

BURDEKIN CATHOLIC HIGH SCHOOL



2016

STUDENT'S NAME: _____ HOME ROOM: _____

STUDENT INFORMATION &
EXPECTATIONS BOOKLET

MISSION STATEMENT
OF
BURDEKIN CATHOLIC HIGH SCHOOL

*Burdekin Catholic High School
exists for its students and we aim to
assist them to discover their
intellectual, spiritual
and social gifts
and to provide them with
quality services to develop those gifts.*

CONTENTS PAGE

SECTION	PAGE
Mission Statement.....	1
Contents page.....	2
Appendices	3
Expectations and Procedures	4
Absenteeism	4
Assemblies	4
Assessment	4
Behaviour.....	4
Bicycles.....	4
Bullying	4
Buses	5
Casual Days	5
Change of address or phone number.....	5
Computers	5
Daily Routine, Late Arrivals & Early Departures.....	6
Excursions / Pastoral Days	7
Fire Drill.....	7
Gum.....	7
Homeroom Groups.....	7
Injury or illness at school	7
Library	7
Lost Property	8
Lunch Passes	8
Medication.....	8
Mobile Phones & Electronic Equipment.....	8
Motor Vehicles – Students.....	8
Non-Students.....	9
Out of Bounds	9
Safety	9
School Planner	9
Sexual Harassment	10
Sick Room.....	10
Substances (Illicit).....	10
Sun Safety.....	10
Study	10
Textbooks & Equipment	10
Tuckshop	10
Transfers / Leaving	11
Truancy	11
Uniform.....	11
Weapons in school.....	11

Appendices

Appendix 1:

Anti-Bullying & Anti-Harassment Policy12

Appendix 2:

Anti-Bullying & Anti-Harassment Procedural Statement14

Appendix 3:

Assessment Procedures16

Appendix 4:

Responsible Behaviour Policy22

Appendix 5:

Computer Usage Guidelines28

Appendix 6:

Electronic Equipment Guidelines32

Appendix 7:

School Uniform33

Appendix 8:

Sexual Harassment Policy36

EXPECTATIONS AND PROCEDURES

At Burdekin Catholic High School, Christian spirit and values permeate all facets of learning and school life. It is expected that the behaviour of students be consistent with the ethos of the school and the maintenance of good community.

ABSENTEEISM:

- ❖ Parents should phone the office (4783 2366 – after 7.45am) on the morning of the absence or parents will be contacted during the day.
- ❖ For planned absences, eg appointments, it is significant that a note is brought to the office prior to the absence.
- ❖ Students are to participate in organised school activities including Swimming, Cross Country and Athletics Carnivals, representative sport, Liturgies, Retreats, Awards Night, Pastoral Days and excursions.
- ❖ Request for students to absent themselves from school activities may be granted following a written reason being given by a parent prior to the event.
- ❖ Students wishing to leave school during the day must bring a note from home and show it to their Pastoral Co-ordinator. They must present the note to the Office and then sign out. They must sign back in on their return.
- ❖ Parents will be contacted when a student's absence has not been explained by note or a phone call to ensure that parents had approved the student's absence.

ASSEMBLIES:

- ❖ Full school assemblies and year level assemblies are held once a fortnight.

ASSESSMENT:

- ❖ See Appendix 3 – Assessment Procedures

BEHAVIOUR:

- ❖ See Appendix 4 – Behaviour Management and Discipline Policy

BICYCLES:

- ❖ Students must walk bicycles into the school grounds, store them on the racks provided and ensure they are securely locked.
- ❖ Helmets must be worn.
- ❖ Under no circumstances are bikes to be ridden in the school grounds.

BULLYING:

- ❖ See Appendix 1 – Anti-Bullying & Anti-Harassment Policy
- ❖ See Appendix 2 – Anti-Bullying & Anti-Harassment Procedural Statement

BUSES:

Student behaviour on school buses is a matter for the school as well as the bus company.

- ❖ When travelling on buses, the following rules apply:
 - (i) Students are to remain in the designated area until the bus comes to a complete stop then board the bus. This movement is to be orderly.
 - (ii) Students are to seat themselves promptly and remain seated until the bus comes to a halt at the off-loading point.
 - (iii) The driver is responsible for the management of the bus and students are to treat him/her with respect and comply with any request he/she may make.
 - (iv) The usual courtesies for passengers on public transport and the behaviour expected of our students at school apply at all times.
 - (v) Students are not to put any part of their bodies out of the bus windows, nor throw objects from the bus.
 - (vi) Interference with other students or their property is not acceptable behaviour.
 - (vii) Students are to refrain from shouting, using offensive language, or any other behaviour which may cause annoyance to their fellow passengers or distract the driver's attention.

CASUAL DAYS:

- ❖ Students must wear closed-in shoes (If the student has a practical PE lesson on this day their shoes must be suitable for such an activity)
- ❖ Dress should be appropriate to the school situation e.g. no offensive language or symbols, no midriffs, no short shorts or skirts (the length of the school sports shorts is the minimum acceptable length for any shorts or skirts), no low necklines **or** shirts without sleeves (singlets).
- ❖ School rules regarding jewellery and make-up still apply.
- ❖ No body paint is permitted.
- ❖ Students must ensure they have a hat and sunscreen.
- ❖ Students will be asked to change if they attend school inappropriately dressed.

CHANGE OF POSTAL ADDRESS, EMAIL ADDRESS OR PHONE NUMBER:

- ❖ Changes to this information should be given to the office to ensure records are kept accurate and up-to-date.
- ❖ It is essential that the school has an emergency contact phone number at all times in case of accidents.

COMPUTERS:

- ❖ See Appendix 5 – Computer Usage Guidelines

DAILY ROUTINE, LATE ARRIVALS & EARLY DEPARTURES:

- ❖ The school day commences at 8:35 am and currently comprises five 60-minute periods. The school day concludes at 3.05 pm.
- ❖ Students who arrive late **MUST** sign the late book in the office, and present their Study Planner for stamping. Students without a valid reason for being late, may have to make up the time lost after school. Parents are asked to monitor the student planner for late stamps and let the school know if there are any issues. Pastoral Co-ordinators will also monitor student lateness and contact parents when necessary.
- ❖ Students requesting to leave school early must either present a note to their Home Room teacher, or alternatively the office must be advised by a parent / carer. Students **MUST** sign out . The only exception is if prior arrangements have been made with the Deputy Principal.

EXCURSIONS / PASTORAL DAYS:

- ❖ School excursions / Pastoral Days are generally arranged by subject areas / year levels. They are intended to be enjoyable, but they also have definite educational purposes.
- ❖ On such occasions, students are representing the school to the general public. They are expected to be tidy in appearance and respectable in behaviour. Students would be expected to attend and if for some reason they cannot they are required at school.
- ❖ Appropriate permission and medical forms are to be completed and submitted before the excursion.
- ❖ If the student is unable to attend an excursion, the school must be informed and alternate arrangements made.
- ❖ Students should be aware that as a consequence of inappropriate behaviour and/or disregard of school's expectations or directions, the school will impose sanctions which may include exclusion from excursions / pastoral days.
- ❖ Permission forms must be handed in **by the due date listed**. If this does not happen students may miss out on the excursion as buses and catering must be organised and at times cannot be changed.

FIRE DRILL:

- ❖ The school is required to stage regular fire drills.
- ❖ Teachers will inform students of the correct procedures.
- ❖ After a fire drill, students are not to re-enter classrooms until the class teacher arrives.
- ❖ All equipment is to be left in classrooms during a fire drill.

GUM:

- ❖ Chewing gum and bubble gum are not permitted at school.
- ❖ Offenders will be required to perform appropriate environmental duty.

HOME ROOM GROUPS / HOUSES:

- ❖ Each student is assigned to a home room group. This group meets regularly with its home room teacher. In addition, students are allocated to houses for competition and recreational activities throughout the year.

INJURY OR ILLNESS AT SCHOOL:

- ❖ Students injured or taken ill at school should:

EITHER:

(i) request permission of their class teacher at the time to report to the office;

OR

(ii) report immediately to the office if illness or injury occurs during recess or lunchtime.

- ❖ A Leadership Team member will then take whatever action is necessary and is in accordance with advice given by parents when enrolling the student.
- ❖ Under no circumstances will a sick or injured student be sent home unaccompanied.
- ❖ The school will contact the parents by telephone (**STUDENTS ARE NOT TO CONTACT**) and will expect a parent (or person nominated by the parent) to collect the student from the office as soon as possible.
- ❖ If the case appears serious, the administrative staff will act on its own initiative in seeking medical attention, and advise the parents as soon as possible.

DR GLOVER LEARNING AND RESOURCE CENTRE:

- ❖ The Library is a quiet place for all staff and students to work.
- ❖ No food or drink is to be consumed in the Library at any time.

LOST PROPERTY:

- ❖ Students are not to interfere with property belonging to other people.
- ❖ Any article found is to be handed to the office.
- ❖ A lost property box is located in the office and may be accessed when property is missing.
- ❖ It is the students' responsibility to collect lost property at the end of each term.

