SHAILER PARK STATE HIGH SCHOOL
STUDENT LEARNING AND WELLBEING FRAMEWORK

OUR PURPOSE

Inspiring lifelong learners to succeed in a world of opportunities

OUR VISION

Excellence in Learning and Life

OUR 4R VALUES

Respectful
Resilient
Reflective
Resourceful

OUR 3C PRIORITIES

Culture:
Safe, Supportive, Collaborative
Classrooms:
Effective Teaching and Learning
Curriculum:
Guaranteed and Viable, Data and Differentiation

Equity and Excellence: Realising the potential of every student.

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Contents

1.0 Principal's Foreword

Shailer Park State High School continues to provide an inclusive environment that nurtures the wellbeing of all students, so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence. We recognise that learning, engagement and wellbeing are inextricably linked — and that students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

Following on from the development of the Shailer Park State High School Student Code of Conduct 2025-2028, the Student Learning and Wellbeing Framework outlines our whole-school approach to creating a safe, supportive, and inclusive learning environment. We foster the wellbeing and engagement of every student so they may thrive academically, socially, and emotionally.

The school vision – *Excellence in Learning and Life* aligns with the Department's understanding that young people are growing up in a world driven by new technologies and economic globalisation and the need to develop cognitive, social and emotional skills for success. Healthy, confident and resilient young people who can successfully navigate a more complex world are vital for Queensland's future.

This framework is informed by:

- The Queensland Curriculum and Assessment Authority (QCAA)
- The P-12 curriculum, assessment and reporting framework (P-12 CARF)
- The Australian Curriculum (AC)
- The Australian Student Wellbeing Framework,
- The DoE Student Learning and Wellbeing Framework
- The QCAA's Personal and Social Capability Learning Continuum,
- The Alcohol and Other Drugs (AOD) education program
- The Respectful Relationships Curriculum
- The research of Dr Amy Berry and John Hattie into student engagement
- The High Reliability Schools Framework
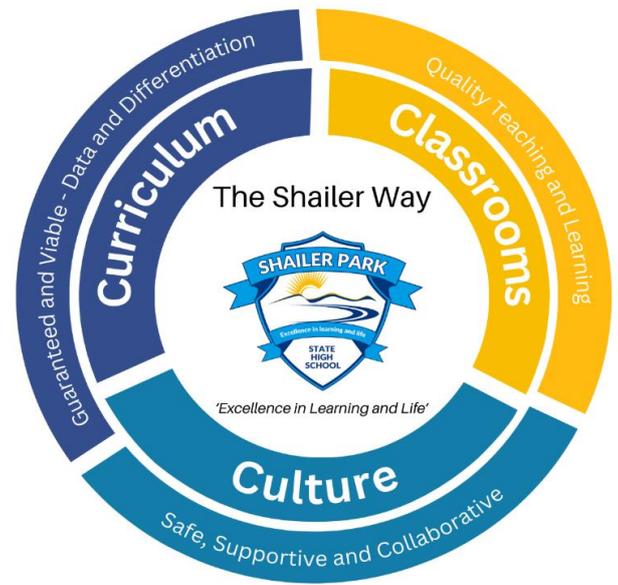
2.0 Student Learning and Wellbeing Framework Overview

Shailer Park State High School continues to provide an inclusive environment that nurtures the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence. We recognise that learning, engagement and wellbeing are inextricably linked — and that students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

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The Student Learning and Wellbeing Framework (SLaWF) builds on the DoE Student Learning and Wellbeing Framework, the research of Dr Amy Berry and John Hattie into student engagement and provides a shared language to empower students to reflect on and monitor their own engagement levels within the Wellbeing, Uniform, Behaviour, Attendance and Academic domains of school life. These elements are known throughout the school as WUBAA and will be explored more deeply later in this document.

The Shailer Park State High School SLaWF and WUBAA are supported by the Shailer Park State High School Safety Net System; a proactive and differentiated approach to whole person development that is grounded in strong relationships, data-informed intervention and stakeholder collaboration. The Safety Net System ensures that the needs of every single student within the Shailer Park community are systematically reviewed so that the Student Services Team are able to personalise increasingly intensive interventions to assist all students to make progress in their learning journey, wherever they are at.

At Shailer Park State High School our planned and responsive actions to support student learning and wellbeing are articulated across the three domains of the SLaWF:

- Creating safe, supportive and inclusive environments
- Building the capability of staff, students and the school community
- Developing strong systems for early intervention

Each of the actions listed in the table below are explored in the following pages of the SLaWF below.

Creating safe, supportive and inclusive environments	Building the capability of staff, students and the school community	Developing strong systems for early intervention
We provide safe environments underpinned by the 4 R Values Respectful, Resilient, Reflective, Resourceful.	We value and promote Student Leadership as a key driver of a positive learning environment and personal capability.	We deliver coordinated support through a comprehensive Student Services Team to promote the social, emotional, and physical wellbeing of every student.
We provide clear and consistent behaviour expectations outlined in the Values Behaviour Matrix.	We provide health and wellbeing learning opportunities for students through RISE curriculum.	We develop individualised support plans to ensure every student is set up for success.
We explicitly teach and model social and emotional skills, values and expectations for behaviour to support student wellbeing through our RISE Program.	We communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through emails, Newsletters, Facebook and school website.	We plan and document school processes to support staff to respond appropriately to students at risk by carrying out mandatory training.
We use clear, consistent student data tracking to inform targeted interventions aligned with WUBAA.	We respond positively to the needs of different groups within the school community as they are identified. This can be seen through the C.A.S.T. Timetable and Support Groups.	We use the Safety Net Case Management system to ensure the needs of every student are systematically reviewed and supported.
We demonstrate and communicate positive respectful relationships through Student Recognition and Celebration.	We collect and analyse a range of data as part of the PLC to identify opportunities to build capacity in staff and students.	We actively maintain relationships with community medical services and support organisations.
We foster a strong sense of community and pride in our school developed through House Identity.	We seek out opportunities for our students to engage in the community through work experience, school excursions, school-based traineeships and apprenticeships.	We share responsibility for supporting student wellbeing and learning, particularly with those at risk.
We make sure the physical environment and school policies and practices are accessible and inclusive of students and families.	We actively strengthen connections with parents to support early intervention for students whose wellbeing is at risk.	We utilise a variety of point in time and longitudinal measures for student and staff wellbeing.
We plan for opportunities to promote and celebrate traditions, values and cultures of the school community.	We explicitly teach social skills, self-regulation and conflict resolution skills through the RISE Curriculum, Universal, Targeted and Intensive Support Programs.	We encourage students and families to advocate for their own needs and provide a variety of options to request supports.
We provide learning opportunities and environments that promote healthy lifestyle choices through curriculum, RISE program and Mental Health Week.	We build support networks with Online Intervention Programs and Support options for students, staff and families to engage with alongside school-based supports.	
We recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students.	We commit to continual improvement using evidence-based strategies with the PLC to improve student wellbeing, seek ways to develop and share new ideas.	

3.0 The High Reliability Schools Framework

High Reliability Schools (HRS) Framework

5 Competency-Based Education
4 Standards-Referenced Reporting
3 Guaranteed and Viable Curriculum
2 Effective Teaching in Every Classroom
1 Safe, Supportive, and Collaborative Culture

The Shailer Way

'Excellence in Learning and Life'

Curriculum — Guaranteed and Viable · Data and Differentiation
Classrooms — Quality Teaching and Learning
Culture — Safe, Supportive and Collaborative

In 2023, Shailer Park State High School undertook a comprehensive School Review, concluding our strategic planning cycle and collaboratively crafting the 2024–2027 Strategic Plan. Central to this process was our adoption of Dr. Robert Marzano's High Reliability Schools (HRS) Framework, which served as an essential planning guide.

The HRS Framework, grounded in decades of rigorous educational research, defines five hierarchical levels of organizational performance designed to ensure all students learn the content and skills necessary for success in higher education, careers, and beyond.

Our Strategic Focus: Priorities Aligned with HRS Levels

From the HRS Framework, we selected and embedded three foundational levels into our school's Strategic Plan. These school priorities reflect the foundational and interdependent nature of Levels 1–3 in the HRS hierarchy and must be addressed concurrently to build a robust platform for sustained improvement.

Priority	HRS Level	Description
School Priority 1: CULTURE – *Safe, Supportive and Collaborative Culture*	**Level 1**	Establish a foundation of trust, safety, and collegial collaboration—where staff and students feel supported and empowered. This foundational level is vital for fostering an orderly and inclusive learning environment.
School Priority 2: CLASSROOMS – *Effective Teaching in Every Classroom*	**Level 2**	Strengthen instructional quality across all classrooms. Focus on shared instructional expectations, a clear vision of effective teaching, and pedagogical refinement to promote consistent student engagement and achievement
School Priority 3: CURRICULUM – *Guaranteed & Viable Curriculum; Data & Differentiation*	**Level 3**	Ensure all students have access to a consistent, high-quality curriculum that is teachable within available timeframes, aligned with learning objectives, and responsive to diverse learning needs

Our Path Towards HRS Certification
Through our School Review and strategic planning, Shailer Park SHS affirmed a firm commitment to:
- Shaping a schoolwide improvement process anchored in research and consistency.
- Implementing and refining the leading and lagging indicators across these foundational levels.
- Pursuing HRS Certification with the Marzano Network of High Reliability Schools—starting with Levels 1 through to Level 3 and possibly even Level 4 by mid 2027.

Driving Lasting Impact
Our engagement with the HRS Framework is more than a program—it represents a strategic transformation. By intentionally aligning our culture, classroom practices, and curriculum, we aim to:
- Synthesize multiple initiatives—existing and new—into a coherent, research-based system.
- Move beyond isolated interventions to a unified strategy that embeds reliability, data-informed decision-making, and collective efficacy.
- Produce permanent, positive, and significant outcomes, elevating student achievement across all levels.

4.0 HRS 1: Safe, Supportive, Collaborative

4.1 The 4 R Values

Shailer Park State High School is a progressive school with a shared vision of Excellence in Learning and Life. We strive to inspire lifelong learners to succeed in a world of opportunities and our four core values – Respectful, Resilient, Reflective, and Resourceful – underpin everything we do.

School values are the foundation of a positive and connected learning environment, guiding how we act, learn and grow together. They create a shared sense of purpose and identity, promoting respect, resilience, reflectiveness, and resourcefulness in everything we do. By living these values daily—through how we treat one another, approach challenges, and celebrate success—we create a community where everyone feels supported, safe, and empowered to thrive.

We actively teach and reteach the behaviours of each of the 4R Values through the RISE Curriculum, Extended House Care Group lessons and whole school assemblies. The behaviours routinely taught are:

Respectful	Resilient	Reflective	Resourceful
• I arrive on time • I follow teacher instructions • I use manners and appropriate language • I respect others' right to learn • I care for school property • I follow school policies • I follow rules and laws within the community • I represent the school positively	• I support others • I manage my emotions • I manage my engagement • I focus on the goal • I move on from setbacks • I practice skills to cope with change or unexpected situations • I show determination • I accept consequences maturely	• I actively listen • I set learning goals • I see mistakes as learning • I reflect on effort and results • I learn from peer interactions • I think before reacting • I own my behaviour • I reflect on the impact of my actions on others • I am open to learning from different experiences	• I focus on learning • I seek feedback • I access support • I plan my time • I solve problems appropriately • I use initiative • I make safe, informed choices • I take on opportunities and challenges

4.2 House Identity

Our House System means that every student at Shailer Park SHS belongs to one of four houses – Barnes, Bilin Bilin, Francis or Karle. These Houses are each led by a Head of House and Student Ambassador, whose focus it is to build a strong sense of belonging, connection and identity within our school.

