



COLLINSVILLE
STATE HIGH SCHOOL

**STUDENT
AND
PARENT
HANDBOOK
2026**



COLLINSVILLE STATE HIGH SCHOOL



Rev: Nov 2025

CONTENTS

School Details	page 3
School Map	page 3
Staff Details	page 4
Important Dates	page 5
Day Structure	page 6
Roll Class Structure	page 6
Tuckshop	page 6
Medication	page 6
Visitors	page 6
Instrumental Music Program	page 7
Books, Stationery and Equipment List	page 8
School Values and Behavioural Expectations	page 9
Behaviour and Effort Matrix	page 10
Assessment Policy	page 11
Attendance Policy	page 17
Detention Policy	page 20
Dress Code	page 21
Electronic Devices Policy	page 24
Homework and Study Guidelines	page 27
Student Code of Conduct	page 29
School Resource Scheme	page 37
Sun Safe and Heat Policy	page 41
Prohibited Items	page 41
School Stream	page 44



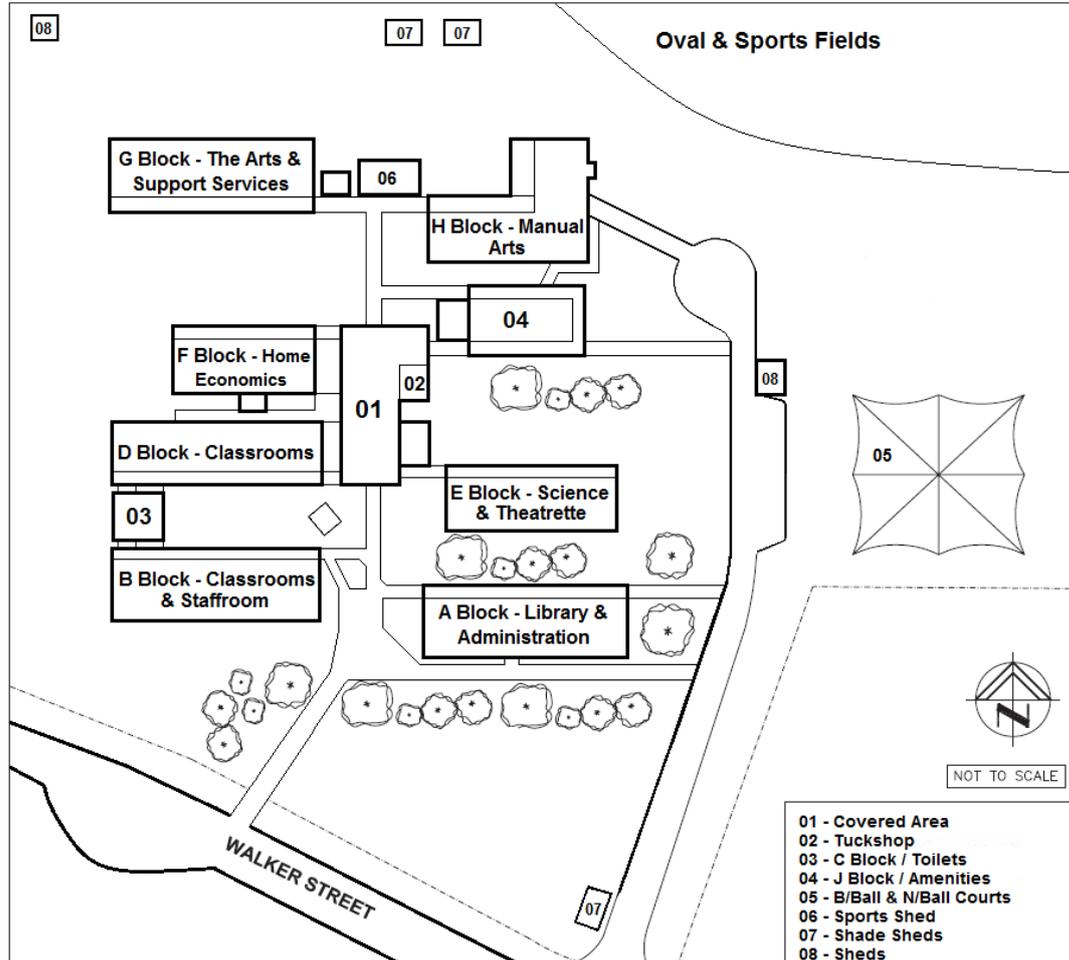
COLLINSVILLE STATE HIGH SCHOOL



SCHOOL DETAILS

Address:	Walker Street, Collinsville QLD 4804.
Postal Address:	PO Box 161, Collinsville QLD 4804.
Telephone Number:	(07) 4785 8111
Mobile Phone Number:	0407 855 211
Fax Number:	(07) 4785 8100
Email:	admin@collinsvilleshs.eq.edu.au
Office Hours:	8:00 am - 3:00 pm
Website:	www.collinsvilleshs.eq.edu.au
Facebook:	https://www.facebook.com/collinsvillehighschool
School Stream:	https://myschoolstream.net/wp-login.php

