



WHITES HILL STATE COLLEGE



INFORMATION GUIDE

2023

Imagine Believe Achieve

COLLEGE ADMINISTRATION

Principal

Richenda Wagener

Heads of School

Briohny Cuskelly
& Alice Patterson
Prep to Year 6

Samantha Hawkins
Years 7 to 12

GENERAL COLLEGE INFORMATION

Address: 138 Burn Street,
Camp Hill QLD 4152
Postal address: PO Box 42,
Carina QLD 4152
Phone number: (07) 3900 8333 – Office
(07) 3900 8370 – Student Absence
0428 632 704 – Student Absence SMS
Fax number: (07) 3900 8300
Email: admin@whiteshillsc.eq.edu.au
principal@whiteshillsc.eq.edu.au
Website: www.whiteshillsc.eq.edu.au

OFFICE HOURS: 8.00am - 3.30pm Monday to Friday

P & C Association

Contact: pandc@whiteshillsc.eq.edu.au

Uniform Shop: (07) 3900 8325

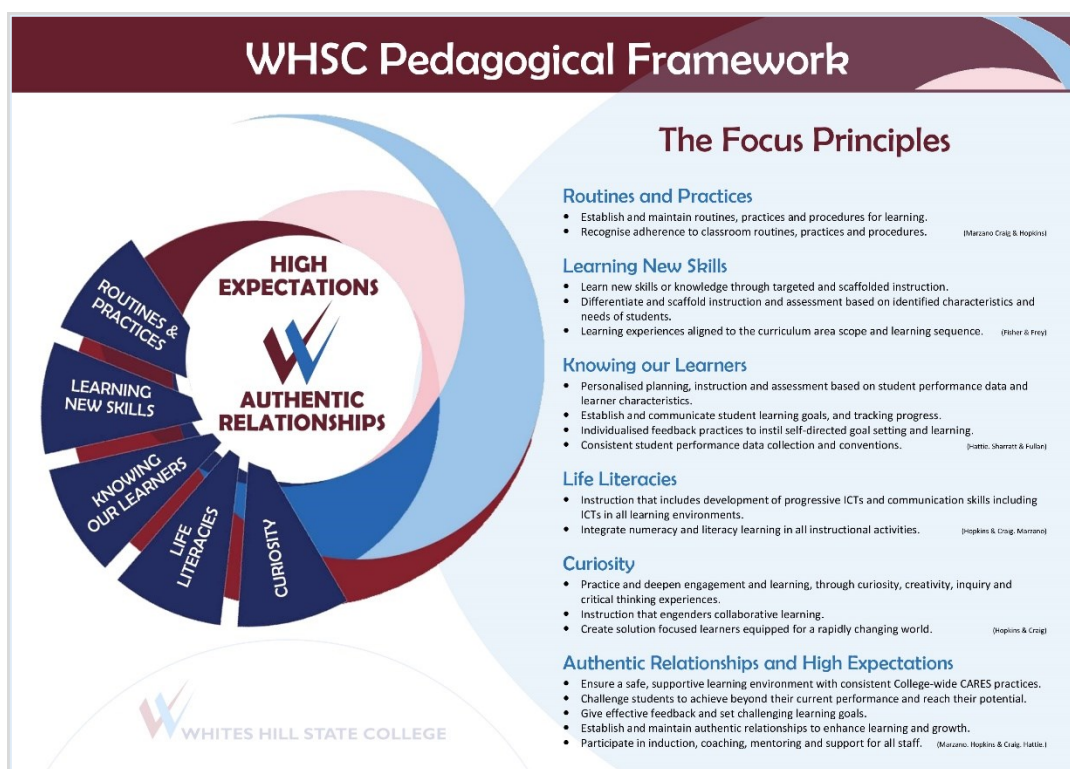
Outside School

Hours Care: (07) 3843 5123



CONTENTS

School Administration and General School Information	1
Contents	2
Whites Hill State College Values	3
College Daily Routine	4
Student Welfare and Sport Houses	5
Attendance Policy	6
College Structure	10
College Curriculum	11
Whites Hill International	15
Homework and Assessment	16
Reporting	18
College Dress Code	19
Responsible Behaviour Plan for Students	23
Bullying and Harassment	31
Mobile Phone/Personal Technology Devices Policy	34
Appropriate Use of Social Media	37
Parent Communication	39
Complaints Management Policy	40
Before and After College Pick Up	42
Other School Procedures	43
Q Parent Information	44



OUR COLLEGE VISION

At Whites Hill State College, we commit to the core values of our pedagogical framework: High Expectations and Authentic Relationships.

We uphold High Expectations in:

- Work ethic and academic progress
- Attendance
- Uniforms
- Behaviour

We commit to Authentic Relationships by:

- Personalising learning
- Knowing every student and how they learn
- Tracking student progress
- Exploring intervention strategies
- Inclusive practices

Everyone in our College community is required to exhibit behavioural expectations of our High Expectations.

We commit to **CARES**:

- **Cooperation** with everyone and rules
- **Achievement** in everything we do
- **Respect** towards everyone and everything
- **Enthusiasm** in everything we do
- **Safety** in caring for ourselves, others and property.



COLLEGE DAILY ROUTINE

“CARES - Achievement,” attend every day, on time and ready to learn.

CLASS TIMES

PRIMARY CLASS AND BREAK TIMES

8:45-8:55	Form
8:55-9:30	Lesson 1a
9:30-10:05	Lesson 1b
10:05-10:40	Lesson 2a
10:40-11:15	Lesson 2b
11:15-11:30	First Break Eating
11:30-11:55	First Break Play
11:55-12:30	Lesson 3a
12:30-1:05	Lesson 3b
1:05- 1:45	Second Break Play
1:30-1:45	Second Break Eating
1:45-2:20	Lesson 4a
2:20-2:55	Lesson 4b

SECONDARY CLASS AND BREAK TIMES

8:45-8:55	Form
8:55-10:05	Lesson 1
10:05-11:15	Lesson 2
11:15-11:45	First Break
11:45-12:55	Lesson 3
12:55-1:45	Second Break
1:45-2:55	Lesson 4



STUDENT WELFARE

Authentic Relationships are a core priority of our College's Pedagogical Framework. Student welfare is the cornerstone of the College's philosophy.

We are committed to the development of the whole student and track each student's academic progress, attendance and well-being. Our College has three phases of learning; primary (P-6), junior secondary (7-9) and senior secondary (10-12). Each phase has a Head of School or Deputy Principal responsible for the academic, welfare and care of students. Year Level Coordinators for each year level are appointed and these teachers are responsible for the welfare and care of the students.

The College's Guidance Officers are available to all students who wish to seek advice about their future career options, counselling regarding personal issues, and educational assessments and behavioural programs.

The Heads of Departments and Heads of Curriculum are available to assist with curriculum and learning issues in the classroom.

The Principal and Heads of School are available for parents and students to talk with about any matter that they wish to raise or that should be brought to the attention of the College. Appointments can be made by contacting the Administration Office.

Whites Hill State College has an extensive range of people who work in supporting students in their learning whilst at school. This includes Guidance Officers, English as an Additional Language Support, Advisory Visiting Teachers, Speech Pathologist, Teacher Aides, Work Experience and Industry Placement Co-ordinator. Students and parents can make appointments to access these services by contacting the Administration Office.

COLLEGE HOUSES

CUNNINGHAM

Green

MITCHELL

Yellow

OXLEY

Blue



LUNCHES

Whites Hill State College supports healthy choices for student's lunches. We encourage students to have healthy lunches to give energy to their healthy minds. The College has two meal breaks each day and a "Munch and Crunch" in primary classrooms at 10am. Munch and Crunch allows students a litter free, small fruit or vegetable snack whilst they are working at their desk. Nutrition Australia recommends that a lunchbox contains:

- **A main item**, such as a sandwich/wrap/roll, pasta with vegetables, soup, frittata or sushi.
- **A fruit or vegetable snack**, such as whole fruit, cut up veggie sticks, canned fruit in natural juice, a small salad
- **A second snack based on a core food**, such as reduced fat yoghurt, grainy crackers with reduced fat cheese, plain popcorn, a slice of raisin bread, a wholemeal fruit muffin, a boiled egg or tuna
- **Water** is available at the school bubblers or you may like to send in a water bottle.
- **We have a number of students with severe allergies and encourage parents to avoid including nut products in lunch boxes.**

Our College Café, "Food Gone Wild" is staffed by qualified cooks and produces a healthy lunch menu. Lunches may be pre-ordered and paid for through Flexi Schools. www.flexischools.com.au

ATTENDANCE POLICY

At Whites Hill State College, 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. Students are required to attend school on every day that it is open, except in exceptional cases. The school must account for every absence of every student and record the reason. It is the parent / guardian's responsibility to ensure that their students (of any age) attend school every day unless there are acceptable reasons for absence. The legal requirements of attendance are set out in Chapters 9 and 10 of Queensland Education (General Provisions) Act 2006.

The school uses ID Attend, which is a computerised attendance system. The students are roll marked every period during the day. Whites Hill State College will promote full school attendance and encourage, through positive recognition on a regular basis, those students with excellent attendance or those who have shown significant improvement.

Classes commence at 8.45am and end at 2.55pm every day. All programs and lessons for students within these timeframes are deemed part of a student's program of study and are therefore compulsory to attend.

ATTENDANCE PROCEDURES

Students are required to attend school on every day that it is open except in certain cases. The College must account for every absence of every student and record the reason.

SCHOOL HOURS

School hours are from 8.45am to 2.55pm. Students are encouraged to be at school by at least 8.30am to allow them to prepare for the school day. It is important to note that students should not be on school premises before 8.15am and after 3.30pm unless attending an organised school or community function.