Our Multi-Age House Care Groups mean that every morning, students Check and Connect with their House Care Group, consisting of a teacher-mentor and students from Year 7 through to 12. This allows our younger students to aspire to their in-class senior role models, and our older students to rise to expectations and responsibilities as leaders and mentors within these groups. This time helps us to build a stronger sense of community and pride in our school.

House Culture

At Shailer Park State High School, our houses are the heartbeat of our culture — building pride, connection, and belonging through the 4Rs: Respectful, Resilient, Reflective, and Resourceful.

Whether on the field, in the classroom, or out in the community, our house spirit runs deep. Each cheer, challenge, and celebration strengthens the ties that make us one school, many houses — united in purpose, proud in identity, and driven by the spirit of friendly competition and shared success.

Barnes was named after the foundation Principal, K.H Barnes, who opened the school in 1980.

He established a P&C committee, reached out to surrounding feeder schools (Slacks Creek Primary) and enrolled 101 students with 8 teaching staff to open in 1980

Bilin Bilin was a well-known and well-respected Aboriginal man in the Logan district. He was born in the early 1800s and became a leader of the Yugambeh people around 1863.

Often described as "A different kind of warrior," as he "chose diplomatic rather than confrontationalist methods to remain on his traditional land during extremely difficult times".

Francis was named after Francis Shailer a migrant who established the area- Shailer Park in 1866.

Francis was also a teacher at the first and second Slacks Creek Provisional Schools and contributed to local government.

Karle was named after a foundational teacher, Val Karle, from 1980 who retired in 2021. Val established the vision and grew with the school to allow 1400 students to be enrolled in 1990-1991.

She was a passionate educator who returned to Shailer Park even after retirement because of her love for the school and its community.

4.3 Professional Learning Community

The staff at Shailer Park State High School are data informed practitioners who routinely operate in Professional Learning Teams (PLT) within the Professional Learning Community (PLC).

PROFESSIONAL LEARNING COMMUNITY (PLC)

What is a PLC? An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

PLC Philosophy	• **Focus on the learning**: shift the focus from "Was it taught?" to "Was it learned?" • **Collaborate**: Purposeful teams who collaborate to reduce the difference between *intended curriculum - implemented curriculum - attained curriculum* • **Collectively Inquire** into Best Practice and Current Reality "Collaborative conversations call on team members to make public what has traditionally been private-goals, strategies, materials, pacing, questions, concerns, and results. These discussions give every teacher someone to turn to and talk to, and they are explicitly structured to improve the classroom practice of teachers-individually and collectively" (DuFour 2004) • **Learn by Doing** • **Commit to Action** • **Continuous Improvement**
PLT 1 Know your Students	**Meeting 1 – Know Your Students** **Meeting 2 – Review and Record (NCCD Data Collection)** **Meeting 3 – Review and Finalise (NCCD Data Collection)**
PLT 2 Know your curriculum	**Meeting 1 – What is it we expect students to learn?** **Meeting 2 – How will we know when they have learned it?** **Meeting 3 – How will we respond when they haven't learned?** **How will we respond when they already know it?**

4.4 WUBAA and Safety Net Case Management System

As part of the PLC, teams of staff routinely meet to review, analyse and respond to student data.

The Safety Net Case Management System ensures that the needs of every single student within the Shailer Park community are systematically reviewed so that the Student Services Team are able to personalise increasingly intensive interventions to assist all students to make progress in their learning journey, wherever they are at.

Students and staff regularly reflect on and monitor their own engagement levels within the Wellbeing, Uniform, Behaviour, Attendance and Academic domains of school life. These elements are known throughout the school as WUBAA and can been seen in the image below 'The Shailer Way – WUBAA'.

TRAFFIC LIGHT WUBAA

	WELLBEING	UNIFORM	BEHAVIOUR	ATTENDANCE	ACADEMIC
Green	• Regulating my emotions • Managing my well being • Accessing support when required	• Wearing my uniform with pride • 0 uniform infringements	• Actively engaging in my learning • My behaviours reflects the 4 R Values • < 2 Minor OS per term	• Attendance (.90%) • 100% explained absences • My behaviours reflect the 4 R Values • < 2 Minor OS per term	• "On Track" • Passing all subjects
Yellow	• Learning to regulate my emotions • I sometimes accept supports for my wellbeing	• Needing reminders to wear my uniform appropriately • < 5 uniform infringements	• Passively engaging in my learning • My behaviour sometimes reflects the 4 R values • < 5 OS per term	• Attendance (75-89%) • > 90% explained absences	• "Working Towards" • Failing up to 2 subjects
Red	• Resisting support to meet expectations	• Resisting support to meet uniform expectations • > 5 infringements	• Avoiding my learning or actively disrupting others • My behaviour does not reflect the 4 R values • > 10 OS per term	• Attendance < 75%	• "At Risk" • Failing 3 or more subjects

Student support needs are measure against the thresholds above and supports are enacted based on multi-tiered system of support lead by the Head of House and Wellbeing Teams. The diagram below outlines a variety of supports available at each support level.

Staff utilise OneSchool and departmental templates for support planning to ensure individual student needs are adequately identified, supported and communicated with stakeholders. Plans utilised include but are not limited to:

- Personalised Learning Plan (PLP)
- Individual Curriculum Plan (ICP)
- Discipline Improvement Plan (DIP)
- Support Provisions (SP)
- Individual Behaviour Support Plan (IBSP)
- Functional Behaviour Assessment (FBA)
- Risk Assessment (RA)
- Health Management Plan (HMP)
- Attendance Management Plans (AMP)
- Part-time Education Plans (PTEP)

Safety Net Wellbeing Interventions

Safety Net Level 1 (Universal)

- Clear expectations -Respectful, Resilient, Resourceful, and Reflective
- Wellbeing Curriculum aligned to Social Emotional learning and Wellbeing frameworks delivered through RISE classes
- Explicit teaching of 'The Shailer Way'
- Provision of a guaranteed and viable curriculum
- Provision of classroom differentiation to meet student need
- School wide focus and shared language-engagement and differentiation
- Head of House and Student Ambassador roles
- Guidance Officer, Youth Worker, Youth Support Coordinator, Attendance Officer and Student Services Officer roles
- Case Management-
  - Safety Net
  - Wellbeing
  - Focussed
  - Inclusion
- Data based decision making-
  - Curriculum staffing
  - Intervention programs
  - Safety Net levels termly
  - Safety Net Review cycle
- Explicit teaching of expected behaviour each term- whole school, house and cohort specific teaching
- School wide focus on relationships evidenced within curriculum planning and pedagogy
- Active supervision
- School wide use of Restorative conversation
- School wide use of Check & Connect
- Ratio of 4 positives-to-1 correction

- House Structure
- House Spirit challenges
- House Rewards
- CAST Lunchtime activities
- Supported Mediation process after classroom withdrawal or student-student conflict
- Student Self-referral process to Wellbeing Team
- Staff referral process and referral triage of student needs to Wellbeing Team
- Breakfast Club
- Food pantry within Student Services
- New student induction package
- Reboot, Reflect and Reset Rooms
- Wellbeing events each term
- Mental Health Week activities
- Wellbeing Team involvement at school events
- Schoolwide use of Essential Skills for Classroom (ESCMs)
- Strong Start and Fantastic Finish
- Wellbeing Team meeting weekly
- Termly Temperature Check- students
- DoE Wellbeing Survey
- Homework Club
- Supervised Study- Monday P4

Safety Net Level 2 (Targeted)

- Safety Net 2 Case Managment
- Internal Support Programs-
- External Support Programs- Project Booyah,
- Internal support referral options - YSC, GO, WEX Co, Youth Worker, SBYHN
- External support referral options- ATSICHS, MADEC, FaCC, Headspace, CHYMS, Bridges Reconnect
- Fortnightly/Periodic Stakeholder Meetings
- RESTORE Process
- Restorative conversation
- 1-on-1 behaviour coaching
- Provision of access to Support Team
- Personalised Learning Plan
- Walk and talk coregulation
- Mastering Behaviour Workbook
- Case Manager consult & monitoring
- Opportunity Centre

Safety Net Level 3 (Intensive)

- Safety Net 3 Case Managment
- External support referrals-
  - Family and Child Connect (FACC)
  - Intensive Family Support (IFS)
  - Child and Youth Mental Health (CYMHS)
  - Department of Communities – (Child Safety Services and Intensive Family Support)
  - Queensland Police Service (QPS)
  - Local Council
  - Disability Services Qld
  - Aboriginal Torres Strait Islander Health Children Health Services (ATSICHS)
  - Government Health services
  - Education Queensland Regional Support Staff

- Part Time Education Plan (PTEP)
- Risk Assessment and/or Safety Plan (ISSP)
- Stakeholder Meetings
- Complex Case Management
- Functional Behaviour Assessment (FBA)
- Individual Behaviour Support Plan (IBSP)
- Regulation support and identified space/time
- Classroom Profiling
- Classroom coaching
- RESTORE Process
- Timetable changes

4.5 Student Services Team

Shailer Park State High School offers a range of services and programs to support the engagement and wellbeing of students in our school. We are proud to have a comprehensive Student Services Team in place to help the social, emotional and physical wellbeing of every student.

The Student Services Team includes a Deputy Principal, Head of House, Student Advisor and Guidance Officer plus a Guidance Officer- Wellbeing, Senior Schooling Head of Department, Junior Secondary Head of Department, Head of Special Education Services, Student Services Officer, Senior Schooling Officer, Attendance Officer, Youth Support Coordinator, School Chaplain, School Based Youth Health Nurse and a School Based GP.

Students can access the Student Services Team through a referral from a parent or staff member to a Head of House or through a self-referral form that can be located at Student Services.

Families who would like more information about Student Services Team roles and responsibilities are invited to contact their student's Head of House, on the school phone number or via email.

How to Access Support

1. **Staff** can refer a student to a Head of House who will then work with the wider Student Services Team.

2. **Students** can self refer to the Student Services Team via the Student Services Counter (Andrea).

3. **Parents** can also request support for their child from the Student Services Team via relevant Head of House.

RESPECTFUL   RESOURCEFUL   REFLECTIVE   RESILIENT

WHO'S WHO?

