CAVENDISH ROAD
State High School

JUNIOR HANDBOOK 2026

NAME

ACKNOWLEDGEMENT OF COUNTRY

Our school would like to acknowledge and respect the traditional and emerging custodians of the land on which our school and community gather and pay our respects to all Elders, past and present.
We would also like to extend our respects to the wider Aboriginal and Torres Strait Islander Community.

CAVENDISH ROAD HIGH SCHOOL

JUNIOR HANDBOOK 2026

OUR MOTTO

"Nothing Without Effort, Nothing But The Best"
Nil Sine Pulvere, Nil Praeter Optima

OUR VISION

is to achieve and celebrate success through a commitment to individual excellence.

PERSONAL DETAILS

Student's Name .....

Telephone ..... House .....

YLC Teacher ..... YLC Class .....

EMERGENCY CONTACT DETAILS

Name .....

Relationship to Student .....

Mobile .....

Phone (Home) ..... Phone (Work) .....

Email .....

HOW TO USE THIS STUDENT HANDBOOK

This handbook has been developed as a learning resource to assist you with learning about routines at high school.

You should:

- Place your timetable in the pocket at the back of this handbook
- Take this handbook with you to school everyday

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GENERAL SCHOOL INFORMATION

ADDRESS: cnr Cavendish and Holland Roads, Holland Park 4121

POSTAL ADDRESS: PO Box 156, Holland Park QLD 4121

PHONE: 3394 0777

ABSENCE LINE: 3394 0736 or SMS 0429 843 799

EMAIL: admin@cavendishroadshs.eq.edu.au

WEBSITE: www.cavendishroadshs.eq.edu.au

FACEBOOK: Cavendish Road SHS

INSTAGRAM: cavroadshs

OFFICE HOURS: 8 am to 4 pm (Monday to Friday)

FINANCE DEPARTMENT HOURS: 8 am to 2 pm (Monday to Friday)

Newsletters

A Newsletter will be available via the school website twice a term. Information on school social activities and variation to routine will be communicated to families through the newsletter.

Absentees

If a student is absent from school for any period of time, a note or a phone call explaining such absence is required from the parent/guardian/caregiver. When an "unexplained" absence is entered against a student's name, a text message is sent to the mobile of the parent/guardian/caregiver of each student. This communication occurs on a daily basis. Absentee checks are made every lesson. Students must ensure that their absence records are accurate and all absences are explained by their parent/guardian/caregiver.

Lunch Breaks

Students are to remain on school grounds during breaks. You are not permitted to leave the grounds to go to local shops at any time during the day. The delivery of purchased food to school grounds is not permitted. The first bell marks the end of the break and students should move to class on this bell.

Leaving School During The Day

Permission from home is required if, for any reason, a student has to leave the school grounds during the day. Parents may ring 3394 0707, email attendance@cavendishroadshs.eq.edu.au, use QParents or send a note with their students. Students should attend Student Services at first break to have their leave pass issued. Appointments to doctors, dentists or other **urgent** appointments should be the only reasons students leave early. Appointment cards or doctors' letters or medical certificates **will be required**.

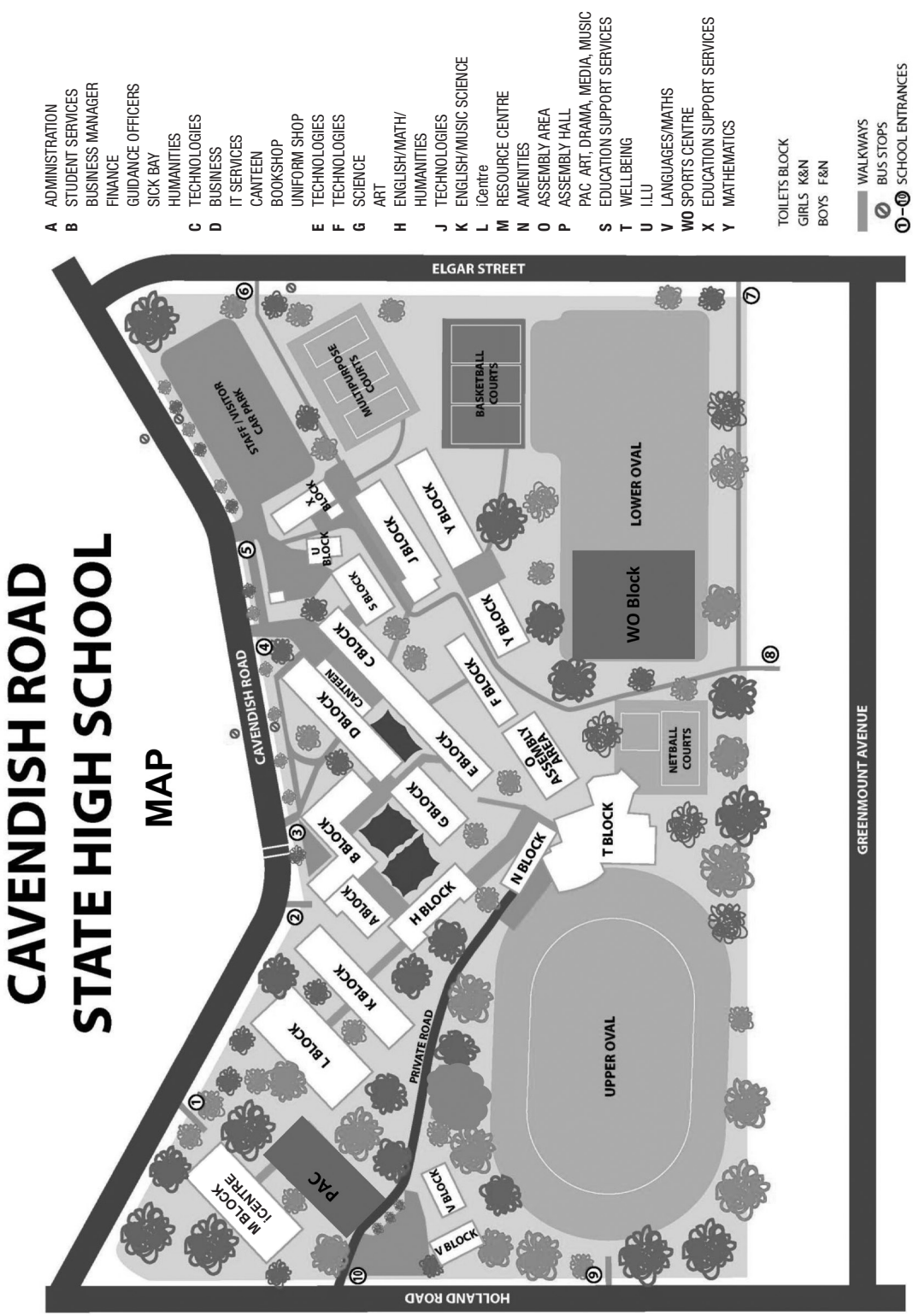
TUESDAY AFTERNOON: Sport is a requirement of the curriculum and, as such, absences on a sports afternoon (except for the **urgent** reasons above) are not acceptable.

Student Property

- All books, clothing and personal property must be clearly marked with the owner's name and address.
- White-out and permanent markers are not permitted in the school and will be confiscated. This equipment will be supplied where required.
- Chewing gum, distracting toys, laser pointers, aerosol cans, cigarettes, lighters, vapes, matches and other contraband items are not permitted at any time.

