



ROCHEDALE STATE HIGH SCHOOL

Performers for every stage expressing talents in every field



POLICIES & PROCEDURES 2025

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SCHOOL DAILY ROUTINE - 2025

LESSON	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson 1	8.50 – 10.00	8.50 – 10.00	8.50 – 10.00	8.50 – 10.00	8.50 – 10.10 IDP
ADM	10.00 – 10.10			10.00 – 10.10	School Assembly
MORNING TEA 10.10 – 10.40am (Tuesday & Wednesday 10.00 – 10.30am)					
Lesson 2	10.40 – 11.50	10.30 – 11.40	10.30 – 11.40	10.40 – 11.50	10.40 – 11.50
Lesson 3	11.50 – 1.00	11.40 – 12.50	11.40 – 12.50	11.50 – 1.00	11.50 – 1.00
LUNCH 1.00 – 1.45pm (Tuesday & Wednesday 12.50 – 1.35pm)					
Lesson 4	1.45 – 2.55	1.35 – 2.55 Sport (Years 7-9)	1.35 – 2.55 Sport (Years 10-12)	1.45 – 2.55	1.45 – 2.55

NOTE:

*Students in interschool teams or attending outside recreational venues leave at end of period 3.

ASSEMBLIES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
YEAR LEVEL AS REQUIRED			YEAR LEVEL AS REQUIRED	FULL SCHOOL ASSEMBLY

SCHOOL CALENDAR - 2025

TERM	DATES	LENGTH
Term 1	Tuesday 28 January – Friday 4 April	10 weeks
Term 2	Tuesday 22 April - Friday 27 June	10 weeks
Term 3	Monday 14 July - Friday 19 September	10 weeks
Term 4	Tuesday 7 October - Friday 12 December	10 weeks

YEAR LEVEL	LAST SCHOOL DAY 2024
Year 7 – 9	Friday 12 December
Year 10 – 11	Friday 28 November
Year 12	Friday 21 November

SCHOOL VISION STATEMENT

‘Performers for every stage, expressing talents in every field.’

School Philosophy

‘Performers for every stage, expressing talents in every field’ is the vision that shapes teaching, learning and assessment at Rochedale State High School. This vision for our students is underpinned by our school motto of ‘Integrity and Achievement’, which captures the spirit of our students as they strive for and achieve their individual successes. At Rochedale State High School each individual is encouraged and supported to learn and grow academically, socially, physically and creatively.

Our Vision

‘Performers for every stage, expressing talents in every field.’

Our Mission

Deliver high quality teaching that is underpinned by a deep and unrelenting belief that all students can learn, improve, reach their potential and be successful.

School Motto

Integrity and Achievement

OUR VALUES – Grit Growth Gratitude

With Grit, Growth, and Gratitude as our guiding values, Rochedale State High School is a place of character development. We prepare our students to embrace challenges with unwavering determination, to continuously seek personal growth, and to be grateful for the opportunities and people that enrich their lives. In doing so, we equip them to thrive academically, personally, and as responsible members of our global society.

GRIT

Grit is the unwavering determination to achieve one's goals, even in the face of challenges and setbacks. It is the relentless pursuit of excellence and the refusal to give up. We believe in cultivating grit in our students as it is the key to success in academics, personal development, and life.

At Rochedale State High School, we:

- Encourage our students to embrace challenges as opportunities for growth.
- Teach resilience in the face of adversity, enabling our students to persist through difficulties.
- Celebrate the effort, determination, and courage it takes to overcome obstacles.
- Foster a mindset that believes in the power of perseverance.

GROWTH

Growth is the constant pursuit of self-improvement and learning. It is the belief that we can always become better, do better, and achieve more. We inspire our students to be lifelong learners, always striving to reach their full potential.

At Rochedale State High School, we:

- Provide a nurturing environment where mistakes are seen as valuable learning experiences.
- Encourage students to set ambitious goals and support them in achieving those goals.
- Promote critical thinking, creativity, and innovation to prepare students for a rapidly changing world.
- Instil the understanding that growth is a journey, not a destination, and that learning never stops.

GRATITUDE

Gratitude is the acknowledgment and appreciation of the abundance in our lives. It is the foundation of strong relationships, emotional well-being, and a positive outlook on life. We believe that gratitude is essential in shaping kind, empathetic, and responsible individuals.

At Rochedale State High School, we:

- Cultivate a culture of appreciation for the diversity of our community, recognizing the strengths that each individual brings.
- Encourage students to express thanks and appreciation to their teachers, peers, and family.
- Promote acts of kindness and service to others, fostering a sense of responsibility to make the world a better place.
- Teach the value of humility and the importance of giving back to the community.

SCHOOL PROCEDURES

ATTENDANCE

Rochedale State High School uses ID Attend, an electronic roll marking system to monitor attendance. If a student is sick or unable to attend school due to some exceptional circumstances parents are asked to contact of school via SMS on 0427 263 283 with details explaining their child's absence. Alternatively, a note of explanation from a parent/caregiver covering the period of absence must be presented to the office on the first day the student returns to school, parents are asked to telephone the school on the day of absence to inform the school, or respond to the SMS that is sent by ID Attend if your student has been marked absent in period 1 on any school day. The school will also automatically send a letter to parents or make some type of contact after three days of unexplained absence. The absentee SMS mobile number for students is 0427 263 283. Parents can contact the Attendance Officer on 3340 0466 if required for further discussion/elaboration.

Students receiving **Youth Allowance** and **Abstudy** are reminded that unexplained absence from school may result in loss of payments.

Students are reminded that they must remain at school until they either:

- gain a Senior Statement, Certificate III or Certificate IV
- participate in eligible options for two years after they turn 16 or complete year 10 (whichever comes first) or
- turn 17

Various exemptions apply and can be discussed with the Principal.

MISSING SCHOOL = MISSING OUT

*Every day and every minute counts.
Just a little bit late does not seem much but...*

He/She is only missing just...	This equals...	Which is...	And over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly half a year
20 minutes per day	1 hour 40 minutes per week	Over 2.5 weeks per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 and a half years
1 hour per day	1 day per week	8 weeks per year	Over 2 and a half years
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1 and a half years
1 day per week	40 days per year	8 weeks per year	Over 2 and a half years
2 days per week	80 days per year	16 weeks per year	Over 5 years

LATE ARRIVAL

Students who arrive at school after starting time **MUST** report to the T&R Room at end of K Block if before 9.30am or the school office after 9.30am. Students are also required to bring a note from a parent/caregiver explaining the reason for lateness, or parents can phone the school. Students will then receive a late note for class.

Students who are consistently late to school will be required to make up time in detention.

LEAVING EARLY

Students must present a note from home, or parent makes contact with the Administration Office (SMS, email, phone call) requesting permission for them to leave school prior to the scheduled finishing time. The note or contact should:

- be dated
- state the student's Form Class
- give the reason for leaving early
- state the time for departure
- be signed by a parent/guardian.

Notes are to be handed to the Office Staff before school who will issue a "Leave Early Pass" with the approval from Administration. Prior to leaving the school grounds, students are required to sign out via the Office.

No student is allowed to leave the grounds without permission.

CHANGE OF CONTACT DETAILS

Please contact the office immediately so that our records are kept up to date. Should we have to contact parents/caregivers in time of illness or an emergency, it is important that we have current phone number.

COMMUNICATION

A School Newsletter is emailed home throughout the year. It is through the Newsletter that the school can keep parents informed on current issues, policies and general "school news". A school calendar with details of significant school events is distributed to each family at the beginning of the school year. Newsletters are sent via email. Please contact the school office to arrange this if you do not receive one. Newsletters will be provided to families who do not have access to email.

EMERGENCY RESPONSE SIGNALS

In the event of an emergency situation, one of the following electronic signals will be activated for 30 seconds:

Evacuation (siren-like alarm) – students and staff evacuate buildings and proceed to school oval
Lockdown (continuous ringing) – students and staff remain in their locked rooms (or move directly to nearest room if during break times) until advised by the Principal that the lockdown procedure is cancelled.

LOST PROPERTY

All items of clothing or equipment should be clearly labelled so that property found can be returned to the owner. If property is lost, check the Uniform Shop, School Office or Text and Resource Room.

Bags should not be left unattended and all valuables should be deposited in the office for safekeeping. We suggest that students avoid bringing valuable property to school.

ID CARDS

Students are issued with an ID card at the beginning of each year which allows them to access the Resource Centre and Text and Resource Room for the borrowing of books.

MEDICATION

Should your son or daughter be prescribed by their medical practitioner to take medication whilst at school, the parent must make a written request to the school. Forms are available from the school. A medical register is maintained, and students who take medication regularly, report to the office to collect and take their medication.

PARENTAL INVOLVEMENT

At Rochedale State High School we see parental involvement as playing a valuable and important role in school life. As a parent you can assist by:

- Supporting school fundamentals – uniforms, children's attendance.
- Keeping communication channels open with school.
- Placing your name on the canteen roster.
- Attending Parents' and Citizens' Association meetings. The Association meets at the school on the third Tuesday of the month at 5.30 pm.
- Assisting with Work Placement Programs as an employer.
- Attending Parent-Teacher Evenings.
- Attending Special Functions, for example Awards Evening
- Reading the Newsletter (sent by email).
- Contacting school via SMS in timely fashion of student absences.

SICKNESS OR INJURY

Students who become ill throughout the day are to report to the office. Parents will be informed of their student's illness whenever possible, students are not to contact parents themselves to request them to collect them from school. If parent contact is unable to be made, the student will be placed in the sick room. Students are not to enter the sick room without permission. If the sickness or injury appears serious, an ambulance will be called.

SKATEBOARDS, SCOOTERS AND BIKES

Skateboards and in-line skates are not to be ridden to school and are not permitted on school property. If choosing to ride a bicycle or scooter, a helmet must be worn, and also must be able to be secured in the bike rack area. **Students cannot ride ebikes or escooters to school that do not adhere to Qld legislation** (<https://www.qld.gov.au/transport/safety/rules/wheeled-devices>).

The school staff or facilities are not responsible for security or monitoring of a student's bicycle, e-bike, scooter or e-scooter if it cannot be secured in the bike rack area.