Scan here for contact information

Stacey Wood — Principal

KATRINA DAVIES — DEPUTY PRINCIPAL
JASMINA TIAINEN — HEAD OF HOUSE

ALEISHA NEUMANN — DEPUTY PRINCIPAL
MELISSA BOOTON — HEAD OF HOUSE

UVETTE JOHNS — DEPUTY PRINCIPAL
ANGELA KING — HEAD OF HOUSE

KATE ISAGER — DEPUTY PRINCIPAL
RHYS HURREN — HEAD OF HOUSE

FRANKIE

MANDY ROSS — GUIDANCE OFFICER YEAR 7-9

ELLE WILLIAMS — GUIDANCE OFFICER YEAR 10-12

ROBERT BARDEN — BUSINESS MANAGER
RAJ VAIDYA — HOSES
TAHLIA EISENTRAGER — TEACHING & LEARNING
SHAE SAWDY — TEACHING & LEARNING + ARTS
LAURA HUXTER — HEAD OF ARTS
BRIDGET WILLIAMS — HEAD OF ENGLISH
RONI HIPPOLITE — HEAD OF MATHS
JANELLE NORTON — HEAD OF SCIENCE
KACIE LEATHWAITE — HEAD OF HUMANITIES
RYAN GOULD — HEAD OF HUMANITIES
GAYLE STEWART — HEAD OF HPE
DAMIAN SMITH — HEAD OF TECHNOLOGY

NICOLE FRANZI — HR
KYLIE ELMS — FINANCE
JO-ANNE WEBB — FINANCE
ASHLEA LAVIN — RESTORE CO-ORDINATOR
RENEE CHAPMAN — ENROLMENTS & MARKETING
ANDREW FLETCHER — IT MANAGER
REVATHY SAMPATH — IT SUPPORT
KRISTY KOZIJ — ATTENDANCE OFFICER
TRISH JONES — STUDENT SERVICES OFFICER
ANDREA DENNING — STUDENT SERVICES OFFICER
SAMANTHA ASHWOOD — YOUTH SUPPORT COORDINATOR
TAMMY QUIRE — YOUTH WORKER
BROOKE GALLOP — CHAPPY
SARAH MITCHELL — SCHOOL BASED NURSE
WILLIAM KWONG — DOCTOR

4.6 The Key Stakeholders Of Learning and Wellbeing

Wellbeing and Learning is Everyone's Business	
STAFF	**STUDENTS**
• Learning and Wellbeing at Shailer Park SHS starts with our staff. If our staff (teaching and non-teaching) experience high levels of wellbeing and prioritise learning, our students are more likely to also experience higher levels of wellbeing and prioritise learning. • Staff wellbeing can be supported by building staff capacity through professional development and leadership opportunities. • Staff are committed to their own wellbeing and the school is committed to providing a 'culture of care'. • Staff are dedicated to 'knowing their learners' with and to providing inclusive learning environments where teaching is varied and responsive to support student wellbeing and learning needs.	• We believe that whole school wellbeing is an approach that should be implemented 'with' students, not 'to' students. • Through building positive relationships (student-student and student-staff) based on trust, calmness and respect, we believe, higher levels of wellbeing and learning can occur. • We seek to provide all students with opportunities to invest in their own wellbeing in and beyond the classroom: to express themselves, have a voice and be active 'agents' in their own wellbeing (rather than be passive recipients). • We seek to provide all students with opportunities to understand their own engagement and adjust focus to ensure they are active participants in learning.
Parents/Carers	**Community**
• Parents play a critical role in the shared education of their student through open, ongoing and proactive communication. • A strong partnership between school and home based on our shared understanding of wellbeing and learning is critical to the success of our students. • We believe parent/carers are powerful role models for our young people and continued commitment to lifelong learning as adults is important for our young people to observe.	• The efficacy of a whole school wellbeing framework also depends on interest and support from the wider community beyond the school gates. • We value our strong partnerships and connections with alumni and community members such as local State and Federal MPs, local bus services, local businesses, Education Queensland, University and TAFE partnerships, the feeder primary schools and other external providers.

4.7 Student Services Tiered Supports

There are a range of supports available to all students within the Shailer Park community. We refer to them as Universal Supports as they are available to all students.

The RESTORE System

The RESTORE System

REBOOT

"REBOOT' is a Tier 1 Wellbeing and Engagement Intervention available to all students.

A student can elect to go to REBOOT if they require a 'timeout' from a classroom situation.

A teacher can send a student to REBOOT if a student would benefit from a 10 minute 'time out' to regulate or support reengagement on return to the classroom.

There is **no punishment** for accessing REBOOT however:
- it is monitored by the Head of House Team
- multiple REBOOTs from one class can be reclassified as a REFLECT Referral
- multiple REBOOTs in one day across different classes may result in a student being sent home for the remainder of the day.
- A pattern of use in a particular class will be identified by the Student Services Team and supported as necessary

REFLECT

REFLECT is a Tier 2 Behaviour Intervention

A teacher can send a student to REFLECT if;
- Exhausted all of their classroom management strategies
- Asked the two distinct sets of prompting questions

SET 1:
- WHAT ARE YOU DOING?
- WHAT SHOULD YOU BE DOING?
- DO YOU KNOW WHAT WILL HAPPEN IF THIS BEHAVIOUR CONTINUES?
- WHAT SUPPORT DO YOU NEED TO ENGAGE?

SET 2:
- WHAT ARE YOU DOING?
- WHAT DID WE AGREE WOULD HAPPEN IF YOU CONTINUED?
- YOU ARE NOW CHOOSING TO GO TO REFLECTION- COMPLETE REFERRAL FORM

- AND behaviour continues to be disruptive to the teaching and learning process.

A restorative conversation between the student and teacher MUST occur before a student can return to that class. A Member of the Student Services Team can facilitate a restorative conversation, or a teacher can elect to hold one independently.
A OneSchool Behaviour Incident MUST be recorded and a contact made with parents.

RESET

'RESET' is a Tier 2 regulation space for use by students on a documented support plan.

All students who have approved access to RESET have had an induction with a Guidance Officer and will carry a 'Reset Card' to present to the Teacher if requiring access to the space.

There is no punishment for accessing RESET however it is monitored by the Student Services Team. Students with a RESET Support Provision should be encouraged to use the RESET space.

O Week

The O Week schedule changes year on year to meet the needs and reflect changes in school management process ensuring that every student is equipped with the skills and knowledge to navigate daily life. The program drip feeds key information to students in all year levels across the first week of school each calendar year and is reinforced throughout the year in both RISE and House Care Group settings.

O Week for staff and students involves a number of onboarding checkpoints to ensure that every member of staff and every students understands their role within the Shailer Park school community, can identify who to turn to for support and is able to independently access support if required.

2026 O Week – (Week 1 Term 1)

	Monday 26 January	Tuesday 27 January	Wednesday 28 January	Thursday 29 January	Friday 30 January
House Care Group	Public Holiday- Australia Day	YEAR 7: students to proceed directly to MPS for welcome and timetables – with Principal, DPs, HOH, HODs NEW STUDENTS 8-12: direct to Student Services EXISTING YEAR 8-12 STUDENTS: HCG with timetabled HCG mentor/room	Normal HCG session	Normal HCG session	Normal HCG Session
Period 1		Year 7 Assembly in MPS 10.50-11.20am – Year 7 will start in MPS. Period 1 teachers to attend assembly and mark rolls. (DAVIES & TIAIJA) In timetabled classes for all other grades Introduction to your subject.	In timetabled classes for all grades O Week Lesson- All classes: 2026 O Week 4R Lesson 1 Respectful and Resilient (15minutes)	In timetabled classes for all grades O Week Lesson- All classes: 2026 O Week 4R Lesson 2 Reflective & Resourceful (15minutes)	In timetabled classes for all grades O Week Lesson- All classes: O Week Student Services Lesson (15minutes)
Period 2		9:00am Whole School Assembly in MPS All teaching staff required -Starting Strong – Principal -Key Expectations – Principal RISE 9:40am Remain in RISE Classes in timetabled classrooms (35 mins) PPT outlines expectations and getting to know you activities 2026 O Week RISE Lesson.pptx	In timetabled classes for all grades Year 8 Assembly in MPS 10.50-11.20am – students report to classroom and teachers bring classes to MPS when roll is marked at (DAVIES/TBC)	In timetabled classes for all grades Year 9 Assembly in MPS 10.50-11.20am – students report to classroom and teachers bring classes to MPS when roll is marked at (DAVIES/HURRRH)	In timetabled classes for all grades SharePoint and Printing Lesson 2026 O Week QLEARN & Turnitin all classes.pptx (15minutes)
First Break		IT support available at Library	IT support available at Library	IT support available at Library	IT support available at Library
Period 3		In timetabled classes for all grades Introduction to your subject Year 8-12 - Device set-up lesson 2026 O Week iLearning all classes.pptx *TECHNOLOGY AUDIT (30 minutes)	In timetabled classes for all grades Introduction to your subject. Year 11 Assembly in MPS 12.05 -12.35pm – students report directly to MPS where teachers mark roll (NEUMANN & EISETA)	In timetabled classes Year 10 Assembly in MPS 12.40-1.15pm – (students to bring bags and will be dismissed from MPS) (NEUMANN, HURRRY & EISETA)	In timetabled classes for all grades
Second Break		IT support available at Library	IT support available at Library	IT support available at Library	IT support available at Library
Period 4		In timetabled classes for all grades Introduction to your subject. Year 12 Assembly in MPS 2.30-2.55pm – (students to bring bags and will be dismissed from MPS) (NEUMANN & EISETA)	In timetabled classes for all grades Cornell Notes & OneDrive for all grades - All classes: 2026 O Week Cornell Notes & OneDrive all classes.pptx Lesson (30 minutes)	In timetabled classes for all grades Year 7- Ipad set-up lesson 2026 O Week iLearning - iPad set up lesson YEAR 7.pptx (30 minutes)	Year 7 Assembly in MPS 2.30-2.55 – (students to bring bags and will be dismissed from MPS) (DAVIES & TIAIJA)

Orientation Program

The Orientation is designed to induct incoming Year 7 students to 'The Shailer Way' before they arrive. The program consists of outreach opportunities, student and parent information sessions, Principal tours, and Orientation Days scheduled across the year to ensure incoming students and families have engaged with our staff before embarking on the high school journey.

C.A.S.T Timetable

C.A.S.T. Timetable- Clubs, Academies, Social and Tutorials Timetable is designed to meet emerging needs and interest of the students at Shailer Park State High School.

C.A.S.T 2025
(Clubs, Academies, Social and Tutorials)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Before School	*Volleyball - Senior @ MPS Breakfast Club @ Canteen	*Ignite - Junior Team @ M05 *Volleyball - Senior @ MPS Breakfast Club @ Canteen Allegretto Strings @ P05	*Futsal - Jnr & Snr Boys @ MPS Breakfast Club @ Canteen Capriccio Strings @ P01 *Futsal - Jnr & Snr Girls @ MPS	Wind Ensemble @ P01 *Basketball @ MPS Breakfast Club @ Canteen	*Ignite - Senior Team @ M05 Futsal - Open/Jnr Boys Blue @ MPS Breakfast Club @ Canteen *Futsal - Year 7 Boys @ MPS
First Break	Connect Group @ Opportunity Centre	Environmental Club @ N03 Connect Group @ Opportunity Centre Gunya Meta Opportunity centre	Post Schooling Options @ Pathway Centre Drama Club – Juniors @ P01 Connect Group @ Opportunity Centre Japanese & Language Club @ R Block	Drama Club – Senior B @ P01 Science Club @ N03 Media Club @ M01 Connect Group @ Opportunity Centre	Rock Band @ P05/P06 Weekly House Challenge Connect Group @ S01 Change Makers @ R block
After school	Volleyball - Junior @ MPS	Drama Club – Senior A @ P01 Art Club @ A01 *Basketball @ MPS	*Netball - (Year 7-12) @ Netball courts *Volleyball - Junior @ MPS # English - Tutorial @ Library	*Futsal -Jnr/Snr Girls & Jnr Boys White @ MPS *Ignite - Combined Team @ M05, P01 or P04 Rugby 7's @ MPS	

Fields marked with an * are for academy students only
Fields marked with an # require student to notify teacher prior to attending

RESPECTFUL   RESOURCEFUL   REFLECTIVE   RESILIENT

Rise Program

RISE - Resilience, Initiative, Self-Awareness and Empowerment Program runs for 70minutes each week and is designed to equip students in each year level with the social and emotional tools to navigate life and pursue *Excellence in Learning and Life*.

