“Sharing Knowledge, Creating Our Future”
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Our office hours are: 7:30am – 3:30pm
CAMPUS DETAILS

Junior Campus

Mrs Denise Kostowski  
Principal (based at Junior Campus)  
PO Box 1355  
6-12 Fifth Avenue  
MOUNT ISA QLD 4825  
Telephone: 07 4740 1111  
Facsimile: 07 4743 9102  
Email: principal@spinifexsc.qld.edu.au

Senior Campus

Mr Phil Sweeney  
Head of Senior Campus  
PO Box 1729  
145-163 Abel Smith Parade  
MOUNT ISA QLD 4825  
Telephone: 07 4744 7222  
Facsimile: 07 4744 7200  
Email: principal@spinifexsc.qld.edu.au

Residential Campus

Mrs Cath Jeffrey  
Head of Residential Campus  
83-85 Transmission Street  
MOUNT ISA QLD 4825  
Telephone: 07 4745 4333  
Facsimile: 07 4743 5066  
Email: principal@spinifexsc.qld.edu.au

COLLEGE VISION, PURPOSE & VALUES

SCHOOL VISION

To develop Clever, Skilled and Creative Spinifex Graduates

SCHOOL PURPOSE

Our curriculum and training programs support the academic, physical and social development of

STUDENTS

to achieve

QUALITY PERSONAL OUTCOMES

through

MULTIPLE PATHWAYS

SCHOOL VALUES

✓ Respect
✓ Productive Relationships
✓ Excellence
✓ Co-operation
✓ Accountability
COLLEGE COLOURS, MOTTO & LOGO

Our college colours are Navy Blue and Burnt Orange. These colours were selected by the school community, as they represent our district – the blue of the sky and the orange of our earth.

Our college motto is: Sharing Knowledge, Creating our Future

Our college logo was selected after community consultation. The logo was designed by a former Mount Isa student, Janet Pogorelc. Janet proposed this logo as a new stylised representation of the Spinifex plant, emerging from a box, representing the idea of thinking outside the box.

Spinifex State College Mount Isa is a member of the

Queensland Minerals and Energy Academy

The QMEA is a partnership between:
• the Queensland Resources Council (QRC)
• training and academic providers; and
• the Queensland Government.

The QMEA provides students with clear pathways into one of the State’s most innovative and economically important sectors. The academy has been developed in response to skills shortages in the minerals and energy sector, which is currently experiencing significant growth, particularly in the face of increasing demand for resources from countries such as China. It is designed to encourage students to enter careers in the minerals and energy sector.

SPORTING HOUSES

The school community voted on a number of options that had been proposed by school members. The house names chosen are named after the local water reserves.

<table>
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<th>Sporting House</th>
<th>House Colour</th>
<th>House Mascot</th>
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<tr>
<td>Moondarra</td>
<td>Blue</td>
<td>Shark</td>
</tr>
<tr>
<td>Julius</td>
<td>Red</td>
<td>Dragon</td>
</tr>
<tr>
<td>Leichhardt</td>
<td>Yellow</td>
<td>Duck</td>
</tr>
<tr>
<td>Rifle</td>
<td>Green</td>
<td>Crocodile</td>
</tr>
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STUDENT TIMETABLE

The college operates on four, seventy minute lessons including two breaks as outlined below:

- **Form:** 8.20 – 8.30am
- **Period 1:** 8.30 – 9.40am
- **Period 2:** 9.40 – 10.50am
- **1st Break:** 10.50 – 11.30am
- **Warning Bell:** 11.30am
- **Period 3:** 11.35am – 12.45pm
- **2nd Break:** 12.45 – 1.00pm
- **Warning Bell:** 1.00pm
- **Period 4:** 1.05 – 2.15pm

**Junior Campus day concludes at 2.15pm**

- **Period 5 (Senior Campus only):** 2.15 – 3.25pm
- **Period 6 (Senior Campus only):** 3.25 – 4.00pm

SCHOOL FEES

Spinifex State College has a Student Resource Scheme (SRS) in order to reduce the financial burden of purchasing expensive resources for your child/ren. This contribution is currently $150 per student per year and when combined with the Government’s Textbook and Resource Allowance, the school is able to provide students with their textbooks, and day to day resources such as photocopies and internet access. This also funds extras such as the school diary, Student ID Card, School Magazine and Library resources.

A number of subjects also attract a subject fee. These charges cover the purchase of ingredients or materials that are part of, or used to produce, goods subsequently taken home as a finished product eg. cooking, art works, manual arts piece, etc.

School fees can be paid in advance. Generally, if fees have not been paid within the first 4 weeks of each semester, invoices are sent out to parents/caregivers for fees owing. These fees can be paid in a number of ways:

- In person at the school office of either campus
- Cheque payable to “Spinifex State College – Mount Isa Education and Training Precinct (5147)”
- Direct deposit into the school account:
  - BSB 064-815
  - Account 00090236
- By providing credit card details to the office
- BPoint – details are provided on invoices and webpage
- Formal Centrepay deductions – a free direct bill paying service available to customers who receive a Centrelink payment. Please see office staff for the paperwork.

If paying in full is difficult for you, please contact the school principal to discuss a payment plan.

If fees are not paid, your child/ren may be unable to participate in other school activities or programs such as:

- Representative sport
- Graduation
- Year 11 Camp
- Extra-Curricula activities

They will also be ineligible to receive a school ID Card or School Magazine.
CALENDAR OF EVENTS

*This is an indication of when activities usually occur*

**Term 1**
- Senior Investiture Ceremony
- Interhouse Swimming Carnival
- Interschool Swimming Carnival
- Meet-the-Teachers Evening
- P&C AGM
- Year 12 Leadership Camp
- Year 11 and 12 work experience
- Year 7/8 – 12 Activity Day
- Vocational Education Information Day
- School Disco
- Junior Campus Culminating Night

**Term 2**
- ANZAC Day Parade
- Mid-Semester Reports Distributed
- Parent/Teacher Interviews
- ICAS Science Competition
- FOGs Careers Expo
- Mount Isa Eisteddfod
- Years 7 & 9 National Testing (NAPLAN)
- School Photos
- Years 11 & 12 Work Experience
- Sorry Day Ceremony
- Skills NQ (Year 9)
- Junior campus MAD About The Arts evening
- Spinifex Has Talent evening
- Interhouse Athletics
- Year 7 immunisations
- Junior Campus Open Day
- Gifted and Talented Program (Year 6)

**Term 3**
- Semester One Reports Distributed
- Parent/Teacher Interviews
- Interschool Athletics
- NAIDOC Week celebrations
- Cross Country
- ICAS English Competition
- ICAS Mathematics Competition
- QCS Forum and QCS Test
- Year 8 Survivor Day
- Year 7 Immunisations
- Subject Information Evenings
- Scholarship Applications
- Year 11 Magnetic Island Camp
- Year 11 and 12 Work Experience

**Term 4**
- Year 10 Senior Education and Training Plan interviews
- Year 6-7 Transition Program
- Senior Film & TV evening
- Awards Night
- Year 12 Graduation
- Final Year Reports Distributed

Other activities/events throughout the year include:
- QMEA Activities
- PBS Reward Activities
INFORMATION & COMMUNICATIONS TECHNOLOGY
Spinifex State College – Mount Isa, is committed to a technology rich curriculum. Our Information & Communications Technology infrastructure is continually being upgraded and enhanced to provide flexibility and increased integration across all curriculum areas.