MEDICATION:

- ❖ Students who have to take prescribed medicines while at school **MUST** supply a '*Consent to Administer Medication at School*' form. The medication will then be administered as indicated on this form. In the case of severe allergic reactions and asthma, the form **MUST** also be signed by the family doctor.
- ❖ A medication container needs to indicate specific times when medication is to be administered as well as the quantity.
- ❖ Departmental instructions forbid school personnel administering any non-prescribed medication e.g. analgesics.
- ❖ A full record of all administration of medication is kept by the office staff.

MOBILE PHONES AND ELECTRONIC EQUIPMENT:

- ❖ See Appendix 4 (Responsible Behaviour Policy) and Appendix 6 (Electronic Equipment Guidelines).

MOTOR VEHICLES – STUDENTS:

- ❖ Students must complete a car-driving form if they wish to drive to school. These are available from the school office.
- ❖ Where necessary for students to drive any motor vehicle to and from school, the vehicle must be parked at the rear of the school (entry from Conley Street) or on Conley Street. Students should **not** be parking on Gibson Street.
- ❖ Note should be taken of restricted parking areas and neighbouring driveways.
- ❖ Students are not to leave school during the school day in their vehicles unless permission is received in the same way as any other pupil who has good reason to leave.
- ❖ Students are not permitted to drive other pupils to sports, excursions etc. during normal school hours – this incurs a legal responsibility the school cannot accept.
- ❖ Because of this same legal responsibility, students who drive other students to and from school are required to submit to the office a permission note from their parents; likewise those students who are being driven to school by other students.
- ❖ Students enrolled in TAFE subjects attended during school hours should advise the Pastoral Coordinator (via a note from their parents) if they obtain a licence and no longer need the services of the school bus.

NON-STUDENTS:

- ❖ Any person who is not a student of the school is required to obtain permission from the office to be on the school premises and must sign-in at the front office.
- ❖ Students are not permitted to associate with outsiders who may be loitering outside the school fences.
- ❖ Students are not to socialise with non-students on excursions etc.

OUT OF BOUNDS AREAS: Please note that at certain times, areas of the school are out of bounds.

BEFORE AND AFTER SCHOOL:

Allowed Areas: Quadrangle & Marcellin Centre

RECESS:

Allowed Areas: Quadrangle & Marcellin Centre (Not on playing surface)

LUNCH:**Allowed Areas:**

1.10 – 1.30 Quadrangle & Marcellin Centre (Not on playing surface)

1.30 – 1.55 Quadrangle, Marcellin Centre & Oval (Senior block side **NOT** far side of the oval).

- ❖ Whilst in the school grounds, students should observe the rule that “being out of sight is out of bounds”.

SAFETY:

- ❖ For safety reasons, students are not permitted to enter the following areas during school hours:
 - All rooms and verandahs unless a teacher is present.
 - Offices, common rooms and staff rooms unless a teacher is present.
 - Parking areas.
- ❖ In Health and Physical Education classes, no throwing equipment is to be in the hands of students unless a teacher is in attendance.
- ❖ Students should not run around in any “built up area” (around buildings).
- ❖ Students should not use the staff car park as a thoroughfare.
- ❖ No throwing of objects in buildings or around quadrangle.
- ❖ Touch football (not tackle) is to be played on the oval.
- ❖ Steel rulers, blades, permanent markers and correction fluid are forbidden at school.

SCHOOL PLANNER:

- ❖ Students are expected to bring their planner every day.
- ❖ Students are provided with a planner at the beginning of each year for the organisation and recording of homework and assessment.
- ❖ The planner is also to be used for communication between parents and teachers.
- ❖ Students are expected to use the planner in the prescribed manner as an official school document, not for personal use.
- ❖ The planner should be kept free of graffiti and other decorations. If not, they may be confiscated and the student will need to purchase a replacement.

- ❖ The planner is to be signed by a parent or guardian on a weekly basis, and this will be checked every Tuesday morning in an extended Home Room.
- ❖ The planner should remain intact for the whole year, no pages should be removed.

SEXUAL HARASSMENT:

- ❖ See Appendix 8 – Sexual Harassment Policy

SICK ROOM:

- ❖ Is provided for students who become unwell during the day.
- ❖ If it is clear that a student is unwell before school, he/she should be kept at home, as the space in the sick room is limited.
- ❖ Students must obtain permission from the office before going to the sick room, and must inform the office staff when they leave.
- ❖ Students who spend time in the sick room must complete details in the Sick Room Register.

SUBSTANCES (Illicit): (Refer to Appendix 4.)

- ❖ Cigarettes, tobacco, matches or lighters, alcohol or illicit drugs **MUST NOT** be brought to school, or to any school function.
- ❖ Students are not permitted to smoke, consume alcohol or use drugs while at school or while travelling to and from school, or at any school function.

SUN SAFETY:

- ❖ When outside students **MUST** wear their school hat. If they do not have a hat they must sit in the Marcellin Centre or shade cloth area.
- ❖ School hat checks are conducted each term during Home Room.
- ❖ Sunscreen is available from the office for use at recess, lunchtime and during PE classes.

STUDY:

- ❖ Students are expected to accept and co-operate with conditions of study which include attendance and participation in classes and the work and assessment involved in such studies as prescribed by the school. Students should ensure that they are aware of the study and revision expectations and assessment expectations as outlined in the student planner.

TEXTBOOKS, COMPUTERS AND EQUIPMENT:

- ❖ It is essential that students have all necessary materials.
- ❖ Parents are requested to provide students with items such as pens and stationery.
- ❖ Textbooks will be provided by the Bookhire Scheme.
- ❖ Students are required to bring all relevant textbooks and equipment to all lessons.
- ❖ Students should show pride in their work by keeping textbooks and exercise books in a neat and tidy condition.
- ❖ Students may be requested to make up lost work time due to not coming with necessary equipment to class.
- ❖ Any textbooks or computers that are not looked after / lost / damaged will need to be replaced or repaired by the student who is responsible for the damage.

TUCKSHOP:

- ❖ Food may be purchased from the school Tuckshop at recess and lunchtime.
- ❖ Food may not be consumed in school rooms or on the oval.
- ❖ Only water may be consumed in classrooms.
- ❖ Tuckshop order online is available via the school website.
- ❖ **Students are not permitted to enter the Tuckshop.**

TRANSFERS/LEAVING:

- ❖ Parents should advise the school if a student is to leave school or to transfer to another school.
- ❖ Parents should advise the school at least two weeks in advance, if possible, of the student's intention to leave.
- ❖ Parents are to complete a Student Exit Form, which is available from the office.
- ❖ All school property including library books, textbooks and laptops should be returned before leaving.

TRUANCY:

- ❖ If the school suspects a student of truanting, parents will be contacted immediately by phone.
- ❖ Students may be required to make up the time in after school detentions over a period of time.

UNIFORM:

- ❖ See Appendix 7 – School Uniform
- ❖ The appropriate school uniform must be worn with pride on all school occasions. Students out of school time, must wear the full school uniform or no uniform.
- ❖ Female students are reminded that the formal (maroon) skirt must be long enough such that it just touches the top of the knee.
- ❖ Students are not permitted to wear excessive amounts of jewellery. A watch, signet ring, plain chain with or without a cross or religious medal, one pair of plain small (4 – 6 mm) silver or gold sleepers or hoops. Small studs can also be worn. **Euro ball earrings are not acceptable.**
- ❖ Students are not permitted to wear make-up to school.
- ❖ No visible body piercing (except ears) and/or body art.
- ❖ Students may wear colourless nail polish only. No form of coloured nail polish is permitted.
- ❖ Items of inappropriate jewellery or distracting “toys” will be confiscated from students.
- ❖ No thongs are to be worn unless for medical reasons (must be accompanied with a note).
- ❖ Students are to wear joggers or other appropriate sports shoes (not Vans, Converse, or similar skate type shoes).
- ❖ When the uniform is being worn, all school rules apply (even outside of school grounds).
- ❖ Hairstyles for both males and females must be neat and tidy, with no extremes of cut, style or colour, which deviates significantly from the natural hair colour. Hair length for boys should not extend beyond collar-length. Long hair for girls should be tied back (off the face) and fringe above eye level.
 - Decisions regarding suitability or appropriateness will be at the discretion of the Deputy Principal (Pastoral).
- ❖ Male students are to be clean shaven.
- ❖ Any hair style that allows hair to fall across the student's eyes is inappropriate in a school setting.
- ❖ Years 9 – 12 students are requested to wear full dress uniform to occasions nominated by the school.

WEAPONS IN SCHOOLS:

The bringing to school of any item deemed a weapon is strictly prohibited. Staff or students who are aware of a weapon (e.g. knives) brought to school must:

- ❖ Notify Principal or teacher immediately.
- ❖ Tell Principal or teacher the name of suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting himself/herself or someone else.
- ❖ If a teacher suspects that there is a weapon in the classroom, he/she should confidentially notify a neighbouring teacher. The teacher should not leave the classroom.