The RISE Program is aligned to the Shailer Park State High School improvement priority HRS1 Culture: Safe, Supportive & Collaborative and is contextualised to meet the emerging needs of each grade.

The RISE Program draws the curriculum from:

- Personal and Social Capability Framework
- Respectful Relationships Education
- Cyber Safety
- Drug Education
- Alcohol and other drugs education program
- Diversity
- Career Education: Pathways Program

The RISE Program is assessed each term through a variety of methods to ensure that student are equipped with both the knowledge and skills to manage themselves, access support as required, navigate a complex world and strive for excellence.

	General Capabilities	Personal and Social Capability Framework				Digital Literacy			Health and wellbeing education		Career education	Other Events
	Sub-elements	Self-Awareness	Self-management	Social awareness	Social management	Manage online safety	Manage digital privacy and identity	Manage digital wellbeing	Alcohol and other drug	Respectful relationships	ECP	
Year 7	Term 1	X	X	X	X					X		
	Term 2		X	X	X	X	X	X		X		
	Term 3	X	X								X	Year 7 Camp
	Term 4			X	X				X	X		
Year 8	Term 1	X	X	X	X					X		
	Term 2		X	X	X				X			
	Term 3	X	X								X	
	Term 4	X	X		X	X	X	X				
Year 9	Term 1									X		
	Term 2										X	
	Term 3											
	Term 4		x		x		X		X			
Year 10	Term 1	X	X	X	X	X	X	X		X	X	Resumes
	Term 2										X	
	Term 3										X	
	Term 4								X	X	X	Driver Ed
Year 11	Term 1		X	X	X							
	Term 2	X	X		X					X		
	Term 3									X	X	
	Term 4								X	X		Driver Ed
Year 12	Term 1	X	X	X						X	X	
	Term 2								X	X		Driver Ed
	Term 3									X	X	

Year 7: #friends which covers themes such as communicating mindfully, warning signs of abusive behaviour, power in relationships, responding to concerns as bystanders, seeking help and rights and responsibilities in relation to sharing sexualised images

Year 8: Respectful Relationships, Bullying and Gender which covers themes such as respect in relationships, gender roles and stereotypes, gender and relationships, jealousy, sexual harassment and homophobia, challenging harassment, discrimination and gender stereotypes and seeking help

Year 9: Relationships, Love and Control which covers themes such as gender expectations and relationships, responding to jealous feelings, love and control, warning signs of a controlling/abusive relationship, supporting friends, seeking help and breaking up with respect.

Teen MHFA course explores the signs of developing, worsening or crisis-point mental health problems, and provides a practical plan for how to respond. Content addresses mental health problems commonly affecting young people such as; Anxiety, Depression, Eating disorders, Alcohol and other drug use, Psychotic disorders, Suicidal thoughts and behaviours, Non-suicidal self-injury (self-harm), Bullying and abuse.

The Rock and Water program is an experience that provides young people a pathway to self-awareness, and increased self-confidence and social functioning. Students learn to stand strong, negotiate using "rock" or "water" verbal approaches, walk away from trouble, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction.

Topics include: intuition, body language, mental strength, empathic feeling, positive feeling, positive thinking and positive visualisation. Discussion topics include bullying, sexual harassment, consent, life goals, desires and the importance of finding and following one's inner compass.

Tier 2- Targeted Support and Intervention Programs

TOP BLOKES

The 18 week program is based on the principles of positive psychology that focus on confidence, emotional regulation, wellbeing and positive relationships. The program is an interactive course that uses presentations, activities, discussions and reflections to best support student wellbeing.

This program for Senior Students is designed to help Aboriginal and Torres Strait Islander students gain knowledge of their culture and history, build connections and understanding of their own identity. It includes weekly one on one case management and mentoring to support school attendance and engagement, and successfully transition into work, further education or training on completion of Year 12.

TRANSITION TO WORK PROGRAM

Gunya Meta

DEADLY TEENS

Gunya Meta

The year long program is designed to help Aboriginal and Torres Strait Islander students in Year 7-9 to gain knowledge of their culture and history, build connections and understanding their own identity. It includes weekly one on one case management and mentoring to support school attendance and engagement.

Kids with ADHD often act without thinking, are hyperactive, and have trouble focusing. They may understand expectations yet not follow through because they struggle to sit still, pay attention, or address details. Chillax, a skill-building course, helps young people manage their ADHD symptoms and channel their energies constructively.

CHILLAX

FEELING FANTASTIC

Feeling Fantastic helps young women to develop an understanding of their feelings and emotions as well as the changes that are occurring in their lives. It equips students with the knowledge and skills to cope with these emotions and understand their reactions to stress and emotions.

"Seasons" is a group program designed for students aged 8-18 years who are experiencing grief and loss due to various circumstances including, the death of loved one, parental separation and other significant changes to their world. Run over 8 weeks using the metaphor of the four seasons to illustrate stages of grief, change and healing. The program develops knowledge and skills to understand and respond to their individual experiences of change, loss and grief in a therapeutic small group setting.

SEASONS FOR GROWTH

Rhythm2Recovery uses fun drumming and music activities to help students build confidence, manage emotions, and work well with others. It's an engaging, evidence-based program that supports wellbeing and resilience.

Train your mind, Tame your emotions.
Emotions can be a whirlwind- but they dont have to take the wheel.
Join Chappy Brooke and learn how to regulate your emotions, understand how the brain works and pick up real life tools to stay calm, focused and in control.

Art therapy is a valuable tool for high school students to manage stress and promote emotional well-being. These activities not only provide a creative outlet but also help students process their emotions and reduce anxiety in a non-verbal way.
This 5-week program explores engaging art therapy activities that can help students cope with and reduce anxiety, express their feelings and build resilience.

Support by education students from Griffith University, Monday Afternoon Study group provides a supported opportunity to access additional support to supplement and extend learning. Afternoon tea is provided for students and mentors within the supervised Library space.
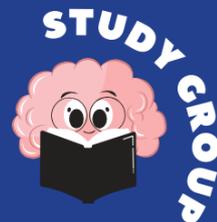
BK Assist is a basketball based mentoring program supporting participants to connect with positive role models and peers, promote healthy outlets for energy and emotions. The program offers tools and strategies to help participants become the best versions of themselves whilst teaching participants to recognize and maintain positive relationships and avoid negative influences.

Looking for a space to unwind, create, and connect? Join our Creative Arts Group every Monday during Period 4. Whether you love drawing, painting, digital art or just want a calm place to explore your creativity, this is a relaxed, supportive session where you can experiment, express yourself, and build your skills. All students welcome!

Intensive Intervention Programs and Support

There are a wide range of 1 to 1 support services available through the Student Services Team.

STUDENT SERVICES SUPPORT MENU

ENGAGEMENT FOCUS

HEAD OF HOUSE
Uniform
Mediation
Truancy and school avoidance
Suspension Re-entry
School Related Substance Misuse
Bullying/harassment
Cyber Bullying
Theft
Threats of Violence
Public Complaints
School Events
Device Access
Junior Certificate of Education

HOSES
Academic Concerns
Timetable changes
Behaviour escalations
ICP adjustments
PLP adjustments
Literacy deficits
Numeracy deficits

YOUTH SUPPORT COORDINATOR
Identify/remove barriers
Reengagement
Career Pathways
Education Transitions
External Support Referrals
Hardship Applications
Food Security
Food Hampers

PATHWAY & ACADEMICS FOCUS

TEACHING AND LEARNING HODS
AARAS
Timetable Changes
Academic Concerns
Distance Education
Pathways & Careers
Learning Support
Reading barriers
Literacy deficits
Numeracy deficits
Lit/Num testing
Speech Language referrals

INDUSTRY LIAISON OFFICER
School Based Apprenticeships
and Traineeships
Job opportunities
TAFE
Trade readiness programs
Work experience
TrackED Data
Study Lines
Supervised Study

VET COORDINATOR
Vocational Education & Training
Trade readiness programs
TAFE Programs

CURRICULUM HODS
Class Changes
Subject specific concerns
Assessment Extensions
Subject specific supports

INCLUSION CASE MANAGER
Academic Concerns
Timetable changes
Behaviour escalations
ICP adjustments
PLP adjustments
Literacy deficits
Numeracy deficits

SPEECH LANGUAGE PATHOLOGIST
Assessment and Diagnosis
Language and speech support
Literacy support

WELLBEING FOCUS

GUIDANCE OFFICER
Child Safety Concerns
Suicidal Ideation
Suicide Related Behaviour
Suspected Abuse/Harm
Self-Harm (NSSI)
Domestic Violence
Homelessness
Pregnancy
ESP & OOHC
Complex Mental Health
Career Pathway Counselling
Depression/Anxiety
Gender/Sexuality
Independent Student
External Referrals
Grief & Loss
School Refusal
AARAS
Restorative Counselling
Dialectical Behaviour Therapy
Therapeutic Crisis Intervention
Cognitive Testing

YOUTH WORKER
Self-Esteem & Identity
Stress & Time Management
Emotional Regulation
Peer & Family Relationships
External Referrals
Hardship Application
Food Security
Grief & Loss
Family Conflict

DOCTOR
Sexual Health
Physical Health
Mental Health Plan
Specialist Referral
General GP services
ADHD testing and management
Illness management

SBYHN
Sexual Health
Eating disorders
Vaping
Substance Misuse
Pregnancy

CHAPLAIN
Spiritual Guidance
Pastoral Care
Food Security
Grief & Loss
Friendship and
relationship concerns
Mentoring
Volunteering

Additional 1-1 services can be accessed through out external partnerships with:
- Child and Youth Mental Health
- Head to Health Kids
- NOFFS
- Bridges Reconnect
- Centre Against Sexual Violence Inc.
- Ethni
- Village Connect
- Open Doors Youth Service
- Headspace
- Kids Helpline
- Lifeline
- Beyond Blue

Kids Helpline
A free, private and confidential telephone and online counselling service specifically for young people between five and 25. Free even from mobiles!
https://kidshelpline.com.au/get-help/webchat-counselling

eHeadspace
Internet chat, email or phone support for young people (12 – 25 years) with a range of issues. Call the helpline on 1800 650 890
https://headspace.org.au/eheadspace/

Kids Helpline My Circle
My Circle is the free, private, safe and confidential social platform for 12-25 year olds across Australia! Supported by Kids Helpline counsellors, My Circle lets you talk to other young people going through challenges ✨just like you✨.
https://kidshelpline.com.au/my-circle

Esafety – Young People
Useful information to help you stay safe online. Cyberbullying, spending too much time online, online gaming, others creating drama online, banter vs bullying, trolling, protecting your identity online.
www.esafety.gov.au/young-people

Reachout
An online youth mental health service that helps young people with information, support and stories on everything from finding motivation to getting through tough times.
https://au.reachout.com

Black Dog
Creating a mentally healthier world: The Black Dog Institute website has been designed to assist anyone seeking help or information about mental health and wellbeing.
www.blackdoginstitute.org.au

Bite Back
Check out videos, blogs and interviews of interesting people, check and track your mental fitness, and get your teeth stuck into a bunch of activities.
www.biteback.org.au

Smiling Mind
Research has shown that regular mindfulness practice can help you feel calmer and more positive, as well as giving you more energy, clarity and focus. Smiling Mind guides you through simple meditation exercises to get you started on your mindfulness journey. Colourful and warm, the app uses engaging illustrations and short meditation sessions to train you to become more aware of your breath and your senses, so you can bring mindfulness into your everyday routine.
https://www.smilingmind.com.au/

Ecouch
Interactive self-help program with modules for depression, generalised anxiety and worry, social anxiety, relationship breakdown, and loss and grief.
https://ecouch.anu.edu.au/welcome

Bullying. No Way! (for teens)
Provides information on what to do if you are being bullied, been called a bully or know someone who is being bullied.
https://bullyingnoway.gov.au/

Game Aware
Gamers helping Gamers- "Lets build a healthier relationship with gaming" .
https://www.gameaware.com.au/schools/

4.9 Student Expectations

Homework and Study Expectations

Homework is a valuable part of the learning process. In the less structured environment at home, students have the opportunity through focused activities to deepen knowledge, refine a range of skills and develop their thinking processes. Homework also enables time management and organisational skills to be developed.

