



ROCHEDALE STATE HIGH SCHOOL

Performers for every stage expressing talents in every field



PROSPECTUS

FOREWORD

Principal's welcome

It gives me great pleasure to write the opening comments for our Prospectus. Although our school is quite close to Brisbane's CBD, until recently it has remained isolated as a semi-rural pocket. Rochedale State High School is now growing quickly. The historical isolation has contributed uniquely to the nurturing and development of a very strong sense of community. This quality is appealing and families are attracted to it.

Any visitor to the school will comment on the school's purposeful tone, respectful relationships, well behaved students and a synergy where all stakeholders are working towards a common goal. Standards are high. Academic excellence is embraced. We promote the school vision of preparing our students to "Perform for Every Stage". Whether it be academic, vocational education, the arts, agriculture or acclaimed sporting achievements, there are diverse options for students to ensure their future pathway has a solid foundation. Enjoy learning about our school.

"Destiny is not a matter of chance; it is a matter of choice"

Elena Itsikson
Principal

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

•Growth •Grit •Gratitude

MASCOT

Rhino

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LOCATION

Rochedale State High School has a student population of 1600 and is conveniently located on the southern boundary of Brisbane City with direct access to the city via the Eight Mile Plains Bus Exchange on the South East Busway which is located approximately one kilometre from the school.

Rochedale is a unique suburb being so close to the city centre, having a small population and being a small piece of the country with its farms, hatchery and nurseries, right on the city's doorstep. It is easily accessible to both the South-East Freeway and Gateway Motorways. There is a newly opened Coles Shopping Centre in the suburb.

The area takes its name from the Roche family, who emigrated from Ireland to Australia in 1860 and settled in the region. The family built a homestead they called Rochedale in 1868.

The population was minimal until the early 1900s, when many market gardens were established.

After World War 1, the land was no longer used for vineyards but for small crops, pineapples, tomatoes, peas and beans. Underground bores were used for irrigation and the produce taken to the Roma Street markets. Eventually, the Roche family began grazing dairy cattle on their land and started the area's first milk run delivering milk to the whole Rochedale area. In the 1920's land was sold for around two pounds an acre. Chokos were grown in the area and so many were grown the area was known as the "Home of the Choko".

From 2009, Rochedale began to experience growth and in the course of 15-20 years, the population will grow from 1,200 residents to over 17,000. This is due to 'The Rochedale Urban Community Development' where bush and farm lands have been approved by the Brisbane City Council to be turned into housing estates.





Rochedale State High School - Strategic School Plan (2020 -2023)

Our Vision

Performers for every stage expressing talents in every field.

Our Mission

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School Motto

Integrity and Achievement

Our Values

• Participation • Openness • Integrity • Success • Equality

Our Challenge

- As the school grows, maintain the positive and dynamic school learning culture that values high expectations of student achievement and wellbeing
- Develop a narrow and sharp improvement agenda to enhance a school-wide understanding of and commitment to identified priorities and targets
- Implement clear and robust processes to monitor, measure and quality assure improvement elements
- Build the instructional leadership capabilities of the leadership team
- Develop quality assurance processes to ensure ongoing momentum and value within the improvement agenda strategy to improve the academic performance of the full range of students
- Implement a whole school strategy to lift the academic performance of the high achieving students

How will we achieve our goals (2020 – 2023)

1. Enhance the rigorous performance culture

STRATEGY:

There is a commitment to developing a rigorous performance culture by fostering inclusive and challenging opportunities for all students to reach their potential. This will be achieved by maintaining effective practices and further development of data analysis, pathway opportunities, and the alignment of teaching, assessing and reporting.

EVIDENCED BY:

- An embedded use of the inquiry cycle for improving student outcomes at the classroom and management levels
- Regular analysis of student data to monitor progress and prompt intervention
- Identification of realistic and actionable plans for student improvement
- A consistent student-centred assessment and feedback culture
- A deep understanding of the new senior assessment and tertiary entrance procedures and processes
- A clear line of sight for the development of students' cognition across year levels
- Differentiated teaching and learning to accommodate the needs of groups and individuals
- Clear and robust processes to monitor, measure and quality assure teaching and learning

3. Develop stakeholder resilience

STRATEGY:

Develop and implement clear structures, programs and processes that provide all stakeholders (students, staff and school community) with skills to successfully navigate school life.

