletter is emailed to parents/carers three times per term and provides updates on different parts of school life and information from our community.

[QParents](#) provides parents/carers with secure online access to their student's information such as attendance, report cards, invoices & finance history, timetables and assessment planners. This program is an opt-in program for families and requires parents/carers to verify their details through the QParents portal. Once confirmed, parents can access the portal using the QParents app on a smartphone, tablet or personal computer.

The school website www.centenaryshs.eq.edu.au is an effective source of information about the school. It includes a bulletin board, school calendar, school newsletter download and contacts list. It undergoes regular updating to keep it current, comprehensive and user friendly.

We strongly encourage our teachers to contact parents/carers if there are any issues concerning your student that require your attention. This way we can ensure that both school and family are working together in the interests of students.

To ensure that the lines of communication are kept open, we require all parents/carers to keep their contact details up to date on our school management system. If your details change, please contact the school office and advise us of the changes.

CONTACTING THE SCHOOL OFFICE

The school office is open between 8am and 4pm each school day. The telephone service switches to a night service between 4pm and 8am, making it possible for you to leave a message but not to speak to an operator.

The general school email enquiry address is admin@centenaryshs.eq.edu.au. An email enquiry will be directed to the relevant staff member for a prompt response.

CONTACTING ADMINISTRATION/HEADS OF DEPARTMENT

The Principal, Deputy Principals and Heads of Department may be contacted through the school office using the general school telephone number 07 3373 4555.

The administration email address is listed within the school newsletter and on the school website. Email addresses for the Principal, Deputy Principals and Heads of Department

CONTACTING TEACHERS

Teachers may be contacted by note through your student, by email or by telephone through the school office (3373 4555). Teachers are not always readily available and it may be necessary to make some times available at which they will be able to return your call.

MEETING STAFF

Meetings with staff members are by appointment only. **Please do not arrive at school unannounced and expect to see a teacher or a member of the administration team.** While every effort will be made to satisfy your request, it is not always possible for a staff member to be available at the time you request.

When meeting with any member of staff, **parents/carers must report to the school office where the staff member will be informed of your arrival.** It is not acceptable to turn up unannounced at a classroom or staffroom. If this occurs, the person will be asked to leave.

CONTACTING YOUR STUDENT

All emergency calls should come through the main office (07 3373 4555).

If you have need to contact your student regarding a non-urgent personal matter, please limit these calls to before/after school or during the AM or PM break.

Enrichment Activities

Many school curriculum programs and some extra-curricular programs include excursions or camps. Information about camps and excursions will be given to students and parents/carers at the start of each semester.

Detailed information, including cost and permission slips, will be provided to students involved at least two weeks prior to the activity. Along with the details of the activity, a deadline will be provided for payment and return of permission slips.

If students do not return both payment and the permission slip by the nominated deadline, they will NOT be allowed to attend the activity.

Normally, formal school uniform is required for students on school excursions, though on some occasions due to the nature of the activity, sports uniform or non-uniform clothing may be preferred. This information will be included on the permission slip.

Participation in any non-curricular activity, including the Year 11 Semi-Formal and Year 12 Formal, is dependent upon all school financial obligations being met.

Any outstanding fees should be finalised to allow participation in these events. The school fully recognises the need to be sensitive to families who may have financial difficulties and is only too willing to organise, in total confidence, alternative payment arrangements. Please contact the school's Business Manager for further information.

Complaints Procedures

The principles of natural justice are embedded in our complaints management processes. Students or parents/carers with a complaint should approach the school within a general framework of cooperation so that the complaint can be resolved in an accountable, timely and fair way that is compatible with human rights.

Initially, complaints should be attempted to be resolved in an informal manner, for example, the resolution of classroom issues would involve discussions between the student and teacher or student, teacher and parent. Should the issue remain unresolved, a more formal process may involve a Head of Department or Deputy Principal/Principal, depending on the nature of the complaint.

Further information about making a complaint can be obtained [here](#).