SCHOOL MAP





COLLINSVILLE STATE HIGH SCHOOL



STAFF DETAILS

Leadership

Position	Name	Email Address
Principal	Anna Reeves	areev17@eq.edu.au
Head of Department (Curriculum) and Senior School <i>English, Humanities, The Arts and Brisbane School of Distance Education</i>	Sue Lawn	slawn4@eq.edu.au
Head of Department (Curriculum) and Junior School <i>Health and Physical Education, Mathematics, Science and Technologies</i>	Sue Marshall	smars117@eq.edu.au
Head of Department (Teaching and Learning) and Inclusive Education	Melinda Daly	mdaly12@eq.edu.au
Head of Special Education Services (HOSES)	Sammy Brookes	sxbro18@eq.edu.au
Business Manager	Jennifer Fisher	jfish180@eq.edu.au

Teaching

Position	Name	Email Address
Teacher (Biology and HPE)	Georgia Sloane	gsloa10@eq.edu.au
Teacher (Business and Humanities) and Senior Coordinator	Rahul Kumar	rxkum5@eq.edu.au
Teacher (English and Humanities) and Junior Coordinator	Jessica Morgan	jbmor0@eq.edu.au
Teacher (English and HPE)	Joseph Forno	jforn13@eq.edu.au
Teacher (Inclusive Education, Hospitality)	Leisa Trickett	ltric1@eq.edu.au
Teacher (Business, Digital Technology and Mathematics)	Tom Grant	tgran175@eq.edu.au
Teacher (Mathematics and Science)	Sophie Moeliker	smoel9@eq.edu.au
Teacher (Art)	Joanne Black	jbla5@eq.edu.au
Teacher (English and Humanities)	Gabriel Kimaiyo	gkkim0@eq.edu.au
Teacher (Drama, Science and ART)	Joanne Jacobs	jjjac2@eq.edu.au
Teacher (HPE)	Jack Grocock	jgroo20@eq.edu.au
Teacher (Instrumental Music)	Alicia Ninnes	aninn3@eq.edu.au
Teacher (FlexiSpace)	TBA	

Support Staff

Position	Name	Email Address
Chaplain	Alethia Youse	ayous10@eq.edu.au
Engagement Officer / Teacher Aide	Hannah Johnson	hjohn374@eq.edu.au
Guidance Officer	Kathryn Gilhooley	kgilh2@eq.edu.au
Social Worker	Jessica Hillery	jhill677@eq.edu.au
Transition Pathways Officer	Rachel Miller	rxmil8@eq.edu.au
Youth Health Nurse	Karen Dachs	kdach1@eq.edu.au

Ancillary Staff

Position	Name	Email Address
Administration Officer	Deanna Sellings	Office@collinsvilleshs.eq.edu.au
Administration Officer	Katrina Sarvas	Office@collinsvilleshs.eq.edu.au
Administration Officer/Teacher Aide	Amanda Watts	Office@collinsvilleshs.eq.edu.au
Administration Officer/Teacher Aide	Pam Hathaway	Office@collinsvilleshs.eq.edu.au
Teacher Aide	Courtney Sanim	
Teacher Aide	Jeanette Donald	
Teacher Aide	Jack Grocock	
Teacher Aide	Cheryl Hankinson	
Teacher Aide	Priya Geed	
Teacher Aide	Keiran Gibson	
Teacher Aide	Jim Reeves	
Schools Officer – Facilities	Mathew Bagley	
Schools Officer – Grounds	Adam Bagley	
Cleaner	Kayla Redfern-Adams	



COLLINSVILLE STATE HIGH SCHOOL



Cleaner	Lorraine Horvat	
Cleaner	Shayni Anderson	
Cleaner (Casual)	Julie Widt	
Tuckshop Convenor	Tash Echevaria	

IMPORTANT DATES

Term Dates

Term One	Tuesday 27 th January to Thursday 2 nd April
Term Two	Monday 20 th April to Friday 26 th June
Term Three	Monday 13 th July to Friday 18 th September
Term Four	Tuesday 6 th October to Friday 11 th December

