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“To Strive is to Grow”
32 Macquarie Street
PO Box 94
Boonah QLD 4310

‘Conaire est Florere’ – ‘To Strive Is To Grow’
We are Respectful, We are Responsible, We are Learners

Phone 07 5460 6111
Email boonahshs@boonahshs.eq.edu.au
Website www.boonahshs.eq.edu.au
Office Hours 8:00am – 4:00pm

Principal Mrs Cheryl Bullion
Deputy Principal Ms Kristen Murphy
Deputy Principal Mrs Kerrie Scott
Deputy Principal Mrs Symantha McSweeney

Guidance Officer Mrs El-Marie Chambers
Head of Student Inclusion Mrs Erin Kerr
Head of Student Services Mr Peter Correlje
Head of Humanities and Social Sciences Mrs Jackie Campbell
Head of Creative Arts and Practical Technologies Mrs Erin Churchward
Head of English and Languages Mrs Lyn Colley
Head of Science and Digital Technologies Mr Jason Smith
Head of Mathematics Mrs Amanda Mathewson
Head of Health and Physical Education Mr Jai YongGee

Business Manager Mr Vince Fitzpatrick
Chaplain Mrs Michelle Warren
School Based Youth Health Nurse Ms Justine Coulson
Industry Liaison Officer & Youth Support Coordinator Mrs Kelly Skewes

VALUES & BELIEFS

Motto: ‘Conaire est Florere’ – ‘To Strive Is To Grow’

Vision: ‘Every Student Succeeding’

• Inspiring Minds.
• Creating Opportunities.
• Learning Life Together.
• Preparing students with knowledge, skills and confidence to participate effectively in community and economy.

Values:
We are Respectful
We are Responsible
We are Learners

“To Strive is to Grow”
HISTORY

Boonah State High School has been proudly serving the Fassifern community since 1965. In that time it has progressed from an opening enrolment of 225 students to 680 today.

The school opened on its present site on March 22, 1965. The solitary building had been constructed on the site in late 1964 at a cost of about £51,000. In that time, it has progressed from a single building now known as A Block, to the modern facility of today.

Our current facilities include Assembly Hall, Administration and Library, Industrial Technology and Design, Food, Textiles, Art, Swimming Pool, Ovals, Multimedia Centre, Science Blocks, Tuckshop incorporating a learnscape and Trade Skills Centre.

The Boonah community spirit has never wavered; it is the foundation on which Boonah State High School was built. Our school is a comprehensive public secondary school offering a diverse curriculum for students from Years 7 to 12.

AREA PROFILE

The charming country town of Boonah is nestled among world heritage listed areas, rich in natural beauty. Proud of its farming history, the town retains its traditional ‘High Street’ where country shopping, friendly locals and a talented arts community welcome visitors to their town. Numerous lookouts provide expansive views across fertile valleys to the encircling mountains of the Scenic Rim. Main Range, Mt Barney and Moogerah Peaks National Parks are easily accessible from Boonah, as are Lake Moogerah, Lake Maroon and Wyaralong Dam – great places for water sports and fishing.

Located 41km west of Beaudesert and 48km south of Ipswich, the town is the primary service centre which caters for the district’s needs with a range of businesses, services and commercial activities. The township of Boonah supports the outlying areas of Kalbar, Harrisville, Peak Crossing, Aratula, Mt Alford, Roadvale, Warrill View, Rosevale, Maroon and Dugandan. Boonah State High School has 11 cluster primary schools and is supported by Fassifern Coaches bus routes.

Dairying and pig-raising played important roles during the 20th century, before being overtaken by intensive agriculture. Recent decades have seen a trend back towards cattle grazing. The heritage aspects of Boonah have developed a progressive tourism industry for the region with several wineries, farm stays and bed and breakfast businesses attracting visitors to the region.

SCHOOL WORKFORCE

Boonah State High School has a total of 65 teaching staff and 35 non-teaching and ancillary staff. To support the Principal we have a Leadership Team including three Deputy Principals, a Business Manager, 6 Heads of Department, a Head of Inclusion, a Head of Student Services and a Guidance Officer.

Our non-teaching staff play a vital role in the operation of the school. This group comprises of our Administrative Staff, Student Services Officer Finance, Student Services Officer Attendance, Industry Liaison Officer and Youth Support Coordinator, Chaplain, School Based Health Nurse, Scientific Officer, Computer Technician, Education Support Officers, Schools Officer Grounds, Schools Officer Facilities and Cleaning Staff.

Many of our teaching and non-teaching personnel are long standing members of staff. This allows us to provide continuity to students, staff and the general community and speaks to the calibre of the school.
Boonah SHS vision is that every student succeeds and receives the support they need to belong to the school community, engages in learning and experiences academic success (State School Strategy 2020 to 2024 and BSHS Strategic Plan 2017 to 2021). The Department of Education’s (DoE) Inclusive Education Policy supports our shared vision and the right for students of all social, cultural, community and family backgrounds, and of all identities, and all abilities to receive high quality education. Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices. As we continue our journey towards a more inclusive education system, we are guided by the nine core features for inclusive education (United Nations and adopted by DoE). When you embed ‘support’ in a school and you look in from the outside, ‘support’ seems invisible because of these nine factors.

- A system wide approach – across the department and within local schools
- Committed leaders – removing barriers and supporting inclusion
- Whole of school – every member of the school community (staff, volunteers, families and students) collaborate to ensure access
- Collaboration – everyone has a voice
- Respecting and valuing diversity – all families and students feel welcome
- Confident, skilled and capable workforce – expertise developed and shared
- Accessible learning environments – participation in all activities and events
- Effective transitions – primary to high, high to work/study
- Monitoring and evaluation – of student progress and of the inclusion journey

At Boonah SHS we have:

- allocated substantial human resources (leaders, teachers, education support officers (Teacher Aides)
- individualised and personalised learning for all students – inclusion is not just about students with a verified disability. It is for all students.
- aligned ‘support’ to year levels and curriculum faculties
- collaborated closely with our cluster primary schools to ensure transition is ‘support’ focussed
- increased case management for students
- engaged expert guidance, eg the South East Region Inclusion Coach

Inclusion is really about making schools a reflection of their community and we commit to ensuring that any child who walks into our school will be included, will be supported and will be part of our community.
Boonah State High School takes great prides in its facilities; recent years have seen an improvement program implemented with new buildings and refurbishment of older buildings. We strive to provide our students with an open, clean and inviting learning environment.