PARENT / GUARDIAN RESPONSIBILITIES REGARDING STUDENT ABSENCES

It is the responsibility of every parent/guardian of a student who is of compulsory school age must ensure that the student is enrolled and attends school on every school day for the educational programs in which the student is enrolled unless there are acceptable reasons for absence. A parent/guardian of a young person in the compulsory phase must ensure the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse. The legal requirements of attendance are set out in Chapters 9 and 10 of Queensland Education (General Provisions) Act 2006.

Short term absences - 1 or 2 days

If you are absent or late to school a parent or caregiver needs to make contact with the school

- Text the student absence line on 0428 632 704
- Call the absence line on 3900 8370
- Email the student absence email on admin@whiteshillsc.eq.edu.au

Long term absences - 3 or more days

If you are absent or late to school a parent or caregiver needs to make contact with the school

- Text the student absence line on 0428 632 704
- Call the absence line on 3900 8370
- Email the student absence email on [admin @whiteshillsc.eq.edu.au](mailto:admin@whiteshillsc.eq.edu.au)
- Notes for absence go to the College administration office and a medical certificate is necessary to explain absence of 3 days or more, repeated absences due to illness or absences during scheduled assessment.

Very long term absences

Occasionally requests are made by parents/guardians for students to be absent for very long periods, e.g. to accompany parent/guardian on an overseas trip. Parents/Guardians are asked to discuss with the Year Level Coordinator / Head of School / Deputy Principal, the implications of long-term absences from the school, before firm plans are made. Approval needs to be sought from the Principal. When students are unavoidably absent for a long period of time, where possible the school will provide details of work for students to go on with, if requested to do so.

ACCEPTABLE AND UNACCEPTABLE REASONS FOR STUDENT ABSENCES

Acceptable reasons for student absences are:

- Sickness.
- Danger of being affected by an infectious or contagious disease.
- Temporary or permanent infirmity.
- Unavoidable and sufficient cause, e.g. bereavement within the family or of a close friend; or family trauma.
- Attending a school organised activity, e.g. excursion, camp, work experience.
- Sporting / cultural / religious event.

Examples of unacceptable reasons for absence are:

- Truancy.
- Birthdays.
- Shopping expeditions with or without caregiver.
- Haircuts.
- Helping at home or at parent / guardians place of work.
- Part-time or casual work (including travel to and from such work).
- Appointments which could be made out of school hours (including driving lessons / tests).
- Excessive time for appointments which are avoidable.

SCHOOL PROCEDURES FOR FOLLOWING UP UNACCEPTABLE STUDENT ABSENCES

Where an absence is proposed, or has occurred, and the reason is not acceptable, these fall into two categories.

Common Practice

For example, accompanying parent/guardian on holidays, participation in recognised, non-school organised sporting and cultural activities, etc. In every case contact will be made with home by the school. The contact does not approve or disapprove of the absence. It places the responsibility for student's lack of progress on their parents/guardians.

Unacceptable Practice

In every case, the incident will be referred to the HOD Student Services or Deputy Principal/HOS, who will administer the school and/or DET attendance procedures. This includes detentions, parental contact and/or meetings, referral to school support staff, notifying parents of their legal obligations, time cards and referral to other agencies (eg Department of Student Safety, Department of Communities, Queensland Police Student Protection Investigation Unit, and other relevant non-government organisations.).

STUDENTS LEAVING SCHOOL EARLY

Any students required to leave the school early must have a signed note from their parent/caregiver, or phone call/email to the College. Students are to report to the College Administration Office with a note before 8.45am.

A pass to leave school early may be obtained from the Roll Clerk or the Student Counter in Administration. The time period and explanation for the absence will be recorded.

The Queensland Curriculum and Assessment Authority require students to study subjects for a prescribed amount of time i.e. mandatory hours of study. Students who leave school early on a regular basis may not meet the mandatory hours requirement to qualify for the award of a Senior Statement or Queensland Certificate of Education.

Leaving the school early on a regular basis is a disruption to the learning process for the student concerned, the class as a whole and ability of teachers to deliver content.

Sport is a part of normal school activity that students must attend.

A permanent pass for leaving the school on a regular basis will not be approved. The Principal may under exceptional circumstances and with due discretion allow a student to leave school on a regular basis. Coaching for sport, music lessons, lunch etc. are not suitable reasons for the granting of a permanent pass to leave school early.

STUDENTS WHO ARE LATE TO SCHOOL

Students are expected to be on time to school. Students, who are late to school or to the first scheduled lesson, are required to report directly to the Roll Clerk on arrival. The time and reason for their lateness will be recorded, and then they will be given a late slip to be admitted to class.

Parents/Guardians are asked to provide a signed written note or phone the Roll Clerk. If no note is written on the day of lateness, then a signed written note must be shown to the Roll Clerk on the next day.

Students in Prep to Year 3 may phone the administration office from the classroom.

Consequences for Lateness

On the occasion a student is late without a satisfactory written reason or phone call, a detention will be given. Persistently late students will be referred to the relevant Year Level Coordinator, or have such other consequences applied as are deemed appropriate by the Principal or Head of School / Deputy Principal. Teachers give detention to students, who are late to lessons and have not an appropriate reason indicated by a late slip.

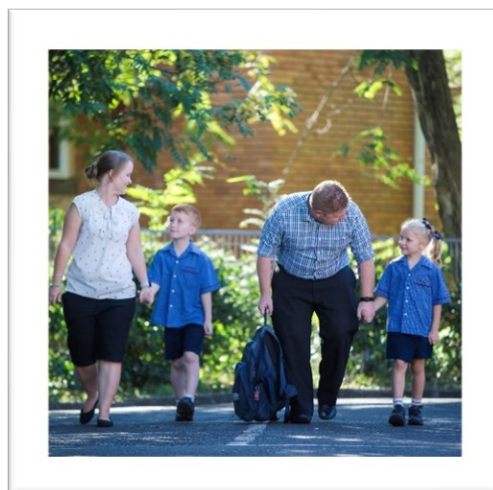
NOTE: Lateness on compassionate grounds, e.g. family trauma, will be followed up for the sake of the welfare of students. In these cases detention will not be given.

Examples of acceptable reasons for lateness are:

- Accident on way to school.
- Transport breakdown on way to school.
- Bus late.
- Other unavoidable and sufficient reasons.

Examples of unacceptable reasons for lateness are:

- Truancy.
- Sleeping in.
- Just late (no reason given).
- Haircut.
- Shopping.



- Appointments that could have been made out of school hours (including driving lesson/test).
- Caught the wrong train or bus.
- Other avoidable and insufficient reasons.

LATE ARRIVALS TO CLASS

If for any reason a student is late to class, the student must have a late note from the teacher/staff who delayed them. If a student has no valid reason the time lost is to be made up with the classroom teacher.

SICK BAY

Students who become ill at school (teachers are to use discretion) require a note from their teacher to be referred to the sick bay. The student must be provided with a note stating the date and time the student was dismissed from class. During lunch times students should report directly to the College administration office.

Students are NOT to contact parents directly to request to be picked up. The school will assess the students need and where necessary the Administration staff will contact parents to arrange transport home if the student is unable to stay at school.

If a student is collected from school by a parent then the partial absence will be recorded as sick.

EXCURSIONS / VARIATIONS TO SCHOOL ROUTINE

Parental permission is required for excursions, which take students outside the school.

VISITORS

Visitors to the College must first register at the office.

SPORT

Sport students are required to follow the rules pertaining to particular sports and the directions of the teacher.

ASSEMBLIES

At least once a term the whole college meets as an assembly to celebrate successes.

- Once a week there will be a Primary assembly
- Once a week there will be a Secondary assembly
- Once a week there will be Secondary Year Level assemblies
- The remaining 3 days Secondary Form Class assemblies will be held

POSITIVE STRATEGIES TO ENCOURAGE GOOD ATTENDANCE

The primary aim of the attendance policy is to enhance student welfare and to this effect the following range of positive strategies should be used in managing a student attendance problem.

- providing rewards for good or improved attendance;
- referrals to school counsellors should be encouraged;
- use of work experience programs as an incentive to continue attending;
- use of student and teacher mentors;
- effective implementation of harassment policies;
- programs which improve assertiveness skills of students.

Primary (Prep – Year 6)

The Primary years are focused on establishing strong foundations for successful learning. Primary teachers collaboratively develop and plan curriculum programs that build students' understanding and skills across eight subjects. Our teachers have an unrelenting focus on developing our students' literacy and numeracy skills with particular emphasis on developing confident, critical readers.

Access to specialist staff in The Arts, Languages, Physical Education and Technology adds to the curriculum diversity for our primary students. We have established strong connections with our local Environmental Education Centres and have an annual program of excursions that complement students' class programs. Primary students enjoy a vast array of extracurricular activities that foster our College Community connections, with special events including Mothers' Day Morning Tea, Books with Dads and Under 8s Day.

Junior Secondary (Years 7 – 9)

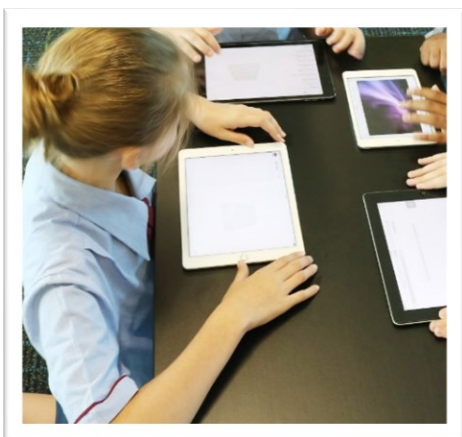
Our Junior Secondary is purposely designed to encapsulate the unique learning and developmental needs of children as they move from Primary to Secondary. An engaging academic program with lots of variety and exploration gives these growing students a structure that engages them at this crucial stage of their schooling.