Important Dates

Term One	Leadership Induction	Thursday 19 th February
	Sizzle and Social	Thursday 19 th February
	School Photos	Monday 23 rd March
	Swimming Carnival	Friday 6 th March
	NAPLAN Test	Wednesday 11 th March to Monday 23 rd March
	Rewards Day	Friday 2 nd April
Term Two	School Anzac Service	Friday 24 th April
	Cross Country	Friday 1 st May
	Rewards Day	Friday 26 th June
Term Three	Athletics Carnival	Friday 7 th August
	Bacon Busters	TBA
	Student Free Day	Friday 4 th September
Term Four	School Ball	Saturday 17 th October
	Awards Night	TBA
	Year 12 Valedictory Dinner	Thursday 19 th November
	Year 12 Graduation Ceremony	Friday 20 th November
	Year 12 Finish	Friday 20 th November
	Rewards Day	Friday 27 th November
	Years 10 and 11 Finish	Friday 27 th November
Years 7, 8 and 9 Finish	Friday 11 th December	

Public Holidays

Term One	Australia Day	Monday 26 th January
Term Two	Good Friday	Friday 3 rd April
	Easter Saturday	Saturday 4 th April
	Easter Monday	Monday 6 th April
	Anzac Day	Saturday 25 th April
	Labour Day	Monday 4 th May
Term Four	King's Birthday	Monday 5 th October
	Collinsville Show Holiday	Tuesday 3 rd November



COLLINSVILLE STATE HIGH SCHOOL



DAY STRUCTURE

Roll Class	8.30am to 8.45am
Period 1	8.45am to 9.55am
Period 2	9.55am to 11.05am
Lunch 1	11.05am to 11.40am
Period 3	11.40am to 12.50pm
Lunch 2	12.50pm to 1.20pm
Period 4	1.20pm to 2.30pm

ROLL CLASS STRUCTURE

Whole School Assembly	Monday Week 1, 5 and 10
Junior Secondary Assembly or Senior Roll Classes	Tuesday
Year Level Roll Classes	Wednesday
Senior Secondary Assembly or Junior Roll Classes	Thursday
Student House Group Roll Classes	Friday

TUCKSHOP

The school tuckshop operates at first lunch (days to be advised).

The ordering system: An order form is distributed to students at roll call to write their tuckshop order on. Students then pay when they collect their order from tuckshop.

MEDICATION

Medication will be administered at school only when **prescribed by a doctor**. An authority form is to be completed by parents/caregivers before medication may be administered at school. These forms are available from the school office.

Headache tablets (aspirin, Panadol etc.) **cannot** be administered unless prescribed by a doctor.

All medication must be delivered to the school by an adult, in the original packaging and be clearly labelled with a pharmacy label showing the date, student's name, dosage and doctor.

All medication (except for asthma sprays and epipen's) must be kept in the school office. Students are responsible for their own asthma inhalers at all times. If a student cannot self-administer their inhaler, they may keep an inhaler in the office.

VISITORS

All visitors to the school during the school day are required to sign in at the office. This includes parents and caregivers. If a student is leaving school during the day, they can be collected from the office.



COLLINSVILLE STATE HIGH SCHOOL



INSTRUMENTAL MUSIC PROGRAM

The instrumental music program at Collinsville State High School is a voluntary program that provides students with the opportunity to learn a woodwind, brass or orchestral percussion instrument in a weekly group lesson and play with other students in a concert band.

It is expected that each week students will attend both a lesson and an ensemble rehearsal. Instrumental Music lessons at CSHS are 35 minutes and are held during school time. Concert Band (ensemble) rehearsal is held after school on lesson day at a central location, so that students from the primary schools can also attend. It is the student's responsibility to catch up on any class work they may have missed while at lessons.

Students who are accepted into the Instrumental Music Program are expected to commit to the following:

- Practicing at home for a minimum of 15 minutes x 4 times a week. This should be considered part of your child's homework.
- Attend their 30 minute weekly group lesson during the school day.
- Attend weekly Concert Band rehearsals (after school on lesson day).
- Take part in all Concert Band performances. Some of which may be outside of school hours.
- Remain in the Instrumental Program for 1 full year (no withdrawal in the first year).

Instrumental Music has a rigorous assessment schedule similar to other subjects. Formal video assessment is undertaken each term. Student results and progress appear on end of semester report card

HOW TO APPLY

All students who wish to apply for a position in the Instrumental Program must complete the application form in the Permissions Booklet. Applicants will be contacted to discuss instruments and a place in the Instrumental Music program.



