



INDOOROOPILLY STATE HIGH SCHOOL

a community of forward thinkers ▶▶

INFORMATION BOOKLET



a world of difference



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Letter from the Principal

Dear Parents and Carers,

I would like to take this opportunity to provide you with some important information about our school for your consideration.

Hands up who wants a world-class education?

In August 2003 Indooroopilly State High School was awarded the prestigious Council of International Schools (CIS) accreditation. What does that mean? It means that our curriculum and management meet internationally benchmarked standards of excellence. With CIS accreditation, Indooroopilly High joins a select group of schools around the world including the United Nations International School in New York and France's International School of Paris. We were the first state secondary school in Brisbane to have successfully undergone the rigorous three year application process.

One CIS team member enthused: Indooroopilly stands as a beacon to other schools nationally and internationally with its vision, values, beliefs and school wide pedagogy.

So when we say we offer our students a world-class education ... you know we mean it.

In 2005 Indooroopilly SHS again threw open its doors to a visiting accreditation team from the International Baccalaureate Organization. As a result of a very successful accreditation process we are now able to offer the International Baccalaureate Diploma as an alternative course to our Year 11/12 students. This exists as a wonderful opportunity for our students to choose a course that best reflects their future needs.

Looks can be deceiving ...

In recognising that parents choose their child's secondary school for a range of philosophical, historical, religious and geographical reasons, I am also aware that perceptions of a school are a powerful influence. It would be easy to assume that a non-uniform school equates with poor discipline or low academic standards. But appearances can be deceiving!

In the tradition of European high schools, Indooroopilly State High School adopts a more independent ethos, placing emphasis on autonomy and mature relationships between student and teacher, where tasks are discussed and dissected, and where debate is open and welcome. We accept that this type of learning structure, together with our non-uniform policy, is unique. We are a school for young people who want to think responsibly, independently and creatively. We are a school for young adults, who understand that continued membership of the school community is dependent upon acceptance of accountability for personal actions.

By making non-uniform a non-issue the school has ensured that students can instead focus on more productive elements of their learning.

Thank you for taking the time to read my letter and find out a little bit more about our school.

Yours sincerely

Lois O'Reilly
Principal



Why enrol your student at Indooroopilly State High School?

10 Reasons why you should consider enrolling YOUR student at Indooroopilly State High School

1. **It's never been easy being a teenager:** As a school with a strongly embedded vision and values, we are able to provide a very high level of pastoral care and individual student academic support. We have an Enrolment Management Plan, about which details can be found on our website; however, we welcome students from outside our catchment area who can benefit from our unique programs.
2. **High academic standards:** In 2018, 89% of students chose a course that led to an OP score or an International Baccalaureate diploma. Ten students received an OP 1, 25% of students received an OP 1-5, and 79% received OP scores from 1 to 15. In the International Baccalaureate, 25% received the equivalent of OP 1-5 and 84% OP 1-15. 100% of students who applied to a tertiary institution received an offer.
3. **Strong learning partnerships with tertiary institutions:** During Senior studies, students are able to concurrently study undergraduate subjects at the University of Queensland, QUT, Griffith University and USQ.
4. **Real life learning that provides rich employment prospects:** As an example of our *forward thinking* programs, Senior students can choose to study the CISCO Networking Academy Program, which has world-wide accreditation and allows them to exit school with an Information Communication and Technology qualification that is highly sought-after by many industries across the world (see <http://cisco.netacad.net>).

In Senior, students have the option of studying Queensland Curriculum and Assessment Authority subjects leading to an OP score, or studying the International Baccalaureate Diploma Programme – an internationally accredited program whose graduates are highly sought after at universities across the world.

Students can study Spanish Immersion, Chinese Acceleration and Maths and Engineering Acceleration courses from Years 7-10. Programs such as these open the door to a whole world of employment opportunities.

5. **Broad-ranging Arts education:** Indooroopilly is one of a small number of schools that offers the five Arts subjects – Dance, Drama, Film, Television and New Media, Music and Visual Art; graduates of our Arts programs continue to be highly employable, with many Arts aspirants having great success in entering tertiary programs.
6. **Information Communication and Technologies (ICT) resources:** Indooroopilly High School operates a school wide 1:1 BYOx (Bring your Own) laptop program. From 2017 all students require a laptop computer for all of their classes. The information on our BYOx program including costs and help documents can be found on our school website. Student laptops are high density wireless network and students can obtain technical support for connection of their device and addition of school software licenced for BYOx devices. Students have access to printing facilities and high speed filtered internet access through the Department of Education and Training (DET) network.
7. **Facilities:** With the assistance of State and Federal Government grants, Parents and Citizens' Association donations and judicious use of school funds, the past five years have seen a dynamic renewal of school facilities, including a purpose-built Languages Centre, Amphitheatre performance space and Instrumental Music mezzanine addition to our School Hall. A ten classroom Year 7 building was also constructed to welcome our Year 7s in 2015. Our partnership with the Confucius Institute at the University of Queensland has seen the establishment of a Confucius Classroom which will benefit our students studying Chinese.
8. **Sport:** Students from Years 7-9 participate in intraschool sporting teams during their sport lesson each week. Students from Years 7-12 have the opportunity to participate in interschool teams for Gala Days which are held throughout the year.
9. **Community Service:** Indooroopilly High students practise active citizenship through their support of many charities. Through the school's Interact club the students support various charitable organisations and have a current focus on an Orphanage in India. Our IB students have also developed a local community relationship with Berlasco Caring Facility for people with



Alzheimer's. Students visit the Indooroopilly centre on a weekly basis to engage in a variety of roles, such as helping the staff with recreational activities, playing piano and talking to the residents.

10. **Multicultural Focus:** At the heart of our school is a rich valuing of cultural diversity, infused by a successful International Student Program. The cosmopolitan nature of our school equips students with the international perspective necessary to participate effectively in the 21st century.