Facilities include:
- Specialist science laboratories
- Industrial Design and Technology workshops
- Hospitality catering facilities
- Swimming pool
- 400 metre athletics track
- Gymnasium
- Music room
- Tuckshop and Learnscape
- Junior secondary precinct with playground
- Computer laboratories
- Agriculture Trade Skills Centre
- Textiles room
- Library
- Multipurpose indoor sport/assembling hall
- Football field
- Multipurpose courts
- Multi-Media centre
- Senior secondary precinct

GENERAL INFORMATION

School Calendar: The school calendar is published on Qparents and the website; it is regularly updated throughout the year. All cultural and sporting events, celebrations, camps, parent-teacher interview blocks and excursions are listed.

School Hours: Our first bell rings at 8:55am with the school day beginning at 9:00am. Any student who arrives late is required to report to Student Services Attendance window on arrival. Classes conclude at 3:05pm.

Lessons Times:

<table>
<thead>
<tr>
<th>Name</th>
<th>Start Time</th>
<th>End Time</th>
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</thead>
<tbody>
<tr>
<td>Form Class</td>
<td>9:00 am</td>
<td>9:10 am</td>
</tr>
<tr>
<td>Period 1</td>
<td>9:10 am</td>
<td>10:20 am</td>
</tr>
<tr>
<td>Period 2</td>
<td>10:20 am</td>
<td>11:30 am</td>
</tr>
<tr>
<td>First Lunch Break</td>
<td>11:30 am</td>
<td>12:15 pm</td>
</tr>
<tr>
<td>Period 3</td>
<td>12:15 pm</td>
<td>1:25 pm</td>
</tr>
<tr>
<td>Second Lunch Break</td>
<td>1:25 pm</td>
<td>1:55 pm</td>
</tr>
<tr>
<td>Period 4</td>
<td>1:55 pm</td>
<td>3:05 pm</td>
</tr>
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Whole school assembly is held every Wednesday. Year level assemblies are held once a week.
STUDENT WELLBEING

Boonah State High School has a committed Wellbeing Team. This team provides support to nurture the mental, social, emotional and physical growth of our students. Student wellbeing and support can include one or more of the following people:

**HOD Student Services:** Coordinates the large range of Student Wellbeing programs/activities and supports the Student Wellbeing Team listed below. Leads the Positive Behavior for Learning framework.

**Guidance Officer:** Provides a counselling service designed to help students meet their personal, academic and social potential. Areas of assistance can include careers advice, personal and educational concerns and mental health issues. The Guidance Officer is available to support students and the parent community. Appointments can be made through the office.

**Chaplain:** Provides social, emotional and spiritual support to students, parents/caregivers and staff. This includes extra-curricular activities, community development, mentoring and role modelling, education support and team work. The Chaplain will refer complex issues onto other professionals and specialists. Appointments with the Chaplain can be made through the office or directly with the Chaplain.

**School Based Youth Health Nurse:** Supports individual school communities. This is a confidential service where students, staff and the parent community can discuss general health, smoking, alcohol and drug use, personal and family problems, relationships, puberty, nutrition, exercise and receive referral to external agencies for additional support. Appointments for the School Based Health Nurse can be made through the office or directly with the nurse.

**Industry Liaison Officer/Youth Support Coordinator:** Works with senior students to source alternative pathways such as TAFE, School Based Apprenticeship and Traineeships. Liaises with students at risk of disengaging from education.

**Attendance Officer:** Tracks and reports on student’s attendance. Works closely with staff to ensure student attendance meets the requirements of Compulsory Attendance and Compulsory Phase of Education.

**Year Level Coordinators:** Work with students to assist with any issues that arise and can refer the student or parent onto the appropriate person. Year Level Coordinators also issue uniform cards and liaise with parents and staff to support students.

**Heads of Department (HODs):** Oversee and consult with staff and students on all matters related to school curriculum and assessment.

**Head of Inclusion:** Coordinates support services for students with disabilities and diverse learning needs.

**Indigenous Liaison Officer:** Facilitates and supports Indigenous perspectives across the school.

SCHOOL COMMUNICATION

Boonah State High School values communication with parents. We use a wide variety of communication methods to maintain strong links with staff, students, parents and wider community.

**Newsletter:** The school has an electronic newsletter which is distributed twice per term. If you would like a hard copy please request one from the Office.

**QParents:** Available for download to mobile devices or accessed on desktop computer. Allows parents/caregivers to see and report absences, view the school calendar including assessment due dates, excursions, camps and school events, receive report cards, view and pay invoices and change student details.

**Facebook:** The School has an active Facebook Page, which is updated daily. This is used to showcase achievement, class work, photos and to remind students and staff of upcoming date claimers.

**Website:** The Boonah State High School website has a plethora of information, and is a once stop shop for all information including calendar, enrolment, curriculum, support and resources, forms and documents.

Text Messages: The school utilises text messages to advise parents of absences, reminders, outstanding assessment, and changes to school routine. Please ensure you keep the school informed of any changes to your details.

**Invoicing / Statements:** Invoices and Statements will be emailed to your nominated email address upon creation.
**PARENTS & CITIZENS ASSOCIATION**

Boonah State High School has an active Parents and Citizens Association (P & C), with a small but committed committee. We invite all community minded people, parents and citizens to contribute. The meetings are held on the 4th Thursday of each month (excluding school holidays). The P & C run a very successful tuckshop and uniform shop that are always looking for volunteers.

**INDIGENOUS STATEMENT**

Indigenous Education at Boonah State High School includes the education of Aboriginal and Torres Strait Islander students. It also embraces the education of all students about the Aboriginal and Torres Strait Islander peoples and cultures of Queensland.

At Boonah SHS we believe that educating students about Aboriginal and Torres Strait Islander culture contributes to a harmonious environment and a mature approach to inclusion.

Boonah State High School has a varied range of activities to foster inclusion including NAIDOC week activities, Harmony Day/Week activities, implementing and embedding perspectives in a variety of curriculum areas and

**INSURANCE**

The school does not carry insurance to cover injury to students or their property. This is a parental responsibility.

**SCHOOL TRANSPORT**

If you have a school bus query, please contact Fassifern Coaches on 0754631407. Buses provided by Fassifern Coaches service the school.

Nine bus routes are paid for through the Department of Transport School Transport Assistance Scheme. This service is provided for students where Boonah SHS is the closest High School from their main residential address. For students who choose to not attend the closest high school, a fee may be payable to the bus company. To be issued with a bus pass and or check your eligibility please contact Fassifern Coaches. You student will be provided with a registration form at the start of each year by their bus driver.

Behaviour on buses is the responsibility of the bus companies and is not the domain of the school. A Bus Code of Conduct is available through Queensland Transport or by contacting Fassifern Coaches. Any difficulties or behaviour concerns should be directed to the Bus Company or Queensland Transport – School Transport Division.