COLLINSVILLE STATE HIGH SCHOOL



BOOKS, STATIONERY AND EQUIPMENT

(Rev 5 : Nov 2025)

Stationery

1 x pencil case	1 x set of coloured pencils	1 x scissors
1 x red pen	1 x eraser	1 x glue stick
2 x blue pens	1 x sharpener	1 x USB memory stick
1 x white out tape	2 x highlighters	1 x student diary
2 x lead pencils	1 x ruler	1 x scientific calculator (Casio FX 82 preferred)

Specialised Equipment (all year levels)

Sport

House Sports Shirt or a
Plain red shirt if in Woomera Sports House
or plain yellow shirt if in Boomerang Sports House

Health and Physical Education

1 x hat
Swimwear (one piece or two piece with sunshirt)
Shoes for running

Visual Art & Visual Arts in Practice

1 x A4 spiral visual diary

Drama

Plain Black Clothing for performances

Specialised Equipment (Year 11 & 12 Only)

Hospitality

A black shirt and black long pants for functions

Industrial Technology Skills

Steel Cap work boots
Work Clothing: long sleeve shirt and long pants

VET/External Subject

A pair of noise-cancelling headphones

Drama

As Above

Books

1 x individual exercise book with approximately 128 pages for each subject (*Students will be required to replace books, stationery and specialised equipment as necessary throughout the year.*)

1 x individual display folder for each subject.

1 x Grid Maths book (year 7 only)

Year 7 and 8

Students will study a total of 15 subjects throughout the year.

English	Health and Physical Education	Home Economics
Geography	Business and Economics	Design and Technologies
History	Digital Technologies	Visual Art
Mathematics	Drama	Living Our Lives
Science	Civics and Citizenship	Media Arts

Year 9 and 10

Students will study a total of 8 Core subjects and 4 Electives throughout the year.

Core		Elective Classes	
English	Civics and Citizenship	Business and Economics	Digital Technologies
Mathematics	Geography	Visual Art	Hospitality
Science	Health and Physical Education	Drama	Design Technologies – Wood
History	Living Our Lives	Media Arts	- Metal and Acrylic

Year 11 & 12

Students will study a total of 6 subjects and/courses throughout the year. The subjects below are offered by CSHS.

General		Applied	
General English	Drama	Essential English	Sport and Recreation
General Mathematics	Physical Education	Essential Mathematics	Hospitality Practices
Geography	Other - Living Our Lives	Drama in Practice	Industrial Technology Studies
Biology		Visual Art in Practice	

Other options are available for study through Distance Education, TAFE and Registered Training Organisations.



COLLINSVILLE STATE HIGH SCHOOL



SCHOOL VALUES AND BEHAVIOURAL EXPECTATIONS

 **Collinsville State High School Values**

<p>Committed</p> <ul style="list-style-type: none"> I will set personal goals and work hard to achieve them. I will attend school every day and be on time to class. I will give my best effort and persevere through challenges. 	<p>Respectful</p> <ul style="list-style-type: none"> I will listen and speak politely to everyone. I will follow instructions and school policies. I will accept everyone's authentic self and treat everyone with kindness.
<p>Responsible</p> <ul style="list-style-type: none"> I will complete all set tasks on time. I will be prepared for every lesson. I will take care of school and personal property. 	<p>Safe</p> <ul style="list-style-type: none"> I will follow rules and use facilities safely. I will respect personal space to ensure a positive environment. I will move around the school calmly and safely.

 **Sporting Area Values**

<p>Committed</p> <ul style="list-style-type: none"> I will encourage positive and inclusive play. I will demonstrate good sportsmanship. I will be a role model by following the rules and helping others understand them. 	<p>Respectful</p> <ul style="list-style-type: none"> I will share equipment and include others in games and activities. I will use appropriate language and actions when interacting with others. I will keep the area clean and dispose of litter appropriately.
<p>Responsible</p> <ul style="list-style-type: none"> I will follow rules and listen to staff instructions. I will take care of school property, including equipment and seating areas. I will stay within designated playground boundaries. 	<p>Safe</p> <ul style="list-style-type: none"> I will report unsafe behaviours or hazards immediately. I will respect personal space to ensure a positive environment. I will move around the school calmly and safely.

 **CSHS Bathroom Areas**

<p>Committed</p> <ul style="list-style-type: none"> I will return to class promptly after using the facilities. I will follow the school's guidelines to minimise disruptions. I will take pride in maintaining a clean and safe environment for everyone. 	<p>Respectful</p> <ul style="list-style-type: none"> I will keep the area clean for others by disposing of paper towels and waste in bins. I will respect others' privacy by not lingering or causing disruptions. I will use appropriate language and behaviour.
<p>Responsible</p> <ul style="list-style-type: none"> I will use the correct facilities and resources I require. I will report any hazards or damages immediately. I will be the only person in the cubicle. 	<p>Safe</p> <ul style="list-style-type: none"> I will use the toilets appropriately. I will wash my hands after using the facilities. I will not eat or drink in the toilets to maintain hygiene.