Privacy of Information

- Section 426 of the 'Education (General Provisions) Act 2006' is a confidentiality provision that **prohibits unauthorised recording, use and disclosure** (including giving access to) of **personal information** about past, present and prospective **students of State schools** gained by DET employees, and employees of State schools who have gained access to the information in an official capacity.
- Personal information can be recorded, used or disclosed in the following circumstances:
 - (a) for a purpose of the Act (e.g. as part of your performance of functions under the Act such as truancy disclosures to police and student account disclosures to QCAA or where the Act requires disclosure of information to parents)
 - (b) with the consent of the person to whom the information relates, or if the person is a child unable to consent, with the consent of a parent of the child (note: if the child is capable of giving consent then the consent must be obtained from the child. If not capable of giving consent parental consent will be OK)
 - (c) in compliance with lawful process requiring production of documents or giving of evidence before a court or tribunal (e.g. where you or your staff are summonsed or subpoenaed to give evidence in Court)
 - (d) as permitted or required by another Act (for example child protection notifications)
 - (e) with the written consent of the chief executive, who may give the consent if he or she is reasonably satisfied the recording, use or disclosure is—
 - necessary to assist in averting a serious risk to the life, health or safety of a person, including the person to whom the information relates (for example where police are investigating a missing child)
 - in the public interest (for example certain disclosures to police about crimes committed on or against school premises that do not amount to child protection disclosures).

Principal's responsibilities

- Ensure any liaison and consultation with relevant staff, parents or external agencies in the education planning process occurs in compliance with the legal obligations of confidentiality of the student's personal information.

For further information contact Education Queensland's Manager, Right to Information and Information Privacy at rti@deta.qld.gov.au if you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed.



School-wide Pedagogy

Indooroopilly State High School develops learners who act in the creation of a preferred future, both in individual life and in their contribution to a better world. Indooroopilly State High School is committed to improvements in teaching practices and learning outcomes for all students.

Indooroopilly is currently focused on the implementation of The Art and Science of Teaching (ASOT) in order to ensure continuity in high quality, research substantiated teaching practices across our school community. All teachers receive professional development either at school or off-site in the ASOT framework.

Enrolment – General Information

1. The Application for Student Enrolment Form is included in the official *Enrolment Pack* of this school.
2. Years 7 - 12 enrolments will have an enrolment interview with the Guidance Officer.
3. All new enrolments must include a copy of the student's Birth Certificate, or a Passport if student was not born in Australia, Court documents, if applicable and a copy of the student's latest Report Card with the Enrolment Pack.
4. All information is vital for our enrolment procedures, as it is important for planning. Please indicate the name of the person/s who is/are to receive school correspondence or where relevant information can be despatched by post or fax. (See *Parent/Guardian 1 and 2* information on *Application for Student Enrolment*).
5. We accommodate all students with special needs, including bi-lingual students. (See *Nationality on Application for Student Enrolment*).

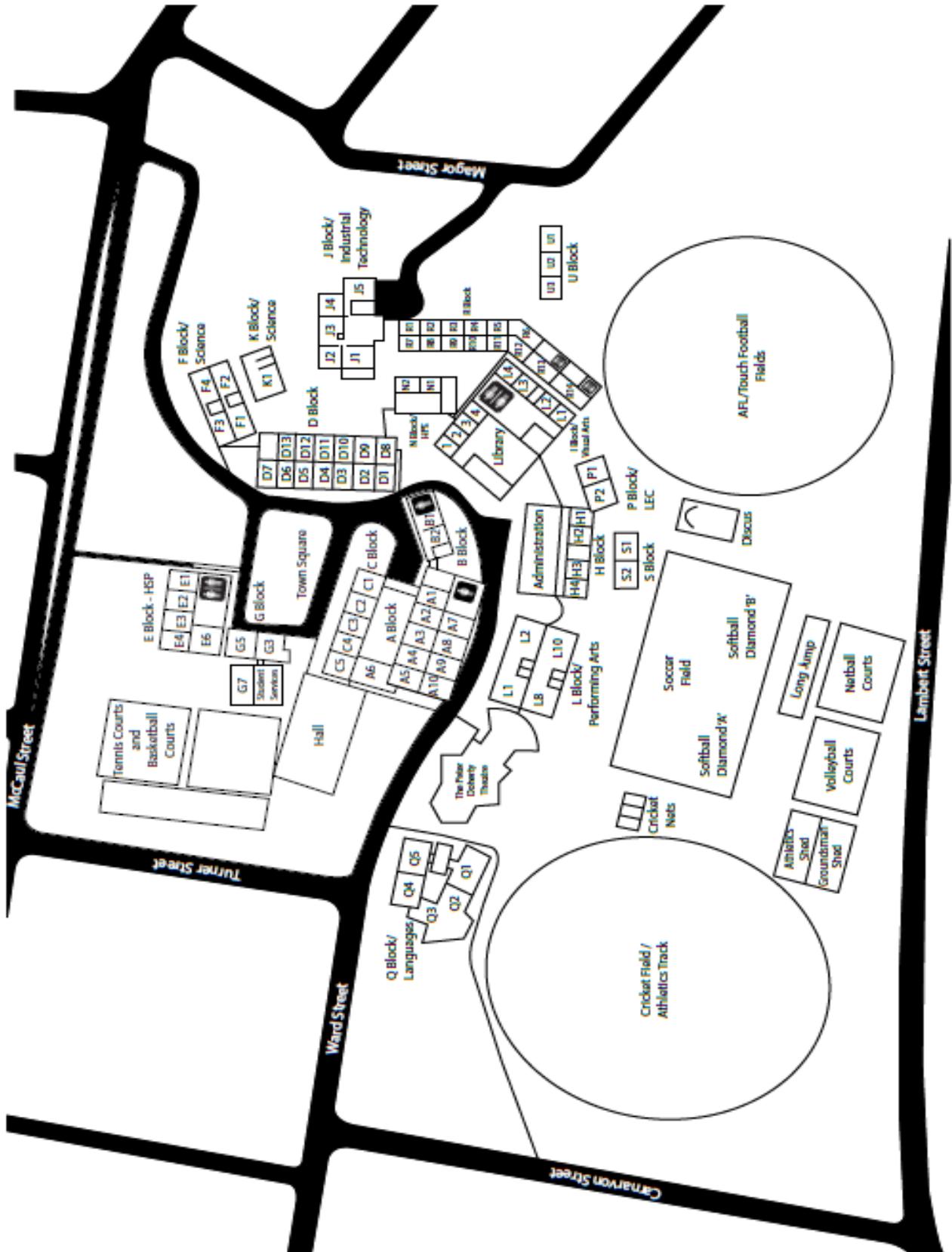
Daily Routine and Lesson Times

Indooroopilly State High School operates 4 x 70 minute period day four days a week with a variation on Wednesday to cater for Senior and Junior Assemblies.