JUNIOR CAMPUS CURRICULUM
In 2017 Spinifex State College will continue delivery of the new National Curriculum in the areas of English, Maths, Science, History and Geography in years 7 - 9.

In Years 7 & 8, the curriculum will vary according to individual needs, interests and abilities of the students as will class size and structure. However, all classes will focus on the continued development of literacy, numeracy and technology skills. Students will be assessed according to the state-wide standards for each of the Key Learning areas. There will be a focus on developing strong relationships between all key stakeholders to provide a safe and supportive environment. Choice of specialised subjects will be delayed until the beginning of Year 9.

Our Year 9 students study a planned, balanced program of learning. The core subjects – English, Mathematics, Science, History, Geography, and Health and Physical Education - are studied by all Year 9 students. Students will also be asked to select six other subjects from a wide variety of electives to complete their program. This allows students to begin to specialise in areas of interest. Students will be assessed according to the National Curriculum or State standards for each of the Key Learning areas they study.

The aims of the Junior School Curriculum
- To provide a balanced general education including a core of knowledge and experiences considered essential for all students at this stage of development.

- To enable all students, by the time they leave school, to reach a level of mastery in literacy, numeracy, social and computer skills that will enable them to take their place as functional adult members of the society in which they live.

- To enable students to experience as wide a range of learning experiences as is desirable and practical before specialisation occurs.

- To provide programs that will enable students to make a smooth transition to either further education or employment.

- To provide learning experiences that will equip students with the knowledge and skills to lead lives that will be personally satisfying and fulfilling.

SENIOR CAMPUS CURRICULUM
The senior school at Spinifex State College – Mount Isa shares in the values and objectives which are stated for the whole school. For a number of reasons, however, it is necessary for the school community to clarify its understanding of the special needs and responsibilities of our senior secondary school students.

In 2017 Spinifex State College will continue delivery of the National Curriculum in the areas of English, Maths, Science and History in year 10.

All Year 10 students will study core subjects – English, Mathematics, Science, History, Health & Physical Education and Certificate I in Information, Digital Media and Technology. As well as the core subjects, students choose three electives. Students will be assessed according to the National Curriculum or State standards for each of the Key Learning areas they study.

The curriculum and welfare needs of students in years 11 and 12 are grounded in the expectation that students have made a conscious choice to continue formal education.
Guidelines for Senior Subject Selection:

- Subjects are arranged and timetabled in lines. Students must select six subjects for study.
- The following combinations of subjects from different lines are incompatible and cannot be studied simultaneously: Recreation Studies and Physical Education; Visual Art and Visual Art Studies; Media Studies and Film, Television & New Media.
- Students should note that to be eligible to receive an Overall Position they must complete a MINIMUM of TWENTY SEMESTER units of AUTHORITY SUBJECTS.
- Subject choice should be related to known abilities, recorded performance, subjects taken at the Year 10 level, tertiary entrance requirements and with their career aims in view.
- Guidelines will be provided by the school for subject selection. Consultation with our Guidance Officer or Career Education Coordinator is a recommended process for all prospective Year 11 students and those planning on repeating Year 12.
- It should be understood that enrolments, staffing, accommodation and limited resources may necessitate some variation in the subjects offered.

A comprehensive guide to subject selection is offered to all students towards the end of Year 10. This is through a program in terms 3 and 4, finalised with a Senior Education and Training Plan completed by parent, student and school representative.

Details of Course Contents and Electives are available in the Senior Program of Studies.

Economic changes have given many students the opportunity to work part time and to enjoy a larger measure of financial independence from the family than in the past.

Changes in the social and economic framework of our community have greatly enhanced the numbers of students continuing formal study after Year 10. Over 70% of our senior school students are in part time employment. The same changes have also made it possible or necessary for mature age people to return to full time study.

For these reasons, Spinifex State College – Mount Isa cherishes and promotes these aspects of learning in the senior school:

- **Student responsibility and self-confidence.** Our senior students must be able to take greater responsibility for their own learning and progress. The school will do all in its power to encourage, nurture and strengthen these qualities in students.

- **Informed choice and self-direction.** At the conclusion of year 10, students must continue at school for years 11 and 12 unless they gain full-time employment or are training full-time with a registered training organisation. Students continuing at school should choose subjects which will have consequences for a career or tertiary study. Students choose to set priorities in their work and social life that will have important consequences for them and their achievement. The school commits itself to empowering students to make informed and responsible choices and to live with the consequences of those choices. The school also commits itself to giving students choice where ever possible within existing curriculum and assessment frameworks.

- **Leadership and modelling.** As members of the senior school, students have a special responsibility to conduct themselves as leaders and models for students in the junior grades. Senior students need to live out the school's motto and its values for others in the school and community to see. The school commits itself to giving senior school students opportunities to develop leadership, encouragement and guidance in modelling for others

- **Independent and self-directed learning.** Senior campus students must accept learning opportunities, which will be offered beyond the traditional, four period day and in a way that requires students to show flexibility and independence. The school commits itself to fostering learning opportunities that meet the social and economic needs of its students and which facilitate and enhance choice and self-direction.

- **A caring environment.** Like all people, students in the senior school need an environment in which their emotional needs are supported and nurtured. Students must accept that they have an important contribution to make to the school's caring environment. The school recognises the needs of students in this regard and commits itself to apply rules and discipline procedures in a way that supports and nurtures student growth.
Equity Issues. Students at the senior campus will come from a wide variety of social backgrounds, with differing strengths, needs and abilities. Students accept the broad commitment of the school to equity of opportunity and social justice outcomes. The school commits itself to nurture and cherish the differences in student ethnic, social and economic backgrounds and to work for equity and justice in social outcomes. Such a striving for social justice will at times demand considerable flexibility and creativity in the school community, curriculum and allocation of resources and the school commits itself to this outcome as a priority for the future.