Health & Safety

ACCIDENT/ILLNESS/MEDICATION

The following procedures will be applied for accident, illness or taking of medication:

- + A student who has been involved in an accident or who becomes ill while at school must report immediately to the nearest teacher or report directly to the office.
- + **Students must not call home before reporting to the office.**
- + Students must obtain a note from their classroom teacher before reporting to the office in the case of non-emergency illnesses.
- + Minor injuries are treated at school.
- + When the injury or illness is of a more serious nature, an ambulance will be called. In such instances, a parent/carer will be contacted.
- + In the case of accidents and injuries, the school is required to complete an OHS report.
- + The first aid room is a temporary place of treatment. Parents/Carers will be required to make arrangements to collect their students in the event of a prolonged illness or injury.
- + **Except in the case of asthma inhalers and EpiPens, students are not permitted to carry any prescribed or non-prescribed medication on their person.**
- + **The school does assist in the [administration of prescribed medication](#).**
- + Where a student has to take prescribed medication during school hours, the student is to bring the prescribed medication plus a written request from the parent/carer as well as the doctor's/pharmacist's directions to the office for secure storage. Students will be released from class to report to the office at the required time to take the medication.
- + Non-prescribed medication (e.g. Panadol) will be administered under the same conditions as prescribed medications.

EMERGENCY EVACUATION

A continuous ring of the school bell (or an air horn in the case of a power failure) is the signal for an immediate evacuation of all school buildings. Students and staff follow the evacuation routes displayed in classrooms and assemble on the school oval in Home Groups until the Evacuation Coordinator determines that it is safe to return to classes. The primary evacuation area is the school oval. Parents/Carers will not be permitted to enter school grounds or collect students while an evacuation is in progress.

LOCKDOWN PROCEDURES

Consistent short rings of the bell (for approximately one minute) will indicate that a lockdown will take place immediately. All students and teachers are to remain in the classroom and to shut the windows and lock the doors. If outside the classroom, all students and teachers are to move to the nearest classroom/staffroom and to remain there until notified by Administration. **Parents/Carers will not be permitted to enter school grounds or collect students while a lockdown is in progress.**

Students and staff will practise evacuation and lockdown procedures each semester.

MANAGING CRITICAL INCIDENTS

Education Queensland recognises that when a critical incident occurs within the school and/or the school community, students and staff may suffer emotional distress that may require additional support.

Centenary State High School has in place a **Critical Incident Management Plan** designed to support students and staff, leading to better long-term outcomes. The plan assesses individual student needs and then delegates appropriate staff (from the Home Group teacher to our Guidance Officers or outside agencies) to support students identified as requiring additional help managing the incident.

IMMUNISATIONS

Students will be given the opportunity to participate in immunisation programs administered by Brisbane City Council Health Department. Parents/Carers will be advised of the immunisation programs and will be required to provide written consent if they wish their student to participate.

SUN SAFE POLICY

Centenary State High School recognises the need to continue to educate students and staff in reducing the risks of skin damage from exposure to the sun. With this in mind, students are encouraged to:

- ✚ Wear the Centenary State High School sun safe bucket hat, an appropriate blue cap or sunhat
- ✚ Wear protective sunscreen when participating in practical outdoor lessons (supplied to students)
- ✚ Avoid unnecessary unprotected exposure to the sun

The school will continue to foster staff and student awareness on sun safety, to better organise school activities to reduce, as far as possible, time spent by students in the sun between 10am and 2pm and to improve shading through tree planting and shade shelters.

Queensland has the highest rate of skin cancer in the world. Two out of every three Queenslanders will develop some sort of skin cancer in their lifetime. Research has firmly established that adolescence and childhood are critical periods during which sun exposure contributes to skin cancers later in life. More than two thirds of all skin cancers and melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. It can take less than 15 minutes for sunburn to occur and research shows that sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

Ultraviolet radiation levels are highest during the hours children are at school.

Centenary State High School recognises the need to help children understand the importance of properly protecting their skin and educating young people about Sun Safe behaviour, thus reducing the risk of skin damage from exposure to the sun.

Aims

The purpose of this Sun Safe policy is to ensure that all children attending our school are educated about the harmful effects of the sun throughout the year.