MON, TUES, THU, FRI		WEDNESDAY	
Connect Group	8.50am – 9.00am	Connect Group	8.50am – 9.00am
Period 1	9.00am – 10.10am	Period 1	9.00am - 10.00am
Period 2	10.10am – 11.20am	Period 2	10.00am -11.00am
Recess	11.20am -12.20pm	Recess 1 / Senior Assembly	11.00am - 11.30am
Period 3	12.20pm – 1.30pm	Recess 1	11.30am - 12.00pm
Recess	1.30pm – 1.50pm	Period 3	12.00pm - 1.00pm
Period 4	1.50pm - 3.00pm	Recess 2 / Junior Assembly	1.00pm – 1.30pm
		Recess 2	1.30pm – 2.00pm
		Period 4	2.00pm – 3.00pm



School Map





Year Coordinators

The overall aim of the role of the Year Coordinator is to assist your child in being happy and settled at school. The transition from one school to another can bring about a number of changes that students can have difficulties with. Some of these could concern:

- Making new friends
- Peer dynamics and interactions
- Adjusting to teacher change
- Organising daily timetable requirements
- Adhering to dress code and all other policies
- Following and decoding a timetable
- Remembering school policies
- Securing personal effects
- Adjusting and establishing a homework routine
- Independently travelling to school
- Referrals to Administration, Guidance Officer, School-based Youth Health Nurse, Chaplain, Learning Support or other support staff.

Please feel welcome to contact the school if you have any concerns in the above areas.

SMS Absence Notifications

At Indooroopilly State High School, student attendance and safety is a high priority. We know that students who attend regularly are more likely to be successful and safe at school. To further improve our attendance procedures, we will be informing parents/caregivers about any unexplained absences for their child.

The school expects parents/caregiver to contact the school before 9.30am if they know their child is to be absent. An SMS text message will be automatically sent to the mobile phones of parents explaining that our records show that your child is absent from school.

The message will read as follows:

ISHS records show Smith, Mary is absent today, 99/99/99. Pls provide reason by reply SMS or ph 33278304 ASAP

The message will arrive on the phone displaying the number, “0429 347 300”. Parents should store this number in their mobile phone under “**Indooroopilly State High School**” so that when the message arrives, the parent is aware the message has come from the school. Parents can then reply using SMS, by phoning the school office or by sending a diary note with their child on return. If a student is absent and a reason has been provided, then parents will not receive an SMS.

SMS has become more than a fun way for kids to communicate. It has become a powerful messaging system that is increasingly being used by government and business around the world. There are many advantages for Parents and the school to adopt this system and they include:

- **Improved ability to reach Parents** – At times, it can be difficult to reach parents. Important voice messages are left on answering machines at home, at work or on mobile phones. Parents can be at work, in meetings, travelling or simply not able to take a call from the school. Email messages are hard to receive unless parents have continuous access to a computer. *It can take a long time before parents are informed and requested to call the school.*
- **Faster communication** – It takes a long time for the school staff to individually make phone calls to each parent.
- **Personal, Confidential and Discrete** – For a Parent, receiving a message on your phone regarding your child is private, discrete and less disruptive than any other form of



communication. Unlike other forms of communication, messages are not left for others to access.

- **Expense** – It is expensive, both from a monetary and time perspective for school staff to call parents. With SMS messaging it is cheaper for Parents to contact the school, as we will have the ability to receive SMS messages at the school as well. The school would prefer to use the savings on better education and facilities for all students rather than on communication expense!

Updating Parent Mobile Phone number data

As a new enrolment at Indooroopilly, you will be asked to offer a Mobile Phone number. This number will uniquely identify you for our communication purposes. If at any time in the future your mobile number changes, please inform the school as soon as possible to ensure you remain part of this service.

Parent replies to SMS Absence Notifications

Indooroopilly State High School sends an SMS message to a parent's mobile phone if their student is recorded as being absent or late **without an explanation**. Parents can save call costs and time by using SMS to reply. When communicating with the school by SMS, please include the following information, particularly if you have more than one child attending the school:

- Name of your child
- Year Level
- Reason for absence or lateness
- Date of absence or lateness

Some examples of text message formats are included below as a guide:

Situation: *Steven Scott, Year 11 was sick yesterday*
SMS Message to send: **Steven Scott yr11 sick 18 Feb**

Situation: *Angela Caruso, Year 8 was away for family reasons (eg funeral) on Friday*
SMS Message to send:- **Angela Caruso yr8 family Friday 18 Feb**

Ideally, we will never need to send you an SMS message.

When you SMS or phone the school before 9.30am on the day of absence to advise us of your child's non-attendance, Indooroopilly State High School will not send an SMS to your mobile phone. We look forward to your assistance in implementing this communication tool.

Notification of Your student's absence can be emailed, studentservices@indoorooshs.eq.edu.au , or via QParents.

Assessment and Reporting

Assessment is determined by each department and is specialised for each subject. Assessment may take the form of tests, exams, assignments, oral presentations, projects or work books.

Within each assessment the individual ability of the student is considered so that each has adequate time, resources and understanding to complete the task at hand. Assessment calendars for students are distributed twice a year.

Again, parents and students are urged to work with teachers to enable this to be managed effectively. Performance reports are formally presented four times a year. This gives students and parents a chance to reflect on each student's ongoing progress. In addition, there are further reports given at two formal parent-teacher conferencing sessions.

Parents are also able to arrange further meetings with teachers whenever necessary. Teachers' comments on individual pieces of work should be considered as a more specialised form of report.



Policy Statements

Mobile Devices Policy

- Rationale Mobile devices are an apparent part of daily life for communication and security.
- Policy: Each student owner is responsible for the mobile device if it is brought to school. Mobile devices are only to be used responsibly during the school day.
- Guidelines: Mobile devices which are used inappropriately during the school day will be confiscated and claimed at the end of the day.
(Details of the Mobile Devices Policy can be found in the Responsible Behaviour Plan for Students on the school website.)