**REPORTING**

School Report Cards are issued by Qparents and email to parents/caregivers at the following intervals:

- Progress report is issued at the conclusion of Term 1.
- Full report is issued at the conclusion of Semester 1 and 2

At the conclusion of Year 12, students will receive a Senior Statement, and if eligible a Queensland Certificate of Education issued by the Queensland Curriculum and Assessment Authority.
SCHOOL PROCEDURES

Student Absence:
If your student is absent from school with parents/caregivers permission, please inform the office using one of the following methods:

- Phone the school absence line on 5460 6160 stating students name, form class, the reason and dates of absence.
- Parents can be used to notify of upcoming absences or to provide a reason for unexplained absences.
- Present in person to the Student Services – attendance window, you must provide a medical certificate if student is away for three or more days

The school will send an alert text message to nominated parent/caregiver each day when a student is absent unexplained.

If a known absence of 10 or more days is to occur please contact the office to complete a “School Exemption” application.

Late to School / Early Departure
If a student is late to school or is departing early they are required to present to the Student Services – Attendance window for a pass. If closed please proceed to the office for the pass to be issued.

Students who are late are required to provide parental approval either at the time of arrival or on the next school day. The absence will remain unexplained until this occurs.

If a student is required to depart the school grounds during class time, parents/caregivers are required to provide a note in their school diary explaining the absence and departure/return time. This note is then shown to the class teacher at the beginning of the lesson; students without a note will not be allowed to leave their class.

Illness/Injury
If a student is sick or injured they should report to the nearest staff member. A staff member will contact parent/caregiver if the student needs to be collected.

Finance
Student Services is available to receive payments 8:15am – 12:15pm Monday, Tuesday, Thursday & Friday. No finance will be undertaken on a Wednesday. Students can make payments either before school or at first break. Payments can be made directly to the Students Services – Finance Window via cash, cheque or card; alternatively payments can be made via direct deposit, QParents or BPoint as per the invoice.

Direct Deposit Details
BSB: 064 402
Account: 00090019
Reference: First initial & Surname, brief description of what payment is for ie K Smith Camp.

All expenses incurred by the student, including but not limited to excursions, camps and Student Resource Scheme are 100% financial responsibility of the enrolling parent. Invoices are generated in the name of the parent with financial responsibility. Student will be unable to participate in activities unless payment has been received by the advertised due date. Students may be denied the opportunity to participate in non-curriculum events such as jersey, school formal, sporting teams, rewards trips and excursions until all accounts are paid or payment plan in place.
Student Messages
To minimise class disruption please contact the school office with student’s message prior to 1:30pm where possible.

Student ID
Students participating in the SRS will be issued a student ID card every year. If you require a replacement card outside of this a cost will be incurred.

Tuckshop
The Parents & Citizens Association run the Tuckshop which is open five days a week with a large range of healthy and nutritious food in accordance with the Healthy Schools Tuckshop guidelines. Students can place orders prior to form if they wish to do so.

Valuables
Students should leave all valuables and large sums of money at the office for safe keeping.

Student Medication
If your child requires staff to administer medication at school, please contact the school office in the first instance to discuss your child’s requirements. Please note, school staff will only administer medication that has been prescribed by a qualified health practitioner (e.g. doctor, dentist), is in its original container, in date and has an attached pharmacy label. This includes over the counter medication eg Panadol. Office staff will ask you to complete and sign Section 1 of the ‘Administration of Medication’ at school record sheet. If your child requires more than one medication, you will need to complete a form for each medication. Please see the website for further details regarding specific conditions and their requirements. All medication must be in date.

Change of Details
Please advise the school of updated details as soon as possible, current contact details are essential in case of accident or illness. Change of details can be notified via the QParents app, email or phone call.

Interviews
Parent-Teacher interviews are conducted twice year; at the conclusion of first and second term. Teachers may request a parent teacher interview at reporting.

Outside of this staff will be more than happy to work with parents/caregivers regarding their students’ progress. The school website provides a comprehensive list of staff emails for your use.

Lost Property
Students should report all lost property to Student Services. All named items will be given to the Year Level Coordinator; unnamed items will remain at Student Services. Uncollected unnamed lost property will be given to charity at the end of each term.

Items not allowed into our School
- Items prohibited by State Law (eg drugs, alcohol, cigarettes, pornographic material, knives)
- Any potentially dangerous items which may be used to cause injury of offence (eg laser pointers, metal bars, and other items classified under Queensland law as offensive items or weapons)
- Cigarette lighters or matches
- Jewellery or clothing outside the school dress requirements
- Aerosol/spray cans (eg deodorant, paint)
- Chewing/bubble gum
- Oil/Nikko pens
- White Out/Liquid Paper
- Energy Drinks (eg mother, V, Redbull)
The purpose of the Boonah State High School Resource Scheme is to ensure that all students are provided with the necessary resources for a quality education and to save parents/caregivers money and the need to shop for textbooks and resources. The scheme is resourced through an annual parent contribution fee (TBC) per student and a Queensland Government textbook and resource allowance received in bulk by the school. The Resource Scheme operates under the policy and guidelines of Education Queensland and is fully endorsed by the Boonah State High School Parents and Citizens Association.

The scheme provides the following resources for a set fee (TBC) It is not available in part. Families NOT in the scheme will need to provide all items covered by the scheme, a detailed list of which will be provided by the Business Manager upon request.

The Student Resource Scheme provides for:

- Textbooks – personal issue, class sets and online access
- Reproduced class materials which complement and/or substitute for textbooks
- Library books
- Student ID card
- Student and Classroom consumables
- School Digital Resource Network Support
- Student Laptop Program Network Support
- Student Planner

Items not provided by the Student Resource Scheme:

- Items outlined in the Materials List
- School camps, excursions, competitions, trips
- Some materials provided in practical subjects where the completed item may become the property of the student (e.g. Industrial Arts, Home Economics, Art). In this case either the finished products remain the property of the school or contribution will be requested to enable the student to keep the finished product, these amounts will be determined prior to the unit commencing.
- Personal items (e.g. pens, pencils, USBs, calculator, materials required for home assignment work)
- School Magazine

Conditions of the Scheme

- Students will supply their own personal requirements – as outlined in the Materials List.
- Books issued to students are to be kept in good condition.
- Students are responsible for up to the full cost of books that are negligently damaged or lost before any further issues can be made.
- The Resource Centre should be immediately notified of the loss of any textbook.
- All textbooks provided under the scheme remain the property of the scheme and must be returned to the Resource Centre when a student leaves or at the end of the school year.
- Books and resources provided under the scheme cannot be issued to students whose parents/caregivers choose not to participate.

