



Inspiring Minds, Brighter Futures

COLLINGWOOD PARK STATE SECONDARY COLLEGE

STUDENT ENROLMENT HANDBOOK

Collingwood Park State Secondary College

Vision Statement

CPSSC is a vibrant, inclusive school, inspiring a community through high quality learning, engagement and opportunity, to realise individual potential, be of good character, and well prepared for a bright future.

Mission Statement

At CPSSC we fully embrace our core values, whilst providing a highly supportive, positive, high expectations and engaging learning environment.

We are committed to working with our community to develop respectful, kind, engaged students who persevere, despite barriers or obstacles.

We prepare our students to become the best they can be, and empower learners to become confident, respectful, actively informed citizens, who embrace opportunity and possess the required skills for a successful future.

Core Values

Perseverance: Our community's *Perseverance* and resilience

Achievement: Personal growth and *achievement* through effort and commitment

Respect: Respect towards self and other

Kindness: Kindness in manner and acceptance of others

Collingwood Park State
Secondary College
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Message from the Principal

On behalf of the entire staff, I am thrilled to welcome all our foundation students and their families. As we embark on this very special first year of operation, we are excited to have you join the Collingwood Park community.

Our school is more than just a place for learning; it's a community where each student is valued, and each family plays a crucial role in our shared success. We are committed to creating a nurturing environment that fosters growth, encourages curiosity, and supports every child in reaching their full potential.

Our motto is "Inspiring minds, brighter futures". Our vision is to inspire, and motivate each and every student, as we believe in the incredible potential of each student. Whatever their interest or ambition, we can work as a community to support them, and guide them to become the person they want to be. We deliver an outstanding education based on the highest expectations of academic achievement and personal development, that will support every student to progress and participate in a bright future, no matter their background, barriers or starting point.

Our dedicated staff are here to guide and support you every step of the way. We believe in the incredible potential of each student and are committed to creating a space where dreams are encouraged and ambitions are realised.

To our new students: We understand that starting at a new school can be both exciting and a little overwhelming. Please know that you are joining a community of supportive peers and dedicated educators who are here to help you every step of the way. We encourage you to get involved, make new friends, and take advantage of all the wonderful opportunities our school has to offer.

To our new families: Thank you for entrusting us with your child's education. We believe that a strong partnership between school and home is essential for student success. We invite you to engage with us, attend school events, and communicate openly with our staff. Your involvement is key to building a thriving school community.

All students who enrol at CPSSC will make lifelong connections and develop the individual and collaborative skills that will enable success not only in school, but in life. It's the opportunities and experiences that shape our students, to find their spark, and inspire them to engage in a pathway of meaning, interest, and opportunity.

As we look forward to a fantastic year ahead, please feel free to reach out to us with any questions or concerns. Our doors are always open, and we are here to support you in any way we can.

Welcome to the CPSSC family! Together, let's make this year a memorable and successful one.

Warm Regards

Ben Jack

Principal

Getting Started

School Contact Details

Main Reception: 07 3818 5888
Address: Eagle Street, Collingwood Park 4301
Email: admin@collingwoodparkssc.eq.edu.au
Website: <http://collingwoodparkssc.eq.edu.au>

The administration office is open from 8am to 4pm Monday to Friday and 8am to 3.30pm on Friday, during the school term only. Access to the administration building is via the main entrance on Eagle Street. All visitors and parents/carers to the College are required to report to the administration building.

The First Day

Upon acceptance after a successful enrolment application and interview, students commencing Year 7 and Year 8, will start on Tuesday 28th January 2025. Students are to arrive via the main entrance wearing their full school uniform by 8.30am. Students will be directed by staff to the assembly point.

Student ID Card

At the commencement of a new school year, all students will participate in the College's photo day to have their ID photo taken. The ID photos are used to produce Student ID cards which are distributed to students within the first few weeks of a new school year. For new students who commence throughout the school year, they will have their photo taken by the student services team and they will receive their students ID card within the first week of school.

The Student ID Card can be used in the following ways:

- To hire library books
- For printing/photocopying
- To identify the student for public transport, flights, movies, etc.

The replacement cost of a Student ID Card is \$10. Students needing a replacement card will need to visit the finance window and make payment. A replacement card will then be printed and the student will be informed when their ID card is ready for collection at the student services counter.

Lost Property

Lost Property is managed by the student services team (administration building). Please ensure your child's clothing and personal belongings are labelled so we can return any lost items to your child. Students should not bring any items of value to the school.

Communication

Our College communicates with parents and carers via phone call, email or SMS. It is extremely important to keep the College informed if there are any changes to your contact details. It is also important to keep the College updated with emergency contacts for your student.

The College also has a Facebook page where we will communicate any important information and save the dates. Our Facebook page: <http://www.facebook.com/CollingwoodParkSSC>

We recommend our families register for QParents. QParents was created by Department of Education to provide parents of students who attend Queensland State Schools with secure online access to their child's information such as attendance details, behaviour, report cards, assessment, invoices and payment history.

Updating Student Records

It is extremely important the College can contact parents and carers as well as emergency contacts. Parents and Carers should inform the College if there are any changes to student, parents/carers or emergency contacts personal details including email, address (actual and mailing) telephone number, etc. You can update details by calling the College, completing a 'Change of Details' form or emailing admin@collingwoodparkssc.eq.edu.au if changing details via email please ensure you include your students name, date of birth, year level and ID number (as it appears on their student ID card).

Payments

BPOINT (Preferred Method)	Please visit www.bpoint.com.au/payments/dete or click the link on your invoice located on the bottom left corner.
Credit Card Payments over the telephone Visa or Mastercard accepted. Available 24/7	Please phone 1300 631 073 and quote your CRN, invoice number and amount. Please contact the school if you require this information.
Direct Deposit into the College's Bank Account.	Acc Name: Collingwood Park State Secondary College BSB: 064-165 Account Number: 10679024 Reference: Student Name, Activity/Invoice number
In Person with the Finance Department	EFTPOS, Visa/MasterCard, Cash Finance Department Hours: Wednesday/Thursday/Friday – 8am – 12pm
Centrelink Instalments (Payment Plan)	Please visit the finance department or phone 3818 5888 to discuss this option.
Payment Plan	Please visit the finance department or phone 3818 5888 to discuss this option.

P&C Association

The Collingwood Park State Secondary College P&C Association encourages close cooperation's between the College, families and the wider community. P&C members work with the Principal and College staff on behalf of students' families to foster an interest amongst families in educational matters as well as fundraising to provide financial resources for the College.

The core functions of the P&C's work are supporting fundraising activities for the College and its students.

If you would like to become a member of the colleges' P&C please contact Shay Hoffman – shoff6@eq.edu.au

Uniform Shop

The College uniform supplier is Weareco. Uniforms can be purchased from their onsite shop and can be ordered online. Once our uniform shop hours and online details are confirmed, they will be shared with all families.

School Bus

Bus routes for Collingwood Park State Secondary College will be released throughout term 4, 2024. If you have any questions about your student catching the school bus you can contact Bus Queensland via email customers@busqld.com.au

School Bus Passes

Bus passes are available for students eligible for bus transport assistance. There are two types of bus transport assistance available to eligible students.

These are:

- Distance based assistance
- Safety-net assistance

Please note: Secondary School students (years 7-12) must live 4.8 kilometres or less by the shortest trafficable route from the nearest State Secondary School or the nearest Non-state Secondary School of the type attended. Parent needs to be in possession of a Health Care or Pensioner Card to apply. Travel should be free if student has a Health Care Card. Please complete the Safety Net Application form online. If the student does not have the Health Care Card, then the student will need to obtain a GoCard to travel on our services.

With regards to non-Translink school bus services (which incorporates the Greenbank/Cedar Grove/New Beith/Spring Mountain and surrounding suburb areas), families that are in possession of a Health Care or Pensioner Card will receive free travel to the nearest school. If your student attends another school a top up fee will apply, this fee will be advised at the time of your application.

To apply on the BTA form Bus Travel Assistance Application for School Transport Assistance Scheme (STAS), State Secondary School students (years 7-12) must live more than 4.8km by the shortest trafficable route from the nearest State Secondary School. Non-state Secondary students (years 7-12) must live more than 4.8km from both the nearest State Secondary School and Non-state Secondary School of the type attended.

You can apply for a bus pass via <https://www.busqld.com.au/school>

To apply for your school bus pass, click the '**Apply for a Bus Pass Online**' button below.

To identify schools which Bus Qld service, click the '**List of Schools by Operator**' button below.