Non-Uniform Policy

Frequently asked questions

1. Why has Indooroopilly High chosen to be a non-uniform school?

We believe that Indooroopilly State High School's non-uniform policy reflects our school's philosophy that we are a school that inspires creativity, celebrates independent thinking and nurtures self-confidence.

Having a non-uniform policy creates a "campus style" feel to our school and reinforces our position that we are a school for young adults.

At Indooroopilly High School we have adopted an independent ethos, we place emphasis on autonomy and mature relationships between students and teachers, where tasks are dissected and discussed and debate is open and welcome.

2. Won't the non-uniform policy lead to more "battles" in the morning with my child regarding what they wear to school?

Speaking to our current Indooroopilly High parents, this is not the case. Rather, it is when a uniform is enforced that many students try to push the boundaries and "get away" with prohibited jewellery, hairstyles or makeup. And it is the parents who get the most stressed about students getting into trouble.

At Indooroopilly High the stress is gone. In the tradition of European high schools, our students are allowed to wear their own clothes.

Indooroopilly high students greatly appreciate the fact that they are allowed to wear their own choice of clothing. Subsequently, we have found that the majority of our students happily comply with our dress standard. They realise that the non-uniform policy is a privilege and it is one they do not want to lose.

3. Are the students competitive about their clothing? I'm worried my child will feel they have to wear expensive "label" clothing to school.

If you visit the Indooroopilly State High School campus, you will be pleasantly surprised. While "free clothing days" at uniform schools can be competitive – Indooroopilly State High School students have made the non-uniform policy a non-issue. The novelty of trying to "dress to impress" wears off after the first week. After that, Indooroopilly students (like university students) dress for comfort and regularly come to school in the type of clothes they would wear on weekends, jeans, tee shirts and shorts.

Can I have some more information?

Absolutely. You can visit our website www.indoorooshs.eq.edu.au or call us on 3327 8333 and speak to Indooroopilly High Principal, Lois O'Reilly. We look forward to hearing from you.



Student Dress Standard Policy

Indooroopilly State High School is a non-uniform school with student dress standard approved by our Parents and Citizens' Association. The policy provides a framework for an acceptable standard of dress that promotes a quality learning environment for students and staff and the good image of the school in the community. In developing the Student Dress Standard Policy, consideration has been given to:

- Our school values
- Queensland Health Sun Safe policy;
- Workplace Health and Safety considerations;
- Suitability of clothing for a learning environment or workplace.

Students choosing to attend this school and enjoy its non-uniform dress standard accept that it is the Principal's responsibility to arbitrate in ensuring that clothing meets appropriate workplace standards as well as our school values, specifically, *Each person's dignity* and *Quality learning*. As parents and students have requested a guide to use at home, illustrations have been included to provide guidance with respect to correct and incorrect lengths.

Non-compliance with the dress standard will be considered a failure to comply with school procedures and direct consequences will result. It is important to note that these same standards also apply when travelling to and from school, during exam blocks, excursions and when temporarily visiting the school for any reason.

Exceptions to some of the requirements below will occur in various sporting activities where team uniforms or standards are involved, and in some practical lessons, such as for particular activities in the Performing Arts.

1. Shirts/Tops

- a. Shirts must always be long enough to keep the mid-body covered in the course of normal movement throughout the day.
- b. Necklines of shirts and tops must provide adequate coverage and be suitable for a workplace.
- c. Underarms of shirts and tops must ensure adequate coverage of undergarments.
- d. Shoulders must be covered at all times. Singlets, spaghetti straps, off the shoulder and similar tops are regarded as undergarments and must be covered by suitable over-garments at all times.
- e. Torn, frayed, transparent or ragged garments, or those carrying inappropriate (e.g. obscene or derogatory) images or words, or promoting alcohol, tobacco or illegal substances are not acceptable. This is a general stipulation for skirts, jeans, shorts and long pants also.
- f. Students are able to wear the navy and gold polo-style school sport shirts.

2. Shorts/Skirts/Jeans

- a. Skirts and shorts must be long enough to allow adequate coverage for all the normal movements required in a school day inclusive of all curriculum and non-curriculum activities.
- b. Tights, leggings, jeggings and lycra pants/shorts are only acceptable when worn with shirt/skirt/shorts that provide adequate coverage in terms of length.
- c. Undergarments should never be visible. Belts should be worn to keep baggy jeans and shorts in a position where undergarments are not visible.



3. Footwear

- a. Enclosed footwear with a covered heel and toe must be worn at all times. Thongs, sandals, backless shoes and platform shoes, or those with a prominent heel, are a workplace health and safety risk and are not permitted.
- b. In practical classes, teachers will designate a safety standard for footwear.
- c. Students with foot injuries are not automatically exempt from wearing enclosed footwear. Parents are required to contact the Year Coordinator to discuss appropriate footwear in this circumstance.

4. Headwear

- a. To comply with normal workplace practice, students are able to wear their preferred headwear, such as hats, caps, beanies, bandanas and hoods on jackets, at all times except during class and at assemblies. Exceptions are made where the headwear can be demonstrated to be part of religious or cultural practice.

5. Jewellery and Accessories

- a. Simple studs and sleepers in the ear are permitted. Earrings with hoops or otherwise identified as a safety risk are not permitted.
- b. Visible facial piercings, other than a small nose stud, are not permitted.
- c. Studs made from metal or other materials affixed to belts, jewellery or accessories are not permissible.
- d. Accessories such as restrictive or inappropriate necklaces, chains, bangles and rings are not permitted.
- e. Teachers of practical subjects may require that any accessories and jewellery be removed for that class.
- f. Hair must be clean and groomed in a style suitable for a workplace.
- g. Makeup should be subtle; extreme makeup is not permissible.
- h. Tattoos must be covered at all times.

6. Sport

- a. When participating in a school team, students must wear the navy and gold polo shirt. These shirts can be paid for and collected at the school office.
- b. Hats, sunscreen and, where possible, sunglasses, should be worn at all times when competing in outdoor sports.