Is the scheme compulsory?

Parents/caregivers who do not wish to participate in the scheme should indicate NO on the Resource Scheme Agreement and return it to the office. These parents/caregivers will receive reimbursement from the school to the value of the Government Allowance for their child. However, they are expected to provide all necessary textbooks and resources for their student as detailed on the lists provided with this form.
**UNIFORM POLICY**

**Rationale:**
Boonah State High School is a uniform school as endorsed by the Parents and Citizens Association (P & C). School policy is also subject to Workplace Health and Safety requirements to protect the physical well-being of our students. By enrolling your child at the school, you are indicating that you accept the code of dress and required standards as determined by the P & C Association and Leadership Team of the school. Extenuating and/or unforeseen circumstances are treated on an individual basis with the final decision resting with the Principal.

<table>
<thead>
<tr>
<th>Girls Uniform</th>
<th>Boys Uniform</th>
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<tbody>
<tr>
<td><strong>Formal Uniform – Year 9 Student Leaders and Years 10, 11, 12</strong></td>
<td><strong>Formal Uniform – Year 9 Student Leaders and Years 10, 11, 12</strong></td>
</tr>
<tr>
<td>• Navy Skirt – school design</td>
<td>• Grey Tailored Shorts – school design</td>
</tr>
<tr>
<td>• Navy Dress Shorts – school design</td>
<td>• Blue Shirt – school design</td>
</tr>
<tr>
<td>• Blue Blouse – school design</td>
<td>• School Tie</td>
</tr>
<tr>
<td>• School Tie</td>
<td>• Shoes – see below</td>
</tr>
<tr>
<td>• Shoes – see below</td>
<td>• Grey Socks - school design</td>
</tr>
<tr>
<td>• Plain white socks or flesh coloured pantyhose or navy tights</td>
<td>• Navy Fleecy Zip Jacket, Track Top, V neck sweater or V neck knitted jumper</td>
</tr>
<tr>
<td>• Navy Fleecy Zip Jacket, Track Top, V neck sweater or V neck knitted jumper</td>
<td>• Navy Fleecy Pants, Track Pants or Grey Dress Trousers</td>
</tr>
<tr>
<td>• Navy Fleecy Pants, Track Pants or Dress Trousers</td>
<td></td>
</tr>
</tbody>
</table>

| **Everyday Uniform – Years 7, 8 & 9** | **Everyday Uniform – Years 7, 8 & 9** |
| - Blue Micro-Fibre Shorts – school design | - Blue Micro-Fibre Shorts – school design |
| - Polo Shirt – school design | - Polo Shirt – school design |
| - Shoes – see below | - Shoes – see below |
| - Plain white socks | - Plain white socks |
| • Navy Fleecy Zip Jacket, Track Top, V neck sweater or V neck knitted jumper | • Navy Fleecy Zip Jacket, Track Top, V neck sweater or V neck knitted jumper |
| • Navy Fleecy Pants, Track Pants or Dress Trousers | • Navy Fleecy Pants, Track Pants or Grey Dress Trousers |

| Hat / Cap |
| - A uniform hat must be worn for all outdoor activities; |
| - Cap or coloured house hat – school design |
| - Plain/Navy beanie without markings or tassels (Term 2 and 3 only) |

**Shoes:** All Black Leather or Vinyl lace up shoes of dress or sports style with a leather tongue, no white/coloured soles or logos - not mesh or canvas sport joggers/boots, thongs, Hi-tops, sandals or ballet flats.

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“**To Strive is to Grow**”
UNIFORM POLICY

Expectations:
The school and parents need to work with students to ensure they wear the full correct uniform. The following expectations are endorsed by the P&C.

- Students should wear their uniform correctly, with pride and be neat and tidy at all times.
- Students must be correctly attired when assembling for each lesson.
- If students are unable to wear the correct uniform on a particular day, they should bring a note on the day and give it to their Year Level Coordinator prior to the commencement of form classes/assemblies. Students who do not comply with this process will receive consequences in line with the Student Code of Conduct.
- Year 9 Student Leaders and all students in Years 10, 11 and 12 are required to have a formal dress uniform. The formal dress uniform is to be worn on Wednesday for full school assembly and on all school excursions or representative activities except when directed otherwise by a teacher in consultation with the Principal.
- If a medical condition precludes adherence to this policy a medical certificate must be supplied.

Rules Associated with Wearing the School Uniform:

- If T-Shirts are worn under the dress shirt/blouse or sports shirt/blouse, they must be all-white (no markings), be visible only at the neckline and must not protrude past sleeve and bottom hemlines.
- Department of Education and Workplace Health and Safety guidelines require students wearing inappropriate footwear to be excluded from practical classes on the grounds of safety.
- Jewellery or other adornment is not to be worn to school with the exception of a modest wristwatch, and small studs. Medical information jewellery is permitted. (Please note ring style sleepers are not recommended due to potential Workplace Health and Safety concerns). In accordance with Workplace Health and Safety requirements, students may be expected to remove all jewellery (including studs) in some classes such as particular sports, Industrial Design and Technology, Science etc. Any unacceptable jewellery confiscated by staff will be available for collection from office staff at the end of the school day.
- Ear Stretchers are not permitted. Any existing stretchers must be flat, solid and clear, or skin coloured.
- Facial piercing: In the case of a new piercing, students may request permission to cover the stud until the healing period is past. Students and parents should consider this rule prior to the student getting a facial piercing.
  Any existing facial piercing must be:
  o Removed while at school, or
  o Covered with skin coloured tape at all times, or
  o Worn with a clear, flat small stud
  o Piercings must be removed for physical activity, and removed or covered for any food handling lesson.
- Hair must remain a natural colour.
- Nail Polish or make up is not to be worn.
- Tattoos are not permitted. Existing tattoos must be covered.
- Field Trips, Excursions or Camps: Students should follow guidelines given by their subject teachers or camp coordinators in order to ensure they are dressed appropriately. Safe footwear is required at all times and it is the expectation that students will look neat and tidy at all times.
- Hats, Sunscreen and Sunglasses: The school supports a sun-safe policy and students are required to protect themselves by wearing the school hat/cap when participating in any curriculum-related OR other outdoor activities and are encouraged to wear sunscreen and sunglasses whenever they are outdoors.
- Interschool Sports: Students will be expected to wear their sports uniform except where an alternative is required as directed by the Sports Coordinator in consultation with the Principal.
- In extreme circumstances, such as financial hardship, students may be issued with a ‘Red Card’ by the Principal in order to wear a particular non-uniform article, but only after completion of a request application and an interview with the parents/caregivers either via a telephone call or appointment. Parents/Caregivers should explain the circumstances and designate a time when the appropriate article will be available. The understanding will be that the appropriate article will be purchased as soon as possible. If a ‘Red Card’ is issued students must carry it with them at all times.

