



## **IMPORTANT DATES FOR 2017**



**Administration Office re-opens on Monday 16 January 2017**

<b>When does school resume?</b>	
Years 7 & 11 only	Monday 23 January 2017 at 8.50am
All year levels return	Tuesday 24 January 2017 at 8.50am
<b>What time does school start?</b>	
All year levels	Monday - Thursday at 8.50am Friday at 8.35am
<b>What time does school finish?</b>	
All year levels	Monday - Friday 2.45pm
<b>When are the school holidays?</b>	
Semester 1	Monday 3 April - Monday 17 April 2017
Winter	Monday 26 June - Friday 8 July 2017
Semester 2	Monday 18 September - Friday 29 September 2017
Summer	Monday 11 December 2017 - Monday 22 January 2018
<b>Student Free Days</b>	
	18, 19, 20 January 2017 and 16 October 2017
<b>Uniform Shop trading hours</b>	
Extra days for uniform shop	Monday - Friday (8.30am - 9.00am) 16 - 20 January 2017 (8.30am - 2.00pm) 23, 24, 25 and 27 January 2017 (8.30am - 11.30am)
<b>Public Holidays in 2017</b>	
Australia Day	Thursday 26 January 2017
Good Friday	Friday 14 April 2017
Easter Monday	Monday 17 April 2017
Anzac Day	Tuesday 25 April 2017
Labour Day	Monday 1 May 2017
Ipswich Show Day	Friday 19 May 2017
Queen's Birthday	Monday 2 October 2017
<b>School Events</b>	
Parent/Teacher Interviews	Tuesday 18 July 2017
Subject Selection and Showcase Evening	Tuesday 17 October 2017
Sports Awards	Tuesday 24 October 2017
Academic Awards	Tuesday 31 October 2017
<b>End of Year Events</b>	
Year 12 Formal	Tuesday 14 November 2017
Year 12 Last day and Graduation	Friday 17 November 2017
Year 11 & 10 last day	Friday 24 November 2017
Year 9, 8 & 7 last day	Friday 8 December 2017
<b>Immunisation Dates</b>	
Year 7	Thursday 9 March, 25 May and 12 October 2017
<b>Term Dates for 2017</b>	
Term 1	23 January - 31 March 2017 (10 weeks)
Term 2	18 April - 23 June 2017 (10 weeks)
Term 3	10 July - 15 September 2017 (10 weeks)
Term 4	3 October - 8 December 2017 (10 weeks)
<b>Proposed start dates for 2018</b>	
Years 7 & 11 only	Monday 22 January 2018 at 8.50am
All year levels return	Tuesday 23 January 2018 at 8.50am

School Telephone: 3813 4488

School Fax: 3813 4400

Student Absence Telephone: 3813 4401

School Email address : [office@ipwichshs.eq.edu.au](mailto:office@ipwichshs.eq.edu.au)

We look forward to seeing you next year - Have a happy, safe and restful holiday!!

# IPSWICH STATE HIGH SCHOOL

## BELL TIMES



**8.50** **Warning Bell** (MON ~THURS)

<b>8.30</b>	<b>Warning Bell</b> (FRIDAY ONLY)
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8.55 to 9.05 CSI or House Parades

<b>8.35 to 9.05</b>	<b>School Parade</b> (FRIDAY ONLY)
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9.05 to 10.15 Period One

10.15 to 11.25 Period Two

**11.25 to 11.55** **LUNCH 1**

**11.50** **Warning Bell**

11.55 to 1.05 Period Three

**1.05 to 1.35** **LUNCH 2**

**1.30** **Warning Bell**

1.35 to 2.45 Period Four

**2.45** **School Finishes**

# TELEPHONE NUMBERS SCHOOL BUSES



## **WESTSIDE BUS COMPANY**

**3288 1333**

Please visit [www.busqld.com.au](http://www.busqld.com.au) for any Bus Information

## **SOUTHERN CROSS BUS COMPANY** 3812 2520

Providing Services for: - KARANA DOWNS, MT. CROSBY, KARALEE, BELLBOWRIE, ANSTEAD AREAS AS WELL AS PARTS OF PINE MOUNTAIN, NORTH IPSWICH AND BRASSALL AREAS.

## **MINDEN BUS SERVICES**

**5426 8102**

Providing Services for: - MINDEN, TARAMPA, LOWOOD, FERNVALE, TALLEGALLA, THAGOONA, WANORA, BORALLAN, IRONBARK, ROSEWOOD, MARBURG and HAIGSLEA AREAS ALSO INCLUDING PARTS OF KARRABIN, MINDEN AND BLACKSOIL (Pine Mountain Road).

For any further information about your child's Bus Route, Bus Pass or Bus Timetable please contact the relevant Bus Company for your area.

Thank you



## THE IPSWICH STATE HIGH SCHOOL STATIONERY REQUIREMENTS



### General Requirements:

- ✓ School Organiser is supplied
- ✓ **Pencils 2B**
- ✓ Sharpener
- ✓ Eraser (no liquid paper allowed)
- ✓ **Pens** – blue or black and red
- ✓ **Highlighters**
- ✓ **Ruler** (steel rulers are not allowed)
- ✓ Pencil Case
- ✓ Coloured Pencils
- ✓ **USB**
- ✓ **Scientific Calculator** (Phone apps. are not acceptable as calculators)  
(Calculators are available for purchase from the finance window)

### Subject Specific Requirements:

ALL STUDENTS REQUIRE THE BELOW		Junior (Years 7 – 9)	Senior (Years 10 – 12)
English		2 x 128 page A4 exercise books 1x 64 page exercise book A4 display folder	
Maths		2 x 128 page A4 exercise books 1mm Graph Pad A4 display folder	2 x 128 page A4 exercise books 1mm Graph Pad Protractor A4 display folder
Science		2 x 128 page A4 exercise books	
Humanities		1 x 128 page A4 exercise book 1 x 96 page A4 homework book 1x A4 display folder	
HPE		1 x 64 page A4 exercise book Water bottle Hat	
Languages		128 page exercise book Multi-colour pen 1x A4 display folder	
ELECTIVE SUBJECTS BELOW		Only required if student has selected the below subjects	
ITD		3 x HB pencils for woodwork/worksheets provided 1 x 32 page A4 exercise book	
Home Ec		1 x 64 page A4 exercise book Some cooking ingredients and sewing material required (List given at beginning of semester)	
Art		A4 Visual Art diary Black fine liner pen 2 x HB pencils 2 x 2B pencils 1 x eraser	A3 Visual Art diary Black fine liner pen 2 x HB pencils 2 x 2B pencils 1 x eraser