Other features of the program include:
1. The college is an accredited site to offer Nationally Accredited modules and training programs in a number of subjects.
2. The school has a strong commitment to preparing students for success in the Queensland Core Skills Test. The program of preparation begins in Year 11 and culminates in the test application in September of Year 12.
3. The school organizes an annual Leadership Experience for Year 11 students at Magnetic Island in September each year.

LIBRARY
The Library at both campuses provides a range of information and services to students. As well as books and audio-visual materials for classroom work, we are building up an extensive collection of fiction and recreational works, and subscribe to a variety of magazines.

The Libraries have a number of computers for student use. Students can use these computers to access the Internet to support their studies and for completion of assignments.

The teacher-librarians at both campuses work with teachers to develop the skills that students need to make the best use of resources.

EXTRA-CURRICULAR ACTIVITIES
A wide variety of extra-curricular activities are available to students and we encourage them to become involved in the wider life of the school outside of the classroom. Some of the activities students can choose to participate in are:

- Sporting activities
- Excursions
- School musical productions
- Vocal ensembles
- Instrumental bands
- Debating
- School committees
- Student Council
- National Competitions: English, Mathematics, Science, Computing
- QMEA Activities
HEALTH & WELFARE

ILLNESS
If your child becomes sick during the school day, they must ask their teacher permission to leave their class and go straight to the office for assistance. Upon presenting at the office, the child will be assessed and parent/guardian will be contacted immediately. Where a parent/guardian cannot be contacted in the first instance, and depending on urgency of sickness/injury, the emergency contact list (provided by parent/guardian on enrolment form) will be contacted immediately. Students should not leave the school grounds without first coming to the office.

SICKBAY
Sick bay will only be used in emergency situations where first aid will be given by staff members or if a student is waiting for an ambulance to arrive for further medical attention. Students will not be allowed into sick bay if they are too ill to attend class, instead the parent/guardian will be contacted.

MEDICATION
Students who require medication to be administered during the day at school should bring this to the school office at the commencement of the day. This medication should be labelled by an appropriate professional indicating the name of the patient and the dosage. Only the specified dose will be administered. For this to occur parents are required to complete a medication authority form for each child that requires medication (valid for 12 months). Students are able to self-administer medication such as asthma puffers.

ACCIDENTS
Should your child/ren be injured during the course of the school day, they will be administered basic first aid by the office staff on duty. In the case of more serious accidents, an ambulance will be called immediately and first aid applied where appropriate. The parent/guardian will be contacted in all instances and follow up action taken where necessary.

HEALTHY SCHOOLS POLICY

Smart Choices – Healthy Food and Drink Supply Strategy for Queensland Schools is all about supplying healthy food and drink choices to students in Queensland schools.

School food and drink supply includes all situations where food and drink is supplied in the school environment - tuckshops, vending machines, school excursions, school camps, fundraising, classroom rewards, school events such as celebrations and sports days, and food used in curriculum activities.

Reflecting the Australian Dietary Guidelines for Children and Adolescents and The Australian Guide to Healthy Eating, Smart Choices categories foods and drinks into three groups:

GREEN – Have Plenty: Encourage and promote these foods and drinks in the school. GREEN foods and drinks are drawn from the basic five food groups and are low in saturated fat, sugar and/or salt and rich in nutrients. These foods should feature prominently in the school environment. Foods and drinks that fit into the GREEN category include fruit, vegetables, wholegrain or high fibre bread and cereals, reduced fat milk, cheese and yoghurt, lean meat, fish and poultry, eggs, nuts, water and reduced-fat milks.

AMBER – Select Carefully: Do not let these foods and drinks dominate choices and avoid large serve sizes. AMBER foods and drinks are mainly processed and have had some sugar, salt or fat added to them. These products should not dominate at the expense of healthier choices. A selection that consists mostly of AMBER foods and drinks will provide students with choices containing too many kilojoules at the expense of fresh choices.

RED – Occasional: Limit the availability of these foods and drinks to no more than two occasions per term. The ‘occasional’ foods and drinks that make up the RED category are based on the ‘extra’ foods as defined in The Australian Guide to Healthy Eating. These foods and drinks should only be consumed occasionally because they lack adequate nutritional value, are high in saturated fat, and/or added sugar.
SUNSMART POLICY

Rationale
Queensland has the highest rate of skin cancer in the world. Two out of every three Queenslanders will develop some sort of skin cancer in their lifetime. Research suggests that at least two-thirds of all melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that severe sunburn is a contributor to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

Ultraviolet radiation (UVR) levels are the highest during the hours that students are at school.

With this in mind, Spinifex State College – Mount Isa realises the need to protect students’ skin and educate them about sun smart behaviour, THUS REDUCING THE RISK OF SKIN DAMAGE FROM EXPOSURE TO THE SUN.

Aims
The policy aims to:
- Provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection
- Provide environments that support sun smart practices
- Create an awareness of the need to reschedule work commitments and outdoor activities to support sun smart practices.

Procedures
Our school recognises that winter sun also contributes to skin damage. The implementation of this policy will therefore be conducted throughout the year.

The purpose of this sun smart policy is to ensure that all students attending our school are protected from the harmful effects of the sun throughout the year.

Our commitment
Spinifex State College – Mount Isa will:
- Inform parents of the school’s sun smart policy when a student is enrolled at the school through the school diary/organiser
- Include the sun smart policy statement in the school prospectus
- Increase the amount of shade in the school grounds, where possible, by building shelters and planting trees
- Incorporate education programs that focus on skin cancer prevention and early detection into the school curriculum
- Encourage all teachers and staff to act as positive role models of sun smart behaviour
- Seek ongoing support from parents and the school community for the sun smart policy and its implementation, through newsletters, parent meetings, etc.
- Ensure that all students wear hats when involved in outdoor activities
- Encourage the use of SPF 30+ broad-spectrum, water resistant sunscreen when involved in outdoor activities
- Ensure students without adequate sun protection (hats) use shaded or covered areas at lunch breaks
- Ensure that, wherever practicable, outdoor activities other than aquatics take place in terms 2 & 3
- Ensure that adequate shade is provided at sporting carnivals and outdoor events
- Encourage the wearing of sunglasses for outdoor lessons
- Ensure that SPF 30+ broad-spectrum, water resistant sunscreen is available at various locations within the school
- Review the sun smart policy annually.