A student who breaches the dress standard will be issued with a warning for a minor breach in cases where this is the first breach. For a major breach or subsequent minor breach, the student will be directed to Student Services to change into clothing that meets the student dress standard. Failure to do so will result in the application of a consequence for non-compliance with school procedures.



Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

(The Responsible Behaviour Plan for Students is available on the school website www.indoorooshs.eq.edu.au)

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Our emphasis on values and beliefs translates into desirable behaviours for members of our school community. At Indooroopilly State High School we promote an environment that encourages students to make appropriate choices in accordance with the values, beliefs and vision that have been determined by the school community. These processes are aligned with Education Queensland's Code of School Behaviour.

School beliefs about behaviour and learning

WE VALUE:

- Each person's dignity
- Our community's diversity
- Open communication
- Quality learning

WE BELIEVE:

- All students can learn and have the right to learn
- Students and teachers deserve a mutually supportive and safe environment
- Students learn best by engaging in rigorous and rewarding experiences
- A self-disciplined environment contributes to effective learning
- Our education develops multiple intelligences
- Our learning has value beyond the classroom
- Services are client-focused and create belonging
- Our learning is global and futures oriented
- Students contribute positively to their communities and a pleasant environment
- Teachers are professionals and learners
- Enjoyment and success are integral to learning

WE STAND FOR:

- **Values**
Our school ethos is supported and strengthened by our commitment to the four values – personal dignity, community diversity, open communication and quality learning.
- **Academic Excellence**
Our purpose is to provide challenging and rewarding learning opportunities for all students. Our learning environment provides students with the support and motivation they need to achieve. Our committed teachers and extensive support network assist students to meet the high standards upon which our school is founded.

Discipline

We focus on responsible behaviour. We expect that all our students demonstrate a mature level of self-discipline in the interests of promoting a harmonious learning community. Illegal, anti-social, and disruptive behaviours will not be tolerated. Possession and/or use of drugs are not tolerated. We value a healthy, positive and safe environment.



Pastoral Care

Our Pastoral Care programs cater for the physical, emotional, social and spiritual well-being of every student. Our Student Services Department provide students quality service by experienced and caring professionals.

Curriculum

Quality curriculum is our passion and our work. Our curriculum is designed to provide all students with opportunities and choice to equip them for their future lives. Our Authority, Authority-Registered, International Baccalaureate Diploma (IB), Language Enrichment Centre (LEC) and High School Preparation Program (HSPP) courses are delivered by dynamic, experienced teachers who are highly respected in their fields of study.

Tolerance and Harmony

We value diversity. Our students travel from suburbs throughout Brisbane and from overseas, countries, as far afield as China, Sweden and Argentina, to participate in our quality learning programs. All our students benefit from the learning support offered by our caring staff, including our specialist teachers of English as an Additional Language or Dialect (EALD) and our Student Services personnel.

Sport and Culture

In addition to the formal curriculum, we offer a rich array of co-curricular activities. We encourage our students to excel in academic, sporting and cultural areas.

Participation

We value the contribution that can be made by our community. We believe that it is our duty to nurture strong relationships between students, parents and staff. We actively foster partnerships with community groups and services.

Facilities

We are committed to developing our assets and facilities to support the excellent teaching, learning and pastoral care that enables quality education at Indooroopilly State High School.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Whole school support behaviour

Our emphasis on values and beliefs provides the impetus for these to be translated into desirable behaviours for members of our community. The Rights and Responsibilities tabled here, describe those behaviours.

Responsible behaviour begins with the individual and we at Indooroopilly promote an environment which encourages appropriate choices by students according to the values, beliefs and vision that we have all determined. Our processes are aligned to Education Queensland's Code of School Behaviour.



Rights	Responsibilities
<p>All members of the school community have the right to:</p> <ul style="list-style-type: none"> - a safe, positive and pleasant environment - open communication - an active role in the school community - feel comfortable/welcome at school 	<p>All members of the school community have the responsibility to:</p> <ul style="list-style-type: none"> - conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others - respect ideas and beliefs of others - maintain self-discipline
<p>Students have the right to:</p> <ul style="list-style-type: none"> - a safe, positive and pleasant environment - develop their own ideas freely - a learning environment which encourages the development of self-confidence and self-esteem - open communication - input to school decision making - be assisted with social communication skills - positive feedback and constructive criticism - negotiate aspects of their curriculum - learning which is futures oriented 	<p>Students have the responsibility to:</p> <ul style="list-style-type: none"> - contribute to a positive, safe and pleasant environment - comply with school procedures and policies - come prepared to learn - seek help - respect ideas and beliefs of others - apply feedback for improved learning - maintain self-discipline - help build self-esteem and self-confidence of others - respect others' property, and the built and natural environment
<p>Teachers have the right to:</p> <ul style="list-style-type: none"> - a safe, positive and pleasant environment - establish expectations for behaviour and performance in their classroom in keeping with the school's values - be treated with dignity - teach - open communication - have input to school decision-making 	<p>Teachers have the responsibility to:</p> <ul style="list-style-type: none"> - develop a safe environment - guide students towards self-discipline - respect individuality of students - help build self-confidence and self-esteem of others - listen to students - be positive role models - discipline respectfully - be open to learning and change - provide interesting, well prepared lessons - communicate openly with parents
<p>Parents/carers have the right to:</p> <ul style="list-style-type: none"> - expect the school to support students - input to school decision-making - an active role in school community - feel comfortable/welcome at school - open communication 	<p>Parents/carers have the responsibility to:</p> <ul style="list-style-type: none"> - show an active interest in their child's schooling - cooperate with the school to achieve the best outcomes for students - support school staff in maintaining a safe and respectful environment for all students - initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour - contribute positively to behaviour support plans that concern their child



Other strategies to promote Indooroopilly's culture of responsible decision-making include:

- teacher induction/development programs
- Year 7 induction/transition program/camp
- leadership programs
- pastoral care/vertical care group structure
- international program orientation program
- extensive support networks: Student Services, English as an Additional Language or Dialect (EALD)/Language Enrichment Centre (LEC), International Student Program (ISP) etc.
- Year Coordinators (YCs)
- Values and beliefs are part of everyday conversations with students and are displayed in all classrooms – ensures consistent approach across the school
- Assemblies: whole school and year level (values and beliefs reinforced) and successes celebrated
- Positive role modelling: teachers and visitors
- Co/extra-curricular programs encourage positive engagement

Targeted behaviour support

The Rights and Responsibilities describe the behaviours that support the school values and beliefs. The following sections outline processes, including the consequences, for incidents that infringe on the rights of others.