At the core of the school day is, Maths, Science, English, Humanities (History and Geography) in their 'home' classrooms. This is undertaken with their two Core teachers. Each student studies Health and Physical Education, LOTE and ICT as well as a choice of electives in The Arts and Technology. This provides each student with opportunities to excel in areas of interest, whilst extending their learning strengths in a creative environment. Subject specialists teach these classes.



Senior Secondary (Years 10-12)

Senior Secondary students at Whites Hill State College are given greater responsibility for their own future development. As well as finalising a personalised course of study appropriate to their current career goals, they are expected to perform as independent learners, to demonstrate initiative and maturity by participating in leadership and community service activities and to continue to model the appropriate CARES behaviour for attendance, work habits, conduct, attitude, presentation and attainment.



The intention of programs offered in Years 10, 11 and 12 is to prepare students for their life once they leave school. A student's pathway after school has many options and at Whites Hill State College we prepare each student for their choice of entry to university, vocational training, the world of work or a combination of these pathways. Just as importantly, students are given opportunities to develop life skills that will contribute towards a fulfilling life as an adult.

COLLEGE CURRICULUM

The College curriculum spans the learning requirements of the Primary, Junior Secondary and Senior Secondary, as specified in the:

- Australian National Curriculum (P-10): English, Mathematics, Humanities and Social Sciences, , Science, The Arts, Technology, Languages, Health & Physical Education
- Queensland Curriculum and Assessment Authority
- Australian Qualifications & Training Framework: Nationally endorsed training packages and nationally accredited vocational education and training courses

The College curriculum plan provides a commitment to the P-12 concept through a seamless' curriculum which embraces learning from Prep through to graduation.

Additionally, we commit to innovative teaching, project-based learning and implement a whole of College approach to the teaching of reading. We know successful readers are successful learners.



Prep

Our Prep program is designed to nurture our youngest learners. Each of our Prep classrooms have two adults working alongside the children full time. You will see your child rapidly develop their confidence as they become “readers”. Our award winning Prep Reading Program has been recognised at a State and National level for its effectiveness in developing confident, fluent readers. The Prep program is based on the Australian Curriculum and is expertly adjusted to precisely meet each child’s readiness. Our Prep teachers build on children’s prior knowledge and understandings. Our highly experienced early childhood teachers plan the program so that the children develop a rich, deep understanding of concepts.

Through careful observation of the children, the teacher will be able to construct a flexible and challenging learning environment. This environment will encourage the child to try new things, become independent, broaden vocabulary and develop concepts about reading, writing and number.

In Prep many of the activities developed and implemented by the teacher are designed to teach students important social and learning skills:

- listening, responding to and giving directions;
- understanding and using language to group, sort and describe objects and to communicate ideas, feelings and needs;
- developing literacy and numeracy through a range of learning contexts;
- becoming independent thinkers and problem solvers;
- learning how to co-operate with others;
- developing motor co-ordination skills

Primary

Students in the Primary years are engaged in an exciting range of curriculum experiences that are designed to nurture their understanding and develop numeracy and literacy skills.

The Australian Curriculum has now been introduced through all Australian schools to establish consistent "national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the base for future learning, growth and active participation in the Australian community" (ACARA, 2014) <http://www.australiancurriculum.edu.au/>.

Students from Prep to Year 6 have a weekly program that includes teaching and learning outlined by National Curriculum for English, Maths, Science, Languages, Humanities and Social Sciences. Students also study other Learning Areas throughout the year, including Technology, Health and Physical Education (PE) and The Arts. All primary classes have a strong emphasis on literacy skills, with each class timetabling a balanced literacy block four times per week.

Whites Hill State College is one of few schools in the state that offers Language study from Prep-Year 6. Students study Chinese from Prep and are then also offered Japanese from Year 5. Our P-12 advantage enables primary students to also access Secondary Arts specialists who offers Visual Art, Dance and Drama lessons.

An instrumental music program is available to students from Year 4 including strings, woodwind, percussion and brass. Our Junior Choir is open to all students from Prep-Year 6 and provides students the opportunity to develop their musicality and performance skills.

Junior Secondary

The Junior Secondary philosophy at Whites Hill State College recognises the need to foster relationships, rigor and welfare.

Students transition from one core teacher in Primary to two subject specialists in the Junior Secondary phase who teach their class the core subjects of English/Humanities, Mathematics/Science. This teaching arrangement is in place to help students move from the relationship model of the Primary phase of learning to the subject model of the Senior Secondary phase of learning. Students are gradually transitioned in the Junior Secondary phase of learning from one significant core teacher to a different teacher for each class/subject. The Junior Secondary phase of learning endeavours to provide students with every opportunity to reach their potential and to explore subjects that they may continue to pursue in their senior studies so as to best position them for their future post-schooling pathway.

The Junior Secondary curriculum also endeavours to engage students in identifying their areas of interest and strengths, and applying commitment and dedication to be successful students in these subject areas. This is achieved through the provision of elective subject choices at each year level, taught by specialist teachers in specialist rooms. Elective studies engage students in Technology and The Arts throughout Years 7 to 9.

In Years 7 to 9, all students will:

- study the core Australian Curriculum with two core teachers:
 - English, Humanities
 - Mathematics, Science
 - Languages Other Than English (LOTE) – Chinese or Japanese

Note: LOTE is compulsory for Years 7 and 8 only. LOTE is an elective subject in Year 9.

 - Health and Physical Education
 - Information Communication and Technology
- study specialist elective subjects from each of these Australian Curriculum disciplines:
 - Design Technology
 - The Arts
- participate in:
 - Sport
- have the following elements embedded within all of their subjects:
 - Literacy
 - Numeracy
 - Creative and Critical Thinking
 - Information Technology skills

Senior Secondary

YEAR 10:

Year 10 students begin a three-year Senior Program. The purpose of Year 10 is to provide students with a Senior 'Foundation' Course that will enable them to practise and enhance skills and concepts that are taught in senior subjects. They will be able to develop academic and organisational abilities in preparation for the arduous workload and study practices that will be expected of them over the next three years.

In this way students have the opportunity to begin studying Certificate courses, start a traineeship or apprenticeship, and sample senior subjects.

In Year 10 at Whites Hill State College:

- all students will study English, Mathematics, Science and History and three other subjects for each of the two semesters
- students must choose a vocational education and training certificate course to study.

YEARS 11 AND 12:

The College offers a variety of pathways, and types of learning, to Years 11 and 12 students in order to meet the needs of young people, the conditions of the QCE and tertiary entrance requirements.

1. *General subjects* provide students with analytical and critical working skills. These subjects are demanding, having a higher theory component than Applied subjects. They are used for university entrance purposes and may be prerequisites for tertiary courses.

The College can arrange for students to:

- study a subject through the Brisbane School of Distance Education if the subject is not offered at the College or if it clashes with another subject that the student wishes to study
- undertake Senior External Examination studies.

2. *Applied* offer practical opportunities for students.

3. *Vocational Education and Training (VET) Certificates*. The College offers a variety of AQTF qualifications at various levels.

All VET qualifications require structured work placement, thus students are learning and practising their knowledge and skills in the workplace. Some of the qualifications are available as a result of the College's partnership with other Registered Training Organisations (RTO's). As a result there is an additional cost for these qualifications.

Vocational Education and Training courses are also offered through private providers and TAFE colleges. Students usually attend these studies for one day a week. The qualifications gained from Vocational Education and Training courses are nationally accredited. The skills gained allow a young person to enter the workforce and/or to move on to further vocational or academic studies.

4. *School-based apprenticeships and traineeships (SATs)* are also available to students. These are accredited training packages, based on industry standards that can lead to nationally recognised qualifications under the Australian Qualifications and Training Framework (AQTF).

SATs allow students to work in their chosen field usually for one day a week. They are paid a training wage for this day's work. Students will also receive 'theory' training either at a TAFE or by a private provider.

A school-based apprenticeship provides a head start into a full-time or part-time apprenticeship and career. It is possible to complete up to a third of an apprenticeship while at school. After school this can be converted to a full-time arrangement.

Students can do a SAT and an ATAR at the same time, and many young people do. Results from vocational education and training undertaken as part of a SAT can be used by students as one of five subjects to attain an ATAR for university entrance.

5. An optional 1 or 2 *semester university subject* is available for Year 12 students at UQ, QUT or Griffith University, fee-free as outlined below.

Sport

All students in Primary and Junior Secondary participate in weekly Physical Education lessons. In Years 11 and 12, Physical Education, Certificate III in Sport and Recreation, and Certificate III in Fitness are available as elective subject for students to choose.

All students participate in intra-school sport based on the College house system: Cunningham (green), Mitchell (yellow) and Oxley (blue). Annual championships are held in athletics, cross-country and swimming.

Inter-school sports are available to students in Years 4-12. The sports offered include, AFL, basketball, volleyball, futsal, netball, softball, AusTag, soccer and touch.

High performing students are eligible for representative selection following participation in College carnivals and interschool sports.



Swimming instruction is part of the Physical Education curriculum and, as such, is part of regular school routine. All students are expected to participate. All levels of swimming ability are catered for. Should there be a reason why your child should not swim, please forward a note to your child's teacher.

Education Queensland policy requires that students who suffer from a medical condition that may place them at risk in the water must have written permission to participate in swimming instruction. This must also be supported by a medical certificate.

WHITES HILL INTERNATIONAL EDUCATION

Whites Hill International has been operating at the College since 2004. The College is Quality Endorsed by NEAS (National ELT Accreditation Scheme Limited, Australia) and has Level 3 accreditation with EQI (Education Queensland International).

