

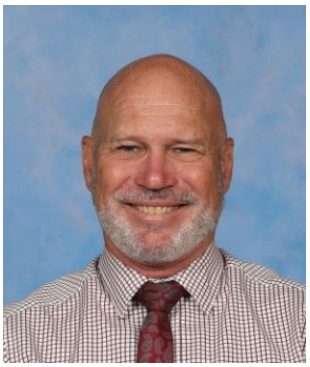




2027 PARENT HANDBOOK

BUNDABERG NORTH STATE HIGH SCHOOL

Principal's Welcome: Craig Martin



Positioned on the North side of the Burnett River, our school has a proud tradition of providing quality secondary education to the students of the Bundaberg North geographic area. Students from our primary school feeder schools, Moore Park Beach, Gooburrum, Oakwood, Sharon, South Kolan, Avondale and Yandaran, along with students from Bundaberg North SS, chose to attend our great school and engage in a well-rounded education. We also have many students enrolling from local private primary schools. Our school motto, 'Realising your Potential', drives our commitment to support all students to achieve their academic, social, sporting and cultural goals. Our school prioritizes quality relationships. Our capacity to generate these is based on our current enrolment of approximately 700 students, where strong personal relationships are able to be forged whilst still providing a breadth of opportunity, the equal to schools much larger in size.

Set within a spacious, well maintained and well-resourced campus, our students benefit from an attractive and welcoming school facade. Students have the opportunity to use the many sporting facilities available and utilise an ever-increasing modern classroom environment. Student needs are met across the campus by a staff who are well aware of the need to support students with sensitivity whilst maintaining high expectations. Our goal is to ensure that all students perform to the best of their ability and are prepared for a life of choice. Wide student opportunity exists culturally, athletically and academically.

Our commitment to meet all student needs has been exemplified by 100 % QCE attainment and exceptionally strong academic standards, where the majority of cohorts are meeting state benchmarks of > 80% A- C attainment. The current school focus of Assessment Literacy Development is further strengthening our academic outcomes.

Student social needs are supported with the whole school adoption of The Resilience Project. This priority ensures that student resilience, is developed through a focus on Gratitude, Empathy and Mindfulness. Student wellbeing is monitored to ensure that the best possible learning environment exists to support full student engagement.

Furthermore, the school values of

- Respect,
- Responsibility
- Resilience
- Learning

are embedded in daily practice. Public confidence in these values has been regularly expressed within the School Opinion Survey where the community express confidence in the school's standards and expectations.

The school leadership team works closely with the School Council to further review school progress and prospective improvement opportunities. Meeting regularly throughout the year, community perspective provides opportunity to analyse student outcomes and perception, ensuring that the needs of the community are considered and met. The school engages in co design with the local First Nations Community, ensuring cultural understanding and sensitivity.

Proudly I welcome you to Bundaberg North and have great confidence that not only your child's needs will be met but that that our community spirit and connection will ensure a positive experience.



BUNDABERG NORTH
STATE HIGH SCHOOL

Realising your potential

VISION

At Bundaberg North State High School our vision is to cultivate a community of innovative, independent and life-long learners who embody respect, responsibility and resilience.

We are committed to fostering an environment where every student believes in their potential to succeed and is empowered to strive for excellence in their chosen field.

VALUES

RESPECT

Respect is treating everyone including self, other students and staff, with kindness, understanding, and consideration, regardless of differences in background, opinions, or abilities.
Respect for the physical environment including school facilities and property of others, fosters a positive, clean, trusting and inclusive learning environment.

RESPONSIBILITY

Responsibility is being accountable for one's own actions and decisions, both academically and socially. It means:

- Following staff directions,
- Being on time and prepared for learning,
- Attempting classwork and assessment to the best of their ability,
- Being an active and reliable group member.

Embracing responsibility helps everyone develop independence, self-discipline, and a sense of trustworthiness, which are crucial for their future success.

RESILIENCE

Resilience refers to the ability to bounce back from setbacks, adapt to challenges, and persist in the face of difficulties. This value fosters a growth mindset, helping students build confidence and the skills needed to navigate life's ups and downs effectively.

LEARNING

Learning encourages everyone to engage actively in their education, seek out new experiences, and embrace the process of learning. By doing so, we cultivate habits and attitudes that empower everyone to realise their full potential, preparing them for lifelong success and adaptability in a constantly changing world.

QParents
Secure online parent portal

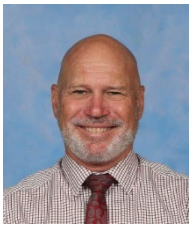
REALISING YOUR POTENTIAL

School Contacts

School Contact Details

Postal Address:	Bundaberg North State High School PO Box 7358 Bundaberg North QLD 4670
Physical Address:	Bundaberg North State High School Marks Street Bundaberg North QLD 4670
Telephone Number:	4130 0222 (General)
Student Absence:	4130 0266
Email:	principal@bundabergnorthshs.eq.edu.au
Website:	www.bundabergnorthshs.eq.edu.au/
Facebook:	www.facebook.com/BundabergNorthStateHighSchool
Instagram:	www.instagram.com/bundabergnorthshs
Office Hours:	8:00am – 3:30pm
School Hours:	8:50am – 3:00pm

School Administration



Principal

Craig Martin

4130 0222

principal@bundabergnorthshs.eq.edu.au



Deputy Principal - Years 7 & 8

Rebecca Watson

4130 0222

rwats34@eq.edu.au



Deputy Principal - Years 9 & 11

Natalie Brandon

4130 0222

nbran9@eq.edu.au



Deputy Principal – Years 10 & 12

Mick Findlay

4130 0222

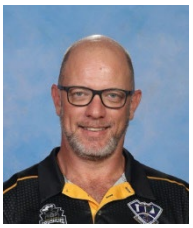
mfind20@eq.edu.au

School Contacts

Leadership Team

Head of Departments

Contact to discuss subject related issues including class work, class placement, subject achievement and tutoring. Also any issues relating to assessments, including extensions for assignments and absence for exams.



Head of English

Anthony Holt

aholt36@eq.edu.au



Head of Mathematics

Andrew Duncan

adunc78@eq.edu.au



Head of Humanities & Technologies

Sarah Harmer

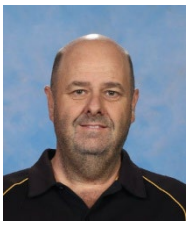
sbarl51@eq.edu.au

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Head of HPE & Senior Schooling

Jeremy Haaksma

jhaak0@eq.edu.au



Head of Arts & Technologies

David Tapp

dtapp1@eq.edu.au



Head of Science

James Peach

jpeac69@eq.edu.au



Head of Arts & Technologies

Mark Monsen

mmons10@eq.edu.au



Head of Junior Schooling

Shelley Thornton

scros90@eq.edu.au



Head of Support Services

Lynda Ehrke-Malone

lehrk1@eq.edu.au

2026 Year Level Coordinators

Responsible for the academic, emotional and social wellbeing of students and organise year level activities. YLC's meet with their year levels regularly and liaise with parents/carers regarding student welfare, behaviour and work ethic. They also refer to student support personnel where appropriate.

Year 7	Mel Lawson	mlaws19@eq.edu.au	0741300222
Year 8	Lauren Samuels	lxsam0@eq.edu.au	0741300222
Year 9	Sophie Parkinson	spark408@eq.edu.au	0741300222
Year 10	Alex Beer	akbee0@eq.edu.au	0741300222
Year 11	Kaitlin Redgard	kxchr0@eq.edu.au	0741300222
Year 12	Nelle Hearn	jhear76@eq.edu.au	0741300222

Houses

MABBRO	TIRROAN	MONDURAN	WALLA

2026 Support Staff

At Bundaberg North State High School we have many specialist support staff. As a parent/carer you are welcome to contact them directly. Please remember that positions change and staff may be absent due to part-time arrangements. If you have any difficulty, please contact the School Office directly.