“To Strive is to Grow”
UNIFORM POLICY

Non-Uniform Days
- Students should dress in a neat and tidy fashion.
- Extremes of dress are NOT appropriate. For instance: NO strappy tops, nothing narrower than 3 fingers wide, NO mid-riff tops, NO see through clothes.
- Body piercing, make-up and jewellery rules still apply and NO extra ornaments may be worn.
- Appropriate footwear must be worn. Enclosed shoes only. No slip on shoes, thongs or sandals. NO high heel shoes.
- NO obscenities or offensive messages or drug/alcohol related messages or graphics to appear on clothing.
- NO visible boxer shorts. Boys are NOT to wear singlet tops.
- Students with Physical Education will still require their sports uniform and hats etc.
- All safety requirements must be adhered to in practical subjects.

SUN SAFETY POLICY

The Queensland Government, including The Department of Education and Training, is committed to protecting students from the harmful effects of the sun in accordance with the Department’s procedure. Boonah State High School has developed a Sun Safety Policy which encompasses strategies outlined in the Department’s EPPR (Education Policy & Procedures Register) to ensure all school community members are:
- Aware of accepted sun smart practices and their benefits that promotes personal responsibility for skin cancer protection and early detection.
- Exposed to, observe and adopt sun smart practices.
- Provided with incentives and opportunity to adopt sun smart practices.

Students are required to protect themselves by wearing the school hat/cap when participating in any curriculum-related OR other outdoor activities and are encouraged to wear sunscreen and sunglasses whenever they are outdoors.

Curricular and extra-curricular activities (sport, camps, carnivals, excursions) students and staff:
- have access to SPF 30+ sunscreen
- wear a school hat/cap when exposed to the sun and when appropriate
- are encouraged to wear sunglasses and other suitable protective clothing (“rashie” or T-shirt when in the pool)

Non structured activity (lunchbreaks and in the playground) students and staff:
- have access SPF 30+ sunscreen
- wear a school hat/cap when exposed to the sun and when appropriate
- are encouraged to wear sunglasses and other suitable protective clothing.
- encouraged to limit the time exposure in the sun
ANTI - BULLYING POLICY

Rationale:
Boonah State High School strives to create positive, predictable environments for all students at all times of the day. The supportive learning environment that we are creating is essential to:
- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- improving achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Boonah State High School. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Boonah State High School include but not limited to name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:
- race, religion or culture
- appearance or health conditions
- sexist or sexual language
- children acting as carers

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Boonah State High School are part of our Positive Behaviour for Learning framework. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention:
Addressing specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide Positive Behaviour for Learning (PBL) practices will be maintained at all times.
This will ensure that:
- All students know the school values and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Boonah State High School records behaviour on One School and uses behavioural data for decision-making.

[15]
“To Strive is to Grow”
ANTI-BULLYING POLICY

STYMIE

Helping You to Say Something About Bullying and Harm at Boonah SHS

stymie.com.au encourages you to support your peers by making anonymous notifications through their site. These notifications will be about other students who you see being bullied or experiencing harm at Boonah SHS. You can also make notifications about illegal activity and any other kind of harm to your school community. The notifications can include evidence such as screen shots of social media conversations or messages and are automatically forwarded to the appropriate staff member. The first confidential conversation we have, will be with the student who is experiencing harm - they will know they are not alone.

Boonah SHS is committed to supporting all of you in being able to make positive choices about bullying and harm in our community. Please use it. Use it responsibly and thoughtfully and know that you can make a difference.

HOW DO I MAKE A NOTIFICATION?

1. Go to stymie.com.au
2. Make a very detailed notification, with at least 3 sentences of information in the ‘what happened’ box.
3. Click ‘send’.

ACCEPTABLE USE OF SCHOOL DIGITAL RESOURCES

Boonah State High School embraces the opportunities that technology and the internet provide to students for learning and being creative. The school is committed to promoting the responsible and positive use of all digital technologies including, but are not limited to: gaming devices, smart watches, laptop computers, tablet computers, cameras, voice recording devices, mobile phones, iPods/iPads and devices of a similar nature.

Boonah State High Schools’ Digital Resources (e.g. Internet, digital and video cameras and computers) are available to students. However, before being granted access to the school’s Digital and eLearning Resources, all students must have the permission of their parent/caregiver and sign the nominated agreements.

LIMITATION OF LIABILITY

Boonah State High School cannot guarantee that what is provided by the school system will be error free or without defect. While all due care is taken to maintain the system, Boonah State High School will not be held responsible for:
- Loss of data or interruptions to the service
- The accuracy and/or quality of the information obtained through the internet
- Financial obligations arising through the unauthorised use of the system
ACCEPTABLE USE OF SCHOOL DIGITAL RESOURCES

The use of computers at Boonah State High School must support education and research that is consistent with the Learning Outcomes of the curriculum. Transmission of any material in violation of any law is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material. When using a global information system such as the Internet, it is possible that students may find material on the Internet that parents consider objectionable. It is not always possible for the school to filter or screen all material which is inappropriate. Although students are supervised in class when they use the Internet, this does not guarantee that students will not access inappropriate materials. Parents are encouraged to discuss responsible use of the Internet with their children and how this responsibility includes using the Internet at school, as well as from home.

INAPPROPRIATE USE OF SCHOOL DIGITAL RESOURCES

- The Principal and teachers of Boonah State High School will deem what is appropriate use.
- Any user identified as a security risk or having a history of violations with any services provided by the school may be denied access to the school network. This may also involve school imposed sanctions in line with the Boonah State High School Responsible Behaviour Plan.
- The Principal or their delegate reserves the right, at their sole discretion, to suspend or terminate a student’s access to, and use of, the school network upon any breach of the “Acceptable Use Policy” by the student.
- If there are grounds to investigate the inappropriate use of ICT, school staff reserve the right to collect evidence for the purposes of establishing a breach of this Agreement including electronic communication, and to lay a complaint with the Police and internet companies, such as Facebook and Google who manage these systems.
- If this action results in any financial cost to the school i.e. use of a professional person to rectify the action, the parent/caregiver will receive an invoice for the amount of the services and/or repairs.