The Department of Education and Training notes that homework should be relevant to class work, year level, learning needs and skills development, and effective in supporting student's learning. The amount of homework should allow sufficient time for family, recreation, community and cultural activities and not disadvantage students with a lack of access to resources such as computers and the internet outside school.

In Years 7, 8 & 9, it is expected that students should dedicate 1.5– 2 hours per day on any 5 days of the week to homework and personal study. This may increase at peak assessment periods within the term.

In Years 10, 11 & 12, it is expected that students should dedicate 2.5 - 3 hours per day on any 5 days of the week to homework and personal study. This may increase at peak assessment periods within the term.

Homework is defined as any school related work done at home and comprises, but is not restricted to:
- teacher set tasks
- assignments worked on at home, at student pace, by the due date
- reading fiction and non-fiction books, set texts, internet and newspapers
- reviewing, highlighting and summarising daily lessons
- preparing for practical lessons
- organising a study and assignment planner
- revising drafts
- study for specific assessment

Attendance Expectations

Students learn best when at school, in classrooms. Every effort should be made by the student, with the support of their parent, to attend every school day, on time and for the whole day. We acknowledge that some life events occur which require absences from school (such as a very sick relative), however, simply taking a day off because it is your birthday or for a holiday outside of the allocated school term, is not acceptable. Please visit our Attendance Policy for further information, including student absence processes.

Compulsory School Phase

A child is of compulsory school age if the child is at least 6 years and 6 moths, and less than 16 years. This means it is compulsory for students in years 7, 8, 9 and 10 (if under the age of 16), to attend school every day unless they have a justified reason.

Compulsory Participation Phase

A young person's compulsory participation phase starts with the person stops being of compulsory school age (i.e. turns 16 or completes Year 10, whichever comes first) and ends when the person:

- gains a Certificate of Achievement, Senior Statement, Certificate III or Certificate IV; or
- has participated in eligible options for 2 years after the person stopped being of compulsory school age; or
- turns 17

During the Year 10 SET planning process, students and parents/carers are taken through the compulsory participation phase requirements in the form of a 'Senior School Contract'. This agreement between the student, parents/carers and the school explains the minimum expectations for engagement, attendance and behaviour in continued enrolment at the school. Failure to adhere to these conditions through the compulsory participation phase of learning, may lead to a cancellation of enrolment decision made by the school.

A young person who chooses to not continue in an approved education or training program must be in full time (25 hours) employment or combination of education and employment which totals 25 hours per week.

4.10 Student Leadership

Leadership at Shailer Park SHS is about more than individual success — it's about lifting others, working together, and creating a shared sense of purpose. When our students are empowered with voice and agency, they take pride in their learning, get involved, and help shape the kind of school community we can all be proud of.

Students can lead their peers in a range of different ways- being a senior student and modelling the way for younger students in House Care Group, being a House Care Group Ambassador, volunteering at a school event, on a sporting team or through joining the Student Leadership Academy.

Shailer Park State High School launched the Student Leadership Academy in 2025. This program develops students' leadership capabilities through a structured, curriculum-aligned framework while enhancing school culture, engagement, and student voice. Student leaders have the opportunity to develop leadership skills such as:

- Public speaking and team communication

- Peer mentoring and academic leadership

- Project planning and management

- Cultural intelligence and ethical leadership

Students will also engage in real-world leadership experiences, including event planning, outreach to feeder schools, community service, and access guest speakers and conferences.

SHAILER PARK STATE HIGH SCHOOL
LEADERSHIP ACADEMY
Excellence in Learning and Life

EMPOWERING FUTURE LEADERS

True leadership goes beyond personal achievement. It involves empowering others, encouraging collaboration, and creating a shared sense of purpose. When students are given voice and agency, they take greater ownership, become more engaged and play an active role in shaping their educational experience.

In the Leadership Academy, we support our student leaders as they develop important skills such as communication, decision making and teamwork, whilst also fostering confidence, empathy, resilience and a sense of responsibility. These qualities not only support academic and personal growth but also contribute to a more inclusive and supportive school culture.

A strong connection between student voice, student agency and student leadership creates a school where students feel valued, heard and capable of making a meaningful impact.

4.11 Student Recognition and Celebration

At Shailer Park State High School our goal is to recognise progress, growth and resilience as we celebrate success. We recognise the success of individuals and collective successes of students in a variety of ways:

Attendance Recognition

Student attendance is tracked on a weekly basis and recognised and celebrated on three levels.

Level 1 – Overall House Attendance – House points are allocated to each house, one point per 10% with bonus points for every percent above 90, (eg 83.7% earns 8 points, 91.3% earns 11 points).

Level 2 – House Care Group (HCG) Attendance is tracked throughout each term and the HCG with the highest average term attendance is rewarded. One per house.

Level 3a – Fortnightly Individual Student Attendance – House points are allocated to individuals who have an attendance rate of 90% or above for the previous two weeks. Those students go into a random draw.

Level 3b – Termly Individual Student Attendance - House points are allocated to individuals who have an attendance rate of 97% or above for the term. Individual students are recognised and rewarded.

Level 1: Whole House Attendance

	TERM 4		Week 1	Week 2	POINTS
	Whole School	Week 2	85.74%	85.68%	
1	BARNES	83.98	BO3 90.1 BO1 89.2 BO9 88.4	BO1 89.2 BO2 86.5 BO4 86.4	8
3	BILIN BILIN	83.07	BB06 91.8 BB12 89.5 BB03 89.1	BB07 87.3 BB03 83.5 BB08 83.1	8
2	FRANCIS	83.77	F09 89.4 F01 87.9 F11 87.7	F06 88.4 F12 86.5 F11 86.4	8
4	KARLE	82.64	K07 88.1 K11 86.1 K04 84.7	K11 87.8 K03 85.2 K07 85.1	8

90+ Attendance Points

HOUSE	Number of Students	% of House	POINTS
BARNES 250	122	48.8	10
BILIN BILIN 258	119	46.1	8
FRANCIS 252	113	44.8	6
KARLE 243	90	37	4

Academic Recognition

Student academic achievements are recognised and celebrated during two key events each year. These events highlight the importance of commitment to education and encourages students to strive for excellence. The mid-year event, Academic Honours Principal's Morning Tea, recognises and celebrates students' academic success across semester one. To be eligible, students must gain a GPA of 4.75 or higher. These achievements also result in bonus house points. The end of Year Night of Excellence is inclusive of semesters one and two academic achievements. The Night of Excellence recognises students who have achieved highly across all their subjects and are categorised into Gold, Silver and Bronze levels. Individual recognition is also given to the highest achieving student in each subject in addition to the highest achieving student in each year level. Students demonstrating outstanding performances are also recognised with perpetual awards.

Academic Honours Points

HOUSE	Number of Students	% of House	POINTS
BARNES 241	26	10.7	6
BILIN BILIN 241	28	11.6	8
FRANCIS 243	31	12.7	10
KARLE 238	25	10.5	4

Values Awards

Recognising and celebrating students who embody our 4Rs values - Respectful, Resilient, Reflective, and Resourceful - is essential in fostering a positive school culture. Students and staff can nominate a student for their behaviour that aligns to one of the 4R Values. All nominees are allocated house points and recognised and rewarded on full school assembly.

Values Awards Points

HOUSE	Number of Students	% of House	POINTS
BARNES 244	17	6.9	7
BILIN BILIN 247	18	7.2	10
FRANCIS 244	17	6.9	7
KARLE 242	13	5.3	4

Habits and Values Awards (Effort and Behaviour)

The attitude that students demonstrate toward their learning is considered to be important and is also recognised. To be eligible, students must have achieved an EPA and BPA of 4.75 at the end of term reporting. All nominees are allocated house points, recognised on full school assembly and rewarded early the following term.

House Participation

At Shailer Park State High School, the House Competition is an exciting way to foster school spirit, teamwork, and friendly rivalry amongst students. The competition includes three major carnivals, weekly challenges, faculty events, and bonus live challenges. Other events such as Year 6 Orientation days and teacher events provide additional opportunities to earn valuable house points. The competition points begin in Term 4 through to the end of Term 3 the following year. At the conclusion of Term 3 Houses are celebrated on their overall position in the House Cup with different activities. This day aims to celebrate house spirit, foster community engagement, and reward houses for their participation and achievements throughout the year.

- First place - Platinum reward – offsite activities (Wet n Wild, Bounce, etc)
- Second Place - Gold reward – school activity and (possible) offsite activity (movie etc)
- Third & Fourth Place -Silver & Bronze reward – school activities

Bright Spots

Staff, students and community are frequently celebrated as 'Bright Spots' through recognition at assemblies, updates, newsletters and on social media platforms. These are an acknowledgement of achievements and successes which may or may not be more formally recognised through other celebration processes. This frequent system of celebration ensures real time acknowledgement and information sharing with the community.

All points are tallied and recorded each week and presented either on full school assembly or in weekly updates to students and staff. They are also shared with the community via our school newsletters and social media platforms.

How many Points did your house earn last week?

HOUSE	House Attendance	Academic Honours	90%	Bonus 100%	Arts Week	Values Awards	Volleyball	Games	TOTAL
BARNES	8	6	10	6	6	10	10	6	62
BILIN BILIN	8	8	6	0	8	6	8	8	52
FRANCIS	8	10	8	8	4	8	6	10	62
KARLE	8	4	4	10	10	4	4	4	48

House Points Update – Wk 4

5.0 HRS2 Classrooms- Effective teaching and learning

5.1 Pedagogy

The pedagogical approach taken at Shailer Park State High school is deeply rooted in evidence-based research aligned to High Impact Teaching Strategies, the Halibury Explicit Teaching Model and our school wide Strong Start and Fantastic Finishes approach.

5.2 Engagement

Based on the work of Dr Amy Berry, Research Fellow with the Australian Council for Educational Research and an Honorary Fellow at the University of Melbourne under the tutelage of John Hattie, the Student Engagement Continuum describes six different forms of engagement in the planned learning experience.

Shailer Park State High School has adopted the engagement model that positions students as active partners in the learning process and explores how to encourage learners to participate, invest, and drive their own learning experiences.