COLLINSVILLE STATE HIGH SCHOOL



BEHAVIOUR AND EFFORT MATRIX

(Rev: Jan 2019)

	A (100%)	B (>80%)	C (>60%)	D (>30%)	E (<30%)	
BEHAVIOUR	Committed	<ul style="list-style-type: none"> Consistently works towards achieving set improvement goals. Is a positive role model at all times. 	<ul style="list-style-type: none"> Works towards achieving set improvement goals most of the time. Is a positive role model on most occasions. 	<ul style="list-style-type: none"> Generally works towards achieving set improvement goals. Is generally a positive role model. 	<ul style="list-style-type: none"> Irregularly sets goals for improvement and inconsistently work towards achieving them. 	<ul style="list-style-type: none"> Rarely sets goals for improvement and rarely works towards achieving them.
	Respectful	<ul style="list-style-type: none"> Respects the rights to teach and learn at all times. Follows staff directions at all times. Uses respectful language at all times. 	<ul style="list-style-type: none"> Respects the rights to teach and learn most of the time. Follows staff directions most of the time. Uses respectful language most of the time. 	<ul style="list-style-type: none"> Generally respects the rights to teach and learn. Generally follows directions from staff. Generally uses respectful language. 	<ul style="list-style-type: none"> Irregularly respects the rights to teach and learn. Irregularly follows directions from staff. Irregularly uses respectful language. 	<ul style="list-style-type: none"> Rarely respects the rights to teach and learn. Rarely follows directions from staff. Rarely uses respectful language.
	Responsible	<ul style="list-style-type: none"> Always arrives to class on time. Brings books and writing implements to each class at all times. Works well individually at all times. Works well with others at all times. 	<ul style="list-style-type: none"> Arrives to class on time on most occasions. Brings books and writing implements to each class on most occasions. Works well individually on most occasions. Works well with others on most occasions. 	<ul style="list-style-type: none"> Generally arrives to class on time. Generally brings books and writing implements to each class. Generally works well individually. Generally works well with others. 	<ul style="list-style-type: none"> Irregularly arrives to class on time. Irregularly brings books and writing implements to class. Irregularly works well individually. Irregularly works well with others. 	<ul style="list-style-type: none"> Rarely arrives to class on time. Rarely brings books and writing equipment to each class. Rarely works well individually. Rarely works well with others.
	Safe	<ul style="list-style-type: none"> Helps others to resolve conflict peacefully at all times. Follows WHS guidelines at all times. 	<ul style="list-style-type: none"> Resolves conflict peacefully on most occasions. Follows WHS guidelines most of the time. 	<ul style="list-style-type: none"> Generally resolves conflict peacefully. Generally follows WHS guidelines. 	<ul style="list-style-type: none"> Irregularly resolves conflict peacefully. Irregularly follows WHS guidelines. 	<ul style="list-style-type: none"> Rarely resolves conflict peacefully. Rarely follows WHS guidelines.
	Committed	<ul style="list-style-type: none"> Works to the best of their ability at all times. Is always willing to engage with extension work. Always completes work missed due to absence. 	<ul style="list-style-type: none"> Works to the best of their ability on most occasions. Is willing to engage with extension work on most occasions. Completes most of the work missed due to absence. 	<ul style="list-style-type: none"> Generally works to the best of their ability. 	<ul style="list-style-type: none"> Irregularly works to the best of their ability. 	<ul style="list-style-type: none"> Rarely works to the best of their ability.
EFFORT	Responsible	<ul style="list-style-type: none"> Completes set class tasks at all times. Completes revision and homework at all times. Hands in completed draft/s by the due date Seeks, discusses and applies feedback at all times. 	<ul style="list-style-type: none"> Completes set class tasks on most occasions. Completes revision and homework on most occasions. Hands in draft/s by the due date Applies feedback on most occasions. 	<ul style="list-style-type: none"> Generally completes set class tasks. Generally completes revision and homework. Generally hands in draft/s on time. 	<ul style="list-style-type: none"> Irregularly completes all set class tasks. Irregularly completes revision and homework. Irregularly hands in drafts on time. 	<ul style="list-style-type: none"> Rarely completes all set class tasks. Rarely completes revision and homework. Rarely hands in drafts.



COLLINSVILLE STATE HIGH SCHOOL



ASSESSMENT POLICY

(Rev: Nov 2022)

Purpose

The purpose of assessment is to provide feedback for students, teachers and parents to determine where a student is positioned in their learning. Assessment is characterised by three attributes:

1 Validity

Alignment with what is being taught, learnt and assessed.

2 Accessibility

Each student is given opportunities to demonstrate what they know and can do.

3 Reliability

Assessment results are consistent, dependable or repeatable.

This assessment policy details information and procedures for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to student academic results.