The policy aims to:

- ✚ Provide ongoing education that promotes responsibility for skin cancer prevention and early detection
- ✚ Provide environments that support Sun Safe practices

Our Commitment

Centenary State High School will:








- ✚ Include the Sun Safe policy in the student handbook, school website, and student diary
- ✚ Provide SPF 30+ broad spectrum, water resistant sunscreen in staffrooms for student use, especially before all HPE classes
- ✚ Encourage the wearing of hats that protect the face, neck and ears during outdoor activities
- ✚ Include a hat in the school uniform
- ✚ Encourage the wearing of swim shirts during all water-based activities
- ✚ Facilitate a compulsory hat wearing policy for lunch time oval and court activities
- ✚ Continue to develop shaded areas around the school grounds
- ✚ Facilitate education programs that focus on sun safety in the school curriculum
- ✚ Seek ongoing support from parents/carers, P&C and the school community for the Sun Safe policy
- ✚ Ensure that adequate shade is provided at sporting carnivals and other outdoor events
- ✚ Encourage teachers and staff to act as positive role models for children in all aspects of Sun Safety

Our Expectations

Parents/Carers should:

- ✚ Provide a Sun Safe hat for children and ensure that they wear it to and from school
- ✚ Encourage children to apply SPF 30+ broad-spectrum, water resistant sunscreen before leaving for school
- ✚ Act as positive role models for practising Sun Safe behaviour
- ✚ Contribute to the school's Sun Safe policy
- ✚ Support the school's Sun Safe policy

Students should:

-  Be aware of the school's Sun Safe Policy
-  Take responsibility for health and safety by being Sun Safe
-  Comply with Sun Safe rules and guidelines by wearing suitable hats, clothing and sunscreen
-  Apply SPF 30+ broad spectrum, water resistant sunscreen before leaving for school
-  Act as positive role models for other students in all aspects of Sun Safe behaviour
-  Contribute to the school's Sun Safe policy
-  Participate in Sun Safe education programs

Student Services

SCHOOL PHOTOS

School photos will be taken within the first few weeks of the school year. All photos are individual digital shots. All students will have their photograph taken for use on the school ID card.

Families may choose to pay for a photo pack comprising individual portraits and/or year level groups. Only students who have completed State School Consent forms nominating the use of full name or first name only will be included in these photograph products. Parents/carers are welcome to update State School Consent forms to include the exception that full name can be used in photograph products if they wish.

School photos are taken by a commercial photographer contracted by the school. Payments for photos are made directly to the photographer. Information regarding photos is distributed to parents/carers at the start of the school year.

ID CARDS

All students will be issued with a Centenary State High School ID card. A student ID card is necessary to access the printing, photocopying and borrowing facilities in the school Resource and Textbook Hire Centre and is also a convenient form of identification for bus/train travel and admission to movies, amusement parks, etc.

If necessary, a replacement card will be issued at a cost to the student/parent/carer. Where students have lost their ID card due to theft of property at school, which has been reported to a Deputy Principal, the ID card may be reissued without cost. Students enrolling throughout the year will be required to have their photograph taken at the school Resource and Textbook Hire Centre so that an ID card can be issued.

LOST PROPERTY

Students should check the school office for any property they believe they have lost. If property is marked with the student's name, every effort will be made to return the property to the student as soon as possible. Parents/Carers are most welcome to visit the school and check the lost property section for items that their student may have lost.





Items of school uniform which remain unclaimed after one month will be placed in the "spare uniform" collection kept at the school for emergency situations or will be sent to the school uniform shop for sale as 'second-hand' uniforms. Other unclaimed items will be donated to charities.

SCHOOL REFERENCES

At the end of Year 12, Home Group teachers prepare references for students on receipt of an application from the student and the supply of requested information. References may be valuable in assisting our students seek further opportunities in the workforce and outside community. Students exiting school before the end of Year 12 may apply for a reference before leaving Centenary State High School.

LOCKERS

A limited number of lockers are available for student use. These will be issued on a needs basis with first preference given to students with significant medical conditions. Students wishing to apply for a locker should complete an "Application for Student Locker" form, available from the school office. The annual rental fee is \$10. Lockers are issued subject to the following conditions:

-  Only locks provided by the school will be placed on school lockers
-  Lockers are to be kept clean and free from graffiti at all times
-  Lockers are only to be used to store school books/equipment
-  Food is NOT to be stored in lockers

Once a locker application is approved by the Deputy Principal:

- ✚ A lock will be issued upon payment of the \$10 fee
- ✚ At the end of the school year, the lock is returned and the locker is left clean and undamaged
- ✚ If a lock is damaged, the school will supply a replacement lock. If a locker is damaged, it will be repaired or alternatively the student may be allocated an alternative locker.
- ✚ Students may only access lockers before and after school and during the AM and PM breaks

School administration reserves the right to inspect lockers if there are reasonable grounds to suspect that the conditions of use are not being adhered to.