The College offers a number of international education services:

- short experiences (afternoon visits by school groups)
- study tours (groups staying for up to 3 weeks)
- mid-term immersion programs
- long term students (from 1 to 3 years)
- teachers professional development (International teachers experiencing Australian classrooms)
- High School Preparation program (HSP)
- LOTE services.

Who is involved in Whites Hill International?

The International Programs Manager is responsible for the organisation and development of the Whites Hill International Department, overseeing both ISP students and staff. The program's manager coordinates the administration office responsible for study tours and immersion programs.

The Director of Studies – High School Preparation (HSP) is responsible for the academic management of the HSP program, overseeing both students and staff.

The International Homestay Coordinator looks after Student Services which includes meeting the student's homestay needs as well as servicing enquiries that follow this type of work, such as meeting EQ and Government Department requirements.

Teachers play a vital role in welcoming international students into their classroom. They provide activities for integration for both international and domestic students which reinforce the college mission of global engagement. Teachers are well positioned to monitor the welfare of our international students and support their academic goals.

The college also has a number of programs that play a vital role in welcoming international students and giving them leadership opportunities. For example, the International Ambassadors Program has been running for 6 years and students in Years 6 to 12 are trained in how to communicate, welcome and involve international students and visitors. These skills serve them well as they enter the global community.

Our wider community also plays a vital role in our international programs. They welcome students into their family and help our international students adapt to life in Australia. Without families willing to open their home, this program would not be as valuable and rich. If you are interested in becoming a homestay family, please contact Whites Hill International. Homestay families receive remuneration.



HOMework

Whites Hill State College values the importance of homework supports and enhances the learning that occurs in the classroom. It is aimed at promoting sound study habits and developing student independence and initiative. The amount of homework that is expected takes into account the need for students and families to have a balanced lifestyle. The College's approach complies with Dept. of Education and Training Homework Guidelines.

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning.

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of the College. These include a range of physical activities and sports, recreational and cultural pursuits. Older students may also have part-time employment. Some students have responsibilities as caregivers.

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

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

- revision and critical reflection to consolidate learning (practising for mastery);
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue);
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making);
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

Further, homework may take many forms, depending upon such issues as subject being studied, preparation required to complete tasks, revision and time of year. This may include:

- **Subject specific tasks** – Each subject area will set tasks each week, which include consolidating classroom tasks, preparing for future lessons and completing and practicing skills in different contexts.
- **Assessment** – Students should continually work towards the completion of tasks including researching, planning and drafting of assessment items. The due dates for assessment should be entered into their diary. A year level assessment schedule is provided early each semester to assist in developing study timetables, and can be found on the College's website.
- **Spelling** – Students are expected to revise subject specific vocabulary and spelling lists, as well as practice spelling strategies of words individually, and in texts.
- **Revision** – Reading class notes and relevant textbook chapters to review classwork. Students may also benefit from reworking problems and tasks set during class time. This should be completed throughout the semester as well as in the lead up to exams.
- **Reading** – Students should be reading a minimum of an extra 20 minutes each day to further enhance their literacy skills. Successful readers are successful learners.

In **PRIMARY (Prep to Year 6)** many activities at home can assist children to develop literacy, numeracy and problem-solving skills.

In the Prep year, reading at home is our priority. In Years 1, 2 and 3, set homework could be up to, but generally not more than, 1-2 hours per week.

Homework in Year 4 to Year 6 could be up to, but generally not more than, 2-3 hours per week.

In **JUNIOR SECONDARY (Year 7 to Year 9)** some homework can be completed daily or over a weekly or fortnightly period.

Homework in Year 7 could be up to, but generally not more than, 3-4 hours per week.

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

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

In **SENIOR SECONDARY (Years 10, 11 and 12)** the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

Students seeking to achieve high Levels of Achievement and an ATAR (in senior studies) need to understand that extra study will be required and that social and employment choices will be restricted. Regular homework is necessary for success and students in Years 11 and 12 should devote at least 2 hours per night to revision, research, private study and preparation for the next day (15-20 hours on average per week, more for high achievers).

Homework Procedures

1. Students are expected to have their diary in class EVERY lesson.
2. Students will write their homework and assessment due dates in their diary.
3. Parents can be contacted for students who have not completed homework.
4. Persistent offenders will be referred to the Head of Department and may be issued with an either lunch time or after school detentions.

The Role of Parents and Caregivers with Homework

- Regularly checking homework written in diary. **Students without homework recorded** in their student planner **should be** completing additional tasks such as those outlined above (revision, assessment work, spelling and reading).
- Reading and talking with students about what they read and understand.
- Assisting students to complete tasks by discussing questions and directing to resources.
- Helping student's balance the many demands on their time – school, social and work. Students who have a part time jobs should ensure that a balance is arrived at, where time is available not only for part time work but study, sport, religious, family and social commitments.
- Encouraging and assisting them to develop study and organisational skills (such as a study space, assessment schedule and study planner) and to take responsibility for their learning.

ASSESSMENT

Assessment provides feedback to students and parents about learning that has occurred and provides advice to teachers about the teaching and learning processes. Assessment information is used as a basis for judgments about how well students meet the objectives of the course.

It is each student's responsibility to:

- perform all assessment tasks that are part of the course of study
- achieve to the best of their ability – this may involve doing some homework
- present the work on time to the teacher.

All work must be the student's own work. Copying the work of others and plagiarism from other sources is strictly unacceptable and will result in the work not being allocated a result.

A standard can only be awarded where evidence has been demonstrated and documented. Failure to submit all assessment tasks may prevent a teacher from allocating a final achievement result for the semester and thus there would be no recognition of study for that subject for the semester.

Details of assessment are provided to students as early as possible to enable them to complete work to the highest standard. An assessment calendar, which outlines subject requirements and dates for the submission of assessment tasks, is distributed to students each semester.

The College's Assessment Policy is available on the College website. It is highly advisable that students in Years 7-12 access this policy and be familiar with the requirements for the submission of assessment and special provisions.

REPORTING

Primary

Each semester, parents with students in Prep to Year 6 will receive an End of Semester Report on their student's progress. This report provides a grade to indicate the student's academic progress, effort and behaviour across the semester.

In Terms 2 and 3, parents are provided with the formal opportunity to meet with their child's teacher at Parent / Teacher Interviews.

Parents are encouraged to make informal contact with their child's teacher at any time to support and enhance their child's learning experiences.

Secondary

Across the year, parents will receive four written reports on their student's progress.

Term 1 and 3, a Progress Report is provided. The purpose of this report is to provide parents with information about student progress towards end of semester level of achievement results.

Terms 2 and 4, an End of Semester Report will be received after all the assessment for each Semester is completed. This formal report will consist of a grade A to E for each semester unit studied and comparative graphs.

In Terms 2 and 3, parents are provided with the formal opportunity to meet with their child's teacher at Parent / Teacher Interviews.

Parents and students are able to request information as to student progress at any time during the year by contacting the student's Year Level Coordinator, Head of Department or Head of School / Deputy Principal.



COLLEGE DRESS CODE

The P & C and the College community of Whites Hill State College have consistently supported the enforcing of a dress code for students. Our College is a professional working and learning environment and the dress standards reflect our high standards for presentation and complement our high standards for work and behaviour.

Students are expected to wear the full, correct school uniform with pride. When wearing the uniform, students convey a strong message about themselves as well as the high standards set by our community. Wearing the uniform helps to maintain a positive tone in the College community and ensures that the primary focus is learning. Students are to wear the school uniform to a high standard at all times.

It is therefore, understood that by enrolling at Whites Hill State College, parents accept the College's dress code.

The Uniform Shop is a business operated by the Whites Hill State College P&C and is the only supplier of uniforms. The range includes lower cost and non-gender specific items. The Uniform Shop offers second hand uniform options, payment plans and Centrepay deductions for parents.

The College administration office also provides items for students to borrow to assist with them meeting the College's dress code each day. Students unable to wear the full, correct uniform to school should bring a note of explanation from their parent and come to the College administration office before school. Where possible, students will be issued with the correct item, or provided with a uniform pass to show their classroom teacher.

HIGH EXPECTATIONS

Whites Hill State College expects high standards with regard to dress, with an emphasis on the importance of personal and school pride.

- Students are subject to school expectations whenever they can be identified as a Whites Hill State College student.
- Correct and full college uniform is required to be worn when travelling to and from school as well as within the College grounds.
- On formal occasions, all students should wear the formal uniform.
- Each student uniform is to be clean and presentable.
- If a student is wearing a non-uniform item of clothing (including shoes), then it is their own responsibility to visit student services before school begins to exchange it for the correct uniform item before attending classes.
- If a student is missing an item of uniform (including shoes, hat, tie, socks, hairband), then it is their own responsibility to visit student services before school begins to borrow the correct item before attending classes.
- If students fail to bring a signed note with a valid reason when out of uniform, parents will be called to bring correct uniform to school.
- Undershirts should be navy (primary only) or white (short or long sleeve) and should be tucked. Underwear should not be visible when wearing the uniform.
- WHSC house shirt, may be worn in HPE class, academy (not including interschool sport) or sports carnivals.
- Students wearing the incorrect shoes will be required to change into the school provided shoes for the day if parents cannot bring the correct shoes to school.
- The formal dress uniform is to be worn on all school excursions, functions or representative activities except when directed otherwise by a teacher in consultation with the Principal.
- The College dress code applies at all times when the uniform is worn e.g. in public places before and after school hours.
- The dress code is designed to meet the appropriate workplace health and safety guidelines.
- In **extreme** circumstances, such as financial hardship, parents may discuss the issues with the Principal (interview or phone call) in order to make personal financial arrangements.