Guidance Officer	Helen Coulton (Yr 7, 9, 11)	hrcou0@eq.edu.au	0741300222
Guidance Officer	Stuart Ross (Yr 8, 10, 12)	sross107@eq.edu.au	0741300222
School Based Youth Health Nurse	Michelle Wilson (M/W/F)	mwils734@eq.edu.au	0741300222
Youth Support Coordinator	Luke Collett	lcoll415@eq.edu.au	0741300222
Link & Launch Officer	Ruth Royan (Tu/F)	rroya2@eq.edu.au	0741300222
Community Education Counsellor	Kale Johnson	kjohn609@eq.edu.au	0741300222
Community Education Counsellor	Kerrin Fisher	kfish153@eq.edu.au	0741300222
School Chaplain	Robert Pannekoek (Tu/Thu)	rpann13@eq.edu.au	0741300222

Communication between school and families

Text messaging: Each morning, text messages are sent to the parents/carers of students who are absent that day and the reason for the absence is unknown. This is a safety check to ensure the whereabouts of all students areknown.

Regular posts occur on the school Facebook page each week, highlighting the special events across the school as well as providing an insight into the daily tasks occurring here at the high school.
Facebook: www.facebook.com/BundabergNorthStateHighSchool

Emails / Letters: The school regularly uses email to communicate with parents/carers, this could include:

- Year Level communication from the Year Coordinator
- Teacher feedback including lack of progress or incomplete drafts / final assessment
- Whole school communications
- Electronic Consent
- Email/Survey forms

QParents allows parents/carers to connect instantly with our school to access and manage their child's student information, including:

- Attendance and absence details, as well as the ability to notify the school of an absence
- Behaviour details
- Academic reports
- Class timetables as well as assessment dates
- Viewing unpaid invoice details, payment history, and making payments online
- Viewing and updating student details, including medical conditions and address
- Enrolment details

Information for Parents and Carers

If your child is sick or unable to attend school

Parents/carers must notify the school of their child's absence using one of the following methods:

- Contact the **Absentee Line on 4130 0266** and leave a message (available 24/7)
- Call the **school office on 4130 0222**
- Use **QParents** to advise the school of your child's absence

If your child arrives late to school

- On arrival, students are required to report to the **A Block Student Foyer** to sign in.
- An electronic late pass will be issued, which the student must present to their classroom teacher.

If your child needs to leave school early

- Parents/carers must notify the school **prior to the start of the school day** if a student needs to leave early.
- This can be done by:
  - Calling the school office on 4130 0222
  - Providing a signed note for the student to hand to the office (A Block Student Foyer)
  - Using QParents to advise of the early departure
- On arrival at school, students must collect a **leave request slip** from the A Block Student Foyer and show this to their classroom teacher at the appropriate time.
- Students must return to the A Block Student Foyer to **sign out** before leaving.
- Please note: early departure arrangements should be made in advance, as it is not always possible to contact students during class time.

If your child becomes sick while at school

Students are not permitted to contact parents/carers directly. The school will make contact when required.

- During **class time**
  - Students must ask their classroom teacher for permission to attend the Sick Bay (G Block).
  - Office staff will sign the student in with a sick bay pass.
  - If the student needs to go home, office staff will contact parents/carers.
- **During** break **times (morning tea or lunch)**
  - Students should attend the Sick Bay in G Block, or notify a nearby staff member if they are unable to get there independently.
  - Office staff will sign the student in.
  - Parents/carers will be contacted if collection is required.

If your child needs to contact a parent/carer

- Students must attend the **A Block Office**, where they may use a school phone in emergency situations.
- All communication with parents/carers must occur via **school phones only**.

In the event of an Evacuation or Lockdown

Students will follow staff instructions at all times.

- **Evacuation**
  - A loud announcement will state: *"Evacuate, Evacuate."*
  - Students will leave belongings in classrooms and move under staff direction to the far side of the oval, avoiding areas under buildings.
  - Students will sit with their RAS class in alphabetical order for efficient roll marking.
- **Lockdown**
  - A loud announcement will state: "Lockdown, Lockdown."
  - Students will move out of sight (e.g. under desks) while staff lock doors and close blinds.
  - During breaks or transitions, students will move into the nearest classroom.
  - Silence must be maintained during lockdown procedures.

If your child is not wearing the correct uniform

- Students are expected to approach their **Year Level Coordinator** or attend **Reprographics** before school to address uniform issues.
- Uniform violations will be recorded by the student's RAS teacher.
- Year Level Coordinators will assist students to correct uniform issues, including providing replacement items from Reprographics where appropriate.
- Repeated uniform breaches will be discussed with the Year Level Coordinator or Head of Department.
- Parents/carers are asked to provide a note explaining any uniform issue.
- For long-term uniform concerns, parents/carers and students should discuss the matter with the Year Level Coordinator.

If your child misses their afternoon bus

- The student must notify the teacher on duty and then report to the **A Block Office**.
- School staff will contact parents/carers to arrange next steps.

If your child forgets their laptop/device

- Students must notify their teacher at the start of the lesson and complete any required consequence.
- Students may attend the **A Block Office** to request that parents/carers be contacted to bring the device to school.
- If this is not possible, students may borrow a device from the **library** for required lessons.

If your child needs to see a Counsellor, Nurse or Guidance Officer

- Appointments can be made at the **A Block Student Foyer** before school or during break times.

If your child needs to take medication at school

- All medication must be handed in to the **G Block Student Hub**.
- Parents/carers are required to complete and sign an **Administration of Medication at School Record Sheet**.
- Medication must be provided in the original packaging, clearly labelled with the student's name and full instructions from the pharmacist.
- Students must attend the **G Block Student Hub** to take medication as required.

Banned Items

The following items will be confiscated from students if found on School Grounds, Further consequences may also apply in accordance with our Student Code of Conduct.

<table>
<tr><td>Minor</td><td>
aerosol deodorant</td><td>
chewing/bubble gum</td><td>
permanent marker pens, eg. Sharpies & Nikos</td><td>
energy drinks, soft drinks & Take Aways</td></tr>
<tr><td>Major</td><td>
Vapes, oils, etc</td><td>
cigarettes and smoking paraphernalia</td><td>
Knives and other weapons</td><td>
steel rulers</td></tr>
<tr><td colspan="5">Any alcohol, drugs, pornography, offensive material or other items or sites accessed which the Principal determines may endanger the safety or well-being of students or staff members.</td></tr>
</table>

Bus Information

If your child catches a bus home

- Students are expected to leave class promptly at **3:00pm** and be at the bus line by **3:10pm**.
- While waiting, students must assemble at the front of the hall where they are visible to the bus duty teacher.
- Boarding will occur only when directed by the bus duty teacher, with students lining up separately (junior and senior).

Bus Contact Details

Kinetic
Bundaberg Depot
43 Charlie Triggs Crescent
Bundaberg, QLD 4670

Telephone 1300 383 397
Email bundaberg@wearekinetic.com

Coast & Country Buses

Telephone 1300 428 737
Email info@coastandcountrybuses.com.au

Kinetic Buses Route code/ Bus Number	Coast & Country Buses – Route code/ Bus Number
#650	#S609
#661	#S299
#670	#S114
#671	
#672	
#673	
#674	
#675	
#676	

Bundaberg North State High School

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Warning Bell	8:45	8:45	8:45	8:45	8:45
RAS	8.50 – 9.00	BIG RAS 8.50 – 9.40	Yr 7, 9 & 11 Parade	Yr 8, 10 & 12 Parade	8.50 – 9.00
1	9.00 – 10.10	Whole School Parade 9.40 – 10.10	9.00 – 10.10	9.00 – 10.10	9.00 – 10.10
Rest Pause	10.10 – 10.20	10.10 – 10.20	10.10 – 10.20	10.10 – 10.20	10.10 – 10.20
2	10.20 – 11.30	10.20 – 11.30	10.20 – 11.30	10.20 – 11.30	10.20 – 11.30
Morning Tea	11:30 – 12:00	11:30 – 12:00	11:30 – 12:00	11:30 – 12:00	11:30 – 12:00
Warning Bell	11:55	11:55	11:55	11:55	11:55
3	12:00 – 1:10	12:00 – 1:10	12:00 – 1:10	12:00 – 1:10	12:00 – 1:10
Lunch	1:10 – 1:50	1:10 – 1:50	1:10 – 1:50	1:10 – 1:50	Most students go home at 1:10pm
Warning Bell	1:45	1:45	1:45	1:45	
4	1:50 – 3:00	1:50 – 3:00	1:50 – 3:00	1:50 – 3:00	Supervision is provided over lunch and P4 for those who stay