Principles

Collinsville State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus.

High-quality assessment provides timely and informative feedback about students' learning progress. Effective feedback encourages self-reflection, allowing students to actively monitor and evaluate their own learning. Together, assessment and feedback supports continuous, collaborative, active and self-directed learning. Assessment must be:

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

Responsibilities

School Responsibilities:

- make the Assessment Policy readily available to students, parents and staff.
- provide students with sufficient notice of assessment, including draft dates and publish final submission dates on the Assessment Calendar each term.
- provide support and relevant documentation for students to apply for extensions where required, including access to relevant documents regarding applications for extension and/or Access Arrangements and Reasonable Adjustments (AARA).
- provide students with assessment instruments in an appropriate time frame, complete with associated marking criteria - GTMJ's or ISMGs.
- provide appropriate time in and outside of class for assessment.
- provide support and adjustments where appropriate.
- provide appropriate opportunities for students to receive feedback prior to completion of assessment.



COLLINSVILLE STATE HIGH SCHOOL



Student Responsibilities:

- record due dates in their school diaries.
- plan and manage their time to meet the due dates.
- present only their work for all assessment instruments, ensuring they meet the guidelines for academic integrity as published by the Queensland Curriculum and Assessment Authority (QCAA).
- make full use of the class time provided to work on the assessment.
- present completed drafts and final copies of assessment, as per the task requirements (e.g. file type), by the due date.
- use the school's American Psychological Association (APA) standard system of referencing.
- communicate anticipated difficulties in completing assessment requirements with parents/carers and the teacher and, in the case of Year 11 and 12 students, follow the correct procedures to apply for an extension or AARA before the due date.

Parent Responsibilities:

- support and encourage students to submit all drafts and final assessment by the due date and to the best of their ability.
- inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date.
- provide documentary evidence, relevant to the year level e.g. medical certificate or AARA documentation.

Promoting Academic Integrity

Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Collinsville SHS utilises the following procedures to develop student skills and model appropriate academic practices.

Student responsibility

Students are expected to:

- engage in the learning for the subject or course of study.
- produce evidence of achievement that is authenticated as their own work.
- submit responses to scheduled assessment on or before the due date.
- complete the QCAA academic integrity course in Year 10.

Authentication

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

To ensure all assessment aligns with the principles of accessibility, validity and reliability, Collinsville SHS uses a range of authentication strategies, which include:

- changing assessment tasks from year to year.
- providing class time to observe task completion.
- requiring reference lists and acknowledgement of sources, using APA referencing conventions.
- collection of evidence of student response development via classwork, outlines, photographs, plans and drafts.
- individual monitoring, feedback and results for students working in groups.
- specifying authentication strategies on all assessment instruments.
- a student declaration of authenticity.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed and only the student's own work will be marked. A grade of NR (Not Rated) will be awarded where student work is unable to be identified.



COLLINSVILLE STATE HIGH SCHOOL



Assessment Calendars

Assessment due dates will:

- align with syllabus requirements and curriculum plans.
- be published in the subject's topic planner and assessment calendar i.e. dates for final responses, checkpoints and drafts and is provided to students by the end of Week 2.
- be published in the assessment calendar, provided to students by the end of Week 3, and made available on the school's website.
- If an assessment due date is changed, students will be advised by the teacher and parents will be notified through a text message from Administration.

Submission of Assessment

All assessment evidence, including draft responses, will be submitted by the due date, together with the task sheet. Assessment instruments may be submitted via the following modes:

- paper-based copy and/or physical product given directly to the teacher by the end of the school day at 2.30pm.
- paper-based copy and/or physical product to the school office by the end of the school day at 2.30pm, where a receipt will be issued.
- electronically via email to the subject teacher and/or Head of Department by 11.59pm on the day the assessment is due. Teacher email addresses are contained in the Student and Parent Handbook. A printed copy must be handed to the teacher the next day and that will be compared with the email version.

Checkpoints, Drafting and Feedback

Collinsville SHS teachers use monitoring processes to check student progress towards successful completion of assessment tasks. Checkpoints will:

- be detailed on student task sheets.
- monitor student progress.
- be used to establish student authorship.

A draft may take a variety of forms (written piece, rehearsal of a performance, product in development) and is a key checkpoint used as a part of the teaching and learning process. It is an opportunity for a teacher to provide feedback and gather evidence of achievement. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Students will work on assessment during designated times and are responsible for meeting the requirements at scheduled checkpoints for monitoring. Teachers will use these checkpoints to identify and support students to complete their assessment.

Feedback is a consultative process. Students will be provided with individualised written feedback and may be complemented by verbal feedback, provided through questioning or provided to the whole class.