Targeted support at Indooroopilly involves managing incidents and behaviour patterns in context to ensure relevance of support and ownership of behaviour. A range of data and processes are used to identify “at risk” students for targeted support, including:

- Performance data
- Behaviour management database
- Attendance data
- Referrals

Our approach emphasises:

- Prevention, learning, understanding and developing solutions
- Engaging appropriate personnel in a team approach to foster supportive relationships (see “Student Support Network” and “Student Services at Indooroopilly” pages 19 and 20)
- Creating support/plans for both students and teachers.
- Engaging parents as partners in developing support plans.
- Liaising with appropriate external agencies/personnel when relevant.

The focus for targeted behaviour support is to keep students connected with school, so that they feel they are part of the school community – an important factor in developing resilience.

Intensive behaviour support

Our school ethos is supported and strengthened by our commitment to the four values – personal dignity, community diversity, open communication and quality learning.

These values are reflected in the intensive behaviour support provided for students at Indooroopilly High. Underlying principles and practices include:

- We treat each case on an individual basis – with the goal of re-engaging students and maintaining their sense of well-being.
- We inform students and parents of key support interventions or processes.
- We focus on learning in a team-based approach, thus maximising chances of success (see “Student Support Network” and “Student Services at Indooroopilly” diagrams pages 19 and 20).
- We consult relevant school-based and DET personnel and external agencies.
- We conduct teacher meetings to review and monitor progress of individual cases.
- We focus on maintaining students as part of the mainstream school community.



Student Management - Lines of Referral

Teacher

- Sets expectations/rules
- Reinforcement
- Adopts proactive strategies
- Uses variety of strategies
- Detention
- Phone parents
- Documents intervention and action
- Consults with colleagues
- HOD consultation

Issues relating to curriculum and performance in class
eg. Persistent disruption, non-completion of work, etc.

Non-curriculum issues
eg. Harassment, truancy, etc

Serious Offences
eg. swearing at teacher, persistent disobedience, etc.

Head of Department (HOD)

- Respond to negotiated/emergency situations
- Reinforce expectations
- Contact/Interview Parents
- Intervention strategies
- Monitoring performance
- Communicate to YC
- Liaise with DP/YC re alternate programs

Year Coordinator (YC)

- Monitor overall performance
- Reinforce expectations
- Contact/Interview Parents
- Intervention strategies
- Monitoring performance
- Communicate to HOD
- Refer to Student Services

Deputy Principal (DP)

- Referrals to Student Services and external support
- Implement suspensions, cancellations and exclusions
- Respond to emergency situations
- Manage alternative programs
- Provide support for YCs and HODs
- Coordinate student support programs



Consequences for unacceptable behaviour

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Indooroopilly applies a range of consequences that are aligned with the Department of Education and Training's Code of School Behaviour. Consequences are applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Student Disciplinary Absences (suspension, exclusion) may be applied as a consequence after due consideration has been given to all other responses. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour.

Behaviour	Possible Consequences	Case Manager
All students are on task and no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements could include: <ul style="list-style-type: none"> • verbal reinforcement • record of achievements for formal acknowledgement • phone calls/letters/emails to parents for good behaviours/achievements • celebration of successes through assemblies, awards, etc 	Class Teacher
Inappropriate student behaviours to be dealt with include: <ul style="list-style-type: none"> • minor incidents • ignoring instruction • lateness to class • littering • verbal abuse • use of personal technology devices (re policy) • dress code transgressions • classroom disruption • refusal to engage with program of study 	Teacher initiated actions could include: <ul style="list-style-type: none"> • verbal negotiation • reminder of classroom expectations • in-class separation or isolation • removal from classroom for one-on-one resolution • sending student to buddy class • assigning student to accompany you on playground duty • assigning student a lunchtime detention • contact with parents • confiscation of inappropriate articles <p>If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred as per "Lines of Referral"</p> <p>Areas of concern are to be recorded in OneSchool</p>	Class Teacher
Inappropriate student behaviours to be dealt with include: <ul style="list-style-type: none"> • continued behaviours from list above • referrals from class and/or year coordinators • repeated defiance 	Class Teacher/HOD initiated actions could include: <ul style="list-style-type: none"> • monitoring program • resolution meeting as required between HOD, aggrieved party and student • peer mediation or restorative conference • referral for assessment and specialist support – Student Services • individual behaviour support plan • recess or after school detention • restitution • parent contact • interagency referral • referral to deputy principal <p>Case Manager to record all incidents and actions in OneSchool.</p>	Heads of Department (HOD)
<ul style="list-style-type: none"> • truancy and attendance issues • bullying/harassment • pastoral care issues 	Class Teacher/YC initiated actions could include: <ul style="list-style-type: none"> • monitoring program • resolution meeting as required between YC, aggrieved party and student • peer mediation or restorative conference • referral to Student Services • individual behaviour support plan • recess or after school detention • restitution • parent contact • interagency referral • referral to Deputy Principal <p>Case Manager to record all incidents and actions in OneSchool.</p>	Year Coordinators (YCs)



<p>Inappropriate student behaviours to be dealt with include:</p> <ul style="list-style-type: none"> • continued behaviours from lists above • stealing • physical assault • smoking • inappropriate/banned materials or objects • inappropriate use of school resources • intimidation of staff • vandalism • sexual harassment/misconduct • refusal to comply with school procedures/policies • inappropriate use of personal technology devices including cyber/text bullying 	<p>Deputy Principal initiated actions in response to inappropriate student behaviour:</p> <ul style="list-style-type: none"> • review individual behaviour support plan • liaise with Student Services personnel • parent/carer interview • detention • referral to Student Services or external agency • referral to/consultation with the Principal • recommend suspension/exclusion to principal (after consideration has been given to all other responses) • restorative conference on return from suspension • police notification 	<p>Deputy Principal</p>
<p>Inappropriate student behaviours to be dealt with include:</p> <ul style="list-style-type: none"> • extreme or repeated incidence of behaviours from lists above • possession of drugs • possession of a weapon • supply of drugs • use of a weapon • violent assault • behaviour that brings the school into disrepute 	<p>Principal in consultation with Deputy Principal determines the most appropriate course of action which may include:</p> <ul style="list-style-type: none"> • individual behaviour agreement • parent/carer interview • police notification • suspension, cancellation of enrolment and exclusion in line with Education Queensland policy SM-16 	<p>Principal</p>

The behaviours listed in the table above apply to all students. The following dot points are applicable to International Students only.

