



Student Code of Conduct 2025-2029

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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Purpose

Bray Park State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Bray Park State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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Endorsement

Principal Name:	Peter Turner
Principal Signature:	<i>Peter Turner</i>
Date:	17 / 2 / 25
P/C President and-or School Council Chair Name:	Bobbi-Jo Ives
P/C President and-or School Council Chair Signature:	<i>Bobbi-Jo Ives</i>
Date:	17 / 2 / 25.

Principal's Foreword

Bray Park State High School was established in 1987 and is located in the suburb of Bray Park. We became an enrolment managed school in 2020 and its catchment includes the fast growing areas of Warner, Joyner, Mount Samson, Dayboro, Bray Park and Clear Mountain. The school is located in the Moreton Bay region.

At Bray Park State High School we encourage students to 'Challenge the Unknown' by cultivating a supportive, innovative community of learners. Each student has individual learning goals and we aim to help students achieve these goals by providing a challenging, diverse curriculum and high quality learning experiences.

Bray Park's outstanding student outcomes reflect the high expectations that are placed on all students. Our school is proud of our student achievements and regularly celebrates both the individual and group success in our wider community. Students at our school strive for successful future pathways, whether they be through further education, training or in the workforce.

We offer all students the opportunity to excel not just within the school, but to also engage with the local community, industries and Universities. Our highly experienced staff are committed to each student achieving success, constantly striving to ensure that the learning experiences challenge and prepare all students for our rapidly changing world. Our relationship with parents and the wider community is strong, and is a key driver of our student success.

Our Vision is to create "A supportive, innovative and engaged community of deep learners"

Our Purpose is "To provide quality education in a safe and supportive environment-providing the skills, values and knowledge students need for lifelong learning and employment and to participate in a global society."

Our Motto is "Challenge the Unknown"

Our School Values are "Trust, Respect, Integrity, Commitment and Compassion" (TRICC Values)

The core values of Bray Park State High School are the foundation of our purpose and vision. These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be global citizens. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future. Bray Park State High School staff take a restorative and educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn.

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Students, teachers, parents and other members of the community have contributed to the Bray Park State High School Student Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Consultation

A consultation process was undertaken to inform the re-development of the Bray Park State High School Student Code of Conduct involving students, parents and staff.

Staff consultation:

Our Strategic Plan, AIP and EIA have been shaped by reviewing EQ Strategic Plan aligning outcomes from School Opinion Surveys, enrollment predictions and continual reflection of student data (student attendance, school disciplinary absences, etc.). The review of the SCOC has identified strengths and successes from our current school behaviour plan and has shaped focus areas for further development.

Through faculty meetings and PLCs, we identified strengths and successes from our previous school behaviour plan, and areas for further development. Outcomes from the most recent School Opinion Survey and the previous year were examined. Additionally, data sets on are examined regularly as part of the PBL data cycles and the findings are shared at the PBL PLC, with the Leadership team and at staff meetings.

Parent/carers consultation:

Parent consultation involving our PandC Representatives provided parents/carers an opportunity to respond with feedback about our strengths and areas for further development. Participants were asked to identify their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Student consultation:

Student leaders were consulted on the current culture and climate of behaviour at Bray Park State High School, identifying areas to prioritise as well as feedback on the expected student behaviour matrix for the TRICC values. Students also provided positive ideas and suggestions for improving the quality of relationships and communication in the school.

Communication strategy:

Finally, a draft Student Code of Conduct was prepared and distributed to the school community early November 2024, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2024 for endorsement. The P&C Association unanimously endorsed the Bray Park State High School Student Code of Conduct for implementation in 2025.

A communication strategy has been developed to support the implementation of the Bray Park State High School Student Code of Conduct, including promotion through the school website and social media platforms. Any families who require assistance to access a copy of the Bray Park State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the School office.

Review Statement:

The Bray Park State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school

Inclusion Anchoring Statement

Inclusion at BPSHS is framed by the *Education Queensland Inclusive Education Policy* which recognises that every student in our community can succeed, and has the right to a high-quality education alongside their similar-aged peers.

We welcome parents and community members to work collaboratively and respectfully with school staff towards a shared vision of inclusion, to ensure that students can access and participate in all aspects of school life.

School leaders, teachers and support staff respect and value diversity, and enact a deep commitment to Every Student Succeeding. Staff understand and commit to principles of access, equity and inclusion, and provide curriculum with reasonable adjustments to meet the needs of all learners.

Our students will be supported to transition from our school with the knowledge and personal qualities required for a successful future. This will be achieved through high expectations, learning experiences and environments that are safe, supportive and accessible, and recognition that all students are individuals and require differentiation to access learning

Whole School Approach to Learning and Behaviour

TRICC Values:

At Bray Park State High School, we actively promote a culture where our values underpin all actions in the school community. These values are:

Trust:	Act in a safe, honest and reliable manner
Respect:	Value yourself and others
Integrity:	Display moral and ethical behaviour
Compassion:	Care for self and others
Commitment:	Be prepared, try hard and display persistence

PBL:

Bray Park State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for differentiated Learning, Teaching and discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

PBL is an evidence-based framework used to:

- Analyse and improve student behaviour and learning outcomes
- Ensure that only evidence-based practices are used correctly by teachers to support students
- Continually support staff members to maintain consistent school and classroom improvement practices.

PBL provides a model of support for all students, consisting of 3 tiers of intervention. The tiers represent levels of intervention. Each layer provides progressively more personalised supports for students.

Tier 1 - Differentiated and explicit teaching for all students (school-wide)

Tier 2 - Focussed teaching for identified students (targeted supports – eg. at-risk groups)

Tier 3 - Intensive teaching for a small number of students (intensive supports – individualised)

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Trust, Respect, Integrity, Commitment and Compassion (TRICC). Below are examples of what these PBL expectations look like for students across the school, parents when visiting our school and the standards we commit to as staff.

Bray Park's Expectations Table for Students, Parents and Staff.