In Years 7 – 9: Teachers provide feedback within 72 hours on up to two drafts.

In Years 10 – 12: Teachers provide feedback within 72 hours on a maximum of one draft.

The subject teacher will contact parents/carers about the non-submission of drafts and where they identify risks to successful completion of assessment. The contact will be recorded in One School and referred to the HOD.

When a submitted draft does not meet the acceptable minimum requirement (or if no draft is submitted) the student will be required to attend assignment support sessions (before school, during lunch breaks or after school) until they produce work of a sufficient standard. In Year 11 & 12, failure to attend and commit to the support session may lead to your continued enrolment in that subject being reviewed.



COLLINSVILLE STATE HIGH SCHOOL



Response Length

Assessment response lengths are stipulated on assessment task sheets and must be abided by. Students are responsible for:

- adhering to prescribed word lengths or duration (for example presentations or recordings).
- applying feedback about word length at the draft stage.
- editing responses to meet requirements.
- providing an accurate word count or performance time.

If the student's response still exceeds the word length or duration requirement, the school will either:

- mark only the work up to the required length of words or time, excluding evidence over the prescribed limit or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is:

- produced under exam conditions
- in an assessment that requires a continuous response, such as a presentation or recording.

Due Dates

Collinsville State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for drafts and final responses will be published in Assessment Calendars.

In cases where students are unable to meet a due date due to a legitimate reason, they will:

- inform their classroom teacher as soon as possible and complete a Access Arrangements and Reasonable Adjustment (AARA) if in Year 11 or 12.
- provide the school with relevant supporting documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

Extensions

Heads of Department and the Principal are the only school staff that are able to grant extensions for assessment work. Students must complete and submit the appropriate application for extension, depending on their year level.

Years 7 – 10 – Extensions must be applied for at least two (2) days prior to the assessment due date. Extensions will not be granted on the day an assessment is due. Students and parents/carers must contact the Head of Department as soon as possible and submit the relevant supporting documentation. The Principal gives final approval for extensions.

Years 11 -12 – Students must complete Access Arrangements and Reasonable Adjustments (AARA) documentation which will be assessed by the Principal and reported to QCAA. Timely submission of this form is imperative and the Principal will advise applicants of the outcome of this application as soon as possible.

Applications for AARA – Access Arrangements and Reasonable Adjustments (Years 11 and 12)

Collinsville State High School is committed to reducing barriers to success for all students. AARAs are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

The school follows the AARA processes as outlined in the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara>. The school principal manages all approvals of AARAs for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1 of the QCE/QCIA Handbook) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.



COLLINSVILLE STATE HIGH SCHOOL



Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language.
- teacher absence or other teacher-related issues.
- matters that the student could have avoided.
- matters of the student's or parent's/carer's own choosing.

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents must contact the Head of Department of the subject Principal as soon as possible and submit the relevant supporting documentation. If required, assistance can be provided to complete AARA forms.

QCAA students

Year 11 and 12 students and parents access AARA application forms via the school website including the medical report form (required) and student statement form (optional) for an AARA application.

For Units 1-2, the Principal determines AARA eligibility. For Units 3-4, AARA is Principal reported to the QCAA. Students must submit a complete AARA application for assessment in Units 3-4. If the application is determined suitable, the school will then submit the AARA application to the QCAA. Students and parents will then be notified of the success of this application based on the determination of the QCAA.

For each AARA application, consideration will be given to all of the student's enrolled subjects, however AARA approvals will depend on the subject's assessment requirements.

The school will:

- check the accuracy of information supplied in the AARA application (see Section 6.5: Application and notification process)
- consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required
- complete the online application and submit supporting documentation by the due date via the QCAA Portal
- advise the student, parents and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.

Short-term or intermittent illness and Misadventure

The school is responsible for quality assurance of assessment practices. It will determine whether it is appropriate to apply approved strategies for assessment completion e.g. submit before/on due date or sit comparable assessment.

For more information regarding AARA, parent and guardians are encouraged to contact the Senior Schooling Head of Department.

Managing non-submission of assessment by the due date

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:

- provided by the student for the purposes of authentication during the assessment preparation period is available (e.g. formative work completion including class work, draft, rehearsal notes, photographs of student work), teachers make judgments based on this evidence.
- was not provided by the student on or before the due date as specified by the school and no other evidence is available, Not Rated (NR) will be issued by the school for the assessment item on the school report.

For oral presentations, the due date for written support materials will be the first day of presentations.



COLLINSVILLE STATE HIGH SCHOOL



In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. Students failing to meet participation requirements in their educational program will be referred to their respective Head of Department for further support/intervention.

Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their Unit credit. The implication(s) of this for students in Years 11 and 12 could include ATAR and QCE ineligibility. Subsequent tertiary study could also be jeopardised.