Dr Berry asserts that 'when we try to control students and their engagement in learning activities, we might be successful in getting some students to a level of compliance, but this is a far cry from being highly invested and motivated to learn.' Teachers, therefore, need to work in partnership with students to leverage some of what students bring to school – their curiosity, interests and passions, their desire to connect with others. This partnership, combined with developing vocabulary around the states of engagement, enables students to develop their capacity to actively engage and drive their learning. Image Source: Reimagining student engagement: Webinar. Dr Amy Berry

The Shailer Way of Teaching
Every Lesson - Every Day

READY — SET — GO

Strong Start
- Be on time and prepared
- Bring your equipment
- Bags in designated area
- Be in correct uniform

Strong Start
- Check and connect
- Roll mark
- Warm up

Strong Start
- Learning Intention
- Success Criteria

I DO — WE DO — YOU DO

Explicit Teaching of
- Reading
- Writing
- Numeracy
- Cognitive Verbs
- Organisation
- 21st Century Skills
- Worked Examples
- Collaborative Learning
- Questioning
- Differentiation
- Multiple Exposures
- Feedback– formative and summative
- Metacognitive Strategies – Making Thinking Visible

Fantastic Finish
- Review Learning Intention and Success criteria
- Check our understanding of the lesson

Fantastic Finish
- Pack up equipment
- Pick up rubbish and check for damage
- Proper uniform
- Pause to be released

Fantastic Finish
- Turn off lights and fans
- Protect by locking windows and doors

Essential Skills for Classroom Management

CONTINUUM OF ENGAGEMENT

DISENGAGEMENT — ENGAGEMENT

DISRUPTING — AVOIDING — WITHDRAWING — PARTICIPATING — INVESTING — DRIVING

ACTIVE — PASSIVE — ACTIVE

The Shailer Way of Learning pictured below combines our approach to student learning, engagement and support into a student friendly visual for reference within the classroom.

The Shailer Way of Learning

Every Lesson - Every Day

THE 4RS - OUR VALUES

Reflective
We own our actions, celebrate success and learn from mistakes

Resourceful
We are prepared problem solvers

Resilient
We adapt to challenges and try again

Respectful
We are kind, and we respect people, property and learning

PREPARED TO LEARN

READY

Strong Start
- Be on time and prepared
- Bring your equipment
- Bags in designated area
- Be in correct uniform

- Review Learning Intention and Success criteria
- Check our understanding of the lesson

Fantastic Finish

SET

Strong Start
- Check and connect
- Roll mark
- Warm up

- Pack up equipment
- Pick up rubbish and check for damage
- Proper uniform
- Pause to be released

Fantastic Finish

GO

Strong Start
- Learning Intention
- Success Criteria

- Turn off lights and fans
- Protect by locking windows and doors

Fantastic Finish

"If I can't focus my energy to learn right now I can REBOOT, RESET, or REFLECT"

- What are you doing?
- What should you be doing?
- Do you know what will happen if this behaviour continues?
- What support do you need to engage?

- What are you doing?
- What did we agree would happen if you continued?
- Are you now choosing to go to Reflection?

REBOOT
I need 10 minutes to regulate and regroup.

RESET
I've got a plan and I'm learning how to regulate.

REFLECT
I own it. I'll return when I am ready to repair.

DISENGAGEMENT — ENGAGEMENT

| DISRUPTING | AVOIDING | WITHDRAWING | PARTICIPATING | INVESTING | DRIVING |

ACTIVE < < < < < < < < < < > > > > > > > > > > PASSIVE < < < < < < < < < < > > > > > > > > > > ACTIVE

TRAFFIC LIGHT WUBAA

	WELLBEING	UNIFORM	BEHAVIOUR	ATTENDANCE	ACADEMIC
Green	• Regulating my emotions • Managing my well being • Accessing support when required	• Wearing my uniform with pride • 0 uniform infringements	• Actively engaging in my learning • My behaviours reflects the 4 R Values • < 2 Minor OS per term	• Attendance (.90%) • 100% explained absences • My behaviours reflect the 4 R Values • < 2 Minor OS per term	• "On Track" • Passing all subjects
Yellow	• Learning to regulate my emotions • I sometimes accept supports for my wellbeing	• Needing reminders to wear my uniform appropriately • < 5 uniform infringements	• Passively engaging in my learning • My behaviour sometimes reflects the 4 R values • < 5 OS per term	• Attendance (75-89%) • > 90% explained absences	• "Working Towards" • Failing up to 2 subjects
Red	• Resisting support to meet expectations	• Resisting support to meet uniform expectations • > 5 infringements	• Avoiding my learning or actively disrupting others • My behaviour does not reflect the 4 R values • > 10 OS per term	• Attendance < 75%	• "At Risk" • Failing 3 or more subjects

SHAILER PARK STATE HIGH SCHOOL
Excellence in Learning and Life

5.3 Digital Learning

Shailer Park State High School uses the BYOD model for Digital Learning (Bring Your Own Device). All students from 7-9 are expected to have an iPad for learning. Students in 10-11 have the option of continuing with an iPad or purchasing a laptop that aligns with their chosen pathway.

All students using iPads or laptops to support their learning at Shailer Park State High School are required to comply with the following expectations regarding their use. If students do not meet these expectations, this will be followed up in accordance with the Code of Conduct.

During Lessons
A device is a teaching and learning tool. To ensure the safe and productive use of the device, all teachers will be using the Apple Classroom App or a classroom monitoring program to monitor students.

To make the most of learning time the following routines for the use of your device have been developed:
- The device is only to be used as a tool to enhance learning.
- It is students' responsibility to ensure that the iPad/laptop has enough battery for the entire day.
- Wifi and Bluetooth must be turned on at all times, connected to school iDET network only (dependent on School Resource Scheme fees being paid).
- Wait to use your iPad/laptop or open Apps until your teacher instructs you to do so.
- Communicating with other students, using your device, during learning time is not permitted unless under direct instruction from your teacher (including Airdrop), iMessage is not to be used at any
- time.
- Your device cannot be used during exams unless you are otherwise instructed.
- Students are not permitted to take a photo of any assessment task sheet or exam without approval.
- Ensure at least 1GB of storage capacity is available at all times for use in learning activities.

QLEARN
QLearn is the digital system for student learning provided by the Queensland Government's Department of Education. As part of the Shailer Park State High School vision for digital learning QLearn will be used for digital learning resources in all classes from Term 1. 2026. QLearn provides access to:
- An online learning space for each student's timetabled classes which is integrated with One School. Each QLearn course (or timetabled class) can be accessed during class to enhance learning or provide opportunities for students to re-visit learning materials at a later time.
- Microsoft Office 365: QLearn integrates with Microsoft Office 365 for students to easily access learning files on their personal One Drive.
- Turnitin: The Turnitin plagiarism tool is integrated into QLearn and will be available to students and teachers from 2026. Turnitin will be used to promote and teach academic integrity principles in alignment with the Assessment Policy.
- Cerego and Assignments: These features allow teachers and students to track progress for learning through formative tasks and provide feedback and grades for summative tasks.
- Corella (planned for roll-out in 2026): Corella will provide students with access to generative AI which has been developed by the Queensland Government to benefit students.
- QLearn also offers an Immersive reader to assist students through reading text aloud, breaking text into syllables, translating languages, focusing attention through highlighting and increasing spacing between lines.
- Parents form part of the learning collaboration with teachers, students and external agencies. Parents will be able to access notifications, course calendars, classroom resources and their child's assignments, feedback and grades through the QParents integration with QLearn.

QLearn forms part of a wider range of school-wide digital applications used at Shailer Park State High School to provide students with authentic and enhanced learning.

5.4 Organisation

Communication

Students and families have access to a plethora of information sources:

- Student SharePoint https://qedu.sharepoint.com/sites/2149_Students
- School Website https://shailerparkshs.eq.edu.au/
- Facebook https://www.facebook.com/shailerparkshs
- Newsletters https://shailerparkshs.schoolzineplus.com/archive
- P&C Facebook https://www.facebook.com/profile.php?id=61566440652557
- Email https://shailerparkshs.eq.edu.au/our-school/our-staff
- QLearn https://qlearn.eq.edu.au/

Physical Resources

Students are prepared for learning through the routine use of both digital and paper-based systems to document learning. At the beginning of each year all students undertake explicit organisation training as part of the O Week schedule. To maintain high standards of learner preparedness throughout the year at the beginning of each term a technology audit takes place within the RISE Program.

Note Taking

Students are provided with explicit instruction in the use of the Cornell Notetaking system.

Cornell Notes is a structured notetaking system developed by **Walter Pauk** in the 1950s to help students organise and review their not es effectively. The method divides the page into three sections:

Cue Column: For keyworks or questions.

Note-Taking Area: For detailed notes during lectures or reading.

Summary Section: At the bottom for summarizing the main ideas. This system enhances comprehension and retention of information, making it a popular choice among students.
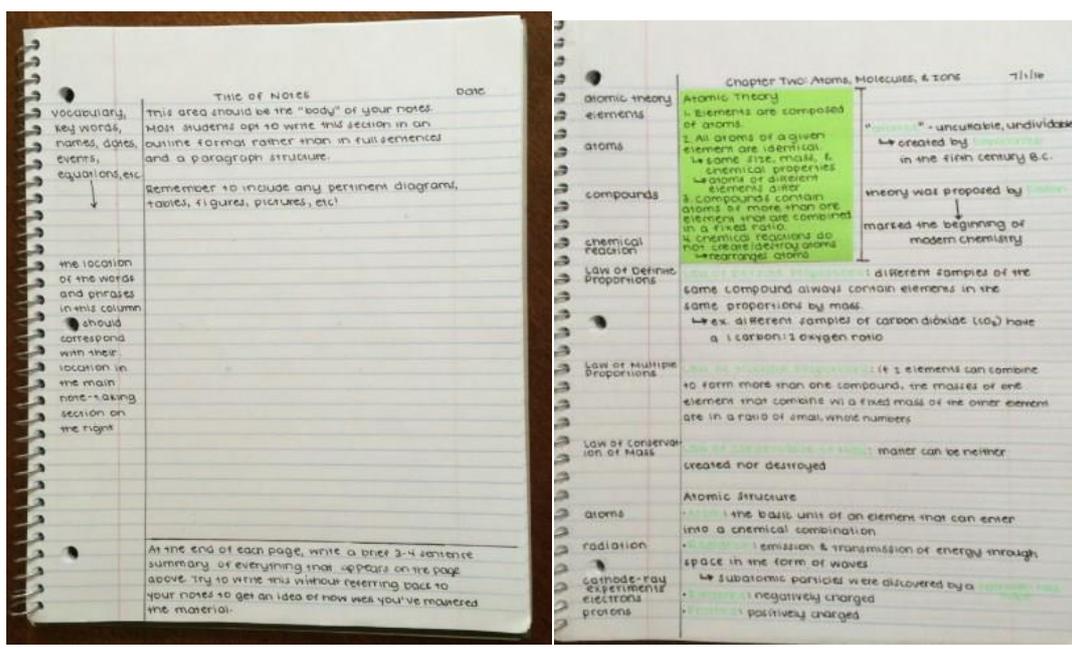
6.0 HRS3 Curriculum- Guaranteed and viable; Data and differentiation

6.1 Guaranteed and Viable Curriculum (GVC)

A Guaranteed and Viable Curriculum (GVC) addresses the fundamental question: "What do we want our students to learn?" and represents a critical first step in ensuring that all students achieve at high levels (Mattos, DuFour, DuFour, Eaker, & Many, 2016, p. 75).

The concept of a GVC, originating from the work of Marzano, emphasizes the principle that every student must have equitable access to essential learning opportunities. "Guaranteed" signifies that each student is taught by effective educators and has access to the same clearly defined content, knowledge, and skills necessary for academic success. This means that the curriculum cannot be arbitrarily altered or replaced at the discretion of individual teachers. "Viable" ensures that students are provided with sufficient time to learn the guaranteed curriculum to mastery.

Research highlights the powerful impact of a guaranteed and viable curriculum on student outcomes:

"A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level… One of the most powerful things a school can do to help enhance student achievement is to guarantee that specific content is taught in specific courses and grade levels."
— DuFour & Marzano, Leaders of Learning (2011, p. 89).