	<i>Trust</i>	<i>Respect</i>	<i>Integrity</i>	<i>Commitment</i>	<i>Compassion</i>
Student <i>What we expect to see from students</i>	<p>You consistently display honest behaviours, upholding the school's positive reputation</p> <p>You honour school policies e.g. electronic device, uniform, Bray Park Basics, Litter Policy, Assessment Policy</p> <p>You create a safe school environment</p> <p>You are honest and sincere in your school community relationships</p> <p>You use school grounds and facilities appropriately</p> <p>You treat other people's property and your own with care</p>	<p>You follow staff instructions</p> <p>You are polite, use appropriate language and manners</p> <p>You wear the uniform with pride</p> <p>You are a good listener and listen attentively</p> <p>You use equipment as intended and minimise resource use e.g. limit waste</p> <p>You remove hats where appropriate</p> <p>You stay within designated areas</p> <p>You are courteous to all staff and other students at all times</p>	<p>You take responsibility for your actions and accept the consequences</p> <p>You celebrate success</p> <p>You help visitors and parents with directions</p> <p>You act appropriately for the presentation at assembly or during a performance</p> <p>You treat others the way you want to be treated.</p> <p>You are mindful of how your behaviour reflects on the school</p> <p>You represent our school in a positive manner within the wider community</p> <p>You report behaviour that is not reflective of our school values</p> <p>You ensure the authenticity of your work is your own</p>	<p>You are punctual</p> <p>You are dedicated to achieve your learning goals</p> <p>You show grit, resilience and tenacity in your approach to school activities and assessment</p> <p>You participate in the life and activities of the whole school to the best of your ability</p> <p>You attend school everyday</p> <p>You bring essential equipment for all classes and other activities</p> <p>You allow class members to learn</p> <p>You complete tasks and assessment on time</p>	<p>You look out for others</p> <p>You show patience, tolerance and empathy towards others</p> <p>You offer help to those who need it</p> <p>You are inclusive in the language you use and respect everyone's differences</p> <p>You are aware and accepting of everyone's differences</p> <p>You seek support from mentors, school leaders, Staff (eg. Year coordinators, Wellbeing Team member, Inclusion Case Managers)</p>
Staff <i>What you can expect from us (staff)</i>	<p>We will respect student and family privacy e.g. with regards to confidential and sensitive information.</p> <p>We will be honest and sincere with our dealings.</p> <p>We will speak with students when issues arise – point of reference.</p> <p>We will be honest and fair in our approach to managing behaviour.</p>	<p>We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.</p> <p>We will ensure positive behaviours are role modelled for all students.</p> <p>We will give clear guidance about a designated area for parents to leave and collect students.</p>	<p>We will celebrate success and recognise achievement.</p> <p>We will be mindful of our behaviours in front of other students.</p> <p>We will keep information confidential at all times</p> <p>We will action strategies to enable a safe and supportive school environment</p>	<p>We will present ourselves in a professional manner</p> <p>We will inform parents/carers if there are concerns regarding non-compliance with uniform policy</p> <p>We will be fair in our dealings with students.</p> <p>We will demonstrate appropriate practices at all time with students</p> <p>We will set high (and realistic) expectations for students</p>	<p>We will treat each student as an individual and support them according to their needs.</p> <p>We will respond as soon as practical to assist you and your child.</p> <p>We will listen and assist students with any issues or concerns</p> <p>We will consider the needs of each individual student</p>

<p><i>Parents/carers</i></p> <p><i>What we expect to see from Parents/carers</i></p>	<p><i>You conduct yourself within the school grounds with respect and consideration towards students and staff.</i></p> <p><i>You are honest and sincere in dealings with the school.</i></p> <p><i>You report to the office when on school grounds.</i></p> <p><i>You work with school staff and support decisions regarding student behaviour.</i></p> <p><i>You report any concerns directly to the school in a timely manner through appropriate communication pathways i.e. not via social media</i></p>	<p><i>You make an appointment to speak with the class teacher or relevant staff member to discuss matters relating to your child.</i></p> <p><i>You are respectful in your conversations with school staff ensuring appropriate language and tone.</i></p> <p><i>You are respectful in your conversations at home about school staff.</i></p> <p><i>You leave and collect your child from the designated area at school.</i></p> <p><i>Contacting your child via the Office only (during school hours if required).</i></p>	<p><i>You celebrate your child's success</i></p> <p><i>You represent our school in a positive manner within the wider community, and at presentations including social media.</i></p> <p><i>You are mindful of your behaviour in front of students.</i></p>	<p><i>You ensure your child arrives to school on time and, in correct and presentable school uniform, with acceptable personal hygiene.</i></p> <p><i>Access 'Compass' to support your child's class, whole day, and attendance targets.</i></p> <p><i>You ensure your child has the required equipment/materials or contact school staff if unable to provide required equipment.</i></p> <p><i>You ensure you commit to the enrolment agreement and specified policies e.g. BYOD device at school, uniform policy, electronic devices etc.</i></p> <p><i>You support your child to be committed to their learning at school by ensuring that they are prepared, have good sleep patterns and healthy diet/exercise patterns.</i></p>	<p><i>You are patient, tolerant and empathetic towards all members of the school community.</i></p> <p><i>You understand that all interactions between staff, parent/carers will have the student educational needs and wellbeing at the forefront at all times.</i></p>
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<p>Tier 1</p>	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching TRICC values and expected behaviours in the setting they will be used and explicitly in omee Group and Life Skills lessons • development and implementation of social, emotional and peer support programs to develop connectedness and deep relationships • reinforcement of TRICC values on School Assemblies, daily notices and during active supervision by staff during classroom and non-classroom activities • TRICC values displayed in every learning area of the school • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
<p>Tier 2</p>	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

Tier 3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>
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Consideration of Individual Circumstances

Staff at Bray Park State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, contact the school office outlining your concern to discuss the matter further and make contact with a relevant staff member (Deputy Principal, Head of Department, etc.).

Whole School Approach to Discipline

At Bray Park State High School we believe discipline is a roadmap to individual success. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to reflect and re-teach appropriate behaviours.

Disciplinary Consequences

The disciplinary consequences model used at Bray Park State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the school Administration team or Head of Department.

Minor behaviour are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration

Examples of minor behaviours include, but are not limited to:

- disruption of learning through calling out/making noises
- verbal misconduct including swearing
- homework not completed
- failure to bring equipment
- inattentive
- rudeness to staff or other students
- breach of Uniform Policy
- failure to complete classwork/assessment
- use of electronic device not in accordance with the Electronic Device policy
- IT misconduct
- Littering
- Truancy from class
- out of bounds
- inappropriate physical contact
- using/in possession of skateboards/scooters
- throwing objects
- lateness to class/school

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm

- are repeated minor behaviours, constituting wilful non-compliance
- require the involvement of school Administration, and/or Head of Departments

Examples of major behaviours include, but are not limited to:

- refusal to comply with staff instructions
- refusal to complete buddy class processes
- refusal to adhere to HOD detention processes
- vandalism
- Truancy from school grounds
- cheating
- physical threats or assault of another student or staff
- swearing at/for staff
- use of a device to record/photograph/film a staff member (without their consent)
- possession or supply of contraband substance or weapon (including knife)
- self-harm
- bullying/harassment
- behaviour prejudicial to the good order and management of the school
- serious IT misconduct that breaches IT electronic device policy

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Bray Park State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. The Principal has authorised the Deputy Principals at Bray Park State High School, to communicate suspension decisions under section 281 of the Education (General Provisions) Act 2006 (Refer to Appendix B).