EVIDENCED BY:

- The use of the inquiry cycle to build on current practices to ensure school-wide consistency in regards to well-being and social/emotional learning programs
- A strong sense of community
- Implementation of a quality wellbeing framework for students
- A wrap-around approach for students involving parents, school support services, health professionals and others (Student Learning & Wellbeing Framework)
- A formalised mentoring program involving students, teachers and parents
- Effective processes of monitoring students' attendance, behaviour, retention and attainment
- A successful sub-school structure to support the diverse needs of students
- Strong, innovative and strategic partnerships exist with high levels of community involvement
- Implementation of the Parent and Community Engagement Framework

2. Develop Staff Efficacy

STRATEGY:

All staff commit to developing their effectiveness and ability to positively affect students by using innovative, research-based practices

EVIDENCED BY:

- A systematic approach to collaborative inquiry-based professional learning, coaching, mentoring and feedback, to improve teaching practice
- Development and demonstration of effective pedagogical practices that improve engagement, lift student results and wellbeing.
- A deep understanding of compulsory curriculums and the requirements of assessment and reporting.
- Competent digital pedagogies and differentiated practices are evident in classrooms
- Ongoing professional development that is relevant to the needs of the individual and the school's priorities
- Consistent application of the school wide pedagogical framework
- Student achievement and engagement is progressed by improving teachers' professional knowledge, practices and engagement in line with the Australian Professional Standards for Teachers.

(Every year the school develops an Annual Implementation Plan with key targets, elements of which are drawn from the Strategic School Plan)

GENERAL SCHOOL INFORMATION

Principal
Deputy Principal – Senior
Deputy Principal – Senior
Deputy Principal – Junior
Deputy Principal – Junior
Business Manager
International Student Coordinator

Elena Itsikson
Nathan Smith
Ben Luthe
John Baxter
Graham Ritchie
Donna Bower
Karen Luo

Address	249 Priestdale Road, ROCHEDALE QLD 4123
Postal Address	P O Box 3340, LOGAN CITY DC 4114
Phone Number	07 3340 0400
Fax Number	07 3340 0444
Email	info@rochedaleshs.eq.edu.au
Website	www.rochedaleshs.eq.edu.au

HEAD OF DEPARTMENT

HOD English (Senior)
HOD Literacy / English (Junior)
HOD Mathematics (Senior)
HOD Mathematics (Junior)
HOD Science
HOD HPE
HOD Humanities
HOD Inclusive Education
HOD Junior Secondary
HOD Senior Secondary
HOD Data & Performance / Business
HOD Arts
HOD Industrial Design & Technology
HOD IT / STEM
HOD Student Well Being
HOD eLearning

Wendy Mackay
Emily Smith
Tracey Rowland
Cassie Day
Anna Albert
Cory Thompson
Allen Bennett
Rowena Condoleon
David Crase
Ben Luthe
Kate Flanagan
Elsa Hearn
Rob Evans
Phil Monsour
Jason Reeves
Charlotte Winter

SUPPORT PERSONNEL

Guidance Officer (Year 7, 8 & 9)
Guidance Officer (Year 10, 11 & 12)
Guidance Officer (Year 7 & 12)
Chaplain (Mon, Wed, Thurs, Fri)
Youth Health Nurse (Thurs, Fri)
Industry Liaison Officer
Indigenous Support Coordinator
Indigenous Support Teacher Aide

Kim Linaker
Leanne McBrien
Robert Miller
Emmalea Lingard
Diane Waldron
Robyn Bradford
Rowena Condoleon
Darren Wright

CURRICULUM

Rosedale State High School offers a challenging, balanced curriculum that emphasises the academic and social development of students and caters for the diversity of their needs.

In years 7, 8 and 9 students study English, Mathematics, Science, Humanities and Health & Physical Education as core subjects and select from a range of technology, language and arts electives. Year 7 and 8 study all the electives as a rotation.

In year 10, students prepare for senior by selecting senior predatory subjects. Science, Mathematics and English are core subjects.

In years 11 and 12 students choose from a wide selection of General and Applied Registered Subjects. This diversity of curriculum offerings ensures that the tertiary, social and vocational needs of all students are met.