BUNDABERG NORTH STATE HIGH SCHOOL
Realising Your Potential

Behaviour Matrix

	RESPECT	RESPONSIBILITY	RESILIENCE	LEARNING
ALL SETTINGS	• Follow staff directions • Use language and a voice everyone is comfortable with • Use your body in ways that everyone is comfortable with • Let other people have space and privacy • Keep the school environment clean and tidy • Put away devices unless instructed • Value yourself through all your interactions, being mindful of the image you create for the school	• Wear uniform correctly and with pride • Be honest and take responsibility for your words and actions • Maintain a safe and non-threatening environment • Report accidents or safety concerns to staff immediately • Follow school sign in and sign out process • Behave in a manner that upholds and promotes the good reputation of the school	• 'Have a go' at activities and events at school • Resolve conflicts without physical or verbal aggression, using problem- solving strategies • Accept consequences and setbacks • Say 'NO' to bullying • Keep yourself and others safe online	• Attend school regularly • Be in the right place at the right time • Actively listen and engage in the task at hand • Manage your own time and responsibilities • Be actively involved with the life of the school community
CLASSROOM	• Enter, exit and move around classrooms with care, and following teacher directions • Value the learning environment and help to maintain it • Give everyone a voice by raising your hand • Leave a learning space the way you found it • Bring only water for drinking	• Be on time for all classes • Be prepared for all classes • Store bags in designated spaces, to keep walkways clear	• Acknowledge and learn from mistakes • Work towards improvement • Work through challenges • Accept feedback • Be open to new ideas • Work collaboratively with others	• Use your diary for organisation • Be accountable for your learning • Allow others to participate without interruption • Use technology to enhance learning eg. QLearn • Actively seek the help of teachers • Comply with school assessment procedures
HALL	• Sit quietly and listen attentively • Applaud when appropriate • Give other people space when entering and exiting	• Give your attention to the speaker • Sit in RAS class in alphabetical order		

Behaviour Matrix

	RESPECT	RESPONSIBILITY	RESILIENCE	LEARNING
TUCKSHOP	• Pay for all items you select • Use good manners and treat all tuckshop workers with courtesy	• Only enter the tuckshop if you are buying items • Leave your bag in the designated area	• Line up in a sensible manner and politely wait your turn	
GROUNDS	• Sit away from active play areas • Use walkways where possible • Walk when moving around the school • Use toilets as intended	• Only play non-contact sport • Use equipment as intended • Store bikes, skateboards and scooters in the designated area	• Demonstrate fair play and good sportsmanship	• Move to class on time when first bell rings
OUTSIDE OF SCHOOL (including travel	• Show respect for people and property • Use good manners and appropriate language	• Wait in the bus area • Follow bus code of conduct • Follow traffic laws		
TECHNOLOGY PRIVACY AND ONLINE	• Conduct yourself appropriately online, to reflect positively on you and the school	• Maintain your device and school devices • Ensure mobile phones and wearable devices are 'Away for the day' between 8.45am and 3pm	• Protect your identity and personal information • Control your privacy settings and block if there is conflict	• Use all technology and programs in accordance with school procedures
CONTACTS AND ACTIONS	These expectations are communicated to students via a number of strategies, including: • Explicit teaching during curriculum lessons, assemblies and special behaviour sessions • Regular reminders through what, why and how of behaviour during learning activities • Reinforcement of learning through individual talk and support team case management.			

Attendance Policy

Bundaberg North State High School encourages regular attendance at school by all students:

- all children should be enrolled and attend school on every school day
- our school monitors and creates ways to improve attendance
- attendance is the responsibility of everyone in the community
- students may find themselves in unsafe situations if they choose not to attend or 'skip' school

Research consistently shows that higher student attendance at school is associated, on average, with higher student achievement. Regular school attendance will mean that students have a better chance in life. Students have the best chance to achieve well when they go to school every school day, all day.

Under Queensland law, children of compulsory school age (under 16 or not completed Year 10) must be enrolled and attending school regularly, unless they have an acceptable reason. Illness, doing school approved work experience or competing in a school sporting event, for example, are acceptable reasons for being absent from school. The Principal decides if the reason given for a student's absence is acceptable. Going shopping, visiting family, staying up late and being tired or family holidays are generally not acceptable reasons to be away from school.

At Bundaberg North State High School, school attendance is marked at the commencement of the school day. Attendance is then monitored during the day by teacher's roll marking in every class. The school utilises the ID Attend electronic software attendance package.

A Attendance Officer is employed to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/cares and school staff. Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office.

Recording Absences

When students are absent from school, parents/carers are required to provide reasons for the absence. It would be appreciated that, where possible, advance notice is given to the school when a student will be away (known absence) e.g. medical or dental appointment. If a student will be away from school parents/carers can notify the school, in advance or on the day of absence, by;

- phone the absence line and leaving a message (07 4130 0266)
- emailing (pricipal@bundabergnorthshs.eq.edu.au)
- entering the absence on QParents
- a note handed in by student

Parents/carers should include their name, their student's name, the reason for the absence and the duration of the absence in any notification to the school. Where no reason is provided, the absence remains 'unexplained'. When students have three or more days of unexplained absence, a phone call by the YLC teacher is made to parents/carers requesting an explanation of the student absence.

If students are marked absent from morning roll-marking and the school has not been notified of the reason for the absence, parents/carers will be sent a SMS text message that same morning to inform them of their student's absence and to request a reason for the absence. When students are marked absent during the day after being present in the morning and haven't signed out, they are truant, parents/carers will be contacted, usually by SMS text (where possible), if the student cannot be located on school grounds.

School attendance is overseen by Year Level Sector Teams comprising of Year Level Coordinators, Year Level HODs, Sector HODs and Deputy Principals. When students are absent regularly from school, parents/carers will be contacted by a member of the Year Level Sector team to request an interview to discuss how the student's school attendance might be improved.

Where students are absent for an extended basis with no parent/carer contact and/or continued high rates of absenteeism the Department of Education policy relating to persistent absence will be followed. These processes may ultimately result in prosecution of the parent/carer for not upholding their responsibilities associated with compulsory education. Low attendance may also affect payments of those students who receive Youth Allowance.

High Attendance

Bundaberg North State High School has a serious commitment to the Queensland Government position that 'every class, every day, counts' and seeks to maximise the regular school attendance of every student.

Students with high attendance each term are acknowledged via the receipt of a certificate. Attendance is also a contributing factor when considering student's eligibility for extra-curricular events/activities.

Early Departures (during the school day)

Students who need to leave school during the day should advise the school by way of a letter/note from their parents/carers. Students are to report to the office before school to organise a sign out slip. They must return to the office to sign out prior to their departure, and to sign in on their return back to school. This includes students who need to leave school prior to the commencement of lesson instruction in the morning (as when students arrive at school in the morning, they are officially at school), as well as at Recess. Recess absences are only issued occasionally and are intended for those students who travel to school by bus and need to access community organisations/businesses, e.g. Post Office, they otherwise would not be able to access. Regular passes will need approval of the Principal, after direct parent/carer contact (in advance) and will not be authorised by the Principal otherwise. Students will only be allowed to leave for recess absence at Recess One.

Late arrivals

Students arriving late to school must register at the office and should have an explanation note from a parent/carer.

Contacting students during class time

As phones are not to be accessed during school hours, we ask parents/carers to refrain from contacting students during this time. If a message needs to be given to a student during class time, please call the school office.

Students are also asked not to contact parents/carers when they are ill, without first reporting to sick bay.

BUNDABERG NORTH
STATE HIGH SCHOOL
Realising Your Potential

Student Dress Code

The Bundaberg North State High School Community in consultation with the school Principal and endorsed by the P&C Association have determined that the school has a dress code that students are required to adhere to.