UNIFORM EXPECTATIONS

It is the college expectation that all students are in uniform at all times. The uniform listed is specific to Whites Hill State College and is available from the College uniform shop only (www.flexischools.com.au or whscuniforms@gmail.com).

GENERAL PRESENTATION

- Students are subject to school expectations when they can be identified as a Whites Hill State College student.
- Correct and full college uniform is required to be worn when travelling to and from school as well as within the college grounds.
- On formal occasions, all students should wear the formal uniform.
- Each student uniform is to be clean and presentable
- If a student is wearing a non-uniform item of clothing (including shoes), then it is their own responsibility to visit student services before school begins to exchange it for the correct uniform item before attending classes.
- If a student is missing an item of uniform (including shoes, hat, tie, socks, hairband), then it is their own responsibility to visit student services before school begins to borrow the correct item before attending classes.
- Undershirts should be navy (primary only) or white (short or long sleeve) and should be tucked. Underwear should not be visible when wearing the uniform
- WHSC house shirt, may be worn in HPE class, academy (not including interschool sport) or sports carnivals.

HAIR

- Is to be simple, safe, neat and presentable and off the face.
- Colour is to be natural.
- Hair that touches or is longer than the shoulder seam on the college shirt is to be tied back.
- Long fringes are to be tied back and off the face.
- Accessories, including head scarves, are to be simple and plain in white, black, navy, or maroon (school or neutral colours).
- No severely short cuts (no less than 2 blade), no great variations to hair length in the style, no tracks, patterns or rats tails.
- Boys facial hair should be presentable and well maintained.

HAT

- All students should have a college hat
- No hat, no play policy applies for all year levels

JEWELLERY

- One plain wrist watch may be worn.
- No more than 2 small (<5mm diameter) plain stud, or plain sleepers (approx. < 10mm diameter) may be worn. One stud or sleeper is permitted in each ear.
- Other piercings are not approved by the college as they can be a workplace health and safety hazard
- Whilst in college uniform, such other piercings, existing or new, will be expected to be removed when in uniform, or be pierced with a clear stud only.
- A medical disk bracelet is allowed for approved students
- No other jewellery is permitted and if worn to school it will be confiscated for return at the end of the school day.

MAKE UP AND TATTOOS

- No visible make up is to be worn. Nails should be of clear polish only and have no colour paint.
- Visible tattoos are not permitted as part of the college uniform.
- If a student has an existing tattoo, they are to be covered as negotiated with the school.

State and Commonwealth Industrial Safety regulations as well as Education Queensland's Curriculum Workplace Health and Safety Guidelines require that students wearing inappropriate footwear (eg. thongs, open sandals, ballet slippers or canvas shoes) are to be excluded from practical classes in Industrial Design and Technology, Science, Home Economics, Health & Physical Education, Sport and Art on the grounds of safety.

		Uniform	When uniform is to be worn
Prep to year 6	Formal uniform	WHSC check shirt and navy skort/shorts WHSC hat WHSC fleece or track jacket WHSC socks or navy tights under uniform instead of socks. Full length navy pants with black socks Black leather joggers or formal black hard leather (not suede) dress shoes that can be polished. (may be black lace up, buckle or Velcro)	All days, except day of weekly HPE lesson. Additionally, not worn on Fridays by Year 5 and 6 students.
	Sports uniform	WHSC polo shirt (maroon stripe) and WHSC sport short (maroon stripe) WHSC hat WHSC fleece or track jacket WHSC track pant WHSC socks Supportive sport joggers (preferably black or white)	The day of the weekly HPE lesson. Year 5 and 6 students additionally are to wear sports uniform on Fridays.
Years 7 to 9	Formal uniform	WHSC blue blouse and WHSC crossover maroon tie / WHSC blue shirt WHSC navy formal skirt or shorts or Full-length navy pants with black socks <i>(It is a uniform requirement that skirts should be no shorter than knee length.)</i> WHSC socks or navy stockings under uniform instead of socks Formal black hard leather (not suede) dress shoes that can be polished or black leather joggers (Velcro or black laces) WHSC fleece or track jacket WHSC hat	Monday, Wednesday, Thursday, Friday and for formal events or Whole of College parades.
	Sports uniform	WHSC Junior Secondary polo shirt (sky blue stripe) WHSC Navy sports shorts (sky blue stripe) or WHSC track pant <i>(It is a uniform requirement that shorts may not be rolled up and must be worn at the appropriate length.)</i> WHSC socks WHSC hat WHSC fleece or track jacket Black leather joggers (velcro or black laces) or supportive sports jogger (preferably black or white) **Full black leather shoe must be worn where required for health and safety (eg. Science Lab, Kitchens, Technology) when in sports uniform. Option to bring non leather sports joggers (lace up or velcro) to change into for HPE, lunchbreaks, or academy program.**	Tuesday. Additionally, sports uniform to be brought to school to change into for HPE practical lessons. On these days, formal uniform is to be worn to and from the college.
Years 10 to 12	Formal uniform	WHSC white blouse with WHSC tie/ WHSC white shirt with WHSC tie or long sleeve white business shirt (required term 2 and 3 only). WHSC navy formal skirt or shorts or Navy full length pants with black socks <i>(It is a uniform requirement that skirts should be no shorter than knee length.)</i> Formal black hard leather (not suede) dress shoes (with black laces) that can be polished. WHSC socks or navy stockings under uniform instead of socks WHSC fleece or track jacket WHSC hat Yr 12's can wear their own Senior jersey on any school day.	Monday, Tuesday, Thursday, Friday and for formal events or Whole of College parades. Throughout term 2 and 3, boys are to wear shirt tucked in with tie knotted at the neck.
	Sports uniform	WHSC Senior Secondary polo shirt (white stripe) WHSC Navy sports shorts (white stripe) or WHSC track pants. <i>(It is a uniform requirement that shorts may not be rolled up and must be worn at the appropriate length.)</i> WHSC socks Supportive sports jogger (preferably black or white) WHSC fleece or track jacket (or yr 12 only - WHSC senior jersey) WHSC hat **Full black leather shoe must be worn where required for health and safety (eg. Science Lab, Kitchens, Technology) when in sports uniform. Option to bring non leather sports joggers (lace up or velcro) to change into for HPE, lunchbreaks, or academy program.**	Wednesday. Additionally, sports uniform to be brought to school to change into for HPE practical lessons. On these days, formal uniform is to be worn to and from the college.
Choosing to not comply with the uniform policy and expectations may attract consequences			

ACCEPTABLE FORMAL SHOES



ACCEPTABLE SPORTS SHOES



***Senior Boys
Formal
Summer
version
shown***

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Relevant excerpts have been taken from the Whites Hill State College Student Code of Conduct. A full copy can be found on the College's website www.whiteshillsc.eq.edu.au.

The Whites Hill State College Student Code of Conduct sets out the responsibilities and processes we use in our College to promote a productive, effective whole college approach to behaviour and learning.

College motto:

Imagine Believe Achieve

College values:

Whites Hill State College has five core values:

Cooperation

Achievement

Respect

Enthusiasm

Safety



These CARES values have been used in the development of Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people.

Consideration of Individual Circumstances

Staff at Whites Hill State College consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

Student Wellbeing



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





Student Support Network





Whites Hill State College is proud to have a comprehensive student support team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our college is an inclusive, nurturing environment.



Whole College Approach to Discipline

The first step in facilitation standards of positive behaviour is communicating clear expectations to all students. At Whites Hill State College, we emphasise the importance of teaching students the behaviours we want them to demonstrate at school. We achieve this through implementing a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

 <p>cares</p> <p>In all settings students are expected to:</p>	<p>cooperation</p> <ul style="list-style-type: none"> • Work together, share and be prepared • Follow college rules and instructions • Be a positive role model 	<ul style="list-style-type: none"> • Always do your best • Complete your work and be proud of your efforts • Encourage success in others <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> • Allow others to learn • Value yourself, others and the College • Wear your uniform with pride • Present yourself in correct uniform for the lesson • Keep your hands and feet to yourself • Speak positively and politely • The College is a chewing gum free zone 	<ul style="list-style-type: none"> • Celebrate success • Have a growth mindset • Be involved in college life • Have a positive attitude • Attend every day and be on time <p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> • Care for yourself, others and property • Work, learn and play safely • Follow guidelines and procedures to ensure safety and wellbeing of all • Respect others personal space
 <p>cares</p> <p>Classroom</p>	<p>cooperation</p> <ul style="list-style-type: none"> • Follow start of lesson procedures • Request permission to leave a classroom • Have necessary equipment for each class • Use permitted electronic devices appropriately • Work with others appropriately when asked to do so 	<ul style="list-style-type: none"> • Stay on task • Be willing to learn from mistakes • Try your best at all times and present neat and tidy work • Ask for help if you do not understand • Meet all assessment checkpoints • Take feedback onboard <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> • Use Active Listening • Care for your own and others possessions • Maintain a tidy work area • Respect school property and equipment 	<ul style="list-style-type: none"> • Come to class Ready to Learn • Take an active role in all learning activities • Arrive at class on time <p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> • Use equipment for its designated purpose • Leave all bags outside the classroom unless instructed by the teacher