APPENDIX 1:

ANTI-BULLYING & ANTI-HARASSMENT POLICY

STATEMENT OF POLICY

Burdekin Catholic High School will not tolerate bullying or harassment of any kind.

DEFINITIONS

Bullying is repeated intimidation, over time, of a physical, verbal, psychological, or technological nature, of a less powerful person or group of persons by a more powerful person or group of persons. (TCEO policy Statement)

Harassment is any behaviour which is uninvited, unwelcome, unreciprocated and embarrasses, offends, humiliates or intimidates the recipient. (UNSW Equity and Diversity Unit)

Bullying or harassment is **recipient defined**. This means that it is the victim and not the offender who decides whether the behaviours they are being subjected to are indeed harmful, embarrassing or intimidating, all characteristics of bullying behaviour. Bullying or harassment is behaviour that can be shown to be repeated attacks of a physical, psychological, or verbal kind. It is done with the intent to disrupt physically or emotionally, but can be an unconscious process, where people are insensitive to the feelings of others.

Some examples may include:

- Hitting, punching and jostling
- Frightening others by threatening the above
- Hiding or damaging the property of others
- Using offensive names or paying others out
- Making degrading comments about someone's background
- Ridiculing a person about their personal appearance
- Spreading rumours about people or their families
- Writing mean or spiteful graffiti about others
- Exclusion of others
- Belittling another's abilities and achievements
- Using words or actions to incite a response from others
- Using harmful, embarrassing or intimidating behaviour through social networks and other technologies

THE NEED

A Catholic school is called to be a Christian community that lives by the values of the Gospel. Jesus modelled an attitude of deep respect for each individual, but especially the weak and vulnerable.

The school has an obligation to ensure it is a safe and productive learning environment for all – even more so because attendance at school is compulsory.

There are real effects from bullying and harassment: low self-esteem, difficulties in forming relationships, increased rates of absenteeism, poor health, depression and even suicide.

Schools are obliged to conform to Federal and State laws that protect the rights of the individual.

VALUES AND PRINCIPLES

1. At the core of the Church's pastoral care is the belief that we are made in the image of God. Therefore, respect for the innate dignity and uniqueness of all individuals is paramount in a Catholic school.
2. All students and their families have the right to a safe learning/working environment free of intimidation and humiliation.
3. Burdekin Catholic High School endeavours to provide a safe and caring environment.
4. All members of Burdekin Catholic High School have a responsibility to break the code of secrecy which can surround bullying and harassment.
5. Students have the right to a curriculum that educates them of their rights to personal safety and a proper sense of their own dignity.

DIRECTIONS

School authorities will educate the school community in the nature of bullying and harassment and the responsibility each has for the care and protection of themselves and others.

School authorities will ensure all members of the school community are aware of the reporting procedures, and a safe environment free from victimisation is maintained.

All reports of bullying and harassment will be investigated in a timely manner and outcomes followed up. Those involved in situations where harm is suspected or disclosed will be treated with sensitivity, dignity, respect and confidentiality.

The school will take appropriate measures to ensure cessation of bullying or harassment by:

- Contacting parents
- Determining consequences for non-compliance with the directions of the principal in accordance with the Discipline and Behaviour Management Policy
- Providing ongoing counselling for all parties

APPENDIX 2:

ANTI-BULLYING & ANTI-HARASSMENT PROCEDURAL STATEMENT

A procedural statement is a guide to allow all community members to ascertain the processes involved in the school environment.

ANTI-BULLYING STRATEGIES

- **Annual Anti-Bullying Awareness Campaign Features**

- Parental involvement through sighting and signing the policy and procedural statement on a yearly basis
- Community understanding is enhanced through a newsletter feature printed in conjunction with the Awareness Campaign.
- Students witness an initial presentation (conducted by members of the Pastoral Team) in an assembly format
- Homeroom teachers and students (throughout the whole school, at the same time) have a structured lesson, on the issues, policies and consequences of bullying behaviour.

- **Email and Anonymous reporting of incidents**

An email link exists on the BCHS homepage. It provides an interface for the reporting of bullying incidents. All emails will go directly to the Deputy Principal – Pastoral. Additionally, students are educated on the use of the assignment box as a tool to lodge complaints (providing their name is strongly encouraged, but they may do this anonymously).

- **Curriculum support**

Classes in Religious Education, Health and Physical Education, Information Technology and Personal Development all contribute to raising an awareness of these issues within the student group, identifying the consequences for the victim and the offender, and promoting effective strategies in dealing with the issues.

THE PROCESS

Students have a responsibility to report acts of bullying. When our students are upset, embarrassed, frightened, humiliated because of someone's actions or words it affects their self-esteem and self-confidence. More often than not it will affect their classroom performance. For this reason it must not be allowed to continue and, when reported, the recipient should feel comfortable and secure with the process. For the purpose of this process, Pastoral Staff (who are the staff members that students report issues to) are defined as the School Chaplain, School Counsellor, Pastoral Co-ordinators, Deputy Principals and Principal.

Please note that bystanders who encourage bullying behaviour, through their support for the bully, will also be included in the issuing of consequences to those who offend. Bystanders who are not proactive in addressing the issues are also contributing to the problem.

An important part of “The Process” is that students feel safe in addressing issues. For this reason it will be made very clear to students accused of bullying s, that any further actions towards the student reporting the issue will incur consequences in line with the School’s Behaviour and Discipline Policy.

Step 1: STUDENT EMPOWERMENT

If the bullying issue is of a minor nature, it’s probably best to ignore it. Show that it does not upset you. The bully is then not rewarded by your response and may stop. If his / her actions do not stop then the person needs to be approached – preferably by you. At this stage we also encourage bystanders to address the behaviour by asking the bully to stop. The best way to stop bullying is students supporting other students. **If you are not comfortable with this please go immediately to Step 2.**

Step 2: STAFF SUPPORTED INTERVENTION

This may be the first step for any student not comfortable addressing the issues independently or alternatively the second step for those students who have tried Step 1 and it has had no impact.

Students should seek advice from a member of the Pastoral Staff. At this stage staff will investigate the issue and present possible strategies to the students. Parental contact may be deemed appropriate at this stage. This decision is made by the Pastoral Staff in consultation with the Principal (or delegate) after considering the needs of the victim, the level of bullying that has taken place and knowledge of the family situation. Here there is still a focus on student empowerment, but we are involving staff and the student’s family. If the issue continues, it automatically goes to Step 3.

Step 3: STAFF DIRECTED INTERVENTION

It is possible that an incident reported at Step 2 will go immediately to Step 3 if the issue deems it necessary.

Here the issue will be handled by a member of the Pastoral Team. This will include an investigation into the issue, immediate contact with both the victims and the offender’s parents, using restorative practice, and issuing consequences that are deemed necessary in accordance with the Behaviour and Discipline Policy. Restorative practice ensures that the intervention does more than simply deal with the inappropriate behaviour, and promotes building respectful relationships as an integral element in the student’s continued involvement within our school community. Additionally ongoing counseling will be available to the parties affected. Importantly, this ongoing support is essential in assisting the students to deal with the original behaviours.

At this point all students who have displayed bullying behaviours will be given a letter (official warning) and the details are placed on the students’ files. At the same time it will be made very clear that the school will not tolerate any reaction against the person making the complaint. Ultimately, students may place their enrolment at risk for continued bullying.

APPENDIX 3:

ASSESSMENT PROCEDURES

Assessment will be determined by the requirements of the relevant syllabus in the subjects of:

- (i) nature (ii) length (iii) frequency

Assessment instruments will bear a close relationship to the matter and skills taught: they will reflect the weighting of various components of the course.

An assessment schedule will be presented in calendar form for each term. Any variations to this calendar will be negotiated only with the approval of the Curriculum Co-ordinator and Deputy Principal and be notified through the Newsletter and the school website.

Assignments:

- (a) Constant monitoring of student's progress will be made.
- (b) Care will be taken to ensure that adequate time and resources are available for the assignment and that there are minimal clashes with other subjects or other assessment in the same subject.
- (c) Students will be made aware of the relative importance of the assignment and whether it is summative, formative or both; outcomes, competencies and / or modules being assessed.
- (d) Where drafts are required, failure to present a draft will be indicated by a note to parents in the student planner and then via a phone call home if the draft is not submitted the next day.
- (e) Failure to submit a completed assignment will be communicated to parents by letter.
- (f) For students in Years 10-12 assignments must be handed in during the due week in the assignment box located in the front office.
- (g) For students in Years 8 and 9 assignments should be handed to the class teacher on the due date.
- (h) If a student is ill on the due date, arrangements should be made for someone to deliver the assignment to the school. If this is not possible the school should be notified on that day. The assignment, parents' note and accompanying doctor's certificate (senior students) must be presented as arranged with the teacher.

EXAMINATIONS

Formal examination periods will be set aside at the end of each semester for senior students. Year 10 students will have the opportunity for an "Exam Block" at the end of Semester 2.

EXAM RULES:

So that all students are given the same opportunity to complete their exam without distraction or disruption, it is important that all students remember the following.