Qld Department of Education and Training have created an app to assist you to calculate your nearest state school, click the '**Locate Your Nearest State School**' button below.

Student Absences

When your student is absent from school, please contact the school by 9am on the day of absence or prior to the day. You can inform the College of their absence by calling 3818 5888 or via QParent.

In your message, please advise your child's name, date of absence, the reason for their absence and the expected duration of their absence.

Your student can also bring a note with them to school when they return with the following information:

- Student name
- Date of student absence
- Reason of student absence
- Signed by parent/carer

Late Arrival & Leaving Early

Late to school – (arrived after 8.55am)

- Go to student services
- Bring a note explaining why you are late or parent can accompany you to student services
- Parent can phone explaining why you are late
- Student services will give you a late slip to hand to your teacher

Need to leave early

- Bring a note from your parent/care giver to student services by 8.30am, you will receive a leave request pass to hand to your teacher when you are required to leave class
- Go to student services where you will wait for your parent/carer to arrive to collect you
- Once parent/carer arrives, student services staff will sign you out and give you a leave pass

School Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
CP Connect 8.45am - 8.55am	CP Connect 8.45am - 8.55am	CP Connect 8.45am - 8.55am	CP Connect 8.45am - 8.55am	CP Connect 8.45am - 8.55am
Period 1 8.55am - 10.05am	Period 1 8.55am - 10.05am	Period 1 8.55am - 10.05am	Period 1 8.55am - 10.05am	Period 1 8.55am - 10.05am
Period 2 10.05am - 11.15am	Period 2 10.05am - 11.15am	Period 2 10.05am - 11.15am	Period 2 10.05am - 11.15am	Period 2 10.05am - 11.15am
First Break 11.15am - 11.50am	First Break 11.15am - 11.50am	First Break 11.15am - 11.50am	First Break 11.15am - 11.50am	First Break 11.15am - 11.50am
Whole School Assembly / Connect 11.50am - 1.00pm	Period 3 11.50am - 1.00pm	Period 3 11.50am - 1.00pm	Period 3 11.50am - 1.00pm	Period 3 11.50am - 1.00pm
Second Break 1.00pm - 1.35pm	Second Break 1.00pm - 1.35pm	Second Break 1.00pm - 1.35pm	Second Break 1.00pm - 1.35pm	Second Break 1.00pm - 1.35pm
Period 4 1.35pm - 2.45pm	Period 4 1.35pm - 2.45pm	Period 4 1.35pm - 2.45pm	Period 4 1.35pm - 2.45pm	Period 4 1.35pm - 2.45pm

Bring Your Own Device (BYOD)

In today's rapidly evolving digital landscape, the ways in which we learn, access, and share information are transforming. Recognising the increasing importance of engaging with external content, collaborating effectively with peers, and mastering advanced technologies, Collingwood Park State Secondary College is dedicated to preparing our students for the future.

Our Bring Your Own 'x' (BYOx) Program embodies this commitment by fostering digital literacy, enhancing educational experiences, and equipping students with the essential skills to thrive in the 21st century. As part of this initiative, students will be required to bring either a laptop or an iPad for use at school. Please see below, for the recommended specifications of student devices.

Part	Specifications	Does it meet Requirements?
Device Type	Options: 1. Laptop 2. iPad with physical keyboard (Chromebooks and Android Devices are not supported)	<input type="checkbox"/>
Operating System	For Laptop: Windows 10/11 or MacOS 12+ (Windows needs to be taken out of "S" mode in order to allow students to access g drive, printer and home drive. Upgrade from 'S' Mode) For iPad: iOS 15+	<input type="checkbox"/>
Processor	For Laptop: Minimum: latest Intel Pentium/Intel Core i3 (2019+ / 9 th Gen+) Recommended: Intel Core i5 (11 th Gen) or above	<input type="checkbox"/>
Memory	For Laptop: Minimum & Recommended: 8GB RAM For iPad: Minimum: 4GB RAM Recommended: 8GB RAM	<input type="checkbox"/>
Battery	6+ Hours	<input type="checkbox"/>
Display	For Laptop: Minimum: 12-15" Recommended: 12-15" touch screen For iPad: 10" +	<input type="checkbox"/>
Storage (SSD)	For Laptop: Minimum: 128GB Recommended: 256GB For iPad: Minimum: 64GB Recommended: 128GB	<input type="checkbox"/>
Wi-Fi	Minimum: Wireless 5 (5Ghz 802.11ac) Recommended: Wireless 6 (802.11ax)	<input type="checkbox"/>
Features	Webcam & microphone Bluetooth	<input type="checkbox"/>

Ports	USB-C with charging (highly recommended) Headphone out	<input type="checkbox"/>
Accessories	Accidental Damage Insurance Protective Case Wired Headphones/earphones (not Bluetooth)	<input type="checkbox"/>
Antivirus	Any active up to date antivirus software. (Free example: Microsoft Security Essentials)	<input type="checkbox"/>

ICT Acceptable Use of Policy

The [Use of ICT systems](#) procedure provides direction to school principals around formulating a school procedure on access to the department's/school's ICT services, facilities and devices for parents and/or students to understand and acknowledge. This may take the form of a procedure, policy, statement or guideline and may require consultation with the school community.

Acknowledging through signing seeks to support an understanding of what is lawful, ethical and safe behaviour when using or accessing the department's network and facilities by students and their parents. Principals may seek sign-off either on enrolment of students or alternatively at the start of each school year. Students should be reminded of their responsibilities at the beginning of each school year.

The following dot points are to assist schools to formulate their own procedure. Further guidance on drafting this section can be sought from the [Use of ICT facilities and devices guideline](#).

Purpose statement

- Information and communication technology (ICT), including access to and use of the internet and email, are essential tools for schools in the provision of innovative educational programs.
- Schools are constantly exploring new and innovative ways to incorporate safe and secure ICT use into the educational program.
- School students, only with the approval of the principal, may be permitted limited connection of personally-owned mobile devices to the department's network, where this benefits the student's educational program.

Authorisation and controls

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

The Department of Education monitors access to and use of its network. For example, email and internet monitoring occurs to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

The department may conduct security audits and scans, and restrict or deny access to the department's network by any personal mobile device if there is any suspicion that the integrity of the network might be at risk.

Responsibilities for using the school's ICT facilities and devices

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

Responsibilities for using a personal mobile device on the department's network

- Prior to using any personally-owned mobile device, students must seek approval from the school principal to ensure it reflects the department's security requirements.
- Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.
- Where possible, appropriate anti-virus software has been installed and is being managed.
- Students must follow any advice provided on best security requirements e.g. password protection (see [iSecurity](#) (DoE employees only) website for details).
- Students and parents are to employ caution with the use of personal mobile devices particularly as these devices can store significant numbers of files some of which may be unacceptable at school e.g. games and 'exe' files. An 'exe' file ends with the extension '.exe' otherwise known as an executable file. These files can install undesirable, inappropriate or malicious software or programs.
- Any inappropriate material or unlicensed software must be removed from personal mobile devices before bringing the devices to school and such material is not to be shared with other students.
- Unacceptable use will lead to the mobile device being [confiscated](#) by school employees, with its collection/return to occur at the end of the school day where the mobile device is not required for further investigation.

Acceptable/appropriate use/behaviour by a student

It is acceptable for students while at school to:

- use mobile devices for:

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

Unacceptable/inappropriate use/behaviour by a student

It is unacceptable for students while at school to:

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

Sign-off

The sign-off process for school students and their parents/guardians should occur on enrolment and annually. The following is a suggested format, with the signature block to be placed at the end of the agreement.

Please note: Children from Prep to Year 3 inclusively are exempt from signing the student section below.

Student:

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

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

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

If I receive any inappropriate emails at school, I will tell my teacher. If I receive any at home, I will tell my parents/guardians.

When using email or the internet I will not:

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

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

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

I have read and understood this procedure/policy/statement/guideline and the [Student Code of Conduct](#).

Parent or Guardian:

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

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT services,

facilities and devices. Furthermore, I will advise the school if any inappropriate material is received by my child that may have come from the school or from other students.

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

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

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

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

I have read and understood this procedure/policy/statement/guideline and the [Student Code of Conduct](#).

The Department of Education through its [Information privacy and right to information](#) procedure is collecting your personal information in accordance with the [Education \(General Provisions\) Act 2006 \(Qld\)](#) in order to ensure:

- appropriate usage of the school network
- appropriate usage of personal mobile devices within the school network.