KEY STAFF

EXECUTIVE PRINCIPAL:	Mr R Usher
HEADS OF SCHOOL:	Mr D Beebe
DEPUTY PRINCIPALS:	Mr T Jones
	Ms A Nuell
	Mr D Thomson
	Ms Sonya Tremeer
BUSINESS MANAGER:	Ms S Jeffs
HEADS OF DEPARTMENTS:	
Technologies:	Mr E Schloss
English:	Mrs J Cuba
Sports Director:	Ms N Bairstow
Health & Physical Education:	Mr A Caruso
Humanities:	Ms L Signorini
Humanities/Business:	Ms B Grech
Mathematics:	Mr T Moran
Science:	Ms M Robin
Inclusion (ESS):	TBA
Creative Art and Industries:	TBA
Inclusion (Learning Support):	TBA
Senior Schooling:	Ms K Trapp
International Foreign Languages:	Ms M Cop
GUIDANCE OFFICERS	
Mr M Lynch	
Mr B Niland-Rowe	
Ms J Hamill	
Ms A Wilkinson	
Information Services Manager:	Mr M Davey


CAVENDISH ROAD
STATE HIGH SCHOOL
MAP
A ADMINISTRATION
B STUDENT SERVICES
BUSINESS MANAGER
FINANCE
GUIDANCE OFFICERS
SICK BAY
HUMANITIES
C TECHNOLOGIES
D BUSINESS
IT SERVICES
CANTEEN
BOOKSHOP
UNIFORM SHOP
E TECHNOLOGIES
F TECHNOLOGIES
G SCIENCE
ART
H ENGLISH/MATH/
HUMANITIES
J TECHNOLOGIES
K ENGLISH/MUSIC SCIENCE
L iCentre
M RESOURCE CENTRE
N AMENITIES
O ASSEMBLY AREA
P ASSEMBLY HALL
PAC ART, DRAMA, MEDIA, MUSIC
S EDUCATION SUPPORT SERVICES
T WELLBEING
U I.LU
V LANGUAGES/MATHS
WO SPORTS CENTRE
X EDUCATION SUPPORT SERVICES
Y MATHEMATICS
TOILETS BLOCK
GIRLS K&N
BOYS F&N
WALKWAYS
BUS STOPS
1–10 SCHOOL ENTRANCES
ELGAR STREET
HOLLAND ROAD
CAVENDISH ROAD
GREENMOUNT AVENUE
PRIVATE ROAD
STAFF / VISITOR CAR PARK
MULTIPURPOSE COURTS
BASKETBALL COURTS
LOWER OVAL
WO Block
NETBALL COURTS
UPPER OVAL
PAC
M BLOCK iCENTRE
L BLOCK
K BLOCK
A BLOCK
B BLOCK
H BLOCK
G BLOCK
E BLOCK
D BLOCK
CANTEEN
C BLOCK
S BLOCK
U BLOCK
X BLOCK
J BLOCK
Y BLOCK
Y BLOCK
F BLOCK
O ASSEMBLY AREA
T BLOCK
N BLOCK
V BLOCK
V BLOCK

BELL TIMES

MONDAY		TUESDAY & WEDNESDAY		THURSDAY & FRIDAY	
Warning Bell	**8.40**	**Warning Bell**	**8.40**	**Warning Bell**	**8.40**
YLC / Period 1	8.45 to 10.05	YLC	8.45 to 8.55	YLC	8.45 to 8.55
		Period 1	8.55 to 10.05	Period 1	8.55 to 10.05
Period 2	10.05 to 11.15	Period 2	10.05 to 11.15	Period 2	10.05 to 11.15
FIRST BREAK	**11.15 to 12.00**	**FIRST BREAK**	**11.15 to 11.45**	**FIRST BREAK**	**11.15 to 12.00**
Warning Bell	**11.55**	**Warning Bell**	**11.40**	**Warning Bell**	**11.55**
Period 3	12.00 to 1.10	Period 3	11.45 to 12.55	Period 3	12.00 to 1.10
SECOND BREAK	**1.10 to 1.40**	**SECOND BREAK**	**12.55 to 1.40**	**SECOND BREAK**	**1.10 to 1.40**
Warning Bell	**1.35**	**Warning Bell**	**1.35**	**Warning Bell**	**1.35**
Period 4	1.40 to 2.50	Period 4	1.40 to 2.50 SPORT	Period 4	1.40 to 2.50

- Typically, each Monday on odd weeks, students will meet at Year Level Care (YLC) classrooms by 8:45am to lock bags in classrooms and move to parade at the Alan Sampson Sports Centre. Following these parades students will return to P1 (Year Level Care (YLC)).
- Typically, each Monday on even weeks, students will meet at Year Level Care (YLC) classrooms by 8:45am for roll marking. Lock bags in rooms and move to Year Parades.

SCHOOL CALENDAR TERM DATES 2026

Term 1	Tuesday 27 January	–	Thursday 2 April
Term 2	Monday 20 April	–	Friday 26 June
Term 3	Monday 13 July	–	Friday 18 September
Term 4	Tuesday 6 October	–	Friday 11 December

Cavendish Road State High School

Student Code of Conduct

1. Purpose

Cavendish Road State High School is committed to providing a safe, respectful and disciplined learning environment for students, staff, parents and visitors.

The Cavendish Road State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

2. Data Overview

The Cavendish Road State High School Data Plan acknowledges the importance of the use of data for a range of targeted purposes. Data allows us to assess what each of our students already knows prior to teaching and provides us with information to target that teaching to student's needs. We use data as a school to track our progress and continually adapt and refine our practices.

As part of developing this Student Code of Conduct a review of important data sets relating to attendance, unexplained absences, cancellations, suspensions and exclusions, positive behaviour records and behaviour incidents was conducted.

The Cavendish Road State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

3. Learning and behaviour statement

All areas of Cavendish Road State High School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our systems for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Cavendish Road State High School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our Student Code of Conduct identifies the following five school-wide expectations, commonly referred to as the 5C's:

- Commitment
- Challenge
- Courtesy
- Consideration
- Co-operation

Student Wellbeing

Cavendish Road State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to make an appointment to meet with a Guidance Officer if they would like individual advice about accessing particular services.

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

Policy and expectations

Within a school community, there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Cavendish Road State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Cavendish Road State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner. School staff will only administer medication that has been prescribed by a qualified health practitioner and is in its original packaging with a pharmacy label attached. Staff will ask you to complete and sign Section 1 of the Administration of medication at school record sheet.

Cavendish Road State High School maintains a supply of adrenaline auto-injectors (Epipens) at Student Services and ESS (S block) and asthma reliever/puffers at Student Services to provide emergency first aid medication if required. Defibrillators are located in Student Services and the Alan Sampson Sports Centre (WO block).

Mental health

Cavendish Road State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Cavendish Road State High School staff who notice suicide warning signs in a student should seek help immediately from a Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Cavendish Road State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Cavendish Road State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Cavendish Road State High School staff immediately enact the School Emergency Management Plan including a postvention response, by communicating with the family of the student, and ensuring immediate support is provided to students and staff who may be affected.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. At Cavendish Road State High School, our focus is on creating well-rounded, resilient individuals who are capable of thriving personally, professionally and socially. At the heart of this approach is bringing our students happiness and overall wellbeing to the forefront of their education. Consequently, a whole-school approach to student wellbeing is designed for students to recognise their personal strengths and characteristics within and enable them to foster positive relationships, harvest their emotions, prioritise their health, achieve in their chosen fields and lead purposeful lives. Our age specific programs equip students with much needed skills to confidently navigate their way through their schooling life and beyond.