YEAR 11 and 12

General Subjects (contribute to an ATAR)

- | | | |
|---|----------------------------------|--------------------------|
| • Aboriginal & Torres Strait Islander Studies | • Digital Solutions | • Legal Studies |
| • Accounting | • Drama | • Mathematical Methods |
| • Ancient History | • Economics | • Modern History |
| • Biology | • English | • Music |
| • Business | • Film, Television and New Media | • Physical Education |
| • Chinese | • Geography | • Physics |
| • Chemistry | • General Mathematics | • Specialist Mathematics |
| • Dance | • Health | • Visual Art |
| • Design | | |

Applied Subjects (non ATAR)

- | | | |
|-------------------------|---|--------------------------------|
| • Aquatic Practices | • Essential English | • Short Course in Literacy |
| • Business Studies | • Functional English, Maths (As required by QCIA student) | • Short Course in Numeracy |
| • Dance in Practice | • Furnishing Skills | • Social and Community Studies |
| • Drama in Practice | • Industrial Graphics Skills / Industrial Skills - Automotive | • Sport and Recreation |
| • Early Childhood | • Media Arts in Practice | • Tourism |
| • Essential Mathematics | • Music in Practice | • Visual Arts in Practice |

VET – Vocational Education and Training Certificates

- | | | |
|---------------------------------------|----------------------------|------------------------------------|
| • Certificate I Construction | • Certificate III Business | • Certificate III Rural Operations |
| • Certificate II Engineering Pathways | • Certificate III Fitness | • Diploma of Business |
| • Certificate II Hospitality | | |

Other

- | | | |
|--|--|------------------|
| • Individual Development Program (IDP) | • School Base Traineeships / Apprenticeships | • TAFE at School |
| • Other External Programs | • Sport | |

YEAR 10

Core Subjects

- English / Essential English
- Science / Essential Science / Extension Science
- Mathematics / Essential Mathematics / Mathematics Extension

Elective Subjects

- Agricultural Science
- Drama
- Information and Communication Technologies
- Applied Business Studies
- Early Childhood Studies
- Metal Trade Pathways
- Applied Humanities
- Economics and Legal Studies
- Music
- Business and Accounting Studies
- Film and Media Technologies
- Sport and Recreation
- Chinese
- Geography
- Timber Trade Pathways
- Dance
- Health and Physical Education
- Visual Art
- Design Pathways
- History
- Automotive Pathways
- Digital Technologies
- Hospitality

Other

- Individual Development Program (IDP)
- Sport

YEAR 9

Core Subjects

- English
- History or Geography
- Science
- Health and Physical Education
- Mathematics

Elective Subjects

- Agricultural Science
- Drama
- Music
- Chinese
- Economics & Business
- Timber Trade Skills
- Dance
- Film and Digital Media
- Visual Art
- Design and Technology
- Food Studies
- Unmanned Aerial Vehicles (UAV)
- Digital Technologies
- Metal Trade Skills

Other

- Individual Development Program (IDP)
- Sport

Signature Programs (by Application)

- APEX
- RAS
- STEM

YEAR 7 and 8

Core Subjects

- Chinese
- Health and Physical Education
- Maths
- English
- History (Semester 2)
- Science
- Geography (Semester 1)
- Humanities

Elective Subjects (compulsory - studied in rotation throughout the year)

- Dance
- Drama
- Music
- Media Studies
- Food Studies /
- Visual Art
- Digital Technologies
- UAV
- Industrial Design & Technology (Year 8)
- Agricultural Practices

Other

- Individual Development Program (IDP)
- Sport
- Corrective Reading

Signature Programs (by Application)

- APEX
- RAS
- STEM

eLEARNING

Rosedale State High School harnesses the engaging power of a variety of digital technologies to enhance the efficiency and effectiveness of teaching and learning. We take a blended approach to curriculum delivery, incorporating both face-to-face and digital resources to achieve our learning goals. All students are provided access to online textbooks and teachers incorporate a diverse selection of web-based resources to share content, create engaging learning activities, provide opportunities to apply learning in creative ways, check progress and understanding, and provide feedback. Our world is becoming increasingly digital and technology is an essential part of life, work and study for our students. We believe that part of our job is ensuring our students are ready for their digital futures and we achieve this goal through our ongoing commitment to eLearning.

DISTINCTIVE PROGRAMS

SUB SCHOOLS

The school is divided into 2 sub schools – Junior Secondary and Senior Secondary. Both schools are managed by two Deputy Principals, a Head of Department and Dean of Students.

JUNIOR SECONDARY

Junior Secondary (Years 7 - 9) recognizes the unique developmental needs of early adolescents (cognitive, social, emotional, physical) and the school is committed to the seamless transition of students from primary school into engaging and supportive Junior Secondary school classrooms that optimise student learning at every opportunity.

Rosedale State High School responds to this unique stage of development by providing a Junior Secondary approach. This includes:

- A Junior Secondary curriculum, underpinned by the 'Six Pillars of Junior Secondary', designed to provide students with the opportunity to experience a wide range of subjects in a caring and supportive environment, while meeting the requirements of the Australian Curriculum
- A learner-centred approach whereby coherent curriculum is focused on identified needs, interests and concerns of students, and with an emphasis on self-directed and co-constructed learning
- Collaboratively organised teams of teachers who know and understand their students very well, employ powerful pedagogical strategies to challenge and extend students within a supportive school environment
- Ethically aware practices of justice, care, respect and concern for the needs of others as reflected in every-day practice of students, teachers and administrators

SENIOR SECONDARY

A variety of learning opportunities are offered in the Senior Phase of learning. The curriculum offerings are designed to align to the school's vision of 'performers for every stage expressing talents in every field'.

The Senior Subject Guide supports students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all curriculum offerings.

The SET Planning process in Year 10 (Term 3), assists students to set clear and realistic personal goals for Senior. This process engages the student, parent and a school representative in a thoughtful discussion and planning process for senior studies. If students are realistic, select study options that reflect their strength, study their prerequisites for future courses, they are setting themselves up for success.

Monitoring of Senior students' commitment to their learning and achievement is an integral role of the Senior Secondary team. Interviews are held regularly with students and parents for support, intervention and encouragement.

When students re-enrol into the post compulsory phase of learning (year 11 and 12), the expectation is that students have a high attendance rate and complete all their assessment items promptly.

INFORMATION TECHNOLOGY

BYOD

Our School is a Bring Your Own Device School and the school's eLearning focus requires students to bring their device every day. Students bring their privately owned laptop to school and connect it to the school's network to access the Internet and school resources. Rosedale State High is committed to providing a computer network and facilities to support the

BYOD program. Our goal is to ensure that we provide students with the opportunity to be effective digital learners who are confident, creative and productive in an increasingly digital world. The IT Support Department assists students to manage their device and access to the Education Queensland network. An equity program provides access to computer resources for students unable to participate in our Bring Your Own Device program for hardship reasons.

INCLUSIVE LEARNING CENTRE (ILC)

The **Inclusive Learning Centre (ILC)** provides learning support for students identified as having a disability which is defined under the *Disability Discrimination Act*. Students with a disability are identified through a range of processes and/or documentation that may include the following:

- Parent/guardian disclosure with supported evidence
- Medical specialist assessments
- General Practitioner reports
- Guidance Officer reports and assessments
- Diagnostic testing

The Head of Inclusive Education, the ILC teachers and the ILC teacher aides work with all staff across the school in all year levels, providing instruction and support for students, across a range of contexts and settings:

- Additional in-class Teacher Aide support
- Individualised differentiation to access the curriculum
- Adjustment to assessment tasks
- Alternative programs
- Scheduled tutorials
- Study Groups

ENGLISH FOUNDATION PROGRAM

The purpose of the Foundation English Program (Years 7-9) is to focus on enhancing students' language and literacy skills. In addition, there is a strong focus on improving students' reading comprehension. Diagnostic testing helps to inform the literacy-based lessons focusing on spelling, language conventions and reading. The teaching of these skills is embedded in all curriculum lessons. In Year 7, students participate in Corrective Reading. This program has been in place for a number of years at Rochedale SHS and has proven to have great benefits in teaching foundation skills and fluency of reading.

Classes are supported by a teacher aide and speech language therapist. This allows for greater differentiation opportunities and individualised learning.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

The Aboriginal and Torres Strait Islander students at Rochedale SHS are supported by the IDEAS team. They participate in several programs and events during the year. Some of the programs include: Deadly Choices, AIME Mentoring Program, Solid Pathways attend different events during the year including events run by universities and job expos and support for obtaining QATSIF Scholarships for senior students. The Aboriginal and Torres Strait Islander students also participate in activities for NAIDOC week and other important Indigenous events. Meetings with all Indigenous students all held into build rapport and provide inclusive support.

SIGNATURE PROGRAMS

APEX – Arts Performance Excellence Program

The Arts have a high profile at school and in the wider community. We nurture the talents of individual students both within the curriculum and through co-curricular activities. Our vibrant APEX program involves students in art exhibitions, cultural presentations, competitions such as Shake Fest, eisteddfods, musicals, Creative Generation and concerts. These provide students with 'real-life' performance opportunities where students hone their talents through rehearsal either in ensembles or as soloists. All staff focus on building experiences in the classroom that are extended on during out of school rehearsals and performances.