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Bray Park State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, kept small with only the Principal or their delegate, attending with the student and their parent/s. The focus of the meeting is restorative and to develop positive support strategies. Support staff may also attend the re-entry meeting as required.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.



Department of Education

BRAY PARK STATE HIGH SCHOOL

Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Peter Turner, Principal of Bray Park State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

PETER TURNER

BRAY PARK STATE HIGH SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

____16/11/2020_____

DATE



Department of Education

BRAY PARK STATE HIGH SCHOOL

Instrument of Authorisation

**Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3,
Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Peter Turner, Principal of BRAY PARK STATE HIGH SCHOOL, **authorise** the persons who are from time to time the holders of the position of Deputy Principal, at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal, to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal, tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal, tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

PETER TURNER

BRAY PARK STATE HIGH SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

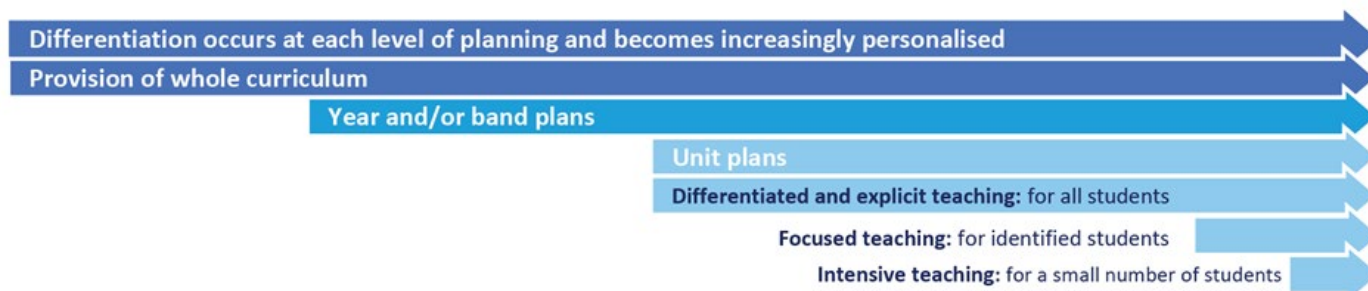
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Whole School approach to differentiated Teaching and Learning

Bray Park State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. Teachers at Bray Park State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to learning. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below.



TIER 1: Differentiated and Explicit Teaching – ALL Students

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

- School wide Positive Behaviour Support team members' regular provision of information to students, staff and parents, and support to others in sharing successful practices
- Establishing classroom rules and procedures through Bray Park Basics (refer to Appendix A)
- Comprehensive induction programs in the Bray Park State High Student Code of Conduct delivered to new students as well as new and relief staff, and revised for current students and staff
- Individual Behaviour Support Plans developed by Case Managers for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Compass and Facebook posts, enabling parents to be actively and positively involved in school behaviour expectations
- Students of Concern meetings (Fortnightly for each year level)
- Proactive awareness days and activities promoting such things as anti-bullying and positive wellbeing strategies
- The Wellbeing Centre is open most lunch breaks for drop-ins
- Student self-referral, as well as targeted referral to Student Engagement Services staff
- Wellbeing team members and guest speakers delivering targeted lessons in Life Skills lessons
- Peer mentors – support Junior Secondary students in orientation and during break times.

Positive Rewards System

The COMPASS Rewards system allows for the positive reinforcement and celebration of students who are working at capacity and displaying the school TRICC values and expectations. Staff members allocate COMPASS reward points to students they observe displaying TRICC values in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' students displaying a TRICC value they can choose to give them points. Prizes are issued to students and drawn out

at weekly assemblies and as the end of each Term. Class rewards are issued fortnightly in the Junior Secondary school.

During the year, 'Rewards Day' activities and events are planned to provide acknowledgement the students who consistently meet the TRICC values.

Students across each Term have access to the PBL Shop. At this time they can redeem their points for small items; Including but not limited to: figet items, keep cups, rulers, and pens. Student voice is encouraged as to items in the shop with speciality requests provided by staff.

Managing behaviours:

Class teacher provides in-class or in-school responses to low-level or minor behaviours. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- 'Selective attending' of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour e.g. COMPASS
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step is? Who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Contact with parent/carer
- Restorative conversations

TIER 2: Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Inclusion staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Bray Park State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focussed teaching
- Require intensive teaching.

Bray Park State High School has a range of staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in evidence-based programs to address specific skill development for identified students. For more information about these programs, please speak with the appropriate Year Level Coordinator.

Managing behaviours:

Class teachers are supported by other school-based staff to address in-class behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention (including HOD, after school detention)
- Restorative conversations
- Behavioural contract
- Intervention and referrals to Head of Department
- Counselling and guidance support
- Self-monitoring plan
- Check in/Check Out strategy
- Teacher coaching and debriefing
- Referral to AWEsome Team for inclusive based problem solving
- Stakeholder meeting with parents and external agencies
- Temporary removal of student property

TIER 3: Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their Teachers, Specialist staff and following consultation with the student's family.

Managing behaviours:

For a small number of students who continue to display behaviours that are deemed complex and challenging, the School leadership team work in consultation with the 'AWE' Specialist staff and outside specialist supports to address persistent or ongoing serious problem behaviour.

This includes Intensive and/or Complex case management. Interventions and strategies include implementation of Individual Support Plans (based upon Functional Behaviour Assessment) and Stakeholder meetings with parents and external agencies (including regional specialists). This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual Case Manager at the school that will oversee the coordination of their interventions, communicate with stakeholders and directly consult with the student.

Behaviours that result in the implementation of Intensive Tiered interventions...

- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Student Wellbeing

Supporting Programs and interventions – whole school

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

At the Tier 1 level, Bray Park State High School offers a Life Skills program that allows all students to access evidence-based lessons around wellbeing. These lessons cover a number of wellbeing topics and are designed with developmental stage in mind. The school also offers a variety of whole of school events and talks (e.g., ThinkUKnow for online safety behaviour; Mental Health Week celebrations to encourage wellbeing).

For students who may need more support with developing their psychosocial wellbeing, the school offers a range of small-group programs with targeted interventions. These vary depending upon the needs of the cohort or group of students.

Most students who have access to both Tier 1 (whole school) and Tier 2 (small group) supports do not go on to need Tier 3 supports. Tier 3 supports involve a variety of stakeholders from both within and outside the school.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Bray Park State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students. We encourage all parents to have age-appropriate discussions with their children about alcohol, other drugs and sexual health, as parents are the main educators of their children in this area.