As part of the school's curriculum at Cavendish Road State High School, we provide age-appropriate health and wellbeing education including respectful relationships education; drug and alcohol education that reinforces public health and safety messages; and ensure CPR for Life in schools skills training is provided to all Year 12 students.

Cavendish Rd SHS has two core programs that support student's wellbeing and develop their understanding of our Student Code of Conduct and the 5C's.

YLC - Year Level Pastoral Care

Wellbeing (Year level)

Year LevelCare is a year level based program promoting the growth and wellbeing of each student. It focuses on cultivating an environment and culture that supports the physical, social, intellectual, emotional and spiritual development of every student. The program uses evidence based learning activities of 'The resilience project' with focus areas of gratitude, empathy, mindfulness and overall Emotional Literacy.

Key stakeholders

HoSS supports and coordinates year level care program

YLC teachers deliver the year level care program in class with support and guidance from the relevant HoSS.

Deputy Principal works with YLC teachers and HoSS on a regular basis to provide them with resourcing and leadership cues to prepare for delivering YLC lessons.

Student Wellbeing Team

Cavendish Road State High School is proud to have a Student Wellbeing Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Cavendish Road State High School 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 Wellbeing Team.

ROLE	WHAT THEY DO
Indigenous Liaison Officer	• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students, their families and communities.
Community Elder	• provides support and advice for students, staff and families in order to enhance the educational experience for Indigenous and non-Indigenous students.
Head of Department Student Services	• supports the implementation of the Learning and Wellbeing Plan to promote an inclusive, positive school culture • lead role in the implementation of YLC initiatives in their relevant year level • Promotes school pride and belonging, and champions the Cavroadian spirit • Enhances positive relationships and support for every student.
Guidance Officers	• 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 • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department Teaching and Learning - Pathways and Performance (Senior School)	• supports students pathway planning for the senior years and post school • monitors attendance, behaviour and academic data and works with various teams in the school to organise intervention and support

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)
- Queensland Police Service
- Local Council Neighbourhood Centre.

Whole School Approach to Discipline

Cavendish Road State High School believes that student behaviour is a part of the overall teaching and learning approach in our school. A whole-school approach is used to explicitly teach the Student Code of Conduct and the 5C's:

- Commitment
- Challenge
- Courtesy
- Consideration
- Co-operation

The School wide Expectations Teaching Matrix below outlines our agreed facets of the Code of Conduct and specific behavioural expectations in all school settings.

SCHOOL WIDE EXPECTATIONS TEACHING MATRIX				
COMMITMENT	**CHALLENGE**	**COURTESY**	**CONSIDERATION**	**CO-OPERATION**
Be prepared for the day's activities Be on time and on task Maintain a clean area Be in full school uniform Manage impulsivity Use resources appropriately Report incidents of concern Have your study planner with you at all times Honour your internet agreement Arrive at school on time Return consent forms/money by required date Make a positive effort Accept responsibility for your own behaviour	Challenge yourself to always do your best Respond appropriately when you find yourself in a challenging situation Rise to a challenge	Remove hats in classrooms Speak politely and be mindful of others Follow entry and exit signs Represent the school with pride Place all litter in the bin Use footpaths when traveling to and from school Offer your seat in the bus to others Behave appropriately on buses Leave classrooms in a tidy manner	Respect yourself Respect the good reputation of our school Respect others Respect property Respect other's privacy Respect the rights and beliefs of others Hands-off policy Use resources appropriately Work quietly without disturbing others Place bags in racks where provided Access lockers in an orderly manner Follow safe travel and transport procedures Report irresponsible behaviour	Follow directions given Put your hand up to speak Leave classroom tidy Students wait for teacher direction before entry and exit Turn off and place all electronic devices out of sight Move to class on the bell Walk calmly and keep to the left Line up outside classrooms Abide by conditions of venue/facility Be actively involved Be co-operative when working with others Comply with school uniform requirements

Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach and reinforce the expectations.

Consideration of Individual Circumstances

Staff at Cavendish Road State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please contact the school to make an appointment to discuss the matter.

Differentiated and Explicit Teaching

Cavendish Road State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours; provide feedback and correction; and opportunities for practise.

Teachers at Cavendish Road State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

All students at Cavendish Road State High School are explicitly taught the 5C's through the peer support and pastoral care programs:

These school-wide expectations are reinforced regularly by school staff in a range settings including in the classroom, in the playground, in other areas of the school and in the wider community. The language of the 5C's is used with students when reinforcing positive behaviours and in corrective conversations.

Focused Teaching

A small number of students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/ subject, and focused teaching is provided to help them achieve success.

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

Student Wellbeing staff can work with relevant staff to help arrange and deliver focused teaching to students who need more support to meet expectations. Programs are organised based on individual circumstances and may include:

- The ROAD Program
- The BEST Program

Student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- may require intensive teaching.

For more information about programs offered, please speak with the Deputy Principal - Wellbeing.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be a small proportion of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

Student Wellbeing staff can work with relevant staff to help arrange and deliver intensive teaching to students who need more support to meet expectations. Programs are organised based on individual circumstances and may include:

- Boxing Program
- Seasons for Growth
- RAGE
- Traction
- BRAVE
- Managing the Bull

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by these students.

Students who require intensive teaching will be assigned an individual case manager at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

In this section of the Cavendish Road State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

The disciplinary consequences model used at Cavendish Road State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting the established expectations of the 5C's that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders based on the 5C's may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the Head of Department or school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour.

Focused

Class teacher is supported by Head of Department or other school-based staff to address in-class problem behaviour.

Intensive

School leadership team work in consultation with Student Wellbeing Team to address persistent or ongoing serious problem behaviour.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Cavendish Road State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension (11 to 20 school days), charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Cavendish Road State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is

to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. BEST program, Guidance Officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Cavendish Road State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Away for the Day Policy - Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Cavendish Road State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students **(including over-the-counter medications such as paracetamol or alternative medicines)**.

Responsibilities

State school staff at Cavendish Road State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Cavendish Road State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Cavendish Road State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Cavendish Road State High School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Cavendish Road State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

"Away for the day" Mobile Phone and Electronic Device Policy

Cavendish Road State High school has established the following policy. For the purpose of this document, mobile phones and wearable devices include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to a telecommunications device, networks, or the internet.

Students must keep their mobile phones **switched off** and **'away for the day'.** A student's school day commences from the **first bell at 8:40am to the last bell at 2:50pm** each day.

- Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.
- This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.
- Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity or have an approved exemption for medical, disability and/or wellbeing reasons.
- Students participating activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Where a student does not follow this school policy

- Where the student is unable to produce an exemption card, a mobile phone or electronic device that is not 'away', or is mis-used in class or in the playground:
  - The student will be sent to Student Services to hand the device in and return with the lodgement receipt to show the teacher.
  - The student will collect the mobile phone or electronic device from Student Services at the end of the school day **at the end of the school day**.
- Breach of the "Away for the day" policy
- **On the 1st occasion** this occurs, Student Services will email the student and parent/guardians to inform them of this issue and the consequence for a second breach, as below. Record contact in OneSchool.
- **On the 2nd occasion** this occurs, Student Services will email the student, parent/guardian and the year level Deputy Principal to inform them of the repeated issue and record contact in OneSchool. As a result, the student will be required to hand the device into Student Services every morning with a future review date as determined by the Deputy Principal.
- Disciplinary consequences may be applied under the school's Student Code of Conduct
- Failing to comply with the above reasonable instructions will result in disciplinary consequence under the school's Student Code of Conduct.

Preventing and responding to bullying

The Cavendish Road State High School core programs, Pastoral Care and Peer Support, support student's wellbeing and develop their understanding of our Student Code of Conduct and the 5C's. These programs promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Cavendish Road State High School junior and senior leadership programs drive the Student Council, which has diverse representatives from each year level meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Cavendish Road State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Cavendish Road State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

These steps can be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed throughout the process.

Key contacts for students and parents to report bullying:

1. **Relevant HOSS**
2. **Deputy Principal of Year**

Step 1

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Step 2 Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Step 3 Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Step 4 Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student wellbeing team
- Agree to a plan of action and timeline for the student, parent and yourself

Step 5 Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student wellbeing team if needed

Step 6 Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Cavendish Road State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the relevant HoSS. Deputy Principals can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Cavendish Road State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principal - Wellbeing.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.

Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

Report

Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

YES OR **NO**

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?

The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Support and intervention services for students

Cavendish Road State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Wellbeing Team section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Cavendish Road State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.

- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

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

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

UNIFORMS AND DRESS CODE POLICY

Authority to have and apply a dress code expressed as a uniform. S.360 and 361 of the Education (General Provisions) Act, 2006 (EGPA) authorizes the Principal to determine the Uniform and Dress Code policy in consultation with the Parents' and Citizens' Association (P&C) Executive, P&C and members, staff, parents and students. Please note two aspects; dress code, as expressed in a school uniform, and, the standard to which that dress code is to be adhered to.

Background. Whilst having a uniform, students are expected to wear the correct uniform and wear it to a high standard. Other matters include personal presentation while in uniform. 'Cavroadians' wear their uniform correctly and with pride of presentation. Our school's student dress code is expressed as a uniform, and is consistent with other complementary and applicable legislation, including Human Rights and Anti-Discrimination legislation. It is gender non-specific. Our school's dress code provides for a number of standards to the school's dress code generally.

The school's Enrolment Agreement that parents, carers, and students are provided prior to, and agree to support when enrolled, refers to various obligations of parties to that agreement. This includes school policies. It is incumbent on parents and carers to provide school uniform for their child to comply with the dress code. As wearing uniform, correctly, and general presentation is an expectation, so is the removal of any barriers to do so for every young person. In all matters of ensuring students are able to participate in state education, we support all students to identify with their school, belong, and be included and this extends to wearing the correct uniform.

A table is provided and explanatory notes follow. The requirements to wear the school uniform, to the standard required and to personal presentation provided in the following tables. Applying a school uniform dress code is not an infringement of human rights and this policy complies with Anti-Discrimination legislation in both content of the uniform and its application to standard. Accommodations are made that comply with all of the grounds of human rights that may apply to school uniforms.

FORMAL UNIFORMS The formal uniform provides for and recognizes a student's transition from junior (years 7 to 9) to senior (years 10 to 12) with further recognition of rite of passage to graduating Year 12 students who are presented with a school necktie donated by the P&C.

The items of dress code to be worn for purpose of school activity have exclusively complementary items. These are noted, where applicable, against specific items in the tables below. There are alternate days for the two uniform types. Formal uniforms are worn to and from school on non-sports days. Sports uniform is worn Tuesday (Years 7 & 8) or Wednesday (Years 9, 10, 11 and 12).

SPORT UNIFORM ON NON-SPORT DAY FOR HPE. To ensure the comfort of the student and class climate after physical activity, students are required to change during break times before class and change back into their formal uniform at the end of the class. Designated change rooms are provided for both junior and senior students for this purpose.

FORMAL UNIFORM (Items indicated with an * need to be purchased from the school uniform shop)

ITEM	**DETAILS**	HOW/WHEN WORN
*BLOUSE:	**White overblouse with short sleeves, button opening at the center front and with a scooped hemline. A wide roll collar is attached to a V-neckline. The pocket, embroidered with the school logo, is compulsory from 2023.**	Top button must be done up. Blouses need to be of an appropriate size which does not allow the mid-riff to be seen when arms are raised. **The blouse is not worn tightly.**
Items worn with the BLOUSE		
*TIE:	**Year 7 to 9** bottle green "cross" tie. **Year 10 to 11** bottle green "knotted" tie. **Year 12** bottle green "Senior" tie which is gifted to students by the P&C.	The tie is knotted at the collar. **The knot of the tie must cover the top button.**
*SKIRT:	A-line bottle green skirt with 3 hip-stitched pleats either side of the center front and center back, and a side zipper opening.	The finished length is on or below the knee. **Skirts are worn on the waist and not to be rolled up**.
*OR SHORTS	Formal shorts in bottle green.	Can be worn with the **formal blouse only.**
*OR LONG PANTS	Formal grey long pants	Can be worn with **the formal blouse only.**
*SOCKS:	Cavendish Road white socks.	Worn unfolded **above the shoe line**
SHOES:	Black college leather polished shoes with black laces. Non-leather sports shoes/slip-on shoes/contemporary urban design shoes from the likes of Nike or Globe are NOT permitted. (Canvas shoes do not conform to Workplace Health and Safety requirements.) Contrast stitching e.g. Dr Martens or similar are NOT permitted.	Laces are to be **black only** tied with a bow at the top. The backs must always be firm to support the heel. Shoes must be in good order.
*BUCKET HAT OR CAP	Cavendish Road hat with school crest.	Bucket hats or caps are suited to general wear, playground and sports activities.
Options with the BLOUSE		
STOCKINGS:	Black full-length stockings – not knee-hi stockings.	Can be worn with **formal uniform only.**
FAITH BASED HEAD SCARVES:	Plain bottle green or white – no decorations or tassels.	
SCHOOL BAG:	A range of black school bags available.	If purchasing from another retailer, a plain black, non or minimal branded bag school bag, is preferred.