- i. All students are expected to know their exam timetable and to report promptly to the rooms allocated. Years 11 and 12 students must be at the venues for their exams **10 minutes prior** to the starting time during Block Examination Periods. Other years must be at the exam venue on time ready to move **quietly** into the room. All students are to wait quietly outside exam rooms until requested to move in by teachers.

- ii. Strict silence is to be maintained **at all times in the exam room**. If found communicating during the exam, this will be noted on the exam paper and the matter referred directly to the Deputy Principal – Curriculum.
- iii. No paper, notes or electronic equipment are to be brought into the exam room, unless specific to exam conditions.
- iv. Students must sit in the position given to them by the supervising teacher.
- v. Pencils, pens and other equipment, such as erasers, may only be taken into the exam room in a clear plastic container.
- vi. Calculators should be removed from their cases.
- vii. **NO** equipment may be borrowed from another student during an exam. Please be prepared. (Specialist equipment will not be supplied by staff or other students).
- viii. Should you need to ask a question, remain in your place and raise your hand.
- ix. Students will not be permitted to leave the exam room during the time allocated for the exam.
- x. No student will be permitted to leave the exam room until all papers have been collected. Exam conditions must be maintained until **all** papers are collected.
- xi. On leaving the exam room students are to remain quiet until they are well away from any area where exams may be occurring.
- xii. **NO** paper is to be taken out of the exam room by students. Rough working must be handed in with the paper and the answer sheet.
- xiii. Students must obey any directions given by the exam supervisor.
- xiv. Cheating or any other attempt to take unfair advantage will be dealt with severely. If found cheating, this will be noted and the matter will be referred directly to the Deputy Principal.
- xv. If you are absent because of illness, a medical certificate is required for students in Years 11 and 12. For students in other year levels, an explanatory note from parents/guardians will suffice. Please see the Deputy Principal on your return to school.

The students will ALWAYS have the opportunity to examine ALL tests and assignments submitted AFTER they have been marked.

A COVER SHEET

All assignment tasks will be accompanied by a cover sheet that has:

- Statement of task
- Assessment conditions
- Criteria for assessment
- Relevant CCEs
- Draft date or project review dates
- Final date

B **ABSENCE FROM ASSESSMENT (Point in Time Assessment)**

E.g. Exams, Orals, Performances

Senior students who are absent from assessment because of illness **must have a medical certificate**. The medical certificate should be shown to the subject teacher and then to the Deputy Principal.

Junior students who are absent from assessment because of illness must have a note from parents or a phone message. The note should be shown to Home Room and subject teachers who will determine the necessary course of action, in consultation with the Academic Leader.

As soon as practicable on the student's return to school, the assessment item should be completed.

C **ASSIGNMENTS**

1. DRAFTS

When drafting, it is expected that students will submit a substantial "working copy" of their assignment. If substantial corrections have to be made, the teacher may ask the student to resubmit the draft.

As a general rule, students are only to submit one draft. If more than one draft is to be accepted this will be in line with the syllabus of the subject and be noted on the task sheet.

Draft feedback will take various forms, depending on the subject area. In order to meet the requirements of increasing complexity, especially in Year 12, students may receive general feedback either in written or oral form. The onus is on the students to action the feedback.

If drafts are handwritten the work must be legible and where possible written in blue or black ink (pencil is permitted providing it is dark enough, i.e. HB). If the drafts are typed, the font chosen must be large enough (size 12 is good) and it is preferable to double-space to allow for corrections.

The final draft (if a second draft is permitted) accepted by teachers is at least one week before the assignment is due. It is unrealistic to expect a draft to be corrected the day before the due date. All drafts must be submitted with the final copy to assist in the authentication of work and to enable teachers to check that drafting comments have been addressed.

Hard copy drafts should be handed directly to the subject teacher on the draft due date. Major practical items should be presented in the appropriate room. If instructed by the subject teacher, students may transfer draft files to a submissions folder or email the draft to the teacher.

The teacher may collect copies of in-class work and drafts during the preparation of the assignment where the teacher believes a student may be at risk of non-submission. An appropriate way of doing this will be determined for each assignment. If the final assignment is not submitted the collected materials will be graded. However, ultimately it is the responsibility of the student to ensure that sufficient evidence is submitted. Students who do not submit a draft may be requested to do so in school time or may be given after school detentions. Where

no work is submitted, the student is at risk of not being rated in the subject or not having that semester unit credited.

Where stages in submission are not met by students the subject teacher will inform parents via the student planner and then via a phone call if the draft is not submitted the next day.

Students who do not submit intermediate stages may be requested to use lesson time and lunch times to meet this requirement to the extent determined by the teacher.

2. COMPUTER PREPARATION OF ASSIGNMENTS

The school will not accept computer or printer failure as a reason for non-submission or justification for the late submission of assignments. It is the student's responsibility to follow normal business practices in backing up and making hard copies if assignments are prepared on computers at home.

Students are to save their work after each working session to *D drive: Google Drive*. Students are encouraged to email files to their school email account, use their *H: drive*, or external drives as a 'back up' copy.

Students should retain printed drafts of assignments and notes of material from research.

If computer equipment is not working students need to prepare a hand written assignment. Students are not penalized for hand written presentation except where computer presentation is a criteria. The library is available before school for the printing of assignments.

It is the student's responsibility to ensure that assignments are prepared sufficiently early to take into account the possibility of computer failure.

Should equipment failure occur, all supporting documentation such as drafts, research notes, and printouts of the work so far must be submitted and may be taken into consideration at the discretion of the subject teacher / Academic Leader / Deputy Principal.

3. EXTENSIONS FOR ASSIGNMENTS

Class extensions for assignments are to be recorded on the school website and in the school newsletter. The date when the general extension was granted should be clearly recorded. Individual students may apply for an extension before the due date of the assignment. Individual extensions require a written application and an approval signed by the designated person.

Extensions for **Senior Students** are at the discretion of the Deputy Principal – Curriculum.

Extensions for **Junior Students** are at the discretion of the Deputy Principal - Curriculum.

Occasionally, as a consequence of unforeseen circumstances, special consideration for late submission of assessment may still be applied after the event, substantiated with some form of documentation, for example, for illness or accident occurring on or before the date of submission. If a student is ill on the due date, arrangements should be made for a parent or sibling to deliver the assignment.

Students who are absent from school due to planned absences (e.g. sports trips, work or travel) must complete the assessment piece **prior to departure**. The assessment item is still due by the set date.

4. SUBMISSION OF ASSIGNMENTS

For students in Years 10, 11 and 12 hard copy assignments are to be handed in by posting them in the locked box in the front office by 8:35am on Friday of the week due. Major practical items should be presented in the appropriate room. If instructed by the subject teacher, students may transfer files to a submissions folder or email the file to the teacher.

For students in Years 7, 8 and 9 hard copy assignments are to be handed into the subject teacher on the due date.

Final submission of assignments for **students in Years 10, 11 and 12** are listed on the MONDAY of the week due on the Assessment Calendar. All assignments listed for each week are due no later than FRIDAY, 8:35am.

Final submission of assignments for **Students in Years 7, 8 and 9** are listed on the exact date the assignment is due on the Assessment Calendar.

All drafts, tests, examinations, orals and in-class practical demonstrations are due on the day indicated. Scripts for oral assessment are required to be submitted on the same day – the first day of the week – regardless of presentation time.

Students will need to keep a copy of their own work at home.

5. NON-SUBMISSION BY THE DUE DATE

Assignments handed in after the due date will not be marked unless special consideration has already been arranged. Parents will be notified if their child has failed to submit tasks by the due date.

Total non-submission means that there is no evidence of any stage of assessment.

Non-submission of assignments can have serious consequences. Decisions with respect to non-submission by **all students** will be made in accordance with the following directive from the QCAA. The Academic Leader, Deputy Principal and Principal will be involved in establishing appropriate consequences for **Senior Students**. Decisions concerning awarding of semester results for **Junior Students** should be made by the Subject Teacher in consultation with the Academic Leader or Deputy Principal. Any decision concerning the number of semesters of credit awarded to a student will be made only by the Deputy Principal and Principal.

For **Senior Students** where evidence is required to satisfy requirements of the course or to enable awarding of a semester of credit, assignments will be required even after the due date for folio purposes.

Junior Students who have not submitted an assignment by the due date are still required to complete the assignment. If necessary, the student will be placed on after school detention to complete the assignment.

Junior Students should begin detention to complete the assessment within three (3) days of the due date. The subject teacher should arrange the detention in collaboration with the Pastoral Co-ordinator for that year level. Detention may be in school breaks or after school. If after school, the Pastoral Co-ordinator will contact the parents to arrange a suitable date and the Principal, Deputy Principal or Pastoral Co-ordinator will supervise.

If a draft has been submitted before the due date for the assignment and the student fails to submit the final assignment by the due date, the student will receive an assessment based on drafts seen (see QCAA policy). This will be judged against the criteria for the final assignment. It is the student's responsibility to retain all draft copies.

From QCAA Policy Statement (June 2004)

"The judgment of a student's achievement of an area of learning is informed by what that student knows and can demonstrate in terms of criteria and standards applied to a body of evidence. If, through non-submission of assessment, a student does not provide the evidence to demonstrate the descriptors stated in the exit criteria and standards, a judgment cannot be made. It follows then that a standard can only be awarded where evidence has been demonstrated and documented. That is, an 'E' standard for a particular assessment cannot be awarded where there is no physical evidence for it.

"For frequent non-submission of student work, consideration needs to be given to whether a level of achievement can be awarded at all for a course of study, if failure to submit assessment means that substantive requirements of a syllabus have not been completed. Under current legislation, if an enrolled student at a school is deemed not to have substantially completed a subject and been adequately assessed, the student and the QCAA must be notified that no result for that subject will appear on the Senior Certificate. Where substantive requirements have been met, yet the assessment requirements outlined in the approved work program for awarding exit levels of achievement are incomplete, a student may still receive a level of achievement but consideration may be given to the number of semesters of credit awarded by the school for the course of study."

6. SPECIAL PROVISIONS

Special consideration means making reasonable adjustments to standard assessment requirements to ensure equitable assessment for all students. Special consideration may apply to any student depending on the circumstances. Circumstances could include injury or other disadvantages.

Students with specific educational needs may have alternative assessment programs. Some examples of students with specific education needs are:

- Students with impairments that have a physiological basis
- Students with needs arising from cultural or linguistic factors

Each case needs to be considered specifically.

Students / parents need to fill in the form (Application for Special Consideration), available from the office and present it to the Deputy Principal. Decisions will be reached by the Deputy Principal after consultation with the subject teacher, Academic Leader, student / parent. For more details refer to the QCAA policy on special consideration.

APPENDIX 4:

RESPONSIBLE BEHAVIOUR POLICY

NEED

In the school environment, one of the fundamental needs is for cooperative group relationships on many levels. Studies suggest that the highest levels of cooperative relations in groups are found when individuals feel a **high level of pride** in membership of the group and a **high level of respect** within the group.

Many of the activities at Burdekin Catholic High School are aimed at developing this high level of pride and high level of respect. If this was evident at all times, there would be little need for behaviour modification procedures.

Fundamental to the need for these procedures at Burdekin Catholic High School is that we provide a safe, learning, socially-positive environment for all students.

VALUES

A safe environment for all students

The implications of this are that students and staff should feel safe from harm or threats of harm, safe from harassment, safe from bullying, safe from exposure to illicit substances, safe from dangerous play or dangerous actions of others.

A learning environment

The implications of this are that class lessons should be productive for all students, that deliberate interruptions, distractions, 'baiting' of teachers, disturbing of other students, interference with other students' equipment or materials will not be accepted.

A socially-positive environment for all students

The implications of this are that good manners, courtesy, mutual respect is required of all. The school will aim at the nurturing of right relationships and the building up of social-emotional competencies and psychological and social resilience in our students. Any action or any comment that is discriminatory on the basis of race, nationality, background, religion or gender is not tolerated, and any behaviour/comment that could be interpreted as sacrilege or which brings into contempt the religious commitment and practice of this community is not accepted.

DIRECTIONS

The primary focus is on the establishment of clear rules, rights and responsibilities, upheld through preventive, corrective and supportive strategies in the classroom and school. Our behaviour management strategy is based on the maintenance of positive relationships, a partnership involving parents and school, an awareness of individual circumstances, and a hierarchy of corrective strategies, emphasising the use of a least intrusive approach to intervention for more serious offences. Our approach towards any individual child is balanced against the needs of all children within our community and the expectations that parents have of this community. The principles guiding our approach are:

- BCHS expects high standards of personal achievement and behaviour.
- BCHS acknowledges that adolescents often do make mistakes and need positive guidance with choices.

- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum, and respectful relationships between staff and students. Quality teaching practice promotes appropriate behaviour.
- Positive behaviour is enhanced through a whole-school approach and effective school organisation and leadership. Students will behave better if there is consistency of behaviour standards, support practices and processes across the school, monitored and regulated by school leaders with the authority to uphold them.
- Partnerships with parents/caregivers, the wider school community and other support agencies contribute to positive behaviour in schools.

GRADES OF PROCEDURES

Preventative. Teachers attempt to prevent misbehaviour occurring by setting rules and establishing routines. Teachers maintain a presence in the school grounds, and establish positive relationships with students. Engagement with the students in sport and cultural activities enhances the good relationships that are a key to positive behaviour. Teachers also engage in social skilling of all students, either prior to behaviour problems arising or in response to behaviour problems. Having promoted certain behaviour standards, the teachers also acknowledge students when standards are met, to encourage a repeat of this positive behaviour. Acknowledging positive behaviour also highlights it to those in the class with inappropriate behaviours and encourages them to follow suit.

Logical Consequences. Teachers may move a person in class who is disturbing other students. Teachers may move a student outside while continuing with the lesson and then address the issue with the student. Teachers may utilise a seating plan for classrooms. Damage caused by ill-considered behaviour may need to be paid for.

Correction (targeted behaviour support). When behaviour problems do arise, teachers address these using a range of correction skills. They may follow attempts of using logical consequences, or be designed to prevent a re-occurrence of unwanted behaviours and to negate the need for future correction. Correction should be accompanied by a clear understanding of what the student did that was inappropriate and the form of the consequence. Correction often involves a form of penalty such as:

- lunchtime detentions for not doing homework;
- lunchtime isolation from other students;
- lunchtime community service – such as picking up schoolyard rubbish, cleaning down tables;
- other forms of community service;
- cleaning up chewing gum debris as a result of bringing chewing gum onto the school grounds;
- being deprived of sport or attendance at events with other students.

Intervention (intensive behaviour support). This generally follows situations where misbehaviour persists despite earlier preventative or corrective measures. This may also occur directly for more serious offences. Intervention occurs at the level of Year Level Pastoral Coordinator or Deputy Principal. Intervention can include:

- The student being placed on a behaviour card;
- Modification of an education program;
- Referral to guidance officers or outside support counselling;
- Being tracked with monitoring sheets or books;
- After school detentions; Saturday morning detentions
- Involvement of parents with the need to alter behaviour
- Internal suspension

Removal. This generally follows very serious offences, such as serious assault of another student; prolonged bullying; bringing illicit substances onto the school grounds or at school activities; possession or distribution of drugs; or continued defiance of school requirements despite a number of attempts to alter behaviour. Removal can include:

- External suspension;
- A parent decision to remove the student from the school;
- A Principal's decision that the student be removed from the school.

At this point, a number of people may be involved: the school pastoral coordinator, the Deputy Principals, the Principal, the parents/caregivers and perhaps guidance officers, the CEO Education Consultant.

Referral to agencies: Some wrongful behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive. BCHS may immediately involve police in such situations.

Restorative Practice.

Re-entry is a purposefully managed, supportive process that aims to promote the successful re-integration of students who have been absent from school due to a suspension.

Restorative Practice underpins this process. This involves a carefully regulated process, primarily implemented after significant behaviour incidents, designed to generate understanding with regard to the complexity of the behaviour situation and its impact on the setting. The ultimate aim is to bring resolution, restitution and the restoration of relationships that were damaged by the behaviour.

Who is involved in the re-entry process? The student in question; the parent/caregiver; a representative of the school administration; the teacher involved in the suspension incident (if applicable); any school support personnel involved; any agencies involved with the student.

How does the re-entry process work? A crucial aspect of the process will be the meeting held prior to the return of the student. Consideration should be given to holding the re-entry meeting on the afternoon prior to the student's return to school, rather than on the morning of return, to allow sufficient meeting time to cater for any issues that might arise.

Actions prior to the meeting. Information relevant to the student should be collected for discussion and planning. Any specific restitution processes required are clarified and the meeting facilitator is identified.

The re-entry meeting

1. The student is welcomed back and the purpose of the meeting clarified: to successfully re-integrate the student back into the school. The student is asked if he or she is ready and prepared to re-enter the school. The facilitator outlines why the student was suspended, clarifying the specific inappropriate behaviours of concern, and seeks an acknowledgement of the hurt that was caused or acknowledgement of inappropriateness of the action that resulted in the exclusion.
2. The behaviour expectations of the school are clarified for all present. The parent/caregiver and the student are asked whether they believe these expectations are fair and whether they are committed to achieving them. The meeting focuses on what support processes will be implemented to assist the student to meet behaviour expectations. The aim is to provide scaffolds to success for the student, including counselling, skilling, monitoring and mentoring. Consequences for achievement and non-achievement of behaviour expectations are also decided.
3. The support plan is recorded and summarised by the facilitator, and agreement and support for the plan are obtained from all those present. A timeline for implementation of the strategies, and review of the plan, is established.
4. The re-entry support plan should be written up formally.
5. Monitoring of the student's progress should be carried out to provide follow-up feedback for the relevant parties. There may be need for follow-up meetings and modification of the original plan.

PROHIBITED ITEMS

Prohibited items are not permitted on school grounds or at school activities. These include alcohol, tobacco, illegal drugs, explosives, guns, knives, laser pointers, cigarette lighters, matches and other dangerous items and substances that may be used for illicit purposes or which may be harmful. Offensive or inappropriate materials are prohibited.

REPORTABLE / CRIMINAL OFFENCES

Incident: A staff member who, in the course of his/her duties, reasonably suspects a student under 18 years of age attending the school has been **sexually abused** by another person or is likely to be sexually abused in the future by another person. Sexual abuse occurs when an adult, stronger child or adolescent uses their power or authority to involve a child in sexual activity (Dept of Child Safety). All sexual interactions between an adult and a person under the age of consent are considered abusive (AIFS). The Child Protection Act specifies that the school must report any sexual activity of a student.

School Action: *The Principal must immediately give a written report (Mandatory Reporting Form) to the Police (CPIU), to the Department of Child Safety (DOCS) and the Child Protection Officer of Catholic Education.*

Incident: A staff member who, in the course of his/her duties, reasonably suspects that **harm** has been caused or is likely to be caused to a student from any source – harm can include physical harm, emotional harm, neglect.

School Action: *The principal must immediately complete and sign the compulsory report to a Statutory Authority and forward it without delay to the police (CPIU) and/or Department of Child Safety (DOCS).*

Incident: A staff member who, in the course of his/her duties, reasonably suspects that a student is in **possession of a knife or weapon** (such as guns, laser pointers, knuckle dusters, etc) without reasonable excuse on the school grounds or at a school function.

School Action:

- *The Principal or delegated person can search the student's locker; can ask the student to display the contents of his/her bag and pockets. The Principal or delegated person can confiscate the bag until police arrive. The Principal or delegated person can confiscate the weapon until police and parents arrive.*
- *Police may be informed.*
- *The student may be suspended or even excluded.*

Incident: A student is in possession of **alcohol** or consumes alcohol or provides alcohol to others at school or a school function.

School Action:

- *The Principal or delegated person can search the student's locker; can ask the student to display the contents of his/her bag and pockets. The Principal or delegated person can confiscate the bag until parents arrive. The Principal or delegated person can confiscate the alcohol until parents arrive.*
- *The Principal or member of the school leadership team may request the student undertake a breath analysis for alcohol*
- *The student may be suspended or even excluded.*

Incident: A student is in possession of illicit drugs or is under the influence of illicit drugs or provides illicit drugs to others at school or at a school function, or outside school in school uniform or part thereof.

School Action

- *The Principal or delegated person can search the student's locker; can ask the student to display the contents of his/her bag and pockets. The Principal or delegated person can confiscate the bag until police arrive. The Principal or delegated person can confiscate the illicit drugs until police arrive.*
- *The Principal or member of the school leadership team may request a student undertake a test for drugs.*
- *The matter will be reported to police.*
- *The student will be suspended or excluded. The penalty for dealing in illicit drugs is exclusion.*

Incident: A student **assaults** another student or adult, or makes serious threats of harm against another student or adult. A student **steals** valuables from another student or adult. A student engages in deliberate **vandalism**.

School Action

- *The Principal or delegated person can search the student's locker; can ask the student to display the contents of his/her bag and pockets. The Principal or delegated person can confiscate the bag until police arrive.*
- *The Principal may report the incident to the local police.*
- *The student may be suspended or even excluded. In the case of stealing or deliberate vandalism, the student will be required to make restitution.*

Incident: **Sexting** is a crime when it involves [people under 18](#). It's also a crime when it involves [harassing people of any age](#). Even if a picture is not child pornography, asking for, taking, sending or showing someone under 16 a nude/sexy photo can be an indecent act and this is a crime.

School Action

- *If there are reasonable grounds for suspicion, the Principal or delegated person can take possession of the phone, portable device until police or parents arrive.*
- *The Principal or delegated person can examine the phone / portable device with the student present.*
- *If there are reasonable grounds that child exploitation material has been found, the Principal will make a report to the police (CPIU) and Department of Child Safety (DOCS), as well as the local police.*
- *The student may be suspended or excluded.*

Incident: Division 474 of the Commonwealth Criminal Code 1995 outlines other criminal offences concerning **telecommunications** services. Potentially relevant offences include: using a carriage service to make a threat to kill or seriously harm another person (s. 474.15); using a carriage service to menace, harass or cause offence to another person (s. 474.17); using a carriage service to promote methods for suicide or counsel another to commit suicide (ss. 474.29A & 474.29B).

School Action

- *If there are reasonable grounds for suspicion, the Principal or delegated person can take possession of the phone, portable device until police or parents arrive.*
- *The matter may be reported to the local police.*
- *The student may be suspended or even excluded.*

Incident: Examples of **mobile phone and electronic communication** technology incidents that may be illegal or may affect the good order and management of the school (even though these occur outside of school hours) – from Department of Education, Training and Employment: 'Cyberbullying and Reputation Management: Incident management guidelines for principals):

- sending or posting abusive, threatening, harassing, humiliating or embarrassing messages about another student or staff member via text, social networking sites/apps, websites, email or other electronic communication applications
- spreading rumours or lies about other students or staff members via text, social networking sites/apps, websites, email or other electronic communication applications
- forwarding personal emails, messages, pictures or videos to others without permission
- taking, sending or posting embarrassing, degrading or 'fight' videos involving others via text, social networking sites/apps, websites, email or other electronic communication applications
- using social networking sites/apps, websites, or blogs to post inappropriate photographs about other students or school staff
- maliciously excluding other students online through emails, chat and social networking sites
- using another student's mobile phone, school MIS account, personal email account or social networking profile to send or post material which damages their social status or interaction with other students
- assuming another student's identity and creating a false email account, social networking profile or blog to send or post material which damages that student's social status or relationships with other students
- assuming a teacher's identity and creating a false email account or social networking profile to send or post material which damages the teacher's reputation
- creating a false social networking profile or website of a school to damage the reputation of the students, staff or school
- creating gossip pages on social networking sites by posting sexual, abusive, threatening, harassing, humiliating or embarrassing messages about other students/staff.

School Action

- *If there are reasonable grounds for suspicion, the Principal or delegated person may ask the student to show the contents of his/her phone or portable device.*
- *Various penalties, including possible suspension or exclusion, according to the grade of offence.*

APPENDIX 5:

COMPUTER USAGE GUIDELINES

GUIDELINES FOR USING WORKSTATIONS

Burdekin Catholic High School provides access to various computer resources, our Local Area Network, and the Internet. These resources are available to enhance the learning process in a supportive school environment and to achieve quality learning outcomes for our students.

The school encourages students to become familiar with the use of Information Technology.

As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines established below. These guidelines are based on **common sense, common decency**, rules established by **Burdekin Catholic High School** and laws established by the State of Queensland and the Commonwealth of Australia.

For the benefit of all users, students are expected to observe the following:

1 USE OF INFORMATION TECHNOLOGY EQUIPMENT

The school has endeavoured to ensure that all students' work can be saved, stored, and accessed in a secure manner. It is expected that all students will respect the right of other students to use the network resources.

*It is expected that all students will respect that the Information Technology equipment with which they have been provided, and realise that using this equipment **is a privilege, not a right. This privilege can be withdrawn if necessary** as set down in the Behaviour Management Plan.*

- Log in using your own appropriate ID. It is never acceptable to use someone else's ID.
- Use computers for the purpose directed by the teacher in charge. Students are not to play games or use any other software unless the teacher has given specific permission for this. Students are not to play music CDs on school computers.
- Do not tamper with the computer system. It is unacceptable to seek access to restricted areas of the computer network.
- Save all files to your home directory.
- At the end of each lesson:
 - Log out of the network and return to Login screen;
 - Shut down the computer;
 - Leave the keyboard in front of the monitor and the mouse next to the keyboard;
 - Leave chairs pushed in at desks.
- Do not enter a computer room unless a teacher is present.
- Do not swap around any equipment. That is, no changing of keyboards, mice or other equipment from one computer to another.
- Report all equipment faults to your teacher immediately.
- Computers in the Library are allocated for individual student work during lunchtimes and before school.

- Students in Years 10, 11 and 12 are reminded that whilst individual laptops are assigned to each student, these devices belong to the school and any damage caused to these devices would need to be paid for by whoever caused the damage.

The other computer rooms are only available at these times under teacher supervision.

2 PASSWORDS

- Keep your password secret. If you suspect that someone may know your password, change it.
- It is unacceptable to gain, or to attempt to gain, another person's password or personal information.
- When a student has been allocated a password, it is **the student's responsibility to remember that password.**
- Students should not allow anyone else to use their password.

3 PRINTING

The school has provided printing facilities for students to obtain printouts of their work. Students are expected to use the printers for school purposes only and endeavour to keep paper wastage to a minimum.

- Before printing, proofread, spell check, and print preview your document.
- In particular, when using the internet, check that what you are about to print is what you need. Do not print complete web sites.
- When completely satisfied with the final product, identify your document **with your name in the footer of the document** and then print the document.
- Place unwanted printouts in the bins provided.

4 WHAT ARE THE RESPONSIBILITIES OF EACH MEMBER OF THE SCHOOL COMMUNITY?

This school has developed monitoring strategies for computer usage, by providing appropriate levels of supervision to students using the internet and checks of logs of sites accessed. The other part of our strategy is developing responsibility and an awareness amongst teachers, parents and students of possible problems and procedures for dealing with these.

What are the responsibilities of each member of the school community?

➤ The Role of the School

The school undertakes a commitment to provide appropriate physical and financial resources to facilitate the successful incorporation of access to online services throughout the curriculum. In addition, the school will actively support the professional development of all staff to ensure the effective inclusion of information technologies, including the relevant information skills, into the school's curriculum.

➤ The Role of the Staff within the School

The school expects that each staff member will aim to incorporate appropriate use of electronic information throughout the curriculum (as they would any other curriculum resource) and that teachers as well as the school Librarian and staff will provide guidance and instructions to students in the appropriate use of such resources. Staff will facilitate student access to curriculum information resources appropriate to the individual student's instructional needs, learning styles, abilities and developmental levels.

➤ **The Role of Parents**

Parents and guardians are ultimately responsible for setting the standards that their children should follow when using media and information sources, and ensuring that these standards are met. This school expects that these standards will be in accordance with the School Mission Statement, Student Expectations and other school policies.

➤ **The Role of Students**

Students are responsible for good behaviour on the school computer network as detailed in the school's Student Expectations relating to general school behaviour. They must comply with specific computer facilities rules. Communications on the information networks are public and general school rules for student behaviour, conduct and standards will apply. Individual users of the school computer networks are responsible for their behaviour and communications over those networks. It is presumed that students will comply with school standards and will honour the agreements they have signed. It is an expectation that students in Years 10, 11 and 12 lock their laptops in the facilities provided when they are not being used.

5 COPYRIGHT

Students are expected to respect and adhere to the laws concerning copyright and other people's ideas. Get permission before copying files from another user. Copying files or passwords belonging to another user or author without their permission, may constitute plagiarism or theft.

6 BREACH OF RULES

Breaches of this policy may result in students being excluded from using the school's computer equipment and/or other disciplinary action as per the Behaviour Management Policy. Where computer use is a course requirement, students will have to show cause as to why they should remain in the subject.



COMPUTER ACCESS AGREEMENT

(Please detach from front pages, both student and parent sign, and return to Home Room teacher)

The school encourages students to become familiar with the use of information technology. This agreement must be signed by students and parents/guardians and returned to your Home Room teacher in order to have a computer account activated. Parents/guardians are encouraged to contact the appropriate personnel at the school if they require more information about this form.

STUDENT

I understand that the school's computer network can connect me to useful information. While I have access to the computer network, I will follow all rules as stated in the school's computer usage policy. I hereby agree that while using the internet and other information technology services:

I WILL

- Only use the computers for the purpose directed by the teacher in charge.
- For educational purposes only play music on school computers with the direct permission of my teacher.
- Use the Internet solely for educational purposes.
- Meet the repair costs for any damage caused.
- Print documents for school purposes only.
- Observe all copyright laws, including those relating to computer software.
- Respect the rights and privacy of other users.
- Report any security lapses that I may discover.
- If I accidentally come across something that is illegal, dangerous or offensive, I will:
 - Clear my screen and
 - Immediately, quietly, inform my teacher.

I WILL NOT

- Play games on school computers without the teacher's permission.
- Log onto the network with another person's username and password.
- Allow others to log on to the network with my username and password.
- Reveal any private information such as another person's address or phone number.
- Attempt to retrieve, view or disseminate any obscene, offensive, pornographic or illegal material.
- Threaten, abuse or harass any other user.
- Send inappropriate, offensive, racist or sexist messages.
- Send anonymous or falsely addressed electronic mail.
- Bring the school into disrepute in any way whatsoever.
- Allow anyone else to use my account or give my password to anyone else.
- Use another student's account or tamper with another student's account in any way.
- Download or print information without the permission from my teacher.
- Use chat channels.
- Use my account for business purposes for financial gain.
- Use my account for political purposes.
- Attempt to change or tamper with the computer network in any way.
- Attempt to bypass security.
- Disclose my home address, telephone number or any credit card or pin number.

I understand that if the school decides I have broken this agreement, I may be prevented from using the school's computer system either temporarily or permanently. Loss of access to the computer system will mean I am unable to complete any computer based courses I am studying, or use the computer system for research or any other purpose at school or access the school's site from home.

(Student Name – Please Print)

(Home Room)

(Student Signature)

(Date)

PARENT OR GUARDIAN

I understand that the school's computer system can provide students with valuable learning experiences. I also understand that, although unlikely, it may give access to information that is illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information must depend upon responsible use by students.

I understand that I will need to meet the repair costs of any damage caused by my son/daughter.

I accept that email is not guaranteed to be private. System Administrators do have access to all files including email. Messages relating to illegal activities may be reported to authorities.

I give permission for _____ to use the school's computer network. I understand that students who break the school's Computer Usage Policy may be prevented from using the school's computers. Loss of access to the computer system may mean computer based courses and student's work may not be able to be completed.

I understand that from time to time the school may wish to publish examples of student work/projects, photographs of students and their work on the internet.

Please circle

YES / NO

My child's work may be published on the Internet.

(Parent or Guardian Name – Please Print)

(Parent or Guardian Signature)

(Date)

APPENDIX 6:

ELECTRONIC EQUIPMENT GUIDELINES

BURDEKIN CATHOLIC HIGH SCHOOL GUIDELINES – ELECTRONIC EQUIPMENT POLICY



For the purpose of this policy electronic equipment includes mobile phones, MP3s, IPODS, IPADS, various storage devices and the school supplied laptops

(Both student and parent sign, and return to homeroom teacher)

MOBILE PHONES

Mobile phones, when used appropriately, offer students and their parents many advantages in terms of ease of communication and a sense of personal safety. However, mobile phones have the capacity to interrupt the learning environment and can be used to negatively impact on the personal lives of students and staff or the school itself.

Students are discouraged from bringing mobile phones to school. Students have access to a phone in the school office if they need to contact parents during the school day and parents can call the office on 4783 2366 if they need to contact their student or leave a message during school hours. Parents trying to contact students at school through the student's mobile phone can easily lead to penalties for the student as described below.

If students bring mobile phones to school, it is recommended that they are handed in to the school office before school and collected at the end of school. If the student chooses not to hand their phone into the school office, the school will take no responsibility for the disappearance or theft of mobile phones during the school day.

Once at school, mobile phones must be turned off and kept out of sight while students are in class or in the playground. Phones that are visible at these times will be confiscated. Phones that ring or beep during class time will be confiscated. Confiscated phones will be placed in the school office to be collected at the end of school. For subsequent transgressions phones will be placed in the office to be collected by parents.

Students may be banned from having mobile phones at school.

A student should not lend a phone to another student. This places both students at risk of penalty if the phone is used irresponsibly.

The school will not tolerate the use of any technology (including mobile phones) to record, download, transfer, store or create text, voice, still images or video that:

- Harasses, insults, bullies or defames
- Is outside the law
- Is outside our Acceptable Use Guidelines, Anti-bullying Policy, or Student Protection Policy
- Fails to respect the privacy rights of others
- Compromises the safety of others.

The school reserves the right to check the contents of mobile phones brought into the school when there is reasonable suspicion that the phone has been used inappropriately.

Inappropriate use of mobile phones at a school function (such as a school dance) will be treated seriously.

When students are required to take photos or videos for curriculum purposes, digital cameras will be provided by the school

MP3, IPODS AND SIMILAR DEVICES

It is recommended that these devices not be brought to school at all. The school will take no responsibility for the disappearance or theft of these devices during the school day.

Sometimes, these devices are required in classes for educational purposes under the direction of the teacher. On no other occasions should students be using these devices in school time.

DVD, USB STORAGE DEVICES AND SIMILAR DEVICES

These are not to be used to bring inappropriate images into the school. Teachers and the School Principal will make decisions about the appropriateness of images. Cases of misuse will be treated very seriously as a part of the school code of conduct.

PRIVACY AND INTELLECTUAL PROPERTY RIGHTS

It is against school policy and the privacy rights of others, including teachers and students, to use electronic equipment to publish any personal information about them without their knowledge or consent. This includes inappropriate setting up of Facebook pages, inappropriate transfers of pictures or publishing misleading or erroneous information.

The Privacy and Intellectual Property Rights of the school cannot be transferred to others. No student is to place or publish any identifying photographs of fellow students in uniform, teachers, school campus itself, or any images that identify the school on the net or other technology at any time.

This applies especially to breaches that bring the school or school name into disrespect. Such breaches can lead to serious disciplinary consequences.

Signatures:

Student: _____

Parent Witness: _____

Date: _____

APPENDIX 7:

SCHOOL UNIFORM

**** UNIFORM ITEMS SUCH AS JACKETS AND HATS SHOULD BE CLEARLY LABELLED WITH THE OWNER'S NAME.**

JUNIOR BOYS: (All boys in Years 7 - 10)

Daily Dress Uniform:

Shirt Blue Jac Shirt worn outside the shorts (**Available:** Michael's Menswear)
Shorts Navy shorts (**Available:** Michael's Menswear)
Socks Navy walk socks with school colours in bands at top.
Socks are to be worn with garters and worn pulled up to **KNEE HEIGHT**.
Hat Maroon Bucket Hat (**Available:** Michael's Menswear)

Formal Dress Uniform for Special occasions: (Years 9 & 10 only)

Shirt Long-sleeve white shirt
Trousers Long black trousers
(**Available:** Michael's Menswear & Sibby Saitta (Graham Street store))
Tie School Tie (**Available:** Michael's Menswear)

SHOES: Plain black leather lace up school shoes – not laces fixed in place which cannot be adjusted. No decorations of any kind. Black leather shoes for formal wear.
(Not leather joggers)

SENIOR BOYS: (Years 11 and 12)

Daily Dress Uniform:

Shirt White Jac shirt with maroon trim (**Available:** Michael's Menswear)
Shorts Maroon shorts (**Available:** Michael's Menswear)
Socks Mid-grey walk socks with maroon bands
Socks are to be worn with garters and worn pulled up to **KNEE HEIGHT**.
Hat Maroon Bucket Hat

Formal Dress Uniform:

Shirt Long-sleeve white shirt
Trousers Long black trousers
(**Available:** Michael's Menswear & Sibby Saitta (Graham Street store))
Tie School Tie (**Available:** Michael's Menswear)

SHOES: Plain black leather lace up school shoes – not laces fixed in place which cannot be adjusted. No decorations of any kind. Black leather shoes for formal wear.
(Not leather joggers)

SPORTS AND PHYSICAL EDUCATION: (All boys in Years 7 to 12)

Shirt	Royal-blue Polo T-shirt printed with school emblem (Available: Michael's Menswear & Sibby Saitta, Graham Street)
Shorts	Black shorts with school initials embroidered (Available: Michael's Menswear)
Socks	Plain white sport socks – with no visible brand logo (must cover the ankle)
Shoes	Lace-up sandshoes or joggers
Hat	Maroon Bucket Hat

WINTER JACKETS: Maroon jacket printed with school emblem.

(**Available:** Michael's Menswear)

Plain maroon or navy track pants may be worn on cold days.

JUNIOR GIRLS: (All girls in years 7 - 10)

Daily Dress Uniform:

Skirt	Six-gore maroon skirt with pocket on right hand seam if desired (Available: Kids' Crossing) (Female students are reminded that the formal skirt must be long enough such that it just touches the top of the knee)
Blouse	White blouse with v-front, peaked hem (Older style still acceptable) (Available: Kids' Crossing)
Socks	Plain white ankle socks (not push-down style) – with no visible brand logo
Hat	Maroon Bucket Hat (Available: Michael's Menswear)

Formal Dress Uniform for special occasions: (Years 9 & 10 only)

Skirt	Blue and Maroon tartan skirt (Available: From school)
Tie	Blue and Maroon tartan tie (Available: From school)
Blouse	White blouse with v-front, peaked hem (Available: Kid's Crossing)
Socks	Plain white ankle socks. For special occasions, flesh-coloured stockings and black court shoes may be worn.

SHOES

Plain black leather lace up school shoes – not laces fixed in place which cannot be adjusted. Must cover heels, toes and bridge of foot. No decorations of any kind. Black leather shoes for Daily Dress Uniform and Formal Dress Uniform.

SENIOR GIRLS: (Years 11 and 12)

Daily Dress Uniform:

Blouse	White blouse with v-front, peaked hem
Skirt	Six-gore maroon skirt, with pocket on right-hand seam if desired (Available: Kid's Crossing) (Female students are reminded that the formal skirt must be long enough such that it just touches the top of the knee)

Formal Dress Uniform:

Skirt	Blue and Maroon tartan skirt (Available: From school)
Tie	Blue and Maroon tartan tie (Available: From school)
Blouse	White blouse with v-front, peaked hem (as for Daily Dress Uniform – not older style) (Available: Kid's Crossing)

	Plain white ankle socks. For special occasions, flesh-coloured stockings and black court shoes may be worn. (Available: Kids' Crossing)
Socks	Plain white ankle socks (must cover the ankle) – with no visible brand name/logo
Tie	Maroon
Hat	Maroon Bucket Hat (Available: Michael's Menswear)

SHOES Plain black leather lace up school shoes – not laces fixed in place which cannot be adjusted. Must cover heels, toes and bridge of foot. No decorations of any kind. Black leather shoes for Daily Dress Uniform and Formal Dress Uniform.

SPORTS AND PHYSICAL EDUCATION: (All girls in Years 7 to 12)

Shirt	Royal-blue Polo T-shirt printed with school emblem (Available: Michael's Menswear & Sibby Saitta, Graham Street)
Shorts	Maroon shorts with school initials embroidered (Available: Michael's Menswear)
Socks	Plain white sports socks – with no visible brand name/logo (must cover the ankle)
Shoes	Lace up sandshoes or joggers (not Vans, Converse, or similar skate type shoes)
Hat	Maroon Bucket Hat (Available: Michael's Menswear)

WINTER JACKETS: Maroon jacket printed with school emblem.

(**Available:** Michael's Menswear)

Plain maroon or navy track pants may be worn on cold days.

Female students are allowed to wear black opaque tights during the winter months.

ART AND TECHNOLOGY:

Students in these subjects must purchase an apron to be worn at these subjects. Students will not be permitted to participate in these classes without one. Aprons are available at the office.

FOOTWEAR: In Technology, Science and Home Economics all students must wear closed-in shoes. This is a normal safety regulation. Students not wearing correct footwear will be excluded from the course on that day.

APPENDIX 8:

SEXUAL HARASSMENT POLICY

SUMMARY FOR STUDENTS DIOCESE OF TOWNSVILLE GUIDELINES ON SEXUAL HARASSMENT IN SCHOOLS

Sexual harassment is against the law. It is also against the Townsville Diocese policy and the policy of this school. Students who engage in sexual harassment of another student or adult should know that this behaviour is viewed very seriously and will be dealt with accordingly. Other forms of harassment that are regarded as bullying or are racial in nature will be viewed just as seriously and will also be dealt with accordingly.

DEFINITION

Sexual harassment is when someone else treats you in a way that makes you feel uncomfortable, embarrassed, upset or afraid because of the particular sex that you are. Sometimes, it includes a threat that there will be trouble for you if you reject the behaviour or report it to someone else.

Sexual harassment is more about POWER than sex. It is when one person wants to have POWER over others and uses sexual behaviour to do that.

Harassment that is regarded as bullying or is racial in nature is also about one person wanting to have POWER over others using intimidating and aggressive behaviour to do that.

EXAMPLES

Sexual harassment can happen among students, adults or between adults and students. Some examples are:

- sexually based teasing, jokes, name-calling, suggestive words or verbal abuse.
- non-verbal acts like leering or sexual body gestures
- wolf-whistling or making sexual comments at a person or group.
- repeated questions about a person's private life
- display of offensive pictures, postures or graffiti
- pestering someone to go out or to engage in sexual activity
- offensive letters or phone calls
- spreading rumours about someone's sex life or personal life
- physical contact such as patting, pinching, touching or brushing against another person's body
- sexual abuse or sexual assault

Other unacceptable examples of harassment are:

- verbal harassment – general paying-out eg. loser, jed, squid, snapper, etc.
- physical threats of being bashed up by peers or older students if favours are not given, eg. tuckshop money
- giving physically weaker and smaller students a hard time
- punching or jostling on the stairs and walkways by older students
- verbal harassment
- racist name calling

HUMAN RIGHTS

All students have the right for school to be a positive and safe environment where they can feel comfortable, safe and can learn effectively. Just as everyone has this right, so all students have a responsibility to make sure that they act in a way that contributes to this positive and safe environment. Sexual harassment deprives those who are harassed of basic human rights.

SEXUAL HARASSMENT CONTACT OFFICERS FOR STUDENTS

Every school has at least one **Safe Person** for students among their school staff. At Burdekin Catholic High School the **Safe Persons** are Mr Daryl Wease and Mrs Felicity Griggs. If you speak to a **Safe Person** about sexual harassment, she/he will:

- listen to you
- keep confidential what you have said
- tell you what you can do about it

IF YOU ARE BEING SEXUALLY HARASSED OR SUBJECTED TO OTHER UNACCEPTABLE FORMS OF HARASSMENT

If you believe that you are being sexually harassed you can:

- tell the person that you don't like it and that you want them to stop it.
- talk it over with your parents or the Safe Person in your school OR
- inform the Principal of your school or write to the Human Rights and equal Opportunity Commission

Sexual Harassment usually does not go away by itself. You should do something about it. There are people in the school whose job it is to help you, including the Safe Person for students and the Principal.

VICTIMISATION

The policy of the Townsville Diocese and this school is that any student who makes a genuine complaint to the proper people about sexual harassment will be protected against **victimisation**. Victimisation is when someone is threatened by the person they complained about. You should speak to the Safe Person for Students or the Principal if this happens to you.