Students are able to study and specialise in a range of strands in the junior and senior school. The school offers: Vocal, Brass, Woodwind, Percussion and Strings in Music. Visual Art, Dance and Drama are also specialisation programs in the school. Rochedale State High School APEX students are recognised for their artistic and academic excellence at local, state and national level.

RAS – Rochedale Academy of Sport

Rochedale Academy of Sport has development programs in Volleyball, Touch Football, Basketball and Netball through which students participate in invitational state, national and international competitions.

Rochedale State High School is part of South District and competes in a variety of sports in the inter-school competition. Rochedale State High School enjoys a prominent profile in the South District cluster of Metropolitan East regional sport. We compete at an interschool level in: Touch Football, Basketball, Volleyball, Futsal, Team Handball, Mod Cross and Cricket

(summer). Rugby League, Football Futsal, Australian Football League, Basketball, Ultimate disc, Touch Rugby League, Rugby 7s, Netball and Volleyball (winter).

We excel in many of these sports and have a long list of individual champions, a number of quality indoor and outdoor playing facilities and successfully participate in an extensive range of statewide school sporting competitions.

STEM

The Rochedale STEM Program is an innovative, challenging and inspiring learning experience for those students who excel, specifically in the areas of Science, Technology, Engineering and Mathematics (STEM). This program will provide pathways for students to access leading universities and make connections with local government and industry partners. We are focusing on preparing students for STEM related careers that require critical thinking, problem solving, communication, collaboration, information management, effective use of technology, career and life skills and cultural awareness, all of which lead toward 21st century skills.

Rochedale currently offers a wide range of opportunities for students of all ages to participate and extend themselves. The STEM excellence program is skills based and content rich, whereby students apply processes of working technologically, working mathematically and working scientifically. The STEM excellence program offers extension experiences through custom challenges that focus on real world problems, beyond the scope of their current year level. STEM further encourages students to engage in activities through competitions and excursions.

Students across all year levels are offered many opportunities including The Griffith STEM Ambassadors program, STEM CUP, The Science and Engineering Challenge, Girls in Engineering, Pop up Science, STEM Horizons, Opti-Minds and STEM trivia events.

STEM education at RSHS is potentially a passport for the future. Students are empowered to negotiate and challenge with high expectations. They are challenged with integrated and disciplinary curricula ensuring academic rigour. STEM is the pathway to develop 21st century skills.

INTERNATIONAL SCHOOL'S PROGRAM

Rochedale State High School has an Accredited Level II status with Education Queensland International, hosting international students since 2001. During that time over 200 students from China, Korea, Hong Kong, Cambodia, Taiwan, India, Italy, Vietnam, Mauritius, Japan,

Fiji, Finland, America, Germany and Brazil have enrolled.

For the students of Rochedale State High School, it has become a part of everyday schooling to welcome international students into their classrooms and friendship groups. It has also allowed the students to obtain an understanding as to how different societies and cultures function in what is now a global society. It is the aim of international students to immerse themselves into the Australian way of life. Many of these students stay with us from three months to four years.

TRADE TRAINING CENTRE – (Funded by the Federal Government)

The Rochedale/Springwood Engineering Trade Skills Academy, delivered under the Federal Government's Trade Training in School's program, opens pathways into the world of work for the current and future students of Rochedale State High School. The 1.5 million dollar facility offers both traditional and state of the art computer controlled training equipment, and when linked with our highly skilled and dedicated staff, strong industry links including CVIAQ, Formula Student ensures that your child will gain the knowledge and skills to live and work in an advancing technological society.

In 2011 the Rochedale/Springwood Engineering Trade Skills Academy was named Engineering Training School of the Year by Manufacturing Skills Queensland.

PATHWAYS

In the senior phase of learning Rochedale SHS offers two distinct pathways. The RED Pathway provides an opportunity for students to achieve an ATAR that can allow direct application for University entrance through QTAC. The RED pathways is designed to ensure that students are maximising their potential ATAR score, through continuous academic analysis, monitoring and coaching. The BLUE pathway is more flexible and provides students with a wide range of post schooling options, but still may include alternative university admissions. Many students on the BLUE pathway undertake external, "Tafe at School", School Based Traineeships, School Based Apprentices, and other certificate offerings from private registered training organisations. Students on the BLUE pathway also have access to our own certificate subjects and partnership subjects delivered in our industry standard facilities including the on site Trade Training Centre and our working farm. For more information about our senior pathways please visit the senior curriculum section of our website.

STUDENT LEADERSHIP

Leadership opportunities are provided to a broad base of students and link to areas of student interest. These include:

- School Captains
- Academic Captains
- Cultural Captains
- Sports Captains
- Agriculture Leader
- Arts Leaders
- Spirit Leader
- Aboriginal and Torres Strait Islander Leader
- Student Council Executive
- Peer Mentors
- Junior Leadership Committee
- Year 10 Student Committee
- Year 11 Student Committee
- Sub-committees arising from student interest

INDEPENDENT LEARNING

HUB

Monday - Friday before school 8:00 – 8:45am, morning tea and lunch (hours subject to change)

Mathematics

Tutoring - Tuesday after school 3 – 4pm in the Hub

English

Year 7-9 - Tutoring is organised with the classroom teacher on an individual/class basis.
Year 10-12 – Tutoring Wednesday P4 in LIEU Sport in K block

Science

Biology tutoring - Tuesday before school 8:00am-8:45am in FSC5 Senior students
Chemistry tutoring - Wednesday before school 8:00am - 8:45am in FSC2 Senior students
Physic tutoring - Thursday before school 8:00am – 8:45am in FSC2 Senior students
Junior Science any morning before school

Business

Tutoring – Thursday lunchtimes in JCO1

Art

Theatre and OPA 5 open for music, dance and drama – Monday - Friday lunchtimes through bookings. (Students can access their classroom teacher or seek support for tech from teachers in the PAC)

Art Rooms open Monday – Friday lunchtimes (art teacher to guide and support students)

Industrial Technology & Design

Furnishing, Design and Graphics tutoring – Thursday after school. (Practical catch ups can be organised with teachers – before school)

Information Technology and Digital media

Tutoring – Monday lunchtimes in KCO1

HOMEWORK CENTRE

The Hub

Tuesday, Wednesday and Thursday

3:00pm – 4:00pm

Limited places, bookings required.

EXTRA CURRICULAR ACTIVITIES

- Mathematics Tutoring Program
- Acting Against Bullying Program
- National competitions in Mathematics, Science, English, ICT's, Geography, History
- Peer Mentoring
- School to Work Transition Program supported by a job placement service
- Titration competitions in liaison with local universities
- Bi-annual Musical
- Annual snowy Mountains Ski Tour
- Science and Engineering Challenge
- F1 in Schools Program
- Optiminds
- Year 12 Workshops with Griffith University
- Accounting in High Schools – Queensland University of Technology
- Ambassador Program – Griffith University, QUT, UQ
- Ecoman Business Experience for Accounting, Economics and Business
- Writers' Group
- Readers' Cup
- Unify Program (Metropolitan Extension Program)
- UQ Science Ambassador
- Rocketry – Schools Competition
- UAV Schools Competition



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).• Midford navy shorts or Midford navy long pants (by special order only)• Junior Blouse – school crest on pocket, blue trim, blue tie• Senior Blouse - school crest on pocket, red trim, red tie• No visible undershirts to be worn (a white long-sleeved undershirt may be worn for cultural reasons)• 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 – school crest on pocket and blue trim• Senior Shirt – 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	
<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 Ankle socks	
SHOES		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	
<ul style="list-style-type: none">• Hair must be kept off the face and long hair must be tied back and kept up off the collar (shoulder length)• Hair should be kept clean, neat and tidy• Hair must be of single colour (preferably natural)• Hair should not be dyed in colours that bring attention to the student (no streaks, no bright colours and no dreadlocks)• No extreme hairstyles• 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 may be worn for cultural reasons		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.	
JEWELLERY		<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 or sleeper earrings 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• Other necklaces, bracelets, anklets, rings, multiple earrings or body piercings must NOT be worn.• Devotional jewellery it is NOT to be visible. <i>Any infringement will result in detention as well as confiscation of any non-approved items.</i>	
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 School Administration.• The Uniform Policy is also designed to meet appropriate workplace and safety guidelines.• Failure to comply with the uniform regulations will result in detention until compliance is achieved.• Persistent failure to comply with the uniform regulations will result in contact with home, detention and/or withdrawal from classes until compliance is achieved. It will also be 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 9.00am and first break. Extended hours are offered at other times eg. beginning of year. Phone: 3340 0405 or email rshsuniforms@gmail.com