FORMAL UNIFORM (Items indicated with an * need to be purchased from the school uniform shop)

ITEM	DETAILS	HOW/WHEN WORN
*FORMAL SHIRT	**Years 7 – 9 students** Bottle green short sleeved shirt open necked, with white facings on collar and sleeve. The pocket, **embroidered** with the school logo is **compulsory from 2023**.	It must be worn **tucked into shorts** or trousers. The collar must be turned down.
	Year 10 - 12 students A **white short or long-sleeved** shirt open necked with pocket embroidered with the school logo is **compulsory from 2023**.	It must be worn **tucked into shorts** or trousers. The collar must be turned down. The sleeves of the long-sleeved shirt must not be rolled up above the elbows.
	Year 12 students Year 12 students wear a bottle green "Senior" tie that is gifted to students by the P&C, with their white **embroidered** shirts.	It must be worn **tucked into shorts or trousers.** The collar must be turned down. The sleeves **must not be rolled** up above the elbows. **The knot of the tie must cover the top button.**
Items worn with the FORMAL SHIRT		
*TROUSERS/ SHORTS	College grey tailored short or college grey long trousers.	Shorts and trousers must be worn with the belt described below.
BELT	Plain black belt with a plain buckle.	Worn with shorts or trousers.
*SOCKS (Worn with college grey tailored shorts)	**Year 7 – 12** Cavendish Road white socks. or **Years 10 – 12** Long grey socks with school colour tops.	White socks worn unfolded above the shoe line. Long grey socks to be worn pulled up or neatly folded.
SOCKS (Worn with college grey long trousers)	Short grey or black socks.	These socks are ONLY to be worn under the college long grey trousers.
SHOES	Black college leather shoes with black laces. Non-leather sports shoes/slip-on shoes/contemporary urban design shoes from the likes of Nike or Globe are NOT permitted. (Canvas shoes do not conform to Workplace Health & Safety requirements.) Contrast stitching e.g. Dr Martens or similar are NOT permitted.	**Black laces only** are to be tied with a bow at the top and black only. The backs must always be firm to support the heel. Shoes must be in good order and polished at all times.
*BUCKET HAT or CAP	Cavendish Road hat with school crest.	Bucket hats or caps are suited to general wear, playground and sports activities.
Option with the FORMAL SHIRT		
UNDER SHIRT	A plain BOTTLE GREEN or WHITE T-shirt ONLY can be worn under the BOTTLE GREEN formal shirt. A plain WHITE T-shirt ONLY can be worn under the WHITE formal shirt.	The under shirt must **only be visible at the collar** of the formal shirt. It must not extend below the formal shirt sleeve.
SCHOOL BAG:	A range of black school bags available.	If purchasing from another retailer, a plain black, non or minimal branded bag school bag, is preferred.

WINTER CLOTHING – optional **(Items indicated with an * need to be purchased from the school uniform shop.)**		
ITEM	**DETAILS**	**HOW/WHEN WORN**
*JUMPER	Pullover – bottle green with white stripes on the neck.	Jumper is to be worn at the wrist and must be in good condition. Sleeves are not to be pulled over the hands.
*JACKET	Bottle green with white trim.	Can be worn with either the formal or sports' uniform.
BLAZER	Bottle green with monogram on pocket.	Worn with formal uniform by Year 12 Leaders only.
*TRACKPANTS	Bottle green school track pants with white pin stripes are only to be worn with the sports uniform.	Worn over the sports shorts.
*SCARVES	Bottle green scarf with white monogram.	Worn around the neck.

SPORTS UNIFORM **(Items indicated with an * need to be purchased from the school uniform shop.)**		
ITEM	**DETAILS**	**HOW/WHEN WORN**
*SHORTS	Green 4-way stretch shorts with white CAV RD on lower left is **compulsory from 2023**.	To be worn at a length that finishes at the top of the knee. **Not to be rolled up.**
*POLO	Green polo shirt with white piping, white school logo and white CAV RD on the back is **compulsory from 2023**.	Shirt is not tucked in.
*SOCKS	Cavendish Road white sports socks.	Worn unfolded.
SHOES - SPORTS	Low cut lace-up runners/track shoes/runners/sports shoes. Vans, skate shoes, deck-shoes, slip-ons and canvas casual shoes are not permitted.	Laces are to be tied with a bow. Shoes must be clean and in good order. Boots are not acceptable.

GENERAL NOTE: Only items provided for in this table are permitted to be worn at school. Students will be asked to remove items that are not part of the school uniform. See "Managing Uniform Issues" below.

JEWELLERY AND TATTOOS

- Students who have a tattoo for cultural significance and identity must apply for and be granted an exemption by the Principal. Students who have a tattoo not consistent with cultural practice and identity should cover them.
- A wristwatch or other wrist device or smart watch may be worn. Smart watches must have notifications switched off. Wristbands of any description are not to be worn. Note: Medical bracelets or medical necklaces are exempt.
- Earrings are to be stud or sleeper only not detracting from the intent of the uniform standard of presentation. Stretchers or spacers are not permitted.
- Further facial piercings are to use clear plastic studs. They are not to be metal.
- Anklets are not to be visible.
- Necklaces must not to be visible. Students wishing to visibly wear necklaces espousing or declaring their religious or cultural belief must apply for and be granted an exemption by the Principal.
- Head scarves consistent with school colours of bottle green, black, or white Cav. Rd scarf.

MAKEUP

- Heavy applications of toner, foundation, blusher, eyeliner, mascara or severe eye lash extensions are NOT allowed.

NAILS

- Gel or nail polish, may only be worn in one only, light colour and shade
- Health & safety first. Finger nails that pose a health or safety risk to others, may render a student ineligible to participate in some physical or other activities. This applies particularly where contact with others is a consideration, or where the manipulation of materials or dexterity is required, for example, handling test tubes, glassware, tools and instruments.

HAIR

- Hair must be neatly groomed, in natural toning, worn off the face and neatly tied back for all students.
- Hair accessories must be in the school colours of green and white (available from the uniform shop).
- Facial hair must be neat and tidy.
- Fingernail polish and excessive make up that does not meet this standard are uniform correction matters to be attended to.

MANAGING UNIFORM ISSUES

Students, parents and staff recognize that maintaining standards of behaviour and attitude to school is good for learning and a safe, welcoming environment. Wearing uniform correctly helps build and maintain a culture of pride and belonging, creates equality for all, inclusiveness, and contributes to good discipline. A two-step process:

Step1. Supporting and correcting, are our first responses to students not wearing uniform to dress code and standard.

A student in this situation presents to uniform correction where they will be assisted and resolved without disciplinary response. Uniform correction is open each morning and aides distribute items required, at no cost, to be returned. Late arrivals are also assisted in these circumstances:

- "forgetting" to wear the correct item of uniform
- having difficulty due to family circumstance or financial hardship
- requires the removal of jewelry or nail polish to meet standard
- minor items such as issue of hair ties, or correct socks to meet standard

Before school. When a student has a short-term problem and are not wearing the correct school uniform,

- students are expected to report Uniform Correction (8.30am – 8.40am).
- They will be provided with a replacement uniform or item e.g. school tie, belt, shirt, blouse, shoes, jumper.
- Students who present to school in non "Cav Rd" socks will be given a pair of "Cav Rd" socks to keep, and parents or carer will be sent an invoice through the school's finance system.
- All borrowed items are to be returned washed and ironed within 3 days. Note: That parents/carers are invoiced for the non-return of borrowed items.
- Hair, nails, or excessive jewelry
  - are discussed with students and given opportunity to rectify or remove.
  - tying hair back (ribbon or elastic tie will be provided)
  - removing excessive jewelry (in the alternative, may be confiscated according to Education Queensland Policy *Temporary Removal of Student Property)* and
  - Parent or carer contacted to support the policies of the school as agreed under the Enrolment Agreement if the issue cannot be immediately resolved.

Teachers. During the school day, if a student is in class and is not wearing the correct uniform, the teacher

- will provide opportunity to self-correct e.g. tie back hair, put on the correct shoes, remove jewelry (that may be confiscated according to Education Queensland Policy Temporary Removal of Student Property) or other uniform item if these are readily accessible such as in a student's school bag,

- will not refer the student to uniform correction as to interrupt learning
- record any refusal or avoidance behaviour in IDAttend. Follow up and possible disciplinary consequences may be applied by the Head of Student Services or Deputy Principal.