The Education (General Provisions) Act 2006, Section 360 Development of dress code indicates that:
A State School's principal may develop a dress code for the school's students that is to apply when the students are attending, or representing, the school.

The dress code may provide for the following:

- *standards of what is acceptable in relation to the clothing worn by the students, including headwear and footwear;*
- *standards of what is acceptable in relation to other aspects of the personal presentation of the students.*

The Act makes provision for the principal's powers in relation to students who do not comply with the dress code. They include:

If a student of a State School does not comply with a dress code for the school's students, developed under section 360, the school's principal may only impose one of the following sanctions:

- *detention of the student for a period mentioned in section 283 (3);*
- *prevent the student from attending, or participating in, any activity for which the student would have been representing the school;*
- *prevent the student from attending, or participating in, any school activity that, in the reasonable opinion of the school's principal, is not part of the essential educational program of the school*

Senior Formal	Boys	• White business style shirt with school logo, to be worn tucked in • Plain black tailored shorts to the knee with school logo or black tailored full-length pants (cargo pants or jeans not permitted) • Short plain white or black socks only • School tie
	Girls	• White short-sleeve blouse with revere collar and school logo on pocket • Purple pleated skirt (mid-thigh to knee) or black tailored full-length pants (cargo pants or jeans not permitted) • Short plain white or black socks only • School tie
Sports uniform	Senior	• Senior polo shirt and black shorts with North logo • Short plain white or black socks only
	Junior	• Junior polo shirt and black shorts with North logo • Short plain white or black socks only






BUNDABERG NORTH
STATE HIGH SCHOOL
Realising Your Potential

Student Dress Code



Hat

All students are expected to wear a hat/cap for physical activity.



Shoes

Shoes should be plain black leather or vinyl shoes covering the foot to below the ankle. The table to the left indicates the shoes expected to be worn.

NOT PERMITTED*: white shoes are not permitted as well as fabric/canvas shoes, ballet slipper style shoes, coloured shoes or laces, thongs, sandals, open weave shoes etc must NOT be worn.*



Jumper / Jacket

Students may wear either:

- Plain black pullover jumper with the school logo on
- Bundaberg North High jacket (black, yellow and purple)

Long Pants

Students may wear either:

- Plain black tailored full-length pants with formal uniform
- Bundaberg North High track pants (black with Bundaberg North High stripe) with sports uniform
- Jeans/cargo pants are NOT permitted.

Jewellery

For safety, health and practical reasons, the following guidelines are to be adhered to:
Jewellery must be kept to a minimum with no sharp or raised edges.

- Small studs or small sleepers in ears
- One wrist watch
- One small bracelet
- One small ring
- No visible necklaces or anklets
- One small nose stud

Any other visible items of facial jewellery must be securely covered or be clear plastic. Unacceptable jewellery should be removed.

Appearance

Natural make-up, fingernail polish and hair colour is expected and should not detract from the school uniform or how students are perceived within the wider school community. Students with inappropriate hair colour or hair style e.g. Mohawks, will face school sanctions as set out in the Education (General provision) Act, 2006. Students with excess make-up will be required to remove it. Given the danger of long-term exposure to the sun, students are encouraged to wear sunscreen and or moisturiser / bb cream which has SPF rating.

Key Points to Remember

- If students do not have correct uniform, they will be issued with a uniform violation from their RAS teacher. Students should see their Year Coordinator or go directly to Reprographics to change their uniform.
- No brand names/patterns etc should be visible.
- No contrasting coloured tops/t-shirts should be worn under the school uniform.
- Jeans/Cargo pants are not acceptable.
- Only flesh coloured or black stockings are to be worn with the school skirt only.
- Underwear should not be visible.

Uniform supply

The Bundaberg North State High School uniform can be purchased at; **Shawline Embroidery**
17 Walker Street Bundaberg South Ph (07) 4152 8139 shawemb@bigpond.com
The uniform is mandated for all students. Should there be a financial reason parents/guardians are unable to provide a student with a uniform, they should contact the Principal so alternative arrangements can be made

Rationale

All successful students develop good study routines and habits, which includes time management, planning and the completion of homework. Homework provides students with the opportunity to practice skills, to keep engaged with the learning process, complete and prepare for assessment and deepen knowledge. It also assists students to commit knowledge to long-term memory, particularly if you are constantly revisiting the information as part of your study or homework routines. Students who do not develop good study habits and routines early in their secondary schooling struggle to develop these skills later in their schooling, resulting in limited success for them.

What is homework?

Homework can consist of any or all of the following:

- Completion of set tasks practicing a skill e.g. a set maths problem
- Reading a novel for English
- Reading over notes from the day's lessons
- Completing assessment e.g. writing a rough draft and then responding to the feedback.
- Preparing for assessment e.g. completing a revision sheet
- Finishing tasks from the day's lesson
- Attending tutoring provided by the school
- Contacting teachers via email or at school to get help with schoolwork

What makes effective homework?

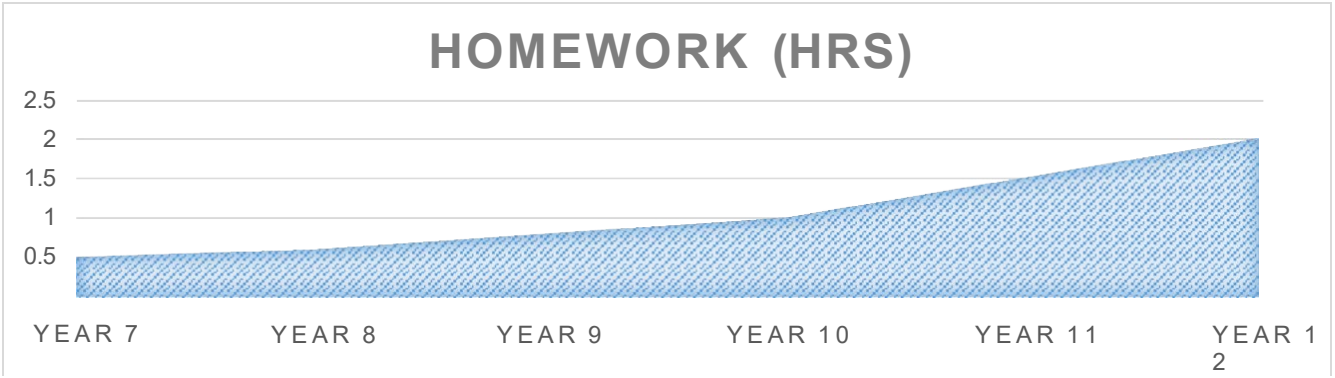
Homework is more effective when it has the following characteristics:

- Shorter tasks attempted more frequently
- Task-oriented, rather than deep learning or problem-solving
- Able to be completed independently by the student
- Closely monitored by the teacher and used in a feedback cycle

As students move into the senior school, it is reasonable to expect students to act independently and be moving towards self-management in regards to homework.

How much time should I spend on homework?

The importance of homework and its value to student learning increases as students move through their secondary school years. This is a guide only and should be used as such. The times indicated are the recommended minimum amounts of time that should be spent on homework and depending on the student's subject choices and assessment load will often see these times extended.



Computer Use Agreement

Why We Use Digital Technologies

Bundaberg North State High School uses digital technologies to enhance learning, build essential life skills, and prepare students for further education, training and employment.

Students access technology to:

- Support and extend learning in and beyond the classroom
- Develop critical, creative and problem-solving skills
- Communicate, collaborate and create using digital tools
- Build digital literacy needed for life in a modern, connected world
- Learn how to use emerging technologies, including artificial intelligence, in ethical and responsible ways

Responsible and Ethical Use

Learning to use technology appropriately is a key part of education. Students are expected to use digital tools, including AI, safely, respectfully and ethically. This includes academic integrity, protecting personal information, respecting others, and understanding the appropriate use and limitations of digital and AI tools. By developing strong digital skills and ethical online behaviours, students are prepared to be confident, capable and respectful members of the wider community.