 <p>cares Transitions (Stairs, verandahs and walkways)</p>	<p>cooperation</p> <ul style="list-style-type: none"> Walk promptly and directly to and from classes 	<ul style="list-style-type: none"> Know your timetable and the location of your class <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> Respect the learning of others as you move around the college Maintain personal space 	<ul style="list-style-type: none"> Encourage others and arrive at class on time <p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> Keep verandahs and walkways clear When using stairs and verandahs, keep to the left
 <p>cares Assembly/ Events</p>	<p>cooperation</p> <ul style="list-style-type: none"> Sit in your form group/class in alphabetical order Listen attentively at all times 	<ul style="list-style-type: none"> Recognise and celebrate achievements <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> Follow audience protocols relevant to the type of event 	<ul style="list-style-type: none"> Appropriately acknowledge the achievements of others <p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> Enter and depart the Hall as directed
 <p>cares Off campus Bus / Sport / Excursion</p>	<p>cooperation</p> <ul style="list-style-type: none"> Understand the expectations for the event Follow all instructions and transport code of conduct 	<ul style="list-style-type: none"> Participate fully and do your best <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> Represent College pride through your uniform and behaviour 	<ul style="list-style-type: none"> Show good sportsmanship by congratulating opponents, thank referees and/or presenters Thank members of the public who assist in your excursion <p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> Follow safety guidelines of event/venue Remain with the group
 <p>cares Ovals and Playground</p>	<p>cooperation</p> <ul style="list-style-type: none"> Organise and play games in designated places Take turns and share equipment 	<ul style="list-style-type: none"> Ensure all players understand the rules of the game Move immediately to class on signal <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> Use equipment for its intended purpose Return borrowed equipment in the condition it was given 	<ul style="list-style-type: none"> Show good sportsmanship Conduct yourself in a positive manner Encourage others to participate <p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> Be sun safe Report safety issues and accidents Remain in view of a teacher

 <p>cares Canteen</p>	<p>cooperation</p> <ul style="list-style-type: none"> Line up in the designated area Buy only for yourself Use your device only for purchasing food 	<ul style="list-style-type: none"> After purchasing your food, vacate the serving area promptly <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> Use manners, speak clearly and politely Recognise others' positions in the queue 	<ul style="list-style-type: none"> Have money and order ready <p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> Put all litter in bins
 <p>cares Lunch Area</p>	<p>cooperation</p> <p>Remain in designated areas</p> <p>Eat your own lunch</p>	<p>Allow for time to go to the toilet during breaks</p> <p>Leave the area cleaner than you arrived</p> <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> Use polite and appropriate language 	<ul style="list-style-type: none"> Participate and support College lunch time activities <p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> Place all rubbish in bins
 <p>cares Toilets</p>	<p>cooperation</p> <ul style="list-style-type: none"> During class time ask for the teacher's permission and take your diary 	<ul style="list-style-type: none"> Plan to go to the toilet during breaks and be on time for class <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> Use toilets and bathrooms for toileting only 	<p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> Practice good hygiene
 <p>cares Technology and Computer labs</p>	<p>cooperation</p> <ul style="list-style-type: none"> Follow ICT computer use agreement 	<p>Only work on tasks set by the teacher</p> <p>Be prepared for learning with batteries charged</p> <p>achievement</p>	<p>respect</p> <ul style="list-style-type: none"> Keep your password to yourself Leave computer labs with computers logged out and keyboards and mice left neatly in front of screens 	<ul style="list-style-type: none"> Check and read school email and notices daily before school <p>enthusiasm</p>	<p>safety</p> <ul style="list-style-type: none"> Advise the teacher if a computer is not working Leave computers as configured by IT technicians Store devices in a responsible manner

	cooperation <ul style="list-style-type: none"> Only access websites appropriate for learning Collaborate online using approved platforms/ applications 	<ul style="list-style-type: none"> Be mindful of the time you spend in front of screens Complete schoolwork without distractions achievement	respect <ul style="list-style-type: none"> Build a positive reputation online Create positive peer-pressure 	enthusiasm	safety <ul style="list-style-type: none"> Ensure you have set up appropriate privacy settings Keep personal information private Report inappropriate online behaviour
	cooperation <ul style="list-style-type: none"> Follow crossing supervisors' directions Ensure that are signed in/out if you are arriving late or leaving early 	<ul style="list-style-type: none"> Plan to be on time Once arrived, stay on campus If you are late, follow correct sign in procedures achievement	respect <ul style="list-style-type: none"> Respect members of the public Use appropriate language Whilst in uniform, from home until returning home, represent College CARES values 	<ul style="list-style-type: none"> Encourage others to arrive on time enthusiasm	safety <ul style="list-style-type: none"> Follow road rules, use crossings and make safe choices Walk bikes/ scooters and skateboards within school grounds Wear your helmet when on your bike/ scooter/ skateboard Ensure bikes, scooters and skateboards are locked in the appropriate location

Reinforcing expected school behaviours

A formal recognition and monitoring system has been developed whereby students are recognised for their positive behaviours and commitment to the CARES philosophy. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff and aligns to the CARES matrix.

Expectations

The College's expectations are clearly outlined in the enrolment agreement that all students and parents/caregivers sign upon enrolment at the college. This enrolment agreement sets out the responsibilities of the main stakeholders involved in the education of students enrolled at Whites Hill State College.

Differentiated and Explicit Teaching

Whites Hill State College is a safe and supportive school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Focused Teaching

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

Intensive Teaching

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

Disciplinary Consequences

The disciplinary consequences model used at Whites Hill State College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor behaviour. There are four types of SDA: Short suspension (1 to 10 College days), Long suspension (11 to 20 College days), Charge-related suspension, Exclusion (period of not more than one year or permanently).

College Policies

Whites Hill State College has tailored discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the relevant policies in the 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

Restrictive Practices

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

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

Critical Incidents

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

Related Procedures and Guidelines

These are related procedures or guidelines which staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

Conclusion

Whites Hill State College staff are committed to ensuring every student is supported to feel safe, welcome and valued in our college. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a College and/or by the local regional office.

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

1. Early resolution: Discuss your complaint with the College.
2. Internal review: Contact the local Regional Office.
3. External review: Contact a review authority.

BULLYING AND HARASSMENT

What Is Bullying?

Bullying is when individuals or groups, persistently over a period of time, behave in ways that cause another person to feel hurt, physically and/or non-physically, through the misuse of power. **Bullying can** happen anywhere and can involve both staff and students. It can happen at school, in the community and online.

Harassment is behaviour that demeans another on the basis of gender, race, sexual orientation, ability, disability, religion or ethnicity.

What Behaviours Are Not Bullying?

The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single acts of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

School Community Beliefs About Bullying & Harassment

There is no place for bullying, cyber bullying or harassment in Whites Hill State College and **the College has a zero tolerance of it**. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying and harassment can take many forms. The *National Centre Against Bullying* identifies five kinds of bullying:

a. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

b. Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

c. Covert bullying

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

d. Psychological bullying

For example, extortion, using standover tactics, threatening, manipulating or stalking someone.

e. Cyber bullying

Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

What Roles Can Students Play in Bullying Behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students may take on different roles in different circumstances (for example a student who is being bullied in one context, may do the bullying in another or a student who acts as a bystander may intervene and act as a protector if the ring-leader is not around). The *Safe to Learn* (DCFS, 2007) publication identifies the different roles as:

- **Ring Leader:** students who through their social power can direct bullying activity.
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.
- **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.

What Should You Do If You Are Being Bullied?

If you are being bullied:

- stay calm
- tell the bully to stop
- move away from situation
- talk to someone you trust about what has happened, for example a parent/carer, teacher or friend, and get them to help you to take the right steps to stop the bullying

When talking about what has happened make sure you tell them:

- *What the person/s has been doing?*
 - *Who has been involved?*
 - *Where have the incident/s occurred?*
 - *Who else has seen the bullying behaviour?*
 - *How often has it happened?*
 - *What have you already done about it?*
- keep on talking until someone listens to you and the bullying stops
 - don't blame yourself for what is happening

What Should I Do If I See Someone Being Bullied?

If you see someone being bullied (or witness it online), keep safe and choose your response to match the situation:

- speak up and let the person doing the bullying know that what they are doing is bullying
- refuse to join in with the bullying and walk away
- help the student who is being bullied to ask for help
- ask a teacher or support person for help
- report what happened

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

College's Response to Bullying

In situations where bullying occurs, staff at the College implement such measures as are appropriate, which could include one or more, of the following:

- apply disciplinary consequences (detention, suspension, exclusion)
- assist students to develop more appropriate social skills
- counselling and/or mediation
- restitution
- implement a behaviour management plan or playground plan for individual students
- explicitly teach about conflict and bullying
- implement resilience and anti- bullying programs
- conduct mediation sessions
- address bullying in their curriculum.

The College will not give any of the personal details of other students involved. They will not give any details of consequences given to other students involved because of privacy requirements.

What Can Parent's Do?

- Look for tell tale signs: bruises, torn clothing, not wanting to come to school, outbursts.
- Listen carefully to your child. Help your child to identify the bullying behaviour:
 - What has been happening?
 - Who has been involved?
 - Where and when have the incidents occurred?
 - Has anyone else seen the bullying behaviour?
- Discuss with your child some immediate strategies. Make a plan to deal with the bullying. Encourage them to:
 - talk with the teacher, support staff or Administration
 - walk away
 - use other strategies to diffuse the situation
 - firmly say "No!"
- Adopt a problem solving approach.
- Do not encourage your child to hit back or respond verbally.
- Contact the College to check that your child has spoken to someone about the problem and arrange a meeting to find out what the school will do to address the situation.
- Support your child in developing their talents and participating in sports or other activities that will build confidence.
- Above all, do not ignore the situation.