Step 2. Students are expected to comply with the Code of Conduct. Where not wearing the school uniform and to standard is a choice exercised by the student, for example,

- students persistently choose to breach the dress code and standard, or
- consistently avoid uniform correction
- failing to, or avoiding self-help provided for students at uniform correction,
- for not wearing the correct uniform and not having a pass issued in regard to an item of uniform
- refusal to follow a direction from a teacher to self-help at the uniform correction room

Students may be subject to other disciplinary consequences not impacting their instruction for non-compliance with the dress code and standard.

An individual case management approach will be adopted:

- All matters will be recorded in IDAttend, and referred to the Head of Student Services (HoSS) who will communicate with the parent or carer to resolve the issue and attempt to support the student as a welfare issue to establish positive routines. This may include balancing incentives with the issue of consequences under the Student Code of Conduct.
- Students who subsequently demonstrates an unwillingness to follow such routines are referred to the Deputy Principal for the year level who will communicate with the parent in attempt to resolve the on-going issue. This may include the issue of consequences under the Student Code of Conduct.
- The student remains in class, or in an alternative instruction setting at school to engage in their learning.
- In matters where the student fails to attend to in-school discipline may result in further consequences under the Student Code of Conduct

Consequences

Students are NOT suspended, excluded or denied access to instruction for a uniform infringement. Consistent with the school Student Code of Conduct, failing to seek, seeking to avoid, or refuse correction will attract consequence for the failure, avoidance or refusal. Students may be:

- issued detentions during school, or after school with notice
- provided alternate instruction where the correction required is significant or poses a health and safety risk, or
- more serious consequences under the Student Code of Conduct for persistent refusal to follow directions

Exemptions & excuses.

An exemption for a minor departure from the dress code or standard must be sought and approved by the Principal who will consider safety and other matters consistent with legislation and policy. Exemptions are limited to reasonable requests based on cultural, religious or other grounds as provided for in Human Rights and Anti-Discrimination legislation. These rights may be limited where it is reasonable to do so, as provided for in legislation. Excuses that are personal in nature or an expression of preference or fashion is not an acceptable excuse not to comply with the dress code and standard

Exemptions will be issued in the Principal's discretion where:

- there is a legitimate consideration on cultural or religious grounds, or
- a permanent or temporary injury, medical or mental health condition, supported by a relevant practitioner

SUN SAFE - HATS

All students, in all year levels (Years 7 to 12), are required to wear a school hat (bucket hat or cap) whenever in the sun.

SENIOR JERSEYS

Senior jerseys complement the school uniform as an item of acceptable dress code for year 12 students only. Ordering and payment is arranged by the school as a 'user pay' item and not via the P&C Uniform Shop.

FORMAL SCHOOL SHOES

Black college leather polished shoes with black laces are required to be worn with the formal uniform. (Please refer to the picture for acceptable black college leather shoes.)

Formal Shoes should be **plain black**, leather (not suede), lace-up **school style shoes**. They are to be sturdy shoes with a distinct and substantial heel. No mesh or fabric inserts or inlays are allowed. Care and caution is required to avoid disappointment and unnecessary expense. **These are acceptable styles:**

The following styles are examples of black, leather, lace-up shoes that are NOT school shoes and are NOT permitted. This is not an exhaustive list:

All “skate shoe” style shoes are not acceptable. Skate shoes are those shoes with flat soles. The need for a sturdy shoe for workplace safety has prompted this clarifying document.

N.B. ALL ITEMS OF CLOTHING MUST BE CLEARLY NAMED

RATIONALE

Regular attendance at school is central to both schooling success and later employment. Students must attend school each day. Legal requirements of attendance pertain to all students. It is a legal requirement to explain all absences.

- Punctuality and regular attendance are essential.
- All students from Year 7 through to Year 12 are required to attend ALL TIMETABLED CLASSES in every one of their subjects. Class rolls are marked every period.
- Attendance at school each day is a legal requirement under the Education General Provision Act 2006.
- Attendance Rolls are legal documents, which are subject to checking by the Department of Education.
- Full attendance gives students the optimum chance for success.

AIMS

To provide students with every opportunity to achieve to the best of their ability and to create clear and consistent processes pertaining to attendance.

PROCEDURE

Student attendance is taken in each lesson. Student attendance is first taken at 8:45am each morning. Students are required at school by 8:40am to ensure they arrive at their first lesson in adequate time.

Teachers will only mark a student as attending if the student is physically present in the classroom. Students must not be late for their first class or other classes without a valid excuse.

Parents / Carers must explain all student absences. This can be done by contacting the school's absence line on 3394 0736, attendance@cavendishroadshs.eq.edu.au or by writing a note and having it delivered to the school by the student. All absences require explanation by the parent or guardian.

Student attendance in each lesson is monitored and students truanting class or with anomalies will be addressed by the school attendance officer initially, but if there are persistent issues, this will be managed by the appropriate Deputy Principal. Parents will be notified if students are caught truanting school or lessons.

Lateness to School

Students who arrive after 8:45am are required to report to Student Services, sign in and read the daily notices. Students will be issued with a date and time stamped ID Attend late slip to present to their class teacher and parents/carers will receive a text to confirm lateness. Students repeatedly late to school will be referred to the appropriate Deputy Principal.

RIGHTS AND RESPONSIBILITIES

Parents/Carers

- If a student cannot attend school, the parent / carer should phone, email or write a letter explaining the reason for the absence. The student must give the note to Student Services on the first school day following the absence. The attendance officer will record the approved absence on ID Attend.
- If a student needs to leave school early, a written note from the parent / carer is to be presented to Student Services during first break. The student will then be issued with a Leave Pass.
- Students are not permitted to leave school without a Leave Pass.
- If an absence is to be for an extended period of time (eg. family reasons or illness), parent/ guardians should contact the Attendance Officer, and Deputy Principal.
- If a student refuses to attend school, contact the school Guidance Officer or relevant HoSS to seek support.
- Parents / Guardians must advise the school of any change of address or phone numbers to ensure school records are accurate. Up to date data is essential in an emergency.

Students:

- Attend all classes on time, with the necessary equipment.
- Never leave the school during school hours without permission from parent/guardians or the school and without getting an appropriate Leave Pass from the Administration Office.
- Ensure all missed schoolwork is completed.

The School:

- Records student attendance accurately and in a timely manner.
- Monitors attendance daily.
- Notifies parents/guardians of unexplained absences.
- Provides students with schoolwork when they are absent for legitimate extended periods.
- Offers support when school attendance has become a problem.
- Notifies the relevant authorities if non-attendance persists.

	WHO & WHERE
I need to change a subject. *I need career advice.* *I need assistance with time management.* *I need support managing my workload.* *I have personal issues I would like to discuss.*	**GUIDANCE OFFICERS** Located in B Block (Go to the Student Services Counter)
I identify as an aboriginal and/or torres strait islander student and would like to discuss educational or personal issues with an support person.	**SUPPORT LIAISON OFFICER** Kym Ford Located in T Block
I need an extension for my assignment. *I have concerns about my learning and achievement.*	**HEAD OF DEPARTMENT** Located in faculty staffrooms
I need to talk to someone about problems at school. *I need school rules clarified.* *I need to talk to someone about a school problem.* *I need to get some general advice.* *I need to talk to someone about subject selection.*	**HOD STUDENT SERVICES** Located in T Block
I need to speak to someone about computer issues.	**INFORMATION SERVICES** Located in D10
I am an international student and would like to discuss educational or personal issues.	**INTERNATIONAL ROOM** Ms Masselos, located in T Block

WHO SHOULD I TALK TO IF ....