The principal reserves the right to restrict student access to the school's ICT services, facilities and devices if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program. For example, a student with restricted school network access may be allocated a stand-alone computer to continue their educational program activities.

The Department of Education monitors access to and use of its network. For example, email and internet monitoring occurs to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy. The department may conduct security audits and scans, and restrict or deny access to the department's network by any personal mobile device if there is any suspicion that the integrity of the network might be at risk.

Responsibilities for using the school's ICT facilities and devices

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the Student Code of Conduct.
- Students are to be aware of occupational health and safety issues when using computers and other learning devices.
- Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- Parents/guardians are responsible for appropriate internet use by students outside the school environment when using a school-owned or school-provided mobile device.
- The school educates students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to adopt these safe practices.
- Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so that it cannot be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).
- Students cannot use another student's or staff member's username or password to access the school network. This includes not browsing or accessing another person's files, home or local drive, email or accessing unauthorised network drives or systems. Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- Students need to understand that copying software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from enforcement agencies.

Acceptable and appropriate use by a student

It is acceptable for students whilst at school to:

- use devices for:
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, their parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device
- switch off and place out of sight the device during classes, when these devices are not being used in a teacher-directed activity to enhance learning
- use their personal mobile device for private use before or after school, in accordance with Student Code of Conduct and the "Away for the Day" state policy.
- seek teacher's approval where they wish to use a mobile device under special circumstances.
- ensure your device is formally part of the BYOD program by obtaining the appropriate approval / registration.

Unacceptable and inappropriate use by a student

It is unacceptable for students whilst at school to:

- use a device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions regarding the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras inappropriately, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use devices at exams or during class assessment unless expressly permitted by school employees.

Computer Use Agreement

***Student**:*

I understand that the school's information and communication technology (ICT) services, facilities and devices provide me with access to a range of essential learning tools, including access to the internet. I understand that the internet can connect me to useful information around the world.

While I have access to the school's ICT services, facilities and devices: I will use it only for educational purposes; I will not undertake or look for anything that is illegal, dangerous or offensive; and I will not reveal my password or allow anyone else to use my school account.

Specifically in relation to internet usage, should any offensive information appear on my screen I will close the window and immediately inform my teacher quietly, or tell my parents/guardians if I am at home.
If I receive any inappropriate emails at school I will tell my teacher. If I receive any at home I will tell my parents/guardians.

When using email or the internet I will not:

- reveal names, home addresses or phone numbers – mine or that of any other person
- use the school's ICT service, facilities and devices (including the internet) to annoy or offend anyone else.

I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT services, facilities and devices inside or outside of school hours.

I understand that if the school decides I have broken the rules for using its ICT services, facilities and devices, appropriate action may be taken as per the school's Student Code of Conduct, which may include loss of access to the network (including the internet) for a period of time.

I have read and understood this statement and the Student Code of Conduct. I agree to abide by the above statement.

_____ (Student's name)

_____ (Signature) _____ (Date)

***Parent or Guardian**:*

I understand that the school provides my child with access to the school's information and communication technology (ICT) services, facilities and devices (including the internet) for valuable learning experiences. In regards to internet access, I understand that this will give my child access to information from around the world; that the school cannot control what is available online; and that a small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT services, facilities and devices. Furthermore I will advise the school if any inappropriate material is received by my child that may have come from the school or from other students.

I understand that the school is not responsible for safeguarding information stored by my child on a departmentally-owned student computer or mobile device.

I understand that the school may remotely access the departmentally-owned student device for management purposes.

I understand that the school does not accept liability for any loss or damage suffered to personal mobile devices as a result of using the department's services, facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.

I believe _____ (name of student) understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT services, facilities and devices (including the internet) under the school rules. I understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this user agreement or the Student Code of Conduct. This may include loss of access and usage of the school's ICT services, facilities and devices for some time.

I have read and understood this statement and the Student Code of Conduct. I agree to abide by the above statement.

_____(Parent/Guardian's name)

_____(Parent/Guardian's signature) _____ (Date)

Assessment Policy

Scope

This policy provides information for teachers, students and parent/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 and applies to Applied, Applied (Essential), General, and Short Courses (if offered) across all faculties.

Purpose

Bundaberg North State High School is committed to an educational philosophy that encourages all students to *Realise their Potential* by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Assessment assists to:

- Promote and improve learning,
- Inform teaching and learning programs,
- Provide students, parents, and teachers with information about students' progress and achievements to support their success, and
- Inform school reporting and the issuing of achievement certificates.

Principles

Bundaberg North State High School 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**: Connected to curriculum and pedagogy.
- **Equitable**: Fair and inclusive for all students.
- **Evidence-Based**: Grounded in established standards or continua to enable defensible and comparable judgments about student learning.
- **Ongoing**: Gathered over time with a range and balance of evidence reflecting the depth and breadth of student learning.
- **Transparent**: Clear and understandable to enhance professional and public confidence in processes, information, and decisions.
- **Informative**: Providing insights into students' current progress and next steps in learning.

High-quality assessment is characterised by three attributes:

- **Validity**: Alignment with what is taught, learned, and assessed.
- **Accessibility**: Ensuring all students can demonstrate their knowledge and skills.
- **Reliability**: Consistent, dependable, and repeatable results

Related School Policy and Procedures

Refer to other school policies as appropriate:

- Student Code of Conduct
- Senior schooling policy (including VET)
- Use of Technology and Personal Devices Policy
- The North Way – Curriculum, Teaching and Learning components (as well as school procedures for endorsement and confirmation)
- Faculty procedures.

Promoting academic integrity

Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Bundaberg North SHS utilises the following procedures to develop students' skills and model appropriate academic practices.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	In order that all stakeholders in our school community are aware of the school assessment policy, it is centrally located on the school website and in the school prospectus. A student and parent guide is located in the student diary.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	Bundaberg North SHS requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Staff are required to complete the academic integrity courses and accreditation courses provided by the QCAA. Senior students are required to complete the academic integrity courses provided by the QCAA, in year 10 or after enrolment if not completed at a previous school. Bundaberg North SHS will actively engage students with this policy at the following junctures: • enrolment interviews • SET planning • when assessment is handed to students • newsletter publications at key phases in the assessment cycle The whole school community: staff, students, and parents and caregivers, have roles and responsibilities in ensuring that all students have a strong understanding of: • Cognitions required by syllabus objectives • Forward planning – planning to understand and meet the task requirements in the designated timeframe • Time management – planning for individual circumstances and adjusting plans in response to unexpected events such as issues with technology • Note-taking and summarising – synthesising information into new ideas or summaries • Referencing – appropriately acknowledging ideas and work of others, and selecting appropriate quotes and examples • Arguing and communicating meaning • Editing • Self-assessing compliance with academic integrity guidelines
Due dates Section 8.5.2 Section 8.5.3	Bundaberg North SHS is responsible for gathering evidence of student achievement on or before the due date for internal assessment. Assessment due dates 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 published to teachers, students and parents/carers by week 3 of term 1 and week 3 of term 3 ○ be consistently applied ○ refer to 5:00pm of the due date Any alterations to assessment dates will be negotiated with the HOD and advertised to parents and students via email and the newsletter 2 weeks prior. Students are responsible for: • accessing due dates via the assessment schedule on One School • planning and managing their time to meet due dates • following school processes to apply for extensions