The following are examples of inappropriate use of the schools’ digital resources and are strictly prohibited. This list is not all-inclusive:

- Supporting or accessing sites that promote hate language, harassments or threats.
- Supporting or accessing sites that ridicule others on the basis of race, creed, religion, sex, sexual orientation, disability or nationality.
- Misleading someone into believing you are acting in an official capacity.
- Using any software that allows your computer to be shared outside the Boonah State High School firewall without first obtaining approval from the Network Manager.
- Creating and/or forwarding of chain letters and mass mailings.
- Violating license and other computer-related contract provisions, particularly those that expose Boonah State High School to legal costs or damages.
- Using software, such as password-cracking tools, vulnerability scanners and network sniffers.
- Storing or downloading any material on the school server that may infringe the Australian Copyright Act 2012 (or any replacement Act).
- Accessing or attempting to access inappropriate, age restricted, or objectionable material.
- Attempting to get around or bypass security, monitoring and filtering that is in place.

VANDALISM OF SCHOOL DIGITAL RESOURCES

Vandalism will result in cancellation of privileges as well as other sanctions in line with the school’s Responsible Behaviour Plan. Vandalism includes any malicious intent to harm, modify or destroy computer hardware or data of another user, any attempt to degrade or disrupt system or network performance and Internet use that includes, but is not limited to, the uploading or creation of computer viruses.

If equipment/data is damaged or stolen, a Parent/Caregiver will receive an invoice for the amount of the replacement item and/or repairs and/or services provided to rectify the issue.
** Acceptable Use of Personal Digital Resources **

**Personal Technology Devices include, but are not limited to smart watches, laptop computers, tablet computers, cameras and voice recording devices, mobile phones, iPods/iPads and devices of a similar nature.**

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. This policy recognises that there is legitimate use of personal technology devices in a classroom when they are used, under the direction of a teacher, to assist with and extend student learning. *We are Respectful, We are Responsible, We are Learners.*

This school has a BYO Laptop program for students to complete their subject requirements. All personal technology devices (BYO laptop and others) must be used in accordance with school policy. The school discourages students from bringing other valuable items to school and students who bring these devices to school do so on the understanding that they take full responsibility for the security of their device.

When students bring other valuable personal technology devices (mobile phones and similar) to school there may be a risk of damage or theft. The school cannot guarantee the safety of these items and suggest that students keep them on their person at all times.

**Device Etiquette**

In order to optimise learning in classrooms, all students will be required to deposit their mobile phones in the technology box at the beginning of each lesson. Sometimes, students may be allowed to use their phones as a learning tool under the direct supervision of the teachers. Devices may be used at break time, before and after school, provided their use is in keeping with the requirements of the Student Code on Conduct.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunication services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

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

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Boonah State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Boonah State High School expects its students to engage in positive online behaviours.

Boonah State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. Such an incident will be a matter for parents/caregivers and/or police to resolve.

If inappropriate online behaviour impacts on the good order and management of Boonah State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
Acceptable Use of Personal Digital Resources

Recording and disseminating voice and images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Boonah State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination to others, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony and may be in breach of the Criminal Code.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Breach of this policy will may subject to discipline including suspension or exclusion.

Students should note that recording or dissemination of images that are considered indecent (such as nudity or sexual acts including children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying or harassment or even stalking. The sender will be subject to discipline and possible referral to the Queensland Police Service. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the Administration.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Reporting Inappropriate Use
Refer incidents of inappropriate use via STYMIE (refer page 16).
Acceptable Use of Personal Digital Resources

Consequences of Inappropriate Use

Personal technology devices used contrary to this policy on school premises will be result in students being directed to place the item in the Technology Box that is situated in each classroom. The device will be made available for collection at the end of the lesson unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent/caregiver.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents/caregivers will be advised to contact Queensland Police Service directly.

In Summary:

- Personal Technology Devices including mobile phones remain the responsibility of the student.
- All devices must be placed in the technology box during class time unless directed for learning use by a staff member.
- Students in breach of this policy with their mobile phone or similar
  - 1st Offence – student will be directed to place their personal technology device in the Personal Technology Box located in the classroom. Students can collect their item at the conclusion of the lesson.
  - 2nd Offence – student will be directed to place their device in the Personal Technology Box in the administration office and will be issued with a receipt from ID Attend. The device may be collected by the student at the end of the day. Classroom teacher will contact home and enter on Oneschool.
  - 3rd Offence – student will be directed to place their device in the Personal Technology Box in the administration office and will be issued with a receipt from ID Attend. The device will need to be collected by a Parent/Caregiver.
ASSESSMENT POLICY

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Boonah State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

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

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

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

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.
### Assessment Policy

#### Promoting academic integrity
Boonah State High School promotes academic integrity by developing students’ skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

<table>
<thead>
<tr>
<th>QCE and QCIA policy and procedures handbook</th>
<th>Policy and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school assessment policy is located on the school website at <a href="https://boonahshs.eq.edu.au/Pages/default.aspx">https://boonahshs.eq.edu.au/Pages/default.aspx</a> and in the school prospectus. All questions regarding this policy should be directed to the Principal. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</td>
<td></td>
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<tr>
<td>• at enrolment interviews</td>
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<tr>
<td>• during SET planning</td>
<td></td>
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<tr>
<td>• when the assessment schedule is published</td>
<td></td>
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<tr>
<td>• when each task is handed to students</td>
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<tr>
<td>• in the newsletter and by email in response to phases of the assessment cycle.</td>
<td></td>
</tr>
</tbody>
</table>

#### Expectations about engaging in learning and assessment
Section 1.2.4  
Section 2  
Section 8.5.1
Boonah State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

**Student responsibility**
Students are expected to:
- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date.

To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity course.

#### Due dates
Section 8.5.2  
Section 8.5.3
School responsibility
Boonah State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 2 each semester.

The assessment schedule will:
- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 3 each semester
- give consideration to allocation of workload.
# Assessment Policy

<table>
<thead>
<tr>
<th>Due dates</th>
<th>Student responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 8.5.2</td>
<td>Students are responsible for:</td>
</tr>
<tr>
<td>Section 8.5.3</td>
<td>• recording due dates in their diaries</td>
</tr>
<tr>
<td></td>
<td>• planning and managing their time to meet the due dates</td>
</tr>
<tr>
<td></td>
<td>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</td>
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<tr>
<td></td>
<td>In cases where students are unable to meet a due date, they will:</td>
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<tr>
<td></td>
<td>• inform the head of department and classroom teacher as soon as possible</td>
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<tr>
<td></td>
<td>• provide the school with relevant documentation, e.g. medical certificate</td>
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<tr>
<td></td>
<td>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</td>
</tr>
<tr>
<td></td>
<td>All final decisions are at the Principal’s discretion. Refer to AARA information below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submitting, collecting and storing assessment information</th>
<th>Assessment instruments will provide information about Boonah State High School’s arrangements for submission of draft and final responses, including due dates, conditions and file types.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 9</td>
<td>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via Boonah State High School’s academic integrity software, Safe Assign.</td>
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<tr>
<td></td>
<td>Draft and final responses for all internal assessment will be collected and stored in each student’s folio. Live performance assessments will be recorded and stored as required for QCAA processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriate materials</th>
<th>Boonah SHS is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 7.1</td>
<td></td>
</tr>
<tr>
<td>Section 8.5.3</td>
<td></td>
</tr>
</tbody>
</table>