Travelling To and From School

When travelling to and from school a high standard of behaviour, dress and personal presentation is expected. The school's [Responsible Behaviour Plan for Students](#) (RBPS) applies to students travelling to and from school. Students will face the consequences of their behaviour if, in the opinion of the school's administration, it is likely to prejudice the good order, discipline and reputation of the school. Action such as loitering in public places, fighting, demanding with menace, a pattern of non-payment of bus fares and smoking will be addressed in accordance with the RBPS.

BY BUS

Dedicated school bus services arrive at and depart from the school bus stop, located below the school oval on the corner of Yallambee Rd and Moolanda St. These services are operated by Brisbane City Council (ph: 13 12 30) and Southern Cross Transit (ph: 3813 8900). Parents wishing to apply for School Transport Assistance are encouraged to visit the Department of Transport and Main Roads [website](#).

Students travelling to Darra, Sinnamon Park, Seventeen Mile Rocks and Windermere on the 776 bus, who meet the travel guidelines and can only travel on these buses, will be issued with a preferential boarding card by the school to ensure they do not miss their designated bus.

The safety of students in boarding school buses is paramount. Students may only board these buses from the school bus zone, located below the oval. They will do so under the supervision of school staff. Students not cooperating with the direction of staff will face disciplinary consequences.

Students who do not comply with the behavioural and safety expectations whilst travelling to and from school by bus may have this privilege revoked. The [Code of Conduct for School Students Travelling on Buses](#) has been developed by the Department of Transport and Main Roads, in consultation with the Department of Education, Queensland Police, bus industry groups, parent/carer groups, principals' associations, unions and non-state school authorities. Parents are encouraged to read through the [factsheet](#).

BY CAR

Additional traffic through the school grounds compromises the safety of our students. To accommodate parents/carers and students, there are designated drop off points on Moolanda St, Curragundi Rd and Yallambee Rd. Parents/Carers are reminded to comply with the traffic regulations in regard to parking in these areas as student safety is paramount. Parents/Carers **MAY NOT** drive into the Moolanda St or Curragundi Rd entrances to either drop-off or pick-up students unless there are exceptional circumstances such as illness or injury.

STUDENT DRIVERS

Students who wish to drive their cars to and from school must complete and return a "Student Driver Application" form available from the school office. Approval will be given when the school has received parental approval and students agree to comply with the road and safety rules. The following guidelines apply to all student drivers to ensure the safety of all members of our school community:

- ✚ Passengers may only be carried if all parents/carers involved give written approval
- ✚ **Cars must only be parked in the public car park area on Yallambee Road.** Considerable negotiation has occurred with our neighbours, Police and local government to keep the surrounding streets clear of parked vehicles. We expect students to be considerate of our neighbours' concerns.
- ✚ At no time during school hours are students allowed to go to or drive their vehicles unless school permission has been given
- ✚ Students may not drive their vehicles to a school excursion or activity

The school will not take responsibility for vehicles, drivers or for any of their passengers.

BY BIKE

Bike racks are placed in front of the Schools Officers' block and are accessed from the Curragundi Road or Jarup Street entrances. Students travelling by bicycle are expected to comply with road and safety rules including the wearing of a helmet. Bicycles are not to be ridden in the school grounds and must be left in the designated area during the school day. Students are not permitted to be at the bike racks except on arrival and departure. Students who do not comply with these expectations may have their right to travel by bicycle suspended or cancelled.

Student Resource Scheme

There are many costs associated with providing quality educational opportunities which all students deserve. As a service to assist parents with the cost of educational resources, our school has chosen to operate a Student Resource Scheme (SRS).

The purpose of the scheme is to provide parents/carers with a cost effective alternative to purchasing textbooks, resources, consumables and/or material from elsewhere, through reduced prices gained from the school's bulk purchasing processes.

The scheme operates under the policy and guidelines of the department of Education (DoE) and is approved annually by the P&C Association.

The parent/carer contribution for 2021 has been set at \$300 per student. In addition to this fee the school receives, on behalf of parents/carers, a textbook allowance from Education Queensland. For the current rates refer to <http://education.qld.gov.au/schools/grants/parents-students/textbook-resource-allowance.html>.

All items provided for temporary student use by the scheme remain the property of the school and shall be returned at the end of the education program or school year or when the student leaves the school, whichever is the earlier. Items provided for temporary student use shall be kept in good condition by the student. Where an issued item is lost or negligently damaged or not returned, the parent may be invoiced and required to pay the replacement cost of the item.