More Information About Bullying

Kids Helpline:	www.kidshelp.com.au/
Act Smart Be Safe:	education.qld.gov.au/actsmartbesafe/
Alannah & Madeline Foundation:	www.amf.org.au
Bullying. No way!:	bullyingnoway.gov.au
KidsMatter:	www.kidsmatter.edu.au/
ReachOut:	au.reachout.com
National Centre Against Bullying:	www.ncab.org.au/

MOBILE PHONE / PERSONAL TECHNOLOGY DEVICES POLICY

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned from the College

Students must not bring valuable personal technology devices like, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

Permitted personal technology devices used contrary to this policy on College premises will be confiscated by school staff. They will be made available for collection from the office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated **more than once** will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device / Mobile Phone Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be signed in at the office on arrival at school.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Whites Hill State College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including viewing, distribution by phone or internet posting) build a culture of distrust and disharmony.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, apps, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Head of School or Principal.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature. This policy reflects the importance*

NO LIABILITY WILL BE ACCEPTED BY THE COLLEGE IN THE EVENT OF THE LOSS, THEFT OR DAMAGE OF ANY PERSONAL TECHNOLOGY DEVICE BROUGHT TO THE COLLEGE.

Electronic devices that are brought to school by students are targets for theft. To minimise theft and loss of electronic devices, the following steps are recommended by the school:

1. DO NOT BRING the electronic device to school unless absolutely necessary.
2. Hand your electronic device to the Administration at the start of the day and collect at the end of the day.
3. Ensure all valuables; including electronic devices (switched off) are kept on person and not left in student bag when unattended.
4. If playing a sporting/physical activity and the valuables cannot be kept on person, ensure they are stored securely in their bag AND the bag is stored visually as close as possible. Ask a friend to sit with the bags and monitor them. DO NOT leave valuables in bags that are not in sight.
5. For mobile phones, adhere to the following tips from the Australian Mobile Telecommunications Authority:

(a) Use mobile's security features:

Mobiles have security features to help protect them and prevent misuse. Set a Personal Identification Number (PIN), which must be entered before anyone can use it. Smartphones can contain confidential and personal data and you should use PIN code security for the handset and SIM card. Read the User Guide to find your mobile's security features.

(b) Unique IMEI serial number:

Every mobile has a unique 15-digit electronic serial number – the International Mobile Equipment Identity (IMEI) number (Check your IMEI by dialling *#06#). When you report your IMEI to your carrier and report your phone is lost or stolen, ALL carriers/networks will block access to the phone at no cost to consumers. Therefore the phone cannot be used by anybody else, even with a new SIM card.

(c) Notify your carrier if your phone is lost or stolen:

You must contact your **carrier** to request an IMEI block. Your **carrier** uses the IMEI to block your phone on all networks, making it inoperable in Australia. Importantly, this protects you from paying for calls made by a thief. If your handset is found, your carrier can unblock your mobile for you.

6. Electronic devices are not to be used for the purposes of bullying and harassment.
The following online resources are useful for further information:
eSafety esafety.gov.au

APPROPRIATE USE OF SOCIAL MEDIA

Whites Hill State College embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter, Snapchat and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Whites Hill State College is committed to promoting the responsible and positive use of social media sites and apps.

No student of Whites Hill State College will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2 of Responsible Behaviour Plan for Students**, it is unacceptable for students to bully, harass or victimise another person whether within Whites Hill State College grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Whites Hill State College, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Whites Hill State College engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Whites Hill State College are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to the relevant authority (eg parent, teacher, police) and allow the relevant authority to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Whites Hill State College, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Whites Hill State College will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

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

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

There are significant penalties for these offences.

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

PARENT COMMUNICATION

Student Diary

A Student Diary is issued to all students in the College at the commencement of the College year or upon enrolment later in the year. The Student Diary documents major College policies and procedures and is used by students like a diary to record and plan study and assessment requirements.

The Student Diary has a number of important uses. It,

- contains important information about how the College operates; students and parents/carers should be familiar with its contents;
- should be used by every student each day to record homework and details of assessment in order to be useful as a planning and organisational tool;
- is a means of communication between the College and home. Parents/carers and staff should check it regularly to ensure that it is up to date;
- contains important information about how the College operates; students and parents/carers should be familiar with its contents.
- contains goal setting and reflection on prior learning.

College Calendar

A student and community calendar is sent out via email at the start of each semester. The College calendar is to be used as a guide only and information regarding the details of any College events will be communicated via advice letters/consent forms through hard or soft copy.

College Newsletter

A newsletter for parents/carers is prepared twice a term and gives a calendar for College activities and coming activities as well as information about recent events. You can subscribe for the newsletter via the school website: <https://whiteshillsc.eq.edu.au>

You can also follow us on Facebook <https://www.facebook.com/whiteshillstatecollege/>

Student Reports

Each sub-school sends a written report home to parents/carers at the end of Semesters 1 and 2. Parent/Teacher interviews are held in Terms 1 and 3 with the opportunity for individualised reporting as required. Secondary also has a progress report in Terms 1 and 3. The College reports on a student's achievement and behavioural progress (effort, behaviour, homework). Students set academic goals and review their report results for improvement.

Parents/carers receive reports on the NAPLAN Year 3, 5, 7 and 9 Tests.

Teachers are available to meet with parents/carers at mutually convenient times. Arrangements may be made by note in student diary, email or personal contact.

COMPLAINTS MANAGEMENT POLICY

Our commitment to positively managing complaints and providing quality service for your issues or concerns.

Introduction

At Whites Hill State College, effective partnerships between parents, students and our school staff are important to educational success. This partnership involves trust and openness. We need to be able to talk to each other when we have concerns, so that we can work out the issues.

From time to time, you may have concerns relating to our school. It is important that you share these with us. Perhaps we haven't explained something very well. We need to know so that we can put things right.

Perhaps you don't agree with a decision. We need to talk the issues through. As a result, you may gain a better understanding of why we made that decision or we may need to reconsider our decision. Your contribution is valued.

How To Make A Complaint or Raise Concerns

You can raise a concern with any member of our staff. Where possible, speak directly to the person with whom you have the concern. If it is a classroom issue, speak to the classroom teacher. To make an appointment to see a teacher, please contact the office by phone on 3900 8333 or by email – admin@whiteshillsc.eq.edu.au. Issues you think are sensitive should be raised with the Year Coordinator, Head of Department, Guidance Officer or Administration (the Principal or Heads of School / Deputy Principals). Staff contact details can be found on our website – <http://whiteshillsc.eq.edu.au/>

Our staff are encouraged to deal positively and sincerely with your concerns. They will listen. They will ask questions to make sure they understand. They may take notes to help in following up your concern. They will help you to take your concern to the appropriate person.

What Can You Expect

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

PHASE 1 – Initial contact

Please express your concerns calmly, clearly and courteously. This will help resolve the issue in a timely manner. Staff will listen to your concern and make every attempt to understand it. The teacher/administrator will summarise the main points. He or she will usually explain the school policy or procedure on the issue or find someone who can explain. The teacher/administrator will work out an action plan with you: what he or she will do, what you should do, what your child should do and when you will talk again. He or she may deal with the concern or refer it to another person. In many cases it should be possible to resolve your concern straight away.

PHASE 2 - Deciding how to handle the matter

Sometimes matters will need further investigation. In this phase, a decision will be made about how a complaint will be handled. Most matters are handled at school level. We encourage parents, in the first instance, to work directly with the people closest to the issue to resolve the matter. In some exceptional circumstances, matters must not be handled at a local school level because of their sensitive or serious nature. They must be referred to Education Queensland's local regional office or central office. In general, however, matters referred to these offices are directed back to the school for resolution.

PHASE 3 - Finding out about the matter

In this phase, the person handling the matter will try to find out all about your concern. He or she will try to understand the context and causes. You can best help by providing all the relevant information you can. He or she may need to talk to other people to get a complete picture. As he or she does this, he or she may begin to explore options to resolve the matter. You can help all concerned by focusing on a positive resolution of the matter. Your information will be treated sensitively (but where the matter must be investigated by an external agency it will need to be passed on). You need to be aware that the person who is involved in your complaint usually has the right to be made aware of the complaint and will have the right to respond.

PHASE 4 - Resolution

The person who is handling your complaint will use the facts that have been gathered to make a decision that is fair to all concerned. He or she will work to put things right for you and would appreciate your help to do this. He or she wants to make sure the resolution is mutually acceptable.

Our College's Commitment to Parents and Caregivers

We are committed to dealing positively with your concerns and complaints. It helps us to learn how we can do things better for you and your student. We will try to make sure that your complaint is resolved quickly. Sometimes a complex matter will take time. However, we will always endeavor to make sure you understand what we are doing and why.

Parents/caregivers are requested to retain this document for future reference.

BEFORE AND AFTER COLLEGE PICK UP

At Whites Hill State College we value safety. We all want our children to be safe and to avoid any accidents on the roads around our school. Please note the following:

- There are two main gates off the primary campus – one on Burn St, closest to Prep and one on Abbott St.
- The Kiss, Drop, Go area operates on Abbott St. Children will be ready for collection from 2:55pm. Please note this is a 2 min area and this is enforced by local council and police.
- Walking and carpooling is strongly encouraged.
- The staff car parks are for staff usage only between 8:00am and 3:30pm.
- Carers or students with mobility requirements are asked to contact the College so we can make individual arrangements for your children.

Safety – before and after school

The safety and well-being of all children in the school is the responsibility of the teachers within the school. On some occasions, teachers plan extra-curricular activities before or after school, and during these periods, responsibility will be accepted. While it is our desire that school facilities be used as much as possible, parents who send their children to school at an early hour, or allow them to return after dismissal when there is no supervision, put children at risk.

Please arrive at 8:30 am. Morning arrival time before 8:15 am is not permitted unless attending Outside School Hours Care (OSHC) or an organised school event. Students arriving before 8:15 am and not attending OSHC are to report immediately with their bags to the undercover area in Primary with their school bags.