## Ensuring academic integrity

Boonah State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

### Internal assessment administration

<table>
<thead>
<tr>
<th>QCE and QCIA policy and procedures handbook</th>
<th>Policy and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</td>
</tr>
<tr>
<td></td>
<td>• maintain the integrity of the requirements of the task or assessment instrument</td>
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<tr>
<td></td>
<td>• allow for unique student responses and not lead to a predetermined response.</td>
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<tr>
<td></td>
<td>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</td>
</tr>
</tbody>
</table>
# ASSESSMENT POLICY

## Checkpoints

**Section 8.5.3**

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

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

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

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

## Drafting

**Section 7.2.2**

**Section 8.3**

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback on a draft is:
- provided on a maximum of one draft of each student’s response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of a submission of a draft.

Feedback on a draft must not:
- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

A copy of the feedback will be stored with a hard copy of the draft in the student’s folio.

Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.

## Managing response length

**Section 7.2.3**

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

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:
- mark only the work up to the required length, excluding evidence over the prescribed limit
  or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
## Assessment Policy

### Authenticating student responses

**Section 7.3.1**

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

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

In cases where a student response is not authenticated as a student’s own work, procedures for managing alleged academic misconduct will be followed.

### Access arrangements and reasonable adjustments, including illness and misadventure (AARA)

**Section 6**

**Applications for AARA**

Boonah State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.


The Principal manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in **Section 6.5.1**) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student’s file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student’s or parent’s/carer’s own choosing
- matters that the school could have avoided.

**Applications for extensions to due dates for unforeseen illness and misadventure**

Students and parents/carers must contact the Principal or Principal’s Delegate as soon as possible and submit the relevant supporting documentation.

Copies of the medical report template, extension application and other supporting documentation are available from the school website.

### Managing non-submission of assessment by the due date

**Section 8.5**

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.

The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:

- provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this
- was not provided by the student 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 by the date published in the SEP calendar.

In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
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ASSESSMENT POLICY

<table>
<thead>
<tr>
<th>Internal quality assurance processes</th>
<th>Boonah State High School’s quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 8.5.3</td>
<td>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</td>
</tr>
<tr>
<td></td>
<td>• quality assurance of judgments about student achievement.</td>
</tr>
<tr>
<td></td>
<td>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</td>
</tr>
<tr>
<td></td>
<td>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</td>
</tr>
</tbody>
</table>

| Review | Boonah State High School’s internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context. |
| Section 9.1 | Section 9.2 |
| Section 9.5 | |

External assessment administration

<table>
<thead>
<tr>
<th>QCE and QCIA policy and procedures handbook</th>
<th>Policy and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment is developed by the QCAA for all General and General (Extension) subjects</td>
<td>External assessment occurs in Term 4 Year 12, during October and November. The specific dates for external assessment are determined by the QCAA and made available on the QCAA website at the beginning of each year.</td>
</tr>
<tr>
<td>Section 7.3.2</td>
<td>The QCAA develops the external assessment and Senior External Examination timetable annually using finalised enrolment in subjects to:</td>
</tr>
<tr>
<td>Section 10.3</td>
<td>• ensure students complete no more than two external assessments in one school day</td>
</tr>
<tr>
<td>Section 10.4</td>
<td>• minimise the number of timetable clashes for students</td>
</tr>
<tr>
<td>See also: External assessment — administration guide (provided to schools each year)</td>
<td>The school external assessment coordinator is responsible for communicating the external assessment timetable to students.</td>
</tr>
</tbody>
</table>

**Misreading the external assessment timetable**

Students who misread — and therefore do not attend, or attend late — the external assessment timetable should contact the school external assessment coordinator as soon as possible. Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure (see Section 6: Access arrangements and reasonable adjustments (AARA)). The school external assessment coordinator must contact the QCAA for advice when this occurs.

Senior External Examination venues

It is the role of Queensland schools, teaching centres and venues to host the Senior External Examinations (SEE) for their own students who are enrolled for tuition.

Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar.

**External assessment roles and responsibilities for Students:**

- read the information provided by schools, including the:
  - External assessment timetable
  - External assessment student rules
  - Approved equipment rules
- attend external assessment in which they are enrolled
- attend the oral component for language subjects (administered at an external venue).
Managing academic misconduct
Boonah State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

<table>
<thead>
<tr>
<th>Types of misconduct</th>
<th>Procedures for managing academic misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cheating while under supervised conditions</strong></td>
<td>For authorship issues</td>
</tr>
<tr>
<td>A student:</td>
<td>When authorship of student work cannot be</td>
</tr>
<tr>
<td>• begins to write during perusal time or continues</td>
<td>established or a response is not entirely a</td>
</tr>
<tr>
<td>to write after the instruction to stop writing is</td>
<td>student’s own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</td>
</tr>
<tr>
<td>• uses unauthorised equipment or materials</td>
<td>For all instances of academic misconduct</td>
</tr>
<tr>
<td>• has any notation written on the body, clothing or</td>
<td>Results will be awarded using any evidence from</td>
</tr>
<tr>
<td>any object brought into an assessment room</td>
<td>the preparation of the response that is available</td>
</tr>
<tr>
<td>• communicates with any person other than a</td>
<td>that is verifiably the student’s own work and that</td>
</tr>
<tr>
<td>supervisor during an examination, e.g. through</td>
<td>was gathered in the conditions specified by the</td>
</tr>
<tr>
<td>speaking, signing, electronic device or other</td>
<td>syllabus, on or before the due date.</td>
</tr>
<tr>
<td>means such as passing notes, making gestures or</td>
<td>For instances of academic misconduct during</td>
</tr>
<tr>
<td>sharing equipment with another student.</td>
<td>examinations</td>
</tr>
<tr>
<td></td>
<td>Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school’s behaviour management policy will be implemented.</td>
</tr>
<tr>
<td><strong>Collusion</strong></td>
<td></td>
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<tr>
<td>When:</td>
<td></td>
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<tr>
<td>• more than one student works to produce a</td>
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<tr>
<td>response and that response is submitted as</td>
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<tr>
<td>individual work by one or multiple students</td>
<td></td>
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<tr>
<td>• a student assists another student to commit an</td>
<td></td>
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<tr>
<td>act of academic misconduct</td>
<td></td>
</tr>
<tr>
<td>• a student gives or receives a response to an</td>
<td></td>
</tr>
<tr>
<td>assessment.</td>
<td></td>
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<tr>
<td><strong>Contract cheating</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• pays for a person or a service to complete a</td>
<td></td>
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<tr>
<td>response to an assessment</td>
<td></td>
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<tr>
<td>• sells or trades a response to an assessment.</td>
<td></td>
</tr>
<tr>
<td><strong>Copying work</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• deliberately or knowingly makes it possible for</td>
<td></td>
</tr>
<tr>
<td>another student to copy responses</td>
<td></td>
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<tr>
<td>• looks at another student’s work during an exam</td>
<td></td>
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<tr>
<td>copies another student’s work during an exam.</td>
<td></td>
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<tr>
<td>**Disclosing or receiving information about an</td>
<td></td>
</tr>
<tr>
<td>assessment**</td>
<td></td>
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<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• gives or accesses unauthorised information that</td>
<td></td>
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<tr>
<td>compromises the integrity of the assessment,</td>
<td></td>
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<tr>
<td>such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Fabricating</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• invents or exaggerates data</td>
<td></td>
</tr>
<tr>
<td>lists incorrect or fictitious references.</td>
<td></td>
</tr>
</tbody>
</table>
## Assessment Policy