Supporting student inclusion

At Bray we create welcoming, inclusive, accessible educational settings that value student, parent/carer, community, and stakeholder voices. All students, including LGBTIQ+ students, are welcome in our school.

There are a range of whole school approaches, specialist staff, supports, programs, and external specialists that are dedicated in supporting every student. We are committed to providing safe, supportive, inclusive learning environments free from discrimination, where every student can reach their potential.

Drug education and intervention

Bray Park State High School may offer brief alcohol and other drug education for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community. It is strongly recommended that parents seek community-based support for their children if they are involved in alcohol and/or other drug-related incidents.

Mental health

Bray Park State High School offer brief early intervention for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of Individual Support Plans (if needed). Further information regarding these plans can be found <https://behaviour.education.qld.gov.au/>

We strongly recommend that all students with a clinically diagnosed or diagnosable mental health condition seek individual support through an external provider as the school cannot offer intensive treatment for mental health conditions.

Suicide prevention

Bray Park State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Deputy Principal or Principal.

When dealing with an acute mental health event, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Bray Park State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Bray Park State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Bray Park State High School staff immediately enact the School Emergency Management Plan, communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Access, Wellbeing, and Engagement Services – ‘AWEsome Team’

Bray Park State High School is proud to have comprehensive services in place to help the academic, social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of Specialist Teachers (supporting Access and Engagement to the curriculum) and Wellbeing professionals (Guidance officers, Nurse, Chaplain, etc.) whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

We encourage parents and students to speak with their general practitioner about any difficulties with behaviour and/or mental health as soon as possible. The GP can often refer to a specialist (e.g., paediatrician, psychologist) who can advise the school on how best to support the student.

Students can approach any trusted school staff member at Bray Park State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the student is connected to the appropriate representative of the AWEsome team (Access, Wellbeing, Engagement) (complete a referral).

At school, students ‘first point of call’ is often their Year Level Coordinator (YLCs are part of the ‘Engagement’ team). They are able to have discussions about general academic, wellbeing and friendship/social concerns. Year Coordinators refer to the school Guidance Officers as needed.

Guidance Officers cannot provide the intensive support needed for ongoing behavioural or mental health issues but can work with students and their families on engaging with appropriate services and ensuring a student’s needs are communicated to all key stakeholders. Students and parents can contact the Guidance Officers at the school if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Team roles

Parents who would like more information about the roles and responsibilities of staff are invited to contact the Year Level Deputy Principals and Guidance Officers, Heads of Department or Year Level Coordinators on the school phone number. An overview of their roles below.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. For more information about these services and their roles, please talk with the school.

Team role descriptions:

Role	What they do
Community Education Conselor	<ul style="list-style-type: none"> Provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students. Monitor and provide interventions for academic, social and emotional wellbeing of First Nations students. Lead and enhance awareness and appreciation of the First Nations Culture in school and community. Participate in programs and events that encourage participation in developing culture and connection.
Defence School Mentor	<ul style="list-style-type: none"> Monitors the social and emotional wellbeing of Defence students Enhances awareness and appreciation of the unique Defence lifestyle in schools and communities. Provides support to children during times of parental absence. Provides opportunities with programs and activities to promote social, emotional and positive community engagement.
Guidance Officer	<ul style="list-style-type: none"> Works in conjunction with other school personnel to provide a comprehensive student support program within the school environment. Offers brief intervention and referral pathways for students with mental health issues. Offers advice on career pathways and QTAC applications. Liaises with parents, teachers, or other external health providers in order to facilitate the implantation of strategies that will support students in the school environment. Conducts cognitive and adaptive assessments for students suspected of having an intellectual disability or speech-language impairment. Case manages student in out of home care.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> Healthy eating and exercise Relationships, personal and family problems Mental health supports (eg. feeling sad, worried and angry) Sexual health Smoking, alcohol and other drugs.
Year Level Coordinators	<ul style="list-style-type: none"> Lead across year levels, a positive learning culture and high expectations regarding whole school policies First point of contact for student welfare at each year level Provides continuity of contact for students and their families

	<ul style="list-style-type: none"> • Ensures students feel safe and comfortable and want to come to school • Nurtures a sense of belonging to the home group, year level and school. • Provides low level interventions for bullying and social conflicts
Youth Support Officer	<ul style="list-style-type: none"> • provides individual and group support to students to assist their engagement and pathways with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ▪ attendance at school ▪ drug and alcohol support needs ▪ relationships/social skills ▪ conflict with family/peers/teachers ▪ social/emotional/physical wellbeing.
School Based Police Officer	<ul style="list-style-type: none"> • promotes the Police as being a positive resource that students can access as needed • provides support to individuals involved in the Youth Justice system • in conjunction with EQ staff, provides support around attendance and behavioural issues at school • promotes safety behaviours at a whole-school level through delivering talks on a variety of topics (e.g. online safety) • works in conjunction with other departments to ensure the safety of students in the home environment
Chaplain	<ul style="list-style-type: none"> • is a positive mentor to students • provides ongoing spiritual and/or religious support (only with permission of parents and only at a student's request) • links students and families with social supports • offers an empathetic ear for students with subclinical mental health needs • organises emergency relief for families (e.g., food packages) • engages with local churches to provide the school with additional supports (e.g. Chappy breakfast, lunchtime 'chill out' activities)
HOSES – Head of Special Education Services	<ul style="list-style-type: none"> • Identification of student who are experiencing barriers to learning • Working with key stakeholders to develop support plans and strategies • Liaise with parents, teachers, external health providers and specialist supports (Regional supports – Speech Language Pathologists, State Schools RN, etc.) in order to develop strategies that will support students in the school environment (in conjunction with Guidance Officers, DPs, etc. where required). • Lead Case Managers in delivering outcomes and adjustments for students
Inclusive Case Managers	<ul style="list-style-type: none"> • Facilitate and monitor individualised supports (inc. Individual curriculum plans) • Develop, update and collaborate with other staff with documenting support provisions and strategies. • Liaise with parents, teachers, or other external providers (where appropriate) in order to facilitate the implementation of strategies that will support students in the school environment. • Provides continuity of contact for students and their families

School Policies, Procedures, Resources and Guidelines

Bray Park State High School has tailored school policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Attendance to school
- Inclusion Policy
- Academic reporting - Effort
- Temporary removal of student property
- Use of mobile phones and other devices by students
- ICT Facilities, devices and network access
- Preventing and responding to bullying
- Managing student Health Support needs
- Restrictive Practices
- Critical Incidents
- Student dress code
- Cancellation of enrolment
- Assessment Policy
- Homework Policy
- Complaints process

Attendance to school

Every day counts! At Bray we recognise the importance that each day has on a child's learning. Just 1 day absence each fortnight results in missing more than 1 year of learning over their 12 years of schooling. We are aware that illness and other factors play a part in a student's attendance. Our attendance goal is 90% or greater for each student. This goal is reinforced at whole school and year level assemblies. Students are encouraged and supported to monitor their attendance during Home group and life skills activities (attendance rate can be seen on their Compass profile).

There is an associated threshold attendance rate of 80%. Persistent absences may result in Enforcement of Attendance processes (including Enrolment Warnings).

The 80% threshold attendance is supported by:

- Attendance Officer automatically sends a parent/carer email after 3 days of a student's unexplained absence.
- Staff perform regular checks to identify students who are tracking at less than 80% attendance.
- School staff follow up on reasons and the supports required to reengage students.

If you have concerns regarding your child's attendance, speak with the relevant Year Level Coordinator or Deputy Principal.

Academic reporting – Effort

Effort and attendance are inexplicably linked. Being present for learning, provides teachers the opportunity for evidence to determine the student's engagement in the classwork and assessment. To support the awarding of a Satisfactory result against the EFFORT criteria, the school decision is to employ the threshold attendance rate for a Satisfactory result in Effort. Students will be required to be in class for a minimum of 80% of the number of lessons to ensure that they are eligible for a satisfactory effort reporting grade.

Exemptions: Factors such as medical conditions and school based absences (sporting commitments, traineeships, etc.) will result in exemptions from this requirement. It is important for Parent/carers to ensure that they have explained their child's absence (details where appropriate).

If you have concerns regarding your child's attendance and their possible Effort result, speak with the relevant Year Level Coordinator or Deputy Principal.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all school staff and students. The Temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Bray Park State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons of any type
- potentially dangerous items (e.g. blades, rope)
- drugs** (e.g. alcohol, tobacco, nicotine replacement therapy, synthetic drugs and vapes)
- aerosol deodorants or cans (including spray paint – 'roll on' deodorant is acceptable)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities for temporary removal of student property

Staff at Bray Park State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the Police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Note: that the School-Based Police Officer operates under a Memorandum of Understanding between EQ and QPS and follows different guidelines;

- consent from the student or parent/carer is required to search the person of a student (e.g. bag, pockets or shoes). This is a voluntary request made by the Principal or their delegate. If consent is not provided and a search is considered necessary, the student's parent/carer will be contacted to make such a determination. The QPS may also be contacted if required.
- emergency circumstances may occur where it is necessary to search a student's property without the student's consent or the consent of the student's parent/carer (eg. to access an EpiPen for an anaphylactic emergency).

Parent/carers and Students of students at Bray Park State High School:

- ensure you (or your child) do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - o is prohibited according to the Bray Park State High School Student Code of Conduct
 - o is illegal
 - o puts the safety or wellbeing of others at risk
 - o does not preserve a caring, safe, supportive or productive learning environment
 - o does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after notification by the Principal or school staff that the property is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. This includes associated peripheral items including headphones and air pods, wireless or otherwise.

'Off and away for the day' supports schools to maintain a strong focus on student educational achievement, wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

The **responsibilities** for students using mobile phones or other devices at school or during school activities:

It is acceptable for students at Bray Park State High School to:

- use mobile phones or other devices before/after school
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device and any associated peripheral items (e.g. headphones, air pods) away during the day (Lockers are available for students), or as directed by staff during alternative activities.

It is unacceptable for students at Bray Park State High School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during school time*
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- invade someone's privacy by recording personal conversations or recording and/or photographing daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- take photographs or recordings in the school or of Bray Park State High School students in uniform without permission of the Principal
- take into and/or use a device (eg. 'mobile phone'; including those with Bluetooth functionality) during exams or assessments (cheating). Assisted technology devices (inc. translation tools) are approved prior to the assessment session via the AARA process).

*Where an alternative for a Mobile device cannot be employed (eg. Health monitoring) an Exemption can be sought. This exemption is documented in a student's Personalised Learning profile and visible to staff through Compass.

ICT Facilities, devices and network access

At all times students, while using ICT facilities, their devices and devices supplied by the school, will be required to act in line with the requirements of the Bray Park State High School Student Code of Conduct. In addition students and their parent/carers should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email

Be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Appropriate use of social media

At all times we expect as a society appropriate use of Social media. It's important to remember that sometimes negative comments posted have a greater impact than expected.

As we use social media both as a communication and educational tool. We acknowledge the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms. Unacceptable use of social media may result in disciplinary consequences.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for all schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. (Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook).

If you have raised an issue with a 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 child's learning and/or affects the school community at large, contact the school Principal.

Managing student Health Support needs

Bray Park State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition. Bray Park State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner. Contact our School office for updated form.

Bray Park State High School maintains a minimum of one adrenaline auto-injector, and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Preventing and responding to bullying

Defining 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.

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.

Single incidents and conflict (verbal/physical) between equals, whether in person or online, are not defined as bullying. However, these conflicts are still considered serious and need to be addressed and resolved.

At Bray Park State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Preventing bullying

Bray Park SHS takes a school-wide approach to bully prevention by teaching:

- what bullying looks like
- what to do before and when bullying behaviour is seen
- how to teach others what to do
- how to reduce the opportunities (effectiveness) of bullying through establishment of a positive school environment.

Responding to Bullying

Bray Park State High School recognises the need to provide intervention and support to all students involved in incidents of bullying. 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.

Students who have been subject or witness to bullying are encouraged to seek assistance from any trusted school staff member at Bray Park State High School (with whom they feel comfortable sharing their concerns) regardless of their role in the school. All staff at Bray Park 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, our initial goal is to educate and support students to learn social acceptable behaviours. Students who engage in bullying behaviours towards others will 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.

Bray Park State High School - Bullying response - Steps

The following flowchart explains the steps and actions Bray Park State High School staff will take when they receive a report about student bullying. Our Year Level Coordinators, Heads of Department and Deputy Principals are involved in the process (where needed) to provide opportunity to listen, document and enact strategies to support.

Please note there are no timelines listed in the Steps. Timelines are adjusted depending on the circumstances, concerns and plan of action.

Through discussion with the student (and possible parent/carer) staff make an assessment of risk to student/s. If immediate concerns for the student's safety (professional judgment of the staff involved), where belief the student is likely to experience harm (from others or self), the staff member will address this by following the Student Protection process.

Bullying – Staff response – Steps and actions	
Step 1 – Listen and record:	<p>When a report is made Staff:</p> <ul style="list-style-type: none"> • Provide a safe, quiet space for the student to talk • Assure the student that their voice will be heard and valued • Let them share their experience and feelings without interruption • If immediate concerns for the student's safety, let the student know you will address these by following the Student Protection process.
	<p>When reviewing the concerns with a student, staff will Record and Refer this contact:</p> <ul style="list-style-type: none"> • Recording examples provided of the alleged bullying from the student (eg. hand written notes or screenshots) • Enter the contact record in OneSchool of the communication with the student (set appropriate viewing level) • Notify parent/s that the issue of concern is being investigated and referred (where appropriate)
	<p>NOTE: In the circumstance where the staff member believes the student is likely to experience harm (from others or self) the staff member will address these by following the Student Protection process. In most cases they will make contact with a Guidance Officer, Deputy Principal or the Principal to ensure the appropriate recording process.</p>
Step 2 – Investigate:	<p>After receiving a referral from a Staff member, a Year level Coordinator or Head of Department will:</p> <ul style="list-style-type: none"> • Gather additional information from other students and staff (parent/carers as needed) • Review any previous reports or records for students involved • Meet with the student to discuss next steps (involving student in what they believe will help address the situation) • Clarify information with student and check on their wellbeing – complete referral if required. • Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue – refer this to the relevant Staff member if applicable) • Develop a plan of action and timeline for the student – discussing this with the parent (OS record of contact) • Discuss additional supports/interventions at the Student of Concern meetings (if required)
	<p>NOTE: All staff have a part to support students and respond to bullying concerns:</p> <ul style="list-style-type: none"> • The original notified staff member is often a key part of the process with actions, observations, interventions, and check ins in the plan of action. • In some cases, the Principal or Deputy Principal will develop the plan of action (depending upon the concerns raised and other disciplinary measures required)
Step 3 – Action:	<p>The Year level Coordinator or Head of Department will:</p> <ul style="list-style-type: none"> • Document the plan of action in OneSchool – referring this to staff (as required) • Complete agreed actions with student and parent support (within timeframe as outlined in plan) • Monitor the student and check in regularly on their wellbeing/further concerns
Step 4 – Review/ongoing follow up:	<p>The Staff member, Year level Coordinator, Head of Department or Deputy Principal will:</p> <ul style="list-style-type: none"> • Meet with the student to review situation (has the behaviours ceased, etc.) • Explore other options for strengthening student wellbeing or safety • Report back to parent • Record outcomes in OneSchool • Continue to check in with student on regular basis until concerns have been mitigated • Record notes of follow-up meetings in OneSchool • Refer matter to specialist staff (within 48 hours) for further intervention if problems escalate (ie. Deputy Principal, Guidance Officer)

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](#).

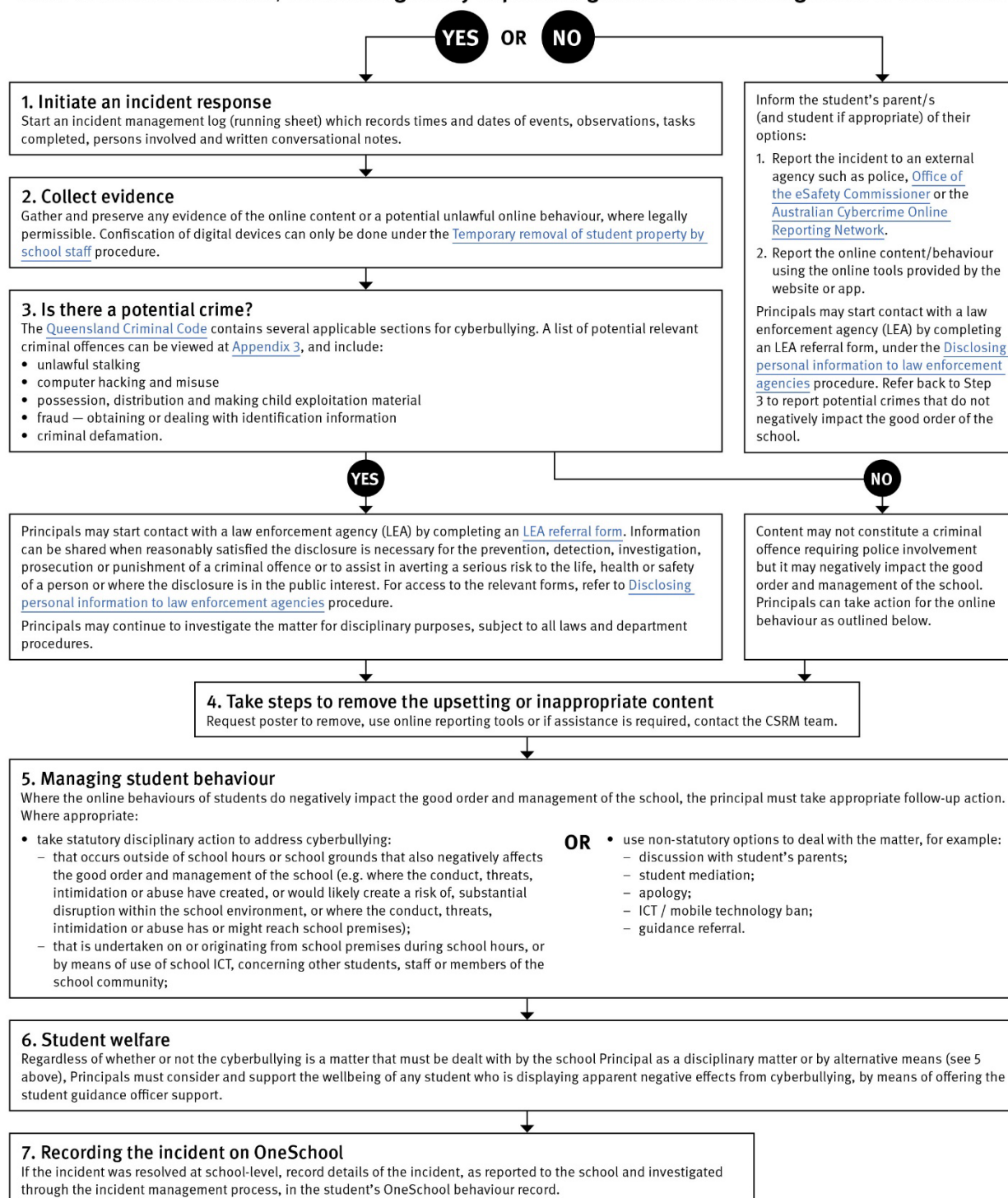
Explicit images

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](#).

Help

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?**



Restrictive Practices

School staff at Bray Park State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

School staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to discipline the student; it is a crisis management period only.

Staff are encouraged to follow a student's documented Safety Plan for any critical incidents to improve the likelihood of de-escalation.

For unexpected critical incidents, staff are encouraged to use the basic defusing techniques and process outlined below:

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, remove other students from the immediate area to speak privately to the student/s (where possible), speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Seek support:** Contact the school office/Student HUB for assistance.
6. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations..

Student dress code

We care about our students, their safety and their image in the community. We believe that students' appearance is a very visible communicator about our school. In accordance with community feedback and health and safety issues, the following Uniform Policy applies at Bray Park State High School.

Personal appearance

We encourage the correct and neat wearing of our school uniform as it is a form of school spirit and identification. Students must be in uniform at all times unless indicated otherwise.

- Senior students are not to mix and match formal and sports uniform – must wear either full formal uniform or full sports uniform.
- Hair is to be of a natural colour i.e. blonde, red, light brown, dark brown, black, grey.
- Hair styles must not be extreme - hairstyles such as mohawks and dreadlocks are inappropriate.
- Obvious makeup is not to be worn at school; coloured /black nail polish is not permitted.
- T-shirts under uniform shirts, bandanas, beanies and sweatbands etc, are not part of the school uniform and therefore are not permitted.
- Hair accessories must be black, white, or jade green. Cultural headwear (hijab) must be plain black or white with no adornments.

Jewellery

To improve safety in sport and in subjects where there is an element of danger, combined with the desire to present Bray Park State High School students at their best, the following Jewellery Policy has been devised.

- Watches are permitted (smart capabilities disabled during school times)
- No bracelets/bangles/arm ornaments (unless required for medical purposes).
- One plain flat ring may be worn.
- Maximum of two pierced earrings in each ear. (Only gold or silver small studs or sleepers are permitted.) Other facial piercing must be small, inconspicuous and transparent.
- No chains are to be worn (unless required for medical purposes).
- A small religious or cultural item may be worn beneath the shirt (discussion regarding this item to meet safety requirements if required).

NOTE: Any jewellery may be required to be removed or covered at any time to meet the requirements of Workplace, Health & Safety Regulations.

Sun Safety – School bucket hat

In the interest of Sun Safety, every student requires a school bucket hat. Students are advised to use sunscreen lotion when appropriate (always available upon request). The school bucket hat is the only approved uniform hat – no caps or other headwear or hats /bucket hats are allowed.

Shoes

- It is important that students wear protective and appropriate footwear.
- All shoes must have an impervious upper for health and safety reasons.
- Students wearing the formal uniform must wear black polished shoes of plain, conventional design.
- Black joggers with impervious uppers are to be worn with the sports uniform.
- Shoe laces must be black.

Boots, court shoes, open shoes, ballet shoes, platform shoes, loafers, canvas/ material tennis shoes or similar styles are not permitted.

Uniform

Our Junior students (Years 7, 8, 9) are required to wear our Sports uniform. There is no requirement for these year levels to wear the Formal uniform (10, 11, 12 only)

Senior students Years 10, 11, 12 - FORMAL UNIFORM.

The formal uniform must be worn by the Senior School on Monday, Tuesday, Wednesday, Friday and special events (Thursday – Student can wear their Sports uniform if desired). Senior students will change into the sports uniform for scheduled HPE, sport or practical subjects if instructed.

All items except shoes and socks will be available from the school uniform shop.

Formal Uniform - SENIOR STUDENTS	
Top: Shirt/Blouse	White formal shirt, black sleeve piping with school logo OR White formal blouse, black sleeve piping with school logo
Bottom: Shorts/ Trousers/ Skirt	Black formal fitted trousers (slacks) with school logo – can be worn with plain black socks (ankle length minimum) OR Black formal shorts with school logo – worn with plain white socks OR Black formal pleated skirt with school logo – worn with plain white socks or black stockings (not knee highs)
Black leather lace-up shoes (impervious uppers) shoes with heels no higher than 4cm (no joggers or ballet style shoes permitted - see 'Shoes' information above) Tie – black and jade striped tie with school logo Tie – 'Specialty tie' - tie with school logo Plain black leather belt without logos or ornamentation	
Sports Uniform - JUNIOR AND SENIOR STUDENTS	
Jade, black and white panelled polo shirt with black collar and school logo Black unisex sports shorts with school logo Plain white ankle length socks School bucket hat Black joggers (with impervious uppers - see 'Shoes' information above) School microfibre long track pants with school logo (Optional)	
Jackets and Jumpers - JUNIOR AND SENIOR STUDENTS	
School microfibre jacket with school logo (Optional) Black zip polar fleece jacket with school logo (Optional) Black cardigan with school logo (Optional) Black scarf with school logo (Optional)	

Specialty items

There are uniform items specific to a class, program or activity. These items are worn at events, training sessions, sporting events or as a requirement for WHS. These items are NOT PERMITTED to be worn during regular classes (student are required to change to/from these items to the uniform as above).

- School blazer with school logo
- Uniform specific to programs, functions, special events with school logo
- Worksafe clothing – classes with WHS compliance requirements
- Competition/training jerseys – Worn during specific classes, training sessions, competitions and events with school logo (may also display name, player number, etc.)

Cancellation of Enrolment

A principal of a state school at which a student who is older than compulsory school age is enrolled, may cancel the enrolment of the student if they are reasonably satisfied the student's behaviour meets the ground for cancellation.

As per the Education (General Provisions) Act 2006, the principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program provided by the school.

The principal is the only person authorised to cancel a student's enrolment. In the event of a decision to cancel of a student's enrolment, the Principal will, in writing, communicate this decision to the student and their parent. Prior to any decision regarding cancellation, the Principal or delegate will provide a warning to the student of the refusal to participate and the school's expectations for participation in the educational program, then allow the student a reasonable opportunity to meet the school's expectations.

In the event of a decision by the principal to cancel a student's enrolment, the student and parent will be provided with a notice, including:

- the decision to cancel the student's enrolment
- the reasons for cancelling the student's enrolment
- the date on which the student can apply to re-enrol at the school
- the contact details for the regional case manager
- details about making a submission to the Director General or delegate
- information about alternative education and training options.

A student can make an appeal submission to the Director General or delegate against a cancellation of enrolment decision.

A student may not attend the state school or any school activity where their enrolment was cancelled.

Assessment Policy

Bray Park SHS has high expectations for academic integrity and student participation and engagement in learning and assessment. Assessment is a vital part of the teaching and learning cycle. Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement of students.

The school will ensure students are made aware of this policy at the start of each school year and through general class instructions, assemblies and additional programs, including the SET Plan process. Parents/carers and the wider community will be made aware via social media communication, enrolment information, SET Plan interviews, website and newsletter. Students in years 11 and 12 undertake the QCAA Academic Integrity course in Life Skills at the beginning of each year.

Students are expected to engage in the learning of the subject or course. Students produce evidence of achievement in response to summative assessment planned for each unit, and this evidence is used to make judgements about the student's overall level of achievement against the targeted aspects of the achievement standard or unit objectives that have been taught and assessed in the reporting period in each learning area/subject provided.

Students in year 11 and 12 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.

Years 7-10

- Students are expected to complete all course and assessment requirements.
- Work must be authenticated as the student's own work.
- Teachers will use the evidence of student performance in the assessment folio to make an on-balance judgement about the student's overall level of achievement against the targeted aspects of the achievement standard that have been taught and assessed in the reporting period in each learning area/subject provided

Years 11-12

Units 1 & 2

- Students are expected to complete all course and assessment requirements.
- Work must be authenticated as the student's own work.
- Work must be drawn from responses to the assessments designed for reporting.

Units 3 & 4

- Students are expected to complete all course and assessment requirements.
- Work must be authenticated as the student's own work.
- For Summative units, a student must produce evidence of a response to each summative assessment to receive a subject result.
- In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment (if applicable) for the subject.
- A student cannot repeat only one summative unit on its own.
- Where there is a senior external exam, students must complete the Senior External Examination to receive a subject result.

Short Courses

- Students are expected to complete all course and assessment requirements.



- There must be evidence of student responses to each summative internal assessment to achieve a course result.
- Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded.
- A student who does not complete all summative assessments would be required to repeat the Short Course and complete all assessments to achieve an exit result.

Vocational Education and Training Subjects

- Students are expected to meet all of the academic progression requirements for the unit within the prescribed study period for all VET subjects.

All assessment is expected to be submitted on or before the designated due dates. For Year 11 & 12, Bray Park SHS is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Assessment will be scheduled and communicated in a timely manner to the school community via the school's website. All information relevant to a subject's assessment will be available to students and parents by Week 3 of each semester via year level Assessment Maps.

Assessment will align with the relevant curriculum/syllabus requirements (e.g. assessment conditions, file types etc.). Staff will ensure that sufficient working time is provided for students to complete set assessments. Bray Park SHS staff will ensure that the assessment schedule gives consideration to the school calendar, and provides for internal quality assurance processes (moderation) and QCAA quality assurance processes (year 11 & 12) and all expectations regarding assessment are consistently applied.

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

- inform the relevant Head of Department and classroom teacher as soon as possible;
- provide the school with relevant documentation (if applicable) for example medical certificate or QCAA confidential medical report;
- adhere to alternative arrangement for submission, if applicable, as decided by the school.

All final decisions are at the Principal's discretion. Refer to AARA information below.

Students on Alternative Pathways

School-based assessments take priority over TAFE/training/university/apprenticeship or traineeship days. It is the student's responsibility to inform the external provider/employer well in advance of assessment dates and make alternative arrangements for making up any missed time. If there are clashes with alternative pathway assessment dates, it is the student's responsibility to engage with the year level HOD and DP to negotiate submission of both assessments.

Students are required to submit all assessment evidence, including drafts, **on or by the due date**. This includes examinations, oral presentations, performances, assignments, role plays and folios of work. Assessment instruments will provide specific information regarding arrangements for submission of draft and final responses, including due dates, conditions and file types.

Method of submission:

Students are required to submit their assessment in the required format (email, electronic upload, hard copy) as stated on their assessment task sheet by **3.00 pm on the due date**.

Non-submission of a final response (excluding exams)

Years 7-10

- Where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence from the preparation of the response that

is available on or before the due date (e.g. drafts, responses to work at checkpoints, classwork, teacher observations [7-10 only], rehearsal notes).

- For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, a result of Not Rated will be recorded.
- Where assessment pieces include a performance, practical component or multimodal aspect, students will be required to deliver only the minimum requirement of the assessment task on the first day they are present at school on/after the due date has passed using any previous drafting and/or classwork evidence available which aligns to the assessment piece.

Years 11-12

- Where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence from the preparation of the response that is available on or before the due date (e.g. drafts, responses to work at checkpoints, classwork, teacher observations, rehearsal notes).
- For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system.
- In circumstances where a student response is judged as NR, the student may not meet the requirements for that subject.

Students must complete external assessment on the date published by the QCAA.

Homework Policy

Parents/Carers can assist students by supervising homework. Written and learning work is expected of all students. This Student Handbook-Diary is to be used by all students and taken into every lesson. Parents/Carers are requested to show an interest in the work students are doing and use the diary to communicate with school staff.

What is Homework?

- Work set by a teacher to be completed at home by a set time.
- Revision of work covered in class even if not specifically set by the teacher, (therefore student always have homework)
- Assignments and projects to be worked on at home over a period of time to ensure that they are completed by the set date.
- All homework is compulsory.

<u>Why is homework set?</u>	Approximate times to complete homework:								
<ul style="list-style-type: none"> • To ensure that the classwork is understood and learnt. • To learn and memorise the facts. • To revise knowledge already gained. • To develop independence in solving problems. • To develop self discipline. • To reveal to students any weakness in understanding so that they can ask a teacher's help at school. 	<table> <tr> <td>YEAR 7</td><td>1hr</td></tr> <tr> <td>YEAR 8</td><td>1 – 1.25 hours</td></tr> <tr> <td>YEAR 9, 10</td><td>1.5 – 2 hours</td></tr> <tr> <td>YEAR 11, 12</td><td>2+ hours</td></tr> </table>	YEAR 7	1hr	YEAR 8	1 – 1.25 hours	YEAR 9, 10	1.5 – 2 hours	YEAR 11, 12	2+ hours
YEAR 7	1hr								
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YEAR 9, 10	1.5 – 2 hours								
YEAR 11, 12	2+ hours								

Complaints Process

Bray Park State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parent/carers need to raise a concern or make a complaint about an issue you feel is adversely affecting a (their) child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent/carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory/website.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

2. Internal review: contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.

Other complaints processes can be found on the Queensland Government home page (eg. [corruption](#) conduct, public interest disclosures; or certain decisions made under legislation).

Legislative Delegations

Legislation

In this section of the Bray Park State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

Conclusion

Bray Park State High School Student Code of Conduct communicates our commitment to providing a safe, respectful and disciplined learning environment for all students, staff, parent/carers and visitors. By setting out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline, we are striving towards our vision of “a supportive, innovative community of learners” who can “challenge the unknown”.