Submitting, collecting and storing assessment information Section 9	Assessment instruments may be submitted via the following modes: For years 10-12: • submit via Qlearn as per teacher instructions For years 7-9: • paper-based copy and/or physical product directly to the teacher • paper-based copy and/or physical product to the school office, where a receipt will be issued • electronically via email to the subject teacher or principal@bundabergnorthshs.eq.edu.au Different subjects might have different requirements, which will be on the task sheet, or explained to you by your teacher. With the increased use of AI, the following policy is to be adhered to in regard to the submission of student work: **DRAFT** **1. Submission of Drafts:** • Submit all student drafts through Q Learn using Turnitin. • Ensure the "avoid uploading of document" box is checked to prevent the final version from being flagged as plagiarised due to the draft submission. **2. Review of Detection Software Results:** • Exercise professional judgement when reviewing the results from the AI detection software. • Consider the context, content, and nature of the flagged sections before drawing any conclusions. **3. Addressing Potential AI Use:** • Notify the Head of Department (HOD) if there is suspicion that a student has used AI or a portion of their work is not their own. • Contact the student and hold a conversation to discuss the concerns, allowing them to amend the draft before submitting the final version. **4. Parental Notification and Documentation:** • Inform the student's parents or guardians of the concerns. • Record a detailed entry in One School regarding the incident and the actions taken. **FINAL** **1. Submission of Final Assignment:** • The student must submit the final copy of their assignment through Turnitin. **2. Review of Final Submission:** • Review the software results for the final submission. • Assess whether the previous suspicions have been rectified and if any new concerns have arisen in the final version. **3. Addressing Ongoing Concerns:** • If concerns persist or new issues are identified, repeat the steps under **"Addressing Potential AI Use"** (Step 3 above). • Notify the Head of Department (HOD), contact the student for further discussion, and allow them to make necessary amendments if applicable. **4. Final Parental Notification and Documentation:** • Inform the student's parents or guardians of the final outcome, especially if concerns remain after the final submission. • Make a final detailed entry in One School documenting the review process, any repeated concerns, and the actions taken. For Australian Curriculum P-10 learning areas: assessment instruments, student work and records of results will be securely stored until the end of term one of the following year. For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses: assessment instruments, student work and records of results will be securely stored in accordance with the QCAA retention and disposal requirements. For VET courses: assessment instruments, student work and records of results will be securely stored in accordance with the standardised policies and procedures located on the QCAA website. Students are responsible for: • Submitting assessment within due date requirements • Submitting assessment in required formats, lengths, transmission modes and locations

Appropriate materials Section 7.1 Section 8.5.3	Bundaberg North SHS staff select materials in accordance with syllabus requirements, curriculum priorities and Department of Education principles of inclusivity. Students are responsible for considering the appropriateness of any materials accessed or produced and ensuring they are aligned with the school values.

Ensuring academic integrity

Bundaberg North 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

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 7.2.1	Bundaberg North SHS curriculum leaders manage a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability. Across the phases of learning, there will be a gradual release of responsibility to students. During the teaching and learning phase, scaffolding may include: • breaking a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses. Scaffolding for assessment instruments When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.
	In years 11 and 12 for Applied, Applied (Essential), General and General (Extension) subjects: scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description. Scaffolding assessment in years 11 and 12 may include: • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response. Bundaberg North SHS uses quality assurance processes, including pre- moderation of assessment, and the use of QCAA quality assurance tools to ensure that student work is not restricted to a predetermined response, and allows students to demonstrate the objectives being assessed.
Checkpoints Section 8.5.3	Bundaberg North SHS teachers use monitoring processes to check student progress towards successful completion of assessment tasks. Checkpoints are clearly indicated on task sheets. Communication with Heads of Department for curriculum areas and parents will occur as soon as possible where teachers identify risks to successful completion of assessment. Students are responsible for meeting the requirements of monitoring.

Drafting Section 7.2.2 Section 8.3	Drafting is used as a part of the teaching and learning process as an opportunity for a teacher to provide feedback and gather evidence of achievement in case of illness, misadventure, or non-submission for other reasons. A draft may take a variety of forms (written piece, rehearsal of a performance, product in development). Feedback on drafts may be: • written • verbal • provided through questioning • a summary of feedback and advice to the whole class For Australian Curriculum P-10 learning areas, and Applied, Applied (Essential), General and General (Extension) subjects and Short Courses (units 1 & 2): teachers provide feedback on one or more drafts, with consideration for the phase of learning. For Applied, Applied (Essential), General and General (Extension) subjects (units 3 & 4) and Short Courses: teachers provide feedback on a maximum of one draft. Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft. Parents and caregivers will be notified of non-submission of drafts. Students are responsible for: • submitting drafts on or before the checkpoint date • making use of teacher-provided feedback
Managing response length Section 7.2.3	Response lengths as specified by syllabuses and curriculum guidelines must be adhered to and will be listed as a condition on the assessment instrument task sheet. Support for students includes: • a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability • availability of model responses • feedback at monitoring checkpoints and on drafts • specific length requirements stated on task sheets Students are responsible for: • Adhering to prescribed word lengths • Applying feedback about word length • Editing responses to meet requirements • Providing an accurate word count or performance time Where length requirements are not met, students will receive specific feedback on the length of their response. For Applied, Applied (Essential), General and General (Extension) subjects (units 3 & 4): students will be given 30 minutes under supervised conditions to only redact their submission to meet the length requirements.
Authenticating student responses Section 7.3.1	To ensure all assessment aligns with the principles of accessibility, validity and reliability, Bundaberg North SHS uses a range of authentication strategies, which include: • Changing assessment tasks from year to year • Providing class time to observe task completion • Requiring reference lists and acknowledgement of sources • Collection of evidence of student response development via classwork, outlines, photographs, plans and drafts • Post-moderation processes such as cross-marking for subjects with multiple cohorts • Individual monitoring, feedback and results for students working in groups • A student declaration of authenticity Where authorship of student work cannot be established, the school will: • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

Access Arrangements reasonable adjustments, including illness and misadventure (AARA) Section 6	Bundaberg North SHS is committed to reducing barriers to success for all students. The process for AARA application is included as appendix 1 of this assessment policy. All AARAs will be recorded under the Support tab > Support Provisions in One School.
Completion of course requirements for senior subjects Section 8.5	When enrolled in a General, General (Extension), Applied, Applied (Essential) subjects or Short Courses, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. Schools are responsible for ensuring that students have opportunities to access assessment. Schools are responsible for ensuring that school communities are aware of assessment requirements. The school will inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result. Where a student is a late entry into units 1 or 2 due to a change of subject, change of school, or AARA-eligible illness or misadventure, a satisfactory result may be based on a single piece of assessment, provided that all syllabus objectives are assessed by the conclusion of units 1 and 2.
Managing non-submission of assessment by the due date Section 8.5	Bundaberg North SHS teachers will progressively gather evidence of student achievement in forms including but not limited to: • drafts • class work • rehearsal notes • photographs of student work • teacher observations If a student is eligible for an extension, they should follow the AARA process (see appendix 1) When a student does not submit a response to an assessment item on or before the due date, a result is awarded using evidence that is available on or before the due date. Where there is no evidence that can be matched to relevant achievement standards, the student will receive a result of Not-Rated (NR) for the assessment piece. The student may be required to complete the assessment task after receiving a Not-Rated result, if the task is necessary for the provision of formative feedback, and/or ascertaining pre-requisite knowledge in order to plan future learning.
Internal quality assurance processes Section 8.5.3	Bundaberg North SHS quality assures student assessment at two junctures: Quality assurance of assessment instruments during the development of assessment instruments and before they are administered to students; in the case of internal assessment instruments for senior units 3 and 4, prior to submission to the QCAA, using quality assurance tools provided by the QCAA. • Quality assurance of judgements after assessment is completed by students and prior to results being provided, using faculty-based moderation processes, which may vary depending on the size of the cohort and nature of the assessment. • Students are made aware of external processes that may impact on results, such as confirmation of results for General subjects.
Review Section 9.1 Section 9.2 Section 9.5	Student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses may be subject to review by the curriculum head of department and the deputy principal of the junior or senior school.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: *External assessment — administration guide* (provided to schools each year)	See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

Managing academic misconduct

Bundaberg North SHS positively and proactively assists students to avoid academic misconduct, and ensures fairness for all students, using the following methods:

- Requiring students to complete the academic integrity course
- Actively engaging students in learning about research, referencing, note-taking and summarising skills
- Actively engaging students in learning about types of academic misconduct and how they can be avoided
- Including student guidelines in the school diary, website and student SharePoint subpage

Academic misconduct includes:

	Types of misconduct
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.

Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, 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.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.
QCE and QCIA policy and procedures handbook (Section 7: Academic Integrity and Section 7.1.2: Understanding academic misconduct).	