	WHO & WHERE
I need to obtain textbooks through the Texthire Scheme.	**iCENTRE**
I need to purchase food.	**CANTEEN** Located on the ground floor of D Block
I need to purchase uniforms.	**UNIFORM SHOP** Located on the ground floor of D Block
I need to use a computer, borrow books, access research information.	**iCENTRE**
I don't have my correct uniform	**B07** *from 8:15am;* *after 9am -* **STUDENT SERVICES**

WHAT SHOULD I DO IF ....

I am absent from school ....

Your parent/guardian/carer needs to:

- Contact the school absence line on 3394 0736 or
- Email attendance@cavendishroadshs.eq.edu.au
- Information required: student's name, year level, peer support class, date of absence, reason for absence, name of person advising of absence and relationship to student.

I have been absent and my parent/guardian/carer did not contact the school ....

- You must provide a note explaining your absence which is signed by your parent/ guardian/carer to your peer support teacher.

I am late to school ....

- Report to Student Services so that your attendance can be recorded.
- Provide your ID CARD and a signed note from your parent/guardian/carer.
- You will be issued with a date and time stamped ID Attend late slip to present to your class teacher.

I feel sick ....

- Ask your class teacher for a note, then report to Student Services.
- During first or second break, report to Student Services.
- You will then be able to access Sick Bay for a short period of time.
- Your parents will be contacted and asked to collect you if you are too sick/injured to stay at school.
- Students must not contact parents/guardians/carers via mobile phones-these phone calls will be made by Student Services staff once you have been admitted to Sick Bay.

I need to leave school early ....

- If you have an appointment during the day for something that cannot be scheduled out of school hours or have to leave school during the day your parent/ guardian/carer must:
  - ♦ Write a letter or contact the school's attendance officer on 3394 0736, providing all details regarding the appointment.
  - ♦ This note needs to be presented to your Peer Support teacher for signing. You must then take this note to Student Services before the end of first break, where a leave pass will be issued.
  - ♦ Parents are discouraged from making appointments for their child during sport. A supervised room is available for injured students. Students feeling unwell are to report to sickbay.

I have lost something ....

- Check the areas or rooms where the property was last seen.
- Go to Student Services and report your loss. Lost Property is stored in this area.
- If you have lost a valuable item e.g. Money/phone - check with Student Services and then report your loss at the office.

I have to bring valuables to school ....

- Take the item to Students Services for safe keeping during the day.
- Collect the item at the end of the school day.
- Do not leave valuables in unattended bags, particularly in the change rooms or on the ovals.

I have to pay money to the school ....

- Report to the Finance window outside B block, before or after school or during your breaks.
- The Finance Department hours are 8.00am to 2.00pm

I have lost my ID card ....

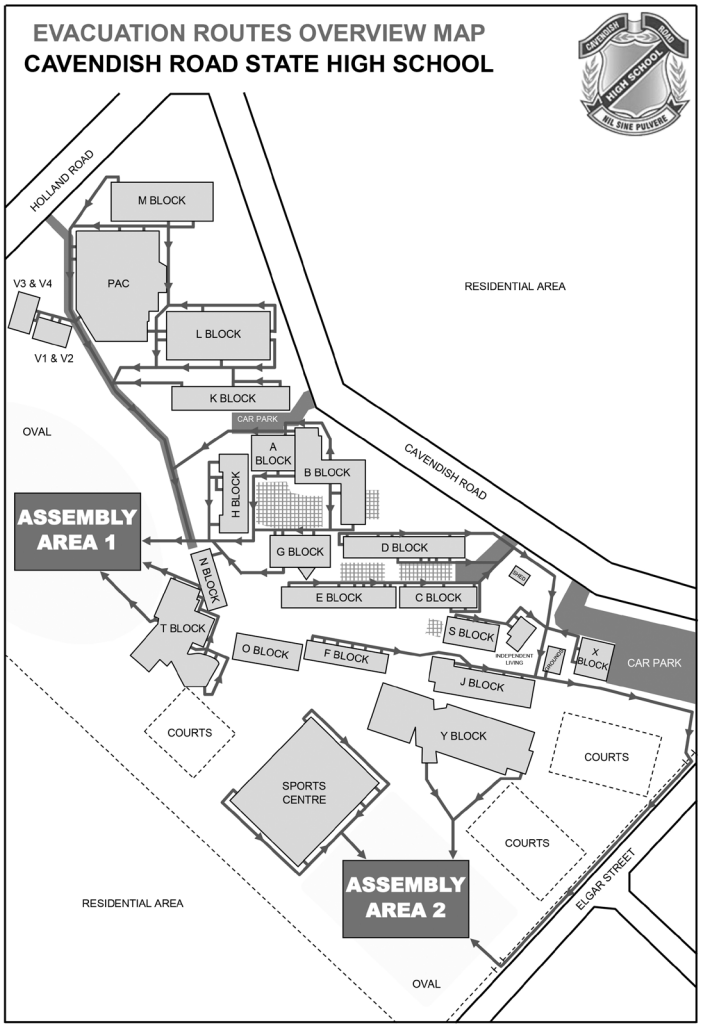
- Go to the Finance window at B block to pay for a replacement card.
- Take your receipt to the office to order a replacement card.

I change my address or my parent/guardian/care giver changes a phone number ....

- Bring a note to the office that contains the new details which is signed by your parent/guardian/ care giver.

I wear incorrect uniform ....

- Before school, present to Student Services to access the uniform exchange.



An emergency evacuation will be sounded by a continuous siren and/or a portable alarm.

When the **EMERGENCY EVACUATION SIGNAL** is heard students must:

- Depart the school buildings and move to the assembly points.
- Leave books and equipment in rooms and bags in port racks.
- Walk swiftly to the oval under the strict supervision of their teacher.
- Walk around the perimeter of the buildings and not underneath.
- Consult evacuation maps which are displayed in every room (if needed).
- Assemble in their class group and report to their teacher where a roll will be taken.

Evacuation During Break

If an emergency evacuation signal is heard during breaks or before/after school, students are to report to Assembly Points (with their bags).

Students are to remain at the Assembly Point until the usual “All Clear” signal is sounded. In the event of a fire/bomb threat after school, students left in the school grounds are to leave the school via the nearest gate/entrance which does not necessitate walking under or near buildings.

When the lockdown alarm tone is sounded to indicate an **EMERGENCY LOCKDOWN**:

- Students are to stay in the room with the class teacher.
- Teachers will close and lock (where possible) doors and windows. Students and teachers will get down on the floor, out of sight as much as possible (preferably under desks).
- Students are to remain as silent and calm as possible until the "all clear" sounds.
- Students out of class should move to the closest classroom/office.
- Classes on the oval are to move to the far side of the oval or to the closest safe haven.
- Students are NOT to use mobile phones.
- The "all clear" (the regular bell sound) and/or an announcement will be made to inform staff and students when the threat or danger is over.

Lockdown Occurring During Break

In the event of a lockdown situation occurring during a break, the lockdown alarm tone will sound and the lockdown announcement will be made over the PA system on all Cavendish Road State High School PA system speakers.

Upon hearing the "Lockdown to Classroom" alarm, all students must immediately:

1. Go to a classroom in their general vicinity – the objective here is that students are told to go to the nearest room and each of those rooms must have a supervising teacher
2. Close and lock all windows
3. Take cover under classroom desks near the walls and away from the doors

Upon hearing the "Lockdown to Classroom" alarm, all teachers must immediately:

1. Lock all doors
2. Check that all windows have been closed and locked
3. Take cover under classroom desks near the walls and away from the doors
4. Remain in position until the "all clear" is sounded
5. Mark a list of all students, staff and contractors that were in the room during the lockdown.

Assessment Policy

Cavendish Road SHS Assessment Policy can be found on the school website cavendishroadshs.eq.edu.au under Support and Resources. It is important for students in all year levels to be familiar with the assessment policy in particular:

- procedures relating to applying for AARA (Access Arrangements and Reasonable Adjustments) for illness and emergent family circumstances and long term and chronic conditions.
- scaffolding, drafting and feedback
- strategies for establishing authorship including the use of plagiarism-detection software
- academic misconduct.

Referencing

Cavendish Road SHS uses APA 6th citing & referencing style. Resources to support the use of APA can be found under the Learning Tools section of Learning Central on the student SharePoint page.

Learning Central

Learning Central allows students to access a range of learning tools and digital learning tools to support their learning including:

- literacy tools
- numeracy tools
- study tools
- cognitive verb toolkit
- thinking tools
- research tools
- referencing tools
- learning safely
- use of Microsoft suite including OneDrive

EMERGENCY NUMBERS		ACCOMMODATION SERVICES	
000 EMERGENCY / POLICELINK 131444 for non-urgent contact / CRIME STOPPERS 1 800 333 000	000 112 Mobile Phones	BRISBANE YOUTH SERVICE	3620 2400 Crisis Housing, Health Services, Emergency Relief, Advocacy/Support
KidsHelpline	1800 551 800. 24 hour Mental health, Safety and Abuse, Friendships, Sexuality	ZIG ZAG Young Women's Resource Centre Inc	3843 1823 Supported medium-term housing for young women, counselling services
Lifeline	13 11 14 24 hour Crisis Support	**EATING DISORDERS**	
		eating disorders qld.	3844 6055 Eating Disorders Qld
DV CONNECT Crisis Support Queensland Be Heard. Be Safe.	1800 010 120 24 hour Sexual Assault Helpline	Butterfly	1800 33 4673 Eating Disorders and Body Image
1800RESPECT	1800 737 752 Open 24 hours to support people impacted by sexual assault, domestic or family violence and abuse.	**SEXUALITY**	
		open Doors	3257 8660 Advocacy and Support for Gay, Lesbian, Bisexual or Transgender Young People
Bravehearts Educate Empower Protect Our Kids	1800 272 831 Specialises in Child Sexual Assault	LIFE	1800 272 831 QLife
MENTAL HEALTH		**SEXUAL HEALTH/UNPLANNED PREGNANCY**	
	3068 2555 CYMHS -Child & Mental Health Unit Acute response team -24 hour	PASH Pregnancy Assessment and Support on Sexual Health	3176 5881 PA Hospital (PASH) is a free and confidential appointment-based service providing testing for STI's
beyondblue www.beyondblue.org.au	1300 224 636 24 hour Beyond Blue	true relationships & reproductive health	True Relationship and reproductive health 3250 0200
eheadspace Online Counselling Service	1800 650 890 eheadspace.org.au	CHILDREN BY CHOICE ASSOCIATION INCORPORATED	Children by Choice 3357 5377
ALCOHOL, TOBACCO AND OTHER DRUGS		**LEGAL SERVICES- KNOW YOUR RIGHTS**	
Alcohol and Drug Information Service (ADIS) ADIS provides information, advice, counselling and referral for alcohol and drug issues. Phone: 1800 177 833	1800 177 833 ADIS Alcohol and Drug information service 24 hour	YOUTH ADVOCACY CENTRE INC	3356 1022 Youth Advocacy Service: Confidential legal and social welfare help for young people
Quitline 13 7848	137848 Quitline smoking advice and information	1300 668 056	www.esafety.gov.au Safety and online report concerns

YEAR PLANNER 2026

	JANUARY	FEBRUARY	MARCH
S		1	1
M		2	2
T		3	3
W		4	4
T	1	5	5
F	2	6	6
S	3	7	7
S	4	8	8
M	5	9	9
T	6	10	10
W	7	11	11
T	8	12	12
F	9	13	13
S	10	14	14
S	11	15	15
M	12	16	16
T	13	17	17
W	14	18	18
T	15	19	19
F	16	20	20
S	17	21	21
S	18	22	22
M	19	23	23
T	20	24	24
W	21	25	25
T	22	26	26
F	23	27	27
S	24	28	28
S	25		29
M	26		30
T	27		31
W	28		
T	29		
F	30		
S	31		

YEAR PLANNER 2026

	APRIL	MAY	JUNE
S		31	
M			1
T			2
W	1		3
T	2		4
F	3	1	5
S	4	2	6
S	5	3	7
M	6	4	8
T	7	5	9
W	8	6	10
T	9	7	11
F	10	8	12
S	11	9	13
S	12	10	14
M	13	11	15
T	14	12	16
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S	25	23	27
S	26	24	28
M	27	25	29
T	28	26	30
W	29	27	
T	30	28	
F		29	
S		30	

YEAR PLANNER 2026

	JULY	AUGUST	SEPTEMBER
S		30	
M		31	
T			1
W	1		2
T	2		3
F	3		4
S	4	1	5
S	5	2	6
M	6	3	7
T	7	4	8
W	8	5	9
T	9	6	10
F	10	7	11
S	11	8	12
S	12	9	13
M	13	10	14
T	14	11	15
W	15	12	16
T	16	13	17
F	17	14	18
S	18	15	19
S	19	16	20
M	20	17	21
T	21	18	22
W	22	19	23
T	23	20	24
F	24	21	25
S	25	22	26
S	26	23	27
M	27	24	28
T	28	25	29
W	29	26	30
T	30	27	
F	31	28	
S		29	

YEAR PLANNER 2026

	OCTOBER	NOVEMBER	DECEMBER
S		1	
M		2	
T		3	1
W		4	2
T	1	5	3
F	2	6	4
S	3	7	5
S	4	8	6
M	5	9	7
T	6	10	8
W	7	11	9
T	8	12	10
F	9	13	11
S	10	14	12
S	11	15	13
M	12	16	14
T	13	17	15
W	14	18	16
T	15	19	17
F	16	20	18
S	17	21	19
S	18	22	20
M	19	23	21
T	20	24	22
W	21	25	23
T	22	26	24
F	23	27	25
S	24	28	26
S	25	29	27
M	26	30	28
T	27		29
W	28		30
T	29		31
F	30		
S	31		

CALENDAR 2027

JANUARY

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

M	T	W	T	F	S	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JUNE

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

M	T	W	T	F	S	S
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

CAVENDISH ROAD

HIGH SCHOOL

NIL SINE PULVERE