BRIBIE ISLAND
State High School

PARENT
Information Handbook



Achieving Our Future

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Key administration contacts

Location	Contact Numbers	Opening hours
Administration	(07) 3400 2444	Mon-Thurs: 8:00am to 3:30pm Friday: 8:00am to 3:00pm
Student Absentee line	(07) 3400 2460	
Finance Office	(07) 3408 2415	Mon-Wed-Fri 8:00am to 9:00am 11:00 to 12:00noon 2:00pm to 3:00pm
Canteen	(07) 3400 2462	Before school and lunch breaks only
School Locker Uniform Shop	(07) 3490 1400	Tues: 1:30pm to 3:00pm Thurs: 7:30am to 9:00am
Email Address		
Administration	office@bribieislandshs.eq.edu.au	
Accounts Payable	accounts@bribieislandshs.eq.edu.au	
Student Absences	absences@bribieislandshs.eq.edu.au	
Uniforms	theschoollocker.com.au/customer/account	

Internet and social media

	Contact
Website	www.bribieislandshs.eq.edu.au
Facebook	facebook/bribieislandhigh

Term dates 2027

Term	Date	Term Length
Term 1	Wednesday 27 January – Thursday 25 March	9 weeks
Term 2	Monday 12 April – Friday 25 June	11 Weeks
Term 3	Monday 12 July – Friday 17 September	10 Weeks
Term 4	Tuesday 5 October – Friday 10 December	10 Weeks
Year 12 Final Day	TBA	
Years 10 and 11 Final Day	TBA	

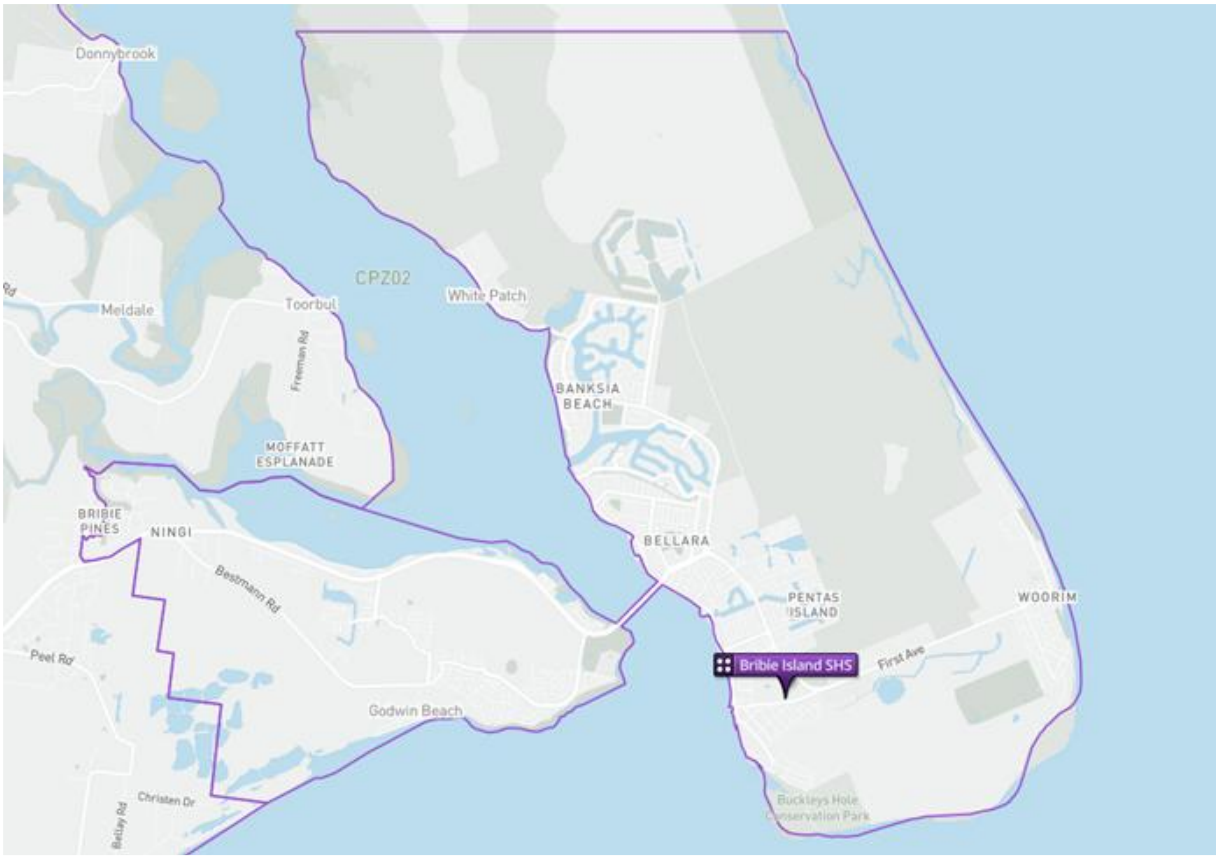
Public holidays 2027

Holiday	Date
Australia Day	Tuesday, 26 January
Good Friday	Friday, 26 March
Easter Monday	Monday, 29 March
ANZAC Day	Sunday, 25 April
Labor Day	Monday, 3 May
Show Day (Moreton Bay Region)	Wednesday 11 August
King's Birthday	Monday, 4 October

Enrolment

All students living within the school's Enrolment Management Plan (EMP) zone are welcome to apply for enrolment. Students who live outside the Enrolment Management Plan may submit an application to the Principal for consideration as outlined in our Enrolment Management Plan.

All prospective students, regardless of residence, may apply for enrolment in the school's CREST Programs.
If you would like to check that your residential address falls within the Catchment Zone of Bribie Island State High School, you can enter your address details at the following website: http://www.qgso.qld.gov.au/maps/edmap.



Curriculum structure and CREST programs

The Australian Curriculum Assessment and Reporting Authority (ACARA) develops the Australian Curriculum (AC). The AC stipulates what learning areas are taught, for how long and how they are assessed.
Students will study eight learning areas in Year 7 and Year 8.



- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Science
- The Arts
- Technologies
- Languages

Students enrolled at Bribie Island State High School have the opportunity to apply for the CREST Programs listed below. Those students not enrolled in CREST programs will be part of our comprehensive program.

CREST programs

Program Objective

Our **CREST** programs have been designed to enhance engagement and develop student voice and choice within the curriculum. As a member of any of the **CREST academy** classes your student will be involved in a range of learning experiences that will challenge them in their specific areas of interest and aid in the development of 21st Century skills. These skills will include critical and creative thinking, communication, collaboration and teamwork, personal and social skills and ICT skills.

At Bribie Island State High School there are two sets of CREST programs and they include:

CREST CORE Learning Programs

CREST: Ignite

CREST: Ignite provides opportunities for a group of committed, academic students to work together across core classes studying the Australian Curriculum. Students will be provided with greater autonomy and will collaborate with students, teachers and community members in developing solutions to real-world problems. CREST: Ignite students will be exposed to enrichment activities that will encourage students to extend themselves to reach their maximum potential. Decisions about CREST: Ignite placements will be based on:

- revision of the following data sets: academic data, benchmark testing (PROBE, PAT-R etc);
- recommendations from primary schools (Bribie Island State High School will seek these recommendations);
- data collected from the academy testing days;
- attendance and behaviour data; and
- requested paperwork is fully complete.

CREST: Innovate

CREST: Innovate offers students a curriculum program with embedded experiences of Science, Technology, Engineering and Mathematics as well as opportunities to develop problem-solving strategies. Teachers will use inquiry-learning methods and a focus on deep learning to enhance students' 21st century skills. Through our CREST: Innovate program, students will be exposed to enrichment activities that will encourage curiosity and extend students to reach their maximum potential. Decisions about CREST: Innovate placements will be based on:

- revision of the following data sets: academic data, benchmark testing (PROBE, PAT-R etc);
- recommendations from primary schools (Bribie Island State High School will seek these recommendations);
- data collected from the CREST testing days;
- attendance and behaviour data; and
- requested paperwork is fully completed.

CREST ELECTIVE Learning Program

Our CREST Elective programs deliver on student focus areas of interest and engagement.

- CREST: AFL
- CREST: Dance
- CREST: Futsal/ Soccer
- CREST: Innovate in Motion (ARTS)
- CREST: Music
- CREST: Rugby Sports

These programs are our all-inclusive programs that cater for individual needs for both males and females with the aim to create active, well rounded and committed young people with a passion their chosen field of interest. These programs provide students with the opportunity develop their skills and provide a genuine learning pathway with a variety of lenses to view their studies.

Furthermore, students in these programs gain access to high-quality programs with recognised and accredited coaches and teachers. Student's will complete an elective subject together for the academic year, as well as a tailored curriculum and engage in extra curriculum excursions and activities.
These programs also offer comprehensive education in leadership, communication and team building skills.

Decisions about CREST: Elective placements will be based on:

- Commitment to CREST area pursuits and willingness to work within a team environment
- Previous experience in the CREST area at a club or community level
- Previous experience in the CREST area at a school level
- Recommendations from current and previous team coaches/teachers
- Commitment to extra-curricular programs at primary school

Expectations of a BISHS CREST Program student:

- Maintain a very high level of attendance, academic effort and progress and meeting BISHS behaviour expectations;
- bring all equipment to class, including their BYO device and appropriate materials
- meet class, homework and assessment check-in and due dates; and
- take ownership of their learning and offered extra-curricular opportunities and developing productive partnerships with their teachers and their peers.

Enrolment in all CREST academies at BISHS will be reviewed on a term by term basis and students who are not meeting academic, behavioural or effort commitments will have their continued enrolment in this class reviewed and this may result in removal from the program.
***Note- Students can apply to be in both areas of CREST: Core and CREST: Elective**
Eg: CREST Ignite + CREST AFL or CREST Innovate + CREST Dance/CREST Music

Inclusive Education at Bribie Island State High School

Bribie Island State High School provides a safe, supportive and nurturing environment in which the diversity of our learners is recognised and all students are empowered to achieve. Within our connected community we accept everyone as they are, regardless of their background; we all feel safe, we all belong and we all celebrate diversity. We are progressive thinkers with open and supportive mindsets who feel accepted, creating empowered learners who have access, support and feel represented. Students in all classes are empowered to access learning and reach their true potential through quality differentiated teaching and learning. Evidently, students are supported to access curriculum that may be above, at, or below age-equivalent expectations.

The SWAN Team of Bribie Island SHS are committed to the provision of equitable educational opportunities so that all students have access to, participate in and gain positive outcomes from schooling. The two arms of SWAN Team – Learning and Wellbeing - will focus on both implementing supports and interventions that address the holistic needs of the student which impact on their capacity to successfully engage with their schooling. As a team, we are committed to ensuring positive outcomes for young people through social, emotional and academic support that fosters resilience and success. We commit to this by upholding and modelling our values of Respect, Responsibility, Discovery and Unity. To support differentiated and engaged learning at all times, SWAN Team will work with students and their families to ensure that the appropriate supports, actions and interventions are provisioned as they are required. SWAN, standing for Students with Anticipated Needs, is representative of the inclusive culture at our school. Our team, based at the SWAN Space, or U block, are specialists in inclusive education, and will work proactively, alongside our families to ensure that each and every student is provisioned with opportunities for success.

Our school strives to have all students succeeding inside and outside of the classroom. Evidently, as a mechanism to achieving this, our Bribie Island SHS employs a whole school approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students:

- employ tailored supports to ensure that all students can access all eight learning areas of the curriculum
- use school-wide processes to identify groups and individuals who require tailored supports, including:
- students with disability with reasonable adjustments to enable students to participate on the same basis as other students.
- highly capable students, both within and above age-equivalent curriculum.
- students for whom English is an additional language or dialect (EAL/D), who are learning Standard Australian English (SAE) as a new language, while simultaneously learning the curriculum through SAE- other students with diverse needs.

Where required, and informed through a range of different data sets, the school will look to provide focussed and intensive teaching and learning practices to support outcomes for all students. Staff will engage with external support services through the departmental network, such as speech pathologist, occupational therapists, physiotherapists and advisory visiting teachers to ensure that every student has the required support and structure to demonstrate their full potential.

Focused and intensive teaching acknowledges that all students can learn successfully and achieve when given appropriate learning opportunities and tailored supports. Within the context of the units being delivered in each learning area and/or subject some students may require focused and/or intensive teaching for short periods of time; those students who are not yet meeting or are exceeding the year or band of years achievement standards may require this for a more prolonged period of time. Parents are consulted if prolonged additional support is required. Focused teaching for groups and individuals is planned in response to formative assessment. It includes supporting or extending understandings and/or skills from particular content descriptions through effective pedagogical practices and teaching strategies. Focused teaching may include:

- activating prior knowledge by making explicit connections to new learning;
- drawing on the general capabilities and/or cross curriculum priorities;
- focusing on the literacy and language demands;
- pedagogical practices and teaching strategies such as scaffolding;
- varying the pace of teaching and learning, allowing more time for deeper investigation or fast tracking the learning.

As focused teaching is being provided, students continue to access the differentiated and explicit teaching planned within the context of the unit provided to the class. Following planned focused teaching and analysis of formative assessment, teachers identify students who require ongoing focused teaching; no longer require focused teaching as their learning needs are currently met by differentiated and explicit teaching, require intensive teaching. Focused teaching may be documented in OneSchool in either the Class Dashboard or in the Student Plan module under Personalised Learning.

Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific understandings and skills. It includes supporting or enriching specific and discrete understandings and skills from particular content descriptions. Intensive teaching may include:

- adjusting the learning focus using general capabilities and/or cross curriculum priorities;
- developing personal and specific learning goals;
- close monitoring through observation and careful analysis of student responses to tasks;
- collaboration with support staff;
- investigating and using alternative pedagogies and additional resources;
- scaffolding the literacy and/or language demands;
- use of assistive technology.

As intensive teaching is being provided, students continue to access the differentiated and explicit teaching planned within the context of the unit being provided to the class. Following planned intensive teaching and analysis of formative assessment and/or analysis of monitoring tasks or diagnostic tools, teachers identify students who require ongoing intensive teaching or no longer require intensive teaching as their learning needs are currently met by differentiated and/or focused teaching. Intensive teaching may be documented in OneSchool in the Student Plan module under Personalised Learning.

Students with a Disability

Members of the SWAN Team have duties and responsibilities which have a centralised focus on offering support to students who require additional educational provisions to access the Australian Curriculum. We offer intensive case management of students with a verified disability, to assist students in navigating school procedures and events, as well as enhancing social and communication skills.

The broad categories of disability included under the previous verification system are:

- Autism Spectrum Disorder (ASD)
- Hearing Impairment (HI)
- Intellectual Impairment (II)
- Physical Impairment (PI)
- Speech-Language Impairment (SLI)
- Visual Impairment (VI)



Students with additional learning needs outside of these categories, for example ADHD, Dyslexia and Dyscalculia, are supported through adjustments to curriculum, advocacy throughout the school and negotiated tutorials at lunchtimes to support the child with their learning. Moreover, students who are identified as highly capable, and/or fall under provisions of Gifted & Talented are provided learning adjustments in which to optimise their potential.

International Student Program

Bribie Island State High School values global, real-world learning. Our program welcomes students from Europe and Asia, as well as North and South America, to our island community. We value the opportunities that international education gives--promoting intercultural understanding, personal growth and life-long global networks.
Bribie Island State High School accepts students for both short term and long-term study.
We value the cultural exchange and friendships developed on our short-term study tours.
Long term international students also become an integral part of our cultural and educational community, studying here for 3 – 12 months. Lastly, we welcome students to become part of our graduate program, making Bribie Island State High School their secondary school of choice.

Homestay

Our international team has a group of committed homestay families who enjoy the cultural exchange that hosting international students has to offer.
Homestay families from our small, island community provide safe and caring accommodation in a warm, home environment. Visiting students develop lasting friendships with their Australian homestay families.
Homestay families are carefully selected by our international team and support is given to both student and homestay families should any concerns arise. Homestay families are often the best opportunity to practice English, as well as learn about the Australian way of life.

Becoming a Homestay Family

Hosting an international student is a wonderful experience. Host families provide the opportunity for visiting students to practice their English conversational skills and learn about Australian culture in a secure and caring home environment. International students develop lasting friendships with their host families.
We have 2 types of students available to host

- ISP (long term students) - these programs run from 1 term to 1 year;
- Study tours students - these tours run from 3 nights to 3 weeks.



If you believe you and your family would be suited to the ISP program please contact the Bribie Island State High School International Coordinator to express your interest at International@bribieislandshs.eq.edu.au or visit EQI's website External link for more information. Once we have received your expression of interest, our International Coordinator will contact you to organise a home visit.

Japan Cultural Study Tour

As part of our International Program, students in Years 10, 11 and 12 have the opportunity to participate in our biennial Japan Cultural Study Tour to Tokyo. This immersive experience allows students to explore Japan's rich history, traditions and contemporary culture through authentic, hands-on learning. The tour fosters global awareness, cultural understanding and personal growth while providing students with unforgettable experiences beyond the classroom.

Gifted and Talented

The following definitions reflect the distinction between potential and performance. They recognise the factors involved in developing a student's giftedness into talent. Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical.

Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age equivalent peers in the school. Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age equivalent peers in the school who are or have been active in that field. Other commonly used terms are highly capable and enhancement and enrichment.

For highly capable, gifted and talented students, teachers deliver the curriculum at a level, pace, degree of abstraction and complexity beyond learning expectations for their age equivalent peers. Curriculum provision for highly capable students addresses their specific learning needs through possible means of:

- a faster pace;
- processing more complex information and use of higher order thinking;
- opportunities to engage in learning with students of the same or higher ability;
- opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems.

Many highly capable students can be catered for through a differentiated curriculum and through enrichment. However, for those whose needs are not being met through differentiation or extension, other options such as acceleration are considered.

Acceleration Options

Acceleration allows gifted and talented students to progress through an educational program at a faster rate than their age peers. Acceleration can be provided through:

- Ability groupings within the class — may work on higher year-level curriculum for some learning areas, in regular classroom setting - ICP
- Curriculum compacting — the purpose of curriculum compacting is to reduce the amount of repetition that the student receives. Pre-assessment determines year level proficiency in a learning area and enables the teacher to provide enrichment or accelerated options - ICP
- Telescoping the curriculum which involves reducing the time a student, or group of students, take to complete the school curriculum, for example, completes one year in a semester or three years in two - ICP
- Subject acceleration — in one or more learning areas. This can occur within the school, across primary and secondary schools, or across a secondary school and a tertiary institution
- Year-level skipping — placement at a higher year level for the whole curriculum
- Radical acceleration — placement at a year level that is two or more years higher than current placement
- Early entry to TAFE or tertiary education.

Acceleration can address particular students' need for a faster pace of learning. However, differentiation of content, process, product and learning environment is still required, to address the student's overall learning needs. Carefully planned acceleration works for appropriately identified students, in well-prepared settings.

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Reasonable Adjustments & Tailored Supports

Adjustments are actions taken that enable students to demonstrate their knowledge, understanding and skills, in response to assessment, on the same basis as other students. They do not involve compensating for what students do not know, understand or cannot do. School-wide processes identify students who are to be provided with reasonable adjustments and/or tailored supports during teaching, learning and assessment. Adjustments and tailored supports ensure all students with diverse learning needs are supported to demonstrate the full extent and depth of their learning on the same basis as other students. Adjustments and tailored supports:

- are applied, monitored and reviewed consistently across the school and on an individual basis;
- reflect differentiation and/or adjustments made to curriculum delivery during teaching and learning in the unit;
- enhance engagement and equitable outcomes for all students.

Any adjustment in the mode and/or conditions of assessment will maintain the appropriate curriculum, cognition, context and complexity of assessment, including the way judgments are made about the quality of the evidence Any reasonable adjustment that is made to support a child within the school is documented as a Personalised Learning Plan on the students OneSchool profile.

An adjustment is reasonable if it:

- supports a student with disability to participate in education on the same basis as other students;
- considers the student's individual learning needs;
- balances the interests, including safety, of all parties, such as the student with disability, staff members and other students.

In deciding whether an adjustment for a student with disability is reasonable, all relevant circumstances and information should be considered, including the:

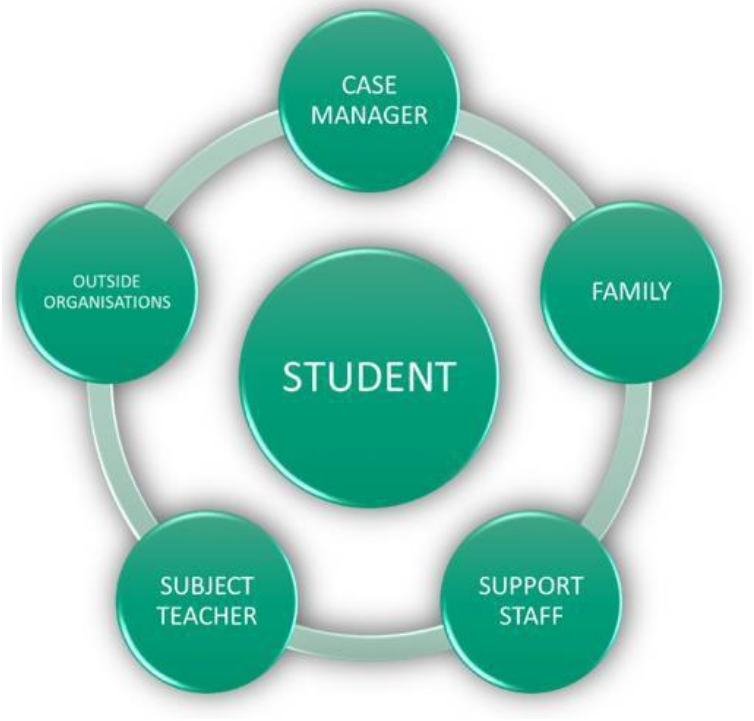
- impact of the disability on the student's learning, participation and independence;
- views of the student with disability, or their associate, about their preferred adjustment;
- impact of the adjustment on relevant parties, such as other students, staff members, the student's family and the education provider;
- costs and benefits of making the adjustment;
- need to maintain the essential requirements of the course or program.

Examples of adjustments include:

- giving a student with low vision all necessary enrolment information in enlarged text;
- providing extra sessions teaching key words for a student with an intellectual disability;
- giving a speech-to-text device to a student with a broken arm to assist in preparing assignments;
- providing speech pathology services for students with communication difficulties;
- allowing a student with anxiety to present their project to a small group of peers rather than to a whole class;
- adjusting activities at the annual swimming carnival to enable participation by all students, including those with physical disability;
- adjusting seating arrangements so a student with a wheelchair has enough space to move independently around the classroom like other students making multiple accommodations if necessary to meet a single learner's needs; for example, learners who require a sign-language interpreter may also need a note-taker because watching an interpreter prevents them from taking detailed notes.

Communication

Open and continual communication is a key element of an inclusive environment and begins at the first stage of enrolment. This communication involves liaising with students, parents and teachers regarding students' successes and challenges, as well as adjustments that may need to be made to ensure participation and changes of routine. In collaboration, learning goals and Personalised Learning Plans (PLP) are created that cater for the individual student's needs. Additionally, the SWAN Team partners with outside organisations to devise strategies and methods that work in the best interest of each and every member of the college community.



Collaborative Construction of Practices to Support Learning

Collaborative Construction is the mutual recognition that subject teachers & members of the Student Support Team are specialists in their fields, and therefore use each other's strengths to provide learning environments that are inclusive and responsive to the diverse needs of our students. The benefits of this pedagogical approach to student support include (Ferguson, Desjarlais, & Meyer, 2000):

- More opportunities for one-on-one interaction between students and teachers, leading to stronger relationships.
- Students with disabilities have access to the general education curriculum as required by law, which includes the classroom community and activities they otherwise wouldn't take part in.
- Students have opportunities for specialised instruction when needed.
- All students can benefit from the additional supports, resources, and diversity in the classroom.
- Increased independence for students with disabilities.
- Stronger, more creative, lessons due to teachers sharing the planning process with each other.



All teachers are responsible for the planning, instruction and assessment of every student within the classroom. The Student Support Team may advise on appropriate differentiation, adjustments and modifications of curriculum content, while subject teachers are responsible for creating learning content in the form of unit and lesson plans, and assessment. Teachers work together to:

- Analyse data on student attainment and use it as a guide to implement evidence-based strategies the meet the learning needs of all students, with particular attention to literacy and numeracy.
- Identify gifted and talented students as well as those with additional learning needs.
- Report on student outcomes against achievement standards.
- Develop higher order thinking skills in all students.
- Establish high expectations for all students within the classroom.
- Consistently implement quality teaching practices.
- Develop and monitor Individual Curriculum Plans (ICPs) in partnership with parents.
- Provide formative and summative feedback to all students and their parents regarding their academic achievements, as well as student behaviour and effort within the classroom.
- Build a culture that promotes learning through collaboration and professional sharing.

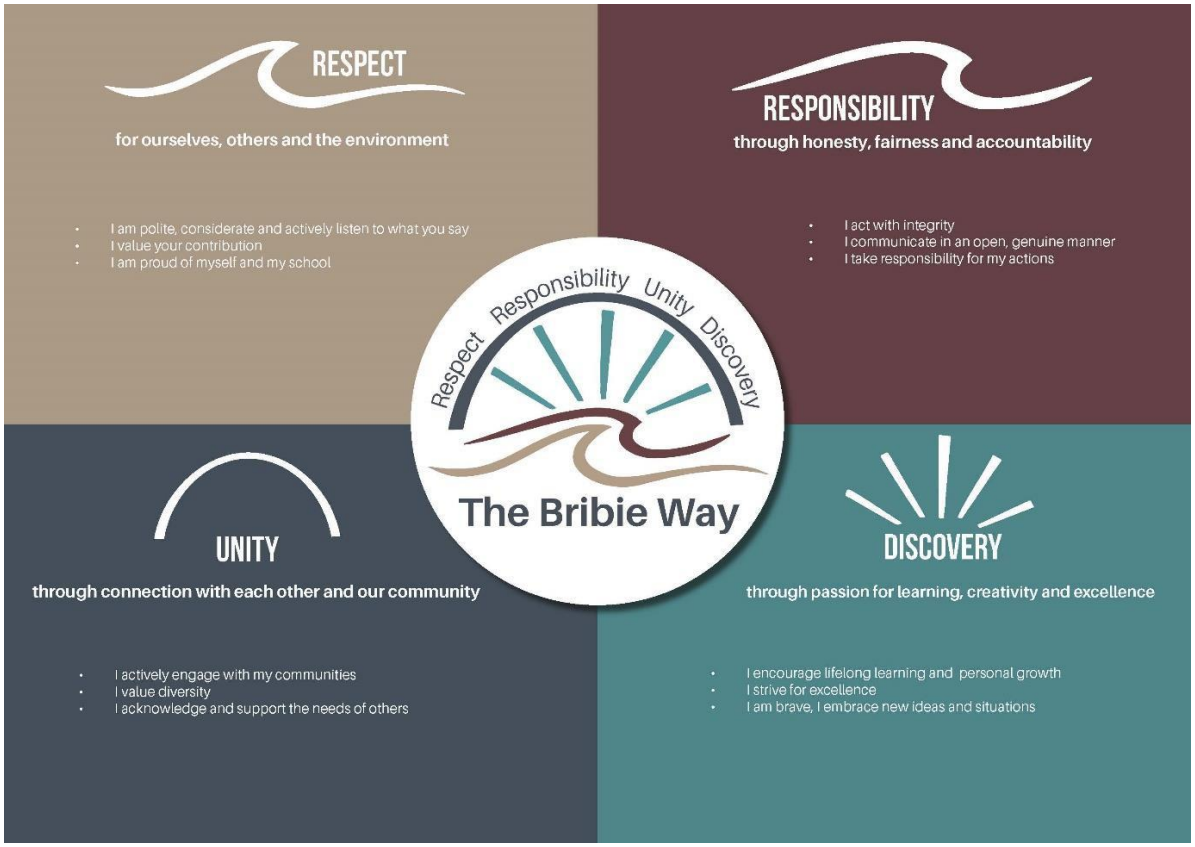
Support Student Transition to High School

Students with disability and/or specific learning difficulties are offered additional enrolment meetings and transition sessions. These transitions sessions are designed to assist students with verified disabilities manage the transition from primary to high school. Members of the SWAN Team meet with local primary schools to gain in-depth knowledge and understanding of student's current achievements and educational goals before they begin their journey into high school. Students will also participate in transition day activities where they will meet members of the SWAN Team, class teachers and current students so that relationships can be formed, a connection made and familiarity with staff and routines can be established. These sessions will occur frequently throughout the academic school year prior to student commencing enrolment.

The Bribie Way - School Values

The Bribie Way is a set of values and accompanying behavioural expectations designed to shape school culture. These core values are now a part of a program to explicitly teach values-based decision making and behaviour to all students. These are utilised across the greater Bribie Island State High School community.

It is an expectation of all members of community, students, staff and parents, to consistently and proactively engage in the demonstration of these values, both inside, and outside, of the immediate school community.



Student Code of Conduct

The Responsible Behaviour Plan for Students has been replaced by the Student Code of Conduct. This was developed and finalised in 2025.

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

The Bribie Island 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.

Positive Behaviour for Learning (PBL)

Bribie Island State High School implements the Positive Behaviour for Learning (PBL) approach to building a safe and supportive school environment.

PBL is an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. For our students PBL develops the social and emotional skills needed to succeed in school and beyond.

Our PBL program incorporates the explicit teaching of expected social behaviours and as the name suggests, is heavily focused on acknowledging students who are demonstrating our school values. Teaching and supporting social behavioural skills, develops student ability to manage their own behaviour. This contributes to improving engagement and the effectiveness of our school's academic support systems.



Through our school plan, our shared values are articulated to the school community, assisting Bribie Island State High School in creating and maintaining a positive and productive learning environment. This is referred to throughout the school as "The Bribie Way". Our values of **RESPECT, RESPONSIBILITY, UNITY and DISCOVERY** are communicated to students using numerous strategies such as, values lessons in Bridge to Success, student assemblies and visual prompts throughout the school.

A full version of our Student Code of Conduct found in the policy section of our school website:
https://bribieislandshs.eq.edu.au/our-school/rules-and-policies

Multi-Tiered System of Support (MTSS)

A Multi-Tiered System of Supports (MTSS) is an evidence-based, proactive framework that enables schools to provide high-quality instruction, targeted intervention, and comprehensive support to meet the diverse academic, behavioural, and social-emotional needs of all students.
At Bribie Island State High School, we believe MTSS is essential for ensuring equity, inclusion, and excellence in education. We recognise that students have different starting points, learning styles, and challenges, and this requires us to respond with the right level of support at the right time. The MTSS framework is structured around three tiers of increasingly intensive support:

- Tier 1 – Universal Supports: High-quality, differentiated teaching and positive behaviour strategies for all students, supported by clear expectations, inclusive practices, and strong classroom relationships.
- Tier 2 – Targeted Supports: Small group interventions and programs for students who require additional support to meet academic or wellbeing benchmarks.
- Tier 3 – Intensive Supports: Individualised and often multidisciplinary interventions for students with complex or ongoing needs.

Key Benefits of MTSS:

- Early Identification and Intervention: Enables early recognition of student needs, preventing minor issues from becoming major barriers to learning.
- Data-Driven Decision Making: Academic and behavioural data are used to monitor student progress and inform teaching and intervention decisions.
- Inclusive and Equitable Practice: Systematic approaches ensure that all students—including those from diverse and vulnerable backgrounds—receive the support they need to succeed.
- Collaborative Approach: Promotes a culture of shared responsibility by engaging teachers, support staff, leadership,and families in supporting student success.
- Improved Student Outcomes: Schools that implement MTSS with fidelity report improvements in academic achievement, attendance, engagement, and wellbeing.

In summary, MTSS is not a program—it is a whole-school culture and approach that ensures no student falls through the cracks. It aligns with departmental priorities around equity, differentiated teaching, and inclusive education, and provides a strong foundation for continuous school improvement.

Tier 2 Support Programs Offered at BISHS:

- **Rock and Water**: A psycho-physical social skills program designed to enhance self-awareness, self-confidence, and self-control.
- **Feeling FANTAstic**: A structured social-emotional learning and wellbeing program supporting students to develop emotional regulation, self-awareness, and positive mental health strategies.
- **RAGE (Re-Navigating Anger and Guilt Effectively)**: A strengths-based program focused on anger management and emotional regulation, helping students manage strong emotions in constructive ways.
- **PCYC Programs**: Delivered in partnership with PCYC Queensland, these programs support young people in developing emotional regulation, positive identity, and respectful relationships.
- **Love Bites**: A nationally recognised respectful relationships and consent education program for students in Years 9 and 10.
- **Hands on Learning**: An evidence-based, school-based program that supports the wellbeing and engagement of students through practical, real-world learning.

All MTSS programs have a structured referral process to ensure that the right support is provided to the right students, at the right time.

Hands on Learning

Hands on Learning (HoL) is an evidence-based, school-based program that supports the wellbeing and engagement of students through practical, real-world learning. Designed for students who may be at risk of disengaging from mainstream schooling, HoL provides an inclusive, hands-on environment where students can build confidence, teamwork, and a sense of purpose.



Students participate in the program one day per week, working in small groups with a trained HoL artisan-teacher on meaningful projects that benefit the school and community.
These may include:

- Construction and building projects
- Gardening and landscaping
- Café operations and hospitality
- Creative and service-based tasks

The program is built around four key pillars:

- A Place to Belong – creating a safe, welcoming space where students feel valued.
- People to Belong To – fostering trusted relationships with peers and adults.
- Real Things to Do – engaging in purposeful tasks with visible outcomes.
- A Real Future – building the skills, confidence, and aspirations needed for life beyond school.

Hands on Learning is a MTSS that complements classroom learning by strengthening social-emotional development, improving school attendance, and re-engaging students through a strengths-based approach.

Hands on Learning has a structured referral process to ensure that the right support is provided to the right students, at the right time.

FlexiSpace

FlexiSpaces are in-school flexible learning spaces. They are deeply considered learning environments designed to support students who are disengaged from school and who often face challenging personal circumstances. FlexiSpace at Bribie Island State High School is designed to support engagement, improvement in attendance, the transition to full-time mainstream classroom participation and to address a range of barriers to engaging with learning. The physical learning environment is designed to be flexible and adaptable, inclusive and responsive to the needs of disengaged students or those experiencing barriers to their learning.



In order to maintain connection to mainstream, FlexiSpace is timetabled to match mainstream curriculum where possible. This means that when students are doing English, Humanities, Maths and/or Science, their peers are doing the same in the mainstream.
Curriculum intent remains the same in FlexiSpace, with a differentiated approach to curriculum, pedagogy and assessment. FlexiSpace teachers will also have teaching responsibility in the mainstream and will continue to maintain connection with their teaching peers in the mainstream.

Tier 1 and 2 programs are embedded into the FlexiSpace Timetable as part of the school's Multi-Tiered Systems of Support (MTSS). These offerings support students to make positive transitions aligned with student needs. The suite of embedded Tier 2 programs include:

- The Balanced Choice (3 lessons, embedded into the timetable for both Year 8 and 9 cohorts)
- Hands on Learning – Choices of 3 programs; Café, Build, and Hands on Learning
- Rock and Water
- RAGE
- Feeling FANTAstic
- PCYC CHAMP Program delivered by Sergeant Mark Hastier, QPS

Acknowledging positive behaviour and achievement

Engagement Awards: celebrating student engagement at Bribie Island State High School

At Bribie Island State High School celebrates students in Years 7 to 12 who demonstrate high levels of effort and behaviour in all subjects for each reporting juncture through our **BISHS Engagement Awards**

What is an Engagement Award?

The purpose of the *Engagement Award* is to **acknowledge**, **recognise** and **reward** students who have achieved and maintained a high level of engagement in **behaviour and effort** (GPA) across all subjects. The intent of the Engagement Award is for students to feel a strong sense of belonging and to promote and maintain a school environment reflective of high expectations that supports and encourages learning.

What is the Engagement Award criteria?

The Engagement Award will be calculated using a combined Behaviour and Effort GPA. This will be supported by Academic Reporting for each reporting interval in Term 1, Semester 1 and Semester 2. Students must meet the below GPA ranges of combined Behaviour and Effort to be eligible for each award tier. To be awarded *Silver*, students must meet the combined minimum standard of 4.0GPA for Effort and Behaviour across all subjects and achieve not less than a 'Satisfactory' for any subject.

Award Tier	GPA requirement	Report card results
PLATINUM	GPA of 4.80 or above	A GPA of 4.80 equate to majority 'Excellent' across effort and behaviour for all subjects
GOLD	GPA of 4.60 or above	A GPA of 4.60 equates to mostly 'Excellent' and 'Very Good' across effort and behaviour for all subjects
SILVER	GPA of 4.0 or above (Including not less than a Satisfactory in any subject)	A GPA of 4.0 or above equates to mostly 'Very Goods' and not less than a 'Satisfactory' across effort and behaviour across all subjects

All students that achieved any of the above GPA scores will receive a letter of recognition at the end of each semester.

Recognition of outstanding achievement – Awards Night

Annually, Bribie Island State High School celebrates student academic, cultural, service and sporting achievements through our Awards Night. This is a culmination of student's efforts and achievement throughout the year.
Due to the limit of people we are legally allowed to have in our student centre, we can't invite all award recipients to the evening. Students who receive a Platinum or Gold award will be invited to attend, all other awards will be posted home to families.

Please note: The Annual Awards night is generally held on the Tuesday evening of week 3, term 4 but may change depending on other calendar arrangements.

Preventing and responding to unacceptable behaviours

Within the PBL framework, there are three tiers of behaviour response: universal supports; targeted behaviour intervention and intensive behaviour support.

Universal support is the first step and is applied to all students. Communicating behaviour expectations is a form of universal behaviour support. This strategy is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

Targeted behaviour intervention is for students identified as requiring further support beyond the universal level. While the behaviour may not be immediately regarded as severe, the frequency of the behaviour may put these student's learning and social success at risk if not addressed in a timely manner.

Intensive behaviour support may be required by a small group of students who demonstrate highly complex and challenging behaviours. A comprehensive system of support is put in place with regular reviews in consultation with parents/carers and other specialist staff. Year level coordinators, Deputy Principals and the Student Support Services staff work together in order to develop individualised strategies to meet the needs of the student.

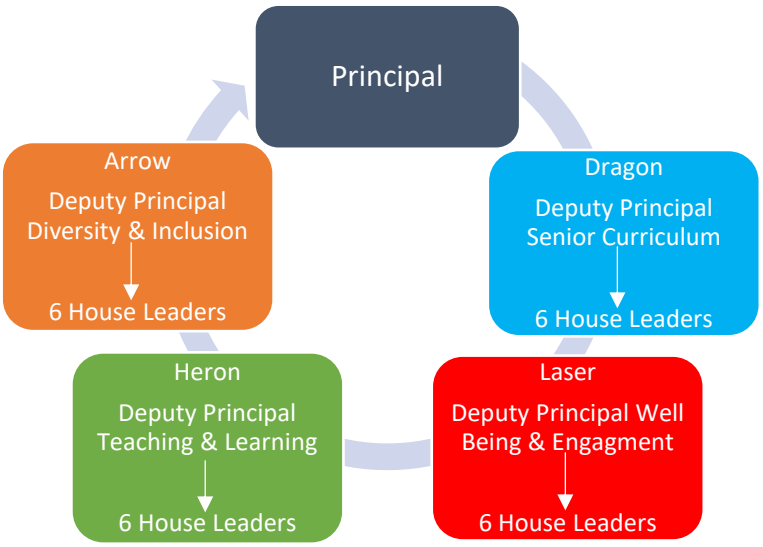
Please note, the whole scope of our Schools Student Code of Conduct is considered when responding to student behaviour. Each incident of behaviour is considered, and actioned, on an individual case basis. Every consequence that is considered and enforced is targeted at the direct behaviour, and is intended on ensuring a behaviour change. In plain terms, the school will take a differentiated approach to responding to student behaviour reflective of the situation, context and individual needs of those involved.

The Positive Behaviour for Learning (PBL) team

Bribie Island State High School has a large team of staff responsible for implementing the Positive Behaviour for Learning (PBL) program within the school (refer to the structure below). There is also a reference group that meet to consider trends in behaviour and to develop responses to these. This has representatives from staff, parents and students.

The School Leadership Team

The School Leadership Team (Principal and Deputy Principals) oversee the development and implementation of the PBL strategy.



House Leaders

House Leaders are responsible for implementing PBL strategies within the school. They will drive positive strategies and manage behaviour processes as required. Our House Leaders are also your first point of contact if your child is experiencing any issues at school.

Head of Department (HOD)

The Head of Department Student Engagement is the school lead for the PBL program.

Code of Conduct - Anti-bullying school

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.

At Bribie Island State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

To combat bullying in our school we have implemented a range of strategies. Explicit teaching programs to prevent bullying and assist students to report are an integral part of our 'Bridge to Success' lessons. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying, but little change in the frequency or nature of actual bullying behaviour. The anti-bullying process at Bribie Island State High School combines knowledge with practice in a process of active learning. Students understand by 'doing' as much as by 'knowing'. To achieve this, it is envisioned that Stymie (anonymous reporting system) along with all other methods of reporting available to students, will promote a culture in which students feel supported in addressing bullying.

Stymie

Stymie is an anonymous reporting tool that can be accessed by students, parents and the community to report instances of bullying. All reports of bullying are emailed from Stymie to our Leadership Team and are investigated and actioned appropriately. https://stymie.com.au

Education and career planning

Senior Education and Training (SET) Plan interviews

In Term 3, Year 10 students and their parents will meet with a member of the Senior Schooling team to discuss their SET Plan. Future pathways and subject selections will be discussed at these meetings.

Students will experience Career Education lessons. These lessons provide individualised education and career guidance to students. Senior students will create a Senior Education and Training Plan (SET Plan). These plans outline the student's interests, skills and attributes. In developing these plans, students explore the types of subjects suitable for the pathways in which they have shown an interest.

Q Learn

QLearn has replaced the Learning Place with a contemporary solution providing the foundation for delivering personalised learning, collaboration, and integration with existing and emerging technologies. QLearn connects students to digital learning opportunities. It provides a modern and intuitive interface, as well as data protection and privacy. This is used by students to submit their assessment.

QLearning is an integral part of each student's day at our school. QLearn is our school's Learning Management System (LMS) & home of all Bribie Island State High Schools Virtual Classrooms. This web-based platform houses teacher-built courses for students to access curriculum and assessment 24/7. Each student is enrolled in a specific course for each of their timetabled classes. Each course is a private and secure platform for online teaching and learning. The QLearn platform is accessed via qlearn.equ.edu.au, where students will logon, using their current EQ username and password, where students will access:

- Assessment task sheets and submission due dates
- Curriculum documents & learning materials
- Homework Activities
- Formative & summative quizzes
- Discussion and Feedback

Student Support Services

Bribie Island State High School has several staff members who are available to provide support to students. The team works to provide the most appropriate and timely intervention. Referrals may be taken from staff, self-referral, community agencies and families. The primary concern of the Support Services Team is to assist students to overcome barriers that may interfere with achieving their best whilst at school. Appointments are taken through the student support office.

The Guidance Officer

Guidance Officers identify factors that can interfere or disrupt effective learning, wellbeing and development. They plan or assist in planning interventions or programs that can help students achieve positive outcomes. At Bribie Island State High School our Guidance Officers work directly with the student or with the student's teachers, support personnel, family, other specialists, or other agencies. This is determined according to the issue to be resolved and the student's age. A range of issues can be supported by our Guidance Officers including personal and social development, mental health, diverse learning styles and needs, and educational and career pathways. A Guidance Officer is available five days per week, appointments are available by calling the office: (07) 3400 2444.

School Based Youth Support Officer (YSO)



The role of a State School Youth Support Officer (YSO) is to provide support for at-risk students to remain engaged with their education. At Bribie Island State High School, the YSO runs a range of school-based groups and works with disengaged students and their families. Access to our YSO is by internal school referral.

Provisional Psychologist

Provisional Psychologist work with students experiencing mild to moderate mental health concerns. They support students with their personal and social wellbeing by identifying issues that require change and connecting students and their families with support. Using a strengths-based approach, Provisional Psychologist applies evidence-based interventions through personal and family counselling, therapeutic support and group work. Provisional Psychologist also facilitate referrals to other allied health professionals and services and assist students and families to access this support.
Students and families access the Provisional Psychologist by a referral from their year-level Guidance Officer.

The School Chaplain

Bribie Island State High School has a Chaplaincy service to complement other support services in our school. Our school Chaplain provides students, staff and parents with social, emotional and spiritual support. Chaplaincy/student welfare services are inclusive of, and show respect for, all religious and non-religious beliefs. All activities and events provided are non-discriminatory and equally available to students of all beliefs.

The School Based Youth Health Nurse (SBYHN)

The Department of Health funds the School Based Youth Health Nurse (SBYHN) program, which operates in State Secondary Schools across Queensland, including Bribie Island State High School. The program focuses on whole of school preventative health and health promotion. The SBYHN is also available for individual student appointments to discuss health and wellbeing related concerns.

Community Education Counsellor (CEC)

Community Education Counsellor (CEC) provide a significant service to Aboriginal and Torres Strait Islander students. At Bribie Island State High School, our CEC enhances the involvement of Aboriginal and Torres Strait Islander students in education using a range of strategies including: the development of proactive activities/events; group/individual support programs; parent and community engagement; and cultural education for the broader school community. Our CEC also provides intensive support to students who are identified as disengaged or at risk.

Information and Communication Technology (ICT) Charter

Technology at Bribie Island State High School

Schools are now educating a generation of students who have been born into a digital world. As the use of Information Communication Technology (ICT) continues to grow globally, students will increasingly demand an education that embraces ICT. Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications

In order to provide these learning experiences students must have access to devices that support this learning. The goal when formulating a direction for technology access at Bribie Island State High School is to deliver options that are affordable as well as providing students the opportunity to satisfy their educational needs.

Bring Your Own Device (BYOD) is an information technology (IT) model that supports the learning of students in a 21st century classroom. This model allows students to bring an IT device to school, provided it meets the specifications supported by the resources of Bribie Island State High School, that best supports the students learning needs.

To support families who are unable to provide their students with a device due to financial circumstances, the school has purchased a limited number of devices. There is an application process for these devices and the criteria for allocating these are explained in the Equity Device Application Form. These forms are available from the front office and there is documentation required, to support the application.

The school will continue to support students by diagnosing IT issues and consulting with families if further action is required. It is expected that students will have an IT device ready for the first day of school.

Choosing your device

You are welcome to purchase a device from any vendor you choose. In order to support your purchase, we have developed a checklist for you to take when making your purchase.

What do you look for when purchasing a device through an online store or store front?



- The devices are built for education or corporate environments.
- Notebooks and tablets come with a three-year, Onsite warranty and three-year Antivirus subscription.
- Accidental Damage Protection Policy: ADP is an enhanced Warranty Service provided by the vendor. If a Notebook/ Tablet fails because of accidental damage, the vendor will repair the device as necessary or replace the device with a new product which is equivalent to the damaged product. Check how many claims can be made and what, if any, excess is payable.
- Refer to enrolment package for BYOD requirements.

Software specifications

Please refer to the student resource booklet for the most up to date minimum specification requirements for BYOD.
See the Information and Communication Technology (ICT) Charter

Transition to high school - Year 7

The middle phase of learning encompasses Year 4 to Year 9 (Years 7, 8 & 9 at high school). Research shows that during this time, children begin to think in more abstract ways about global issues. It is during this time that young people are experiencing the greatest physical, emotional, intellectual and social changes in their lives (Source: Middle Phase of Learning State School Action Plan). The juncture from Year 6 to 7 can be challenging, and at Bribie Island State High School we work with the Primary Schools to familiarise our incoming students with our school and our staff.

Transition tips and tools for parents

The move from primary to high school can be a time of excitement and new experiences. It can also be challenging or worrying for some students. Helping your child prepare for high school and making them feel supported will reduce the risk of disengagement from school in the future. Education Queensland have a great initiative called 'Every day counts' to assist parents with their students schooling. High school transition support can be found at https://education.qld.gov.au/initiatives-and-strategies/initiatives/every-day-counts/for-parents-and-community/highschool-preparation. If you have any concerns about your child's transition you can also contact our Support Services team.

Transition Program

Communication between our staff and our feeder schools will commence towards the end of Term 2. The students will meet the Principal of Bribie Island State High School, and the Leadership Team, who will work with Primary School staff to share any information that will make the transition to high school as seamless as possible.

Parents and students from our feeder schools will participate in our extensive Year 6 into Year 7 Transition program, which includes:

- Welcome to High School Information Evening
- meeting key staff who will support their transition to High School;
- the first and second transition days where students meet some teachers and experience new learning areas;
- the third transition day which will introduce students to their actual Year 7 class members;
- individual enrolment interviews; and
- a welcome to High School barbeque.

Dedicated playground area in high school

To offer Year 7 students a safe and protected 'playground' experience, Bribie Island State High School has dedicated an undercover space and accompanying grassed mini oval to Year 7 students only. Our junior students are welcome to venture out into the school community when they feel confident.



Life at school

Bell times

At Bribie Island State High School our school day is broken into seven sections, outlined in the table. The school day commences with morning roll marking class. The roll is marked, and school notices are disseminated to students. After roll mark, students attend lessons per their individual timetable.

Sessions	Monday to Friday	
Warning Bell	8:25am	
Roll Class	8:30 – 8:40am	10 Minutes
Session 1	8:40 – 9:50am	70 Minutes
Session 2	9:50 – 11:00am	70 Minutes
Break	11:00 – 11:15am	15 Minutes
Break	11:15 – 11:40am (warning bell 11:35am)	25 Minutes
Session 3	11:40am – 12:50pm	70 Minutes
Break	12:50 – 1:20pm	30 Minutes
Session 4	1:20 – 2:30pm	70 Minutes

Arrival

Students are required to arrive at school five minutes prior to roll-class. For the safety of your children please ensure students are not on the school grounds before 8:00am or after 2:45pm, unless they are under the supervision of a teacher or coach.

Late arrival

Students arriving after 8:35am are required to report to the Student Counter to obtain a late slip. If the gates are closed, students can access the counter by pressing the intercom located at the gate. Lateness is recorded on the class roll and appears on school reports. A signed note or phone call from a parent/caregiver stating the legitimate reason for the late arrival is required; otherwise, the lateness will be recorded as unexplained. Students who arrive unexplained after first break are required to meet with a Deputy Principal before being admitted to class.

Early departure

To ensure student safety, Bribie Island SHS maintains a clear and consistent process for transferring duty of care back to a parent or guardian during the school day. This applies to planned part-day absences for appointments, illness, or emergent situations.

The process is as follows:

- The preferred method of collection is for a parent or guardian to collect the student from the office and provide proof of identity. A parent or guardian can provide formal confirmation via email or a signed note that includes the legitimate reason for the early departure.
- Emergency contacts may collect a student with permission from a parent or guardian. In a health or safety emergency where the parent or guardian cannot be reached, the school will contact the nominated emergency contact. Emergency contacts may collect without prior contact with the parent or guardian only where written authorisation has been previously provided.
- For illness and emergent situations, the school will contact the parent or guardian, or emergency contact to arrange collection from the office. In isolated cases, a student may be granted permission to leave by their own means only after verbal permission has been provided. These contacts will be added to OneSchool.
- All students leaving school early must obtain an early departure slip from the student counter at the time of departure. All contacts will be recorded, and physical notes will be filed in the student's record.

Attendance

Compulsory schooling extends to the age of 16 or the completion of Year 10. Parents of children of compulsory school age must ensure the child attends school on every school day. Student absences require explanation. On the day of the absence, parents can telephone the direct absentee line on (07) 3400 2460, email the student absence line (absences@bribieislandshs.eq.edu.au) or provide students with a note of explanation on the day of return to school. The note should be handed to the roll mark teacher. Three or more days of consecutive absence requires a medical certificate.

Each day an SMS is sent to parents at 9.30am and 12.30pm. The SMS at 12.30pm is sent to parents who have not responded to the previous SMS. A students absence is considered explained if the SMS is replied to with a reasonable excuse. Parents of students who will be absent from school for more than 10 consecutive school days will need to apply for an exemption from compulsory schooling. All exemptions need to be completed prior to the absence occurring and approved by the principal.

Communication

QParents

QParents is an application created by the Department of Education to provide parents of State School's with secure online access to their child's information. The portal allows you to securely access information about your child, such as: attendance details, behaviour, report cards, timetables, invoices and your payment history. You can also use the portal to make credit card payments for school fees, camps and excursions via the BPOINT portal.

At the commencement of each year an email invitation is sent to all parents outlining the registration process. As the application has been designed to access confidential information there is an identification process that is strictly adhered to by the school to verify your access. You can learn more about QParents at the following link: https://qparents.qld.edu.au/#/about. QParents can be accessed using a smart phone, tablet or online.

Email

Email contact is a reliable and often timely manner in which to connect with staff. Each teacher has a school email address which they check regularly. Teacher email addresses are available on our newsletter or from the school website. From their school email, teachers are able to contact parents, individual students, the whole class or a group of students. Teachers often use email to advise of upcoming events, assessment items, academic or behavioural progress and classroom activities.

SMS

Our school uses text messages to inform a nominated parent about student absences. SMS is also used by the school as a communication tool to remind parents of school events. In the event of a critical incident, SMS may also be used to communicate updates or direction to parents.

Social Media

Bribie Island State High School has a Facebook (www.facebook.com/bribieislandhigh) account, that is regularly updated with school activities, events and achievements. In the event of a critical incident, Facebook and Twitter may also be used to communicate critical incident updates or directions to parents. If you would like to connect with the school on social media, our contact details can also be found on page 5 of this handbook.

Compass

Compass is a school-based application that both students and teachers have access to manage their day, provide a quick snapshot of classes for the day and manage attendance marking. Compass provides access to school news, events, notices and more. Compass streamlines many school operations such as attendance, reporting and communication. Our school will advise parents when more features become available for parent use.

Compass is a web-based system that is accessible on any modern web browser or by using the Compass iOS or Android Apps. Search for 'Compass School Manager' in the store.

Website

Valuable information may be found at the school's website: www.bribieislandshs.eq.edu.au. School strategic plans, policy and procedure, subjection selection books, enrolment documents and a range of other school resources are regularly updated for your reference

School Uniform

The school community of Bribie Island State High School is proud of our uniform and we believe that, when worn with pride, the uniform reflects the high standards we aspire to every day. The P&C have endorsed every aspect of the school's uniform dress code. At Bribie Island State High School, it is an expectation that every student wears the full and correct uniform every day. As a staff, we take responsibility for working with students and their parents to achieve this goal.

School Locker

The School Locker, working with Australia's most reputable and experience brands, will provide Bribie Island State High School with solution to ensure quality, consistency and pride is returned to the uniform in a sustainable and cost effective method. Uniforms are now available for purchase from School Locker.

Uniform and safety requirements

Bribie Island State High School has a sun safety policy which requires all students to wear a hat in non-shaded areas. Students may wear the hat provided at enrolment, a hat purchased from the uniform shop or a hat of their choosing (must not have any offensive slogans). The school dress code does not include any other item of clothing or accessory. Students may also be required to wear items related to safety, such as safe footwear and eye protection, which may be necessary for participation in some school activities. Minimising or removing jewellery and tying hair back may also be required for safety in some school activities.

Personal appearance

Bribie Island State High School requests all students to come to school with a clean and tidy appearance. Hair should be styled neatly and of a natural tone. Make-up should be natural and not excessive. Nails should be short, and polish limited to neutral colours.

Footwear

Footwear must provide adequate protection and cover the entire foot. Students attending this school must wear mostly black, cleanable leather or vinyl or joggers/shoes that are fully enclosed.

Jewellery

Students may wear small sleepers or small studs and a watch. All other items of jewellery are not permitted. Religious medallions may be worn out of sight and medical medallions may be worn when accompanied by a medical certificate. Other piercings that are not ordinarily covered by the school uniform (i.e. facial piercings) must be discrete or removed during the school day.



FORMAL UNIFORM

Worn Monday

White shirt/blouse and option of formal shorts/skirt.

White socks

Formal white shirt cannot be worn with sports shorts at any time



FORMAL UNIFORM

Worn Monday

White shirt/blouse and option of formal pants.

White socks

Formal white shirt cannot be worn with sports shorts at any time



SPORTS UNIFORM (Unisex)

Polo Shirt with track pants.

Worn Tuesday to Friday

Black or white socks



SPORTS UNIFORM (Unisex)

Polo Shirt with shorts.

Worn Tuesday to Friday

Black or white socks

Jackets and jumpers (unisex) Monday to Friday



Parents' and Citizens' Association (P&C) endorsement

The P&C Association of Bribie Island State High School resolves that it supports the Bribie Island State High School Dress Code Policy because it believes that a student Dress Code at Bribie Island State High School promotes the objectives of the Education (General Provisions) Act 2006.

Non-compliance with the Dress Code

Under the Education (General Provisions) Act 2006, permitted sanctions for non-compliance of the dress code include:

- detention;
- prevention of the student from attending, or participating in, any activity for which the student would have been representing the school e.g. sport;
- prevention of the student from attending, or participating in, any school activity that, in the reasonable opinion of the school's Principal, is not part of the essential educational program of the school, e.g. School Trips, any non-essential excursion and Year 12 Formal.

Out of uniform procedure

Occasionally, due to circumstances beyond student control, students will be unable to comply fully with the Dress Code Policy. In these situations, a letter from the parent/carer satisfactorily explaining the unavoidable situation is requested. The school also provides opportunities for students to wear relevant items of uniform from a bank of items held at the school. Students may be requested to change into these uniforms.

Students not in compliance with the school Dress Code must follow the procedures outlined below.

- Report to student services between 8:15am and 8:30am.
- Provide a note from parent/carer explaining the variation to Dress Code (e.g. incorrect shoes, socks or jumper) and the period for which the situation will exist. Generally, the school expects all dress code issues to be resolved within 5 school days.
- Exchange the incorrect uniform article for the correct uniform. The student's own article of clothing will be held at student support services, labelled with the student's name, until the exchange article is returned after 2:20pm.
- If a borrowed item is not returned promptly, the student's account will be invoiced for replacement cost.
- Where the uniform item is unavailable, and the student's dress is deemed appropriate, the student will be issued with a slip indicating that they have followed protocols and that the uniform item was unavailable. The student must retain this slip for the day to show any staff members who enquires about their uniform.
- Students wearing footwear or clothing deemed to be inappropriate will not be able to attend classes and parents/carers will be contacted to arrange appropriate footwear or clothing.

For students who do not comply with the procedures above, or who continue to have unresolved infringements of the school Dress Code, the school may impose disciplinary consequences, such as detentions at lunch breaks. Frequent and repeated non-compliance may also include prevention from representing the school or participating in a school activity that is not an essential school educational program.

Modifications and Exemptions

Individual circumstances modification

Bribie Island State High School recognises that in some situations, students may require modifications to the requirements of the school Dress Code.

These modifications are designed to permit a student to attend the school with maximum compliance with the Dress Code, recognising that the student may not be able to fully comply (e.g. if a student gets permission from the school to colour or shave their head in order to participate in a charitable activity or if a student with a disability finds the present uniform unsatisfactory for their disability).

Application process

An application for individual circumstances modification or for exemption should be made in writing to the school Principal. The school Principal in considering the application may require additional information from an applicant to satisfy themselves that the application has a genuine basis (as opposed to a mere preference or dislike). The school Principal will endeavour to respond to such an application as soon as practical after receiving it, either granting the application or refusing it. The school Principal's response will be in writing. The school Principal's decision is final.

Consequences of approval

Where a student is granted an individual circumstances modification or exemption, they will be provided with a card outlining the individual circumstance modification or exemption. The exemption or modification allows the students to attend school without receiving disciplinary consequences for the uniform non-compliance. These students can attend with prior approval from HOSES (Head of Special Education Services), support team and Principal as per conditions of modifications and exemptions. The student is obliged to carry the card while at school and is obliged to present it if school staff query their uniform status. Failure to carry the card may result in disciplinary action in line with the sanctions for non-compliance outlined below.

BRING YOUR OWN DEVICE PROGRAM

Examples of devices that meet minimum specifications

If you have questions about whether a specific model will meet the requirements please feel free to contact the Bribie Island IT Department on (07) 3400 2444 or BYOD@bribieislandshs.eq.edu.au. **Bribie Island State High School does not recommend any particular brand or vendor, the following examples serve as a guide to device type ONLY.**

For more info: Please visit the school website **www.bribieislandshs.eq.edu.au**



HP ProBook

PC, Tablet PC or Mac

Screen : 11"+

Any QUAD CORE CPU or above

4 GB RAM or higher

Hard drive: 128 GB +

FULL specifications on pages 3 and 4



Dell XPS



Toshiba Z10T



Lenovo Yoga



Microsoft Surface Pro 3



Macbook Air



Macbook Pro

In order to provide a consistent experience for students and to guarantee connection to the school network, it is important the device meets the specifications outlined in this document.

Examples of devices that DO NOT meet minimum specifications



Chromebook



iPad



Galaxy Tab

BRING YOUR OWN DEVICE PROGRAM

Technology at Bribie Island State High School

Parents are responsible for providing a computing device for their students.

Reasons:

- The school no longer receives federal government funding to provide laptops for students, but a device remains an integral part of their education in a digital society
- Most schools are moving to a Bring Your Own Device model where students supply their own laptop to Connect to school networks and utilise technology to enable them to fully engage in the curriculum.

Why does your student need a device?

- The school will not be supplying school laptops
- Students will need their own device to:
  Access e-textbooks providing students with the most up to date information available especially important for all learning areas and a changing senior curriculum
- Research for classwork and assessment, complete assessment and submit online
- Engage in subject specific areas using digital technologies
- Engage in subjects that are technology based

Care of device

It is the responsibility of families to keep their chosen IT device in good working order to ensure minimal disruption to learning. It is expected that students bring their IT device to school each day fully charged. Each device should be clearly labelled with the student's name. Students should take care to put their device to sleep when moving around, as failure to do so can damage the hard drive and potentially lose files. Choosing a device with solid state drive (SSD) can alleviate some of these issues. It is **REQUIRED** that all devices have some form of protective casing. This will minimize the likelihood of damage as students travel to and from school.

Insurance and warranty

Purchasing insurance is a personal choice, **Bribie Island State High School strongly recommends that you purchase Accidental Damage Protection Insurance with your device**. When purchasing your laptop please learn about your options to purchase accidental damage protection for your IT device. This covers your device with accidental damage on and off the school campus. Fire, theft and acts of God are usually not covered under these programs and we request you to include it in your personal or home insurance. The insurance can be purchased with your computer vendor or any insurance company. All insurance claims must be settled between you and the insurance company. We advise that all devices are covered by an extended warranty. Statistically a computer will require, on average, 2.5 repairs during its 3 year life cycle. This is a computer requiring a hardware repair due to component failure (warranty) or accidental damage (non-warranty). On average 70% of these repairs are warranty and 30% non warranty.

Repairs and school support

All maintenance for the IT device, operating system, software and/or apps purchased by the family are the responsibility of the family. Families should ensure quick maintenance turnaround for student devices. If you run into a problem, we advise students to see the school IT staff who will attempt to diagnose the fault. If this is not able to be resolved, they can recommend a course of action for repair (eg. warranty claim, insurance claim etc.). Troubleshooting will be limited to running an inbuilt diagnostic that has been installed by the manufacturer of your device and will only be performed in the presence of the student or parent.

BRING YOUR OWN DEVICE PROGRAM

Software specifications

The only software requirement for the student's personal device is Microsoft Office 2010 or higher. **All Queensland state school students can now download multiple copies of Microsoft Office 2016 to their personal home computers and mobile devices FREE.** Students who want the free software will need an active school username and password. If you require assistance please contact school IT Support. Students also have access to a range of Adobe products available for your personal device free, while at school.

Minimum device specifications

Type	Minimum Specifications
Platform	PC, Tablet PC or Mac
Screen size	11" screen or higher – consider portability and weight
Processor*	Any QUAD CORE CPU If you are choosing electives please take into account the prerequisites for these subjects and the increased processing power required for specialist software listed below
RAM*	8 GB or higher If you are choosing electives please take into account the prerequisites for these subjects and the increased RAM required for specialist software listed below
Hard drive*	256 GB or higher SSD is not required but is recommended
Operating system*	Windows 11 or higher - All versions of Windows above Windows 8 are acceptable Mac OSX 13.* or higher **Not supported:** iOS, Android, Windows RT, Chromebook & distributions of Linux (EG. Ubuntu, Debian, Fedora etc) & Windows 10s (sandbox version)
Anti-virus	Windows Defender minimum
Case	All laptops require a protective case
Wireless*	Wireless capabilities (5 GHz) Only 5 GHz supported
Features	Keyboard, USB port, headphone port, in-built microphone, webcam
Battery Life	6+ hours

Subject Electives

If you are choosing electives in the following areas please take into account the prerequisites for these subjects and that a device is a requirement;

Year 9

Design electives – Autodesk or Solid Edge Software

- **Intel i5 minimum, i7 recommended**

Year 10, 11 and 12

Design electives – Autodesk, Solid Edge Software or ArchiCAD

- **Intel i5 minimum, i7 recommended**

Digital Technology – Year 10 Certificate III IDMT – Premiere PRO and After Effects

- **Intel i5 minimum, i7 recommended. RAM: 16GB minimum, 32GB recommended**

Digital Technology – Year 12 – Illustrator, Dreamweaver and Animate

- **Intel i5 minimum**

Media Studies and Practice (Film and Media Studies) – Premiere PRO and After Effects

- **Intel i5 minimum, i7 recommended. RAM: 16GB minimum, 32GB recommended**

BRIBIE ISLAND
State High School



UNIFORM SHOP

SchoolUniformShop

The uniform shop will be open for back-to-school shopping on Wednesday 17 January, 8:00am - 12:00pm.

School Term Trading Hours:
Tuesday: 1:30pm - 3:00pm
Thursday: 7:30am - 9:00am

If you have any inquiries, please email northlakes@theschoollocker.com.au for assistance.

OnlineUniformShop

We arealsohappytoannounce the upcoming launch of your online uniform shop in mid-December. You will have the option to enjoy home-delivery or click-and- collect your purchases fromthe school uniform shop.

SchoolLockerNorthLakestostock BribieStateHighSchooluniforms

If you prefer to shop early and beat the back-to-school rush, you will be able to purchase your school uniforms and other school supplies from the School Locker North Lakes superstore from Friday 15 December 2023.

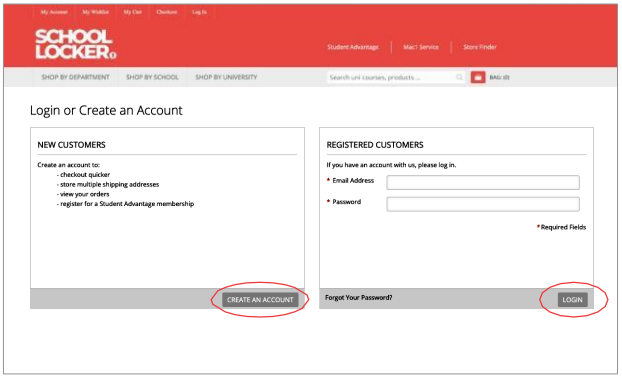
Reasons to love shopping with School Locker

- School Locker is a one-stop-shop for uniforms, school shoes and trainers, musical instruments, sports equipment, stationery, technology, and more!
- 24/7 shopping online.
- Retail Superstore open 6 days, even during theschool holidays.
- Click-and-collect in storeandhome deliveryavailable foronlineorders.
- Easy payment options including interest free and buy now, pay later are available online.
- Price Match Guarantee on all products.
- Size Fit Guarantee on uniforms and shoes.

GET THE STUDENT ADVANTAGE

Follow these simple steps to access the School Locker's Student Advantage Program. Visit **theschoollocker.com.au/customer/account** to become a member now!

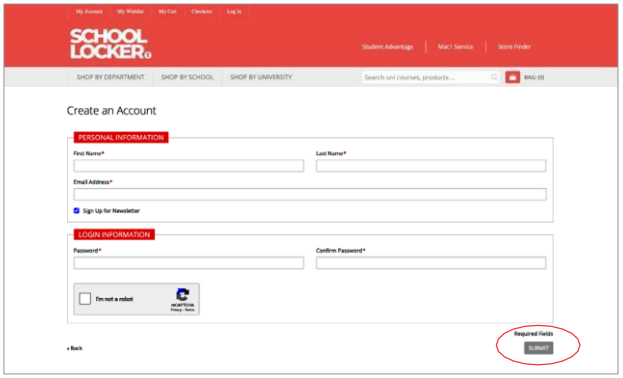
STEP 1



Are you a new customer? Click Create an account and go to Step 2.

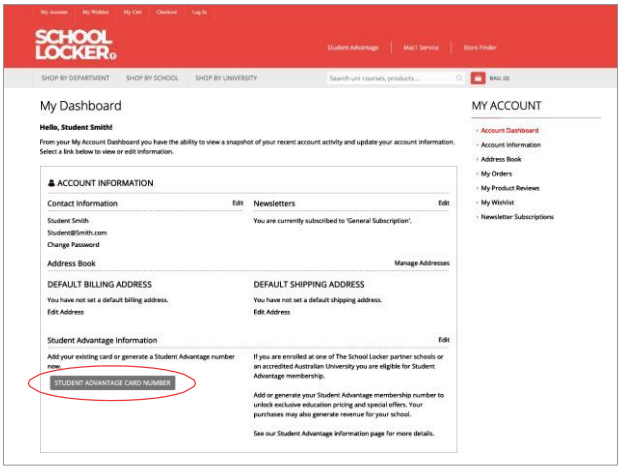
Do you have an account but need to set up your Student Advantage Membership? Login to your account using the Registered Customers form. Refer to Step 3 instructions.

STEP 2



Complete the Create an Account form.
You will be re-directed to the My Dashboard page.

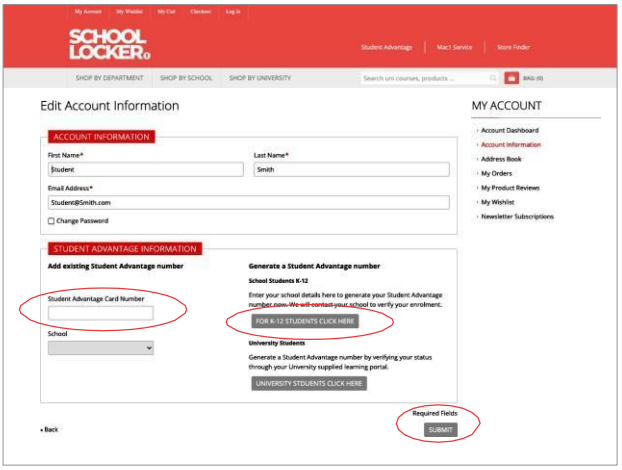
STEP 3



Click on the STUDENT ADVANTAGE CARD NUMBER button. You will be re-directed to the Edit Account Information page.

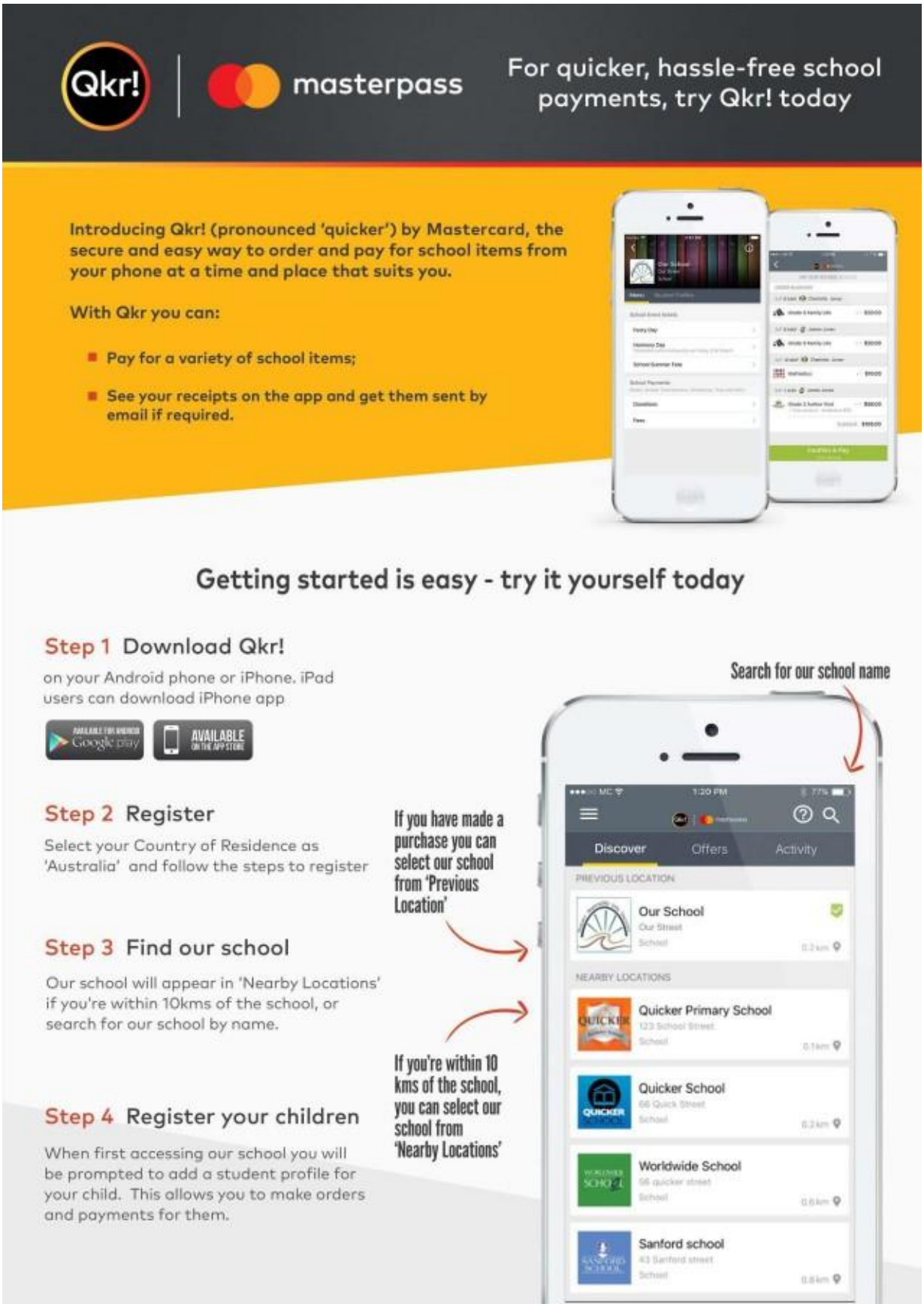
SCAN TO LEARN MORE

STEP 4



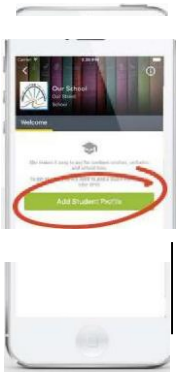
If you don't have a Student Advantage Number, click on the FOR K-12 STUDENTS CLICK HERE button. A pop-up window will appear. Complete your details and click SUBMIT.
This will immediately assign your Student Advantage number to your account. Click SAVE and you will see Student Advantage pricing each time you login.

Bribie Island State High school uniforms and canteen lunch orders are now available through Qkr!



Add your children's details in Student Profiles

Select 'Add student profile'





Add each child's details

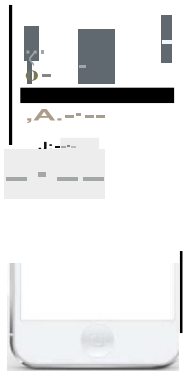


Manage each child's details in Student Profiles

Purchase school items

Select a menu from our school





Select child you are ordering for



Select your items

Tap'Checkout' then confirm and pay

Making payments

Add up to5cards to your wallet



At checkout select which card to pay with.

Pay with any cards accepted by the school.

Once your payment is approved you can continue to the home page, or view your receipt.



Café

Our café opens before school from 7.30am daily for a free breakfast program of fresh fruit, toast and cereal, proudly supported by our Student Support Services.
The café also caters for our special events programs such as Anzac Day, Student Led Conferences and Awards Night.

Canteen Operations – METRO CANTEENS

Bribie Island State High School is committed to supporting the health and wellbeing of our students by providing access to a quality canteen service operated by **Metro Canteens**. In alignment with the Queensland Government's Smart Choices Strategy, the canteen offers a wide selection of fresh and nutritious food and beverage options.

The canteen services students during before school with breakfast options, first break and second break. To ensure availability and avoid disappointment, students are encouraged to pre-order their lunch before 8:30am. Pre-orders can be placed via the QKR app or in person at the canteen before school.

Students Lunches

- A limited number of meals are prepared for daily purchase; however, pre-ordering is the most reliable way to secure preferred items.
- Students requiring an emergency lunch will be supported by our Student Support Team.
- Parents/Carer or designated person may drop off a student's lunch to the administration building for collection.
- Students are not to leave the school grounds to purchase food.
- Parents are to be advised that the purchasing of fast food (ie: McDonalds, pizza) for students and or students' friends is prohibited.
- Students are prohibited from ordering fast food (ie: McDonalds, pizza) to be delivered to the school.

For students with dietary requirements, we recommend contacting the canteen staff directly to confirm available options. Please call 3400 2462 for more information.

Excursions and camps

Activities such as camps and excursions can add great value to the learning process offering new ways of applying the knowledge and skills being studied. They stimulate and challenge students and provide an opportunity for children to interact with teachers and each other in a setting vastly different from the classroom.

Many school curriculum programs and some extra or co-curricular programs include excursions or camps. More detailed information, including cost and permissions slips will be provided to students a short time prior to the activity. Along with details of the activity, a deadline will be provided for payment and return of permission slips and students medical details. If students do not return both payment and the permission slip / medical form by the nominated deadline, they will not be allowed to attend the activity.

Students may be ineligible for excursions and camps if they:

- do not consistently follow the school dress code;
- are not up to date with assessment and classwork requirements;
- are not maintaining attendance or providing medical certificates to explain frequent or long term absences;
- are on suspension or the cancellation process;
- are not up to date with fees or on a negotiated and approved payment plan;
- have frequently or recently exhibited inappropriate behaviour; or
- are considered a danger to themselves or others.

The school fully recognises the need to be sensitive to families who may have financial difficulties and is only too willing to organise, in confidence, alternate payment arrangements. Please contact the school's Business Manager for further information.

School Camps

At Bribie Island State High School, we believe in the value of providing our Year 7 students with an early opportunity to bond as a cohort and to find out more about themselves as a person. Our school is investigating alternate provisions for providing a school camp not just for students in year 7, but other cohorts in our Junior School as well. More information regarding camps will be passed on to families in due course, once information has been finalised.

Extra-curricular activities

A range of co and extra-curricular activities are offered to students each year, depending on staff expertise and availability of certain activities. Below is a general list of activities that the school offers. The list is by no means exhaustive.

Academic competitions

- Australian Schools Science Competition
- Australian National Chemistry Quiz
- Australian Schools English Competition
- Australian Schools Mathematics Competition
- ICAS

Excursions

- Curriculum excursions

Public speaking and debating

- Lions Youth of the Year
- Queensland Debating Union
- Rostrum

The Arts

- Instrumental Music
- Wind Ensemble
- Wind Symphony
- Jazz Band
- Whole school productions
- Dance Troupe/Dance Troupe Extension
- Arts Extension Collage

Sport



- Carnivals – swimming, cross country, athletics, beach carnival
- Touch/Touch Extension/Rugby
- Futsal/Football
- Netball
- Volleyball
- AFL
- Gala Days for years 7 – 8 – 9 - 10
- Afternoon School Gym
- District, Regional and State competitions by nomination and trial

General Administrative Procedures

Bicycles, skateboards and scooters

Helmets are compulsory for those students riding to and from school. During the day the bicycle rack is out of bounds to students. Students must not ride their bicycles/skateboards/scooters in the school grounds and must walk these across the school crossing. Bikes/skateboards/scooters must be placed in the compound and securely chained.

Buildings

Students are to respect the school environment namely buildings, walls, gardens etc. Entry into classrooms is to be teacher directed and orderly at all times. Running on concrete and around buildings is prohibited as it is extremely dangerous. Several areas of the school are "out of bounds" to students: un-cleared areas within the grounds, staffrooms, car parks, bicycle racks, equipment shed and oval before school unless engaged in sport training activities with a teacher.

Change of details

Please notify the school if at any time your address or phone number changes so that our official records may be kept up to date. This can now be completed online through QParents, email, phone or in person in the office.

Critical incidents

Bribie Island State High School has clearly documented evacuation and lockdown procedures which are regularly practiced and reviewed. Whilst the school has a number of proactive strategies in place to effectively manage a critical incident, parents and students also have responsibilities which are outlined in the Bribie Island State High School's Critical Incident Plan. Parents need to be aware that they:

- should not contact the school during a critical incident;
- should not make contact with the media or be interviewed in relation to a critical incident;
- should leave all driveways clear to ensure access for ambulance or police vehicles;
- should encourage their children to follow the directions of their teacher in times of critical response;
- are welcome to obtain a copy of the Bribie Island State High School's Critical Incident Plan.

Students should be made aware well in advance as a proactive measure, of what the expectations are of them whilst a critical incident in taking place. Students should understand that they:

- are to listen to instructions and follow them without question and in a timely way;
- are to treat critical incidents and drills seriously;
- are not to talk with media;
- should keep driveways clear;
- should stay away from areas that are unsafe or where critical support is being given;
- should behave in an orderly manner using common sense at all time;
- are to ensure mobile phones remain switched off to avoid congesting phone networks necessary for emergency personnel;
- are to participate in evacuation and lockdown drills conducted throughout the year.

Finance Department

All payments for Student Resource Scheme (SRS), user pays subjects and excursions can be made at the Administration Office from Monday to Friday. Students may access the Administration office prior to school and during breaks only. Parents are welcome to make payments in person during administration office hours by either cash, credit cards or online via Qparents, BPOINT, direct debit into school account, you also have the option to have an agreed deduction made from your Centrepay account if you receive one. Deduction forms can be obtained from the finance office.

Homework

Bribie Island State High School recognises that regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. The school also recognises that students may be engaging in many different activities outside of school. These may include a range of physical activities, recreational and cultural pursuits, and part-time employment, school-based traineeships or apprenticeships. Some students may also have additional responsibilities as carers. The need for a balanced lifestyle, including sufficient time for family, recreation, cultural pursuits and employment was taken into account when determining the school's Homework Policy.

Homework tasks are classified as:

- Practice;
- Preparation;
- Extension (applying existing skills or knowledge to a new situation).

Homework consists of a variety of activities including, but not limited to:

- Preparation for practical lessons;
- Preparation for activities and assessment that is outlined in the student's individual assignments;
- Review of class work, reading text and reference books;
- Information Tasks set by the teacher for the next lesson;
- Daily reading to, with, and by parents/carers or other family members;
- Linking concepts with familiar activities such as shopping, part-time employment or other recreational and cultural pursuits;
- Conversations about what is happening at school.

Homework assigned in Years 7-9 could be up to but generally not more than 5 hours per week.

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

Lockers

Lockers are available for student use and are located in the canteen area. Students on the student resource scheme can utilise lockers at no cost however an application form will still need to be submitted. Locker application forms can be collected from the administration office. A lost or damaged lock/locker will be replaced at a cost to the student/parent.

Lost property

All items found are channelled to the office in the Administration Block. Students and parents are reminded that the probability of retrieval of lost property will be greatly enhanced if all items are properly marked with the student's name.

Student Led Conference **(Formally known as Parent/Teacher Interviews)**

Student Lead Conferences occur twice per year in Term 1 and in Term 3. Interviews are conducted from 2:45pm to 6:30pm. Parents can make appointments with their student's teachers via Compass. Parents will receive information on how to access Compass after Term reports are completed.

Personal devices (iPod, smart phones, ear pods and smart watches)

The Department of Education requires schools to implement a mobile phone ban in all Queensland Schools.

Mobile phones or wireless headphones are not to be used on school grounds. At the beginning of the school year, every student will be assigned a personal Yondr Pouch with their name. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their pouch with them to school every day.

The Yondr Program employs a simple, lockable pouch that stores a mobile phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school each morning. They will maintain possession of their phones and will not use them until they are unlocked at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.

The use of smart watches will be reviewed if required.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly. Details of the use of personal technology devices at school are available in the school's Student Code of Conduct.

Property

The following items are banned from being brought into the school: liquid paper, steel rulers, felt oil-based pens, any sharp bladed instrument or other weapons, cigarettes and any implements for smoking, (lighters, matches), vapes, chewing gum, prescription drugs outside departmental policy, aerosol cans of any type, and any item deemed by the Principal to be inappropriate.
The following items, if brought to school must be lodged for safe keeping: extra-large sum of money (Administration Office), valuables (Administration Office), special materials for class work, instrumental music equipment.

Prohibited substances: Refer to Student Code Of Conduct

The consumption or possession of alcohol by students on school premises or at school functions is forbidden. Students caught drinking and/or those who supply alcohol to others on school premises and/ or at school functions face possible suspension or exclusion. Smoking within school grounds, on school buses and at camps and other school functions is prohibited. A student caught smoking may be suspended. All narcotics, opiates, amphetamines, hallucinogens, prescribed drugs and like substances, energy drinks are banned, those found possessing them may face suspension, exclusion and/or prosecution. Incidences will be reported to the police. Prescribed medications falling into any category above should be handled through the school Administration Office.



Resource Centre (Library)

Students may borrow resources, at the allocated time, with the presentation of their ID card. A photocopier is available for student use, and computer access is available for research. Failure to return borrowed items will incur a bill forwarded to a parent/guardian requiring a replacement cost to be paid. Any borrowing will be curtailed until return/payment of the resource is undertaken.

School buses

A free bus service is available for students who live within 4.8 kilometres of the school and do not pass another State High School. Caboolture Bus Lines (Phone 5495 4744) service the following areas: Woorim, Banksia Beach and Bellara, Ningi (including Spinnaker Sound and Sandstone Lakes), Sandstone Point, Pebble Beach, Godwin Beach, Bribie Pines and Beachmere areas. Precise route and fare details are available from the operators only. Students are to remain inside the gate, lined up in two lines per gate. Once the bus/es arrive, students are to enter the bus in an orderly and timely manner.

School health

First aid

First aid will be rendered to those who become unwell during school time. We are, however, unable to look after sick children at school, hence parents should not send students who are already unwell. Sick students must report to the office for attention, students who are injured or become unwell will be sent home after contact has been made with a parent or other adult who is able to care for them. In the event that it is not possible to contact a parent/guardian and it is felt that medical treatment is imperative, an ambulance will be called. Please ensure emergency contact numbers are always up to date.

Medication

Education Queensland regulations require that medication only be administered in schools after: parent/ caregiver has completed the appropriate permission form and the label on the medication clearly states the name of the student, the dosage and times for it (except asthma sprays). Parents need to note analgesics (e.g. aspirin, panadol), cough mixtures and the like cannot be administered by the school. Any medications students are required to take should be clearly marked with the above information and left at the office. Students should not leave medication in their bags. Parents must ensure medicine provided for administration is not out of date. Please note, any student who requires asthma medication such as Ventolin, must provide an Asthma Action Plan and a letter from your GP stating the student is capable of self-administering their medication.

We are more than happy to discuss any problems your child may be having at school due to ill health, accident/injury or stress. We can refer you and your child to other agencies should you require specialised assistance. Please telephone the school on 3400 2444 to make an appointment with the Principal or Deputy Principal.

Semester progress reporting

Progress reports are emailed at least twice yearly. Student Lead Conferences are formally organised to allow for discussion of each child's progress. Parents are encouraged to attend these sessions. In cases of urgent concern, we may use the telephone to contact parents at work or at home. Similarly, we invite parents to communicate any problems or concerns that they may have by telephoning the school or by making an appointment to see the relevant person.

Academic progress reports are provided three times through the year –

- Interim Report: End of Term 1
- Semester 1 Report: End of Semester 1
- Semester 2 Report: End of Semester 2

Students in years 11 & 12 will receive reports at different junctures reflective of the completion of different senior units. Student-Led conferences provide formally organised opportunities for parents and their students to discuss their progress with their respective teachers. In cases of urgent concern, we may use alternate methods of communication, for example via telephone or email, to discuss these concerns or make an appointment through the administration team.

Student cars

Student vehicles must not be driven or parked on school grounds, nor on footpaths. Cars must be parked in designated spaces only.

- Bribie Island State High School accepts no responsibility for the keeping of students' cars which will be driven at the students' own risk and parked outside of the school grounds (off premises).
- Students will not use their cars between the time of arrival before school and time of departure after school.
- Students' cars may not carry student passengers.

Students phoning home

Students are permitted to use the school telephone in emergencies. Upon enrolment, parents fill out an information form which is filed and used in emergencies to contact parents. It is the responsibility of parents to advise the school should there be any change of detail. This information is of the utmost importance in the case of accident or illness.

Truancy

Students found to be truanting may be placed on an attendance monitoring card by their respective House Leader to map their lesson attendance. Students will be expected to make up time for missed lessons before school, at lunch time or after-school detention (by arrangements with parents with 24hrs notice). Incidents of truancy will be recorded on OneSchool, students will be interviewed and parent contact will be made to inform parents of truancy incidents. Students will complete support times and complete missed work.
Student Attendance Monitoring Cards may be issued to students. If truant behaviour continues further consequences will be applied.