SRS Participation

The objective of the scheme is to provide a convenient and cost-effective way for students to access the educational resources necessary to enhance their learning experience at school. The Department encourages parents to participate in the scheme. Participation in the SRS is optional, and no obligation is placed on a parent to participate.

NEW STUDENTS

Parents are required to complete and return the SRS Participation Agreement Form when joining the scheme for the first time.

If the parent chooses to opt out of the SRS the parent is then required to provide the educational resources listed in the SRS for their child within two weeks of notifying the school of their decision. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

CONTINUING STUDENTS

A parent's participation or non-participation in the scheme will continue as per their previously completed Participation Agreement Form. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

If a parent has opted out of the scheme the parent is required to provide the educational resources listed in the SRS for their child by the start of the school year.

Resource Inclusions

A detailed list of all resources included in the SRS for each Year Level can be found in the Fees and Charges documents located on our school website. This is a comprehensive list of all resources included in the scheme and their associated costs.

Resources Not Included

Optional school activities such as excursions; camps; performances; sporting activities; formals and other non-curricular activities are not included in the scheme. Invoices will be generated before each event and will require full payment by a given date. These charges may be added to payment plans if requested.

Individual and personal stationery lists will be required to be provided by parents and can be located on the school website or by contacting the school.

Subject Specific Fees

Curriculum charges are an additional charge for some specific areas of study which require extra, intensive resourcing. These charges cover activities and resources in addition to the Student Resource Scheme.

These can occur across core subject areas and co-curricular subjects including extension subjects and senior students undertaking TAFE, university and certificate courses which incur significant charges from external organisations. Additional charges apply if a student is enrolled in Music Plus, Performance Plus, Choral, Instrumental Music and Certificate Courses including studies through BSDE.

An itemised list of charges and what these charges cover is available on our website www.centenaryshs.eq.edu.au. For more detailed information please contact the individual Head of Department or Business Manager.

Payment Dates

The following invoicing dates will apply:

- ✚ New enrolments will be invoiced \$280 (Year 7) or \$300 (Year 8-12) ON ENROLMENT and payment is required at this time
- ✚ Currently enrolled students will be invoiced \$300 in OCTOBER of each year with an early bird discount being applied if paid by 28 January of the following year
- ✚ Subject Charges will be invoiced in FEBRUARY of each year. In some subjects in Years 7 to 9, student invoices will be forwarded throughout the year, which will align with their timetables

All fees and charges should be finalised by 31 July of each year, for those who do not wish to pay before the discount date.

The office can receipt fees if parents wish to pay in advance and have a credit for fees on their account. Once invoices are raised the credit will be off set against these fees.

Invoices and Statements

Invoices are automatically emailed to parents/carers as they are processed. It should be noted that at the beginning of each school year parents/carers may receive multiple invoices for Curriculum Charges. These could be ignored until a statement is generated and emailed. This statement will collate the invoices making it easier to read and understand. The due date for fees and charges is 31 July of each year.

Invoices will also be generated for some excursions, activities and camps that are not included in a curriculum charge. These invoices will require payment prior to the activity occurring. If parents/carers are on a payment plan, these activities can be included at the request of the parent/carer. In some situations an additional plan may be required.

Statements will be processed and emailed each term or as required. These statements are an overview of outstanding amounts and may include credits. Credits appear as a negative amount on an invoice/statement and do not require any action.

Payment Arrangement

Several payment options including a single payment for the full year's fee or term instalments are available. A payment plan can also be negotiated by contacting the school.

Any unpaid invoices, will be managed according to the department's Debt Management Procedure and may result in the student being excluded from the scheme and/or from participating in non-curricular activities until payment is made (<http://ppr.det.qld.gov.au/corp/finance/accounts/Procedure%20Attachments/debt-management/debt-management.pdf>).

Payment Method

Payments can be made over the counter by cash or EFTPOS (Debit Card, MasterCard or Visa), by BPOINT or QParents. BPOINT and QParents options allow parents/carers the convenience of making payments from home and alleviates the need to pay transactions in person over the counter. For more information please refer to the school's website or by contacting the office on 3373 4555.

When paying by BPOINT, please use the Customer Reference Number (CRN) and invoice number printed on the invoice received from the school. If unsure of the CRN, please contact the school.