Failure to comply with the following requirements may trigger a referral to Education Queensland International and or the Department of Immigration, and may result in cancellation of visa:

- attendance must reflect a minimum 80% of the contact hours scheduled for each term or semester of your course
- satisfactory academic results for each term or semester must be attained

Student support network

At Indooroopilly State High School we are committed to providing a supportive school environment in which all individuals feel safe and valued. There is an extensive network of people and organisations that interact with our students on a daily basis to ensure needs and concerns are supported. The Student Services Department is the nucleus of the student support network, providing a common point of access for support and counselling services.

STUDENT SUPPORT NETWORK

COMMUNITY

MANAGEMENT

EMPLOYERS

ADMINISTRATION

YEAR COORDINATORS

TEACHERS

QUEENSLAND POLICE SERVICE

WORKLINKS

DEPARTMENT OF IMMIGRATION

HSP DIRECTOR OF STUDIES

CHILD, YOUTH, MENTAL HEALTH SERVICES

HEADS OF DEPARTMENT

QUEENSLAND HEALTH

DEPARTMENT OF CHILD SAFETY

EQ INTERNATIONAL

BEHAVIOUR SUPPORT SERVICES

GUIDANCE OFFICER

TAFE & TRAINING PROVIDERS

UNIVERSITIES

STUDENTS

CHAPLAIN

ISP/HOMESTAY COORDINATOR

AVT SUPPORT

TEACHERS

SCHOOL-BASED YOUTH HEALTH NURSE

LIBRARY RESOURCE CENTRE

HEADS OF DEPARTMENT

HARASSMENT REFERRAL OFFICER

INTEGRATED STUDENT SUPPORT

EALD SUPPORT

GUIDANCE OFFICER

GUIDANCE OFFICER

WELFARE

STUDENT SERVICES

FACULTY TUTORING

LANGUAGE ENRICHMENT CENTRE

CURRICULUM

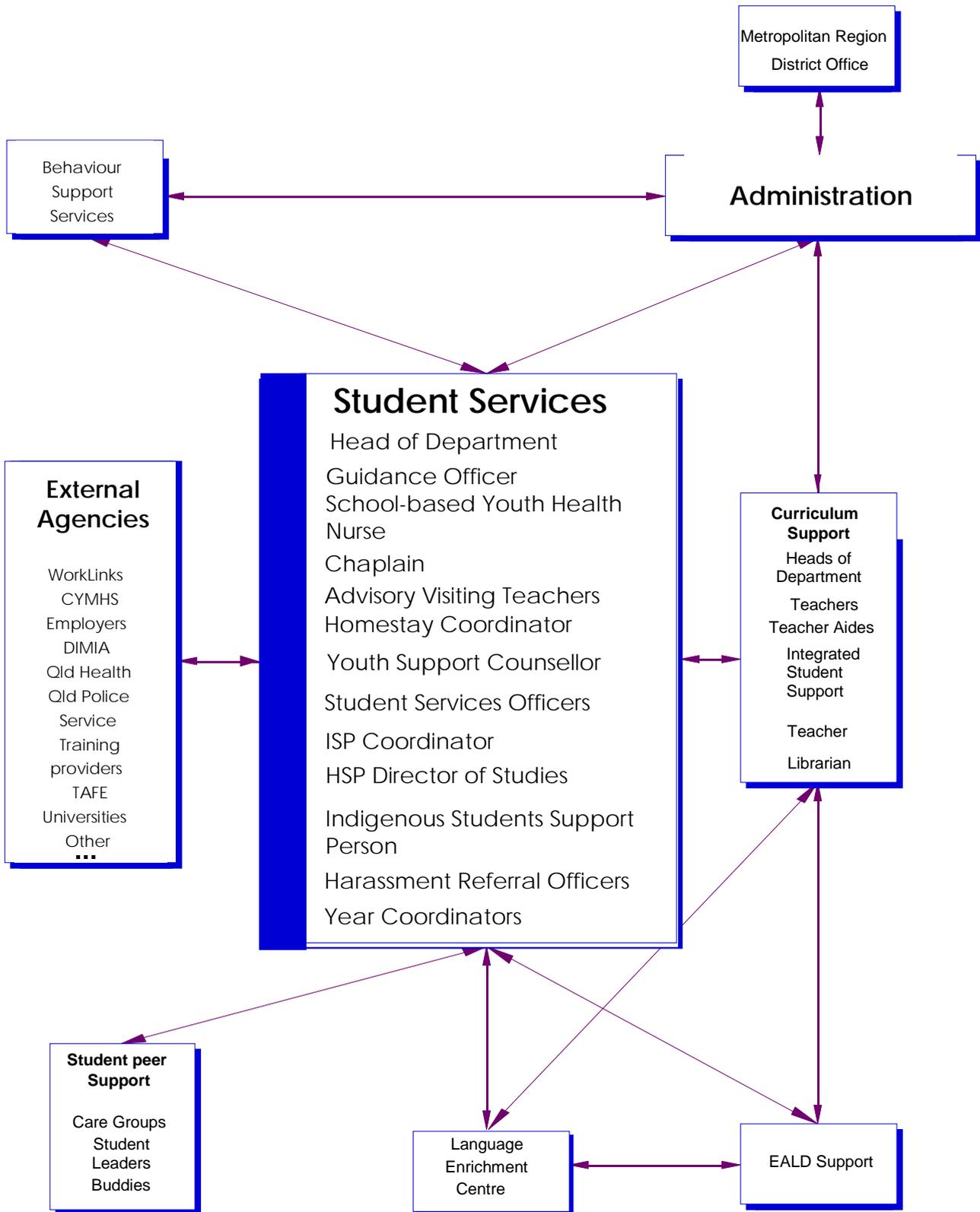
YEAR COORDINATORS

CO- CURRICULAR ACTIVITIES

a community of forward thinkers ►►



Student Services at Indoeroopilly



Arrows denote lines of referral
a community of forward thinkers ►►



Consideration of individual circumstances

At Indooroopilly State High School, our values — *personal dignity, community diversity, open communication and quality learning* — are the cornerstone around which discussion about responsible behaviour takes place. These values underpin our behaviour support and ensure that we treat each case on an individual basis.