SPORT

Participation in Tuesday (Year 7, 8 and 9) and Wednesday (Year 10, 11 and 12) afternoon sport is a strong tradition at Rochedale State High School. Students are, therefore, not permitted to go home during sport except in exceptional circumstances. It is requested that medical appointments not be made during sport times.

STUDENT DRIVERS

Students who choose to drive to and from school are expected to do so in a manner that is consistent with safe motoring practices. Drivers are not to convey other students, to or from school, unless they have obtained permission from their parents and the parents of the passenger. **Student drivers are not permitted** to drive to sport venues or excursions etc. Students must hand in a completed Student Driver Permission form to Administration **BEFORE** they start driving to school.

TECHNOLOGY AND RESOURCE SCHEME

The school operates a Technology and Resource Scheme. All parents and prospective parents will be informed in Semester 2 of the Year Level contributions payable for the following year.

The joining of the Technology and Resource Scheme is voluntary and if parents and carers do not wish to join this scheme, appropriate resource and book lists will be provided by the school. The school operates a Text and Resource room which is located in the printery room located in the Hall. Students are issued with their texts via their ID cards.

The Text and Resource room is open:

Monday to Friday: 8.00 am - 9.00 am, Morning tea, Second break and 3.00 pm - 3.15 pm

When texts are issued to the students they become the responsibility of the student.

In addition to hard copy texts, all students have access to digital textbooks for most of their subjects. For students in Years 7 – 10, we subscribe to the JacPlus platform which grants all students access to a digital bundle that includes texts for the core curriculum areas. Senior students have access to digital textbooks as organised by individual subject areas.

UNIFORM SHOP

Rochedale State High School and its community support a student dress code policy and encourage all students to support this policy by wearing the school uniform.

The onsite Uniform Shop (run by UMS) is located on the southern side of the amenities block near the Tuck Shop. UMS operate an additional site at Unit 2/205 Queensport Rd Nth, Murrarie.

EFTPOS facilities are available, and purchases may be made in person during opening hours.

OPENING HOURS

Rochedale State High School - Monday to Friday

8.00am to 10.40am

UMS 2/205 Queensport Rd Nth, Murrarie, QLD, 4172

8.30am to 4.30pm – Monday to Thursday

8.30am to 4.00pm - Friday

For any further information please contact customerservice@umspl.com.au or phone +61 7 3535 9500.

The uniform shop opens for extended hours at the end of the January break, and during the first week of the school year as per communication with the school community and future enrolments.

VALUABLES

Valuable items should not be brought to school unless it is for a specific reason related to a particular lesson. In this case, the item(s) should be taken to the teacher involved at the commencement of the school day. MP3 Players, portable speakers and other music devices etc are not to be brought to the school. If required, students can leave required valuable items in the office or T&R room and collect them after school each day.

The school takes no responsibility for the security of such devices.

Mobile Phones: As per the Personal Technology Device policy, **Mobile Phones are *not* to be seen or used once the students enter the school grounds.** If a student chooses to bring a mobile phone to school then they do so understanding that:

- ***The school takes no responsibility for the security of mobile phones;***
- ***Mobile phones must be switched off.***
- ***If mobile phones are seen: consequences maybe applied as outlined in the Student Code of Conduct.***

The school office will make appropriate arrangements in situations where contact between students and parents/caregivers is required during the school day.

Students are reminded that large amounts of money should not be left in school bags. Provision is made at the main office for the safekeeping of monies.

SPORTS HOUSES



RED
Surnames A-D



YELLOW
Surnames E-K



BLUE
Surnames L-Q



GREEN
Surnames R-Z

School Mascot

Rhino - Courage , Steadiness, Strength, Purpose, Loyalty





ROCHEDALE STATE HIGH SCHOOL

SCHOOL 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. (Ed. Qld. TRIM 06/7260)

Rochedale State High School considers that homework enhances the student's ability to learn by promoting the practices of consolidation, reflection, revision and enhancement. Homework is an integral part of the teaching and learning process.

Homework can engage students in independent learning to complement work undertaken in class. It may take many forms, depending upon such issues as subject being studied, preparation required to complete tasks, revision required to confirm knowledge and understanding, time of year (e.g. exam timetables, assignment due dates, etc.).

Forms of homework may include:

- Written work
- Oral work
- Reading
- Research – pursuing knowledge individually and imaginatively
- Summarising
- Memorising
- Assessment, Assignment or Project Work (Preparing for forthcoming classroom learning.)
- Study (Revision and critical reflection – practising for mastery.)

ROLE OF PARENTS / CAREGIVERS

Parents and caregivers can help their children by:

- Reading to them and talking with them
- 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 learning
- Encouraging them to read and to take an interest in and discuss current local, national and international events
- Helping them to balance the many demands on their time – school and social
- Contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

If no formal homework is set by the class teacher, students should look over the content of the day's lessons:

- Check understanding
- Recall facts, definitions, etc.
- Plan to see the class teacher to clarify uncertainties.

RECORDING HOMEWORK

Formal homework is to be recorded in the Student Diary at the end of each lesson. This Student Diary may be checked by the class teacher, the Head of Department, the Year Co-ordinator, or a member of Administration to ensure that homework is being recorded. The recording of homework is part of being prepared for the school day.

DURATION OF HOMEWORK

As a guide, students should dedicate the following times each day/night to completing homework:

- Years 7, 8 and 9 1 – 1 ½ hours
- Year 10 1 – 2 hours
- Years 11 and 12 1 – 2 ½ hours

HOMEWORK AND STUDY SUPPORT

The school offers a broad range of study and tutorial opportunities to all students across the different curriculum areas before and after school and during lunch hours. The days and times of these sessions are confirmed at the start of each year and distributed to students and parents at the beginning of Term 1.

PARENT/CAREGIVER SUPPORT STRATEGIES

A year level assessment schedule is provided early each semester to students to assist in developing study timetables.

The following strategies can be employed to encourage your student(s):

- request that your student(s) show you what work has been done in class; what notes have been taken; what handouts have been given; what worksheets have been given; what chapter of the text they are working on; what exercises (problems) have been set.
- check where student(s) write down their homework and assignment dates and check their assessment planner. An assessment planner is emailed to all parents at the beginning of Semester 1 and 2 and posted on the School's website.
- assist in setting up a wall diary which takes into account all subjects, homework tasks including assignment due dates, other commitments and birthdays.
- provide a specified space in which student(s) complete their homework and develop a regular schedule that takes into consideration school, sport, social and part-time work commitments.
- encourage regular reading and review of class notes and relevant text and other materials.
- assist them in developing an individual assessment schedule so that they can plan to meet assessment timelines.

PART-TIME WORK

Students who have part-time jobs should ensure that a balance is arrived at, where time is available not only for part-time work but study, sport, religious, family and social commitments.

Extensive work commitments have the potential to adversely affect student academic school performance.

RESPONSIBILITY

Teachers and parents have an important role in fostering the development of motivation and the desire to learn in students. Ultimately however, students must accept responsibility for their learning and progress.

To support students in their learning and in accepting responsibility for their progress, teachers may from time to time feel it necessary to put in place consequences for incomplete homework or classwork. Consequences will vary dependent upon each individual situation. Persistent failure to meet classwork or homework expectations will result in parent contact and/or referral to the Head of Department.



ASSESSMENT POLICY

1. SCOPE

It is mandatory at Rochedale State High School that all students complete and submit all assessment items including drafts. The school's assessment policy has been developed to achieve consistency, fairness and predictability so students know what will happen based on the **choices** they make. The assessment policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The policy is consistent with Queensland Curriculum & Assessment Authority (QCAA) QCE and QCIA policy and procedures handbook v5.0.

(<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>)

2. ASSESSMENT PRINCIPLES

Rochedale State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. All assessment tasks are designed to meet the following principles:

- Validity – the extent to which an assessment accurately measures what it is intended to measure.
- Accessibility – the extent to which the assessment provides all students with a clear understanding of how to demonstrate their learning.
- Reliability – the extent to which an assessment will produce the same consistent result.

3. PROMOTING ACADEMIC INTEGRITY

Rochedale State High School and the QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/guardians and others who support students in their learning must adhere to the guidelines for academic integrity. The following whole-school procedures support this endeavour.

3.1 LOCATION AND COMMUNICATION OF POLICY

The school assessment policy is located on the school website. All questions regarding this policy should be directed to Head of Department – Junior (Yr7-9) or Head of Department – Senior (Yr10-12).

To ensure the assessment policy is consistently applied, it will be revisited at the relevant times including:

- at enrolment interviews;
- during SET planning in Year 9 and Year 10;
- when the assessment schedule is published;
- when each task is handed to students; and
- in the newsletter, internet and by email in response to phases of the assessment cycle.

3.2 EXPECTATIONS ABOUT ENGAGING IN LEARNING AND ASSESSMENT

Rochedale State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. In the senior school, students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date

To emphasise the importance of sound academic practices for senior school, staff and students are encouraged to complete the QCAA [Academic Integrity](#) courses.

3.3 DUE DATES

3.3.1 SCHOOL RESPONSIBILITY

Rochedale State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses will be published in the assessment calendar by the end of Week 3 each semester (will be published on the school's website and emailed to all students and parents).

The assessment schedule will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- be clear to teachers, students and parents/carers
- be consistently applied
- give consideration to allocation of workload
- enable timelines for QCAA quality assurance processes to be met for senior subjects

3.3.2 STUDENT RESPONSIBILITY

Students are responsible for:

- checking assessment schedule and class work on the assessment calendar
- recording due dates in their student diaries
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates.
- Complete all assessment tasks by the due date:
 - Hard copy - Assessment tasks must be submitted by 4:00pm on the due date.
 - Electronic copy - Assessment tasks must be submitted by 11:59pm on the due date.
 - Year 11 and 12 (and for Yr 7 – 10 as directed by teacher) - Electronic submissions – **must be submitted using nominated plagiarism software (Turnitin).**

3.4 APPLYING FOR AN EXTENSION FOR DRAFTS

In cases where students are unable to meet a draft due date, they will:

- inform the classroom teacher as soon as possible
- apply for an extension with the subject area Head of Department
- provide the school with relevant documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the subject area Head of Department

3.5 APPLYING FOR AN EXTENSION FOR FINAL ASSESSMENT

In case where students are unable to meet a final due date, they will:

- inform the classroom teacher as soon as possible
- Junior students (Year 7-9)
 - apply for an extension with the subject area Head of Department via the Assessment Absence Form (see School website).
- Senior students (Year 10 – 12)
 - apply for an extension with the Guidance Officer, Head of Department – Senior Secondary, or Deputy Principal – Senior Secondary.
 - provide the school with relevant documentation according to AARA, e.g. QCAA Confidential Medical Report or Student Statement
 - adhere to alternative arrangements for submission of assessment, if applicable, as decided by the Guidance Officer, Head of Department or Deputy Principal.

All final decisions are at the Principal's or QCAA's discretion. Refer to AARA information for more details.

3.6 SUBMITTING, COLLECTING AND STORING ASSESSMENT INFORMATION

Assessment instruments will provide information about Rochedale State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, electronically via Turnitin (part of the QLearn platform).

For senior school, draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is compliant with QCAA processes.

3.7 APPROPRIATE MATERIALS

Rochedale State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

4. ENSURING ACADEMIC INTEGRITY

Rochedale State High School and QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/guardians and others who support students in their learning must adhere to the guidelines for academic integrity.

4.1 SCAFFOLDING

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks

4.1 CHECKPOINTS

Checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoint submissions.

Teachers will use these checkpoints to identify and support students to complete their assessment.

Heads of Departments and parents/carers will be contacted if checkpoints are not met.

4.2 DRAFTING

A draft is a preliminary version of a student's response to an assessment instrument and is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. A draft can be used to provide focused feedback on a response and to authenticate student work. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non- submission for other reasons.

Submission of a draft:

- To receive feedback from the teacher, the final reasonable draft must be submitted to the teacher by the draft due date (either hard copy or electronically via Turnitin);
- All students will receive a detention for failing to submit a final reasonable draft. Senior students also put their enrolment at risk as per the Senior Enrolment Agreement signed at enrolment into Yr10-12.

Feedback on a draft is:

- provided on a **maximum of one draft** of each student's response;
- a consultative process that indicates aspects of the response to be improved or further developed;
- delivered in a consistent manner and format for all students;
- provided within one week of a submission of a draft;
- provided verbally only for late submissions of drafts.

Feedback on a draft must not:

- compromise the authenticity of a student response;
- introduce new ideas, language or research to improve the quality and integrity of the student work;
- edit or correct spelling, grammar, punctuation and calculations;
- allocate a mark.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style selected by the school.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed. Teachers will record the contact on OneSchool (behaviour & contact) and refer to the appropriate subject area Head of Department.

4.3 REFERENCING

An important part of academic learning is reading and learning from other people and using their work to inform your own. Student responses must clearly show which is their work and which is the work of others. To maintain academic integrity, students must acknowledge other people’s work using references.

The school’s chosen and preferred referencing style is American Psychological Association (APA).

Referencing is completed for three key reasons:

1. Referencing **acknowledges the work of others** who have helped the author consider the topic;
2. Referencing **helps the reader consider the sources** that have used in the research; and
3. Referencing appropriately ensures that **author avoids accusations of plagiarism**.

Copyright refers to the rights held by the creator of an original work. It enables the creator to have control over how the content they have created is used. When students use other people’s work for school assessment, they do not need to seek permission from the copyright owner, so long as the work is referenced appropriately.

4.4 MANAGING RESPONSE LENGTH

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response. This information is provided to:
 - give an idea of the depth of the response required;
 - encourage concise responses; and
 - ensure the same conditions for all students.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

When students respond to an assessment task, the response developed should not exceed, or be significantly below, the length required. There are specific rules from the QCAA for what is included in the length of a response.

Guidelines about the length of a response

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*

*Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

There are different ways students can manage the length of their response.

Too long:

1. **Revise the task/question.** Which information directly relates to the topic? Has too much general information been included?
2. **Be direct and concise.** Is it straight to the point or is there a lot of information leading up to it? Is there repetition or over explaining of any points?
3. **Consider each paragraph/section.** Is there overlap? Could the information be combined? Are there too many examples where fewer would be sufficient?

Too short:

- **Explain the message/argument in detail.** Are the key concepts defined and explained? Are the steps in your reasoning clearly shown?
- **Justify and explain.** Have you contextualised and explained how your research supports your key points?
- **Check your research.** Have enough sources been consulted and sufficient examples used? Is more information required?

4.4.1 SUBMITTED RESPONSE IS TOO LONG

The school will use the QCAA strategies for marking student responses that exceed assessment conditions for response length and are submitted on or before the assessment due date. The implemented strategy will be suitable for the context, assessment technique and response type:

- marking only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length; or
- allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response.

The school will annotate the student response to indicate the evidence used to determine the result.

4.5 AUTHENTICATING STUDENT RESPONSES

Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

Rochedale State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (as per Section 5 of this policy).

Students should:

- complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses;
- participate in authentication processes as required by the school, such as to
 - sign a declaration of authenticity
 - submit a draft by the draft due date
 - submit the final response using Turnitin (plagiarism-detection software), where required
 - participate in interviews during and after the development of the final response.

4.6 LATE OR NON-SUBMISSION OF TASKS

Teachers make judgments based on evidence of student work provided by the student for the purposes of authentication during the assessment preparation period.

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and draft. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. Students will receive a detention and referral to relevant Head of Department for non-completion of draft or final.

4.6.1 ACADEMIC CONSEQUENCES FOR LATE OR NON-SUBMISSION OF ASSESSMENT

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations), work submitted at checkpoints or the draft will be used to make judgements on the final level of achievement. If there is no evidence available to award a judgement, an assessment item is recorded as a 'Not-Rated' (NR) as a standard can only be awarded where evidence has been demonstrated.

In circumstances however where a student response is judged as NR, the student will not meet the requirements for that subject. This may impact on their Exit Level of Achievement in the subject, and correspondingly their ATAR and QCE eligibility.

4.6.2 BEHAVIOURAL CONSEQUENCES FOR LATE OR NON-SUBMISSION OF ASSESSMENT

As described in the Responsible Behaviour Plan for Students, which state students failing to submit assessment, can expect to be given detention(s) and parental contact home. Students in Year 11 and 12 (post-compulsory) may also face Cancellation of Enrolment for failing to follow the program of instruction

5. MANAGING ACADEMIC MISCONDUCT

Rosedale State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. Consequences will be applied according to the school's Responsible Behaviour policy.

5.1 TYPES OF ACADEMIC MISCONDUCT

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct is behaviour — related to a student's academic responsibilities — that is dishonest, unethical or unfair. It is defined as taking steps to gain an unfair advantage over other students, or to create a disadvantage for other students. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
Copying work	<ul style="list-style-type: none">deliberately or knowingly making it possible for another student to copy responseslooking at another student's workcopies another student's work
Plagiarism or lack of referencing (including use of AI)	<ul style="list-style-type: none">completely or partially copying or altering another person's work without attribution (another person's work may include text, audio visual material, figures, tables, images or information)includes the use of a translator or artificial intelligence (eg ChatGPT), including an online translator, as the work produced is not the work of the student.
Cheating while under supervised conditions	<ul style="list-style-type: none">beginning to write during perusal time or continuing to write after the instruction to stop work is givenusing unauthorised equipment or materialshaving any notation written on the body, clothing or any object brought into an assessment roomcommunicating with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student

Collusion	<ul style="list-style-type: none"> when more than one student works to produce a response and that response is submitted as individual work by one or multiple students (<i>the response submitted by each student must be the student's own work</i>) assisting another student to commit an act of academic misconduct a student gives or receives a response to an assessment
Disclosing or receiving information about an assessment	<ul style="list-style-type: none"> giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment making any attempt to give or receive access to secure assessment materials
Fabricating	<ul style="list-style-type: none"> inventing or exaggerating data listing incorrect or fictitious references
Contract cheating	<ul style="list-style-type: none"> paying for someone or a service to complete a response to an assessment selling or trading a response to an assessment.
Impersonation	<ul style="list-style-type: none"> allowing / arranging another person to complete a response to an assessment in place of the student
Misconduct during an examination	<ul style="list-style-type: none"> distracting and disrupting others in an assessment room
Self-plagiarism	<ul style="list-style-type: none"> duplicating work or part of work already submitted as a response to an assessment
Significant contribution of help	<ul style="list-style-type: none"> a student or other person arranges for, or allows, a tutor, parent / carer or any person in a supporting role to complete or contribute significantly to the response

5.2 PROCEDURES FOR MANAGING ACADEMIC MISCONDUCT

For authorship issues

When authorship of student work cannot be established, or a response is not entirely a student's own work, students will be given credit only on their own work OR the school will provide an opportunity for the student to demonstrate that the submitted response is their own work (conditions and setting at school's discretion).

For all instances of academic misconduct

Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8). Where appropriate, the school's behaviour management policy will be implemented.

Behavioural consequences for academic cheating and plagiarism are described in the Responsible Behaviour Plan for Students, which state students caught cheating or plagiarising can expect to be given detention(s) or suspension for their behaviour.

6. ACCESS ARRANGEMENTS & REASONABLE ADJUSTMENTS (SENIOR)

Rochedale State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined by the QCAA. The school's Deputy Principal -Senior, HOD – Senior, HOSES and Guidance Officer manages all approval of AARAs for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6 of QCE & QCIA handbook) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)

6.1 APPLICATIONS FOR EXTENSIONS TO DUE DATES FOR UNFORESEEN ILLNESS AND MISADVENTURE

Students and parents/carers must contact the school and submit the AARA before the due date of assessment and submit the relevant supporting documentation.

6.2 ABSENT FOR AN ASSESSMENT TASK (AARA - UNFORESEEN ILLNESS AND MISADVENTURE)

If a student is absent on the day of an exam (or assessment due date), students and parents/carers must contact the school and apply for AARA. The AARA application must have the relevant supporting documentation i.e. QCAA Confidential Medical Report. Students will complete a comparable assessment on the day of their return.

ASSESSMENT TASK EXTENSIONS APPLIED FOR BEFORE DUE DATE → YEAR 10 - 12	
EXTENDED FAMILY TRAVEL	ALL OTHER CIRCUMSTANCES
<p>Exam No extension Must sit comparable prior to departure</p> <p>Assignment No extension Must submit prior to departure or submit online by the due date</p>	<p>Complete AARA Application Form and attach documentary evidence.</p> <p>Submit to the Administration or email to assessment@rochedaleshs.eq.edu.au</p> <p style="text-align: center;"></p> <p>AARA application approval given by DP- Senior. Guidance Officer / Deputy/ Faculty HOD advises classroom teacher and student of alternate arrangements.</p> <p style="text-align: center;"></p> <p>Extension is recorded in One School under Contacts.</p>

ABSENCE FOR EXAM / ASSESSMENT TASK → YEAR 10 - 12		
EXTENDED FAMILY TRAVEL	ADVANCED NOTICE - EXAM	UNFORESEEN CIRCUMSTANCES - EXAM
<p>Exam No extension Must sit comparable prior to departure</p> <p>Assignment No extension Must submit prior to departure or submit online by the due date.</p>	<p>Student advises their teacher as soon as they become aware of the absence</p> <p style="text-align: center;"></p> <p>Complete AARA Application Form at earliest opportunity and attach documentary evidence. Submit the completed AARA to Administration or email to assessment@rochedaleshs.eq.edu.au</p> <p style="text-align: center;"></p> <p>AARA application approval given by DP- Senior. Faculty HOD or class teacher advises student of alternate arrangements as soon as possible.</p> <p style="text-align: center;"></p> <p>Student will complete exam under supervised conditions. Time & date to be set by Faculty HOD</p> <p>External Exams - QCAA will advise result of AARA application</p>	<p>Student advises Administration of absence on 33400400 or text 0427 263 283</p> <p style="text-align: center;"></p> <p>ON SAME DAY OF EXAM Notify Faculty HOD via email at assessment@rochedaleshs.eq.edu.au</p> <p>Include in email: Student name, grade, teacher name and subject.</p> <p style="text-align: center;"></p> <p>ON SAME DAY OF EXAM Year 10, 11 and 12 students MUST complete the AARA Application Form and submit to administration.</p> <p style="text-align: center;"></p> <p>Student will complete exam under supervised conditions immediately on return to school as advised/negotiated with Faculty HOD and/or class teacher.</p> <p>External Exams - QCAA will advise result of AARA application</p>
<p>ABSENT DUE DATE OF ASSESSMENT</p> <p>Student/parent advises Administration of absence on 3340 0400 or text 0427 263 283 AND ON DUE DATE emails the final copy to assessment@rochedaleshs.eq.edu.au, or where required submits via Turnitin</p> <p>If unable to submit - Call school to record acknowledgement and provide reason. Preferably speak with the Deputy Principal – Senior.</p>	<p>Entered onto One School in Contacts.</p>	<p>Entered onto One School in Contacts.</p>

7. ASSESSMENT ABSENCE FORM (JUNIOR)

The Assessment Absence Form is to be used for Juniors (Yr7-9) when students are absent from assessment or require an extension. All Assessment Absence Form applications must be accompanied by the relevant supporting documentation and made as far in advance as possible.

Documentary evidence must be supplied for both advanced notice and unforeseen circumstances. Evidence might include: medical certificate, letter explaining reason or other suitable documentary evidence. This evidence is attached to the Assessment Absence Form

The relevant curriculum Head of Department manages all approval of Assessment Absence Form's for Year 7 – 9 students.

Students are not eligible for Assessment Absence Form on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)

Failure to obtain approval via the Assessment Absence Form will result in the student being awarded a NR (No Result) for the assessment item.

7.1 APPLICATIONS FOR EXTENSIONS TO DUE DATES – YEAR 7 - 9

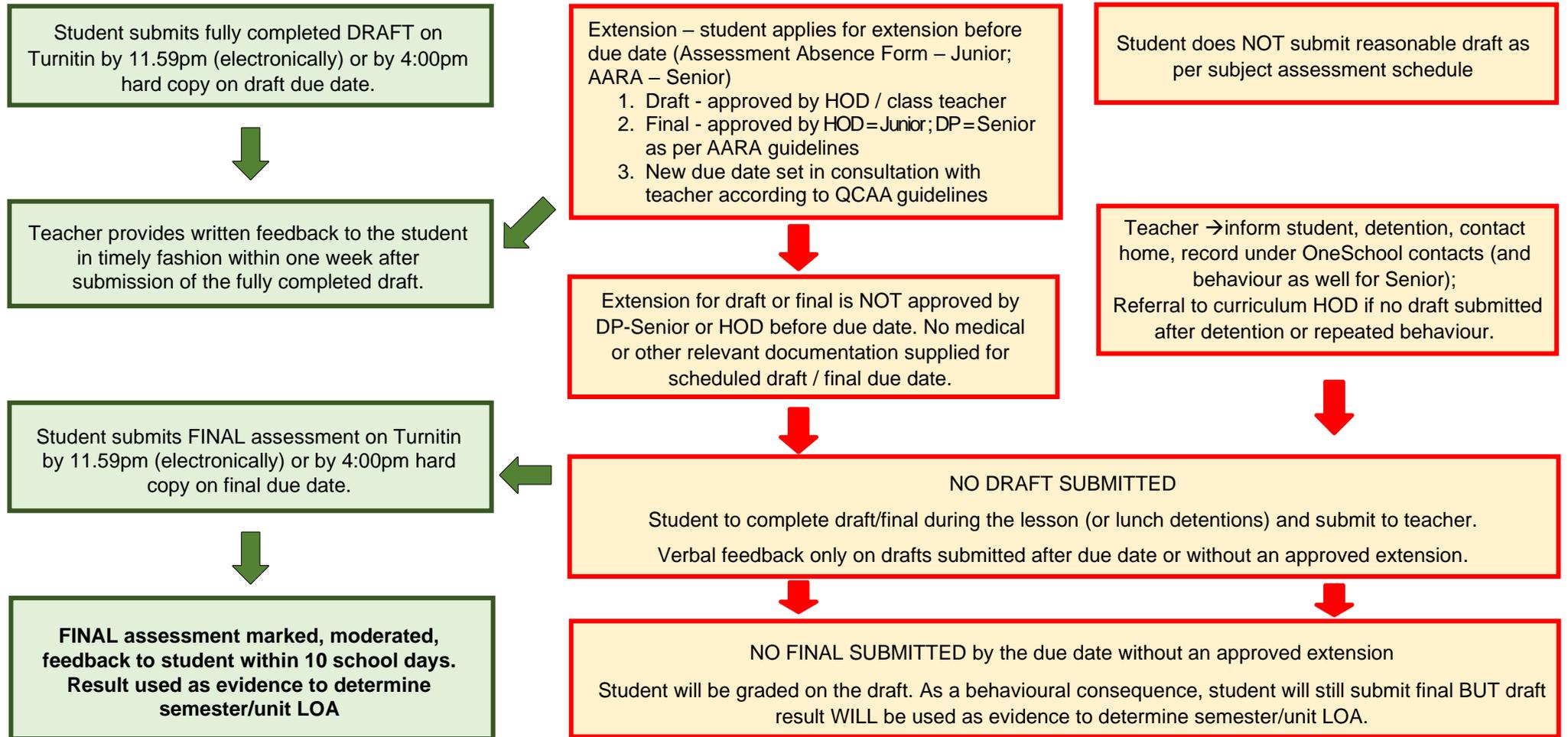
If a Junior student wishes to apply for an extension, it must be submitted where possible, 2 days prior to the assessment task due date. To apply for extension, complete an Assessment Absence Form along with any relevant supporting documentation. and submit to the relevant faculty HOD.

ABSENCE FOR ASSESSMENT → YEAR 7 - 9		
EXTENDED FAMILY TRAVEL	ADVANCED NOTICE	UNFORESEEN CIRCUMSTANCES
<p>Exam No extension. Must sit comparable prior to departure</p> <p>Assignment No extension. Must submit prior to departure or submit online by the due date.</p>	<p>Student advises their teacher as soon as they become aware of the absence</p> <p style="text-align: center;"></p> <p>Complete Assessment Absence Form at earliest opportunity and attach documentary evidence. Submit the completed form to the relevant Head of Department</p> <p style="text-align: center;"></p> <p>Faculty HOD or class teacher advises student of alternate arrangements as soon as possible</p> <p style="text-align: center;"></p> <p>Student will complete assessment under supervised conditions (Time & date to be set by Faculty HOD /Teacher).</p>	<p>Student absence advised to Administration on 33400400 or text 0427 263 283</p> <p style="text-align: center;"></p> <p>ON SAME DAY OF ASSESSMENT Notify relevant Faculty HOD via email of the Assessment Absence Form</p> <p style="text-align: center;"></p> <p>Student will complete assessment under supervised conditions immediately on return to school as advised/negotiated with Faculty HOD and/or class teacher</p>
	Entered onto One School in Contacts.	Entered onto One School in Contacts.

APPENDIX 1 SUMMARY → AARA APPLICATION PROCEDURES – SENIOR (YEAR 10-12)

Absent on due date – Unexpected medical condition or accident	Absent on due date – Unexpected emergency (eg. Family death, DV, trauma)	Ongoing medical condition or disability (including mental health)	Known conditions that impact learning (has an ISP in place on OS or is on AIMS) eg ADHD, Dyslexia, ID, ASD, SLI, dyspraxia, complex learning difficulties.	Extenuating circumstances (recent family hardship, family separation, eviction, etc.) that is significantly impacting student.	Family holiday
<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation – QCAA Confidential Medical Report or Medical Certificate must be provided that includes the following details:</p> <ul style="list-style-type: none"> Diagnosed illness or condition Date of diagnosis, onset or occurrence Symptoms, treatment or course of action related to the illness or condition Explanation of the probable effect of the illness or condition on the student participating in the assessment <p>Student to sit original exam or comparable exam on arranged alternative date.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by DP-Senior in consultation with curriculum HOD.</p>	<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation – QCAA Student Statement and any of the following written evidence from relevant independent professional, parent or other independent third party to be provided that includes:</p> <ul style="list-style-type: none"> Event Date of event Course of action related to the event Explanation of the probable effect of the event on the student participating in the assessment <p>Police reports or official notices are accepted. In the event of a death or significant trauma, an email from parent will also suffice.</p> <p>Student to sit original exam or comparable exam on arranged alternative date.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by DP-Senior or GO.</p>	<p>Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional.</p> <p>Documentation – QCAA School Statement completed by the staff member most familiar with the needs of the student in relation to their medical condition or disability.</p> <p>And/or</p> <p>Medical report (use QCAA template) completed by medical practitioner (GP, psych, etc). Report should include:</p> <ul style="list-style-type: none"> Diagnosis of condition Date of diagnosis Date of occurrence or onset Symptoms, treatment or course of action related to the condition Information about the diagnosed condition affects the student participating in assessment Professional recommendations regarding AARA <p>Adjustments can include (depending on condition): extension, comparable exam on alternative exam date, extra time or rest breaks on exam, pre-recorded oral response for a class presentation, use of a scribe or reader .</p>	<p>Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional.</p> <p>Documentation – QCAA School Statement and QCAA Medical report and/or Education Adjustment Program (EAP)</p> <p>Other evidence such as teacher’s observations or results from standardised academic testing can also be included.</p> <p>Adjustments can include (depending on condition): extension, alternative exam date, extra time or rest breaks on exam, pre-recorded oral response for a class presentation, use of a scribe or reader, use of assistive technology.</p>	<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation – QCAA School Statement and QCAA Student Statement plus Written evidence from relevant independent professional, parent or other independent third party providing details of circumstances and identifying the level of impact the event has the student’s ability to complete assessment/exam.</p> <p>Student to sit comparable exam on arranged alternative date to be determined by DP-Senior in consultation with curriculum HOD.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by GO or DP-Senior in consultation with curriculum HOD</p>	<p>Exam No extension Must sit comparable prior to departure</p> <p>Assignment No extension Must submit prior to departure or submit online by the due date.</p>

APPENDIX 2- ROCHEDALE HIGH SCHOOL ASSESSMENT POLICY FLOWCHART - ASSIGNMENTS

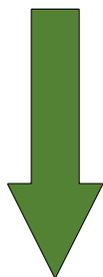


- Teachers → contact home regarding all non-completion of assessment, record on OneSchool, refer to HOD for repeated behaviours or no response
- Applications for extensions are approved by the HOD of subject areas for drafts and DP-Senior for final (AARA); Assessment Absence Form approved by relevant faculty HOD.
- Non-submission of assessment by due dates, including drafts, could lead to the cancellation of enrolment in the senior school

APPENDIX 3 - ROCHEDALE HIGH SCHOOL ASSESSMENT POLICY FLOWCHART - EXAMS

Student completes exam as per subject assessment schedule.

Student does NOT complete exam as per specific subject assessment schedule.
 Parent/student contact the school ON THE DAY of the exam to explain the absence and initiate AARA application (Senior – Yr10-12) or Assessment Absence Form (Junior – Yr7-9).
 Teacher/HOD to contact parent/guardian by phone day of the exam if student/parent has not contacted the school to explain absence, record in contacts in OneSchool, refer to Deputy Principal if no response or repeated behaviour.



SENIOR Yr10-12

AARA supplied for the scheduled exam date with relevant supporting documentation.
 Alternate date for exam (comparable exam) approved by DP-Senior / GO for Senior school in consultation with curriculum HOD as per QCAA policy.
 Student completes exam upon return to school on date negotiated by curriculum HOD and AARA.

JUNIOR Yr7-9

Assessment Absence Form supplied for the scheduled exam date with relevant supporting documentation.
 Alternate date for exam approved by curriculum HOD.
 Student completes exam on day of return to school, or date when negotiated by curriculum HOD and/or class teacher.

AARA (yr10-12) or Assessment Absence Form (Yr7-9) has not been completed, or not approved for scheduled exam date.

Student receives a Not-Rated (NR) for the exam.



Exam marked, moderated, feedback to students within 10 school days.

Result used as evidence to determine semester/unit LOA

*Exam NOT completed within 5 school days of scheduled exam date, teacher to complete a behaviour incident referral and refer to curriculum HOD and DP-Junior or DP-Senior.

Student receives a Not-Rated (NR) for the exam.

- Teachers are to contact home regarding no attendance to exam with no contact from home, record on OneSchool, refer to HOD for no response
- AARA Applications for to sit comparable exam on new date are approved by DP-Senior; Assessment Absence Form approved by relevant faculty HOD.
- Non-submission of exams, could lead to the cancellation of enrolment in the senior school

INDIVIDUAL LEARNING CENTRE (ILC)

SUPPORTING STUDENTS WITH DISABILITY

Rochedale State High School provides a whole school approach to supporting students with an identified disability as defined under the ***Disability Discrimination Act 1992 (DDA)***. Our model of support is to provide reasonable adjustments through a needs-based model. This aligns to the Department of Education policy – *‘providing the right support, at the right time’*.

Adjustments are individualised to the student and vary in frequency and intensity. Adjustments made are reported annually through the Nationally Consistent Collection of Data on School Students with Disability (NCCD) in accordance with NCCD National Guidelines.

Our support staff are situated in the Inclusive Learning Centre (ILC). The Head of Special Education Services (HOSES), the Year Level Support Coordinators, and classroom Teacher Aides provide instruction and support across a range of contexts and settings. This includes:

- In-class Teacher Aide support
- Individualised differentiation to access the curriculum
- Adjustments to assessment tasks
- Alternative programs
- Scheduled tutorials
- Study Groups
- Advisory support to classroom teachers
- Case management as required

Rochedale State High School is committed to inclusive schooling practices. All staff work towards maximising outcomes for all students through identification and reduction of barriers to learning.



ROCHEDALE STATE HIGH SCHOOL

PERSONAL TECHNOLOGY DEVICES POLICY Use of mobile phones and other devices by students

Rationale

The Queensland Government has committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all state school students. From the first day of Term 1 2024, student mobile phones and certain wearable devices, such as smartwatches, will need to be 'away for the day', including during break times.

The use of mobile phones and other student-owned personal technology devices i.e. iPods, iPads, wearable devices (eg smart watches) and the like, are not permitted while on school grounds, or attending off-campus school events, with the exception of a clearly marked Tap-n-Go Zone in the school canteen area (as well as the uniform shop and payment window). Students are allowed to access phones ONLY in the marked zone to pay for the canteen purchases. NO other use of phones or wearable devices is allowed in the zoned area.

Mobile phones and personal technology devices are not necessary for learning and provide a distraction for students and teachers, and are proven to prevent learning in many situations. Rochedale SHS is a BYOD school; laptops are the identified technology device for use.

Liability for Personal Technology Devices

Students must carefully consider the risk of damage to or theft of personal technology devices like mobile phones, smart watches, cameras, iPads, wireless speakers, iPods or MP3 players. Responsibility for the safety of personal technology devices rests solely with the student.

NO LIABILITY WILL BE ACCEPTED BY THE SCHOOL IN THE EVENT OF THE LOSS, THEFT OR DAMAGE OF ANY PERSONAL TECHNOLOGY DEVICE BROUGHT TO SCHOOL.

School Expectations on Use of Personal Technology Devices

Bringing personal technology devices to school, other than their BYOD is not encouraged by the school. This is due to the potential for theft and general distraction and/or disruption to learning that is associated with them.

Expectations for Personal Technology Devices (other than BYOD)

- Personal technology devices in the classroom are "NOT SEEN OR HEARD". Students are required to switch off electronic technology devices (or on silent) and store where they can't be seen as soon as they enter the school grounds at the start of the day. Exception is BYOD laptop.
- Students ARE NOT to be making phone calls or text messages on their mobile phone, smart watch or BYOD laptop. Students can contact parents (or others) via the Administration block.
- If a device (including headphones) is sighted or heard, the student will be directed to hand it in to the Administration building where it will be stored securely until 2.55pm.
- A refusal to submit a personal technology devices to Administration will result in consequences according to the Student Code of Conduct (wilful disobedience).
- Teacher discretion applies in the use of personal technology devices in the classroom for digital learning opportunities. Use in one class does not imply permission to use the device/s in other classes

Breaches of Personal Technology Device Policy

Any student who uses a personal technology device (including mobile phone) in a manner that is deemed unacceptable (as stated in this policy) will be subject to disciplinary consequences according to the Student Code of Conduct. If the breach is against the law and detected by the school, this will result in a referral to the Queensland Police Service (QPS) for their investigation. 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.

Confiscation of Personal Technology Devices

- Permitted personal technology devices (eg. mobile phones) used contrary to the school expectations and this policy on school premises **will be confiscated** by school staff.
- If a device (including headphones) is confiscated, the student will be directed to hand it in to the Administration building where it will be stored securely until 2.55pm.
- Confiscated items will be made available for collection from the school office at the end of the school day, unless the item is required to be kept for purposes of disciplinary investigation, or second and subsequent breaches when it will only be returned in the presence of a parent.
- Student refusal to comply with this request will result in appropriate action being taken in line with the school's Student Code of Conduct.

Persistent Breaches of Personal Technology Device Policy

Students who persist in the inappropriate use of a personal technology device may not be permitted to have the device at school for a period of time as deemed appropriate by the Principal.

Students who have a personal technology device confiscated will incur the following consequences:

<i>First offence:</i>	Returned to student at end of day and SMS to parent
<i>Second offence:</i>	Phone call to parent for the parent to collect the device from school
<i>Multiple offences:</i>	Subject to further disciplinary consequences for non-compliance according to the Student Code of Conduct

For each breach, the device will be confiscated and held securely in the Administration building. Parents collect their child's personal technology device as soon as possible after they have been notified the property is available for collection as per the Temporary removal of student property by state school staff procedure

Special Circumstances Arrangement (Exemptions)

Students who require the use of a personal assistive technology device in exceptional circumstances, including reasons related to disability, health and wellbeing that would contravene this policy must negotiate a special circumstances arrangement with the Principal.

Parents contacting children at school

Students are permitted to bring phones and wearable devices to school so that they can contact their parents or carers immediately before entering school at start of the day or after school has finished (after 2.55pm).

Parents/Caregivers wishing to urgently contact their students, or vice versa, during school hours are required to do so through the school office on 3340 0400 or SMS - 0427 263 283.

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 or students enrolled at the school.

Responsibilities for use of Personal Technology Devices

The responsibilities for students using personal technology devices at school or during school activities, are outlined below.

It is **acceptable** for students at Rochedale State High School to:

- use BYOD devices at school for learning and completing assigned class work and assignments set by teachers
- be courteous, considerate and respectful of others when using a personal technology device
- seek Principal's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Rochedale State High School to:

- use a mobile phone or other personal technology devices in an unlawful manner
- use a mobile phone once entering school for the day without Administration permission
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory, threatening or derogatory language
- breach the school's BYOD & ICT Responsible Use Policy
- breach the school's Assessment Policy
- use a personal technology device to record:
 - images anywhere that recording would not reasonably be considered appropriate (e.g. in any place where a reasonable person would expect to be afforded privacy, such as toilet).
 - vision or audio (eg personal conversations or daily activities) that invades someone's privacy and/or the further distribution of such material
 - inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or social media)
 - events in class or school activities unless express consent is provided by the Administration
 - even where consent is obtained from an individual 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, including racial and sexual harassment, or where such intent a reasonable person would conclude that such outcomes may have or will occur.

Commonwealth Criminal Code Act 1995 (Cth)

Our School's Code of Conduct outlines the consequences of irresponsible use of personal technology devices including the filming, photographing and distributing of content obtained without consent.

The Commonwealth's Criminal Code Act 1995, section 4.7.4.15 notes that it is an offence for a person to use 'a carriage service to make a threat.'

The Commonwealth's Criminal Code Act 1995, section 4.7.4.16 notes that it is an offence for a person to use 'a carriage service for a hoax threat.'

The Commonwealth's Criminal Code Act 1995, section 4.7.4.17 notes that it is an offence for a person to use 'a carriage service to menace, harass or cause offence.'

The Commonwealth's Criminal Code Act 1995, section 4.7.4.19 notes that it is an offence for a person to use 'a carriage service for child pornography material.'

The Commonwealth's Crimes Act 1914, part VIIB, section 85ZE notes that it is an offence for 'a person to knowingly or recklessly use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons being, in all the circumstances, offensive.'

The sending of images is also covered by various State and Commonwealth laws that prevent the publication of material that is objectionable, unclassified or unsuitable for minors.



ROCHEDALE STATE HIGH SCHOOL

PREVENTING AND RESPONDING TO BULLYING

Rochedale State High School strives to create positive, predictable environments for all students at all times. The disciplined 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.

There is no place for bullying in Rochedale State High School.

At Rochedale State High School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, the school will 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.

Rochedale State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Rochedale State High School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council meeting are the core elements of the Australian Student Wellbeing Framework.



A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Rochedale State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

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);
- 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.

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 are still considered serious and need to be addressed and resolved. At Rochedale State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The flowchart on the next page explains the actions Rochedale State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Student Intervention and Support Services

Rochedale State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Services section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Rochedale State High School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Rosedale State High School- Bullying response flowchart for teachers

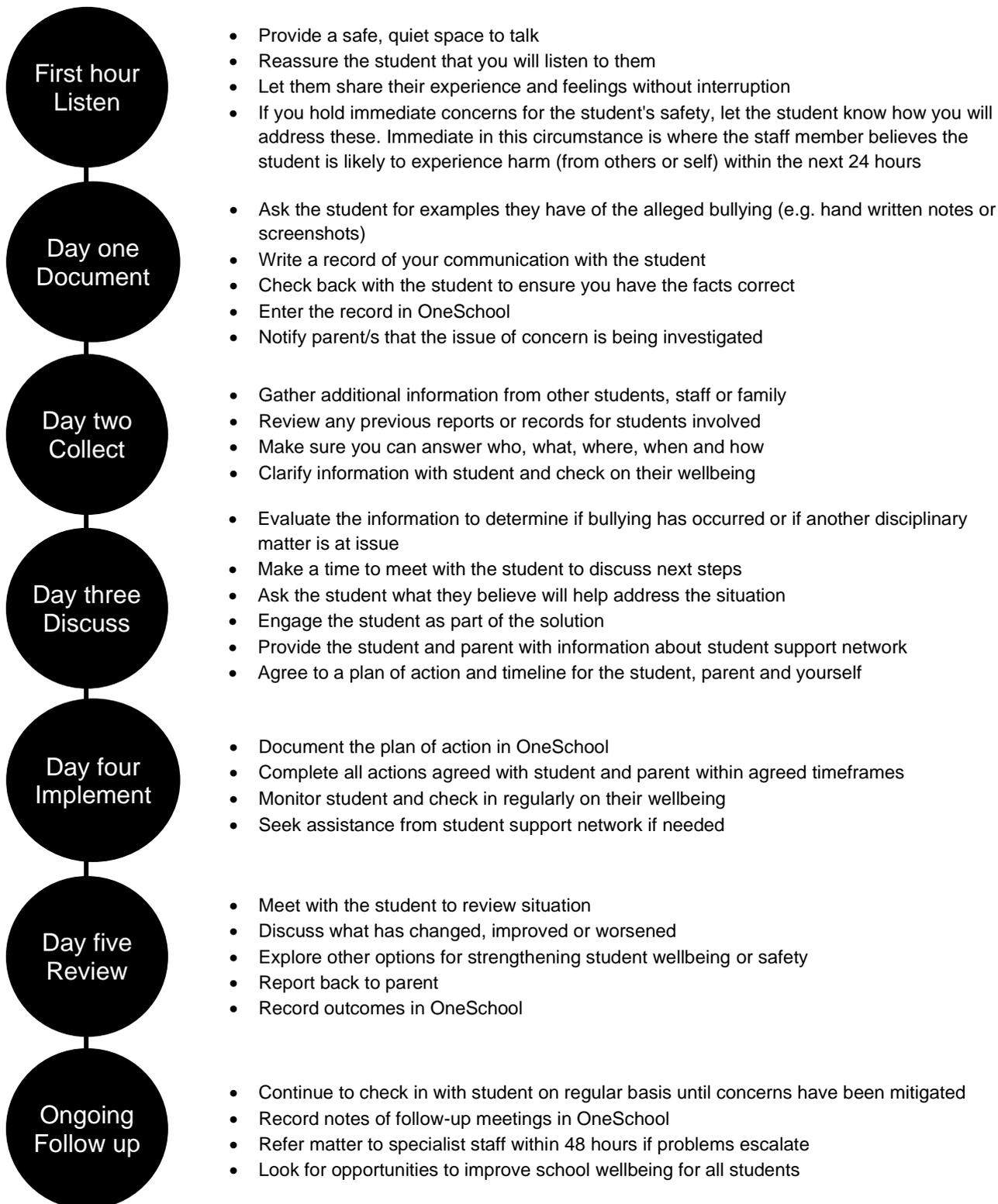
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Year 7 to Year 9 – Teacher, Dean of Students – Junior or Junior Secondary HOD

Year 10 to Year 12 – Teacher or Dean of Students – Senior or Senior Secondary HOD

All Year Levels – Student Services including Guidance Officer, School Chaplain



Cyberbullying

Cyberbullying is treated at Rochedale State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the form class teacher, Dean of Students or Student Services. There is also a dedicated senior leadership officer, Head of Department – Junior Secondary or Senior Secondary, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Rochedale State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Administration.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more [information about cybersafety](#), or for assistance with issues relating to online behaviour, contact the [team](#).

Rosedale State High School- Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

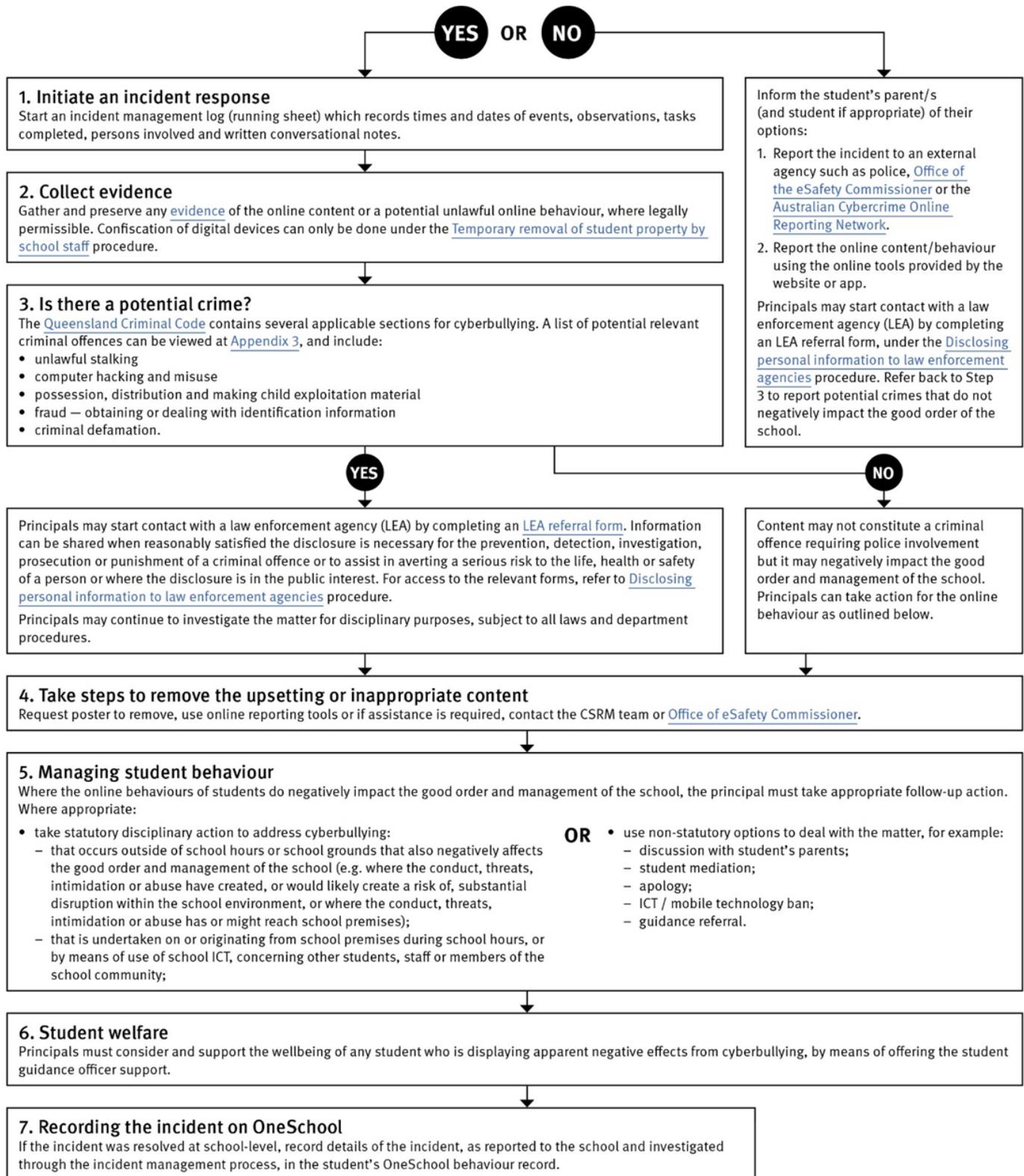
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?





ROCHEDALE STATE HIGH SCHOOL

BYOD & ICT RESPONSIBLE USE POLICY

The use of ICT devices and systems has been designed to help students keep up with the demands of the 21st century. Helping students become responsible digital citizens will enhance not only what we do in the classroom, but also give students skills and experiences that will prepare them for their future studies and career.

BYOD

“BYOD” stands for Bring Your Own Device. It is a program where students bring their privately owned laptop to school and connect it to the school’s network to access the Internet and school resources. The personally owned laptop must meet Rochedale State High School’s minimum specifications and have the capability to be connected to the Department of Education and Training’s (DET) information and communication (ICT) network for teaching and learning. All students and parents are required to sign the BYOD Charter and the eLearning Permission Form prior to connecting a personal device to the school network.

ICT Responsible Use Policy

Communication through internet and online communication services must also comply with the Responsible Behaviour Plan for Students available on the school website, and the Information Communication Technology Responsible Use Policy and Agreement, signed by parent/guardian and student upon enrolment.

The Queensland Department of Education, Training and Employment deems the following to be irresponsible use and behaviour by a student at school:

- Using the IT resources in an unlawful manner;
- Downloading, distributing or publishing offensive messages or pictures;
- Insulting, harassing or attacking others or using obscene or abusive language;
- Deliberately wasting printing and Internet resources;
- Damaging any electronic devices, printers or the network equipment;
- Committing plagiarism or violating copyright laws;
- Use unsupervised internet chat;
- Sending chain letters or Spam e-mails (junk mail);
- Accessing non departmental 3G/4G networks at school; and
- Knowingly downloading viruses or any other programs capable of breaching the department’s networks security.

In addition to this, Rochedale State High School states that:

- Users are responsible for the security, maintenance and integrity of their individually owned devices and their network accounts.
- Students must create a secure password to protect their school account. Under no circumstances should passwords be divulged to any other user on the system. If users have any reason to suspect that their account security may have been compromised or tampered with, it should be reported immediately to Technical Support.
- No obscene, inflammatory, racist, discriminatory or derogatory language should be used in electronic mail or any other form of network communication.
- Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people’s devices without their permission and without them present.
- Students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.

- Students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- Students need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution from agencies who enforce such copyright.
- The school will educate students regarding cyber bullying, safe Internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to behave in line with these safe practices.
- Any inappropriate material will be removed from personally owned devices before bringing the devices to school and such material will not be shared with other students.
- It is recommended that families are responsible for providing their own individual insurance on privately owned electronic devices, and to ensure their student always having a working device.
- Vandalism of equipment is unacceptable and will result in an immediate referral to the principal. (At the principal's discretion). This may result in a legal referral.

Misuse and Breaches of Responsible Use

Students should be aware that they are held responsible for their actions while using the Internet and online communication services. Students will be held responsible for any breaches caused by another person knowingly using their account to access internet and online communication services.

The school reserves the right to restrict/remove access of personally owned devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned devices may result in disciplinary action as per the school's Student Code of Conduct, which includes but is not limited to, the withdrawal of access to school supplied services and suspension or exclusion from the school.

Registering for Web-based Accounts

Rochedale State High School utilises a number of third-party web-based service providers to aid student learning. Registering with these providers sometimes requires student personal information to be disclosed to the provider of the service to register an account. Students should always restrict the amount of personal information they provide to third party service providers. All accounts should be created using the school-issued email address only.

Safety and Security

The student is responsible for taking care of and securing their personal device. The responsibility for loss or damage of a device at home, in transit or at school belongs to the student. A cloakroom is available at the T&R Room should students wish to store their device during practical subjects.

BYOD Student Expectations

Students participating in the BYOD program are expected to bring their device to school every day. If circumstances prevent this from happening, students need to bring a note from home in explanation. Students who forget their device should see the IT Office for a note of excusal.

Consequences for not bringing a device to school with no note of explanation are listed below:

- 3 or more reports = Warning letter sent home.
- 5 or more reports = Lunchtime detention.
- Classroom teachers may also set lunchtime detentions for repeated absence of a device without a note

NON-BYOD Students

Students not participating in the BYOD Program will access learning experiences through written activities. Computer access will be provided for assessment purposes where possible.



ROCHEDALE STATE HIGH SCHOOL

APPROPRIATE USE OF SOCIAL MEDIA POLICY

RATIONALE

The purpose of this policy is to set standards and guidelines of behaviour in the use of social media by students at Rochedale State High School. This policy also aims to promote positive relationships with all members of the school community. It should be read in conjunction with the Student Code of Conduct and the Personal Technology Devices Policy.

The internet, mobile phones and social media can be an effective social and educational tool when used correctly and appropriately. It is expected that students will uphold the expectations of Rochedale State High School in all social media exchanges and interactions. Students, whilst enrolled at the school, will not act in a way that damages the values and ethos of Rochedale State High School by bringing it into disrepute. Students will not use social media to act in a way that causes offence or harm to others. We expect our students to use social media in a respectful, courteous and responsible manner at all times, using appropriate and inoffensive content and language. Social media should not be used to insult, offend or misrepresent the school and its values.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system. This policy reflects the importance of students and parents at Rochedale State High School engaging in appropriate online behaviour.

Definition

For the purposes of this policy, the term *Social Media* includes all social networking or direct messaging sites such as Facebook, Instagram, SnapChat, TikTok, Fandom, Twitter, LinkedIn, Google+, YouTube, Discord, MSN, blogs, forums, gaming, bookmarking and includes all email and mobile devices. Note that the list is not exhaustive and the Policy is designed to cover all social network or direct messaging sites, including those developed in the future.

TEXT COMMUNICATION AND SOCIAL MEDIA

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.

It can involve an individual or a group misusing their power over one or more persons.

“Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.”

The Alannah and Madeline Foundation: Bullying Hurts

Reputations of students, teachers, schools, principals and even parents/caregivers can be permanently damaged - and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Parents/Caregivers and students should be aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really needs to know. Before you post THINK is it True? Helpful? Relevant? Necessary? Kind?
- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- Social media sites and apps are designed to share online content widely and rapidly. Once a user places information and/or pictures online, they have little to no control over how that content is or could be used. Even if a user thinks that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.
- Avoiding, provoking or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Rather than responding, address cyberbullying concerns using the online reporting tools, and seek support from an adult.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

If you have raised an issue with the school, or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online, which involves the school, hinders a student's learning and/or affects the school community at large, contact the school principal.

RESPONSIBILITIES

Students should

- Respect the rights and confidentiality of others
- Use social media safely, ethically and responsibly at all times
- Encourage parents/caregivers to work in partnership to address this issue
- Use technology responsibly for learning, following all class teacher directions

Students should not

- Bully, intimidate, abuse, harass, threaten or cause harm to others
- Make defamatory comments
- Use offensive, threatening language or personal abuse towards each other or members of the school community
- Post content that is considered disrespectful, hateful, threatening, pornographic or incites conflict against others
- Impersonate or falsely represent another person. This includes accessing another person's social media account through the shared use of a password.
- Harm the reputation of Rochedale State High School and those within its community
- Film, photograph or record members of Rochedale State High School community without permission; or distribute this material on any social network site or through any direct messaging system without consent.
- Share, use or store film, photographs, recordings, screen shots or similar, without permission of members of the community. To do so is in breach of the Invasion of Privacy Act 1971. More details regarding the inappropriate use of technology to record, film and photograph without permission can be found in the Personal Technology Devices Policy.

Parents and caregivers should

- Ensure their student follows the school's Personal Technology Devices Policy and Appropriate use of Social Media Policy

- Assist the school by monitoring problematic online and social media behaviour by students
- Talk to their students about being a courteous, respectful and safe user of social media

Rochedale State High School will

- Inform parents/caregivers of the school's Personal Technology Devices Policy and Appropriate use of Social Media Policy
- Maintain a high level of digital security on the school network
- Promote safe and responsible digital and online behaviour
- Monitor student use of digital technology at school and in class
- Ensure that staff adhere and support the Appropriate Use of Social Media Policy.

POSSIBLE CIVIL OR CRIMINAL RAMIFICATIONS OF ONLINE COMMENTARY

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

Recording Private Conversations and the Invasion of Privacy Act 1971 (Qld)

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.

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.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. Potential relevant criminal offences are:

- using a carriage service to make a threat to kill or to cause serious harm to another person.
- using a carriage service to menace, harass or cause offence to another person.
- using a carriage service for child pornography material or child abuse material
- using a carriage service to promote methods for suicide or counsel another to commit suicide.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- unlawful stalking.
- computer hacking and misuse.
- possession, distribution and making child exploitation material.
- fraud - obtaining or dealing with identification information
- criminal defamation.

There are significant penalties for these offences.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding;
- take a screen capture or print a copy of the concerning online content;
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns;
- block the offending user; and/or
- report the content to the social media provider.

INAPPROPRIATE BEHAVIOUR USING SOCIAL MEDIA OUTSIDE SCHOOL HOURS

If inappropriate online behaviour impacts on the good order and management of Rochedale State High School or the students enrolled at Rochedale State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Rochedale State High School will not become involved (in regards to disciplinary action) in concerns of cyber-bullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where online conflict occurs between a student of the school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve. However, the school will assist in supporting the student and family to maintain their education and possible resolution to the incident.

Rochedale State High School expects its students to engage in positive online behaviours.

BREACH OF SOCIAL MEDIA POLICY

A breach of the Appropriate Use of Social Media Policy may also involve a breach of other school policies and procedures, and should be read in conjunction with the following:

- Student Code of Conduct
- Preventing and Responding to Bullying Policy
- Personal Technology Devices Policy

A breach of this policy will be considered by the Principal, or Principal's delegate, and will be dealt with on a case-by-case basis. Cyber Safety is paramount at Rochedale State High School and all reports of cyberbullying and other technology misuses will be investigated fully and may result in a notification to the Queensland Police Service where the school is obliged to do so.

A breach of Policy may result in, but is not limited to:

- the loss of technology privileges
- detention or withdrawal from class(es)
- suspension or exclusion from Rochedale State High School

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/caregivers will be advised to contact the Queensland Police Service directly.



ROCHEDALE STATE HIGH SCHOOL

SCHOOL UNIFORM POLICY

Parents/Caregivers and members of our school community have consistently and strongly supported the enforcing of a dress code for students. Our school is a professional working and learning environment and the dress reflects our high standards for presentation and compliments our high expectations for work and behaviour. The capacity for state schools such as ours to enforce a Dress Code is contained in the *Education (General Provisions) Act of 2006*. Consequences for non-compliance can be applied however, it is our desire to work with parents and caregivers to support them to have students meet expectations.

Rochedale State High School expects high standards with regard to dress, with an emphasis on the importance of personal and school pride. Students are expected to wear formal uniform at all times unless they have sports/HPE, or as directed by their teacher.

Details of the uniform are set out below. Students MUST wear full formal uniform at the following times:

- Weekly full school Assemblies, Assemblies for special events, Public Events and Ceremonies (including Graduation and Awards ceremonies);
- Excursions (except where variations are approved);
- Activities in which students represent the school (except sports activities).

FEMALE FORMAL UNIFORM		MALE FORMAL UNIFORM	
<ul style="list-style-type: none"> • Navy Blue Skirt - Straight skirt/three knife pleat (below the knee length) OR Midford navy shorts OR Midford navy long pants (by special order only) • Junior Blouse (Yr7-9) – school crest on pocket, blue trim, blue tie • Senior Blouse (Yr10-12) - school crest on pocket, red trim, red tie • No visible undershirts to be worn. A long-sleeved blouse available by order. • Optional - Navy hijab (sold by school) • Plain White Socks. No anklets. (approx. 10cm) • Black Coloured Stockings in Winter 		<ul style="list-style-type: none"> • Tailored/Belted college grey shorts/trousers • Junior Shirt (Yr7-9) – school crest on pocket and blue trim • Senior Shirt (Yr10-12)– school crest on pocket and red trim • No visible undershirts to be worn • Plain White Socks. No anklets. (approx. 10cm) • Tie (red) with school crest compulsory for Year 10, 11 and 12 students 	
WINTER UNIFORM	SPORTS UNIFORM	SHOES	
<ul style="list-style-type: none"> • Navy Blue jumper, Navy Blue cardigan or Red/Blue trackjacket with school crest • Yr 12 students can wear their OWN Senior Jersey • Long, grey trousers / Midford navy pants • School scarf (purchased from Uniform Shop) • Navy taslon pants (with RSHS trim) – can be worn with sporting or formal shirt/blouse and must be worn as purchased ie NOT with legs rolled up • Signature program jackets CANNOT be worn as part of the regular winter uniform. 	<ul style="list-style-type: none"> • Navy blue bermuda / basketball style shorts with RSHS trim • Polo shirt with school crest • Plain White Socks (Crew - approx. 10cm in length) • NO Anklet socks 	Plain Black (only black) leather college polishable formal shoes with black lace ups only OR plain black (only black) leather polishable joggers with black lace-ups only. Shoes MUST not cover any part of the ankle. NOTE: Canvas, mesh, suede, ballet, Velcro, slip-on, dolly, hi-top, boots, mid-top, multi-colour and zippered shoes are NOT acceptable.	
HAIR	HAT	JEWELLERY	
<ul style="list-style-type: none"> • Hairstyles should be suitable for a respectful school environment to maintain a positive tone with a primary focus centred on learning • Hair must be kept off the face and long hair (longer than their collar) must be tied back. • Hair should be neat, clean, and of a natural colour • Hair should not be dyed in colours or excessively styled that bring attention to the student (including but not limited to streaks, bright or unnatural colours, logos/symbols/shapes) • Hair ribbons/ties/scrunchies must be nude / neutral colour or school colour (red or blue) • Boys are to be clean shaven • A navy coloured hijab can be worn for cultural reasons (purchased from school) 	Students can only wear regulation school bucket hat with the Rochedale SHS crest embroidery, and no other hat can be worn at school and to/from school. When participating in outdoor activities, students must wear the school hat. However, when participating in outdoor activities that require movement where the hat may fall off or it is unsafe to wear a hat, staff may allow students to remove their hat and 30+ broad spectrum sunscreen is to be applied. Wearing the school hat is compulsory for Health and Physical Education classes, on the oval, outdoor sporting activities, on the farm, excursions and for inter school sporting activities. Wearing the school hat is recommended around the playground and during recess.	<ul style="list-style-type: none"> • Acceptable jewellery items include: <ul style="list-style-type: none"> - School Badge(s) - A watch - Two pairs of small studs (4mm max) or sleeper earrings (10mm max) at the bottom lobe of the ear only – ALL other ear piercings MUST be taken out. - Medic alert bracelets/Medic alert necklaces (inside shirt) • NO plugs, stretchers or extenders. • NO long or dangling earrings. • NO other visible piercings including facial piercings or in the upper lobe of the ears • Clear studs CANNOT be worn in place of facial or upper ear lobe piercings. • Covered piercings are NOT acceptable. • Necklaces, bracelets, anklets, rings, multiple earrings or body piercings must NOT be worn. 	
MAKE-UP	IMPORTANT POINTS TO NOTE		
Make-up is not part of the school uniform and must not be worn. This includes any forms of artificial colouring added to the face, eyes or nails. NO FALSE EYELASHES OR FALSE NAILS NO VISIBLE TATTOOS Note: Students are encouraged to make use of clear or colourless sun protection products at all times.	<ul style="list-style-type: none"> • Mixing and matching of formal and sports uniforms IS NOT acceptable. • School Jerseys (Senior School) must be worn with a school shirt underneath and must not be lent out to any other student. • Signature Program uniforms CANNOT be worn as part of the regular school uniform. They can only be worn for signature program events (eg RAS, APEX, Agriculture, STEM) • ONLY students in currently enrolled in Signature Program can wear the Signature Program uniform. • The uniform policy applies at all times when the uniform is worn, eg. In public places after school hours, and when travelling to/from school. • Any variations to the uniform policy must have prior approval from the Principal. • The Uniform Policy is also designed to meet appropriate workplace and safety guidelines. • Failure to comply to comply with the uniform regulations will result in contact with home, detention and/or withdrawal from classes until compliance is achieved as per the Student Code of Conduct. • Persistent failure to comply is considered as wilful disobedience in regards to the Student Code of Conduct. 		
SCHOOL BAG			
<ul style="list-style-type: none"> • School bags CAN only be a backpack or dedicated laptop messenger bag. • School bag must be capable of carrying BYOD laptop and learning materials. • Must be suitable in appearance for the school environment (eg no slang, inappropriate images) • Strongly encouraged to use an accredited bag for back health. 			

Students are expected to wear the uniform without variation.

All uniform items (excluding accessories and footwear/socks) are to be purchased from the Uniform Shop

Uniforms can be purchased from the School Uniform Shop, which is open on Monday to Friday mornings from 8.00am to 10.40am.

Extended hours are offered at other times eg. beginning of year. Phone: 3535 9500 or email customerservice@umspl.com.au

APPROPRIATE STUDENT FOOTWEAR

For reasons of work place health and safety requirements, whilst in attendance at school, students are required to wear closed in shoes with non-pervious uppers. i.e. shoes that enclose the entire foot and are made of either leather, vinyl or other impervious material.

This means the shoes CANNOT be:

- Shoes with canvas or mesh uppers;
- Shoes that do not cover the bridge (top) of the foot; i.e. open ballet type shoes;
- Shoes without enclosed heels.

Students in breach of this requirement are placing their safety at risk. In the interests of student safety, students with footwear that does not meet Workplace Health and Safety requirements will not be able to participate in practical classes in Science, Home Economics, Industrial Design and Technology, Health and Physical Education, Visual Art, Performing Arts, Agriculture and Sport. Students will be required to complete their learning in an alternate setting (eg Administration building).

If a student has an injury or medical condition that requires them to not be able to adhere to the uniform policy in regards to footwear, their re-entry into the classroom MUST BE negotiated with their year level Deputy Principal. This must be done PRIOR to re-entry to classes. Appropriate documentation from medical practitioner must be provided as well.

When purchasing school shoes, please ensure that:

- The black, polishable leather/vinyl shoe encloses the entire foot;
- The upper is made of leather/vinyl;
- The shoe is polishable (it cannot be suede).
- The shoe has black laces
- The shoe does not cover any part of the ankle (eg gym boots, boots, hi-top or mid-top are not acceptable)

It should also be noted that:

- Plain black polishable shoes are to be worn with the formal uniform and sports uniform;
- Brightly coloured sports shoes do not meet uniform expectations;
- Inappropriately coloured laces do not meet uniform expectations;
- Canvas, mesh, suede, ballet, Velcro, slip-on, multi-colour and zippered shoes are not acceptable.

Plain Black Joggers (Impervious Upper) are to be worn with both the formal and the sports uniform.



ROCHEDALE STATE HIGH SCHOOL

FORMAL UNIFORM FOOTWEAR POLICY/GUIDELINES



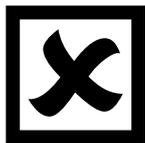
Plain Black leather lace up shoe (low cut) with plain white sport sock (crew length)



X Shoes that cover the ankle
Eg Boots, Hi-top or Mid-top



X Canvas or suede shoes – lace up or slip on



X Anklet socks



X Open top ballet style shoes



X Black shoes with white stripes or patterns on upper or outer sole



X Shoes with mesh uppers



Note: Canvas or mesh shoes and/or ankle socks may **not** be worn with sports uniform.