In cases where students have engaged in academic misconduct, results will be awarded using evidence gathered by teachers prior to or on the due date that is verifiably the student's own work.

Junior: In the case of exams, students will not be rated on any exam segments potentially affected by the academic misconduct. Students may be asked to re-sit exams or complete alternative assessment.

Senior: In the case of exams, the senior school deputy principal will make a determination as to the potential impact of the academic misconduct on the student's response, and students will not be rated on any exam segments potentially affected by the academic misconduct. In cases where the impact is significant, the student's response may be awarded a Not Rated (NR) result.

Appendix 1

AARA forms are available on the Student SharePoint page at https://qedu.sharepoint.com/sites/2019/students/

Alternatively, hard copies can be obtained from the school office.

BUNDABERG NORTH STATE HIGH SCHOOL
Realising Your Potential

Student Resource Scheme (SRS) School Charges

To provide parents with a cost effective means of purchasing textbooks and resources Bundaberg North State High School operates a SRS. The scheme ensures that students have the resources required, and saves the parents time and money. Please follow the links below to learn more about the SRS scheme and how to participate. Completion of the form, once submitted to the school, will cover the full period of enrolment at North High.

- SRS Annual Parent Information Letter
- SRS Parent Agreement form

A list of resources included in the SRS, for each year level is available below

- Year 7 SRS inclusions
- Year 8 SRS inclusions
- Year 9 SRS inclusions
- Year 10 SRS inclusions
- Year 11 SRS inclusions
- Year 12 SRS inclusions

SRS Participation

The objective of the scheme is to provide a convenient and cost-effective way for students to access the educational resources necessary to enhance their learning experience at school. The Department encourages parents to participate in the scheme. Participation in the SRS is optional, and no obligation is placed on a parent to participate. Participation is for the duration of your child's enrolment at the school.

Students new to the school…..
Parents are required to complete and return the SRS Participation Agreement Form (QParents) when joining the scheme for the first time. If no participation form is received, the school will take the view that the parent has chosen to opt out of the SRS. The parent is then required to provide the educational resources listed in the SRS for their child by the start of the school year. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

Continuing student of the school.....
A parent's participation or non-participation in the scheme will continue as per their previously completed Participation Agreement Form. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.
If a parent has opted out of the scheme the parent is required to provide the educational resources listed in the SRS for their child by the start of the school year.

Resource Inclusions

All resources included in the SRS are detailed in the attached SRS Resource list. This list is also available on the school's website. This is a comprehensive list of all resources included in the scheme and their associated costs. Parents must inform the school if items on the list of resources are not received by their child when resources are distributed

Type of Resources provided

Generally, the three types of resources that could be included are:

- ***Owned***
  - These items are retained by the student and used as required (e.g. stationery, exercise books, student diary).
- ***Used***
  - These items are used/consumed in class by the student (e.g. industry technology/cooking/art supplies).
  - Work/items produced from these resources will remain the property of the student.
- ***Hired***
  - These items are hired to the student for their personal use for a specific period of time (e.g. textbooks, musical instruments, laptops).
  - Hired items must be returned to the school in good condition at the end of the hire period or if the student leaves the school. (*A repair or replacement cost may be charged to the parent for any hired items that are damaged or not returned).*

BUNDABERG NORTH STATE HIGH SCHOOL
Realising Your Potential

Student Resource Scheme (SRS) School Charges

Costing Methodology

The schools SRS fee is calculated based on:

1. A flat fee for all students in the school, OR
2. A flat fee for a cohort group of students (e.g. a year level), OR
3. A fee determined by the subjects selected by the individual student.

Please refer to the SRS Resource list for the associated costings.

The Textbook and Resource Allowance

The Department of Education provides a Textbook and Resource Allowance (TRA) to assist parents with the cost of textbooks and other education resources for eligible Years 7 to 12 students. For those students who are eligible to receive the TRA, the TRA will be applied to reduce the cost of participation in the SRS. Information on the TRA can be found on the department's website (https://education.qld.gov.au/about-us/budgets-funding-grants/grants/parents-and-students/textbook-resource-allowance).

Year level	TRA Rate 2027
Years 7 to 10	**$171**
Years 11 to 12	**$371**

The SRS Participation Fee

The SRS fee payable for the year is available in the attached information and published on the schools website.

This also includes the TRA component which has been deducted to reduce the SRS fee payable.

* If the cost of the SRS is equal to the TRA rate, no SRS Fee is payable.

SRS Category	SRS Fee Payable 2027
Years 7-10 Curriculum Resources	**$200**
Years 11-12 Curriculum Resources	**$0**
Year 11-12 Subject Fees will be invoiced separately	

Financial Hardship

Parents experiencing financial hardship who are currently participating or wish to participate in the SRS should contact the school to discuss available options in confidence.

Payment Arrangement

Several payment options including a single payment for the full year's fee or term instalments, are available. An instalment plan can also be negotiated with the school.
Any unpaid invoices, will be managed according to the department's Debt Management Procedure and may result in the student being excluded from the scheme and/or from participating in non-curricular activities until payment is made (https://ppr.qed.qld.gov.au/pp/debt-management-procedure

Payment Method

SRS payments can be made by QParent/BPOINT, EFTPOS (Credit/Debit Card), Cheque, Cash, Centrepay.

- Payment may be made through the QParents portal using a credit card. Payment will be directed from the QParents portal to BPOINT where relevant outstanding invoice information may be selected.
- When paying by BPOINT, please use the Customer Reference Number (CRN) and invoice number printed on the invoice received from the school. If unsure of the CRN, please contact the school.
- Centrepay Deductions are available to pay the SRS fees. Use Centrepay to make regular deductions from your Centrelink payment. Centrepay is a voluntary and easy payment option available to Centrelink customers. Go to servicesaustralia.gov.au/centrepay for more information on how to set up your Centrepay deductions.

Contact Us

For all queries regarding the SRS and its inclusions, please contact and arrange an appointment with the Principal

School Excursions (Variations to School Routines)

School excursions are activities where some or all students are required to be absent from school for more than a morning or afternoon session on any school day. This also includes overnight, weekend, and vacation trips.

All school excursions are initiated, organised, and supervised by the school and must be approved by the school Principal. During approved school excursions, the school's duty of care is extended to participating students.

The school will facilitate excursions that are appropriately organised and curriculum-relevant. When determining the educational value of excursions, consideration will be given to:

- available school resources
- the needs of students
- costs associated with excursions
- the balance within the total learning program

Supervision and Risk Management

When determining adequate supervision, the following factors will be considered:

- the age, capabilities, and number of students
- individual educational and support needs within the group
- the rationale for the activity
- risks associated with the activity, particularly for hazardous ventures
- the provision of adequate instructions for students and supervisors
- the implementation of sufficient safeguards
- where applicable, full information regarding the experience, qualifications, and insurance status of any commercial excursion organisers

Supervision will be provided at an adult-to-student ratio appropriate to the age, developmental stages of students, and the nature of the activities planned.

Information for Parents and Carers

Timely advice regarding school excursions will be provided to parents/carers and students. This information will include:

- excursion location and transport arrangements
- costs involved
- timetable
- supervision arrangements
- activities to be undertaken
- anticipated learning outcomes
- any other relevant details

Consent must be obtained from parents/carers for all participating students under 18 years of age. Where a student is under 18 years of age and considered independent, consent must be signed by the student and countersigned by the Principal.

Students who do not participate in school excursions will remain at school and will be provided with an appropriate learning program and adequate teacher supervision.

Refund Guidelines

School fees for extra-curricular activities such as excursions and camps are calculated according to the number of students who have indicated their attendance.

Participation of students in an extra-curricular activity is indicated through:

- payment of a fee, and
- provision of a permission form completed by the parent/carer.

A parent may request a refund for any payments made for extra-curricular activities where a student will not subsequently participate by:

- completing the Request for Refund form available from the school office
- providing a copy of the receipt of payment for the extra-curricular activity if possible.

The decision as to whether the school will or not refund the payment in part or in full depends on whether the school has incurred any costs associated with the activity.

Where possible, we prefer to credit the refundable amount against the student's account at the school and use it to offset any future charges.

Important notice to Parents/Carers

The Department of Education does not have personal accident insurance cover for children/students. If a child/student is injured as a result of an accident or incident while participating in the activity, all costs associated with the injury, including medical costs are the responsibility of the parent/carer. Some incidental medical costs may be covered by Medicare. If the parent/carer has private health insurance, some costs may also be covered by your provider. Any other costs must be covered by the parent/carer. It is up to the parent/carer to decide the type/s and level of private insurance they wish to arrange to cover their child. Please take this into consideration in deciding whether or not to allow the child/student to participate in this activity.

Recognising Learners

Students demonstrating the school values: Respect, Responsibility, Resilience, Learning

Daily - Free & Frequent

Earn Gotchas! Staff will 'stamp' your passport! Hand in 'passport pages' for prizes! This includes vouchers for money off reward days and formal tickets etc.

Weekly

Student of the Week staff nominations to Year Level Coordinators, announced on Year Parades.
Receive a ***Positive Postcard*** from teachers. Each Positive Post card earns you 20 Gotchas!

Each Term

Reach for the Sky Award

- BRONZE: all Very Good / Excellent for Effort & Behaviour
- SILVER: at least 6 Excellent for Effort & Behaviour
- GOLD: at least 10 x Excellent for Effort & Behaviour

North Star Award
Achieve all A or B results for your subjects.

Sport Bronze Award
Achieve Bundaberg School Sport Team

Yearly Reward Trips

Criteria: achieve multiple Reach for the Sky AND / OR North Star awards and have no suspensions.

- Year 7 – 9: Aussie World
- Year 10 – 12: Dreamworld / Movieworld

Presentation Night – Annual Awards

Award	Automatic inclusion
Platinum Reach for the Sky	Gold Reach for the Sky Award each term
Platinum North Star	North Star Award each term
Service Award – Gold / Silver	Commitment shown through involvement across the year. Recorded in OneSchool as Extra Curricular involvement, printed on each term's report card. Eg AV / Hall Crew, ANZAC Parade, Student Council, Better Buddies.
Cultural Award – Gold / Silver	Commitment shown through involvement across the year. Recorded in OneSchool as Extra Curricular involvement, printed on each term's report card. Eg Instrumental Music, sport, Relay for Life or other events which build the positive, supportive culture of BNSHS.
Half Colour - Cultural, Service, School Sport	Yr 11 and above; At least 4 consecutive years Student Nomination
Full Colour - Cultural, Service, School Sport	Yr 12 only; At least 5 consecutive years Student Nomination
Top of Subject	Determined by teachers using results from across the year (Terms 1, 2, 3). Year 7 to 10 – only year long subjects or where all students have studied the subject.
Sport Gold Award **Sport Silver Award**	State level representation Wide Bay level representation

Major Awards:	
All-Rounder	One per Year level; Involved in all full range of activities across the school.
Dux	Highest academic student in each year level. Year 11 and 12 Dux must be ATAR eligible. Runner up awarded in Year 12 as well.
ADF Leadership and ADF Future Innovators (*Years 10 and 12);* Sportsperson of the Year *(Junior and Senior);* Yr 10 Encouragement; Instrumental Music Person of the Year; School Based Trainee or Apprenticeship; Keith Robinson Business Award; Michaela Wilson Encouragement Award; EPIC Achiever; Mayor's Medal; Citizenship Award; Robyn Kent Senior Cultural Award; Student of the Year.	

Complaints Policy

Introduction

Effective partnerships between parents/carers, students and our school are important to educational success. One part of that partnership is trust and openness. We need to be able to talk to each other when we have concerns, so that those issues can be resolved. From time to time you may have concerns or complaints relating to our school. It is important that you share these with us.

How to make a complaint

To make a complaint you should contact the school office to provide information regarding your concerns and identify who you should talk with to help resolve the issue. This may require an appointment to be made.

There are usually four phases in handling a complaint. In most cases these can all be worked through quickly in one process.

Phase 1 — Receive information about the complaint

- Cooperate respectfully and understand that unreasonable conduct will not be tolerated, including abusive, aggressive or disrespectful behaviour
- Provide a clear idea of the problem and the desired solution
- Provide all relevant information when the complaint is made
- Understand that some decisions cannot be overturned or changed under the framework approach

Phase 2 — Assess the information and resolve the matter

- Information provided will be considered along with other relevant information collected from other sources
- The information will be assessed and an outcome will be determined which will be aimed at resolving the matter
- You need to be aware that the person who is being complained about usually has the right to be made aware of the complaint
- Some matters must not be handled in our school, because they are so serious. They must be referred to the Department of Education Regional Office or perhaps the police

Phase 3 — Communicate the outcome

- The decision will be communicated to the complainant as soon as is practicable
- If there are any concerns raised about the decision the complainant will be listened to and any new information pertaining to the incident will be considered

Phase 4 — Closure of the complaint at the school level

- The complaint will be closed if all parties are satisfied
- If the complaint was not raised with the Principal then the complaint may be referred to the Principal for consideration
- If after the Principal has addressed the complaint and it is not resolved to your satisfaction you may wish to take the matter to the Department of Education Regional Office where it will be addressed by the complaints management personnel

Referring a complaint to the Department of Education
North Coast Regional Office
Email: northcoastregion@qed.qld.gov.au
Phone: 07 4122 0888

Department of Education



Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents[1] and other members of our diverse community into schools across Queensland.

Working together with their school community[2], school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy.	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

[1]The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

[2]The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

Queensland Government

Enrolment Agreement

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Bundaberg North State High School.

Responsibility of student to:

- attend school on every school day for the educational program in which they are enrolled, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules/expectations as outlined in the Student Code of Conduct, including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives)
- meet homework requirements and wear school's uniform (if applicable)
- respect the school property.

Responsibility of parents/carers to:

- ensure your child attends school on every school day for the educational program in which they are enrolled
- advise the school as soon as possible if your child is unable to attend school and reason/s why (e.g. child is sick)
- attend open meetings for parents/carers
- let the school know if there are any problems that may affect your child's ability to learn
- ensure your child completes homework regularly in keeping with the school's homework policy
- treat all school staff with respect
- support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self-discipline and self-control
- not allow your child to bring dangerous or inappropriate items to school
- abide by school's instructions regarding access to school grounds before, during and after school hours
- advise principal if your child is in out-of-home care
- keep school informed of any changes to your contact details or your child's details, such as home address, email address and phone number
- ensure the school is aware of any changes to your child's medical details.

Responsibility of school staff to:

- design and implement engaging and flexible learning experiences for individuals and groups of students
- inform parents and carers regularly about how their children are progressing
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy
- create and maintain safe and supportive learning environments
- support personal development and participation in society for students
- foster positive and productive relationships with families and the community
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set high standards in work and behaviour
- clearly articulate the school's expectations regarding the Student Code of Conduct and the Student Dress Code policy
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved (for example Program of Chaplaincy Services, sports programs)
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- notify parents/carers of an unexplained absence of their child as soon as practicable on the day of the student's absence (allowing time for parents/carers to respond prior to the end of the school day)
- deal with complaints in an open, fair and transparent manner in accordance with departmental policy
- treat students and parents/carers with respect.

□ Student Code of Conduct
- Temporary removal of student property
- Use of Mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

□ Student Dress Code
□ Homework Policy
□ Parent Handbook
- Parent and Community Code of Conduct
- School Fee's and Student Resource Scheme (SRS)
- Complaints management
- School excursions
- Absences
- Computer Agreement

□ Advice for state schools on acceptable use of ICT facilities and devices
□ Religious instruction policy statement
□ Chaplaincy and student welfare worker services – policy statement
□ Department insurance arrangements and accident cover for students
□ Obtaining and managing student and individual consent
□ School instructions for school access

I acknowledge:

- That I have read and understood the responsibilities of the student, parents or carers and the school staff outlined above; and

- That information about the school's current rules, policies, programs and services, as outlined above has been provided and explained to me.

Student Signature	Parent/Carer Signature	On behalf of Bundaberg North SHS

Student Name: _____