In practice, this is evidenced by our emphasis on:

- proactive strategies and keeping students engaged in mainstream schooling wherever possible
- using a broad and flexible range of interventions, with a focus on responsible decision-making
- using a multi-disciplinary approach so that students' chances of success are maximised
- taking students' individual circumstances and other relevant factors into account
- engaging parents/carers in the learning and support structure
- linking with relevant external agencies and specialists

Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies

- *SM-06: Management of Behaviour in a Supportive School Environment - Schools and Discipline*
- *SM-16: School Disciplinary Absences*
- *HR-07-1: Code of Conduct*
- *CS-01: Gender Equity in Education*
- *CS-05: Educational Provision for Students with Disabilities*
- *CS-10: Drug Education and Intervention in Schools*
- *CS-15: Principles of Inclusive Curriculum*
- *CS-16: Cultural and Language Diversity*
- *CS-17: Anti-Racism*
- *CM-15: Guidelines for Appropriate Use of Mobile Telephones by Students*
- *SC-09: Student Dress Code*
- *LL-14: Hostile People on School Premises, Wilful Disturbance and Trespass Issues*
- *SM-05: Physical Restraint and Time Out Procedures - Students with Disabilities*

Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)



Indooroopilly State High School
Parents & Citizens' Association

P&C Scholarships and Awards

Application Guidelines

Indooroopilly State High School offers a *rich curriculum* that embraces all manner of competitions and challenges in the academic, sporting and cultural fields. We actively encourage and support the participation of our students in these endeavours. The Parents and Citizens' Association recognises that there can be significant costs associated with selection in representative teams, competitions etc, participating as individuals representing Indooroopilly State High School. Accordingly, the P&C offers support to participants through the Parents and Citizens' Association Scholarship & Awards program. This is an endorsement of the value we place on the provision of a challenging and rewarding education provided at Indooroopilly State High School.

An official application form must be completed and submitted to the P&C Association for approval. All sections must be completed, including endorsement by teaching staff and school administration, to be sought prior to submitting application. The Scholarship provides support at four levels of representation; regional, state, national and international. The following criteria apply for successful application.

- ✘ The application must be submitted on official application form and forwarded to the Indooroopilly State High School P&C Association within two weeks of completion of event. This will then be presented at the next meeting, and notification of the success of the application will follow.
- ✘ Only one application for assistance will be granted each calendar year per student.
- ✘ The applicant must be able to demonstrate support from the school through endorsement by teaching staff and school administration.
- ✘ The applicant must have gained selection to represent the school/organisation through an official selection process.
- ✘ An outline will be submitted to the P&C, which may appear in the school newsletter.

Should the application for support by successful, the following financial amounts apply:

Regional Representation	\$100
State Representation -	\$200
National Representation	\$300

In the event that a student is selected to represent at an International Level, then the financial support provided will be at the discretion of the P&C Association.



Indooroopilly State High School

Parents & Citizens' Association

Scholarships and Awards Application Form

Student Name:		Form Class:	Student Id:
Address:			
Parent Name:		Contact phone numbers Home: Mobile: Work: Email:	
Address:			
Name of Academic, sport or cultural event:		Date/s of event:	
Location of event.			
Contact Name for event: Position:		Contact Ph No:	
Tick the type of event for which you are applying for support.			
Regional	<input type="checkbox"/>	(\$100)	
State	<input type="checkbox"/>	(\$200)	
National	<input type="checkbox"/>	(\$300)	
International	<input type="checkbox"/>	(At discretion of P&C)	
Description of participation.			
Name and position of teacher supporting this application:		Signature of teacher supporting this application:	
Name and position of Principal or Deputy supporting this application:		Signature of Principal or Deputy supporting this application:	
<input type="checkbox"/> I, the applicant, will provide a written outline of participation.			
Signed (Applicant):			
Dated:			
SCHOOL USE ONLY			
<input type="checkbox"/> Textbook Hire Scheme paid			
<input type="checkbox"/> No Outstanding fees			
Signature of Indooroopilly Business Services Manager:			Date:
Application :		<input type="checkbox"/> Successful	<input type="checkbox"/> Unsuccessful





P&C Parent Registration & Information Form

The Parents and Citizens' Association is committed to supporting the school in a number of ways. These include active involvement in school administration consultation, improving grounds and facilities, increasing and upgrading classroom resources and fundraising to achieve these goals.

*Please helps us. There is no fee and **your child** is the **winner**.*

Please take time to complete the short survey on this form. This form can be handed in at enrolment, at the school administration office or at any P&C.

Student/s Name/s & Year Level/s : _____

Parent / Guardian 1

Name: _____

Address: _____

Phone No: (Home)_____ (Work)_____

Email: _____

Occupation: _____

I would be prepared to assist with the following : (please tick)

- | | |
|---|--|
| <input type="checkbox"/> P & C executive | <input type="checkbox"/> Canteen Helper |
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Translating (language?) |
| <input type="checkbox"/> Grounds Care Working Bee | <input type="checkbox"/> United Nations Day Food Stall |
| <input type="checkbox"/> Library Resource Centre | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> General Fund Raising | |

Signature : _____

Parent / Guardian 2

Name: _____

Address: _____

Phone No: (Home)_____ (Work)_____

Email: _____

Occupation: _____

I would be prepared to assist with the following : (please tick)

- | | |
|---|--|
| <input type="checkbox"/> P & C executive | <input type="checkbox"/> Canteen Helper |
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Translating (language?) |
| <input type="checkbox"/> Grounds Care Working Bee | <input type="checkbox"/> United Nations Day Food Stall |
| <input type="checkbox"/> Library Resource Centre | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> General Fund Raising | |

Signature : _____