Shailer Park State High School has made a strategic commitment to the implementation and ongoing development of a guaranteed and viable curriculum, ensuring consistent, equitable, and high-quality learning experiences for all students.

Shailer Park State High School Learning Journey 2024
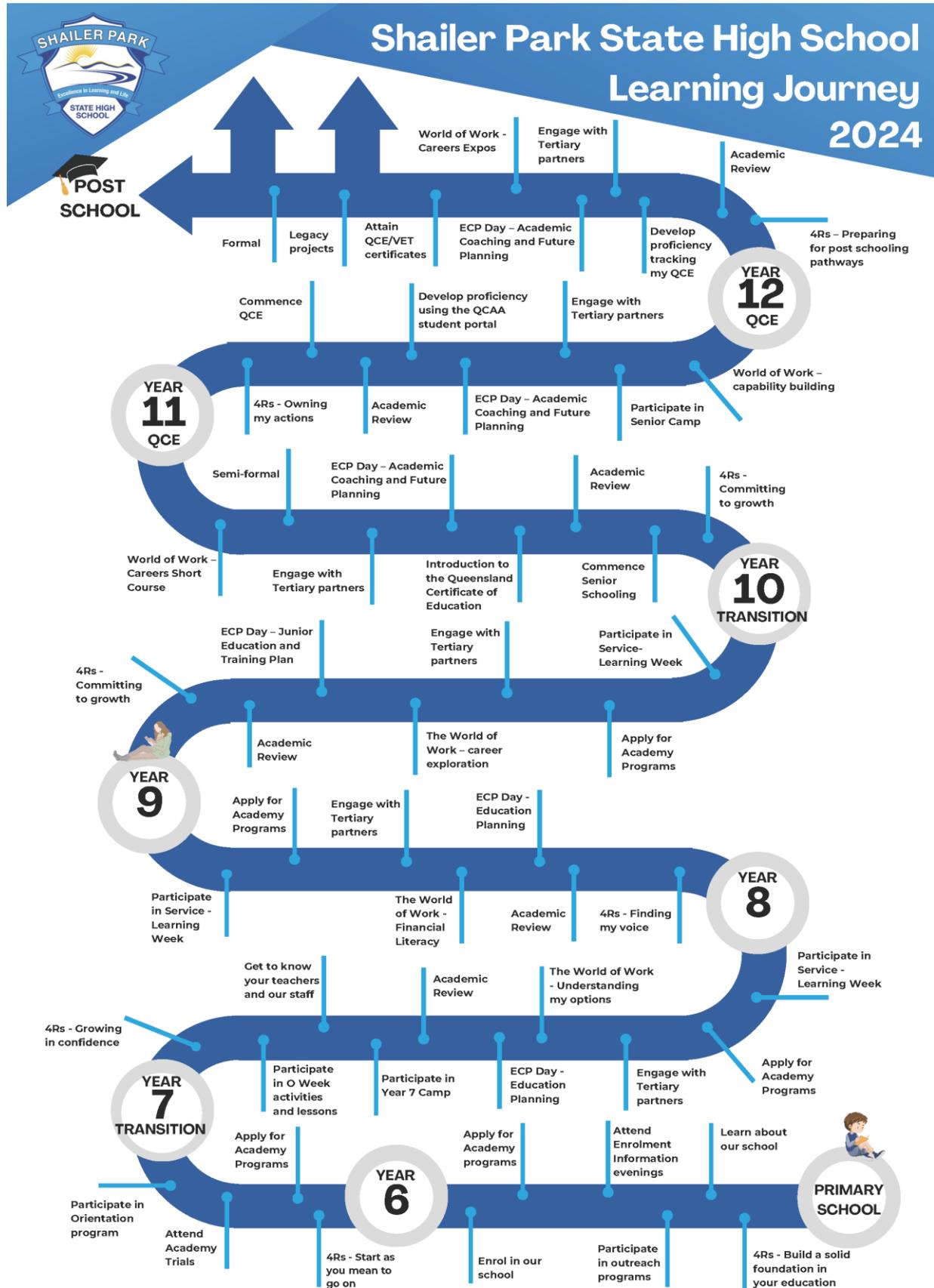
6.3 Junior Secondary – Curriculum

As shown in the 'Learning Journey,' Year 7 is an important transition year as students move from their primary school experience and settle into their secondary school years. Year 8 and Year 9 are important foundational years for students as they gain confidence and further knowledge as they prepare for the final years of secondary school.

At Shailer Park State High School, we deliver the Australian Curriculum in Years 7, 8 and 9. There are eight (8) distinct Learning Areas within the Australian Curriculum – English, Maths, Science, Humanities, Health & Physical Education, Languages, Arts and Technology – with required time allocations for each year level. Our school timetable is developed to meet these specifications.

All subjects are grouped into these eight distinct Learning Areas. All subjects within each Learning Area are written and assessed according to the Australian Curriculum achievement standards. All classroom teachers are also grouped according to the subjects being delivered within each Learning Area. This group of teachers is called a Faculty and are located within dedicated buildings around the school. At Shailer Park SHS, each Faculty is led by a Head of Department who is the curriculum leader for this Learning Area. The Faculty Head of Department is an important person to contact regarding questions relating to the curriculum or assessment items for a particular subject for all year levels. A list of our Faculty Head of Departments can be found on our school website.

6.4 Senior Secondary – Curriculum

Year 10 is an important transition year as students move from their junior secondary school experience and settle into their senior secondary school years. In Year 10, students complete the final year of the Prep–Year 10 Australian Curriculum, which provides the foundation knowledge and skills required for senior schooling. In Year 10 at Shailer Park State High School, we also offer some Value-Added Programs (VAPs) as elective subjects. In Year 10, all subjects are designed to deliver the Year 10 Achievement Standard of the Australian Curriculum and prepare students for a range of senior subjects and post-schooling pathways.

Year 11 & 12 is an exciting time for senior secondary students. They can choose what to study from a wide range of subjects and courses that count towards their Queensland Certificate of Education (QCE). The QCE is Queensland's internationally recognised senior schooling qualification. Achieving one is a sign of academic and personal success. The QCE is flexible and allows students to design the pathway that's right for them — whether that's heading to university, skilled work, TAFE or other training. This approach supports engagement in learning and helps students to develop skills for success in the future. To achieve a QCE, students must complete the set amount of learning, at the set standard, in the set pattern, and meet literacy and numeracy requirements. A student will be awarded a QCE when they meet all these requirements. This usually occurs at the end of Year 12. Students who haven't achieved a QCE by then can continue to work towards one after they leave school.

In Year 11 and 12, all subjects are written and assessed by the Queensland Curriculum and Assessment Authority (QCAA). The QCAA develops the following senior syllabuses in Queensland:

- General and General (Extension)
- Applied and Applied (Essential)
- Short Courses

Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation. It is expected that most students will complete these courses across Year 11 and 12.

All senior syllabuses from the QCAA (subjects in Year 11 &12) are underpinned by:

- *Literacy* - the set of knowledge and skills about language and texts essential for understanding and conveying content
- *Numeracy* - the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

6.5 Specialist Programs

Shailer Park State High School offers a range of Academic, Cultural and Sporting Programs of Excellence (The Academies) that have been developed alongside strong industry and tertiary partnerships.

The Academies inspire, challenge and extend students with exceptional abilities, and strengthen their love of learning, in a specific field.

The Academies, including Nexus, Altum, Ignite Dance, Sting Futsal and Sting Volleyball, Basketball and Netball offer personalised learning approaches to reflect your student's needs. Whilst equipping students with essential skills and dispositions, The Academies provides authentic pathways to success in Senior Secondary schooling, post-secondary schooling and work.

Our values: Pursuit of Excellence, Teamwork and Collaboration, Integrity, Service and Legacy underpin the work of The Academies. Coupled with a focus on Opportunity and Empowerment, Academy students are nurtured by leading teaching and coaching teams to develop Big Plans and Bold Ambitions for a Bright Future.

Excellence in learning and life is at the heart of The Academies experience. As an Academy student, you will be involved in a range of challenging and rewarding learning experiences that will develop your capabilities, not only as a high performing individual within a chosen field, but as a future-ready and life-long learner. Coupled with elite teaching and mentoring, our enriching learning experiences will see you strive, not only toward individual improvement, but to work collaboratively with your team to achieve shared goals and contribute meaningfully to the wider community.

Entrance into one of our Sporting Academies is via a written application and a school-based trial. Successful students will then submit an Academy Agreement in order to accept their position.

6.6 Junior Education and Transition (JET) and Senior Education and Transition (SET) Plans

The Junior Education and Training (JET) planning process is a unique Shailer Park State High School process for current Year 9 students. To create their personalised JET Plan, students participate in a series of lessons, information sessions and advice in regard to selecting subjects that will best suit their skills, interest and future endeavours. The JET planning process culminates in a JET Plan meeting between the student, the parent/carer and a member of our school team. During this meeting, the student's current overall performance is reviewed, and subjects will be selected for Year 10 based on a set of readiness criteria.

All Year 10 subjects are designed to prepare students for the final years of their senior secondary experience, Year 11 & 12. The Senior Education and Transition (SET) Planning meeting, also held during Term 3, reviews each student's academic progress during Year 10 before confirming their Year 11 & 12 subject selections.

The SET Plan is the state-wide process for current Year 10 students to review their course of study to ensure that they are on the best pathway for their final two years of senior schooling, leading to attainment of the Queensland Certificate of Education (QCE) and successful transition to post schooling pathways. Any subject changes for Year 11 are encouraged to be made during the SET planning process as subject changes will be limited once Year 11 has begun due to the restrictions in patterns of study across year 11 and 12.

6.7 Education Career Planning (ECP) Day

ECP Day is a significant investment in our commitment to ensuring every student is known, supported and equipped to make informed decisions about their future. These conversations are vital in helping students see the relevance of their learning, plan meaningful pathways and strengthen partnerships between school and home.

Highlights of ECP Day include:
- Career Expo featuring universities, TAFE, trades, industry and subject displays
- Goal setting and targeted pathway review conversation
- Individual year and subject specific feedback for each student
- Bookable parent information sessions with Guidance Officers
- Transition to high school review (Year 7) and Junior Certificate of Education Preparation (Year 8)
- JET (Year 9) and SET (Year 10) Planning
- Academic coaching session (Year 11) and exit interviews (Year12)

At the Shailer Park SHS ECP Day, we want our students and their families to:
- feel a sense of belonging to our school;
- feel that they are known and liked;
- develop some logical strategies on what they can do to successfully achieve their goals = purpose

Preparing for ECP Day success:

Prior to ECP Day, students are equipped with the tools and confidence to make their interview a significant milestone in their learning journey. Preparation occur for several weeks involving learning activities:

1. **Academic Review - A Semester 1 Snapshot**
   Students begin with a holistic review of their Semester 1 achievements as summarised in their TrackEd Profile. They reflect on their growth using prompts in their ECP Learning Journals, considering what's going well and what the next steps might be.
2. **Academic Review - A Deep dive across subjects**
   Subject specific statements have been personalised for each subject in Years 7–11 and have been collaboratively created to:
   - contain targeted feedback on student strengths and areas for improvement
   - identify practical strategies students can use to improve their outcomes in the units of work and assessment items that they are currently doing.

   We believe that by grounding student reflections and discussions in each student's academic progress, we give students a strong foundation for the student led interview by helping students understand not just "how they're doing," but "how they can do even better."
3. **Student-led Interview: Making It All About You!**
   RISE teachers then prepare students for the student-led interview through modelled and guided exposure to interviews through the use of exemplar videos and scripting.