School finishes at 2:55pm. After school, all students who have not been collected by their parents/caregivers by 3:10pm (and not booked in OSHC) are to report to the office to await collection. Children awaiting pick up after 3.30 pm will be directed to the College Administration Office.

Travel to and from Prep

Children must be brought to and collected from their Prep classroom by a responsible adult known to the teacher. The best time to arrive is around 8:40am, ready for 8:45am start. If you are not able to supervise your child before this time please make alternate arrangements with another adult or with Outside School Hours Care. Children and their families are able to meet outside the Prep area until the bell rings before entering the classrooms. It is requested that children do not play on equipment prior to and after school.

Bicycles

If you wish your child to ride to school, please ensure that they understand the road rules, comply with the law and wear a helmet. There is a bicycle cage behind the ILC where students can secure their bike. Primary students also have a bike rack near the primary office but need to bring a chain/lock if they wish to secure their bike.

Outside Hours School Care (OHSC)

Whites Hill State College P&C Association operate Outside Hours School Care as a business and service to our community. Should you require outside hours care for your child, please contact OHSC on 3843 5123 for further information and registration.

OTHER SCHOOL PROCEDURES

PAYING MONEY

There will be numerous occasions throughout the year when students will need to pay money, e.g. excursions, resource hire. Students need to bring their money and usually a permission form to the payment office before school. Students should not carry money on them for any length of time during the day (with the exception of lunch money). Parents can make payments at any time during office hours.

STUDENT DRIVERS

Students who choose to drive to and from school are expected to do so in manner that is consistent with safe motoring practices. Drivers are required to submit the completed parental permission form BEFORE driving to and from school. These forms can be collected from the office. Drivers are not to transport other students to and from school unless they have obtained permission from their parents and the parents of their passenger (forms can be collected from the office). Students are not permitted to park on school premises. Student drivers are not permitted to drive to sport venues or excursions etc.

LOST PROPERTY and VALUABLES

All items of clothing and equipment should be clearly labelled so that property found can be returned to the owner. If property is lost, check the Office. Bags should not be left unattended and all valuables should be on your person or deposited in the office for safekeeping. We suggest students avoid bringing anything valuable to school. **The College takes no responsibility for the security of valuables (including mobile devices).**

Students in the primary years should not bring toys to school. Toys are not permitted in classrooms and often become the subject of conflict. Please encourage your child to leave their prized possessions at home.

CHANGE OF DETAILS

If a student moves house or has a change of phone number (parents' work, home, mobile), the office needs to know as soon as possible. There is a form in the office that can be filled out or parent/guardian should contact the school as soon as possible.

MEDICATION

Should a student be prescribed medication by their medical practitioner to take whilst at school, the parent must make a written request to the school. Forms are available from the school. The medication must be kept in the office during the school day. A medical register is maintained (in ID Attend), and students who take medication, report to the office to collect and take their medication.

STUDENT ACCIDENT

Accident Insurance Cover for Students

Parents are advised that the Department of Education does not have Student Accident Insurance cover for students. Therefore, if your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs, are the responsibility of the child, parent or caregiver. Some incidental medical costs may be covered by Medicare. If parents have private health insurance, some costs may also be covered through the private health insurance. Any other costs would be borne by the parents. In the case of an injury at school, College staff will call an ambulance when parents are unable to be reached in a timely manner.



QParents

Your child's educational journey in your hands

Would you like to:



check your child's timetable on your phone, tablet or computer?



access your child's report cards online?



pay school invoices online with a credit card?



notify the school of your child's absences and monitor attendance?



engage more closely with your child's school?

Visit qparents.qld.edu.au to find out more.



QParents

Registration Process for parents

Please note: Your registration progress cannot be saved. Before you begin your registration, you will need to have on hand:

1. Your QParents invitation email
2. Documents for identity verification (see item 1)
3. Your child/children's EQID (Education Queensland identification number) (see item 3)

1 Click on the link in the QParents invitation email.

Register as a QParents Account Owner

Dear John

You have been nominated as the QParents Account Owner for Janie Citizen by Purple State School. To register for QParents you will need:

1. Your unique invitation code
2. 100 points of identification to verify your identity online
3. Your child's (or children's) EQID(s)

[click here to begin the registration process](#)

2 You will be taken to the QParents portal with your unique invitation code already entered. Click 'Next'.

Invitation code

Please enter your unique QParents invitation code.

Invitation code

What is this?

Next >

3 Read the Privacy Statement and the QPAO terms and conditions. If you agree to these, tick the 'Read and understood' check-boxes for both and click 'Accept'.

4 Select 'Yes' if you are the person linked to the code you entered, and 'No' if this is your first time registering a QParents account. Then click 'Verify identity'.

Invitation code

This invitation code is registered to John Citizen. If this is not you, you must NOT proceed with the registration process.

Is this you?

☒ Yes ☐ No

Do you have a QParents login?

☐ Yes ☒ No

Verify identity

5

You will now need to enter details from your identity documents.

1. Select the first document you will use.
2. Enter the requested details—they can be found on your identity document. When you have done this, click 'Submit details'. (see item 2)
3. Repeat steps 1 and 2 until you have reached 100 points. Then click 'Finish'.
4. If you can't reach 100 points, you may click 'Not enough ID?' to continue your registration. You will need to attend the school to present your ID.

Verify your identity

To verify your legal identity, you will need to provide 100 points of ID using a combination of identity document types from the list below.

50% VERIFIED

1 Select which sources of identification you wish to use from the list below.

Tell me more

- Driver's Licence (50 points) ☐ **Select your ID**
- QID ☐ QLD ☐ QIA ☐ QVC ☐ QMA ☐ QNC ☐ QMG
- Medicare Card (20 points) ☐
- Australian Passport (50 points) ☒
- Australian Citizenship Certificate (40 points) ☐
- Australian Birth Certificate (50 points) ☐
- Australian Marriage Certificate (50 points) ☐

Having trouble completing your verification?

NOT ENOUGH ID?

2 Start entering the details below. Click 'Submit Details' after each source is entered.

Queensland Driver's Licence (50 points) **Tell me more**

Please provide your QLD driver's licence details so we can confirm them with the QLD Government. Your licence details will be submitted to the Australian Government Document Verification Service.

License number* * MANDATORY FIELD

First name* Middle name* First name*

Date of birth (DD/MM/YYYY)*

☒ I agree that my above information is checked with the Issuer or Official Record Holder

SUBMIT DETAILS

Item 1: ID

The following documents can be used to verify your identity **online**. Each identity document is worth a certain number of points. To complete online registration you will need to verify 100 points of documents.

Australian Passport	50 Pts
Australian Driver Licence	50 Pts
Medicare Card	20 Pts
Australian Birth Certificate	50 Pts
Australian Marriage Certificate	40 Pts
Australian Citizenship Certificate	40 Pts
Change of Name Certificate	40 Pts
Australian Visa (foreign passports)	20 Pts


If you are unable to verify 100 points of ID online, you may still create an account. However, to complete your registration, you will need to attend your school to present the relevant amount of ID in person. Full instructions will be emailed to you upon creation of your account.

If you have any questions or require assistance with registration, please contact 13 QGOV (13 7468), or visit: <https://qparents.qld.edu.au/#/help>



Item 2: ID HELP

If you are having trouble verifying a birth certificate or marriage certificate, the following tips might help:

1. You must be referring to a full birth certificate, not an extract.
2. Make sure you enter your name as it appears on the birth or marriage certificate, even if your name has changed.
3. Click on the question mark  next to the field you are having trouble with to see an example document.
4. Please see our help guide if you are still having trouble:
<http://qparents.qld.edu.au/#/help>

6 You should now create your account. Make sure you use the 'Create an Account' form on the left of the screen.

1. Enter the email address you want to use with QParents. It should be one you check regularly.
2. Enter a password of your own choice. It must be at least eight characters long and contain at least one number and one special character.
3. Enter your password again.
4. Enter your mobile phone number.

Create an account

Email address	<input type="text"/>
Password	<input type="password"/>
Confirm your password	<input type="password"/>
Mobile phone number	<input type="text"/>

[Cancel >](#)

[Submit >](#)

7 An email is sent to the email address you entered in Step 6. Click on the link in this email to verify your email address and activate your account. The email must be verified within 30 days of registration, or you will need to register again.

You are taken to the QParents login page. Log in using your email address and the password you chose in step 6.

Login

Email address	<input type="text"/>
Password	<input type="password"/>

[Login >](#)

8 You now need to add your students. Enter the EQID (see item 3), school year, and school name, then click 'submit'. If you have been nominated as the QPAO for another child, click 'Add another student' and repeat this process. Once you have added all your students, your registration and account set-up is complete.

Details of student to be added

EQID	<input type="text"/>	<small>What is this?</small>
Year level	<input type="text"/>	<small>Which year level should I select?</small>
School	<input type="text"/>	<small>Which school should I select?</small>

[< Back](#)

[Submit >](#)

Item 3: EQID

Every school student has an EQID. It consists of 10 numbers and one letter. You can find it on your child's student ID card (the numbers under the barcode), report cards, or school invoices, among other documents. Please contact the school directly if you cannot find your student's EQID.

9 A final check is conducted at your child's school before approval. You will be notified by email when this check is complete and will then have access to all of the features in QParents.

Enjoy!

If you have any questions or require assistance with registration, please contact 13 QGOV (13 7468), or visit: <https://qparents.qld.edu.au/#/help>





WHITES HILL STATE COLLEGE

DEPARTMENT OF EDUCATION TRADING AS EDUCATION QUEENSLAND INTERNATIONAL (EQI) CRICOS PROVIDER CODE: 006008A