Our expectations
Students will:
- Be aware of the school’s sun smart policy
- Use shaded or covered areas, where possible, for outdoor activities
- Take responsibility for their own health and safety by being sun smart
- Comply with the sun smart rules and guidelines of the school’s sun smart policy
- Act as positive role models for other students in all aspects of sun smart behaviour
- Help to design and regularly update the sun smart policy
- Participate in initiatives to protect the school population from excessive exposure to the sun.
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<thead>
<tr>
<th>Contact details</th>
<th>A SUPPORTIVE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>All support personnel can be contacted through the school offices: Junior Campus - 4740 1111, Senior Campus - 4744 7222 and Residential Campus - 4745 4333</td>
<td></td>
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<th>Focus</th>
<th>Role</th>
<th>Student Target Group</th>
<th>Can they work with parents?</th>
<th>How does referral occur?</th>
<th>Other relevant information</th>
</tr>
</thead>
<tbody>
<tr>
<td>General support for students</td>
<td>Everyday support: for Learning, Conflict Resolution and Social/Emotional Support</td>
<td>All students</td>
<td>Yes</td>
<td>Everyday interactions or self-referral</td>
<td>Ongoing professional development supports this role of teaching and administrative staff.</td>
</tr>
<tr>
<td>Social, emotional, developmental, learning and engagement</td>
<td>Guidance and counselling support, assessment and referral</td>
<td>All students</td>
<td>Yes</td>
<td>School staff, parent/carer or self-referral</td>
<td>These staff are Queensland Health employees. Students decide if they pursue a referral.</td>
</tr>
<tr>
<td>Health (including mental health)</td>
<td>Health promotion, individual health consultations, develop partnerships with external agencies, referral</td>
<td>Secondary students</td>
<td>Yes</td>
<td>School staff, parent/carer, self-referral</td>
<td>SBPOs are Queens-land Police Service Employees.</td>
</tr>
<tr>
<td>Students at risk of offending or becoming involved in the juvenile justice system</td>
<td>Promote a safe school environment and positive relationships between the school community and police</td>
<td>Secondary students</td>
<td>Yes</td>
<td>General interactions</td>
<td>Permission/consent is required.</td>
</tr>
<tr>
<td>General support for students</td>
<td>Complement other support services, support students and provide an additional adult role model</td>
<td>Students with appropriate permission</td>
<td>Yes</td>
<td>Self-referral with consent</td>
<td></td>
</tr>
<tr>
<td>Educational participation of Aboriginal and Torres Strait Islander students</td>
<td>Educational counselling and community engagement</td>
<td>All students from Aboriginal or Torres Strait</td>
<td>Yes</td>
<td>School staff</td>
<td></td>
</tr>
<tr>
<td>Students who have recently disengaged or are at risk of disengagement from education or training</td>
<td>Support students to transition into and through the senior phase of learning</td>
<td>Secondary Students</td>
<td>Yes</td>
<td>Self-referral, school staff or parent/carer.</td>
<td></td>
</tr>
</tbody>
</table>
Better Behaviour Better Learning

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

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

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

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

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

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

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

Each school will detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour within its Responsible Behaviour Plan for Students. All students receive an updated version when applicable or this document can be obtained from the school offices.

A copy of the full document of The Code of School Behaviour can be obtained from the school offices or found at the following link:

# COMMUNICATIONS

## STUDENT DIARY
Each child is provided with a Student Diary at the beginning of the school year, or upon enrolment. This diary provides important information regarding the running of the college.

## PROGRAM OF STUDIES
A Program of Studies is provided for each year level studied at the college. These are available from the campus offices.

## PARENT NEWSLETTER
Newsletters are emailed home every Wednesday fortnight. To arrange this please provide the school office with your email address.

## WEEKLY PARADE
The college week commences with a full school parade at 8.20 am in Spinifex Hall for students at the Junior Campus. The Senior Campus has House parades one morning each week and full senior campus parades throughout the year as notified to students. Parents and community members are welcome to attend our parades.

## STUDENT NOTICES
The student notices are produced Monday to Friday. These notices are read out to our students during their morning form class by their Form Teacher. (Monday’s notices are read out during our weekly parade on junior campus).

## SCHOOL MAGAZINE
At the end of the year students who have paid their subject levies are provided with a Year Book. This high quality product provides a fitting reminder of the activities throughout the year.

## MEET THE TEACHERS EVENING
During Term One we hold an evening to which all parents are invited to meet their child/children’s teachers.

## SCHOOL FACEBOOK PAGE
Keep informed of schools news and notices by liking our school page.

## SCHOOL WEBSITE
The college has a website, located at: [www.spinifexsc.eq.edu.au](http://www.spinifexsc.eq.edu.au), the site contains copies of current school policies, newsletters and other relevant information.

## STUDENT REPORTS
Reports are prepared three times during the year. Students receive a mid-semester one report card and an End of Semester One and Two Report Card.

## PARENT/TEACHER INTERVIEWS
After the reports have been sent home the school conducts a Parent Teacher Interview Evening. Parents are invited to book interview times with teachers to discuss their child’s progress in class. Parents are invited to contact the school at any time that they wish to arrange to speak with the administration or individual teachers to discuss their child’s progress.

## SUBJECT SELECTION EVENINGS
Towards the end of each year Subject Selection Evenings are conducted for students and parents to receive information on the following year’s subject choices at each campus. A Year 6 – 7 Transition Program is organised for the primary schools in Mount Isa and students from outlying district schools. The students participate in a range of subjects and gain valuable insight into school procedures and the daily activities of students in high school.

## AWARDS EVENING
Towards the end of each year we celebrate our students’ successes with an Awards Evening where students receive their awards for achievements in academic, sporting and cultural fields. Students will be recognised with special awards for leadership and service and the duxes of the campuses will be announced.
ATTENDANCE

Junior students are expected to attend roll marking every day during their Form Class. Students who arrive late to school should report to the office with a note from their parent or guardian explaining their lateness. If no note is provided, a computer generated text (MGM) message will be sent to the first listed parent or guardian by 11:00am. Parents are able to reply to this text with an explanation (please include student name).

Senior students who have a lesson in Period 1 are expected to attend roll marking with their form class. Senior students who do not have a class during Period 1 should report to the school office 10 minutes prior to the start of Lesson 2 to ensure that the daily roll is marked accurately. Senior students who arrive late to school should report to the office with a note explaining their lateness.

Staff maintain accurate class rolls and are required to mark a roll electronically directly into the student absence system. This allows our official rolls to be an accurate reflection of a student’s attendance at school. Parents may request a copy of a student’s attendance record at any time.

If your child is going to be absent for at least 10 consecutive days of schooling, you must apply for an exemption from schooling. Please see the principal or Head of Campus if this is the case.

ENROLMENT PROCEDURE

Enrolment at Spinifex State College Mount Isa will be accepted after interview by one of the campus administrators. An appointment will need to be made to enrol your student. Prior to this meeting the enrolment form needs to be completed, along with the Student Resource Scheme (SRS) Agreement, and an Internet Agreement. Upon enrolment you will be required to pay the SRS fees and Subject Area fees, as well as arrange for the purchase of a uniform.

ABSENCES

In cases of illness students may not be able to work to a satisfactory standard, and may pose a health risk to other students. Under these circumstances, we understand the need for students to stay at home. It is important that a telephone call, or a note on return to school, explains student absences. If no phone call is received, a computer generated text message will be sent to the first listed parent or guardian by 11:00am. Parents are able to reply to this text with an explanation (please include student name). This helps us to monitor and prevent truancy. Should unexplained absences total more than three days a letter will be sent home requesting explanation. Recorded absences not explained by a letter or telephone call from a parent/caregiver may affect a student’s eligibility for certificates and/or Abstudy payments. Student absences are recorded on student Report Cards.

LEAVE PASS

At times it may be necessary for a student to leave school during the day. The student should bring a note, explaining the reason for this request, to the school office at the beginning of the day. The student will receive a Leave Pass, and the leave will be recorded in a Leave Book. On return to school the student should report back to the school office.

FAMILY HOLIDAYS

It is an expectation that students are in attendance for the full school year. Absence at any time during the year means students miss vital learning and/or assessments. Parents are requested to plan family holidays during designated school holiday period.

If it is necessary to have family holidays during the school term, parents must contact the school as soon as they become aware of the situation.
STUDENT INFORMATION

STUDENT LEADERSHIP & REPRESENTATIVE COUNCIL
The student representative council consists of members elected by the student and staff body at the end of the year. The model consists of:

- School Captains – male and female
- School Vice-Captains – male and female
- Indigenous/Arts/Sports Captains
- Prefects

The Student Council recruits Year Level representatives who attend regular meetings to plan school social, sporting and cultural activities and also support student welfare and participation in community events. The role of these representatives is to be a voice for their peers and to report back from meetings.

TRAVELLING TO SCHOOL

Bicycles: Students who choose to ride their bicycle to school should adhere to the following procedures:

- Students riding bicycles must wear bike helmets while riding to and from school and must walk their bikes into the school grounds at the senior campus, and straight into the bike compound at the junior campus.

  At the Junior Campus:
- Bicycles should be placed inside the bicycle compound, next to the tennis courts on 3rd Avenue upon arrival at school. The compound is open between 7.30am – 8.15am and 2.15 – 2.35pm every school day;
- Students must not ride their bike across the oval. Access to the compound is via the 3rd Avenue gate entrance;
- Bicycles must be locked securely to the bike racks inside of the compound during their time at school;
- If a student is late to school and the gates are closed they need to lock the bike to the racks beside the compound;
- If a student plans to leave during the day for an appointment or personal reasons they must not put their bike inside the compound. They must utilise the bike racks beside the compound.

Motor Vehicles: Students who choose to drive a car to school should adhere to the following procedures:

- Register parent permission with the Head of Campus to drive to and from school prior to the event;
- Park the vehicle outside the school grounds;
- Do not transport other students without them registering their parent’s permission with the Head of Campus.

Skateboards/Scooters
Students may choose to use skateboards or scooters as their means of transport to school. On arrival at school students must carry these to the nominated storage room and the skateboard/scooter must stay in this room until the student is finished for the day.

Students are not to use skateboards or scooters in the school grounds. The school will nominate a storage room for these items but students and parents need to be aware that this area will not be locked or supervised at all times. Students bring skateboards/scooters to school at own risk.

At all times students should behave in such a manner that reflects positively on the college.

ID CARDS
Students are supplied with an Identity (ID) Card as part of the school levy system. Only students who have paid their levy will be supplied with their ID card. The ID cards are produced with the annual school photos and are distributed to students during Form Class.

PROHIBITED ITEMS
- Aerosol Cans
- Cigarettes/Lighters/Matches
- Chewing/bubble gum
- Steel Rulers
- Studded bracelets / wristbands
ELECTRONIC DEVICES POLICY

BACKGROUND

Spinifex State College believes there is no educational purpose for students to have access to certain electronic devices during school time. Mobile phones are not part of any curriculum undertaken at this school and are not an essential learning tool.

Electronic devices can be disruptive and interfere with the learning/teaching process, and are also often a target of theft within a school. It is in the best interests of students that these devices are left at home. However we recognise that there are times when it is appropriate and beneficial for students to have access to a mobile phone before and after school.

During school hours, while under the protection and guidance of teaching and administration staff, all communication between parents/guardians/outside personnel and students is to be conducted through the school office. Messages, be they informative or urgent, will be conveyed to students at the appropriate time. Students who might be feeling unwell must make arrangements through the school office.

Students can be contacted at all times during the day, in the case of an emergency, by ringing the school office during class time. School practice allows students to use the school phone, at no cost, should they need to contact home in an urgent situation. Students do not need their mobile phones at school.

We strongly recommend valuable items such as ipods, mp3 players, cameras, video cameras, gaming devices, mobile phones, and money are not brought to school.

RATIONALE

At Spinifex State College we are focussed on providing a quality learning environment for all our students. Our concerns regarding the use of electronic devices arises from our key priorities to:

- Provide quality, focussed learning and teaching
  - Mobile phones ringing or beeping disrupt the learning environment
  - Ipods/MP3 players can distract students from core business of learning
- Provide a safe and supportive learning environment free from harassment
  - Use of mobile phones to harass students through text messaging
  - Use of mobile phones to incite distractive behaviour; potential for bullying

GUIDELINES

- Electronic devices are not to be used during class time. By definition this is when a student is under direct supervision of a teacher – eg class, parades, assemblies, school excursions, sporting/creative arts practices etc.
- The use of electronic devices such as ipods, MP3 players etc is not permitted in class unless specifically authorised by a member of school administration.
- In-phone cameras are not to be used anywhere or in any way a normal camera would be considered inappropriate.

<table>
<thead>
<tr>
<th>When students CAN use personal electronic devices</th>
<th>When students CAN’T use personal electronic devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>This means that the devices should be turned OFF during the following times.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When travelling to and from school</th>
<th>During class time (including form class, parades and assemblies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first bell at 8.15 am to signal the start of the school day.</td>
<td>Between lessons as there is a clear expectation that students are to move directly from one class to another.</td>
</tr>
<tr>
<td>During morning tea and lunch breaks after having left their classrooms (as long as they are not in detention or involved in a teacher supervised activity)</td>
<td>During any detention.</td>
</tr>
<tr>
<td>During flex-time</td>
<td>During any out-of-school activity eg excursions.</td>
</tr>
<tr>
<td>After leaving classrooms at the end of the day.</td>
<td>When it compromises the integrity of the learning or assessment process.</td>
</tr>
</tbody>
</table>
Students who are subjected to harassment from other students in the form of unwanted text messages are advised to turn off their phones and report these actions to their telecommunication provider. Students who use mobile phones to harass students during school time will be dealt with according to the school behaviour management plan.

It is a criminal offence to use a mobile phone to menace or harass or offend another person. Almost all malicious calls can be traced. In case of inappropriate text messages received at school, students are to report the basic details of the call (keep the message, record the time and date) to school administration. Inappropriate texting out of school should be reported to the police.

No liability will be accepted by the school in the event of loss, theft or damage of any device. If a theft occurs this will be reported to the police. We will co-operate fully with police in their investigations.

CONSEQUENCES

- If a phone rings or beeps, or a student is using other electronic devices during a lesson the following consequences may be incurred:
  - Teacher informs student to turn off the device, or
  - Teacher confiscates the device for the rest of the lesson, or
  - Teacher confiscates the device for the rest of the day and hands to admin with the student’s name.
- Any failure to hand over an electronic device when requested will be treated as refusal to follow a reasonable instruction and will be dealt with as per the school behaviour management plan.
- Students who repeatedly defy the school rules regarding use of electronic devices may have their device confiscated and stored in the school office for collection by a parent/guardian.
- Students found with inappropriate content stored on any personal digital device (mobile phones, IPODs, MP3 players etc) will be dealt with according to the behaviour management policy for unacceptable behaviour.

ASSIGNMENT POLICY

This Policy Statement has been developed in accordance with Education Queensland and Queensland Studies Authority policy.

1. An Assignment can be:
   A specific task done in school and/or at home; a guided task; a task specifically designed to develop skills and processes in students which cannot be done in another way; a task involving some element of choice; and/or a task involving research.

2. Assignments First and Final Drafts must be submitted to the teacher during their normal class lesson on the due date.

3. All information relevant to the execution of the assignment should be given to students as early as possible in the semesters. For example:
   - a clear and specific statement of objectives;
   - a clear and specific statement of procedures;
   - information on the availability and location of resources;
   - a clear definition of parameters such as length, structure, time, method of presentation, emphasis or various sections required;
   - specific dates for presentation of drafts and final copy;
   - the contribution to the overall assessment and the standards required for a specific level;
   - evaluation criteria.

4. Procedures relating to the presentation of the first draft:
   - First drafts will be checked by the teacher, commented on and returned to the student.
   - Students who do not produce a draft copy on the due date will be detained with their Class Teacher.
   - Parents/Guardians will be informed if the students do not submit a first draft by way of a letter prepared by the Class Teacher or a phone call home.

5. Procedures relating to the presentation of the final draft.
   - When a final copy of an assignment is not submitted, or is submitted late, the grading of that assignment is to be based on the in-class achievement of that student during that assignment writing process.
   - If a student fails to submit an assignment on the due date they will immediately referred to the appropriate Head of Department.
   - Parents/Guardians will be informed of this situation by way of a standard letter, prepared by the Class Teacher or a phone call home.
6. Absence of a student on the due date.
   • The student must produce a medical certificate (year 11 and 12) or a note from a parent (junior school), or;
   • The student may send the assignment to school with a friend or relative, or;
   • If either of these options are not possible, the parent must contact the Head of Campus on the day to explain the circumstances and make arrangements for the assignment to be presented.

7. Procedures for granting of extensions for due dates.
   • In the case of *exceptional personal circumstances* an extension may be granted to individual students. For this to happen the student or parent must inform administration of the situation *before the assignment is due*. Depending on the situation an arrangement will be made for the student to have an extension of time. This decision will be made in conjunction with the appropriate Head of Department and Teacher.
   • Circumstances that would not normally qualify a student for an extension include work or sporting commitments; and poor organisation on the part of a student.

8. Non completion of course.
   • In the Senior School, it is expected that students will complete a course of study. If a student does not complete any assessment tasks (ie they non-submit) then they may lose a semester of credit for that subject. **NOTE** this may affect O.P. eligibility and/or their QCE eligibility.
   • The senior campus will provide students with a more detailed policy at the start of each year.

**ASSESSMENT DATE CALENDAR**
Each term (junior campus) /semester (senior campus) students are given Assessment Calendars outlining dates for all assessment times. Students should use these dates to help organise their workloads. This calendar is distributed by the end of the third week in each term. This calendar is personalised for each individual student according to their timetabled classes.

**STUDENT DRESS CODE**
Spinifex State College is a uniform school. We have the support of our Parents and Citizens’ Association to promote adherence to the uniform. Our student dress code consists of an agreed standard and items of clothing, which includes a school uniform that Spinifex students wear when attending or representing their school.

The Spinifex State College Parents and Citizens’ Association supports a student dress code policy because it believes that a student dress code provides clothing that aims to contribute to a safe and supportive teaching and learning environment through:
- ready identification of students and non-students at school;
- fostering a sense of belonging; and
- developing mutual respect among students by minimising visible evidence of economic or social differences.
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school.

The Spinifex student dress code reflects school community standards and is consistent with occupational health and safety and anti-discrimination legislation. We actively encourage our students to take pride in themselves and their school. One way in which this may be achieved is through adherence to the school’s dress standards. As the parent/carer and provider of your child, we seek your support in this matter.

Inappropriate dress standards refer to clothing, apparel or grooming of students that is deemed to be:
- Offensive;
- Likely to disrupt, or negatively influence normal school operations;
- Unsafe for student or others;
- Likely to result in a risk to health and safety of student or others; and/or
- Contrary to the image supported by the school community.

In circumstances where inappropriate or unreasonable dress is worn, appropriate action will be taken. The Principal/Head of Campus are responsible for making final decisions regarding the appropriateness of student presentation.
**STUDENT UNIFORM**

<table>
<thead>
<tr>
<th>Girls Summer Uniform:</th>
<th>Boys Summer Uniform:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy blue skirt or uniform shorts <em>(no denim allowed)</em></td>
<td>Navy blue uniform shorts <em>(no denim allowed)</em></td>
</tr>
<tr>
<td>Spinifex polo shirt</td>
<td>Spinifex polo shirt</td>
</tr>
</tbody>
</table>

**Boys and Girls Senior Uniform**

Senior students may choose to wear formal uniform of white blouse/shirt with embroidered pocket with necktie.

**Boys and Girls Winter Uniform:**

Navy, fleecy lined jacket, jumper or sweatshirt (zip front, round neck or V neck) with optional Spinifex logo embroidered on left hand side.