Why This Matters

Our structured approach to Education and Career Planning (ECP) aims to put students in the driver's seat of their learning journey. Students take ownership of their story, choosing what's important to share. They connect past achievement to future goals, weaving a coherent narrative. They receive both holistic and subject specific feedback, helping develop targeted improvement strategies.

6.8 JCE, QCE and QCIA

Junior Certificate of Education (JCE)

At Shailer Park State High School, the **Junior Certificate of Education (JCE)** recognises and celebrates students' success across Years 8 and 9 at Shailer Park SHS. It encourages students to take ownership of their learning by tracking their academic progress, attendance, effort, and personal development throughout their junior schooling years.

The JCE is designed to:

- **Reward consistent effort and achievement** across core subjects
- **Promote our school values** of being Respectful, Resilient, Reflective, and Resourceful
- **Encourage goal setting** and personal growth through regular academic reviews
- **Support students to prepare** for senior school pathways with clear academic targets

Students accumulate **credits** each semester by meeting set benchmarks in academics and attendance. They also work toward achieving their literacy and numeracy tick. At the end of Year 9, those who meet the required criteria will be awarded their **Junior Certificate of Education** at a special celebration event. The JCE supports every student to build positive habits, stay engaged in their learning, and strive for their personal best — setting them up for success in their senior years and beyond.
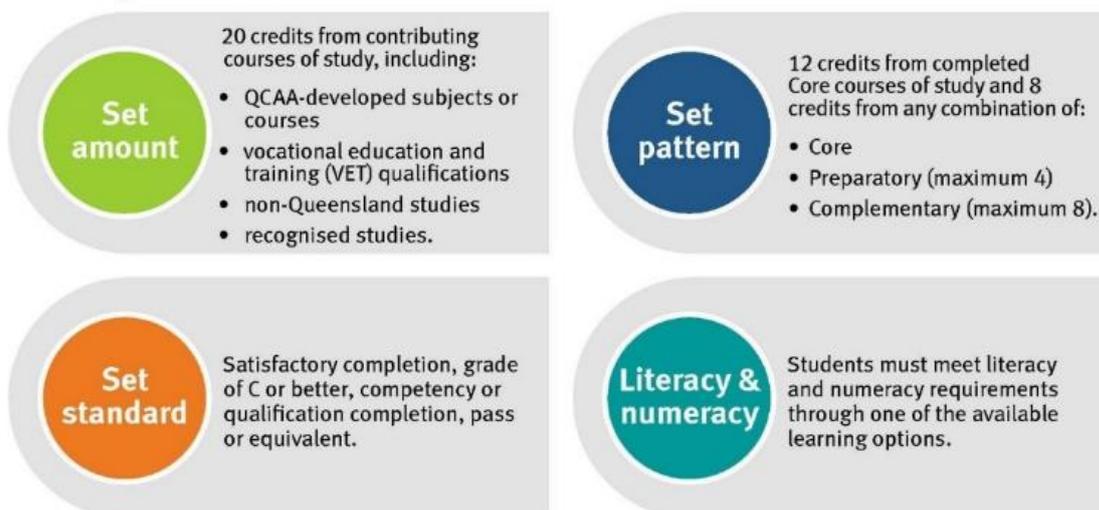
Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the OCAA to have the account reopened and all credit continued.

About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCE requirements

Set amount
20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern
12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard
Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy
Students must meet literacy and numeracy requirements through one of the available learning options.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement recognises and reports the achievements of students whose learning is part of an individual learning program. It is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge to present to employers and training providers.

An individual learning program:

- is a school-developed program of study using curriculum organisers, learning goals and learning focuses in the QCAA's Guideline for individual learning (GIL)
- is developed for students who have disabilities that affect learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
- is recorded by schools through the QCAA Portal
- does not contribute credit to the Queensland Certificate of Education (QCE)
- cannot duplicate learning from any QCE-contributing studies (General, Applied or Short Course syllabuses, or VET courses).

6.9 Personal and social capabilities

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Shailer Park State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages as part of a broader sexuality and respectful relationships education programme; and ensure CPR for Life in schools skills training is offered to all Year 10 and 12 students.

Shailer Park State High School delivers social and emotional learning in line with the expectations of the Department of Education (DOE), the Queensland Curriculum and Assessment Authority (QCAA), the P-12 curriculum, assessment and reporting framework (P-12 CARF) and the Australian Curriculum (AC).
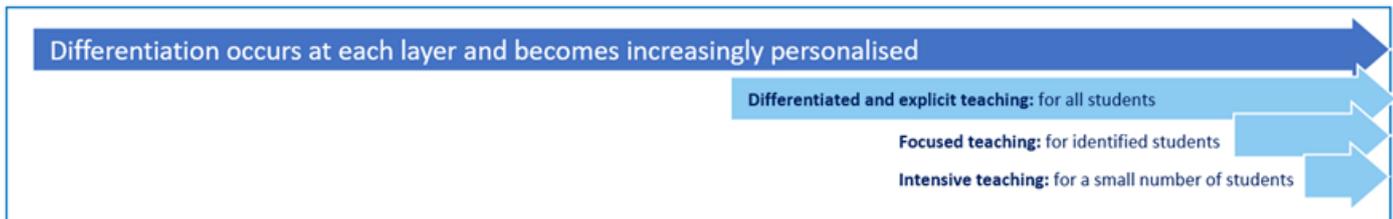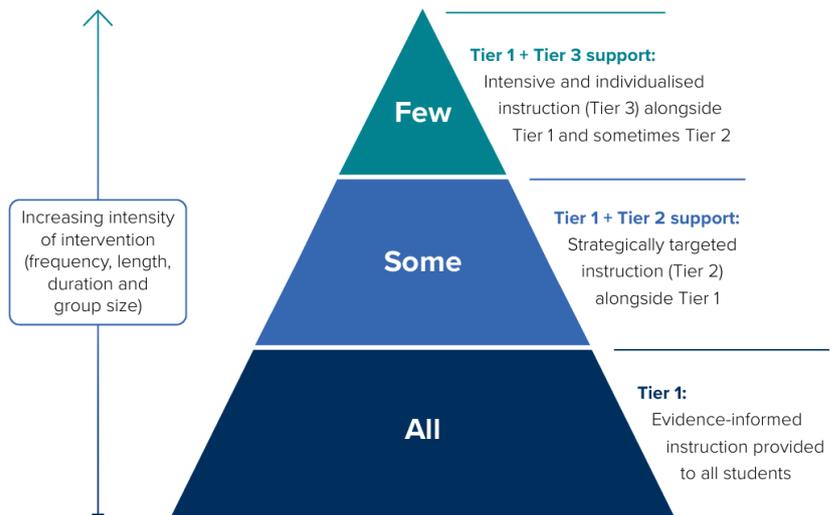
Our Wellbeing curriculum, delivered through RISE, HPE and Extended House Care Group lessons aligns with the Australian Student Wellbeing Framework, the QLD DOE's Student learning and wellbeing framework, the Personal and Social Capability Learning Continuum, the Alcohol and Other Drugs (AOD) education program and the Respectful Relationships Curriculum.

6.10 Multi-Tiered Systems of Support

Shailer Park State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students.

We use a multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in a multi-tiered systems of support school staff match increasingly intensive interventions to the identified needs of individual students.

There are three layers to differentiation, as illustrated in the diagram below. The same model is used for academic, behavioural and pedagogical instruction and differentiation.

Increasing intensity of intervention (frequency, length, duration and group size)

Tier 1 + Tier 3 support: Intensive and individualised instruction (Tier 3) alongside Tier 1 and sometimes Tier 2

Tier 1 + Tier 2 support: Strategically targeted instruction (Tier 2) alongside Tier 1

Tier 1: Evidence-informed instruction provided to all students

Few — Some — All

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Tier 1: Differentiated and Explicit Teaching

All students in the school receive explicit instruction and differentiated support for their academic and behavioural development.

Teachers vary what students are taught, how they are taught and how students can demonstrate what they know as part of this responsive and differentiated approach to curriculum mastery and behaviour development. Decisions about differentiation are made in response to data with continuous monitoring to ensure that specific behavioural and/or subject specific learning targets are met. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Tier 2: Focused Teaching and Intervention

Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Targeted instruction and supports for some students are more intense than Tier 1 differentiated strategies, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

A number of students in any school or classroom (approximately 10-15%), may require additional support to meet behaviour, engagement and/or mastery expectations, even after being provided with explicit and differentiated instruction at Tier 1. Students requiring Tier 2 support or extension are identified through standardised/diagnostic assessment data analysis.

Tier 2 encompasses students with learning needs (Learning Support) as well as high achieving students (Learning Enhancement).

Focused teaching involves revisiting key concepts and/or skills and using explicit and structured teaching strategies to deepen student understanding and practise of the concept and/or skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and/or expected behaviour. Learning support encompasses a range of programs for students who are not achieving year level expectations and/or school minimum benchmarks in literacy and/or numeracy.

Learning enhancement facilitates opportunities for students to undertake and examine an extension of challenging curriculum, theories and concepts.

Classroom teacher/s, Heads of Faculty and the Student Services Team work collaboratively to provide focused teaching opportunities. Student progress is monitored to identify and support those who:
- no longer require additional support
- require ongoing focussed teaching
- require additional intensive teaching.

Tier 3: Intensive Teaching and Intervention

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Intensive teaching involves frequent and highly individualised explicit instruction, with individuals or in small groups, to develop mastery of basic concepts, skills and knowledge.

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

Tier 3 Academic Supports involve intensive differentiation and adjustments to cater for students with disabilities, EAL/D and our gifted and talented students.

Tier 3 behaviour supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- TEACH the student a behaviour, concept or skill
- SUPPORT the student to use a behaviour, concept or skill
- REINFORCE the student's use of the replacement behaviour, application of concept or skill
- MINIMISE a barrier or the payoff for problem behaviour, avoidance or distraction.

Specifically in relation with behavioural change, research shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. For this small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

At Tier 3; Classroom teachers, Heads of Faculty and Head of House teams work collaboratively to provide intensive support and intervention. Student progress is monitored to identify those who:

- no longer require intensive support

- require ongoing intensive teaching and/or acceleration
- require additional intervention to access particular concepts, skills and/or knowledge
- would benefit from individual pathway planning or curriculum planning.

6.11 Consideration of Individual Circumstances

Shailer Park State High School has high expectations of all students, recognising that, with the right support, all students can succeed. We are committed to inclusive education and teaching practices in line with the Departments Inclusive education policy. This commitment involves embedding best practice to maximise the outcomes for all students through the effective identification and reduction of barriers to learning. We are committed to supporting all students with reasonable, suitable adjustments and provisions within the curriculum that will ensure meaningful engagement within the school community, whilst enabling each student to work and achieve at the appropriate level for their learning needs. We believe in setting high, yet achievable expectations, as well as valuing and celebrating diversity in others and ourselves.

Staff at Shailer Park State High School considers students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support, they require to be successful. This means that there cannot be a 'one size fits all' approach to discipline. Some students need additional support to interpret or understand our school expectations. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that staff and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

We also recognise that factors that influence behaviour and educational outcomes are complex and our responses, at times, need to be varied. Students and parents may be referred to government or non-government outside agencies, where appropriate, to provide further specialised assistance. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment the relevant Head of House or Deputy Principal to discuss the matter.

7.0 Legislative Delegations

7.1 Legislation

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

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

7.2 Delegations

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

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

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

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

8.0 Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- QCAA
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub