



Redbank Plains
State High School

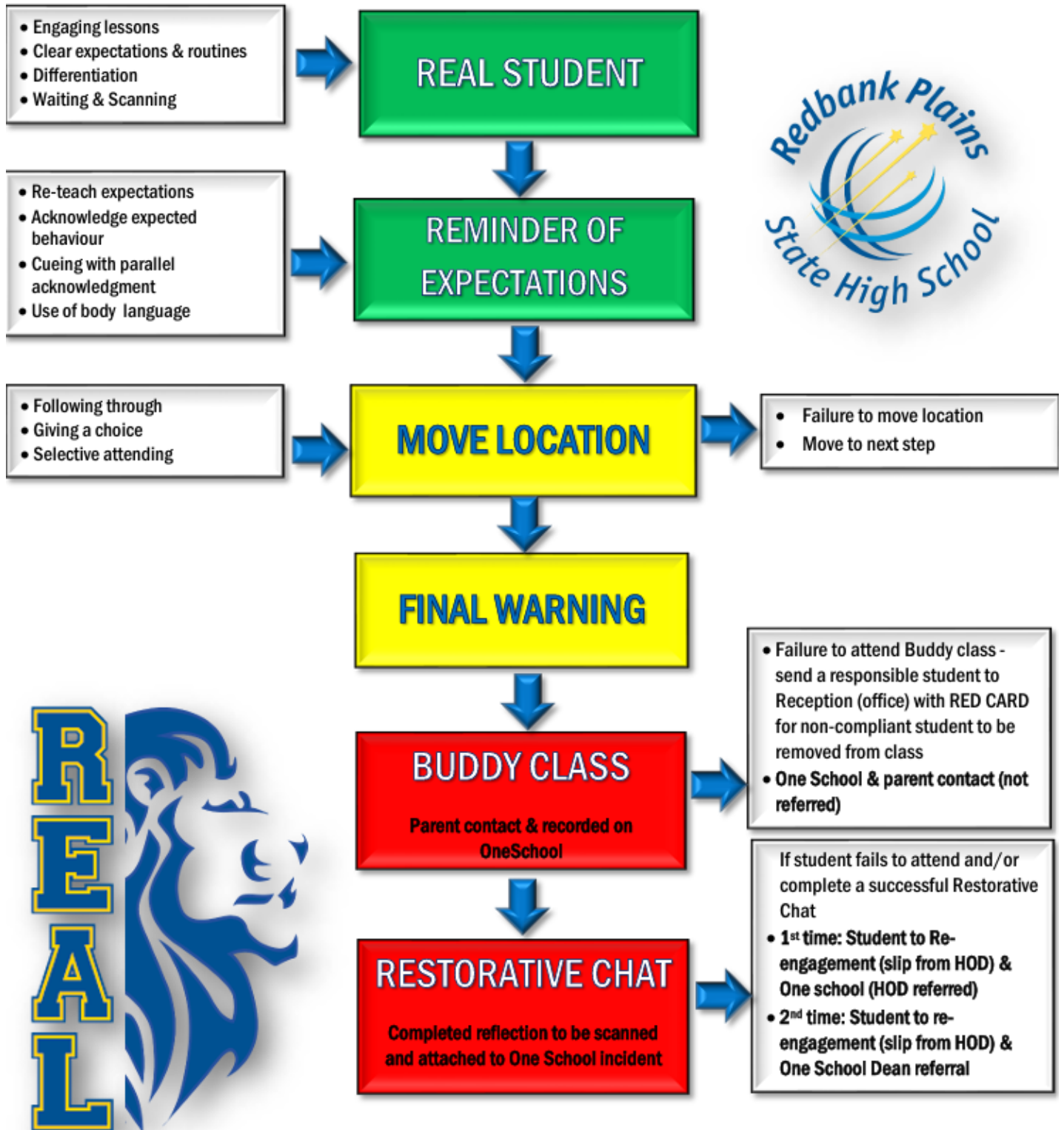
Student Handbook 2026



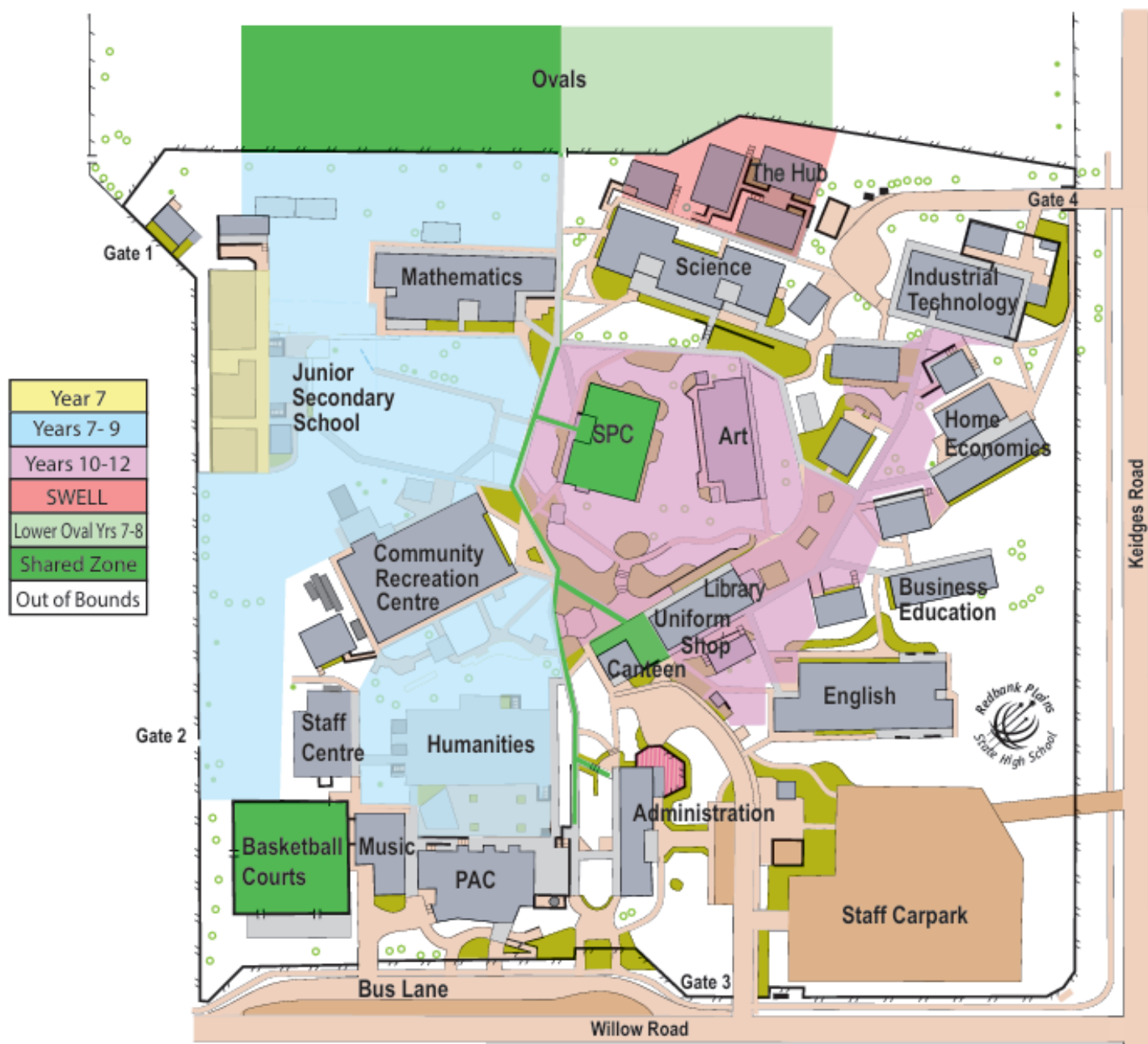
REAL
RESPECT EXCEL ATTEND LEARN

REAL CLASSROOM MANAGEMENT PROCESS

to ensure teaching and learning is not disrupted for the continuity of learning for all students



Playground Map 2026



All non-coloured areas are out of bounds



January 2026

A	Humanities
AD	Administrations
ART	ART
B	Mathematics
BC	Basketball Courts
C	English
CAN	Canteen
CRC	Community Recreation Centre
G	Graphics
GS	Grounds Shed
H	Home Economics
JSS	Junior Secondary School
M	ITD
MUS	Music
O	Ovals
PAC	Performing Arts Centre
RC	Resource Centre (Library)
S	Science
SC	Staffroom
SCP	Staff Car Park
HUB	The Hub
SO	Student Office
SPC	Senior Pathways Centre
STEM	STEM
TA	Re-engagment
TSR	Technology Staff Room
U	Uniform Shop





Redbank Plains **State High School**

Learning First... Leading Tomorrow

Address: 136 Willow Road, Redbank Plains QLD 4301

School Administration Hours

Phone: (07) 3432 1222

Student Office - Opening Hours: 8:15am - 3:30pm

Email: principal@redbankplainsshs.eq.edu.au

Reception - Phones: 8:00am - 3:30pm

Website: redbankplainsshs.eq.edu.au

Face-to-face Opening Hours: 8:00am - 3:30pm

Lesson Times - Monday

Access Class:	8:55am - 9:00am
Period 1 Assembly or REAL Lesson:	9:00am - 9:35am
Period 2:	9:35am - 10:45am
Major Break:	10:45am - 11:15pm
Period 3:	11:15am - 12:25pm
Minor Break:	12:25pm - 12:55pm
Period 4	12:55pm - 14:05pm

Lesson Times - Tuesday to Friday

Access Class:	8:55am - 9:05am
Period 1:	9:05am - 10:15am
Period 2:	10:15am - 11:25am
Major Break:	11:25am - 12:10pm
Period 3:	12:10pm - 1:20pm
Minor Break:	1:20pm - 1:50pm
Period 4:	1:50pm - 3:00pm

THURSDAY: Year 11 WIN Day
(No timetabled classes)

School Term 2026

School Starts:	Years 7, 11, 12	Tues 27 January
	Years 8, 9, 10	Wed 28 January

Term 1	Tuesday 27 January – Thursday 3 April	10 weeks
Term 2	Monday 20 April - Friday 26 June	10 weeks
Term 3	Monday 13 July - Friday 18 September	10 weeks
Term 4	Tuesday 6 October - Friday 11 December	10 weeks

Our Vision

A community of inspired, confident and empowered learners.

Our Mission

To create rewarding learning opportunities in a safe, respectful environment for all students.

Our Values

Respect, Integrity, Diversity and Unity

Executive Team 2026

Principal: Ms Aimee Argiro

Associate Principal : Ms Diana Furlan

Deputy Principal Years 7 & 8: Ms Bec Piercy

Deputy Principal Years 9 & 10: Ms Tanya Woodall

Deputy Principal Years 11 & 12: Ms Emma Jenks

Deputy Principal Staffing & Timetable: Mr Geoff Sippel

Business Services Manager: Ms Nicola Matheson

Student Support Staff

GUIDANCE OFFICERS: Support students by providing advice and counselling on educational, vocational, personal, social, family and mental health and well-being issues.

SCHOOL BASED YOUTH HEALTH NURSE: Provides individual health advice and support on healthy eating, relationships, personal and family problems, sexual health, smoking, alcohol and other drugs.

COMMUNITY LIAISON OFFICER: Works to ensure that students attend school. This officer helps students and parents/caregivers to develop strategies to maximise school attendance.

COMMUNITY EDUCATION COUNSELLOR: Provides support to First Nations students and their families by monitoring student progress and seeking support for academic, social and/or emotional issues.

PACIFIC ISLANDER LIAISON OFFICER: Provides support to Pacific Islander students and their families by mentoring students, liaising between the school and parents/caregivers and organising cultural events.

AFRICAN LIAISON OFFICERS: Provides support to students of African background and their families by mentoring Students, liaising between the school and parents/caregivers and organising cultural events.

SCHOOL BASED CHAPLAIN: Provides support by facilitating school based wellbeing programs. The Chaplain assists by providing additional support for at risk students.

PSYCHOLOGIST: Use their professional knowledge of psychological interventions and treatments to deliver appropriate and tailored therapeutic intervention to support students' mild to moderate concerns, including those related to: - mental health concerns including anxiety and depression - personal relationships - stress - trauma and crisis.

YOUTH SUPPORT COORDINATOR: Provides individual and group support to students to assist in their engagement with education and training. This support is to assist the students to overcome barriers to education.

LINK & LAUNCH: Provides post school options for students who have not transitioned into Employment, Education or Training after completing Year 12. The Link and Launch Manager is there to assist young people to navigate a range of post school options, which include Training, Employment and Post School study. Link and Launch Managers support young people to make independent choices and to support them to a successful transition. Students can access two years post school.

SOCIAL WORKER: Use evidence-based intervention strategies to support young people experiencing challenges with mental health, and social and emotional wellbeing.

HODs 2026

ROLE	HOD
English	Peter Algate
Humanities & Languages	Danielle Algate
Mathematics	Kam Kumar
Science	Chris Clarkson
The Arts	Nicolee Clarkson
EAL/D & First Nations	Melissa Meldon
Health and Physical Education	Jamie Ramm
Technology	Ida Seeto
Inclusive Learning	Rena Doan
Inclusive Learning	Julie Finlayson
Teaching and Learning	Genevieve Martins
Senior Schooling	Stacey Mallett
VET, Employment & Training	Amy Luxton
Dean of Year 7	Tanya Webber
Dean of Year 8	Erin Hall
Dean of Year 9	Talia Styles
Dean of Year 10	Andrea Cox
Dean of Year 11/12	Tracey Doyle

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a whole school process based on teaching positive behaviours to all students and then reinforcing the appearance of these behaviours as they become habits. PBL recognises the relationship between student's academic achievement at school, their social and emotional well being and their behaviour. It is a holistic, evidence based educational approach that has been internationally recognised. It is a tiered approach, with each tier representing a more intense and individualised consideration of support required by the student.

Redbank Plains State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff. We work to ensure that all students engage in quality learning experiences, and acquire values supportive of their lifelong wellbeing.

As a school community, we have decided on four key behavioural expectations. They are:

RESPECT EXCEL ATTEND LEARN

We will explicitly teach these expectations to the students and promote REAL behaviour throughout the school community. Our goal is to ensure that there is a clear and consistent message regarding appropriate behaviour at Redbank Plains State High School.

We use a range of strategies to communicate these expectations to students, including:

- weekly REAL lessons conducted by classroom teachers;
- reinforcement of REAL expectations at school assemblies and during active supervision by staff during classroom and non-classroom activities.

Positive Behaviour for Learning

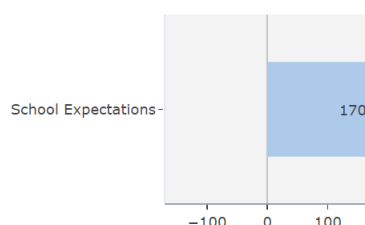
Our student recognition system aims to increase the quantity and quality of positive interactions between students and staff. We recognise students who display the REAL expectations by using points allocated to students on our online platform, Compass.

Example:



Points

Showing points made between:
01/01/2024 - 31/12/2024



Staff members allocate points when they observe students following school expectations in both classroom and non-classroom areas. Students who earn Compass points are able to use the points to select rewards. Students with the highest number of points are also eligible for a Rewards Day Out at the end of the school year.

We have developed a set of expectations which clearly state what it means to Respect, Excel, Attend and Learn in all areas of school life. The REAL Expectations Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

REAL BEHAVIOURS

		CLASSROOM	CRC/ASSEMBLY	SCHOOL GROUNDS	CANTEEN	COURTS & OVAL	EXCURSIONS	TO & FROM SCHOOL	IN THE COMMUNITY	VIRTUAL COMMUNITY
Respect	Respect self, others and environment	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Wear full school uniform including black leather / vinyl shoes	Represent the school with pride	Represent the school with pride
		Line up and remove hats before quietly entering class	Mobile phones away for the day	Follow staff directions	Follow staff directions	Follow staff directions	Follow staff directions	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	
		Mobile phones away for the day	Remove hats before entering the CRC	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Keep hands off others and their belongings	Be considerate on public transport	
		Follow staff directions	Follow staff directions							
		Use appropriate verbal and non-verbal language	Use appropriate verbal and non-verbal language	Keep hands off others and their belongings	Keep hands off others and their belongings	Keep hands off others and their belongings	Keep hands off others and their belongings	Keep the environment clean and tidy	Keep hands off others and their belongings	
		Keep hands off others and their belongings	Keep hands off others and their belongings	Keep the environment clean and tidy	Keep the environment clean and tidy	Keep the environment clean and tidy	Keep the environment clean and tidy	Keep the environment clean and tidy		
		Respect the teaching	Keep the environment clean and tidy							
		Respect the learning of other students	Stand with hands by your side for the National Anthem	Ensure that materials and plants remain in garden areas	Place bags in the designated area	Be sun safe	Be polite to members of the public and wider school community			
Respect the learning environment and leave the classroom clean and tidy	Applaud at appropriate times	Use facilities for their intended purpose	Use facilities for their intended purpose							
		All performances must have prior approval								
Excel	High performance	100% completion of assessment	Support high performance presented on assembly	Move promptly along walkways	Make healthy choices	Engage only in school approved activities	Hand in money and permission notes by the due date to the appropriate person	Follow road rules and regulations	Showcase the school by engaging in outside community activities and events	Be a safe, responsible and ethical online citizen
		Give all classroom, homework and assessment tasks your best effort	Appropriately acknowledge all performers		Avoid loitering around the canteen	Play games and use equipment appropriately	Represent the school with pride	Make healthy choices	Appropriately liaise with the business community	Follow the privacy laws and perform with integrity
		Persist and strive to achieve your best			Follow transport rules and regulations	Represent the school in sporting events	Keep up to date with emails and other digital communication			
Attend	Be at school all day everyday	100% attendance in class	Sit with your Access class	Be in the right place at the right time	Be in the right place at the right time	Be in the right place at the right time	Be in the right place at the right time	Be in the right place at the right time	Attend school sanctioned community activities and events	Engage in online activities at the correct time
		Be in the right place at the right time	Be in the right place at the right time		Stay in the queue in the order you arrived			Be punctual	Be punctual at school sanctioned community activities and events	
		Be punctual	Be punctual	Be punctual	Be punctual	Engage in activities at the correct time	Engage in activities at the correct time	Engage in activities at the correct time		
		Obtain written permission to leave the classroom	Obtain written permission to leave assembly	During class your written permission must be carried at all times and presented upon request	Engage in activities at the correct time	Engage in activities at the correct time	Bring only school approved items	Be prepared with permission slips from parent/guardian and school		
Learn	Be an active learner	Attend all lessons	Look at and actively listen to the presenters	Stay quiet when using the walkways during class time	Prepare your payment before entering the line	Be organised with all required materials	Fully engage in excursion activities through positive interactions	Be organised with all required materials	Link your learning with the "real world"	Model appropriate behaviour
		Fully engage in classroom activities through positive interactions			Be patient	Be responsible for your activity choices	Be organised with all required materials	Be responsible for your activity choices	Be responsible for your learning outside of school	Report inappropriate, disrespectful or hurtful use of digital technologies
		Be organised with all required materials			Model appropriate behaviour	Engage safely in activities and games	Actively look and listen	Model appropriate behaviour		
		Be responsible for your learning				Look for new opportunities and ways of learning				

Range of Possible Consequences

UNACCEPTABLE BEHAVIOUR	RANGE OF CONSEQUENCES
Audio or visual recording of staff or other students (unauthorised)	<ul style="list-style-type: none"> • referral to Re-engagement Centre • suspension • recommendation for exclusion
Being in possession of, using, or under the influence of an illegal drug or in possession of an implement at school or on way to or from school	<ul style="list-style-type: none"> • suspension • recommendation for exclusion
Being in possession of, using, or under the influence of alcohol at school or on way to or from school	<ul style="list-style-type: none"> • suspension • recommendation for exclusion
Breaking the school's uniform policy/procedures	<ul style="list-style-type: none"> • detention • parent contact • temporary removal of property
Cheating	<ul style="list-style-type: none"> • parent contact • resubmission • loss of credit for that piece/assessment • suspension
Classroom misconduct	<ul style="list-style-type: none"> • buddy class • detention • parent contact • referral to Re-engagement Centre • suspension • recommendation for exclusion
Failure to complete a detention	<ul style="list-style-type: none"> • parent contact • additional detention • referral to Re-engagement Centre • suspension
Failure to complete set assignments	<ul style="list-style-type: none"> • detention • parent contact • removal from extracurricular activities • referral to Re-engagement Centre • loss of credit on Senior Certificate • cancellation of enrolment
Failure to follow the reasonable direction of a staff member	<ul style="list-style-type: none"> • buddy class • detention/after school detention • parent contact • referral to Re-engagement Centre • suspension • recommendation for exclusion
Fraudulent misconduct	<ul style="list-style-type: none"> • detention • parent contact • referral to Head of Department • suspension • recommendation for exclusion
Having a dangerous item which could be used as a weapon (including laser lights)	<ul style="list-style-type: none"> • confiscation of item • suspension • recommendation for exclusion
Having offensive or inappropriate items at school (items may include, but not limited to: aerosol cans, beanies, bandannas, permanent markers, water balloons, toy guns)	<ul style="list-style-type: none"> • confiscation of item • parent contact • suspension • recommendation for exclusion

Range of Possible Consequences

UNACCEPTABLE BEHAVIOUR	RANGE OF CONSEQUENCES
Knowingly entering out of bounds areas	<ul style="list-style-type: none"> • caution • detention • suspension • recommendation for exclusion
Late arrival at school or class without legitimate reason	<ul style="list-style-type: none"> • detention • parent contact • suspension • cancellation of enrolment
Littering	<ul style="list-style-type: none"> • community service • detention • parents contacted • suspension
Misconduct in Re-engagement Centre	<ul style="list-style-type: none"> • extension of time in Re-engagement Centre • suspension • recommendation for exclusion
Misconduct in the public domain	<ul style="list-style-type: none"> • parent contact • detention • suspension • recommendation for exclusion
Misconduct of an inappropriate sexual nature	<ul style="list-style-type: none"> • parent contact • suspension • recommendation for exclusion
Misconduct on a school bus	<ul style="list-style-type: none"> • bus company action – refer to bus code of conduct • suspension • recommendation for exclusion
Misconduct involving electronic devices	<ul style="list-style-type: none"> • confiscation • parent contact • detention • suspension • recommendation for exclusion
Misuse of Internet or School Network	<ul style="list-style-type: none"> • parent contact • withdrawal of network privileges • suspension • recommendation for exclusion
Misuse of school facilities	<ul style="list-style-type: none"> • parent contact • detention • suspension • recommendation for exclusion
Misuse of Social Media including defamation of staff or school	<ul style="list-style-type: none"> • parent contact • detention • suspension • recommendation for exclusion
Offensive or threatening language towards another student or staff member	<ul style="list-style-type: none"> • detention • parent contact • suspension • recommendation for exclusion
Physical misconduct towards another student or staff member	<ul style="list-style-type: none"> • detention • suspension • recommendation for exclusion

Range of Possible Consequences

UNACCEPTABLE BEHAVIOUR	RANGE OF CONSEQUENCES
Property misconduct: eg. vandalism, theft, wilful damage, etc	<ul style="list-style-type: none"> • detention • community service • parent contact • restitution • suspension • recommendation for exclusion
Selling illegal substances	<ul style="list-style-type: none"> • recommendation for exclusion
Smoking, including vaping, or possession of implements for smoking at school or on the way to school/school related activity	<ul style="list-style-type: none"> • suspension • recommendation for exclusion
Students acting as lookouts while a behaviour breach is occurring	<ul style="list-style-type: none"> • detention • suspension • recommendation for exclusion
Truancy	<ul style="list-style-type: none"> • parent contact • detention • cancellation of enrolment
Verbal or nonverbal abuse of another student, parent or staff member	<ul style="list-style-type: none"> • detention • parent contact • suspension • recommendation for exclusion

Attendance and Absences

At Redbank Plains State High School we place a high priority on student attendance. Research shows that in Queensland, higher student attendance at school is associated with higher student achievement.

Students need to attend classes to improve their chances of success in meeting the requirements of all classwork and assessment. Inconsistent attendance/lateness issues may result in consequences such as detention, an interview with the relevant Deputy Principal to discuss continued enrolment, cancelled enrolment and possible prosecution of parents for student non-attendance. These standards are particularly important to those students engaging in post-compulsory schooling, and/or receiving Youth Allowance/Abstudy payments.

If you are absent or late:

Parent/carer to call: 3432 1209 or

Parent/carer to enter a reason via the Compass APP

The school informs parents/caregivers about unexplained absences and lateness via SMS message. To avoid receiving a message, parents/ caregivers must contact the school before 10.00am to advise that a student will be absent or late.

All absences are required to be explained within 2 weeks of the date of absence, otherwise the absence will be recorded as an unexplained absence. Students must provide a medical certificate for any absence longer than 2 days or if absent for any senior assessment. All medical certificates must be submitted to Student Office within 48 hours of returning to school.

***Absences from WesTEC**

It is the responsibility of parents/carers to report absences directly to WesTEC. Call: 3280 2427

Please provide the following:

- **Name and relationship to the student**
- **Student's full name**
- **Year level**
- **Date of absence/late arrival**
- **Reason for absence/late arrival**
- **Contact number**



Early Departures

Students requiring an early departure during the day must present a note signed and dated by their parent/ guardian which includes:

- the student's full name and year level
- the required departure time
- the reason for early departure
- where you will be collecting the student
- the name of the person collecting the student.

The student presents the note to their classroom teacher at the required time to be released from class and then immediately goes to the Student Office. The Student Office staff will sign the student out through the school's attendance system, Compass, and provide an early departure pass.

If the time of departure is during a break time, the student is to go to the Student Office at the required time. It is the student's responsibility to follow the correct process.

Please Note: Messages to students will only be conveyed to students during school hours in emergency circumstances. Please visit website for further information on Policies and Procedures.

Buses

All buses arrive and depart from the school bus stop on Willow Road. Students assemble under A Block and sit in designated lines while waiting for their bus to arrive. The only exception is for students catching the early bus, who are permitted to proceed directly to the bus stop.

Code of Behaviour for students travelling on buses:

Student behaviour on buses is governed by the Code of Conduct for School Bus Travel. Consequences will be applied by the bus company and the school for inappropriate behaviour. Students travelling home on the school bus must depart via school bus stop.

Four Basic Principles

1. Always behave in a safe and sensible manner respecting the safety and rights of others.
2. Treat other people and their possessions with respect.
3. Follow the bus driver's directions without argument.
4. Do not interfere with bus property, equipment, shelters and signs by marking or damaging them in any way.

Students riding bicycles to school

All equipment ridden to school must be walked in and out of the school grounds.

All equipment ridden to school must be stored in the bike racks at the student's own risk. The bike racks are out of bounds to all students during the school day. Helmets must be worn at all times as required by law.

Students driving to school

Vehicles are not to be used or accessed during school hours and must be parked outside school grounds.

A condition of being issued with a driver's licence is that students are responsible and adhere to road rules. Infringements to these rules can result in incidents being dealt with by the police. Students who choose to drive to and from school are expected to do so in a manner that is consistent with safe motoring practices, with the safety of the driver, passengers and others being paramount.

Parents'/Caregivers' vehicles

Parents/caregivers are not permitted to park in the school grounds. Parking is available on Willow Road or at the rear of the school off Willow Road.

Please note that parents/caregivers are not permitted to drop off or collect students from the bus stop or the bus turnaround area on Willow Road.

For the safety of students and the school community, please observe all traffic signage around the school.

Food and other deliveries

Any food or other deliveries from parents/friends must come via Student Office. Students are not to enter into out-of-bounds areas or exit the school grounds to collect goods. Students who enter the incorrect areas are posing a safety risk. Uber Eats or any food delivery, is not permitted at RPSHS.

Uniform Policy - Unisex Uniform

Students are required to wear correct school uniform at school, and between home and school related activities unless otherwise advised.

Subject specific uniform requirements will complement the general uniform policy to support student safety. Information regarding these will be provided by faculties. At all times workplace health and safety will be the determining factors in the application of this policy.

Our Uniform Policy is designed to support:

- Student safety - it is essential that all teachers can recognise intruders quickly. This is only possible if all students are in school uniform
- Student welfare - the uniform caters for the elements of comfort, climate, modesty, cost, efficiency and social equity

Students in Years 7, 8 and 9	Students in Years 10, 11 and 12
<ul style="list-style-type: none"> • Unisex school shorts • School polo shirt • RPSHS school socks or plain black or plain white socks with no stripes, patterns, or logos • Completely black leather/ vinyl shoes (not football boots) • School jumper and/or school sports jacket • School track pants, black dress pants or long black school skirt 	<ul style="list-style-type: none"> • Schoolskirt/shorts Senior blouse/shirt School tie (optional) • RPSHS school socks or plain black or plain white socks or black stockings with no stripes, patterns, or logos Completely black leather/ vinyl shoes • School jumper and/or school sports jacket • School track pants, black dress pants or long black school skirt
School Hats	
Redbank Plains State High School Sun Safety Bucket Hat or Cap (Years 7-12) are available from the Uniform Shop.	

Notes

- Students must bring a school bag or backpack appropriately sized to carry necessary books and equipment. Please note: mini-bags/belt bags/festival bags etc. are not permitted
- Students in Years 10, 11 and 12 must wear the senior school polo shirt and shorts for lessons involving physical activity
- Year 12 students may wear the Year 12 jersey/jacket as part of the school uniform.
- School badges may be worn by all students.
- Long sleeve undershirts, worn under the uniform for extra warmth, must be plain black or white
- Only students enrolled in Sports Development Programs are permitted to wear their respective Sports Development uniform on lesson days

The following are considered inappropriate and not permitted at any time: jeans or denim, cargo pants, non-school pants, leggings, beanies, durags, bandanas, inappropriate slogans/logos, inappropriate footwear (e.g. sandals, thongs, slippers). Students wearing such items will be sent to REC and given the opportunity to contact home and have the issue rectified or exchange for appropriate items.

This policy has been developed in accordance with the Education (General Provisions) Act 2006 (Sections 360363) and the Department of Education, Training and Employment's policy SMS-PR-022: Student Dress Code in relation to implementing student dress codes in Queensland state schools. It clearly explains and documents the standards of acceptable dress at Redbank Plains State High School. The School Dress Code is endorsed by the Redbank Plains State High School P & C Association.

Hair and Makeup

- All students are to be well groomed and hairstyles must be neat, clean, tidy and well-maintained
- Extreme hairstyles are not permitted
- Makeup, including eyelashes, are to be natural in appearance
- Nails must be of a safe length and shape
- Only a plain black or white head scarf may be worn for religious reasons

Jewellery

- Piercings are to be small, discrete and flat to the skin
- Rings, bangles and bracelets, with the exception of medical alert bracelets, are not permitted
- Necklaces must not be visible
- Watches are permitted to be worn, provided this is not a smartwatch

Footwear

In accordance with WH&S regulations, students' footwear should be black impervious leather or vinyl and cover the entire foot.

Students out of Uniform

Students in incorrect uniform will be directed to REC to access the uniform swap process or to wait for parents/guardians to bring the appropriate uniform items to school.

- Students will be asked to remove items that are not part of the school uniform
- Items deemed inappropriate or offensive may be confiscated
- For safety reasons, students are not permitted to wear non-school jackets or jumpers at any time. Students can attend REC and borrow a jumper before school or at break times in exchange for their non-uniform jacket or jumper. The jumper needs to be returned after school on the same day so that they can be laundered. Non return of jumpers will incur a replacement fee. We encourage families to contact their Year Level Dean if they require support in obtaining a school jumper
- All items that have been swapped at REC must be returned or a fee will be charged to the parent/guardian
- Persistent non-compliance will result in further consequences

Use of Artificial Intelligence (AI) in Assessment

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) IN ASSESSMENT

At Redbank Plains State High School, we recognise the growing importance of Artificial Intelligence (AI) and its potential to enhance the learning experience of our students. We acknowledge the benefits that Generative AI tools can bring to the educational environment, particularly in the realm of assessment. By adopting this policy, Redbank Plains State High School aims to harness the potential of Generative AI tools in assessment while upholding academic integrity, fairness, and student privacy. We are committed to providing our students with a supportive and innovative learning environment that prepares them for the challenges and opportunities of the future.

Generative AI tools may be utilised in the following ways to support student learning and assessment:

- Providing creative inspiration or suggestions to assist students in starting their assignments or projects
- Recommending authoritative sources of information relevant to the subject matter
- Generating study resources, including quizzes or flashcards, to aid in consolidation and revision of information
- Assisting students to summarise or organise information effectively
- Demonstrating grammar, sentence construction, and language skills to enhance students' writing abilities.

APPROACHES FOR STUDENT USE OF AI IN ASSESSMENT:

While Generative AI can be a tremendous tool, it is still essential to stay engaged in whatever process or activity you are undertaking. AI is a tool that can be used to enhance and supplement your efforts, but it is not a replacement for critical thinking and personal understanding.

Before you consider using Generative AI, think about whether it is appropriate to do so. Generative AI is not a reliable or reproducible source of information, unlike a journal article or even a webpage. You should always check the accuracy of any facts, references, quotes or edits generated by AI by cross referencing with scholarly and credible sources.

MAINTAINING ACADEMIC INTEGRITY, PLAGIARISM AND AI:

Students must understand that while AI tools can assist in various aspects of their academic work, it is their responsibility to ensure the integrity of their own work. Plagiarism, which includes submitting generated content without proper attribution or using AI tools to produce work for assessments without appropriate understanding and effort, is strictly prohibited.

Before submitting assessment, ask yourself the following questions for every individual assessment task:

1. Have I followed the task sheet and my teacher's directions for correctly using and acknowledging AI in my work?
2. Am I submitting work that demonstrates my learning, skills, and abilities?

It may be considered academic misconduct (plagiarism) if you:

1. Use AI in an assessment task when it is not permitted.
2. Fail to acknowledge or reference your use of AI when it is permitted.

Guide for engaging with Generative AI

Level of AI		Level Description of AI	Examples of Learning & Assessment <small>*Including but not limited to</small>
1	NO AI	The assessment task is completed entirely without AI assistance. This level ensures that student rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.	1. Students complete a traditional multiple-choice exam. 2. Students write an in-class essay on an assigned topic. 3. Students solve a series of mathematical problems on paper during a timed examination.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.	1. Students use AI to generate ideas. 2. Students use AI tools to brainstorm potential solutions and develop innovative ideas. 3. Students collaborate with AI to develop effective response structures.
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity and coherence of student-created work to improve the final output, but no new content can be generated using AI. AI can be used to edit your original work but AI content must be cited.	1. Students use AI to convert their handwritten notes into a typed copy. 2. Students use AI to organise their research findings. 3. Students use AI to assist with spelling, punctuation and grammatical structures.
4	AI TASK COMPLETION; HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output. AI can be used to complete specified tasks in the assessment item. Any AI-created content, including prompts, must be cited.	1. If the task permits, students can use AI tools to generate content and/or structure. 2. If students use AI to generate content and/or structure, evaluation of the purpose of these must be provided.
5	FULL AI	AI should be used as a 'co-constructor' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. AI can be used throughout the assessment item. Any AI-created content, including prompts, must be cited.	1. Students provide AI with their research and ideas, then use the AI-generated synthesis to create an assessment item. 2. Students supply AI with their concepts and requirements to generate a visual representation or image.

Acknowledgement: Furze, L. (2022). *The AI Assessment Scale: From no AI to full AI*.
<https://leonfurze.com/2023/04/29/the-ai-assessment-scale-from-no-ai-to-full-ai/>

REFERENCING GENERATIVE AI:

At Redbank Plains SHS, the use of Artificial Intelligence tools in assessment tasks will be considered academic misconduct unless the assessment task specifically directs students to use AI in some capacity. Re-phrasing AI-generated output and adding it to your assessment is not enough for it to be considered your own work. As with any resource, any use of Generative AI must be referenced.

APA 7th - Internet sources - Generative AI (e.g., ChatGPT)

Assessment Policy

Step 1: Strategies for all students prior to the due date for the assessment:

- Teachers will inform students of the due dates for drafts and final submissions.
- Assessment items and due dates should be recorded by all students. Due dates and other requirements are on all task sheets. Due dates must be adhered to.
- Submission of drafts is compulsory in all subjects. Drafts are important to ensure that student work is monitored and supported. Drafts may be used to determine a student's outcome should they fail to submit their final piece of assessment.
- Where assessment requires electronic submission it must be submitted by midnight on the due date. Technology failure is not considered grounds for extension.
- Teacher support is available for students requiring additional support to complete assessment pieces and may take the form of individual appointments, after-school tutorial groups or attendance at the Homework Centre.
- Liaison with parents/caregivers may occur if concerns are noted regarding the completion of the assessment piece.

Step 2: Strategies that may allow for extensions under extenuating circumstances:

- Students seeking an extension must complete the Extension Request Form available on the school website or from the Student Office.
- The student then presents the completed form to the HOD who will make a decision on whether the extension is granted and, if applicable, negotiate a new due date with the student.
- A medical certificate and/or evidence of extenuating circumstances is required when a student is absent for an examination / assignment due date. The HOD will make the final decision after considering all the information.
- If an exam is missed, the student undertakes the exam (or one of a similar nature to the one missed) at the next available opportunity. The student is responsible for this follow up and arranging a suitable time with their teacher or HOD.
- A Year 12 student who misses an External Exam must submit an application to the QCAA, as there is no capacity to resit an External Exam.

Step 3: If the assessment is still not completed then some/all of the following will apply:

- Ratings for assessment tasks not submitted by the due date will be based on evidence available on or before the due date (e.g. drafts, classwork).
- Students may be withdrawn from regular classes or at lunchtimes until assessment is completed.
- The Cancellation of Enrolment process may be initiated for students in Years 11 and 12 if late or non-submission of assessment tasks is an ongoing problem.

Notes:

- Students or parents/caregivers seeking Access Arrangements & Reasonable Adjustment (AARA) need to contact the school to arrange an appointment with a Guidance Officer, prior to undertaking a course of study.
- For illness and misadventure the same applies.
- Heads of Department will make decisions about assessment requirements and extensions in line with school policies and QCAA guidelines (excluding External Exams which are governed by the QCAA).
- Ongoing issues with late/non submission of assessment pieces by a student will result in Step 3 actions being implemented accordingly.

Please see the school website, or the Compass homepage under 'School Documentation' for detailed information on:

- Academic integrity
- Electronic submission of assessment
- RPSHS referencing Style Guide

Use of mobile phones and other devices by students

All devices are brought to school at students' own risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device.

Mobile Phones, Headphone and Smartwatches – off and away for the day

The department of Education has an 'away for the day' policy (July 2023) and after careful consideration with staff and the P&C, our school has decided to implement the following approach:

- Mobile phones, headphones and smartwatches are to be switched off and put away from the time of the first bell until students have exited the final class of the day
- The only exception to this is if teachers have given permission for students to use their devices in class time for explicit curriculum purposes and the student remains under the supervision of the teacher
- Consequences for violations – students found using a mobile phone, headphones or smartwatches during the school day will be required to surrender them to the student office. For the first violation, in any given Semester, students can collect the item at the end of the school day. Subsequent violations will require parent collection of the item. Continued non-compliance will result in an escalation of consequences.
- All canteen purchases will require cash or a physical debit card
- During approved usage times, it is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone or another electronic device
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilet blocks.
- Students are not to photograph or film other individuals without their consent or send harassing or threatening messages or upload images without the consent of the individuals
- Disciplinary action will be taken against any student who is caught using a mobile phone or other device to cheat in examinations or assessments.
 - This policy also applies to students during excursions, camps and extra-curricular activities.

Laptop Device policy

- All students are expected to bring their learning device to school each day – fully charged
- Students are responsible for their devices at all times
- Any theft, damage or misuse will be solely the responsibility of the student as per the school's BYOx Policy
- Students must use their device in accordance with the [Network and Internet Acceptable Use Policy – Acceptable Usage for Redbank Plains State High School](#)
- Students must follow teachers' directions as to the appropriate use of their devices during class time
- Devices should be charged overnight at home, though some charging stations are available in the library during breaks
- For added security, school lockers for laptops only are available

Further information is available in the [Student BYOx Charter](#)

RPSHS Homework Policy

At Redbank Plains State High School, homework is seen as an essential part of a student's education to assist them in achieving their potential. For purposes of this policy, homework is defined as:

- Teacher directed tasks that revise and apply content and skills such as text book work
- Teacher directed activities that prepare for forthcoming classroom learning such as novels
- Teacher directed assignments as part of assessment (including working on drafts) for a unit of work
- Student initiated study and revision

Homework provides opportunities to:

- Consolidate and/or prepare for classroom learning
- Develop organisational skills including positive study habits
- Involve family members and caregivers with the learning of their students

STUDENT RESPONSIBILITIES

- Develop and maintain regular homework and study patterns that fall within the following guidelines (understanding that during peak assessment times requirements may increase):
 - Junior Secondary Phase (Years 7, 8 and 9)
 - 5-10 hours per week
 - Should include independent reading
 - Senior Secondary Phase (Year 10, 11 and 12)
 - Year 10: 10 hours
 - Years 11-12: 15 hours per week
 - Hours will differ depending on student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan
- Access OneSchool Student Course Planner regularly
- Record all homework and due dates for assessment
- Complete and submit all homework tasks, as requested and within set time frames
- Ensure homework is of a high standard
- Follow up on feedback from teachers
- Seek help from teachers in a timely manner when difficulties arise
- Organise time to manage out of school obligations (eg. home, sports, cultural activities and part-time employment)
- Share homework tasks and expectations with parents and caregivers

TEACHER RESPONSIBILITIES

- Set meaningful and appropriate homework on a regular basis
- Set homework that aligns with learning goals
- Set homework that is manageable for both students (considering other academic and personal development activities) and teachers (considering time to evaluate and provide useful feedback)
- Clearly communicate the purpose, benefits and expectations of all homework
- Check homework regularly and provide timely and useful feedback
- Maintain homework records, especially if items of homework are considered Formative Assessment
- Enable student access to resources required to complete homework
- Discuss with parents and carers any issues regarding homework

PARENT/CARER RESPONSIBILITIES

- Take an active interest in homework and student learning
- Encourage students to organise their time and take responsibility for their learning
- Assist student organisational skills and communicate with school
- Encourage their student to read and engage in current events
- Provide their student with space and resources to complete their work
- Discuss with teachers any concerns
- Assist students in balancing school and other obligations

Daily Reading Homework

It is strongly recommended that all students read for pleasure for at least 30 minutes each day. This could include a favourite book, magazine or novel.

Students are expected to keep an accurate and neat record of set homework and dates of assessment in an appropriate place. Homework Club will be available for students every Tuesday and Thursday from 3:15pm - 4:15pm in the school library. The purpose of the Homework Club is to assist students with improving results through developing better study habits, including time management skills and use of resources.

Introducing Cognitive Verbs

Cognitive Verbs are the fundamental skills that you learn while at school. Each one of the 74 cognitive verbs covers a different aspect of the assessable skills you are likely to encounter during your studies. They are the words that make up exam questions, your assignment tasks, and the work you do in class. You will use similar cognitive verbs across all of your subjects, therefore it is important that you understand the cognitive verbs, and what they mean in each of your subjects.

Cognitive verb resources:

<https://www.qcaa.qld.edu.au/p-10/aciq/version-9/cognitive-verbs-in-version-9.0/cognitive-verb-resources>

Resource Centre (Library)

Library Hours:

Monday 8.15am – 3.30pm; Tuesday 8.15am – 4.15pm; Wednesday 9am – 3pm;

Thursday 8:15am - 4:15pm; Friday 8:15am - 3:30pm.

- The school library lends fiction and non-fiction books to students
 - The average loan period is two weeks
 - Textbooks are also loaned to students for periods of a term/semester/year as necessary via Text Hire
 - Overdue notices, for both library and textbooks, go out through student email.
- Replacement costs will be charged to the individual's school fees after 90 days.
Students will not be able to borrow again until confirmation of payment has been received

QCAA Student Portal

The QCAA Student Portal gives students in Years 10 - 12 access to their learning accounts and other information related to their senior studies.

- My Details - allows students to check their details and update their email address and/or mobile phone number
- My Learning Account - allows students to view their subject enrolments and learning providers
- My Online Courses - allows students to complete the QCAA academic integrity course.

Access

- The Student Portal login page is accessed via a link on the myQCE website at:
- To register for access to their accounts, students need their 10-digit learner unique identifier (LUI). This will be distributed by Access teachers for year 10, during Term 1.
- Once students have registered, they use their nominated email and password to log in



Finance

2026 Open hours - EFTPOS and cash payments can be made at the finance window, located at Student Office.

Tuesday and Thursday 8.15am – 12 noon

What do I do if...

I am absent from school?

A parent/caregiver must contact the school via phone (07 3432 1209) or Compass App and leave the required information.

I am late to school?

If it is before 9.05am, report to your Access class. If it is after 9.05am, sign in at Student Office. A parent/caregiver must provide a note, a phone call or use the Compass App to explain why you are late. Students will not be admitted to class without a late pass.

I need to leave school early?

The student presents the note to their classroom teacher at the required time to be released from class and then immediately goes to the Student Office. The Student Office staff will sign the student out through the school's attendance system, Compass, and provide an early departure pass.

If the time of departure is during a break time, the student is to go to the Student Office at the required time. It is the student's responsibility to follow the correct process.

I feel sick at school?

If it is during class time, the teacher will send you with a 'green slip' to Student Office. If it is before or after school or during a break, report to Student Office.

I have lost something?

Check with Student Office.

I want to go to the canteen?

The canteen is open before school and during breaks. It's a good idea to order your lunch before school to avoid missing out.

I am transferring to another school or leaving school altogether?

A parent/caregiver must advise the school. A Leave Clearance form (available from Student Office) is to be completed before you leave.

I have issues with my learning device?

Seek assistance from the IT Technician at C Block.

Student Self-Efficacy

The confidence you have in yourself to successfully complete a task or activity.

As a REAL student, I demonstrate self-efficacy.



In the Classroom

I am on time for class.

I am organised, bringing all required materials.

I choose to be responsible for my actions and needs.

I ask for help.

I Ask Myself

What are my goals?

Am I making progress in my learning?

How can I improve?

Who can help me?

What are my next steps?

I Remind Myself

It is OK to ask for help. It is a strength!

I might not be able to do a task YET, but with effort I can succeed.

Speed bumps will happen but I will get over them.

In the Playground

I choose to be respectful to my school mates.

I choose to be respectful to staff.

I choose to be respectful of the facilities including buildings, furniture and toilets.

I Ask Myself

Am I being respectful, safe and responsible?

Am I in control of my behaviours?

I Remind Myself

To think before I act and speak.

To remain in control of my behaviour.

Problems will happen but I can solve them responsibly or ask a staff member to help me.

To take advantage of lunch time activities.

In the Community

I am respectful to all people.

I connect my community and my school by bringing family and friends to events.

I am involved in the community through sport, work and other groups.

I Ask Myself

Am I being respectful to people around me?

Am I choosing appropriate verbal and non-verbal communication?

I Remind Myself

To be an active and positive member of our community.

To use community resources to achieve my goals.

To behave positively while out in the community.

Year 7-12 Career Development Framework

At RPSHS, we offer career education as an integral part of a student's development and therefore they are involved in a range of programs



I DO - Year 13

Year 13 & Beyond –
Link and Launch



I APPLY - Year 12

SELECTION
(post school options)



I DECIDE - Year 11

PRACTICE
(work experience, industry placement)



I PLAN - Year 10

PREPARATION
(skills development, Yr 11 subject selection)



I FOCUS - Year 9

EXPLORATION
(of self, others and the world of work)



I EXPLORE - Year 8

AWARENESS
(of self, others and the world of work)



I DISCOVER - Year 7

SELF-EXPLORATION
(Interests, Strengths & Aspirations)

DEVELOPMENTAL DECISION MAKING

*in relation to the broad goals of Personal Management, Learning and Work
Exploration, and Career Building*

Year 7-12 Career Development Framework

Access Periods:

- Career Senior Education Units
- Student Education and Training (SET) Plans
- Tertiary Preparation program

Organised Support Programs:

- in-school activities (subject selection evenings)
- Get Set for Work
- out of school visits (SATs expos)
- local community partnerships

Staff Professional Development:

- SET Plans & resources
- Career Tools
- industry placements
- QCE

Career Counselling:

- individual
- small groups
- special consideration
- direct entry applications
- scholarship applications
- USQ Headstart, START QUT, GUESTS at School (Griffith Uni) and UQ Enhanced Studies Program

Parent Liaison:

- SET Plans
- parent information days

Special Events:

School

- guest speakers
- sporting, cultural & social events

School

- career expos
- visits to industry & tertiary institutions
- information evenings

Curriculum Offerings:

- accredited VET subjects
- career information
- University subjects – Year 12
- School Based Apprenticeships & Traineeships (SATs)



Employment

Preparation & Practice:

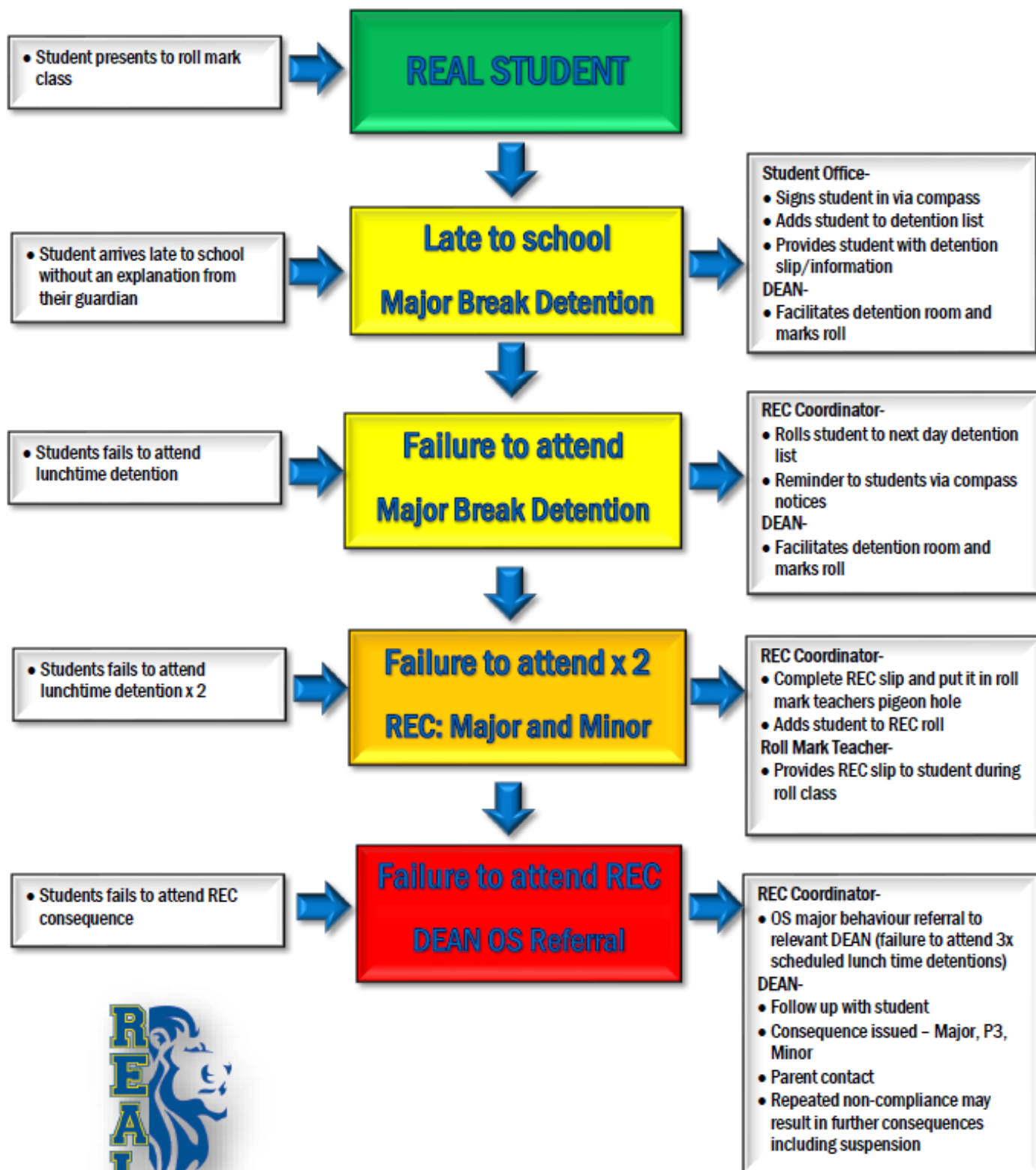
- structured industry placements
- work (virtual) experience
- TAFE courses & private providers
- school based apprenticeships & traineeships (SATs)
- part-time work
- Career Senior Education Units



LATE TO SCHOOL

MANAGEMENT PROCESS

to ensure maximum engagement and continuity of learning for all students



HOW TO USE STYMIE

IF YOU SEE SOMETHING OR NEED HELP

#SAYSOMETHING



SEEING OR EXPERIENCING HARM?

1

If you have a truthful concern about any kind of harm (some examples include anxiety & depression, self-harm, suicide ideation, safety, family violence, bullying, fighting, illegal activity), Stymie is here to support you.

GO TO STYMIE.COM.AU

2



You can use any internet connected device to make an **ANONYMOUS** notification asking for help. You can add screenshots. The help can be for you or for someone else.

NOTIFICATION DELIVERED

3



The notification is delivered within seconds. The wellbeing team in your school will receive the notification.

SUPPORT

4



After investigation, the wellbeing team in your school will deal with the harm in an appropriate, confidential and supportive manner.

stymie.com.au

<https://stymie.com.au/>



Our Vision

A community of inspired, confident and empowered learners.

Our Mission

To create rewarding learning opportunities in a safe, respectful environment for all students.

Our Values

Respect, Integrity, Diversity and Unity.