The Senior Jersey is an option for students in years 11 and 12 only.

**Hats:**

As a sunsafe school students are encouraged to wear hats in the sun. Students are unable to play in the sun during lunch without a hat.

**Jewellery:**

should be kept to a minimum for WH&S reasons. We suggest no more than:

- Watch, Flat signet ring
- Small plain sleepers or stud earrings
- Medical alert bracelet or necklace
- Items of significant religious belief may be worn under school uniform shirts

**Footwear:**

- Fully enclosed shoes made of impervious material, either vinyl or leather.
- Thongs, slip-ons and sandals are not suitable.

**Socks:**

White Sports Socks

**Hats:**

Spinifex State College follows the Sun-Safe guidelines of the Queensland Cancer Society.

Students will not be permitted to play in the sun during lunch breaks if they do not have a hat on.

Students who participate in PE and sport are expected to wear a hat in the sun unless the school has received notification from parents.

**Jewellery:**

* Watch/Flat signet ring
* Small plain sleepers or stud earrings
* Medical alert bracelet or necklace
* Items of significant religious belief worn under school uniform.

Other jewellery may be ‘unsafe for the student or others’ as such items could become caught in play equipment or could come into contact with another student causing injury. Students will be requested to remove or tape jewellery during some sport.

**Helmets:**

Students riding bikes are legally required to wear helmets.

Helmets must be securely fastened. Non-wearing of helmets is against the law and could be ‘unsafe for the student and others’.

**Locations:**

- Polo Shirts and Uniform Shorts are available through the school tuckshops. Ph 4740 1198 Jnr / 4744 7217 Snr
- Winter uniforms with the school logo are available for purchase through Misprints. Ph 4743 5107

**School Standard**

Parents are advised that

- Uniform are available from the school tuckshops
- Students not wearing the uniform are required to bring an explanatory letter from their parents.
- All students are required to wear safety approved footwear.
- Thongs, slip-ons and sandals are not suitable.
- Spinifex State College follows the Sun-Safe guidelines of the Queensland Cancer Society.
- Students will not be permitted to play in the sun during lunch breaks if they do not have a hat on.
- Students who participate in PE and sport are expected to wear a hat in the sun unless the school has received notification from parents.
- Other jewellery may be ‘unsafe for the student or others’ as such items could become caught in play equipment or could come into contact with another student causing injury. Students will be requested to remove or tape jewellery during some sport.
- Helmets must be securely fastened. Non-wearing of helmets is against the law and could be ‘unsafe for the student and others’.

**Consequences**

- × Form teachers will monitor wearing of uniform each morning.
- × Students not wearing school uniform will be ineligible to represent the school away from the campus.
- × Students out of uniform without a note from parents will be given a ground beautification duty.
- × Contact will be made with home to arrange appropriate footwear be delivered to the school.
- × If no contact can be made the student will be excluded from all activities where WH&S dictates that closed footwear is required.
- × Students who do not have a sun-safe hat for PE may be required to wear a hat from a bank of hats held at school.
- × Students who do not have a sun-safe hat will be excluded from activities in the sun during lunch breaks.
- × A student wearing excess jewellery will be asked to remove the item and if necessary give it to the teacher for safe-keeping for the remainder of the day.
- × If necessary the police will be contacted.
HOMEWORK POLICY

PURPOSE OF HOMEWORK

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

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

Homework that enhances student learning:

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

PHASE OF LEARNING

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

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

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

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

In the Senior Phase, Years 10, 11 and 12, the amount of time devoted to homework and independent study will vary according to the student’s learning needs and their individual program of learning as determined through their Senior Education and Training (SET) Plan. Senior students should average at least 5 hours per week.

While teachers may provide students with additional work relevant to their learning that the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours’ time they devote to their studies. Of course, care should be taken to ensure a balance is maintained between the various demands of study, sporting, cultural, recreational and part-time employment activities.
<table>
<thead>
<tr>
<th>STUDENTS’ RESPONSIBILITIES</th>
<th>TEACHERS’ RESPONSIBILITIES</th>
<th>PARENTS’ and CAREGIVERS’ RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can take responsibility for their own learning by:</td>
<td>Teachers can help students establish a routine of regular, independent study by:</td>
<td>Parents and Caregivers can help their children by:</td>
</tr>
<tr>
<td>✓ Using their homework diary to accurately record what is required as homework each night.</td>
<td>✓ Setting homework on a regular basis</td>
<td>✓ Providing a place for homework and study that is free from distractions and enables the student to focus during this valuable learning time.</td>
</tr>
<tr>
<td>✓ Accepting responsibility for the completion of homework expectations within set time frames</td>
<td>✓ Clearly communicating the purpose, benefits and expectations of all homework</td>
<td>✓ Encouraging them to organise their time and take responsibility for their own learning</td>
</tr>
<tr>
<td>✓ Organising their time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment.</td>
<td>✓ Checking homework regularly and providing timely and useful feedback</td>
<td>✓ Helping them to balance the amount of time spent completing homework, working part-time, watching television, playing computer games, playing sport and music and engaging in other recreational activities</td>
</tr>
<tr>
<td>✓ Discussing with their parents or caregivers homework expectations</td>
<td>✓ Using homework that is varied, challenging, directly related to class work and appropriate to students’ learning needs</td>
<td>✓ Helping them to complete tasks by discussing key questions or directing them to resources</td>
</tr>
<tr>
<td>✓ Following up on comments made by teachers</td>
<td>✓ Explicitly teaching strategies to develop organisational and time management skills and providing opportunities to practise these strategies through homework</td>
<td>✓ Contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to the homework.</td>
</tr>
<tr>
<td>✓ Seeking assistance when difficulties arise</td>
<td>✓ Giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework</td>
<td>✓ Encouraging them to read and to take an interest in and discuss current local, national and international events</td>
</tr>
<tr>
<td></td>
<td>✓ Discussing with parents and caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework.</td>
<td>✓ Reading with them, talking with them and involving them in tasks at home including shopping, playing games and musical instruments and physical activity</td>
</tr>
</tbody>
</table>
PARENT INVOLVEMENT

STUDENT RESOURCE SCHEME
The P&C Association operate a Student Resource Scheme (SRS) for the benefit of students and their parents. Participation in the scheme is voluntary, however hire charges are considerably less than the cost of purchase of books and equipment. Your cooperation in ensuring prompt payment of hire charges is very much appreciated.

VISITING THE COLLEGE
We openly welcome visitors to all the campuses. Upon arrival we ask you to present at the administration office to sign into our Visitor’s Register found in the foyer of each campus. Should you wish to speak to a particular staff member, please call prior to your visit to ensure the particular staff member is available to see you.