The information will only be accessed by authorised school employees to ensure compliance with its [Information privacy and right to information](#) procedure. Personal information collected on this form may also be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on this form or discuss how it has been dealt with, please contact your child's school. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact your child's school.

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) provides the framework for a whole school evidence-based approach to behaviour support. PBL takes an instructional approach to behaviour, recognising that schools need to teach the behaviours needed for success at school and beyond.

Collingwood Park State Secondary College (CPSSC) is a PBL School.

As CPSSC, we value Perseverance, Achievement, Respect and Kindness. These four values underpin the PBL expectations at our school.

Expectations Matrix



COLLINGWOOD				
	All Settings	Learning Environment	School Grounds	Community
P Perseverance	<ul style="list-style-type: none"> Continuously strive to do your best. Adapt to changes and challenges. Manage time effectively. Bounce back from setbacks. 	<ul style="list-style-type: none"> Engage actively in class discussions and activities. Maintain focus and concentration. Set academic goals and work towards them. Seek help when needed. 	<ul style="list-style-type: none"> Adhere to school rules. Demonstrate leadership by motivating peers. Resolve conflicts constructively. Show resilience in extracurricular commitments. 	<ul style="list-style-type: none"> Represent the school positively in the community. Stay informed and involved in community issues. Build and maintain positive relationships with community members.
A Achievement	<ul style="list-style-type: none"> Set personal goals and work diligently to achieve them. Celebrate and recognise the achievements of others. Take pride in your work. Continuously improve and seek opportunities for growth. 	<ul style="list-style-type: none"> Aim for academic excellence. Complete assessment with dedication and quality. Participate in extracurricular academic activities. Continuously seek ways to improve academic performance. 	<ul style="list-style-type: none"> Participate actively in school activities and events. Take on leadership roles. Recognise and celebrate school achievements. 	<ul style="list-style-type: none"> Achieve a positive impact through community involvement. Strive for excellence in community projects and initiatives.
R Respect	<ul style="list-style-type: none"> Treat everyone with courtesy and politeness. Respect the personal space and property of others. Honour the rules and policies of the school. 	<ul style="list-style-type: none"> Show respect to teachers, classmates, and the learning process. Respect differing opinions and viewpoints. Take care of classroom materials and resources. Arrive on time and be prepared for class. 	<ul style="list-style-type: none"> Show respect to all school staff and fellow students. Respect the school property and facilities. Follow the school's dress code and behavioural expectations. Use polite language and gestures. 	<ul style="list-style-type: none"> Show respect to all community members and their property. Participate respectfully in community events.
K Kindness	<ul style="list-style-type: none"> Show empathy and support to peers and staff. Offer help to those in need. Be inclusive and welcoming to everyone. Use kind words and actions in all interactions. 	<ul style="list-style-type: none"> Encourage and motivate classmates. Celebrate the successes of peers. Be patient and understanding with others' learning processes. Share knowledge and resources with others. 	<ul style="list-style-type: none"> Help maintain a clean and safe school environment. Be friendly and approachable to everyone. Support and include new students and visitors. Be mindful of others' feelings and well-being. 	<ul style="list-style-type: none"> Engage in acts of kindness within the community. Volunteer for community service projects. Be a positive role model for others. Show compassion and support for community members in need.
WAY				

Classroom Routines



Inspiring Minds, Brighter Futures

CPSSC Routines



Entry – Welcome Everyone!

Arrive on time for class

Have your materials out ready and place bags in the bag rack

Line up in two straight lines, greet your teacher and enter the room quietly

Stand behind your chair until instructed to sit

Open QLearn and read the Learning Intention and Success Criteria

Begin your Warm-Up Activity

Exit – Have a Great Day

Assess yourself against the Success Criteria

Complete the Exit Activity

Ensure your area is neat and tidy

Stand behind your chair and wait to be dismissed

Say farewell to your teacher

Whole school approach to student wellbeing

Collingwood Park State Secondary College is proud to have a student services network 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 school is an inclusive, nurturing environment.

Guidance Officer

Our Guidance Officer provides support around career planning, subject choice and subject changes along with social and emotional issues. The Guidance Officer also provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. They will assist students with specific difficulties, acting as a mediator or providing information on other life skills. Our school Guidance Officer liaises with parents, teachers, or other external health providers as needed as part of the counselling process. Guidance Officers can also provide referrals for outside assistance. To book an appointment, please speak to our Guidance Officer.

School Student Support

Students can approach any school staff member at Collingwood Park State Secondary College to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the student services team.

Students at Collingwood Park State Secondary College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents/Carers
- Teachers
- Support Staff
- Heads of Department
- Head of Department-Student Engagement
- Youth Support Coordinators
- Social Worker
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- Community Education Counsellor
- Community Liaison Officer
- School Based Youth Health Nurse.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

Junior Secondary Curriculum Overview Year 7-8

Year 7

Year 8

CORE SUBJECTS

English (3)¹

Health & Physical Education (3)

Humanities and Social Sciences (3)²

Mathematics (3)¹

Science (3)

ROTATIONS

Technologies (3)³

The Arts (3)⁴

¹ Students will have an opportunity to have one extra English or Mathematics lessons per week

² Students will study History, Geography, Civics and Citizenship and Economics and Business across the year

⁴ Students will study one subject for Design and Technologies and one subject from Digital Technologies for a Term

³ Students will study two of the following Arts subjects for a Term: Dance, Drama, Media Arts, Music and Visual Arts

Homework Policy

The setting of homework considers the need for students to have a balanced lifestyle. This includes sufficient time for families, sport, culture, recreation, and part-time employment, where appropriate.



Homework provides students with opportunities:

- To consolidate their classroom activities
- To develop appropriate lifelong learning strategies
- Test what they learned at school
- To develop a work ethic and independence

Phases of Learning

In **Years 7, 8 and 9**, students should take more responsibility for consolidation and revision as well as set homework. They can be required to engage in independent practice to complement work undertaken in class. Homework in **Years 7, 8 and 9** could be up to, but generally not more than, 5 hours per week.

In the Senior Phase, **Years 10, 11 and 12**, the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan. As a guide, students studying 5 **general** subjects would expect to partake in at least 6-8 hours per week to ensure successful completion of homework, revision, assessment and other demands. Students who study a mixture of **general, applied** and **certificate courses** will need to allocate a minimum of 5 hours per week to be successful.

Students will:

- Access homework through QLearn.
- Seek clarification promptly regarding the demands of the task if required.
- Complete the task promptly by the due date, contacting the teacher if support is required.
- Students complete the set homework, or complete revision, assessment work, reading, or engage with any other online platforms to revise the class work, or to engage in extension activities.

Teachers will:

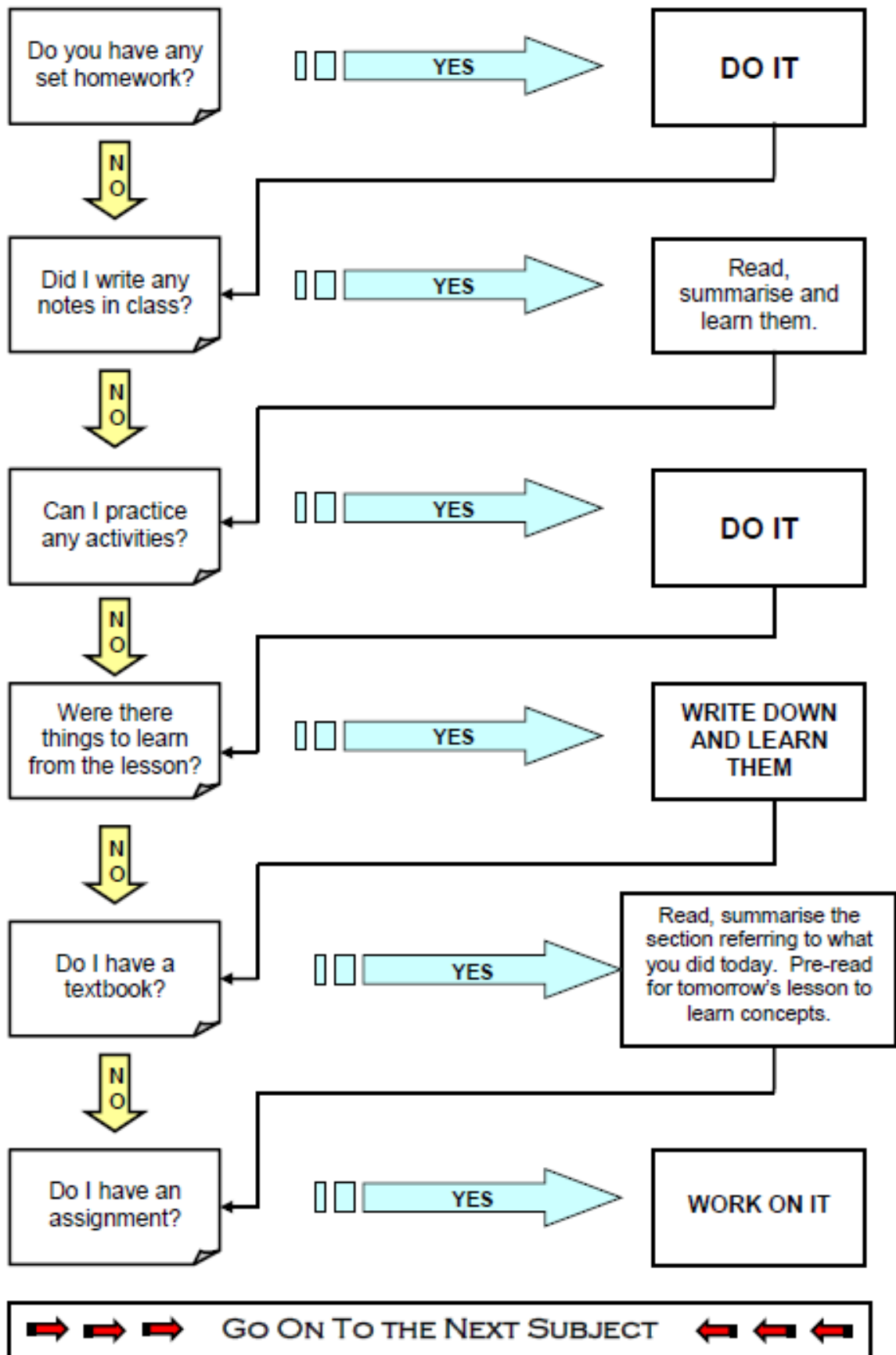
- Set homework through QLearn, which is relevant, accompanied by clear instructions including due date.
- Issue homework at a time in class which allows students to seek clarification on concerns they may have.
- Consistently monitor homework on an ongoing basis.
- Check homework for completion, accuracy and quality on the due date.
- Contact parents/carers when students are persistently not completing homework.

Parents/Carers should:

- Provide a homework/study area for your student away from noise and activity.
- Check your students QLearn Courses for set homework.
- Check what homework has been done at the end of the homework/study period.
- Support other activities being completed such as 20mins of reading, revision activities or the use of online platforms.
- Contact the teacher/school if you have any concerns about your student's homework.

The flow chart below, can assist students and parents to determine their own Homework requirements. After using the homework study guide students are also strongly recommended to complete at least 20 minutes of reading, engage with their QLearn Courses.

Homework Study Guide



Assessment Policy

Rationale

The primary purpose of assessment is to improve student learning - it is an ongoing process. Assessment is used to promote learning by gathering evidence to determine what each student knows, understands and can do and to inform teaching and support student learning. Assessment is the purposeful, systematic and ongoing collection of evidence to inform consistent judgments about student learning and reporting on the achievement of individual students or groups of students. *The Alice Springs (Mparntwe) Education Declaration* defines three broad purposes for assessment:

- Assessment for learning: enabling teachers to use information about student progress to inform their teaching.
- Assessment as learning: enabling students to reflect on and monitor their own progress to inform their future learning goals
- Assessment of learning: assisting teachers to use evidence of student learning to assess student achievement against goals and standards. (P-12 Curriculum, Assessment and Reporting Framework).

Purpose

It is intended that this policy will inform all matters related to assessment. It is the purpose of this document to openly communicate a shared understanding of procedures when applying for an extension, late submission and non-submission of student responses to assessment instruments along with examination requirements.

Principles

Collingwood Park State Secondary College's expectations for learning, teaching and assessment are grounded in the principles of academic integrity and excellence.

Assessment is used as a means of feedback for students and teachers to determine where a student is positioned in their learning. It may include examination, assignment-based, practical demonstration or performance-based approaches that allows students to demonstrate the assessment objectives as described by the syllabus.

The Assessment Policy is designed to reinforce two essential elements for success at school and beyond.

- Regular attendance and punctuality
- Genuine participation in and a focus on learning and assessment.

At Collingwood Park State Secondary College - assessment will be:

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

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed

- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

Collingwood Park State Secondary College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour:

Location and Communication of Assessment Policy

The school assessment policy is located on the school website. All questions regarding this policy should be directed to 07 3818 5888. To ensure the assessment policy is consistently applied, it is revisited at the beginning of each academic year. Relevant processes will be reinforced:

- at enrolment interviews
- during SET planning
- when the assessment schedule is published.
- when each task is handed to students
- by email or phone contact in response to phases of the assessment cycle.

Expectations about engaging in learning and assessment

Collingwood Park State Secondary College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements (including drafts) on or before the due date.

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- complete all aspects of assessment, adhering to the task requirements to the best of their ability
- submit complete responses to scheduled assessment (including drafts) on or before the due date

Responsibilities

Student Responsibilities

- Complete assessment to the best of their ability
- Present only their work for assessments (see section on Academic Integrity and Plagiarism)
- Make full use of the time available for assignments in and outside of class time
- Present their checkpoints, drafts and final copies of assignments by 3:30pm on due dates
- Use the school's standard system of referencing
- Communicate anticipated difficulties in completing assessment requirements with Parents/Carers and the subject teacher or case manager and follow the correct procedures to apply for an extension, should that be necessary, before the due date
- Seek clarification from the subject teacher who awarded the result before requesting a review of any final result

School Responsibilities

- Provide students with an Assessment Calendar each semester
- Make the Assessment Policy readily available to students, Parents/Carers and staff
- Provide students published versions of the Assessment Calendar outlining assessment, draft, checkpoint and final submission dates

- Provide support and relevant documentation for students to apply for extensions where required
- Provide students with assessment instruments, complete with associated marking criteria, within an appropriate time frame
- Provide appropriate time in and outside of class for assessment
- Provide support, scaffolding and make any adjustments to assessment where appropriate
- Provide feedback to students on draft work
- Mark and provide feedback on final submissions in a timely manner
- Conduct quality assurance through calibration/moderation of assessment processes

Parent/Carer Responsibilities

- Support students to complete assessment to the best of their ability
- Encourage students to submit all checkpoints, drafts and final copies by the due date
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date
- Provide documentary evidence (e.g., medical certificate) where necessary

Ensuring Academic Integrity

Collingwood Park State Secondary College has procedures in place to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity.

Submitting, collecting and storing assessment information

Assessment instruments will provide information about Collingwood Park State Secondary College's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted to the class teacher by the due date. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for internal moderation.

Written assignments

All written assignments must be submitted, to the subject teacher via QLearn by 3:30pm on the due date. In the event that this is not possible, Parents/Carers must notify the school of illness or to explain the situation. Students should retain a copy of the submitted assignment.

Spoken tasks

On the first day spoken tasks are scheduled, all students must submit a copy of the script/notes etc they intend to use for their presentation via Q Learn. This makes preparation time equitable for all students.

Students absent on the day are required to email their notes/palm cards to their subject teacher before the commencement of the lesson. If an oral is a digital submission (video, podcast, multimodal, spoken) it must be submitted along with the script by 3:30pm on the due date.

In the case of group spoken tasks where absence occurs, the group may be required to complete the task with a substitute who works from the group script. Group members will be individually assessed on that performance. To ensure ease of access by a substitute, all group members must keep a copy of the whole group script. On the first day of return, after extension approval, the absent student is expected to complete the assessment, with other group members supporting.

Exams

Students are to complete examination in the nominated lesson. No student will sit an exam prior to the scheduled date without prior authorisation by the Head of Department of the specific subject area.

EXAMINATION MATERIALS

- Teachers to check student materials and implements for their exams on entry. All Materials and implements should be visible to the exam supervisor at all times.
- Should students be allowed to bring calculators, rulers or other larger implements, they must be clean and free of writing. Stored memory must be cleared from calculators before exam.
- Supervisors will make judgments about material permission and disallow if necessary.
- Paper or books cannot be brought into any exam, unless explicitly stated within examination conditions. In the case where written or typed materials are allowed for completion of the exam, the examination supervisors are to check all materials.
- The usual school personal technology device policy applies at all times.