Music	1 x 64 page music book	
Drama	1 x 32 page A4 exercise book	
Dance	1 x 32 page exercise book	
Film & TV	1 x 32 page exercise book 1 USB for FTM only	
QCS	YEAR 12 ONLY	1 x 128 page A4 exercise book 3 x Black pens 3 x 2B pencils Eraser Ruler Highlighters Sharpener Scientific Calculator Protractor Compass Coloured pencils Clear pencil case

# SHOE POLICY

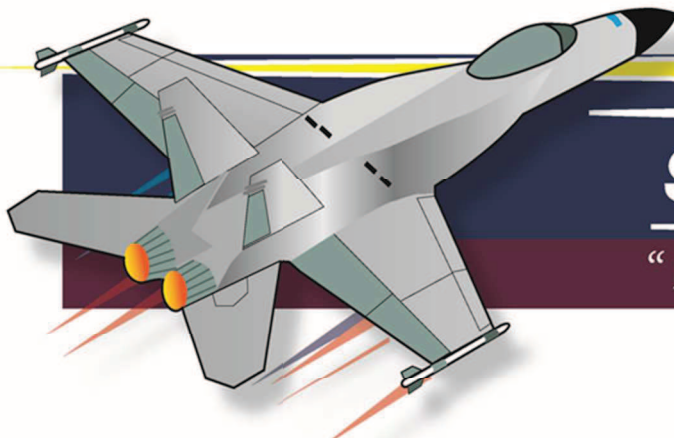
Black leather school shoes expected  
to comply with Occupational  
Health & Safety Standards  
(NO open shoes)



# SPORTS SHOE POLICY

Appropriate sport shoes to  
comply with Occupational  
Health & Safety Standards  
(NO canvas shoes, NO ballet slippers  
NO high tops)





# Super Refueller

*"Fuel to Learn and Fuel to Burn"*

# CAFE



**Term 1 & 2 2017**

## Sandwiches

Daily selection made fresh on a variety of breads

Egg & Lettuce	\$4.00
Ham & Cheese	\$4.00
Ham, Tomato with Cheese	\$4.00
Salad Sandwich	\$4.00
Ham or Chicken & Salad	\$4.50
Chicken & Avocado	\$4.50

## Rolls

Ham & Salad	\$5.00
Ham ,Cheese, Tomato	\$5.00
Ham or Chicken & Salad	\$5.00
Salad	\$5.00
Chicken & Avocado	\$5.00

## Wraps

Salad	\$4.50
Ham or Chicken & Salad	\$4.50
Chicken Caesar	\$4.50

## Daily Summer Specials

Available in 1st break each day. Pre order so you don't miss out!

Sushi 4 Pack (pre-order only day before)	\$5.00
Sushi 6 Pack (pre-order only day before)	\$7.00
Garden Salad sml/lge	\$4.00/ \$6.00
Egg Salad sml/lge	\$4.00/ \$6.00
Ham or Chicken Salad sml/lge	\$5.00/ \$7.00
Chicken Caesar Salad sml/lge	\$5.00/ \$7.00
Quiche & Salad	\$4.50

## Daily Hot Meals

Grab a quick meal from our selection available 1st break

Chicken Macaroni	\$4.50
Spaghetti Bolognaise	\$4.50
Lasagne	\$4.50
Beef Stirfry	\$4.50
Chicken Stirfry	\$4.50
Chicken Kebab	\$4.50
Fried Rice	\$3.50
Chicken & Vegetable Curry	\$4.50

**\*All our Fresh sandwiches, wraps, rolls, salads and hot meals are homemade on site**

## Monday

Chicken Tastie	\$4.50
Beef & Gravy Roll	\$4.50
Pork & Gravy Roll	\$4.50

## Tuesday

Chicken Burger	\$4.50
Chicken & Gravy	\$4.50

## Wednesday

Chicken & Mayo	\$4.50
Hamburger	\$4.50

## Thursday

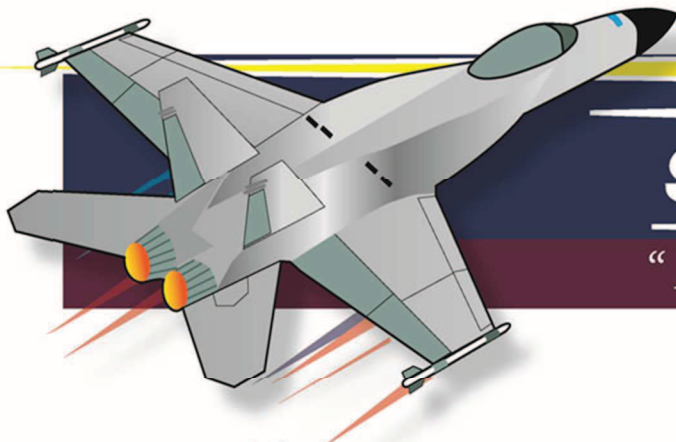
Chicken Burrito	\$4.50
Meatball Subs	\$4.50

## Friday

Ippy's Pizza	\$3.50
Choose from Ham & Pineapple, Plain Cheese or BBQ Chicken	
Garlic Bread	\$1.30







# Super Refueller

# CAFE



*"Fuel to Learn and Fuel to Burn"*

Term 1 & 2 2017

## Breakfast

Cheese & Bacon Rolls	\$1.80
Bacon & Egg Muffin	\$4.00
Yoghurt Berry Crunch	\$2.50
Seasonal Fruit	\$0.50

## Snacks

Fruit Salad (Regular)	\$4.00
Fruit Salad (Small)	\$3.00
Yoghurt Berry Crunch	\$2.50
Fruity Muffins	\$1.00
Popcorn	\$0.80
Frozen Fruit Slushy	\$2.20
Callipo	\$1.00
Icy Twist	\$1.20
Frozen Fruit Juice Ice	\$0.80
Paddle Pop	\$1.60
Frozen Yoghurt	\$2.20
Peanut Cup	\$2.00
Fruit & Nut Mix	\$2.00
Lite Custard Cup with Fruit	\$2.50
Fruit Tubs in Natural Juice	\$1.50
Lite Fresh Fruit Smoothie(pre-order only)	\$3.00

## Drinks

### Bottle Water

600ml	\$2.00
1 Litre	\$2.50
1.5 Litre	\$3.00

### Flavoured Milk

300ml	\$2.50
500ml	\$3.80
1 Litre Trim Milk	\$3.00

### Juice

Juice Popper 250ml	\$1.50
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## Does Attendance Really Matter?

**10 Minutes late a day? Surely that won't affect my child!**

He/She is only missing just...	That equals...	Which is....	And over 13 years of schooling that's
10 mins per day	50 mins per week	Nearly 1.5 weeks per year	Nearly ½ year
20 mins per day	1 hr 40 mins per week	Over 2.5 wks per year	Nearly 1 year
Half hour per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 Hour per day	1 day per week	8 weeks per year	Over 2 ½ years

**NOW IF YOU THINK THAT IS A LOT OF MISSED SCHOOL TIME, LOOK AT WHAT A DAY CAN MAKE!**

**1 or 2 days a week doesn't seem much but.....**

If your child misses...	That equals.....	Which is...	And over 13 years of schooling that's....
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1.5years
1 day per week	40 days per year	8 weeks per year	Over 2.5 years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

**If you want your child to be successful at school then YES attendance does matter!**

***'Every Day Counts!'***

*Your Future – Right Here, Right Now*





## HOMEWORK POLICY

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning.

The setting of homework takes into account the need for students to have a balanced lifestyle.

## STUDENTS' RESPONSIBILITIES

Students must take responsibility for their own learning by:

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

## TEACHERS' RESPONSIBILITIES

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

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

## PARENTS' AND CAREGIVERS' RESPONSIBILITIES

Parents and Caregivers shall help their children by:

- ✓ Reading with them, talking with them and involving them in tasks at home, including shopping, playing games and musical instruments and physical activity
- ✓ Helping them to complete tasks by discussing key questions or directing them to resources
- ✓ Encouraging them to organise their time and take responsibility for their own learning
- ✓ Encouraging them to read and to take an interest in and discuss current local, national and international events.



- ✓ Helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and music and engaging in other recreational activities
- ✓ Contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

## PHASE OF LEARNING

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

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

In Years 7, 8 and 9, students should be given more responsibility for their own learning. They can be required to engage in dependent learning to complement work undertaken in class.

Homework in Years 8 and 9 could be up to but generally not more than 5 hours per week.

In the Senior Phase, Years 10, 11 and 12, the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

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

## PURPOSE OF HOMEWORK

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

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

Homework that enhances student learning:

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





# The Code of School Behaviour

## Better Behaviour, Better Learning

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- ✓ The rights of all students to learn
- ✓ The rights of teachers to teach
- ✓ The rights of all to be safe

*The Code of School Behaviour* defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

It outlines a consistent stand of behaviour for all state school communities in Queensland, inclusive of students, staff and parents. *The Code* has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

School communities will use *The Code* as a basis for providing:

- ✓ Positive support to promote high standards of achievement and behaviour
- ✓ Clearly articulated responses and consequences for inappropriate behaviour

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students.

The *Education (General Provisions) Act 2006* provides that – principals must give an enrolment agreement to the student's parent/guardian or independent student, before enrolling a student. Parents or students will be asked to sign the agreement. This agreement sets out the rights and obligations of students, parents and staff at the school and will require all parties to abide by the Code of School Behaviour and other endorsed conditions stipulated by the school.





## Standards

State schools in Queensland are committed to providing quality learning opportunities to enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. All members of school communities are to abide by *The Code of School Behaviour* in accordance with the following standards.

### All members of school communities are expected to:

- ✓ conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

### Students are expected to:

- ✓ participate actively in the school's education program
- ✓ take responsibility for their own behaviour and learning
- ✓ demonstrate respect for themselves, other members of the school community and the school environment
- ✓ behave in a manner that respects the rights of others, including the right to learn
- ✓ co-operate with staff and others in authority

### Parents are expected to:

- ✓ show an active interest in their child's schooling and progress
- ✓ co-operate with the school to achieve the best outcomes for their child
- ✓ support school staff in maintaining a safe and respectful learning environment for all students
- ✓ initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- ✓ contribute positively to behaviour support plans that concern their child

### Schools are expected to:

- ✓ provide safe and supportive learning environments
- ✓ provide inclusive and engaging curriculum and teaching
- ✓ initiate and maintain constructive communication and relationships with students and parents
- ✓ promote the skills of responsible self-management

### Principals are expected to:

- ✓ play a strong leadership role in implementing and communicating *The Code* in the school community
- ✓ ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*
- ✓ communicate high expectations for individual achievement and behaviour

*Your Future – Right Here, Right Now*





- ✓ review and monitor the effectiveness of school practices and their impact on student learning
- ✓ support staff in ensuring compliance with *The Code* and facilitate professional development to improve the skills of staff to promote responsible behaviour

**Regional Directors or delegate are expected to:**

- ✓ endorse the school's *Responsible Behaviour Plan for Students* that aligns with *The Code* and complies with legislation
- ✓ ensure that school plans are implemented consistently, fairly and reasonably
- ✓ exercise leadership in support of school principals' responsibilities under *The Code* and promote improvements of the professional skills of principals accordingly

**Senior Officers and Education Queensland are expected to:**

- ✓ determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout Queensland schools

## Consequences for Unacceptable Student Behaviour

Student behaviour that does not comply with the expected standards is not acceptable. The *Responsible Behaviour Plan for Students* will set out the range and level of responses and consequences for the student behaviour that is not consistent with these standards.

Consequences are to be applied to:

- ✓ provide the opportunity for all students to learn
- ✓ ensure the safety of staff and students
- ✓ assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions

In applying consequences for unacceptable student behaviour, the individual circumstances and actions for the student and the needs and rights of school community members will be considered at all times.

Schools use a range of consequences that are authorised by Education Queensland which include:

- ✓ suspensions
- ✓ exclusions
- ✓ cancellations of enrolment

These consequences are to be used as the last resort for serious behaviour after consideration has been given to all other responses. Access to alternative programs and input from other



agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

## Values and principles

The Code of School Behaviour is based on the following values and principles.

### Values

The Department's Strategic Plan defines the following values:

- ✓ Professionalism: committing to the highest standards of accountability and performance
- ✓ Respect: treating all people with respect and dignity
- ✓ Innovation and Creativity: fostering safe environments that support innovative and creative practice
- ✓ Diversity and Inclusiveness: encouraging all Queensland to participate in education and cultural activities
- ✓ Excellence: supporting the pursuit of excellence

### Principles

The Code is underpinned by the following principles:

- ✓ State schools expect high standards of personal achievement and behaviour
- ✓ The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students
- ✓ Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership
- ✓ Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools
- ✓ Staff expertise is valued and developed
- ✓ Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences
- ✓ Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members

# **The Ipswich State High School**

## ***Responsible Behaviour Plan for Students @ISH***

### ***Based on the Code of School Behaviour***

#### **1. Purpose**

@ISH, we are committed to providing a safe, ethical, 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. Students are encouraged to focus on their future and chosen discipline, right here and right now, through the school's breadth of academic, vocational and enterprise pathways.

The Ipswich State High School seeks to be an extension of society where individuals take responsibility for their own behaviour, maintaining community values and respect for themselves and others. @ISH, these values are adopted through the Ipswich Super Hornets framework, where students are encouraged to be Honest, Optimistic, Respectful, Nurturing, Enterprising, Tenacious and Successful.

All members of The Ipswich State High School community have the responsibility to create a school environment where students feel they belong, where they can be happy and safe, and free from verbal, physical, electronic and sexual harassment.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviours so that the learning and teaching in our school can be effective and students can participate positively within our school community @ISH.

#### **2. Consultation and data review**

This plan was developed in consultation with all members of the school community: staff, students, parents, caregivers and members of the local community.

A review of data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyberbullying was conducted. Records of other inappropriate online behaviour including inappropriate use of mobile phones, other electronic devices and social media carriage services (i.e. Facebook, YouTube) from previous years also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in November 2015, and will be reviewed in 2018 as required in legislation.

#### **3. Learning and Behaviour statement**

Our school believes:

- all members of the school community are responsible for their own behaviour and learning
- all members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

- all members of the school community are expected to co-operate to achieve the best possible outcomes for all students
- in promoting care, respect, co-operation and the valuing of diversity
- in working proactively to encourage all members of the school community to take a stand against all forms of violence
- in creating and maintaining a positive productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process
- in facilitating positive behaviours and responding to inappropriate, unacceptable or challenging behaviours
- in ensuring that the Responsible Behaviour Plan is implemented consistently, fairly and responsibly @ISH

#### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

##### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. @ISH, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

The school has adopted Howard Gardner's "**Five Minds for the Future**" as the basis for its Curriculum and Philosophical Framework. There are 5 identified minds that are required by learners to survive and develop in the modern world which is defined by technology, information and globalisation. This links with The Ipswich State High School's ethos of preparing its students for the future, through a focus on the present – right here and right now.

Professor Gardner outlines the Five Minds as:

- The Disciplined Mind – mastery of major schools of thought, "learning to think like experts..."
- The Synthesising Mind – ability to integrate ideas from different disciplines into a whole and communicating these ideas to others, "putting it all together and deciding..."
- The Creating Mind – capacity to pose and explore new questions in different ways, "model....go beyond the known..."
- The Respectful Mind – awareness of and appreciation for differences in human beings, "how we relate...how we think...value diversity"
- The Ethical Mind – fulfilment of one's responsibilities as a global citizen, "fulfilling responsibility...models of good work"

Of these Five Minds the Respectful and the Ethical Mind provide the foundations for universal behaviour support within the school community.



The behaviour matrix outlined below presents the application of the Five Minds for the Future within the school community and in the classroom. It is a representative sample, and not an exhaustive list, of how the school applies the Framework on a daily basis.



**THE IPSWICH STATE HIGH SCHOOL BEHAVIOUR EXPECTATIONS MATRIX**  
**SCHOOL COMMUNITY**

<b>RESPECTFUL MIND</b>		<b>ETHICAL MIND</b>
<b>ALL SETTINGS</b>	<ul style="list-style-type: none"> <li>• Respect the personal space and privacy of others</li> <li>• Respect others and their belongings</li> <li>• Wear the school uniform correctly</li> <li>• Show respect through words and actions</li> <li>• Show empathy and be kind to each other</li> <li>• Follow the school policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Show care for yourself, others and the environment</li> <li>• Accept difference</li> <li>• Make safe choices</li> <li>• Report misconduct, conflict, bullying and harassment</li> <li>• Be involved in the school community</li> <li>• Only bring items to school that will enhance your learning</li> </ul>
<b>WALKWAY</b> <i>Including transition between classes</i>	<ul style="list-style-type: none"> <li>• Place all waste in the bins provided</li> <li>• During classes, walk quietly so others can continue learning</li> <li>• Use polite language only</li> <li>• Keep hands, feet and property to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Know your timetable</li> <li>• Walk on the walkway</li> <li>• Keep left when walking</li> <li>• Stand quietly in two lines outside your classroom with class books and materials ready</li> </ul>
<b>CANTEEN and EATING AREAS</b>	<ul style="list-style-type: none"> <li>• Use manners when ordering</li> <li>• Monitor and maintain noise levels</li> <li>• Leave bags in the designated area</li> <li>• Place litter in the bin</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently</li> <li>• Make healthy choices</li> <li>• Do not steal</li> </ul>
<b>SCHOOL GROUNDS</b> <i>Including ovals</i>	<ul style="list-style-type: none"> <li>• Share ovals and recreation spaces</li> <li>• Respect other students and equipment</li> <li>• Return to class on time</li> <li>• Follow teacher directions at all times</li> <li>• Keep area free from food and litter</li> <li>• Play ball games in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>• Be inclusive of other students</li> <li>• Play/act in a safe and healthy manner</li> <li>• Return borrowed equipment</li> <li>• Stay within school boundaries</li> <li>• Report unauthorised visitors and accidents to office</li> <li>• Be sun safe and wear appropriate footwear</li> </ul>
<b>FORMAL ASSEMBLIES</b>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Wear correct uniform</li> <li>• Remove hats</li> <li>• Stand and sit quietly</li> <li>• Accept recognition graciously</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the National Anthem with pride</li> <li>• Be a good audience</li> <li>• Sit with your CSI class</li> <li>• Acknowledge others' successes</li> </ul>
<b>OFF CAMPUS</b> <i>Including train station, shops, bus</i>	<ul style="list-style-type: none"> <li>• Be courteous and well-mannered to members of the public</li> <li>• Respect others and their belongings</li> <li>• Stay seated quietly on public transport</li> <li>• Use respectful language</li> <li>• Adhere to the safety rules of the activity</li> <li>• Wear the school uniform correctly</li> <li>• Respect all persons and property</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently and quietly</li> <li>• Keep an open mind and a positive attitude</li> <li>• Walk bicycles or scooters in the school</li> <li>• Observe public transport safety rules</li> <li>• Wear a helmet when riding a bike or scooter</li> <li>• Follow road rules and be careful of all traffic</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>• Respect others' rights to use ICTs productively</li> <li>• Use ICT equipment appropriately</li> <li>• Leave food and drink in your bag</li> </ul>	<ul style="list-style-type: none"> <li>• Report immediately any broken or damaged equipment to a teacher</li> <li>• Use the internet safely</li> <li>• Use only approved software on school network</li> <li>• Keep your username and password secret</li> </ul>

**THE IPSWICH STATE HIGH SCHOOL BEHAVIOUR EXPECTATIONS MATRIX**  
**CLASSROOM EXPECTATIONS AND CONSEQUENCES**

<p style="text-align: center;"><b>@ISH we are</b></p> <p style="text-align: center;"><b>ETHICAL and RESPECTFUL</b></p>		<p style="text-align: center;"><b>@ISH we are</b></p> <p style="text-align: center;"><b>READY to LEARN</b></p>	
<ul style="list-style-type: none"> <li>• Respect yourself, others and property</li> <li>• Follow instructions</li> <li>• Be polite</li> <li>• Work safely</li> </ul>		<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Wait in two lines</li> <li>• Have materials ready</li> <li>• Put bags in the designated area</li> <li>• Have electronic devices turned off and out of sight</li> <li>• Work to the best of your ability</li> </ul>	
<p style="text-align: center;"><b>POSSIBLE POSITIVE CONSEQUENCES @ISH</b></p>		<p style="text-align: center;"><b>POSSIBLE NEGATIVE CONSEQUENCES @ISH</b></p>	
<ul style="list-style-type: none"> <li>• Switch Points</li> <li>• Positive Postcard</li> <li>• Preferred activity</li> <li>• Praise</li> <li>• Contact home</li> <li>• Stamps/stickers</li> </ul>		<ul style="list-style-type: none"> <li>• Warning</li> <li>• Move in the room</li> <li>• Alternate activity</li> <li>• Detention</li> <li>• Contact home</li> <li>• Sent to Buddy Class</li> <li>• Referred to HOD</li> </ul>	

## Behaviour Expectations

These expectations are communicated to students via a number of strategies, including but not limited to: enrolment interviews with students and their parents, the school website, the prospectus, student enrolment packages and via mail-out home to new students coming into Year 7. The reinforcement of these expectations occurs through School Assemblies, CSI parades, school newsletters, and during active supervision by staff during classroom and non-classroom activities.

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

- a clearly stated, positive purpose as outlined in the Responsible School Behaviour Plan;
- a set of expectations through the Code of School Behaviour;
- defined responsibilities and rights of students, parents and staff;
- active engagement by students which includes all students signing an enrolment agreement document to indicate they are aware of and accept the school rules and regulations;
- opportunities for teaching school-wide expectations, and;
- access to a wide range of resources.

Other important processes include;

1. Individual Learning Plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate, unacceptable or challenging behaviours to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
2. Implementation of specific policies to address:
  - a. the use of personal property technology devices at school (See Appendix 1: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students)
  - b. the prevention of and response to incidents of bullying (including cyber bullying and the recording of incidents for data collection) (Appendix 2)
  - c. Procedures regarding the use or possession of weapons including knives and any other prohibited item which has potential to cause harm to self or others (Appendix 3)

## Quality Teaching @ISH

Classroom teachers have a duty of care to monitor and promote high standards of behaviour of students in their classes. Classroom Management is a key element of our Quality Teaching @ISH Framework.



The foundation of Quality Teaching @ISH is High Expectations, which are fostered through an engaging curriculum and positive relationships. Differentiation, strategies to maximise learning, as well as clear learning goals and feedback complete the model, providing a framework for quality teaching and learning @ISH. This framework is the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through access to relevant professional development, mentoring from relevant Head of Departments, Master Coaches and their peers, and open and informed communication with school leaders.



## Reinforcing expected school behaviour

@ISH, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed through the SWITCH points system. This school-wide positive behaviour program acknowledges students who demonstrate positive behaviour in the following focus areas:

- S - SMART Targets: The recognition of students who have achieved their personal Smart Target goals;
- W - Willingness: The recognition of students who demonstrate a positive and pro-active approach to their learning @ISH;
- I - Improvement: The recognition of students who have made improvements in their academic or behavioural endeavours through hard work and application;
- T - Take Initiative: The recognition of students who use their Disciplined and Creative Minds to take the first step toward completing a task or solving a problem;
- C - Consistency: The recognition of students who consistently apply their Five Minds in classroom, playground, or extracurricular contexts; and
- H - Homework: The recognition of students who meet the homework expectations dictated by their classroom teachers.

## Recognition of student contributions

Students can accrue SWITCH points in any number of contexts @ISH, including in the classroom, in the playground, at school events, and through extra-curricular participation. Students can also accumulate points through the school's Super Hornets Awards. Students who receive gold, maroon or blue badges in the categories of community, academic, sporting and cultural, will be allocated SWITCH points- the number correlating with the badge level.

SWITCH rewards are presented at the end of each term to the highest point recipients in each year level. Students can also receive SWITCH rewards at random draws on weekly House Parades.

Each year, students who have demonstrated behaviour and effort that is consistent with school expectations are eligible to take part in positive reward initiatives, including but not limited to, Rewards Days and school camps.

This policy of active reinforcement is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are encouraged to give consistent and appropriate acknowledgement through our whole-school positive rewards program.



@ISH, we provide opportunities for students to take ownership of the school community by engaging in leadership and decision-making processes through the Student Representative Council. This student body draws from all year levels within the school to best reflect the student cohort.

## **Targeted Behaviour Support**

@ISH we:

- utilise school staff and policies and procedure to support students in the classroom to enhance positive behaviours;
- are committed to being proactive in building quality relationships with the students and the wider school community, strengthening rapport with resultant beneficial behavioural outcomes;
- value and implement consistency across the administrative, teaching, communication and support services sectors within the school community;
- accept our responsibility to provide positive and worthwhile behaviour support by ensuring that all staff are regularly involved in meaningful and purposeful Professional Development;
- recognise the essential role of awards and acclamation for promoting positive behaviour within the student body;
- systematically review and strengthen policies and procedures that support behaviour, consequently enhancing meaningful educational and social outcomes for the entire student cohort;
- model socially acceptable and appropriate use of digital media to develop a shared understanding with parents and students of the value and power of this method of communication including social media carriage services;
- continue to use a range of behaviour support strategies to encourage positive and self-directed behaviour choices including the use of Heads of Department, Head of Special Education Services, Student Welfare Officers, Guidance Officers, Success Coach, Community Education Counsellor, Polynesian Liaison Officer, support staff, teachers, parents, caregivers and Administration staff;
- continue to work with the school-based support staff and, where necessary, external agencies in order to deliver educational adjustments for all students requiring them to reduce potential problem behaviour resulting from academic disengagement, and
- continue to work with Senior Guidance Officers, Metropolitan Region Behavioural Support Services and external agencies where necessary, in order to deliver positive intervention for those students demonstrating inappropriate, unacceptable or challenging behaviours.

## **Intensive Behaviour Support**

In addition to the supportive school environment fostered @ISH and described above, policies and procedures also exist that target the small number of students who display serious or chronic inappropriate, unacceptable or challenging behaviours due to previous disengagement from formal education, or because of their social, medical or personal circumstances.

Data collection including report comments, and information from the OneSchool Behaviour Data, Student Progress Reports and school-based monitoring, Student Disciplinary Absences, Back on Track interviews, Withdrawal Room referrals and attendance data from ID Attend are used to identify and target those students who may display the aforementioned behaviours.

Intensive support processes are enhanced by catering to the diverse needs of the students through a commitment to ongoing review of implemented support strategies for each individual student. In addition to these reviews, teachers and support staff are provided with meaningful professional development in Behaviour Support techniques and strategies to facilitate positive behaviours in the school environment.

These support processes include, but are not limited to:

- Engagement through school programs as facilitated by the school's Student Support Services (Triple S) committee to provide intervention for identified students;
- Access to external support providers to allow identified students to engage in a range of targeted programmes; and
- Other referral pathways as appropriate.

## 5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving serious, unacceptable behaviours. This consistency ensures that actions taken are responsive to the safety and well-being of all members of the school community.

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

Serious unacceptable behaviour is defined as behaviour of such intensity, frequency and/or duration that the physical safety and well-being of members of the school community is likely to be placed at risk. In these scenarios, responding staff will attempt to de-escalate situations through non-crisis intervention techniques however, it should be noted that physical restraint will be used where appropriate.

### Physical Intervention

Staff may make legitimate use of physical intervention if non-crisis intervention techniques have not been successful and a student is causing, or has the potential to cause, harm to themselves or others.

Appropriate physical intervention may be used to ensure that The Ipswich State High School staff demonstrates a duty of care to members of the school community.

The Evacuation and Lockdown Plans are available to all staff and students and are included in all staff induction procedures. Evacuation and Lockdown procedures are practised at least once each term and both staff and students are expert in their responsibilities.

The Critical Incident Plan documents those local support agencies best suited to assist the school personnel in dealing with a variety of hypothetical situations and is available to all Administration staff and other critical personnel through the school Intranet. The Guidance Officers are members of a key support network, and collegiate support through Regional Principal, Deputy Principal, BSM and AO2 networks is also readily available.

## 6. Consequences for unacceptable behaviour

The Ipswich State High School focuses on proactive and preventative whole school approaches to behaviour support, and students @ISH are encouraged to take responsibility for their behaviour through a range of approaches.

To aid in the development of positive behaviours, a number of different consequences for poor/unacceptable behaviour are available:

- Teacher sanctions (see Classroom Expectations & Consequences Matrix)
- Referral to Student Welfare Officers as deemed appropriate
- Referral to Heads of Department as deemed appropriate
- Withdrawal Room and behaviour contracts, including Daily Reports
- Referral to Triple S committee or external support providers
- Referral to Administration by HODs and/or Student Welfare Officers after initial support
- Suspension – internal or external
- Imposition of a Discipline Improvement Plan
- Temporary/ permanent cancellation or exclusion

***It is understood that at all times it is the student who is the focus of any intervention rather than the behaviour.***

**There may be occasions when one-off behaviour is of such a serious nature that a recommendation for cancellation of enrolment or exclusion may be made immediately by the Principal.**

Such behaviour may include, but will not be limited to:

- The possession, use or supply of prohibited and/or illegal substances and materials;
- Violent or dangerous behaviour directed towards self or others;
- Vilification on the basis of race, sex, religion and/or sexual orientation;
- The instigation of, and/or participation in, potentially violent situations within the wider school community;
- The deliberate use of digital media through the school network for the downloading, distribution or viewing of inappropriate and unacceptable material for the school context;
- The deliberate and malicious use of digital media through the school network for harassment, denigration, trickery, exclusion, cyber-stalking, cyber-bullying by proxy or other activities designed to breach a person's privacy;
- The use of mobile telephones and other electronic equipment to download, distribute or view inappropriate and unacceptable material for the school context;
- The deliberate and malicious use of social media carriage services to engage in behaviours and actions that are inappropriate and unacceptable within the wider school community.

It should also be noted that the above offences need not happen during school hours so long as the offender can be identified as a member of the school community, thereby bringing the good name of the school into disrepute.

The school promotes and supports a culture of reporting such incidents of serious or chronic inappropriate, unacceptable or challenging behaviours. This aligns with The Ipswich State High School's "**Five Minds for the Future Framework**" with emphasis on the Respectful and Ethical Mind.

## **7. Network of student support**

@ISH, there is an extensive network of student support services, aiding not only behaviour but also social and civic development.

Students' personal and educational needs are supported by well-established processes delivered by a range of people. Personal development programs, including school camps, are provided, targeting specific groups of students or individuals with identified needs. Care, Support and Information (CSI) teachers mentor a group of students across their five years of secondary education.

Special Education Case Managers monitor the needs and development of students with Education Adjustment Plans (EAPs).

Students in State Care have Educational Support Plans (ESPs) negotiated between the school and the relevant case worker.

Pastoral, curriculum and behavioural issues relating to students are addressed within the school through an integrated approach involving staff such as:

- Triple S committee members
- Heads of Department
- Student Welfare Faculty
- Guidance Officers
- Head of Special Education Services
- Deputy Principals
- Principal

Decisions made with regard to these issues are made with consideration to academic reporting, OneSchool Behaviour Data, Student Progress Reports and school-based monitoring, Student Disciplinary Absences, Back on Track interviews, Withdrawal Room referrals and attendance data from ID Attend.

The school provides access for students to Triple S members either through student self-referral or staff referral. External providers are also offered to targeted students throughout the school year for additional support. Services are subject to review and discussion at regular Triple S meetings and Leadership Group [LG] meetings.

Liaison with community agencies is on-going and further development of these links will improve service availability to some targeted students. Communicating information about support services is a constant challenge and the school will always endeavour to contact parent/guardians regarding accessing external providers where appropriate.

## **8. Consideration of individual circumstances**

In determining a response to inappropriate, unacceptable or challenging behaviours, the individual student's particular situation, context and circumstances will be considered along with the needs and rights of the wider school community.

@ISH, school staff members adjust to accommodate the individual circumstances of students by providing:

- access to Triple S committee members within the school;
- student self-development programs;
- extensive support for students with disabilities and learning difficulties through the Enrichment Hub which extends to individualised programs and specialised classroom support through the use of individual education plans and Teacher Aides;
- an authentic curriculum that reflects the importance of lifelong learning, accommodating the diversity of our school community and maximising the learning outcomes for all students;
- a withdrawal facility for students who display inappropriate behaviour which disrupts the teaching and learning process allowing for minimal disruption to the teaching and learning process and an opportunity for students to take ownership of their behaviour;
- the availability of on-site alternate learning programs within the mainstream framework of the school;
- a strong communication network between Administration, Teachers and the whole school community. This enables all members of The Ipswich State High School community to be provided with the necessary information on student circumstances.

## **9. Related legislation**

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

## **10. Related procedures**

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

## **11. Some related resources**

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)



### **The Use of Personal Technology Devices\* at School**

This policy reflects the importance the school places on students displaying their Ethical and Respectful Minds whenever they are using personal technology devices.

The school recognises that there are times when it is genuinely appropriate and beneficial for students to have access to a mobile telephone. However, the use of telephones and other electronic devices such as ipods, MP3 players and portable sound systems must remain restricted.

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. Mobile phones and other devices are brought to school at the students' own risk – devices that are lost or stolen will not be located by the school.

Students who choose to bring personal technology devices must follow the school Digital Media Policy. Breaches of this policy may result in disciplinary consequences.

#### **Confiscation**

Permitted personal technology devices used contrary to the school's Digital Media Policy will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when they will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

#### **Personal Technology Device Etiquette**

If personal technology devices are brought to school, they must be turned off and remain out of sight during assemblies and classes unless allowed for curriculum purposes by the supervising teacher. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Our focus is on uninterrupted teaching and learning and the safety of all students at the school. All contact with students at the school is to be by the Administration Office. All emergency contact must be made through the Administration Office.

#### **Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy @ISH. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording;

will be in breach of this policy and may be subject to discipline (including suspension, cancellation and/or recommendation for exclusion).

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

### **Text communication**

The sending of text messages, including the posting of such messages on social media carriage services such as Facebook, that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to Queensland Police Service. Students receiving such text messages at school or at home should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\*Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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

#### Purpose

1. @ISH we strive to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
  - raising achievement and attendance;
  - promoting equality and diversity, and;
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying @ISH. 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.
3. @ISH we use the following definition of bullying from the "Bullying. No Way!" initiative developed by the Safe and Supportive Communities (SSC) Project:

*"Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons."*

*Behaviours that do not constitute bullying include:*

- *mutual arguments and disagreements (where there is no power imbalance)*
- *not liking someone or a single act of social rejection*
- *one-off acts of meanness or spite*
- *isolated incidents of aggression, intimidation or violence.*

*However, these conflicts still need to be addressed and resolved.*

*Cyberbullying refers to bullying that is carried out through information and communication technologies. Likewise not all online issues are cyberbullying"*

(Source: <http://bullyingnoway.gov.au/teachers/facts/definition.html>)

4. Bullying may be related to:
  - race, religion or culture;
  - disability;
  - appearance or health conditions;
  - sexual orientation;
  - sexist or sexual language;
  - young carers or children in care.
5. @ISH, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

## Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

## Prevention

7. 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 low 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 ‘**Five Minds for the Future**’ and how the Respectful Mind and Ethical Mind can, and should be applied, 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 through SWITCH rewards 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.
8. Cyberbullying does not often occur at school. Students are explicitly taught Cybersafety practices such as how to safely conduct an internet search, what cyberbullying is and the process for responding to unwanted electronic communication. This process can be summarised as:
  - Do not respond to any communication but keep it as evidence and report it immediately to parents and/or teaching staff;
  - Report any instances they witness of cyberbullying to parents and/or teaching staff immediately;
  - The Ipswich State High School will then investigate and respond to any incidents of cyberbullying.
9. The Ipswich State High School will take part in anti-bullying and community safety campaigns such as Day for Daniel, Bullying No Way Day, Harmony Day and White Ribbon Day.
10. Research indicates that a common outcome of anti-bullying programs 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 program. The anti-bullying process @ISH takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

11. @ISH we use 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 *The Ipswich State High School* Safe

We can work together to keep knives out of school. @ISH we believe:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and 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 knife 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, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The 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 result in 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.
- 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 help keep students safe @ISH?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunchboxes, pencil cases or craft kits.
- Contact the 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 Ipswich State High School on 07 3813 4488.

# Strengthening discipline in Queensland state schools



## Fact Sheet

**While the majority of students come to school ready to learn, a small percentage do the wrong thing and misbehave, which is why the Queensland Government is strengthening discipline in state schools.**

Strengthening Discipline in Queensland State Schools is one of 15 strategies introduced under the government's new *Great Teachers = Great Results* initiative to lift standards of teaching and give schools more autonomy so they can get on with the job of providing a safe and supportive learning environment.

The *Education (Strengthening Discipline in State Schools) Amendment Bill 2013* provides principals with the authority to develop local solutions to disruptive or challenging behaviour.

Changes under the legislation mean that from January 2014 state school principals will have greater autonomy to manage inappropriate student behaviour through firm responses in a timely manner.

Red tape has been cut, processes have been streamlined and flexibility has been increased so that principals – in consultation with school communities – can determine the best range of consequences for inappropriate behaviour.

Schools want parents and carers to be aware of the behavioural expectations and the consequences for inappropriate behaviour and will talk about these at enrolment and throughout the student's schooling.

From 2014, schools will be given greater flexibility to choose additional behavioural management options.

- *Discipline Improvement Plans* which will be developed by schools with students and their parents to set out expectations for behaviour. These plans will include strategies to support students to change their behaviour.
- *Community Service Interventions* which require students to perform tasks out of school hours that are beneficial to the community. This exposes students to new challenging environments as well as encouraging teamwork, self-respect, commitment and confidence.

The major changes made to detentions, suspensions, exclusions and cancellations of enrolment include:

- removing prescription so that detentions can occur outside of school hours and on weekends
- shifting the suspension period for short suspensions from 1–5 school days to 1–10 school days
- removing written submission provisions against proposed exclusions
- removing the show-cause process prior to cancelling an enrolment
- expanding the grounds for suspensions and exclusions
- expanding the grounds in relation to conduct to include conduct occurring outside school.

Discipline audits will be conducted in all Queensland state schools by the end of 2014. Experienced principals from high performing schools will conduct the audits. They will assist schools to benchmark their progress in strengthening discipline and provide an independent view highlighting where there is room for improvement.

For more information on *Great Teachers = Great Results* visit the DETE website [www.dete.qld.gov.au/great-teachers](http://www.dete.qld.gov.au/great-teachers)