Refund Guidelines

Invoices for extra-curricular activities are calculated on a cost recovery only basis according to the number of students who have indicated their attendance.

Participation of students in an extra-curricular activity is indicated through payment of the fee and provision of a permission form completed by the parent/carer.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an extra-curricular activity may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.

If a parent/carer wishes to apply for a refund due to their child's non-participation in an activity, they may do so by completing a Request for Refund form available from the school office. This amount can also be refunded with a credit against the student's account and used to offset any future charges.

Clearance Forms

At the end of each school year, all students are required to complete an End of Year Clearance Form and return it to the office. This form ensures that resources borrowed from the school are returned. These items may include textbooks, library books, musical instruments and other equipment. This checklist will assist parents/carers to confirm that all absences are explained, outstanding fees have been finalised and gives the opportunity to update personal information.

This process is also used for any student leaving school throughout the year. Parents/Carers should request a pro-rata refund if applicable.

Financial Hardship

Parents experiencing financial hardship who are currently participating or wish to participate in the SRS should contact the Business Manager to discuss available options in confidence.

The onus of proof of being so affected is on the parent/carer and might include a current Health Care Card or other evidence to establish financial hardship. Any concessions given to the participation fee will be at the discretion of the Principal.

Contact Us

For all queries regarding the SRS and its inclusions, please contact and arrange an appointment with our Business Manager on 3373 4555.

How Can Parents/Carers Help?

Homework and Study

Parents/Carers of Years 7 to 9 students should check their student's Student Diary each night. Students should record homework in their diary. If students repeatedly have no homework entered in their Student Diary, then parents/carers should contact the school to find out the true situation.

The Student Diary can also be used by parents/carers to send messages to teachers.

Help your student by:

- ✚ Providing a homework/study area away from noise and activity
- ✚ Checking homework time each night
- ✚ Reviewing their work on OneNote
- ✚ Checking what has been done at the end of the homework/study period
- ✚ Contacting the school if you have any concerns about your student's homework

General Suggestions

- ✚ Visit the School: The school conducts many functions throughout the year, e.g. Parent/Carer Information Nights, Parent/Carer/Teacher Interviews, student performances and displays, P&C meetings, Presentation Evening, Sports Carnivals, etc. You are most welcome to attend any school function. If you wish to discuss the welfare of your student more personally, we encourage you to contact the school to arrange a meeting.
- ✚ Read the Newsletter: It is emailed/sent out three times a term and will keep you up to date with what's happening at school. To register to receive our newsletter via email, visit our school website and click on the 'Calendar and news' tab, follow to 'Newsletters' tab then click on the 'online subscription service' link and enter your details.
- ✚ Newsletter link to register: <https://centenaryshs.schoolzineplus.com/subscribe>
- ✚ Visit the school website: <http://centenaryshs.eq.edu.au>
- ✚ Correct Uniform: Please ensure that your student wears the correct uniform without variation. Explain to them the reasons for this, e.g. developing a sense of pride in their dress and a sense of belonging to a group. It has been found that by varying their dress, students often vary their behaviour and consequently their achievement.
- ✚ Find out how the school is helping students: We can work together in helping your student. The school tries hard to help students to become familiar with the school and its expectations, to develop good study habits and organise their ways of learning, as well as helping them develop a positive self-image. If you know the things we are doing, you can help us at home.
- ✚ Take an interest in your student's work and school: Ask your student about school and friends, what they do and their activities. Be aware of their friends and their attitude toward school. Peers may influence each other negatively and positively.
- ✚ Encourage your student to join in school activities: Many varied activities are offered at school and participation is encouraged.
- ✚ See that school work takes priority: Activities such as part time work, clubs, sporting activities and television may take up much of your student's time. Adjust these outside interests so that there is a balance. More than about ten hours of part-time work per week is too much. Too much time on school work can also be as bad as too little.
- ✚ Student Absentee Line (3373 4503): Please phone and leave the name and year level of the student before 8.55am on the day of the absence, or email the details of the absence to absences@centenaryshs.eq.edu.au.
- ✚ Contact the school office: Whenever a problem arises, contact us on 3373 4555.
- ✚ Keep your records up to date: Update contact details by either emailing the school on admin@centenaryshs.eq.edu.au or coming in to the school office and completing a change of details form. The school's preferred way of correspondence is via email, please keep the school updated with your most current email address.