STUDENT EXAMINATION CONDUCT

- Any breaches of student conduct in the exam will be directed to the Head of Department.
- Exam supervisors may make seating allocation changes that may be deemed necessary for the good conduct of the entire room.
- Teachers will enforce with students that no talking is allowed in the examination room, and seeking assistance is attained by raising your hand and waiting for a supervisor.
- Students must be aware that breaches of academic integrity will be viewed as serious. Such behaviour may result in academic penalties, including failure.

EXAM OBLIGATIONS

Assessment must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their exam on a computer, the student will need to continuously save their work themselves and be responsible for backing up work regularly, to avoid loss of assessment in the event of technical difficulties.

Appropriate Materials - Special Provisions

The school is committed to minimising barriers that prevent students from demonstrating their current knowledge and skills. Such barriers include, but are not limited to, disabilities, educational needs arising from linguistic factors and short-term impairments. Teachers should be aware of any special provisions or conditions outlined in a student's Personalised Learning Plan (PLP) and should ensure students receive any adjustments they are entitled to as outlined in their PLP.

Other reasonable adjustments for students with specific educational needs must be negotiated with the school Administration in consultation with Heads of Departments and Guidance Officer where appropriate, in advance of the assessment. Adjustments may include, but are not limited to, extra time, alternative assessments, rest breaks, use of a writing aid.

Scaffolding & Drafting

This process provides teachers and parents an assessment check in point, and provides students feedback on assessment progress. The draft submitted should be of a final submission standard. This enables authentic feedback to be provided to students and assist in the production of quality work.

For students who fail to submit a requested draft a minor behaviour incident will be recorded on OneSchool under the category of – ‘Failure to participate in program of instruction’. Additionally, a contact is to be recorded in this section and referred to relevant Head of Department.

Scaffolding – Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- Maintain the integrity requirements of the task or assessment instrument
- Allow for unique student responses and not lead to a predetermined response

Across their learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

Checkpoints – Checkpoints are points in time at which student progress towards task completion is determined. Checkpoints will:

- Be detailed on student tasks
- Monitor student progress
- Be used to establish authorship

Teachers will use the checkpoints to identify and support students to complete their assessment – HODs and parents/carers will be contacted if checkpoints are not met.

Student Responsibility:

- Work on assessment during designated times as instructed
- Show evidence of progress at scheduled checkpoints to teachers / HODs

Drafting – Drafting is a key checkpoint. Types of drafts differ depending on the subject e.g., written draft, rehearsal of a performance piece, or a product in development.

Drafts may be used as evidence in the case of illness or misadventure, or non-submission for other reasons.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the Marking Guide.

Teachers may use a range of suitable strategies to provide feedback on the draft response, including;

written feedback, verbal feedback, feedback provided through questioning, a summary of feedback and advice to the whole class.

Feedback in a draft will:

- Provide
- A consultative process that indicates aspects of the response to be improved or further developed
- Delivered in a consistent manner and format for all students
- Provided within one week of a submission of a draft

Feedback on a draft must not:

- Compromise the authenticity of a student response
- Introduce new ideas, language or research to improve the quality and integrity of the student work
- Edit or correct spelling, grammar, punctuation and calculations
- Allocate a mark

Managing Response Length

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

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

After all these strategies have been implemented, if the student's response exceeds the word length required by the task, the teacher mark up to the word limit.

Authenticating Student Response

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

When developing an assessment instrument, schools should consider how student authorship of final responses will be established. Teachers may:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use previous student responses
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs.
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software, if available
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross marking if there is more than one class for a subject cohort.

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

Understanding academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Types of academic misconduct can include:

- Cheating while under supervised conditions,
- Collusion
- Contract cheating/ significant contribution of help
- Copying work
- Disclosing or receiving information about an assessment

- Fabricating
- Impersonation
- Misconduct during an examination Plagiarism or lack of referencing Self-plagiarism

Students who fail to maintain academic integrity will be subject to disciplinary action as per the Student Code of Conduct.

Consequences of breaches may include:

Marking of only that work which is not in breach of malpractice, resubmission of the work, suspension from school, the work not being considered in determining the student's grade

Assignment and Exam Extension/Exemption

An extension/exemption from an assignment can only be granted in the following situations:

1. Illness or injury
2. Family bereavement or difficulties
3. Other exceptional circumstances as determined by the Head of Department and/or Guidance Officer in consultation with Deputy Principal

A request for an extension/exemption is to be made at least 2 school days prior to the due date using the appropriate form. The granting of extensions is at the discretion of the Head of Department and/or Guidance Officer in consultation with Deputy Principal

Exemptions may be granted for significant illness and other exceptional circumstances using the appropriate form.

Supporting documentation must include Carer explanation and/or a letter from medical practitioner/medical certificate, if available.

See school AARA process

Late Policy

If the student fails to hand in the draft or final copy of the assignment by the due date the subject teacher will contact (phone call or e-mail) the parents, record in OneSchool and extend the due date by 2 days.

If the student fails to hand in the draft or final copy of the assignment by the extended due date, then the subject teacher will contact (phone call or e-mail) the parents, record in OneSchool and work with their Head of Department to determine appropriate student action until such time that the draft or final copy of their assignment is submitted. Late draft submissions may result in the student not receiving feedback.

When a grade for an assignment cannot be awarded, the student profile will indicate an N standard. For reporting purposes, where a student has failed to submit assessment, the teacher will use drafts, classwork, notes and observations to determine a level of achievement, where possible.

Technological breakdown, which include computer malfunctions, USB problems, printer or printing problems or loss of electronic work due to a lack of backup cannot be used as a reason for late submission of work or for extension requests. Students should negotiate with the Head of Department regarding an alternate method of submission. This can also be considered as a late or non-submission.

Students who arrive late to an exam will be permitted to enter to the exam room, but will not automatically receive extra time to complete the exam. Teachers may grant extra time for the examination if convenient, reschedule the entire exam or provide a reschedule extra time component. Under the latter condition, the student must not peruse the unattempted section of the exam and rescheduling must be conducted punctually.

Quality Assurance Processes

Collingwood Park State Secondary College's quality management system ensures valid, accessible and reliable assessment of student achievement. CPSSC implements the **Before, After, After, End** moderation model.

- **BEFORE** assessment takes place at the planning stage, and at appropriate times throughout teaching and learning – collaborative calibration activities for teaching teams and students occur to achieve the most precise expectations regarding what the realisation of the marking guide standards is. The construction of student samples of work can be used instructively to inform understanding regarding assessment requirements and achievement standard expectations.
- **AFTER** assessment takes place, but before it is graded – precise achievement standard calibration via professional sharing forums, cross-marking activities take place to ensure that a consistent mindset regarding the application of marking guide standards is established.
- **AFTER** assessment is graded – collaborative calibration checking processes take place to ensure that marking guide standards are applied consistently and appropriately.
- at the **END** of the reporting period – collaborative reflection activities take place incorporating data regarding the success of the unit, assessment design, teaching and learning.

Uniform and Dress Code Policy

At Collingwood Park State Secondary College, we believe that wearing the endorsed uniform proudly contributes to the development of positive self-image and alignment to the core values of the College - Perseverance, Achievement, Respect, Kindness.

The College uniform plays an important role in encouraging a sense of self-esteem, belonging and self-discipline amongst students, helping to prepare students for life beyond high school.

Collingwood Park State Secondary College uniform has been developed in consultation with the College Community.

Purpose of the College Uniform

- Promotes a safe environment for learning by enabling ready identification of students and non-students at the College.
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the College.
- Promotes a supportive environment at the College by fostering a sense of belonging.
- Addresses health and safety policies by ensuring appropriate footwear and sun-safe clothing.
- Fosters mutual respect among individuals at the College by minimising visible evidence of economic, class or social differences.
- Prepare students for the expectations of workplace.

Relevant Legislation and Policy

The following Legislation and Policies have been considered when developing the Uniform and Dress Code Policy:

- Anti-Discrimination Act 1991 (Qld) Chapter 2, Part 1-3, Part 4 Division 3-4, Part 4 Division 10, Part 5
- Disability Discrimination Act 1992 (Cwlth) Part 1, Part 2 Division 2, Part 2 Division 5
- Disability Standards for Education 2005
- Education (General Provisions) Act 2006 (Qld) Chapter 12, Part 9 ss.360-363
- Human Rights Act 2019 (Qld) Part 2•Racial Discrimination Act 1975 (Cwlth) Part II s.9
- Sex Discrimination Act 1984 (Cwlth) Part I, Part II Division 2, Part II Division 4
- Work Health and Safety Act 2011 (Qld)

Relevant Legislation and Policy

All students are expected to observe the details of correct attire and must be wearing the complete College uniform in accordance with College routine and this Policy. Students should present in a neat and tidy manner at all times, including on their way to and from College. This also includes whenever a student is out in the community wearing the College uniform.

All uniform items (with the exception shoes) are to be purchased from the college uniform shop.

- Look-a-like items are not acceptable.
- Students are to purchase the appropriate size clothing.
- Jumpers, sport jackets, jerseys, hoodies and blazers, other than those with the official College logo, are not permitted to be worn.
- College uniforms are not to be altered in any fashion. This includes (but is not limited to):
 - o Cutting and shortening of hemlines (alterations to ensure correct fit are permitted).
 - o Rolling up of up sleeves and short/trouser legs.
- Short sleeved white undershirts may be worn, but must not be visible.



- The College bucket hat or cap is the only permitted hat to be worn by students. This includes, whilst travelling to or from the College and for outdoor activities.

Junior College Uniform

Junior College Uniform	Winter Additions
<ul style="list-style-type: none"> • College polo shirt • College unisex sport shorts • Black shoes as per guidelines • White socks only • College Hat or Cap • Hijabs and Burkhas, plain navy colour 	<ul style="list-style-type: none"> • College fleece jumper • College unisex spray jacket • College unisex spray pants • Plain navy-blue gloves • Optional plain navy stockings (no patterns)

Shoes / Footwear

Due to Workplace health and Safety Legislation, students are required to wear enclosed footwear that adequately protects their feet. It is also critical that shoes have arch support and good protection on the sole as well as protection for the top of the foot.

Acceptable Shoes	Unacceptable Shoes
<ul style="list-style-type: none"> • Black leather or synthetic leather shoes are permitted • Shoes must be 100% black in colour • Shoes are to have a heel no greater than 20mm and no lower than 5mm 	<ul style="list-style-type: none"> • No ballet flats, high heels, high tops, shoes with mesh, boots, coloured laces, coloured shoes, canvas and suede shoes. 

Socks

Students are permitted to wear plain white crew socks.

Hat

The college bucket hat or is, is the only permitted hat to be worn by all students. This includes, whilst travelling to or from the College and for outdoor activities.

The college hat is compulsory for HPE lessons to support Sun Safety.

Hair and Facial Hair

Acceptable Hair Styles	Unacceptable Hair Style
<ul style="list-style-type: none"> • Hair below shoulder length (boys & girls) is required to be tied back at all times • Hair is to be natural in colour • Plain navy hair accessories acceptable • Facial hair – neatly trimmed, tidy and natural colour 	<ul style="list-style-type: none"> • Radical hair styles (mohawks, patterns) • Unnatural hair colours • Facial hair – no beard locks or unnatural colours






Tattoos

At Collingwood State Secondary College, we acknowledge the cultural relevance of tattoos.

Permitted Visible Tattoos	Prohibited Tattoos
<ul style="list-style-type: none"> • Culturally significant tattoos 	<ul style="list-style-type: none"> • Tattoos with offensive language and/or images, meaning, racist in content. <p>This is at the Principal's discretion.</p>

Jewellery, Makeup, Fake Nails, Eye Lashes

In order to comply with Workplace Health and Safety Guidelines and to maintain high standards of appearance the following uniform standards need to be adhered to.

Acceptable	Unacceptable
<ul style="list-style-type: none"> • Earrings need to be plain gold or silver, no larger than 14mm in size • 2 earrings only per ear lobe only • 1-2mm plain gold, silver or clear nose ring • Watch may be worn) no smart watched due to technology policy) • One necklace of commonly accepted religious/cultural or medical significance. Necklace should not be visible • Fake nails need to be shaped to flat or rounded tips • Natural look make up  	<ul style="list-style-type: none"> • No fleshies, plugs, stretchers or spacers • No other facial piercings permitted (eg spikes, spacers or bars) or tongue piercing • No fake eye lashes • No fake finger nails • No heavy makeup   

College Uniform procedures

Students who unable to wear an item of the correct uniform must comply with the following procedures:

- Report to the Student Services before 8.45 am.
- Provide a note from home explaining the uniform breach and the period for which this will exist. These may be accepted for specified and temporary reasons, but are not long-term waivers of the uniform expectations.
- Students will be issued with a uniform pass for the breach period.
- Students unable to wear an item of the correct uniform and attend class without first going to Student Services will be issued a detention via ID Attend and followed up by Deputy Principal.
- Students who wish to wear commonly accepted religious or cultural artefacts/jewellery, which do not comply with the above guidelines may submit a written application through their parent/caregiver to the Principal, requesting approval to wear the said item.

Consequences for Non-Compliance with the Dress Code

Consequences for students not in correct uniform can include contact home to parents, prevention from participating in school activities, or detention. Non-compliance will be dealt with in accordance with the Collingwood Park Student State Secondary College, Student Code of Conduct.

Initially, students will be immediately asked to remove items that are not part of the Collingwood Park State Secondary College uniform.

Any further offences will require the student to hand item to Administration and parents will be required to collect the item from the college. All unclaimed items will be disposed of, or donated to charity, by week 4 of the following term.

If a student does not comply with the College dress code policy the Principal, or delegated officer, may impose one of the following consequences:

- Student may be issued with a detention(s)
- Student removed from attending or participating in any activity for which the student would have been representing the college; an alternative educational activity will be provided.
- Student removed from participating in activity that is deemed unsafe due to incorrect uniform; an alternative educational activity will be provided.

All decisions on the appropriateness of uniform, footwear, hair, jewellery, bags, make-up etc are at the Principal's discretion.

Resolving Uniform Issues

Parents should contact the relevant school representative (Year level Deputy Principal) to discuss the options available if there are specific cultural, ethno- religious, gender, health or physical needs that are impacting the student's ability to wear the stipulated school uniform.

Continued non-compliance with the uniform requirements will result in a meeting with the relevant school representative to resolve the issue. Unresolved uniform noncompliance issues will be referred to Administration.

An interpreter or support person can be arranged if required to attend a meeting with the principal or his/her delegate.

Collingwood Park State Secondary College School Uniform



Attendance Policy

All schools in Queensland are committed to providing safe and supportive learning environments for all students which address their educational needs.

Research shows that in Queensland, higher student attendance is associated, on average, with higher student achievement. Additionally, attending school every day helps children to build social and emotional skills such as communication, teamwork and resilience.

School absenteeism and truancy can impact significantly on students' learning and wellbeing. Under the law, parents and carers must make sure your child is enrolled and attends school on all school days unless there is a reasonable excuse.

Collingwood Park State Secondary College expects all students to attend and engage in every lesson every day

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. In order to reach this shared understanding, Collingwood Park State Secondary College is committed to promoting 'Making every day count' by;

- *Providing clear and consistent language regarding attendance*
- *Creating and fostering a positive school culture that is welcoming and safe*
- *Communicating, modelling and encouraging high expectations of attendance*
- *Monitoring attendance and communicating regularly with parents and support networks to improve regular attendance*
- *Prioritising support for students experiencing barriers to accessing and attending education*

Collingwood Park State Secondary College will strive to make each classroom a place where students want to be, inspiring minds for brighter futures.

Collingwood Park State Secondary College's Attendance Policy aims to outline the expectations and responsibilities that the school, students and parents/carers have in relation to attendance. It also outlines the school's attendance strategies and procedures.



Attendance Expectations and Responsibilities

Students	Parents/Carers	School
Students are expected to be at school every day and be prepared for learning	Parents/carers are expected to communicate with the school regarding all absences	CPSSC will communicate high expectations for attendance to all members of the school community CPSSC will create safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
Students are to report to the office if arriving to school late and provide a note from parents/carers explaining the reason for late arrival.	Each parent/carer of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends school, on every school day, for the educational program in which the child is enrolled, unless a reasonable excuse exists for their child's absence.	CPSSC will adopt consistent, rigorous procedures to monitor and record student absences CPSSC will implement data-driven attendance improvement strategies
Students are accountable for their attendance and engagement in learning		
Students are expected to arrive at class on time and remain in class for the duration of the lesson	Parents/Carers must provide a satisfactory reason for absences, unless the student is an adult or independent student, in which case an explanation should be sought directly from the student.	CPSSC will provide early identification of and supportive intervention for students at risk of poor attendance
Students are to remain at school during school hours unless they have completed early departure procedures	Parents/Carers should provide a reason for a child's absence as soon as possible.	CPSSC will link with local community groups and agencies to maximise program and individual support as well as access specialist support for individual students with identified behavioural, health, or social issues
Students are expected to discuss missed class work with their teachers and complete work in a timely manner as negotiated with the teacher.	Parents may be asked to provide a Medical certificate for students with 3 or more consecutive days of absence due to illness.	CPSSC will support students to return to school after absences

Reasonable reasons for absence	Not Considered Reasonable reasons for absence
<ul style="list-style-type: none"> • Illness or Injury • Surgery • Medical / Specialist appointments • Funeral / Bereavement • Representative activities including sport, academic and cultural • Serious family emergencies 	<ul style="list-style-type: none"> • Holidays outside school holiday periods • Non-essential activities (eg shopping trips, birthday, parties, functions during school day) • Medical appointments that can be scheduled outside of school • School refusal

A meeting between student, parent/carer and school staff will be requested if; the absence is having a significant impact on a student's educational attainment, achievement and development

- a student has been truanting (absent without parental consent)
- a parent reports that a student refuses to attend school
- there has been no explanation for the student's absence
- a parent repeatedly fails to provide a reasonable excuse for their child's absence.

Unresolved attendance issues of students required to attend will result in formal notification and may be reported by the Principal for recommendation of prosecution.

Unresolved attendance issues of post-compulsory students may result in withdrawal of credit from subjects or ultimately cancellation of enrolment for failure to participate in program of instruction.

Attendance Strategies

All staff at Collingwood Park State Secondary College are committed to maximising learning time for students with a clear and well-embedded attendance improvement strategy. Attendance Target for 2025: 90%

On Track	Monitoring	At Risk
> 90%	80% - 89.99%	< 80%

Actions	
Universal Attendance Strategies	
All Staff	<ul style="list-style-type: none"> • Welcome students to school and class • Give students the opportunity to be heard • Invite students to be part of school wide/ classroom activities and experiences • Regularly communicate with parents and students about expectations for attendance • Promote awareness that absence results in quantifiable lost learning time and opportunities • Inform students, staff and parents/carers of CPSSC's Attendance Policy and Procedures • Model punctuality across the whole school • Positively reintegrate students who have been absent
Complimentary Strategies	
Support Staff	<ul style="list-style-type: none"> • Breakfast club held each morning to promote attendance and wellbeing of students • Morning and lunch time activities led by support staff • External community groups leading activities during lunchbreaks and after school
Strategies for rewarding attendance	
	<ul style="list-style-type: none"> • Merit points • Year level, class and individual rewards for attendance
Role Specific Attendance Strategies	
Attendance Officer	<ul style="list-style-type: none"> • Monitor attendance, including whole day absences, part-day absences, excessive explained absences and lateness to school. • Inform students, staff and parents/carers concerning CPSSC's Attendance Policy and Procedures (holidays, absences on birthdays, medical certificates, unexplained absences). • Communicate high expectations of attendance to students, parents/careers, staff and the wider community- proactively through the newsletter and Facebook. • Notify parents/carers of an unexplained absence- ID ATTEND SMS Procedures. • Timely import of daily and weekly attendance data into OneSchool from ID ATTEND • Timely adjustment of attendance explanations following SMS from ID ATTEND to OneSchool • Timely adjustment of attendance following feedback from Support Team. • Generation and follow up of 3-day consecutive absences report with parents

	<ul style="list-style-type: none"> • Follow up holidays and other extended absences – phone calls, emails, letters and home visits • Identify ‘at risk’ students based on attendance data, collate data and present to support team in weekly meeting
Head of Engagement	<ul style="list-style-type: none"> • Establish and maintain relationships with external Support Services or external community services where appropriate, collaborating with other schools, community groups and agencies • Establish individual student attendance goals and data-driven improvement plans • Encourage parents to get involved in the life of the school • Follow-up any problems identified by students and parents relating to engagement in a transparent & timely manner • Participate in weekly support meetings – case manage students identified as needing addition support to improve engagement and attendance
Curriculum HODs	<ul style="list-style-type: none"> • Support the learning of a student absent for an extended period • Provide positive and flexible support and follow-up with students on their return to school, including the use of return to school plans and modification of learning outcomes where required
HOSES	<ul style="list-style-type: none"> • Advocate to ensure reasonable and equitable decision making regarding NCCD students in relation to attendance, wellbeing and academic support. • Lead Case Managers to monitor attendance, wellbeing and academic achievement of SWD students • Provide disability specific information and links to support agencies to assist in the case management of SWD students by DP, GO and other Support Team members. • Participate in weekly support meetings – case manage students identified as needing additional support to improve engagement and attendance • Facilitate stakeholder meetings for SWD case managed students
Guidance Officer	<ul style="list-style-type: none"> • Intensive case management of students in ‘out of home care’ and independent students. • Provide links to external support for student/family if necessary. • Development of an Individual Attendance Plan for identified students • Participate in weekly support meetings – case manage students identified as needing addition support to improve engagement and attendance
Deputy Principal	<ul style="list-style-type: none"> • Participate in weekly support meetings – case manage students identified as needing addition support to improve engagement and attendance • Monitor and analyse school attendance records regularly and using tools for early identification of students at risk of poor attendance with the Support Team • Monitor available support provisions for designated year level to ensure equity and access including programs, part-time education plans, referrals, exemptions etc. • Provide support strategies to assist students in monitoring and improving their attendance through the Support team • Discuss student attendance records in staff meetings and in the staff performance and development review process • Referrals to external services

	<ul style="list-style-type: none"> • Process outlined below begins at conclusion of intervention from officers listed above- referred via Visible Support • 1st instance: Attendance Support Letter if not previously sent • 2nd instance: Implement Enforcement of Attendance process (Years 7 to 10) or implement Cancellation of Enrolment process (Years 11 to 12)
YSC/CLO/CEC	<ul style="list-style-type: none"> • Action referrals from visible support referrals and case management to determine and reduce barriers to participation. • Regular check ins- student and family (phone call) • Provide links to external support for student/family, if necessary, as referred by the Visible Support Team • Conduct home visits as referred by the Visible Support Team.

The Collingwood Park State Secondary College Support Team consisting of; DP, HOSES, GO, HOD Engagement will meet weekly to identify and allocate referrals for students requiring additional support to engage in education. This team will regularly review attendance data in order to provide timely and responsive support.

Complaints Management Policy and Process

During the course of your children's school years, you may have cause to make a complaint about an issue with your child's education. Education Queensland is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents and students to work through any issues they may have with Education Queensland provision.

Our aim with all complaints is to find resolution, therefore, when making a complaint, please ensure that you:

- Provide complete and factual information in a timely manner
- Deliver your complaint in a non-threatening and non-abusive manner; and
- Not make frivolous or vexatious complaints or include deliberately false or misleading information.

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

The following five step procedure may assist parents/carers, and support staff to reach an outcome that is in the best interests of the student.

1. **Subject related** – Discuss your complaint with the class teacher/Head of Department
Welfare related – Discuss your complaint with the Deputy Principal

If your complaint is with your child's classroom teacher and relates to an issue concerning your child's experience at school, email the classroom teacher or Head of Department as soon as possible through the school administration. Share the information you have about the problem. Together, both parent/carer and teacher/Head of Department should then take steps to resolve the problem at this level. The teacher/Head of Department will make an electronic record of the complaint and outcome.

If your complaint is in regards to your child's welfare at school, please contact your Child's year level Deputy Principal. Share the information you have about the problem and together, both parent/carer and Deputy Principal, will take steps to resolve the problem. The Deputy Principal will make an electronic record of the complaint and outcome.

Should your complaint relate to Non-Teaching staff, the matter should be directed to the Business Manager.

2. **Discuss your complaint with the Deputy Principal or ask the Deputy Principal to assist by participating in the informal conflict resolution.**

Where the teacher/Head of Department has been approached as above, but the issue remains unresolved, make an appointment with the relevant Deputy Principal to discuss the issue further. Alternatively, you and the teacher/Head of Department may agree to ask the Deputy Principal to act as a go-between in the informal conflict resolution in an attempt to resolve the problem.

If your complaint is related to the school more generally including issues of school policy or its compliance or non-compliance you should raise your complaint directly with the relevant Deputy Principal. The staff member will make an electronic record of your complaint and work with you to resolve the issue.

Complaints to the Deputy Principal may be lodged in person, by telephone, in writing or an email to: admin@collingwoodparkssc.eq.edu.au

3. Discuss your complaint with the Principal if your complaint is so severe as to warrant the immediate attention of the Principal or your previous issues remains unresolved.

Complaints to the Principal may be lodged by telephone, in writing or an email to: principal@collingwoodparkssc.eq.edu.au

4. Contact Regional Office

If you have discussed the issue with the Principal and still feel that your complaint has not been addressed, you have the right to contact the School Supervisors, Metro South Region, who is the supervisor of the School and oversees activities of schools in that particular education district of Queensland.

Complaints may be lodged by telephone or in writing. Complaints should be specific in detail and outline the steps taken to date to resolve the issue. Remember to date the letter, give your full name, address and sign it. The regional office will make a record of your complaint.

Anonymous complaints will only be acted upon if enough information is provided to allow for follow up with the Principal.

When you contact the regional office, you will be advised that your name and the nature of your issue will be reported back to the Principal of your school. Staff at the regional office will assist in seeking resolution of the issue.

Contact details as follows:

Metropolitan South Region
Private Mail Bag 250
Mansfield DC QLD 4122
Phone: (07) 3028 8052
Fax: (07) 3028 8000

5. Independent Review

If you have not been able to resolve your complaint through these formal processes, you can lodge your complaint with the Queensland Ombudsman.

The Ombudsman may be contacted at:

Office of the Ombudsman
GPO Box 3314
Brisbane QLD 4001
Website: <https://www.ombudsman.qld.gov.au/make-a-complaint/MakeAComplaint.aspx>
Email: ombudsman@ombudsman.qld.gov.au
Telephone: 07 3005 7000
Toll Free: 1800 068 908
Fax: 07 3005 7067

Away for the Day Policy

Away for the Day' policy at Collingwood Park State Secondary College aims to:

- Provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile devices
- Support our college to create safe and supportive learning environments that prioritise student engagement and wellbeing
- Encourage increased face-to-face social interactions between students, away from screens
- Promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times
- Reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying or accessing harmful content.

Personal Technology Devices (PTD)

Personal technology devices include, but are not limited to:

- Mobile phones
- Portable music players
- Wireless headphones and earbuds
- Wearable devices such as smart watches
- Any other device that has the ability to connect to telecommunications networks or the internet.

All personal technology devices must be switched off and not seen or heard from the first bell at 8.45am until the end of the school day at 2.45pm. Devices are not to be used at all during lunch hours.

Storage of Personal Technology Devices

CPSSC strongly discourages students from bringing mobile phones and other PTDs to school due to the potential for loss, theft or damage. For students who choose to bring PTDs to school please be aware that the school cannot accept responsibility for any loss, theft or damage to these devices. *These items are brought to school with the understanding this is at your own risk.*

Students can store their PTDs:

- Off and away zipped in their pockets (not visible to staff)

Misuse of Personal Technology Devices

If a device is seen or heard, the student will be required to hand the device to student services where it will be stored securely until the student is required to depart college grounds.

First time	Student to hand their PTD to student services for collection at the end of the school day or when the student departs the college. ID attend message sent to parents regarding confiscation and student collecting phone.
Second time	Student to hand their PTD to student services, parent/carer notified by phone call. ID attend message sent to parents regarding confiscation and student collecting phone.

	<p>Student to collect from student services at the end of the school day or when the student departs the college.</p> <p>Lunch time detention.</p>
Third time	<p>Student to hand their PTD to student services, parent/carer notified by phone call.</p> <p>ID attend message sent to parents regarding confiscation and student collecting phone</p> <p>Student to collect from student services at the end of the school day or when the student departs the college</p> <p>After school detention.</p>
Fourth time	<p>Student to hand their PTD to student services, parent/carer notified by phone call.</p> <p>Parent to collect from the college administration at the end of the school day or when the student departs the college.</p> <p>ID attend message sent to parents regarding confiscation and parent/carer collection of device.</p> <p>After school detention.</p>
<p>If a student refuses to follow staff directions to hand in their personal technology device (PTD), students will be issued a consequence for defiance aligned to the CPSSC Student Code of Conduct and the Positive Behaviour for Learning (PBL) Framework.</p> <p>If you require an exemption for the 'Away for the Day' Personal Technology Device Policy, please speak to the administration team as to how you apply for an exemption.</p>	

[Helpful ways to keep you safe online](#)

Temporary Removal of Property

Permitted personal technology devices described as per the policy, that have been used contrary to this policy, will be temporarily removed from students. Students will be sent to Student Services to hand in their device(s) for the remainder of the school day. The device(s) will be made available for collection by the student from the Student Services at the end of the school day. Repeated breaches of the policy within a term will require parent/carer collection of the item from Student Services. The Principal may also temporarily ban a student from bringing personal electronic devices to school if repeat offenses occur. 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.

Recording voice and images

Every member of the CPSSC 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 their

voice or image being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at CPSSC. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside of the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony, and will result in serious consequences. Strictly no recording or images are to be taken in any place that is reasonably considered an invasion of privacy (e.g. in change rooms, toilets, etc.). A student at CPSSC who uses personal technology devices to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing CPSSC into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, CPSSC will not tolerate images or sound captured by personal technology devices on the school grounds 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 bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude such outcomes may or will occur. Students will be subject to discipline if they breach the policy by being involved in recording and/or disseminating material via any medium or are knowingly the subject of such a recording (as per Student Code of Conduct. Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and, if detected by CPSSC, will result in a referral to QPS.

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 (as per Student Code of Conduct) and possible referral to QPS. Students receiving such text messages whilst at school should ensure they keep the message as evidence and bring the matter to the attention of the Administration as soon as possible.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment. 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 BPSSC 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 this 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.

Personal Social Media

Collingwood Park State Secondary College strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, CPSSC expects its students to engage in positive online behaviours. CPSSC 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 opportunities to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter 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. CPSSC is committed to promoting the responsible and positive use of personal social media sites and apps. Students will not face disciplinary action for simply having an account on Facebook or other social media site. However, as set out in the Policy for Preventing and Responding to Bullying, it is unacceptable for students to bully, harass or victimise another person, whether within school grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of the school, whether those behaviours occur during or outside school hours.

Role of Social Media

The majority of young people use social media sites and apps on a daily basis for 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. Remember, once content is posted online you lose control over it. Thus, 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 CPSSC are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps includes:

- Ensuring personal information is not shared (e.g., name, address, phone number, etc.).
- Ensuring the personal information of others is not shared.
- Ensuring the school's name, logo, uniform and other identifying features are not shared.
- Thinking about what they want to say or post before putting it online, including considering how it could be interpreted by others.
- Not engaging in cyberbullying or harassing comments.
- Remembering all content posted online is in a public forum, even messages posted in private chatrooms has the potential to be shared widely.
- Remembering something you think is funny, or a sarcastic response, may be taken seriously by those who read it and lead to unintended consequences. It can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic because tone of voice and context is often lost. If there is a chance a message may be misinterpreted, 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.
- Report cyberbullying concerns to the school as soon as possible to allow to respond to online concerns that effect students' time at school.

Inappropriate use of Social Media

Some examples of inappropriate use of social media includes (but not limited to):

- Using social media to insult a student or staff member, either directly to them, or by posting/sharing insults about the person behind their back (e.g., “Lisa is fat and ugly”).
- Posting/sharing images of another person with an insulting caption or message (e.g., posting a Snapchat image of a student eating with the word “pig” written across it).
- Posting/sharing pictures of another thing with an insulting caption or message that identifies a person (e.g., posting an image of a pig with and the caption “my science teacher is such a pig”).
- Sharing gossip or making hurtful comments in a group chat, then inviting the victim of the gossip into the group so they read all the hurtful things said about them.
- Using social media to send threatening messages (e.g., “if you talk to her again, I’ll punch you in the face”)
- Using social media to set up a physical altercation (e.g., “fight after school, at Redbank Plaza”).
- Accessing another person’s social media page and pretending to be this person (e.g., a student borrows a phone to check their Instagram account and accidentally saves the password on the phone, later the phone-owner logs into the other person’s account and sends messages pretending to be the account holder).
- Setting up a fake social media account under another person’s name and posting as though you are this person (e.g., creating a duplicate Instagram account in the name of another student, then posting as if you are this student).
- Setting up fake social media account with a phony identity (e.g., tricking others into thinking you are someone else online)
- Hosting a page that allows others to post information anonymously (e.g., hosting a tea-site on Instagram).

If inappropriate online behaviour impacts on the good order and management of CPSSC, 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 (as per Student Code of Conduct). In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Please note, CPSSC will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon 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 parent/carers 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.

Please also note communication between staff and students via social media platforms is inappropriate and a breach of the Public Sector Code of Conduct.