



Rochedale State High School

Performers for every stage expressing talents in every field

Interview: _____ Start Date: _____

Checklist for Student Enrolment Application (Year 7 2027)

Please complete the checklist below before submitting your application

Completed application MUST be submitted to enrolments@rochedaleshs.eq.edu.au

PROSPECTIVE STUDENT'S DETAILS

LEGAL FAMILY NAME (as per birth certificate)		GIVEN NAME (as per birth certificate)	
PREFERRED FAMILY NAME		PREFERRED GIVEN NAME	
DATE OF BIRTH		PRIMARY SCHOOL	

LOCAL CATCHMENT STUDENTS ONLY			OUT OF CATCHMENT STUDENTS ONLY		
Please TICK	Documentation for the student	OFFICE USE ONLY	Please TICK	Documentation for the student	OFFICE USE ONLY
	Confirmed address: https://www.qgso.qld.gov.au/maps/edmap/			All out-of-catchment applications require a \$50 enrolment application fee, which can be paid on the scheduled enrolment interview date.	
	Primary Proof of Catchment Document: <ul style="list-style-type: none"> • Copy of Council rates; or • copy of settlement letter if recently purchased; or • Copy of lease agreement if renting 				
	Secondary Proof of Catchment Document: <ul style="list-style-type: none"> • Copy of latest Utility e.g. electricity / gas / water 				
	Copy of student's birth certificate (Australian or New Zealand)			Copy of student's birth certificate (Australian or New Zealand)	
	Copy of student's passport and visa for all non-Australian or New Zealand citizens			Copy of student's passport and visa for all non-Australian or New Zealand citizens	
	Copy of last two school semester reports			Copy of last two school semester reports	
	Copy of Year 5 NAPLAN results (where available)			Copy of Year 5 NAPLAN results (where available)	
	Additional learning information/needs			Additional learning information/needs	
	Medical information (including Disability)			Medical information (including Disability)	
	Court / Custody Order (if in effect)			Court / Custody Order (if in effect)	
	Signature Programs application form (optional)			Signature Programs application form (optional)	
	ICT Access Agreement			ICT Access Agreement	
	Anti-Bullying Compact			Anti-Bullying Compact	
	State School Consent Form			State School Consent Form	
	BYOD Agreement			BYOD Agreement	

PLEASE NOTE: failure to submit all of the above documents can result in the enrolment application not being accepted

OFFICE USE ONLY

Received Date: _____

Application for student enrolment form

INSTRUCTIONS

Please refer to the *Application to enrol in a Queensland state school* information sheet at the end of this form when completing this application. Completion and submission of this application form to the school does not confirm enrolment. The school will notify you of the outcome of your application as soon as practicable.

Failure or refusal to complete those sections of the form marked with an (*) or to provide required documentation may result in a refusal to process your application. These questions and your consent are considered necessary to ensure the school can undertake its administrative and care responsibilities.

Sections of the form not marked (*) are optional. However, failure to complete these sections may result in the school not being eligible for important Federal and State Government funding reliant on such information. Parents of all students in Australia have been asked to provide information on their family background as part of a national initiative towards providing an education system that is fair to all students, regardless of their background. The required information includes the Indigenous status and language background of the student, and the education, occupation and language background of the parents.

If you have any questions about the enrolment form or process, or require assistance completing this form, including translation services, please contact the school in the first instance.

PRIVACY STATEMENT

The Department of Education (DoE) is collecting the information on this form for the purposes outlined in the *Education (General Provisions) Act 2006* (Qld) (EGPA 2006), and in particular for:

- i. assessing whether your application for enrolment should be approved
- ii. meeting reporting obligations required by law or under Federal – State Government funding arrangements
- iii. administering and planning for providing appropriate education, training and support services to students
- iv. assisting departmental staff to maintain the good order and management of schools, and to fulfil their duty of care to all students and staff
- v. communicating with students and parents.

This collection is authorised by ss. 155 and 428 of the EGPA 2006. DoE will disclose personal information from this form to the Queensland Curriculum and Assessment Authority when opening student accounts, in compliance with Part 3 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014* (Qld).

Personal Information from this form will also be supplied to Centrelink in compliance with ss.194 and 195 of the *Social Security (Administration) Act 1999* (Cth). De-identified information concerning parents' school and non-school education, occupation group and main language other than English and students' country of birth, main language other than English, gender and Indigenous status, is supplied to the Australian Government Department of Education in compliance with Federal – State Government funding agreements.

Personal information collected on this form may also be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on this form or discuss how it has been dealt with, please contact the school in the first instance. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact the school in the first instance.

PROSPECTIVE STUDENT DEMOGRAPHIC DETAILS

Legal family name* (as per birth certificate)			
Legal given names* (as per birth certificate)			
Preferred family name	Preferred given names		
Gender*	<input type="checkbox"/> Male <input type="checkbox"/> Female	Date of birth*	____ / ____ / ____
Copy of birth certificate available to show school staff*	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Enrolment may not be approved without enrolling staff sighting the prospective student's birth certificate. An alternative to birth certificate will be considered where it is not possible to obtain a birth certificate (e.g. prospective student born in country without birth registration system. Passport or visa documents will suffice). This does not include failure to register a birth or reluctance to order a birth certificate.</p> <p>The requirement to sight the birth certificate does not apply where the prospective student has been previously enrolled in a state school and a birth certificate has been sighted.</p> <p>For international students approved for enrolment by EQI, a passport or visa will be acceptable.</p>	
For prospective mature age students, proof of identity supplied and copied*	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Prospective mature age students must provide photographic identification which proves their identity:</p> <ul style="list-style-type: none"> • current driver's licence; or • adult proof of age card; or • current passport. 	

APPLICATION DETAILS				
Has the prospective student ever attended a Queensland state school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, provide name of school and approximate date of enrolment.		
What year level is the prospective student seeking to enrol in?		Please provide the appropriate year level.		
Proposed start date	____ / ____ / ____	Please provide the proposed starting date for the prospective student at this school.		
Does the prospective student have a sibling attending this school or any other Queensland state school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, provide name of sibling, year level, date of birth, and school	Name:	
			Year Level	
			Date of birth	____ / ____ / ____
			School	

INDIGENOUS STATUS	
Is the prospective student of Aboriginal or Torres Strait Islander origin?	<input type="checkbox"/> No <input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Both Aboriginal and Torres Strait Islander

FAMILY DETAILS		
Parents/carers	Parent/carer 1	Parent/carer 2
Family name*		
Given names*		
Title	<input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Miss <input type="checkbox"/> Dr	<input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Miss <input type="checkbox"/> Dr
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female
Relationship to prospective student*		
Is the parent/carer an emergency contact?*	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
1 st Phone contact number*	Work/home/mobile	Work/home/mobile
2 nd Phone contact number*	Work/home/mobile	Work/home/mobile
3 rd Phone contact number*	Work/home/mobile	Work/home/mobile
Email		
Occupation		
What is the occupation group of the parent/carer?	<input type="checkbox"/> (Please select the parental occupation group from the list provided at the end of this form. If parent/carer 1 is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the last occupation. If parent/carer 1 has not been in paid work in the last 12 months, enter '8')	<input type="checkbox"/> (Please select the parental occupation group from the list provided at the end of this form. If parent/carer 2 is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the last occupation. If parent/carer 2 has not been in paid work in the last 12 months, enter '8')
Employer name		
Country of birth		
Does parent/carer 1 or parent/carer 2 speak a language other than English at home? (If more than one language, indicate the one that is spoken most often)	<input type="checkbox"/> No, English only <input type="checkbox"/> Yes, other – please specify _____	<input type="checkbox"/> No, English only <input type="checkbox"/> Yes, other – please specify _____
Needs interpreter?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the parent/carer an Australian citizen?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the parent/carer a permanent resident of Australia?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

FAMILY DETAILS (continued)					
Parents/carers	Parent/carer 1			Parent/carer 2	
Address line 1					
Address line 2					
Suburb/town					
State		Postcode		Postcode	
Mailing address (if it is the same as principal place of residence, write 'AS ABOVE')					
Address line 1					
Address line 2					
Suburb/town					
State		Postcode		Postcode	
Parent/carer school education	What is the <i>highest</i> year of schooling parent/carer 1 has completed? (For people who have never attended school, mark 'Year 9 or equivalent or below')			What is the <i>highest</i> year of schooling parent/carer 2 has completed? (For people who have never attended school, mark 'Year 9 or equivalent or below')	
Year 9 or equivalent or below	<input type="checkbox"/>			<input type="checkbox"/>	
Year 10 or equivalent	<input type="checkbox"/>			<input type="checkbox"/>	
Year 11 or equivalent	<input type="checkbox"/>			<input type="checkbox"/>	
Year 12 or equivalent	<input type="checkbox"/>			<input type="checkbox"/>	
Parent/carer non-school education	What is the level of the <i>highest</i> qualification parent/carer 1 has completed?			What is the level of the <i>highest</i> qualification parent/carer 2 has completed?	
Certificate I to IV (including trade certificate)	<input type="checkbox"/>			<input type="checkbox"/>	
Advanced Diploma/Diploma	<input type="checkbox"/>			<input type="checkbox"/>	
Bachelor degree or above	<input type="checkbox"/>			<input type="checkbox"/>	
No non-school qualification	<input type="checkbox"/>			<input type="checkbox"/>	

COUNTRY OF BIRTH*	
In which country was the prospective student born?	<input type="checkbox"/> Australia <input type="checkbox"/> Other (please specify country) _____ Date of arrival in Australia ____/____/____
Is the prospective student an Australian citizen?	<input type="checkbox"/> Yes <input type="checkbox"/> No (if no, evidence of the prospective student's immigration status to be completed)

PROSPECTIVE STUDENT LANGUAGE DETAILS	
Does the prospective student speak a language other than English at home?	<input type="checkbox"/> No, English only <input type="checkbox"/> Yes, other – please specify _____

EVIDENCE OF PROSPECTIVE STUDENT'S IMMIGRATION STATUS (to be completed if this person is NOT an Australian citizen)*	
<input type="checkbox"/> Permanent resident	Complete passport and visa details section below
<input type="checkbox"/> Student visa holder	Date of arrival in Australia ____/____/____ Date enrolment approved to: ____/____/____
	EQI receipt number: _____
<input type="checkbox"/> Temporary visa holder	Complete passport and visa details section below. Temporary visa holders must obtain an 'Approval to enrol in a state school' from EQI
<input type="checkbox"/> Other, please specify _____	

EVIDENCE OF PROSPECTIVE STUDENT'S IMMIGRATION STATUS* (continued)

Passport and visa details (to be completed for a prospective student who is NOT an Australian citizen).

NOTE: A permanent resident will have a visa grant notification with an indefinite stay period indicated.

For prospective students arriving in Australia as refugee or humanitarian entrants, either PLO 56 Immigration issued card or 'Document to travel to Australia' with 'stay indefinite' recorded must be sighted by the school.

Passport number		Passport expiry date	____/____/____
Visa number		Visa expiry date (if applicable)	____/____/____
Visa sub class			

PROSPECTIVE STUDENT'S PREVIOUS EDUCATION / ACTIVITY

Where does the prospective student come from?	<input type="checkbox"/> Queensland <input type="checkbox"/> interstate <input type="checkbox"/> overseas
Previous education/activity	<input type="checkbox"/> Kindergarten <input type="checkbox"/> School <input type="checkbox"/> VET <input type="checkbox"/> Home education <input type="checkbox"/> Full-time employment <input type="checkbox"/> Part-time employment <input type="checkbox"/> Other
Please provide name and address of education provider/activity provider/employer	

RELIGIOUS INSTRUCTION*

<p>From Year 1, the prospective student may participate in religious instruction if it is available.</p> <p>If you tick 'No' or if the nominated religion is not represented within the school's religious instruction program, the prospective student will receive other instruction in a separate location during the period arranged for religious instruction.</p> <p>Parents/carers may change these arrangements at any time by notifying the principal in writing.</p>	<p>Do you want the prospective student to participate in religious instruction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>If 'Yes', please nominate the religion:</p>

PROSPECTIVE STUDENT ADDRESS DETAILS*

Principal place of residence address			
Address line 1			
Address line 2			
Suburb/town	State		Postcode
Mailing address (if it is the same as principal place of residence, write 'AS ABOVE')			
Address line 1			
Address line 2			
Suburb/town	State		Postcode
Email			

EMERGENCY CONTACT DETAILS (Other emergency contact details if parents/carers listed previously are not emergency contacts or cannot be contacted. At least one emergency contact must be provided)*

	Emergency contact	Emergency contact
Name		
Relationship (e.g. aunt)		
1 st phone contact number*	Work/home/mobile	Work/home/mobile
2 nd phone contact number*	Work/home/mobile	Work/home/mobile
3 rd phone contact number*	Work/home/mobile	Work/home/mobile

PROSPECTIVE STUDENT MEDICAL INFORMATION (including allergies)***Privacy Statement**

The Department of Education (DoE) is collecting this medical information in order to address the medical needs of students during school hours as well as during school excursions, school camps, sports and other school activities. DoE will not use this information to make a decision about a prospective student's eligibility for enrolment. The information will only be used by authorised employees of the department and DoE will only record, use and disclose the medical information in accordance with the confidentiality provisions at Section 426 of the Education (General Provisions) Act 2006.

It is essential that the school is advised before the prospective student's first day of attendance if the prospective student has any medical conditions. The school administration staff must also be informed of any new medical conditions or a change to medical conditions as soon as they are known.

Should the prospective student need to take routine medication during school hours, the *Parent consent to administer medication at school* form must be completed before school staff can administer medication. All medication must be provided in the original container with a pharmacy label providing clear instructions for administration. For emergency medication the school will also require a doctor's letter containing detailed instructions and or a signed Action Plan / Emergency Health Plan. Parent consent and health plans must be reviewed annually. All original documentation will be retained at the office and copies of Action or Emergency Health Plans kept with the student.

No known medical conditions	<input type="checkbox"/>		
Medical condition (including allergies/sensitivities), symptoms and management (please refer to the list of medical condition categories provided)			
Medical condition (including allergies/sensitivities), symptoms and management (please refer to the list of medical condition categories provided)			
Medical condition (including allergies/sensitivities), symptoms and management (please refer to the list of medical condition categories provided)			
Does the prospective student require any medical aids or devices (such as glasses, contact lenses, prosthetics or orthotics)? This is for the purpose of informing planning for school activities such as sport and school excursions.	<input type="checkbox"/> No <input type="checkbox"/> Yes, please specify		
Name of prospective student's medical practitioner (optional)		Contact number of medical practitioner	
Medicare card number (optional)		Position Number	
Cardholder name (if not in name of prospective student)			
Private health insurance company name (if covered) (optional)		Private health insurance membership number (leave blank if company name is not provided)	
I authorise school staff to contact the prospective student's medical practitioner for the purposes of seeking advice in cases where an immediate but non-life threatening response is required (for instance, when the prospective student may be on an excursion or sporting event), and to provide Medicare card details if required? (answer only if medical practitioner and Medicare card details have been provided above)			<input type="checkbox"/> Yes <input type="checkbox"/> No

COURT ORDERS***Out-of-Home Care Arrangements***

Under the *Child Protection Act 1999*, when a Child Protection Order is approved by the Children's Court, the child is placed in out-of-home care (OOHC). Out-of-home care includes short or long term placement with an approved kinship or foster carer; in a supported independent living arrangement; in a safe house; and in residential care.

Is the prospective student identified as residing in out-of-home care?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what are the dates of the court order? Please provide a copy of the court order and/or the Authority to Care.	Commencement date	____/____/____
	End date	____/____/____
Contact details of the Child Safety Officer (if known)	Name	
	Phone number	

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <https://ppr.qed.qld.gov.au/pp/enrolment-in-state-primary-secondary-and-special-schools-procedure> to ensure you have the most current version of this document

COURT ORDERS* (continued)		
Family Court Orders*		
Are there any current orders made pursuant to the <i>Family Law Act 1975</i> concerning the welfare, safety or parenting arrangements of the prospective student?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what are the dates of the court order? Please provide a copy of the court order.	Commencement date	___ / ___ / ___
	End date	___ / ___ / ___
Other Court Orders*		
Are there any other current court orders, such as a domestic violence order, concerning the welfare, safety or parenting arrangements of the prospective student?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what are the dates of the court order? Please provide a copy of the court order.	Commencement date	___ / ___ / ___
	End date	___ / ___ / ___

APPLICATION TO ENROL*			
I hereby apply to enrol my child or myself at _____.			
I understand that supplying false or incorrect information on this form may lead to the reversal of a decision to approve enrolment. I believe that the information I have supplied on this form is true and correct in every particular, to the best of my knowledge.			
	Parent/carer 1	Parent/carer 2	Prospective student (if student is mature age or independent)
Signature			
Date	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___

Office use only							
Enrolment decision		Has the prospective student been accepted for enrolment? <input type="checkbox"/> Yes <input type="checkbox"/> No (applicant advised in writing)					
		If no, indicate reason: <input type="checkbox"/> Does not meet School EMP or Enrolment Eligibility Plan requirements <input type="checkbox"/> Prospective student is mature age and school is not a mature age state school <input type="checkbox"/> Does not meet Prep age eligibility requirement <input type="checkbox"/> Prospective student is subject to suspension from a state school at the time of enrolment application <input type="checkbox"/> Does not meet requirements for enrolment in a state special school <input type="checkbox"/> Does not have an approved flexible arrangement with the school <input type="checkbox"/> School does not offer year level prospective student is seeking to be enrolled in <input type="checkbox"/> Prospective student has no remaining semester allocation of state education					
Date enrolment processed	___ / ___ / ___	Year level		Roll Class		EQ ID	
Independent student	<input type="checkbox"/> Yes <input type="checkbox"/> No			Birth certificate/passport sighted, number recorded and DOB confirmed		<input type="checkbox"/> Yes <input type="checkbox"/> No Number:	
Is the prospective student over 18 years of age at the time of enrolment?		<input type="checkbox"/> Yes <input type="checkbox"/> No					
If yes, is the prospective student exempt from the mature age student process?		<input type="checkbox"/> Yes <input type="checkbox"/> No					
If no, has the prospective mature age student consented to a criminal history check?		<input type="checkbox"/> Yes <input type="checkbox"/> No					
School house/team				EAL/D support		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To be determined	
FTE		Associated unit		Visa and associated documents sighted		<input type="checkbox"/> Yes <input type="checkbox"/> No	
EQI category				SV – student visa TV – temporary visa DS – dependent – parent on student visa		EX – exchange student DE – distance education	

Parental occupation groups for use with parent/carer details

Group 1: Senior management in large business organisation, government administration and defence, and qualified professionals

Senior executive/manager/department head in industry, commerce, media or other large organisation.

Public service manager [section head or above], regional director, health/education/police/fire services administrator

Other administrator [school principal, faculty head/dean, library/museum/gallery director, research facility director]

Defence Forces commissioned officer

Professionals generally have degrees or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others

Health, education, law, social welfare, engineering, science, computing professional

Business [management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer]

Air/sea transport [aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller].

Group 2: Other business managers, arts/media/sportspeople and associate professionals

Owner/manager of farm, construction, import/export, wholesale, manufacturing, transport, real estate business

Specialist manager [finance/engineering/production/personnel/industrial relations/sales/marketing]

Financial services manager [bank branch manager, finance/investment/insurance broker, credit/loans officer]

Retail sales/services manager [shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency]

Arts/media/sports [musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof-reader, sportsperson, coach, trainer, sports official]

Associate professionals generally have diploma/technical qualifications and support managers and professionals

Health, education, law, social welfare, engineering, science, computing technician/associate professional

Business/administration [recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager]

Defence Forces senior Non-Commissioned Officer.

Group 3: Tradespeople, clerks and skilled office, sales and service staff

Tradespeople generally have completed a four year trade certificate, usually by apprenticeship. All tradespeople are included in this group

Clerks [bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk]

Skilled office, sales and service staff:

Office [secretary, personal assistant, desktop publishing operator, switchboard operator]

Sales [company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher]

Service [aged/disabled/refugee/childcare worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor].

Group 4: Machine operators, hospitality staff, assistants, labourers and related workers

Drivers, mobile plant, production/processing machinery and other machinery operators

Hospitality staff [hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand, porter, housekeeper]

Office assistants, sales assistants and other assistants:

Office [typist, word processing/data entry/business machine operator, receptionist, office assistant]

Sales [sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker]

Assistant/aide [trades' assistant, school/teacher aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant]

Labourers and related workers

Defence Forces ranks below senior NCO not included above

Agriculture, horticulture, forestry, fishing, mining worker [farm overseer, shearer, wool/hide classer, farmhand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand]

Other worker [labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor].

Group 8: Have not been in paid work in the last 12 months

State schools standardised medical condition category list

Acquired brain injury
Allergies/Sensitivities
Anaphylaxis
Airway/lung/breathing - Oxygen required (continuously/periodically)
Airway/lung/breathing - Suctioning
Airway/lung/breathing - Tracheostomy
Airway/lung/breathing - Other
Artificial feeding - Gastrostomy device (tube or button)
Artificial feeding - Nasogastric tube
Artificial feeding - Jejunostomy tube
Artificial feeding - Other
Asthma
Asthma – student self-administers medication
Attention-deficit /Hyperactivity disorder (ADHD)
Autism Spectrum Disorder (ASD)
Bladder and bowel - Urinary wetting, incontinence
Bladder and bowel - Faecal soiling, constipation, incontinence
Bladder and bowel - Catheterisation (continuous, clean intermittent)
Bladder and bowel - Stoma site, urostomy, Mitrofanoff, MACE, Chair
Bladder and bowel - Other
Blood disorders - Haemophilia
Blood disorders - Thalassaemia
Blood disorders - Other
Cancer/oncology
Coeliac disease
Cystic Fibrosis
Diabetes - type one
Diabetes - type two
Ear/hearing disorders - Otitis Media (middle ear infection)
Ear/hearing disorders - Hearing loss
Ear/hearing disorders - Other
Epilepsy - Seizure
Eye/vision disorders
Endocrine disorder - Adrenal hypoplasia, pituitary, thyroid
Heart/cardiac conditions - Heart valve disorders
Heart/cardiac conditions - Heart genetic malformations
Heart/cardiac conditions - other
Mental Health - Depression
Mental Health - Anxiety
Mental Health - Oppositional defiant disorder
Mental Health - Other
Muscle/bone/musculoskeletal disorders - spasticity (Baclofen Pump)
Muscle/bone/musculoskeletal disorders - Other
Skin Disorders - eczema
Skin Disorders - psoriasis
Swallowing/dysphagia - requiring modified foods
Swallowing/dysphagia - requiring artificial feeding
Transfer & positioning difficulties
Travel/motion sickness
Other

Application to enrol in a Queensland state school

This sheet contains information on how to complete the Application for student enrolment form (SEF-1 Version 8).

Entitlement to enrolment

Under the *Education (General Provisions) Act 2006 (Qld)* a state school must enrol a prospective student if they are entitled to enrolment. While not exhaustive, the following matters may affect a prospective student's entitlement to enrol in a state school:

- if the school has a School Enrolment Management Plan or an Enrolment Eligibility Plan (enrolment is subject to eligibility under the plan)
- the applicant is a prospective mature age student (the applicant can only apply for enrolment at a mature age state school and will be subject to a satisfactory criminal history check, or as a student in a program of distance education. All prospective mature age students must have a remaining allocation of state education.)
- the prospective student is not of correct age for enrolment (relates to Preparatory Year and Years 1 to 6)
- the prospective student has been excluded, or is subject to suspension from a state school at the time of the application
- the school principal reasonably believes that the prospective student presents an unacceptable risk to the safety or wellbeing of members of the school community (application is referred to the Director-General)
- the school is a state special school and the prospective student does not meet the criteria for enrolment in a special school
- the proposed enrolment requires approval as part of a flexible arrangement under s.183 of the *Education (General Provisions) Act 2006 (Qld)*, and the arrangement has not yet been approved
- the prospective student is not an Australian resident or citizen or the child of an Australian permanent resident or citizen (visa restrictions may apply, fees may be charged, in some cases legislation requires that the prospective student must obtain approval from the Chief Executive via Education Queensland International (EQI) to enrol)
- the school does not offer the year level that the prospective student should be enrolled in
- the prospective student has no remaining semester allocation of state education. Enrolment cannot proceed until additional semesters are applied for by the prospective student (or parent on their behalf) and granted.

Prospective student

A prospective student is a person who has applied to enrol at a state school but who has not yet been accepted for enrolment.

Parent's occupation and education

All parents across Australia, no matter which school their child attends, are asked to provide information about family background (answering this question is optional). The main purpose of collecting this information is to promote an education system which is fair for all Australian students regardless of their background.

Court Orders

Any court orders concerning the prospective student's welfare, safety or parenting arrangements should be provided to the school, and the school should also be provided with any new or updated orders.

Name on enrolment form

A prospective student should be enrolled under their legal name as per their birth certificate. There is provision to also record a preferred family and/or given name. The preferred name will be used on internal school documents such as class rolls. The legal name will appear on semester reports unless there is a specific request to use the preferred name only. This request can come from parents/carers or the student (if the student is independent/mature age).

Gender

Information about gender is supplied to the Federal Government to comply with State funding agreements. The gender category with which a person identifies may not match the sex they were assigned at birth. There is no requirement for a student's gender recorded on this form to align with the sex shown on their birth certificate or passport.

Religious Instruction

Religious instruction is a program approved and provided by a religious denomination or religious society. Other instruction relates to part of a subject area that has been covered within the curriculum and may include, but is not limited to, personal research and/or assignments, revision of class work, and wider reading. Information about religious instruction available at the school, and about other instruction, is provided by the school at the time of enrolment and on the school's website.



ROCHEDALE STATE HIGH SCHOOL

ICT ACCESS POLICY

INTRODUCTION

Rochedale State High School provides ICT facilities to allow students and staff to access and use information sources available on a range of electronic communication networks. All students have permission by default as part of the school enrolment agreement and access is conditional on users complying with existing school policies as set down in the following document.

CONDITIONS FOR USE

To remain eligible as a user, student accessing the school's ICT facilities must be in support of and consistent with the educational objectives of the Department of Education's Digital Strategy.

Transmission of any material in violation of any school/Department policy or Federal/State regulation is prohibited. This includes but is not limited to copyrighting material and threatening or obscene material.

The use of the ICT networks, including the Internet, is a privilege and not a right. Inappropriate use, including any violation of these conditions may result in cancellation of the privilege and/or removal from the relevant subject, and serious disciplinary consequences such as suspension or exclusion.

MONITORING

Rochedale State High School reserves the right to review any material stored on computer files in order to make determinations on whether specific uses of the networks are inappropriate. In reviewing and monitoring the user files the school shall respect the privacy of these accounts.

NETWORK ETIQUETTE

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:

- Be polite. Do not become aggressive or abusive in your messages to others.
- Use appropriate language. Do not engage in activities that are prohibited under state or federal law.
- Do not reveal your personal address, phone number or those of your friends or colleagues.
- Remember that ELECTRONIC MAIL (e-mail) is not guaranteed to be private. The operators of the system do have access and any messages relating to or in support of illegal activities will be reported to the authorities.

NO WARRANTIES

The Department of Education makes no warranties of any kind for the service it is providing and will not be responsible for any damages a user suffers. Use of information obtained via the Internet is at the users own risk as the accuracy and quality cannot be guaranteed.

SECURITY

Security on a computer network is a high priority. Any breaches can cause great inconvenience to all users. If you believe you have identified a security problem you must notify the system administrator or your teacher.

- Do not demonstrate the problem to others.
- Do not access another users files.
- Any attempt to log on or access the supervisor files will result in withdrawal of privileges.
- Do not reveal your password to others.

Any user identified as a security risk or having a history of problems may be denied access to the school computer network.

VANDALISM

Any form of vandalism of user files, software or equipment will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, modify and/or destroy data of any ICT user or any software or hardware of the total ICT network. This includes the uploading or creating of computer viruses. Any form of harassment, including sending of unwanted mail, persistent annoying of another user or the interference with another user's work will not be tolerated and will result in significant action.

CONTROVERSIAL MATERIAL

Users may encounter material which is controversial and which other users, parents, teachers or administrators may consider inappropriate or offensive. As it is impossible to screen or filter all information on the global network it is the user's responsibility not to initiate access to such material or to distribute such material by copying, storing or printing. The system administrator undertakes regular monitoring in order to identify inappropriate and/or controversial material that has been accessed from or is stored on the network.

Access to the school's computer network and other electronic resources is provided as a means to enhance the teaching/learning process. All users, including students, must access the system in a manner that is consistent with the objectives of the Department of Education's Digital Strategy.

ICT ACCESS AGREEMENT

ICT User/Student

I understand that any violation of the above mentioned conditions is unethical and may constitute a criminal offence. Should I commit any violation, my access privileges may be revoked, and disciplinary and/or legal action may be taken.

Student Name: _____ Form Class: _____ Date: _____

Signature: _____

Parent or Guardian (If you are under the age of 18, a parent or guardian must read and sign this agreement)

As the parent or guardian of this student, I have read and understand the ICT Access Policy and I hereby grant permission for my child to be given access to the school's ICT network. I also recognise that even though all care will be taken, it is impossible to restrict access to controversial material.

Parent/Guardian Name: _____ Date: _____

Signature: _____



ROCHEDALE STATE HIGH SCHOOL

ANTI-BULLYING COMPACT

We agree to work together to improve the quality of relationships in our community at Rochedale State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records); and
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

ANTI-BULLYING AGREEMENT

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian Name: _____

Signature: _____

School representative signature: _____

Introduction to the State School Consent Form (attached) for Rochedale State High School

This letter is to inform you about how we will use your child's personal information and student materials. It outlines:

- what information we record
- how we will use student materials created during your child's enrolment.

Examples of personal information which may be used and disclosed (subject to consent) include part of a person's name, image/photograph, voice/video recording or year level.

Your child's student materials:

- are created by your child whether as an individual or part of a team
- may identify each person who contributed to the creation
- may represent Indigenous knowledge or culture.

Purpose of the consent

It is the school's usual practice to take photographs or record images of students and occasionally to publish limited personal information and student materials for the purpose of celebrating student achievement and promoting the school and more broadly celebrating Queensland education.

To achieve this, the school may use newsletters, its website, traditional media, social media or other new media as listed in the 'Media Sources' section below.

The State School Consent Form may, at your discretion, provide consent for personal information and a licence for the student materials to be published online or in other public forums. It also allows your child's personal information and student materials to be presented in part or alongside other students' achievements.

The school needs to receive consent in writing before it uses or discloses your child's personal information or student materials in a public forum. The attached form is a record of the consent provided.

It should be noted that in some instances the school may be required by the *Education (General Provisions) Act 2006* (Qld) or by law to record, use or disclose the student's personal information or materials without consent (e.g. assessment of student materials does not require further consent).

Voluntary

There will not be any negative repercussions for not completing the State School Consent Form or for giving limited consent. All students will continue to receive their education regardless of whether consent is given or not.

Consent may be limited or withdrawn

Consent may be limited or withdrawn at any time by you.

If you wish to limit or withdraw consent please notify the school in writing (by email or letter). The school will confirm the receipt of your request via email if you provide an email address.

If in doubt, the school may treat a notice to limit consent as a comprehensive withdrawal of consent until the limit is clarified to the school's satisfaction.

Due to the nature of the internet and social media (which distributes and copies information), it may not be possible for all copies of information (including images of student materials) once published by consent, to be deleted or restricted from use.

The school may take down content that is under its direct control, however, published information and materials cannot be deleted and the school is under no obligation to communicate changes to consent with other entities/ third parties.

Media sources used

Following is a list of online and social media websites and traditional media sources where the school may publish your child's personal information or student materials subject to your consent.

- School website: <https://rochedaleshs.eq.edu.au/>
- Facebook: <https://www.facebook.com/RochedaleStateHighSchool/>
- YouTube: Not Applicable
- Instagram: Not Applicable
- Twitter: Not Applicable
- LinkedIn: Not Applicable
- Other: Not Applicable
- Local newspaper
- School newsletter
- Traditional and online media, printed materials, digital platforms' promotional materials, presentations and displays.

The State School Consent Form does not extend to P&C run social media accounts or activities, or external organisations.

Duration

The consent applies for the period of enrolment or another period as stated in the State School Consent Form, or until you decide to limit or withdraw your consent.

During the school year there may be circumstances where the school or Department of Education may seek additional consent.

Who to contact

To return a consent, express a limited consent or withdraw consent please contact Rochedale State High School on 07 33400 400 or info@rochedaleshs.eq.edu.au

Rochedale State High School should be contacted if you have any questions regarding consent.



State School Consent Form

1 IDENTIFY THE PERSON TO WHOM THE CONSENT RELATES

- Parent/carer to complete
- Mature/independent students may complete on their own behalf (if under 18 a witness is required).

(a) Full name of individual:

(b) Date of birth:

(c) Name of school:

(d) Name to be used in association with the person's personal information and materials* (please select):

Full Name First Name No Name Other Name

* Please note, if no selection is made, only the Individual's first name will be used by the school. However, the school may choose not to use a student's name at its discretion.

** For school photos Full Name will be used unless a limitation is given in Section 5 below.

2 PERSONAL INFORMATION AND MATERIALS COVERED BY THIS CONSENT FORM

(a) **Personal information** that may identify the person in section 1:

- ▶ Name (as indicated in section 1) ▶ Image/photograph ▶ School name
- ▶ Recording (voices and/or video) ▶ Year level

(b) **Materials** created by the person in section 1:

- ▶ Sound recording ▶ Artistic work ▶ Written work ▶ Video or image
- ▶ Software ▶ Music score ▶ Dramatic work

3 APPROVED PURPOSE

If consent is given in section 6 of the form:

- The personal information and materials (as detailed in section 2) may be recorded, used and/or disclosed (published) by the school, the Department of Education (DoE) and the Queensland Government for the following purposes:
 - Any activities engaged in during the ordinary course of the provision of education (including assessment), or other purposes associated with the operation and management of the school or DoE including to publicly celebrate success, advertising, public relations, marketing, promotional materials, presentations, competitions and displays.
 - Promoting the success of the person in section 1, including their academic, sporting or cultural achievements.
 - Any other activities identified in section 4(b) below.
- The personal information and materials (as detailed in section 2) may be disclosed (published) for the above purposes in the following:
 - the school's newsletter and/or website;
 - social media accounts, other internet sites, traditional media and other sources identified in the 'Media Sources' section of the explanatory letter (attached);
 - year books/annuals and school photographs;
 - promotional/advertising materials; and
 - presentations and displays.

4 TIMEFRAME FOR CONSENT

School representative to complete.

(a) Timeframe of consent: duration of enrolment.

(b) Further identified activities not listed in the form and letter for the above timeframe: **none**

5 LIMITATION OF CONSENT

The Individual and/or parent wishes to limit consent in the following way:

6 CONSENT AND AGREEMENT

► CONSENTER – I am (tick the applicable box):

- parent/carer of the identified person in section 1
 the identified person in section 1 (if a mature/independent student or employee including volunteers)
 recognised representative for the Indigenous knowledge or culture expressed by the materials

I have read the explanatory letter, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. By signing below, I consent to the school recording, using and/or disclosing (publishing) the personal information and materials identified in section 2 for the purposes detailed in section 3.

By signing below, I also agree that this State School Consent form is binding. For the benefit of having the materials (detailed in section 2) promoted as DoE may determine, I grant a licence for such materials for this purpose. I acknowledge I remain responsible to promptly notify the school of any third party intellectual property incorporated into the licensed materials. I accept that attribution of the identified person in section 1 as an author or performer of the licensed materials may not occur. I accept that the materials licensed may be blended with other materials and the licensed materials may not be reproduced in their entirety.

Print name of student

Print name of consenter.....

Signature or mark of consenter.....

Date

Signature or mark of student (if applicable).....

Date

SPECIAL CIRCUMSTANCES

If the form is required to be read out (whether in English or in an alternative language or dialect) to a parent/carer or Individual student; or when the consenter is an independent student and under 18 the section below must be completed.

► **WITNESS – for consent from an independent student or where the explanatory letter and State School Consent Form were read**

I have witnessed the signature of an independent student, or the accurate reading of the explanatory letter and the State School Consent Form was completed in accordance with the instruction of the potential consenter. The individual has had the opportunity to ask questions. I confirm that the individual has given consent freely and I understand the person understood the implications.

Print name of witness

Signature of witness

Date

► **Statement by the person taking consent – when it is read**

I have accurately read out the explanatory letter and State School Consent Form to the potential consenter, and to the best of my ability made sure that the person understands that the following will be done:

1. the identified materials will be used in accordance with the State School Consent Form
2. reference to the identified person will be in the manner consented
3. in accordance with procedures DoE will cease using the identified materials from the date DoE receives a written withdrawal of consent.

I confirm that the person was given an opportunity to ask questions about the explanatory letter and State School Consent Form, and all the questions asked by the consenter have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of the explanatory letter has been provided to the consenter.

Print name and role of person taking the consent

Signature of person taking the consent

Date

Privacy Notice

The Department of Education (DoE) is collecting your personal information on this form in order to obtain consent for the use and disclosure of the student's personal information. The information will be used and disclosed by authorised school employees for the purposes outlined on the form. Student personal information collected on this form may also be used or disclosed to third parties where authorised or required by law. This information will be stored securely. If you wish to access or correct any of the personal student information on this form or discuss how it has been dealt with, please contact your student's school in the first instance.





RESPONSIBLE USE OF BYOX AGREEMENT

The following is to be read and completed by both the **STUDENT** and **PARENT/CAREGIVER** and returned to the school.

- I have read and understood the BYOD Charter and I agree to abide by the guidelines outlined in this document.
- I understand that the school will not repair my BYOD device hardware or operating system software, and that technical support is limited to network connection and provision of school based software.
- I am aware that non-compliance or irresponsible behaviour, as per the intent of the BYOD Charter and the Rochedale SHS *Responsible Behaviour Plan for Students*, will result in consequences relative to the behaviour.

Student's Name	Year Level	Signature of student	Date
Parent/caregiver's Name	Signature of Parent/Caregiver		Date
	Signature of School Representative		Date

Rochedale State High School

Signature Programs Application

Parents must review the information and requirements for each program before applying.

All sections of the application form must be fully completed.

Please be aware: incomplete applications will not be considered.



STEM EXCELLENCE PROGRAM

PREPARING STUDENTS FOR SUCCESS IN THE 21ST CENTURY

BACKGROUND

STEM stands for science, technology, engineering and mathematics. It touches every aspect of today's world, and the innovations that emerge from these fields underpin the global economy.

The Australian Government considers high-quality science, technology, engineering and mathematics (STEM) education as essential for Australia's current and future productivity. It also values STEM education for developing informed personal decision-making and effective community, national and global citizenship.

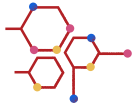
Employment opportunities in STEM related industries are increasing each year. Employers are looking for:

While obtaining STEM related qualifications is extremely important, studying STEM subjects also provides transferable skills that are essential to competing in today's job market. These transferable skills include: • problem solving • creativity • critical analysis • teamwork • independent thinking • initiative • communication • digital literacy

The integrated, interdisciplinary approach of STEM education provides practical and relevant learning experiences for students. More than just the transfer of knowledge. STEM teaching and learning engages students and prepares them with critical thinking, problem solving, creative and collaborative skills.

ANALYTICAL SKILLS:

- Analysing and interpreting information and assessing the best course of action



SCIENTIFIC SKILLS:

- Breaking down complex scientific concepts and systems

TECHNICAL SKILLS:

- Troubleshooting and debugging a complex technological system or repairing a machine.



MATHEMATICAL SKILLS:

- Accurately gathering and analysing data. Applying simple and complex equations to solve problems



MISSION

Our aim is to prepare students to take advantage of the many opportunities a knowledge -based economy offers and become the entrepreneurs of tomorrow. Through our problem -based curriculum design, we aspire to engage students in independent, innovative and inquiry -centred learning activities that develop subject -area expertise and equip students with invaluable 21st century skills.

Through our STEM programs, we aim to provide students with real world opportunities to solve in curriculum as well a



STEM CURRICULUM

STEM Excellence Program

The STEM Excellence Program offers students the opportunity to engage in an interdisciplinary curriculum design centred on solving real world problems. Each semester, student are accelerated through the Maths and Science curriculum and are then given the opportunity to apply their knowledge through a STEM project. Students are presented with an authentic problem that requires them to draw on their Maths and Science content knowledge to design, create and evaluate a solution.

National Curriculum

STEM is addressed in the Australian Curriculum through the learning areas of Science. Technologies and mathematics, and through the General Capabilities, particularly Numeracy, Information and Communication Technology (ICT), and Critical and Creative Thinking . Engineering is addressed in Design and Technologies through a dedicated content description at each band that focuses on engineering principles and systems. It is evident across the curriculum through Science, digital Technologies and Mathematics, Engineering often provides a context for STEM learning. In designing the STEM curriculum, our expert teaching team align our projects with the relevant content descriptors and achievement standards from the Maths, Science and Technologies' curriculums. Evidence from the project suggests that STEM knowledge, understanding and skills seem to be : • Strengthened when the connections between learning areas are emphasised. • Enriched when learning areas combine to find authentic learning opportunities for students in answer to an identified problem or in the creation of a solution.

Excursions & Competitions

As a part of the STEM Excellence Program, students will have the opportunity to participate in a variety of excursions and competitions run by third party providers who are experts in STEM. We are proud of the expert partnerships we have developed with professional organisations and tertiary institutions that seek to stimulate our students' natural curiosity and encourage students to pursue future pathways in STEM. We are highly competitive in a variety of STEM competitions, some which are conducted within the curriculum and some extra -curricular. These competitions provide students with an invaluable opportunity to extend their understanding and challenge themselves in a new context. In order to participate in excursions and competitions, there may occasionally be costs involved Our STEM families will be notified in advance of any pending financial requirements. Payment plans can be made available through application at the discretion of the Principal.

SENIOR PATHWAYS

Employer demand for graduates with STEM qualifications and skills is on the rise. The STEM Excellence Program provides students with the ideal foundation to pursue senior subjects ideally structured for students considering STEM related career paths.

SCIENCE	<ul style="list-style-type: none"> • Physics • Chemistry • Biology
MATHS	<ul style="list-style-type: none"> • General Mathematics • Mathematical Methods • Specialist Mathematics
TECHNOLOGY	<ul style="list-style-type: none"> • Engineering Technology • Design • Digital Solutions



STEM EXCELLENCE PROGRAM OVERVIEW

YEAR 7	YEAR 8	YEAR 9
Intro to STEM: Mini STEM Maths Let's Go Shopping solving problems with purchases Perimeter Triangles Math and logic using perimeter and counting patterns Patch wants to fly problem-solving	Incubate or Resuscitate Develop a Reptile Incubator 	Aerodynamics & Forces Balsa Gliders
Mini STEM Maths Mini Golf Course using angles and measurement to design a golf course	The Thrill Seeker Marble Run 	Plant Cultivation Building a Greenhouse
Make it Drinkable Create A Filtration Prototype QUT STEM Workshop - Green Energy, Arduino	Incredible Edible Cell Making a Cell 	Coding Algorithm Emergency Vehicle
Sustainable Future Prototype Lighting using Solar Power Science Centre - Spark Lab & Qld Museum Making Toys Create, record and market a new toy	Earthquake Simulation Making a Cell 	Projectile Motion and Release Drop UAV challenge drones



ROCHEDALE STATE HIGH SCHOOL

STEM PROGRAM APPLICATION FORM – Year 7 2027

STUDENT NAME:	
PRIMARY SCHOOL:	

The STEM Program facilitates extension students of Science and Mathematics into a dedicated STEM year 7 class. Whilst these students will cover the core components of year 7, they will further investigate aspects of STEM, Science, Mathematics, problem solving and scientific investigations not necessarily experienced by other year 7 students. The aim of the program is to maximize the potential of our elite students of STEM. Involvement in the program is by application and may require students to sit a broadly base selection test.

PART A – ACADEMIC RECORD

Please provide evidence of your high levels of performance in Science, Mathematics and English by attaching your most recent school report or reports. Eg: Semester 2 year 5. Applicants should be consistently performing at A or B levels. *Students may be required to submit their Term 1 2025 (Year 6) Interim report at a later date.*

PART B – INVOLVEMENT IN OTHER SCHOOL ACTIVITIES

Please provide information regarding participation in other school activities that demonstrates the applicant's initiative, commitment and/or achievements – for example, participation in activities such as STEM, instrumental music, debating, school sport, the Tournament of Minds, or experience in positions of responsibility at school etc.

Please use additional space on the back of this form if further space is require



ENGLISH EXTENSION

PURPOSE

- STRENGTHEN CRITICAL ANALYSIS SKILLS
- STUDY A RANGE OF TEXTS
- COMMUNICATE EFFECTIVELY
- ENGAGE WITH DIVERSE AUDIENCES
- BE IMMERSED IN THE WORLD OF LITERATURE

COURSE OVERVIEW

TERM 1- Historical novel study (Narrative Intervention)

TERM 2- Persuasive spoken (Podcast)

TERM 3- Character exploration (Monologue)

TERM 4- Protest songs (Analytical Essay)

2025 STUDENT TESTIMONIALS

I learned to analyse texts, write with better structure, expand my vocabulary and better my punctuation. Not only did my academic skills get better, but I also met new friends and developed my social skills.

This English class has been a great opportunity to grow with more challenging writing prompts and also being surrounded by other incredible writers.

I really enjoyed the creativity of the Term 3 task as I enjoyed getting to read the book and also being able to think about how I perceive the character.



CONTACT

Emily Smith
HoD Junior English
esmit438@eq.edu.au

(07) 3340 0408





**HUMANITIES
EXTENSION**

PURPOSE

- STRENGTHEN CRITICAL ANALYSIS SKILLS
- BUILD ON EXPERIENTIAL LEARNING
- EVALUATE RESOURCES EFFECTIVELY
- DRAW MEANINGFUL HISTORICAL CONCLUSIONS
- DISCOVER A PASSION FOR HISTORY AND GEOGRAPHY

COURSE OVERVIEW

TERM 1- Water in the World (Short Respons)

TERM 2- Place and Liveability (Photojournalism Essay)

TERM 3- Deep Time History (Response Stimulus)

TERM 4- Ancient Rome (Rome Day Activities)

STUDENT EXPERIENCE

Students develop inquiry based learning skills where they form and adapt questions where they develop a water saving project and defend their pitch with a panel of HODs and Deputy Principals.

During Term 2, Students have a number of learning episodes where they leave the classroom and observe the world around them; identifying trends geographical features and develop their understanding of liveability

In Term 3, RHEX students travel to the Brisbane Museum to discover the techniques of archaeology and how to interpret strata's and relative dating.



CONTACT

AEDEN FARR-WHARTON
HoD HUMANITIES
afarr76@eq.edu.au

(07) 3340 0418





ROCHEDALE STATE HIGH SCHOOL

ROCHEDALE HUMANITIES AND ENGLISH EXTENSION (RHEX) APPLICATION FORM – Year 7 2027

STUDENT NAME:	
PRIMARY SCHOOL:	

Rochedale State High School's Extension English program aims to provide students with an opportunity to strengthen their critical analysis skills and engage with a diverse range of texts. In our ever increasingly connected world, the ability to communicate effectively and utilise language to engage with a multitude of audiences is an essential skill. The subject of English allows students opportunities to experiment with language, to enjoy immersing themselves in a variety of texts and appreciate varying social and cultural perspectives. Additionally, the Humanities and Social Sciences Excellence program is designed to challenge high- achieving students by extending and developing their academic abilities in a highly motivated and engaging learning environment. The program also provides a framework for students to build on their personal strengths and understand how to use them to make a meaningful impact on the world around them. They follow the same curriculum and assessments as other students but will be immersed in additional projects and/or explore topics in greater depth. These extension activities are designed to further develop key capabilities in critical and creative thinking, collaboration, communication, and organisation.

PART A – ACADEMIC RECORD

Please provide evidence of your high levels of performance in English and HASS by attaching your most recent school report or reports. Eg: Semester 2 year 5. Applicants should be consistently performing at A or B levels. *Students may be required to submit their Term 1 2025 (Year 6) Interim report at a later date.*

PART B – INVOLVEMENT IN OTHER SCHOOL ACTIVITIES

Please provide information regarding participation in other school activities that demonstrates the applicant's initiative, commitment and/or achievements – for example, debating, public speaking, writing competitions, national competitions, the Tournament of Minds, or experience in positions of responsibility at school etc.

Please use additional space on the back of this form if further space is required



APEX

ARTS EXCELLENCE

Our Year 7 and 8 APEX Signature Program provides students with a unique opportunity to participate in a curriculum-driven extension program that fosters creativity, collaboration, and performance. This program brings together the artistic disciplines of Drama, Dance, Music, Visual Arts, and Instrumental Music, allowing students to explore the dynamic interplay between subjects, or focus on building advanced expertise in one or more disciplines. Through this approach, students develop refined skills in performance, production, and artistic expression. Delivered by expert arts educators, it also features opportunities to collaborate with artists in residence and industry professionals, offering students valuable insights to enrich their understanding of real-world arts practices.



APEX PERFORMING ARTS

APEX Performing Arts includes the subjects of Dance and Drama providing students with the opportunity to refine their skills in one or both disciplines. Within this program students will acquire knowledge and extended skills in performance and production development culminating in polished showcases at the end of their learning experience. Students who have a keen interest in Dance will work with experienced Dance teachers to develop their technical skills across a range of styles, while Drama students will develop and perform their own and others texts under the guidance of specialist Drama teachers. This class will have opportunities to perform for live audiences within their local community.



APEX MUSIC

The APEX Music class is targeted towards motivated and skilled music students who are eager to extend their musical knowledge and performance skills. The aim is to nurture the potential of our dedicated music students through extension in classroom practice as well as performance opportunities. Students auditioning on brass, woodwind, percussion, or string instruments are expected to participate in instrumental lessons and ensembles throughout the two-year period. Contemporary music students will have opportunities to join other ensembles using instruments such as guitar, bass guitar, keyboard, drums, and voice. They may also be able to learn the basics of sound and lighting if this is an area of interest.



APEX VISUAL ART

The APEX Visual Art class is designed for students who have shown an interest or talent in Visual Arts during primary school. The aim of the class is to refine students Visual Art skills and deepen their understanding across various modes of art making. Students will have the opportunity to experiment with a range of 2D, 3D and 4D mediums to develop an understanding of their strengths as arts practitioners. Within this program students have the opportunity to participate in workshops with artists in residence and attend excursions to art galleries to enrich their understanding of Visual Art in the real world. Students must participate in a workshop to be considered for acceptance into the class.



SCHOOL PRODUCTION: CIRCUS26



This year, Circus 26 is coming to Rochedale! Your APEX student has the opportunity to participate in our school production through their Performance APEX class, Junior Musical Sport, Visual Art Sport or via audition for one of our featured roles. If performing isn't their thing but they still want to be involved, they can speak to their APEX teachers about other opportunities to participate in the production.



**ARTS PERFORMANCE EXCELLENCE PROGRAM – APEX
APPLICATION FORM– Year 7 2027**

(All sections must be completed. Incomplete applications will not be considered)

The Performing Arts Department offers three APEX programs: Please number the program(s) in order of preference (1 = highest preference)

If applying for more than one program, you must indicate your order of preference.

PERFORMANCE Dance and/or Drama	MUSIC Brass, Percussion, Strings, Woodwind, Contemporary guitar, bass guitar, drums and vocals	VISUAL ARTS
Preference _____	Preference _____	Preference _____

The programs are designed to extend and enrich student skills, creativity and performance levels. The aim of these programs is to maximise the potential of our Arts students who have a talent in one of more of the strands. Involvement in the program is by application.

Workshop audition information will be sent via email.

STUDENT DETAILS

STUDENT NAME:	
PRIMARY SCHOOL:	

MUSIC EXPERIENCE	Details	Years of Experience
Instrument		
Instrument		

PERFORMANCE EXPERIENCE	Details	Years of Experience
Dance		
Drama		

VISUAL EXPERIENCE	Details	Years of Experience
Visual Arts		



PART A – ACADEMIC RECORD

Please attached reports (school reports or external reports, ie. AMEB, RAD, etc.) or any evidence of your level of performance in Instrumental, Dance, Drama any other relevant information

PART B – INVOLVEMENT IN ARTS ACTIVITIES

Please provide information regarding participation in school or external activities in order to demonstrate commitment and achievement – for example: band participation, involvement in school productions, external eisteddfods or competitions)

PART C – STUDENT COMMITMENT

I understand that if my application to the APEX Program is successful, that I will undertake this program during class time in Year 7 Visual and Performing Arts as well as other enrichment activities that might take place outside school hours if I am involved in a particular project. I understand that my involvement in this program may require me to undertake additional studies as well as participation in extra-curricular activities such as school bands or ensembles, competitions or arts events.

By applying for a position into the Rochedale SHS Signature Program/s, I understand and commit fully to the program in Years 7 and 8 of my students schooling (if accepted into the program). Furthermore, I understand that should I withdraw from this program before the end of Year 8, a review of my student’s enrolment at Rochedale SHS will occur.

PARENT SIGNATURE	
STUDENT SIGNATURE	
PARENT EMAIL ADDRESS	

Office use only



OUR VISION

Our vision for the Rochedale Academy of Sport is to build a high-performance culture where student-athletes pursue excellence in both their sporting and academic journeys. RAS will be a program defined by discipline, accountability, character, and pride. We aim to improve every athlete to be the very best they can be – regardless of their starting point – by fostering consistent effort, resilience, and a growth mindset.

OUR GOAL

Our goal is to prepare young people not only to compete at their highest level, but to lead with integrity and represent Rochedale State High School and our community with professionalism and respect.”

– Ben Armstrong, RAS Director

OUR MISSION

The Rochedale Academy of Sport is committed to:

- Delivering a structured, high-performance sporting environment that supports long-term athlete development.
- Upholding strong academic expectations to ensure students achieve success in the classroom alongside their sporting commitments.
- Developing character, leadership, and accountability through clearly defined standards of behaviour and effort.
- Providing access to specialist coaching, performance education, and competitive opportunities across multiple sporting disciplines.
- Building strong partnerships with families, local businesses, and the wider community to sustain and strengthen the Academy.
- Preparing student-athletes for future pathways in sport, education, and life beyond school.

WANT TO JOIN OUR TEAM?

TOUCH FOOTBALL // VOLLEYBALL // BASKETBALL // NETBALL

APPLICATIONS CLOSE TERM 2 WEEK 4 EACH YEAR.

Visit rochedaleshs.eq.edu.au

SELECTION GUIDELINES:

- SUITABLE APPLICANTS WILL BE SHORTLISTED BASED ON APPLICATIONS
- SHORTLISTED APPLICANTS MUST ATTEND ANNUAL TRIALS
- A STUDENT CAN PARTICIPATE IN MORE THAN ONE SPORT. IF THERE IS A CLASH OF EVENTS FOR SPORTS, THE STUDENT IS OBLIGED TO ATTEND THE FIRST PREFERENCE SPORT.
- FINAL APPROVAL OF APPLICANTS WILL BE AT THE DISCRETION OF THE PRINCIPAL BASED ON THE RECOMMENDATIONS FROM THE APPROPRIATE SPORT DIRECTOR
- STUDENTS ENROLLED AT RSHS WHO MISS OUT ON RAS SELECTION WILL BE ABLE TO RETRIAL AT THE START OF THE INTERSCHOOL SPORT SEASON
- LATE APPLICATIONS WILL BE CONSIDERED UNDER SPECIAL CIRCUMSTANCES (E.G. NEW ARRIVALS TO RSHS MIDEAR)
- A CONDITION OF ACCEPTANCE IS THAT STUDENTS AND PARENTS SIGN A CONTRACT RELATING, EFFORT AND BEHAVIOUR AS WELL AS OTHER ACADEMY EXPECTATIONS
- FAILURE TO MEET RSHS AND RAS STANDARDS MAY RESULT IN WITHDRAWAL FROM THE ACADEMY



OPPORTUNITIES

WHERE POSSIBILITIES
TAKE FLIGHT

TOUCH FOOTBALL

- STL (SCHOOL'S TOUCH LEAGUE)
- BRISBANE ALL SCHOOLS
- QLD ALL SCHOOLS

VOLLEYBALL

- BRISBANE ALL SCHOOLS VOLLEYBALL
- VOLLEYBALL QUEENSLAND SCHOOL'S CUP
- PVL AND JPVL (PREMIER VOLLEYBALL LEAGUE & JR VOLLEYBALL LEAGUE)
- SVL (SCHOOL'S VOLLEYBALL LEAGUE)

BASKETBALL

- SCHOOL PREMIER LEAGUE BASKETBALL
- CHAMPION BASKETBALL SCHOOL QUEENSLAND

NETBALL

- INFQ SECONDARY SCHOOL CHAMPIONSHIPS
- SUPER 7S NETBALL
- NETBALL VIKI WILSON CHAMPIONSHIP



OUR PARTNERS IN SUCCESS





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APPLICATION FORM

If wanting to apply for more than one sport, please number them in order of your preference of RAS sport (eg. 1,2,3).

PROGRAM APPLYING FOR:	TOUCH		BASKETBALL		VOLLEYBALL		NETBALL	
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STUDENT NAME:		DOB:		GENDER:	
PARENT'S NAME:		CONTACT PHONE NUMBER:			
ADDRESS:					
EMAIL:					
CURRENT SCHOOL:		CURRENT YEAR LEVEL:			
CURRENT PLAYING HISTORY:	Include representative history (Mt Gravatt, Met East, Met West, Qld, Club Level Representative)				
CURRENT PLAYING POSITION(S):					
PLAYING AMBITIONS:					
CLUB:		AGE GROUP (UNDER):			
PERSONAL QUALITIES:					
OTHER SPORTING ACHIEVEMENTS:					

By applying for a position into the Rochedale SHS Signature Program/s, I understand and commit fully to the program in Year 7 and 8 of my students schooling (if accepted into the program). Furthermore, I understand that should I withdraw from this program before the end of Year 8 a review of my students' enrolment at Rochedale SHS will occur.

PARENT SIGNATURE		STUDENT SIGNATURE	
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Office use only:

Tried: Yes No Date: _____

Accepted Not Accepted

*RAS trials information will be sent via email.