**UNIFORM PRICE LIST AND ORDER FORM**

**Business Hours: 8:30am – 9:00am (Monday - Thursday) and 8:00am – 9:00am (Friday)**

**Student Name.....Year Level.....**

<b>Girls Uniform Description</b>	<b>Price</b>	<b>Size</b>	<b>Qty.</b>	<b>Boys Uniform Description</b>	<b>Price</b>	<b>Size</b>	<b>Qty.</b>
Formal Blouse Sizes 6-30	\$35.00			Formal Shirt Sizes 10-30	\$35.00		
Navy Skirt Sizes 4-30	\$35.00			Navy Formal Shorts Sizes 10-30	\$35.00		
Unisex Navy Sport Shorts Sizes 8Y-14Y, S-3XL	\$25.00			Unisex Navy Sport Shorts Sizes 8Y-14Y, S-3XL	\$25.00		
Unisex Navy Mesh Sport Shorts Sizes L,XL, 2XL, 3XL, 4XL, 5XL 6XL	\$30.00			Unisex Navy Mesh Sport Shorts Sizes L,XL, 2XL, 3XL, 4XL, 5XL, 6XL	\$30.00		
Unisex Polo Shirt Sizes 10Y to 16Y, S to 5XL	\$35.00			Unisex Polo Shirt Sizes 10Y to 16Y, S to 5XL	\$35.00		
Unisex Navy Hooded Jumper Sizes 12-16, S – 3XL	\$40.00			Unisex Navy Hooded Jumper Sizes 12-16, S – 3XL	\$40.00		
Unisex Navy Track Pants Sizes 12-16, S-3XL	\$35.00			Unisex Navy Track Pants Sizes Sizes 12-16, S-3XL	\$35.00		
Unisex Navy jacket with Badge Sizes 12-16, S-3XL	\$40.00			Unisex Navy jacket with Badge Sizes 12-16, S-3XL	\$40.00		
Unisex Tracksuit Combo (Jacket and Pants)	\$70.00			Unisex Tracksuit Combo (Jacket and Pants)	\$70.00		
<b>Uniform Pack includes:</b> Formal Shirt 1 Skirt 2 Polo Shirts 2 Pair Sports Shorts 1 School Hat 1 Hoodie	\$240.00			<b>Uniform Pack includes:</b> Formal Shirt 1 pair Shorts 2 Polo Shirts 2 Pair Sports Shorts Formal Socks (2-8, 8-11, 11-14) 1 School Hat & 1 Hoodie	\$255		
				Formal Socks (2-8, 8-11, 11-14,14-16)			
Unisex scarf	\$10			Unisex Scarf	\$10		
Senior Ties Yrs 10, 11 and 12 only	\$20.00			Senior Ties Yrs 10, 11 and 12 only	\$20.00		
School Bucket Hat	\$15			School Bucket Hat	\$15		
School Sports Bag	\$40			School Sport Bag	\$40		
<b>TOTAL</b>	<b>\$</b>			<b>TOTAL</b>	<b>\$</b>		

Prices current as of 18/04/2017. Prices subject to change.

PTO>



*Your Future – Right Here, Right Now*





Parent Name.....Telephone Number.....

Parent Signature.....Date

**Please choose sizes carefully.** We can exchange only if garment has not been **worn, washed or had tag(s) removed** and upon presentation of receipt of purchase. Refunds are given only if article is faulty due to manufacturing defect. Refunds are valid for twenty-one days (21) from date of purchase.

#### **Methods of Payment**

##### **CASH /EFTPOS**

Payment must be made at - The Ipswich State High School – either Uniform Shop or Finance Office

**DIRECT DEPOSIT** Please deposit direct into

**Account Name: The Ipswich State High School General Account**

**BSB: 064 460**

**Account Number: 1002 1215**

**Reference: 'Student Name' OR 'Student I.D.' and the word 'Uniform' for our reference.**

The following **MUST BE COMPLETED (EXAMPLE AS SHOWN)**

Exact transfer date	Amount Transferred	Your ref.details e.g.	Your Bank Reference Number
01/08/2012	\$160.00	JOHNCITIZENUNIFORM	I1234567
/ /	\$		

##### **CREDIT CARD**

Payment is welcomed by MasterCard, Visa or Bankcard in person or over the telephone. Please complete the following information.

For payment by EFTPOS (Credit/Debit card) I hereby authorise the school to debit my:

For payment by EFTPOS (Credit/Debit Card), I hereby authorise the school to debit my:			
<input type="checkbox"/> MasterCard <input type="checkbox"/> Visa <input type="checkbox"/> Bankcard			
For the amount of: _____			
Card Number:			Expiry Date:
Name of cardholder as it appears on the card:		Signature of cardholder:	

**This form is to be printed, completed and returned with ORDER FORM** – EITHER IN PERSON to the FINANCE OFFICE, VIA POST or FAX, OR SCANNED AND EMAILED TO [office@ipswichshs.eq.edu.au](mailto:office@ipswichshs.eq.edu.au). If entry is scanned and emailed, Finance Section will confirm receipt by email. **Phone:- 07 3813 4455 ~ Fax:- 07 3813 4400**





## Parents' and Citizens' Association

Dear Parent/Carer

Parents' & Citizens' Associations (P&C) are an important part of Australian schools. Our P&C is a group of volunteers focused on helping your child by supporting the school to provide some of the extras which may not be covered by government grants. We also help make decisions on uniforms and welfare programs just to name a few of the things we do.

Our volunteers are a mixture of parents, teachers and community members. If you are passionate about the education of your children you can be a P&C volunteer.

We raise funds through various events like the annual pie drive and BBQs. However with only a very small number of volunteers the amount and type of fundraising we can hold is limited.

We also raise funds by asking families to donate \$20 per year, and **IF** every family at Ipswich State High School did this we would have an extra \$16,000 a year to spend on your children.

What can you do to help?

- Can you volunteer to join the P&C and help run more events?
  - Yes – then come along and join us on the 4<sup>th</sup> Monday of each month, during term time, at 6.30pm in the Admin building meeting room.
- Can you find an extra \$20 (that's \$5 per term) to support the P&C so they can support your child?
  - Yes – Complete the attached form and send your donation in today

Thank you for being a part of our school community.

Bethly Grace  
Treasurer

Simon Riley  
Principal

*Your Future – Right Here, Right Now*





## Parents' and Citizens' Association Donation

I agree to donate the sum of \$20  
to The Ipswich State High School Parents' and Citizens' Association.

Name \_\_\_\_\_

Child[ren]s Name[s] \_\_\_\_\_

Address [for receipting purposes] \_\_\_\_\_

Method of payment      Cash ☒      Cheque ☐      Credit ☐

Credit Card      Visa / Mastercard / Other

Card number    \_\_\_\_/\_\_\_\_/\_\_\_\_/\_\_\_\_

Expiry Date    \_\_\_\_/\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Thank you



Dear Parent / Guardian

We extend a warm welcome to you and look forward to your support during the year.

Your support enables us to run the Canteen. Money made through this service goes back to assisting the school community.

For the Canteen to operate we need several parents per day. We have a roster system and ask anyone to help one (1) day every four (4) weeks.

Anyone who is able to help any day between the hours of 8:45am and 1:45pm or any time that is suitable to you, please return this section below to the convenor.

We feel you will enjoy your day and learn a little of high school life at the same time.

Yours faithfully

Jenny Shard

BSM

.....

Please return to Ipswich State High School Canteen - Phone: 3813 4412

Yes, I will be prepared to help at the Canteen

Name: .....

Address:

Phone: .....

Day Preferred: .....