<table>
<thead>
<tr>
<th>Types of misconduct</th>
<th>Procedures for managing academic misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impersonation</td>
<td>A student:</td>
</tr>
<tr>
<td></td>
<td>• arranges for another person to complete a</td>
</tr>
<tr>
<td></td>
<td>response to an assessment in their place,</td>
</tr>
<tr>
<td></td>
<td>e.g. impersonating the student in a</td>
</tr>
<tr>
<td></td>
<td>performance or supervised assessment</td>
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<tr>
<td></td>
<td>• completes a response to an assessment</td>
</tr>
<tr>
<td></td>
<td>in place of another student.</td>
</tr>
<tr>
<td>For authorship issues</td>
<td>When authorship of student work cannot be</td>
</tr>
<tr>
<td></td>
<td>established or a response is not entirely</td>
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<tr>
<td></td>
<td>a student’s own work the school will</td>
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<td></td>
<td>provide an opportunity for the student to</td>
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<td></td>
<td>demonstrate that the submitted response</td>
</tr>
<tr>
<td></td>
<td>is their own work.</td>
</tr>
<tr>
<td>Misconduct during an</td>
<td>A student distracts and/or disrupts others</td>
</tr>
<tr>
<td>examination</td>
<td>in an assessment room.</td>
</tr>
<tr>
<td>Plagiarism or</td>
<td>A student completely or partially copies or</td>
</tr>
<tr>
<td>lack of referencing</td>
<td>alters another person’s work without</td>
</tr>
<tr>
<td></td>
<td>attribution (another person’s work may</td>
</tr>
<tr>
<td></td>
<td>include text, audio or audiovisual</td>
</tr>
<tr>
<td></td>
<td>material, figures, tables, design, images,</td>
</tr>
<tr>
<td></td>
<td>information or ideas).</td>
</tr>
<tr>
<td>For all instances of</td>
<td>Results will be awarded using any evidence</td>
</tr>
<tr>
<td>academic misconduct</td>
<td>from the preparation of the response that</td>
</tr>
<tr>
<td></td>
<td>is available that is verifiably the</td>
</tr>
<tr>
<td></td>
<td>student’s own work and that was gathered</td>
</tr>
<tr>
<td></td>
<td>in the conditions specified by the</td>
</tr>
<tr>
<td></td>
<td>syllabus, on or before the due date.</td>
</tr>
<tr>
<td>Self-plagiarism</td>
<td>A student duplicates work, or part of work</td>
</tr>
<tr>
<td></td>
<td>already submitted as a response to an</td>
</tr>
<tr>
<td></td>
<td>assessment instrument in the same or any</td>
</tr>
<tr>
<td></td>
<td>other subject.</td>
</tr>
<tr>
<td>For instances of</td>
<td>Students will be awarded a Not-Rated (NR).</td>
</tr>
<tr>
<td>academic misconduct</td>
<td>See the QCE and QCIA policy and procedures</td>
</tr>
<tr>
<td>during examinations</td>
<td>handbook (Section 8.5.1 and Section 8.5.2).</td>
</tr>
<tr>
<td></td>
<td>Where appropriate, the school’s behaviour</td>
</tr>
<tr>
<td></td>
<td>management policy will be implemented.</td>
</tr>
<tr>
<td>Significant</td>
<td>A student arranges for, or allows, a tutor,</td>
</tr>
<tr>
<td>contribution of</td>
<td>parent/carer or any person in a supporting</td>
</tr>
<tr>
<td>help</td>
<td>role to complete or contribute significantly</td>
</tr>
<tr>
<td></td>
<td>to the response.</td>
</tr>
</tbody>
</table>

### Related school policy and procedures

Refer to other school policies as appropriate:

- behaviour management policy
- senior schooling policy (including VET)
- appropriate use of electronic devices and resources policy
- internal moderation policy (including school procedures for endorsement and confirmation)
- teacher handbook.
Assessment Policy

Assessment NOT submitted to teacher in class on due date.

Late Submission or Non-Submission.
Teachers use a range of strategies to collect assignments including purposeful counselling re implications of non-submission and/or detention.

Submission out of class.

Request for Extension.

Option 1: Handed directly to class teacher by end of school day (3.05pm).

Option 2:
- Handed into office by student, parent or friend.
- Placed in pigeon hole by office staff with a receipt from ID Attend attached showing date and time submitted.

Option 3: Sent by fax or email on due date.

Task Completed
- Assignment assessed and results entered on student profile.
- Has enough evidence to be assessed against the criteria.
- Teachers update assessment records.

Reques

Late Submission After Process.
Task submitted per course requirements.

Non-submission After Process.
Task not submitted, no result recorded and semester/course result in jeopardy. Teachers contacts home and records on Oneschool.

(i) Assignment not submitted on due date but arrangement made for submission after parental contact.

(ii) Assignment not submitted on due date, but draft seen, marked, collected and progress recorded.

(iii) Assignment not submitted on due date, no drafts seen and no arrangement made.

(i) Assignment submitted after extenuating circumstances established and accepted

(ii) Draft sighted and marked to subject criteria if extenuating circumstances not accepted.

(iii) Teacher responsible contacts the student’s home within 3 days if draft is not submitted on the due date. Teacher refers to the assessment policy in this contact home.

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