P&C ASSOCIATION
The college has an active Parents' and Citizens' (P&C) Association whose main activity has been and remains the provision of equipment and facilities to assist the school and its students, but which also provides an often-needed link between parents and our college. The meetings are held on the Third Wednesday of each month at 7:00pm and usually finish by 8:30pm. They are held alternatively between the Junior Campus (Term 1 & 3) and the Senior Campus (Term 2 & 4). All school parents and interested community members are welcome to attend meetings.

The Annual General Meeting is held early in the school year at the February meeting (Junior Campus). The School Budget is normally presented and approved at this meeting. Parents will be notified of the actual date by means of a newsletter taken home by the students and an advertisement in the North West Star.

An important activity of the P&C is the running of Tucks shops on both the Junior and Senior Campus. The tuckshops operate every school day from 8.00am – 1.00pm, offering a wide range of food and drinks at reasonable prices. As of July 2006, the tuckshops have followed ‘Smart Choices - The Healthy Food and Drink Supply Strategy for Queensland schools’. The tuckshops also sell our school polo shirt and shorts.

We have very dedicated staff at both the Senior and Junior Campus tuckshops, who all put in many hours above what they are paid for. Even so, they can always do with extra help. If you have a few hours to spare one morning during your week, the tuckshop ladies would really appreciate your assistance. Even one morning a month would be a great help. This would be a good way to meet new people, learn new skills and, in turn, help to support our school community.

If you would like to enquire about helping out, please see the ladies in the tuckshops or contact Jo at Junior Campus on 4743 3052 or Marisa at Senior Campus on 4744 7217.
PRIVACY

What is your right to privacy?
The Department of Education and Training (including Education Queensland and State schools) collects, stores, uses and discloses ‘personal information’ in accordance with legislation such as the Information Privacy Act 2009, the Education (General Provisions) Act 2009 and the Public Records Act 2002.

Department of Education and Training staff who deal with personal information must comply with all relevant legislation. External contractors who perform services on behalf of the Department of Education and Training are required to comply with the requirements in the relevant legislation.

The Department of Education and Training is committed to protecting your privacy.

What is personal information?
Personal information means any information from which your identity is apparent or can be readily ascertained, including your name, address and your role/position in an organisation.

How is your personal information used?
Generally, your personal information will only be used only for the purpose for which it was collected or a directly related purpose, unless you have agreed (expressly or impliedly) to the use of the information for another purpose.

Under what circumstances can the Department disclose your personal information?
Generally, the Department of Education and Training may disclose your personal information where the disclosure is:

- with your consent (express or implied);
- authorised or required by law;
- for law enforcement;
- necessary to prevent or lessen a serious threat to life, health, safety or welfare;
- in accordance with a privacy notice informing you that it is the Department’s usual practice to make the disclosure.

Can you access or amend personal information about you held by the Department?
You may apply to access your personal information that is stored by us. Should you have any queries regarding the information held about you or your child, including if you think that the personal information is incorrect in any way, or is out of date, please contact the school.

If you require information about accessing your personal information under legislation please see: http://deta.qld.gov.au/right-to-information/make-a-request.html.

Worried about privacy?
If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, you may make a written complaint to the Department of Education and Training. Your complaint should be addressed to:

Manager
Right to Information and Information Privacy
Legal and Administrative Law Branch
Department of Education and Training
PO Box 15033
City East Q 4002

You may also e-mail your complaint to rti@deta.qld.gov.au.
MAKING A COMPLAINT
Information for parents and carers

During the course of your child’s school years, you may have cause to make a complaint about an issue or concern you have with their education.

The Department of Education and Training is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support networks in place to enable you and your child to work through any issues or concerns you may have.

To achieve an effective resolution for all parties, when making your complaint, you should ensure you:

- provide complete and factual information in a timely manner
- deliver your complaint in a calm and reasoned manner
- avoid making frivolous or vexatious complaints
- or using deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member that, in most instances, the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

The following four-step procedure is in place to assist parents/carers and school staff to reach an outcome that is in the best interest of the student.

1. Discuss your complaint with the class teacher

If your complaint is with your child’s teacher or relates to an issue concerning your child’s experience at school, make an appointment with that teacher as soon as possible through the school administration. Discuss your complaint with the teacher and give the teacher an opportunity to suggest a solution. The teacher will make a record of your complaint and report your meeting and any outcomes to the school principal. Together, both you and your child’s teacher should be able to resolve the problem at this level.

2. Discuss your complaint with the principal

If after approaching your child’s teacher your complaint remains unresolved, make an appointment to see the school principal to discuss the issue further. Alternatively, you and the teacher may agree to ask the principal to act as a go-between in informal conflict resolution in an attempt to resolve the problem.

If your complaint relates to more general school matters, including issues of school policy and issues of compliance or non-compliance, you should raise your complaint directly with the principal or their delegate. The principal may refer your complaint to a delegate such as the deputy principal or Business Services Manager. The staff member will make a record of your complaint and work with you to come to a resolution.

Complaints to the principal may be lodged in person, by telephone, writing or via email. Principals’ email addresses can be accessed through the Schools Directory at www.education.qld.gov.au/directory/ - select the relevant school, then click on the email link.

3. Contact your local education office

If you have discussed your complaint with the principal and still feel that you have not reached a resolution, you have the right to contact your local Department of Education and Training office.

Complaints may be lodged by telephone or in writing. Your complaint should be specific in detail and outline the steps you have taken to resolve the issue. Ensure your complaint includes your full name and address and that you have signed and dated it. It is also a good idea to keep a copy for your own records.

Anonymous complaints will only be acted on if enough information has been provided to allow for follow-up with the relevant school principal.

When you contact your local education office a record will be made of your complaint. You will also be advised that your name and the nature of your complaint will be reported back to the principal of your school. Local office staff will then work with you and your school to seek a resolution.

Addresses and telephone numbers for the Department of Education and Training offices are listed in the White Pages of your local telephone directory and are also available through the Schools Directory at www.education.qld.gov.au/directory/
4. Independent review
If you have not been able to resolve your complaint through these formal processes, you can lodge your complaint with the Queensland Ombudsman. The Ombudsman may be contacted at:

Office of the Ombudsman GPO Box 3314, Brisbane, Qld 4001
Email: ombudsman@ombudsman.qld.gov.au
Telephone (07) 3005 7000 or Toll Free 1800 068 908 Fax (07) 3005 7067

The role of Parents and Citizens’ Associations (P&Cs)
Complaints about services that are run or managed by the P&C at your school, for example after school care or the tuckshop, should be directed to the P&C in the first instance.