It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher or other appropriate member of staff (e.g. subject teacher, Head of Department, Guidance Officer) for support before the due date.

Absences for Examinations

In Years 7 - 10, if a student is absent for an exam, the student will complete the exam the day they return to school at the office before they return to class.

For information re absences from examinations in Year 11 and 12, refer to the AARA procedure above.

All final decisions are at the Principal's discretion.

Completion of course requirements for Senior Subjects

Students are expected to complete all course and assessment requirements for all General, Applied, VET and Short Courses in Years 11 and 12. They must produce evidence of responses to each of the summative assessments in order to receive an overall subject result.

Heads of Department will inform Year 11 and 12 students and parents/carers, in a timely manner, when incomplete assessment will mean that the student will not meet requirements for a unit or course result.

Reporting Student Progress

Report cards are sent home at the end of each term and semester, with the exception of Year 12s who will not receive a Semester 2 report card. A five-point reporting scale is used for term and semester reports.

Parent/teacher interviews are held in Terms 2, 3 and 4. If a parent is concerned about their student's progress and wish to speak with the teacher at any other stage, appointment times can be arranged at a mutually convenient time to both parties.



COLLINSVILLE STATE HIGH SCHOOL



ATTENDANCE POLICY

(Rev: Sep 2017)

Rationale

The Education Act (2006) requires that students of compulsory school age attend school until the completion of year 10 or until they turn 16 years of age, whichever comes first. Students are then required to participate in the Compulsory Participation Phase in education or training either:

- for two years beyond Year 10 or after turning 16; or
- until they have gained a Senior Certificate; or
- until they have gained a Certificate III; or
- until they have turned 17.

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

Collinsville SHS expects all students to attend school each and every day. Collinsville SHS's attendance policy aims to:

- develop a positive school culture;
- identify absences quickly;
- follow-up promptly; and
- send clear messages to students and parents that attendance is vital.

School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school.

Collinsville SHS:

- is committed to promoting the key messages of Every Day Counts;
- believes all children should be enrolled at school and attend school all day, each and every school day;
- monitors, communicates and implements strategies to improve regular school attendance;
- believes truanting can place a student in unsafe situations and impact on their future employability and life choices; and
- believes attendance at school is the responsibility of everyone in the community.

Responsibilities

School responsibilities:

- Develop a positive school culture through 'Positive Behaviour for Learning' (PB4L) and the school values of 'Commitment, Responsibility, Respect and Safety'.
- Communicate high expectations of attendance to students, parents/careers, staff and the wider community.
- Monitor individual, year level and whole school attendance patterns.
- Follow-up on absences with students and parents/carers.
- Provide support strategies to assist students in monitoring and improving their attendance.

Student responsibilities:

- Attend school each and every day. This includes attending all sports days and the last day of term.
- Arrive to school on time each and every day.
- Provide an explanation from their parent/carer for any late arrival, early departure or absence.
- Complete an 'Attendance Passport' in weeks four, seven and ten of every term.

Parent/Carer responsibilities:

- Support and encourage their child to attend school each and every day.
- Ensure their child arrives to school on time each and every day.
- Provide an explanation for any late arrival, early departure or absence for their child.
- Report any concerns regarding their child's attendance to school staff.



COLLINSVILLE STATE HIGH SCHOOL



Strategies

At Collinsville SHS we promote 100% attendance by:

- completion of attendance passports in weeks four, seven and ten of every term;
- rewarding of outstanding attendance through 'Positive Behaviour for Learning' initiatives;
- ensuring consistent follow-up with students and parents/carers; and
- providing support strategies to assist students in monitoring and improving their attendance.

Attendance Targets

At Collinsville SHS, we are committed to achieving the following attendance targets.

Attendance Rates	0% to <85%	85% to <90%	90 % to <95%	95%to 100%
Attendance Targets for Collinsville SHS	15	10	30	45

Responses to absences

Collinsville SHS take the following actions in response to student attendance:

	Administration Officer	Engagement Officer	Classroom Teacher	Principal
Positive Behaviour for Learning	Collate attendance data for 'Attendance Passports' in weeks 4, 7 and 10.		Complete 'Attendance Passports' in weeks 4, 7 and 10.	
Absences	Establish reason for student absence.		Mark roll identifying student absence.	
Less than 85% attendance	Send unexplained absence notes home with students in week 4, 7 and 9. Follow up the return of unexplained absence notes.	Conduct 'Attendance Support Meeting' with identified students each week.	Phone home to discuss progress in curriculum area.	Identify students for 'Attendance Support Meeting' each week. Follow up the return of unexplained absence notes. Send 'Less than 85% Attendance' Letters home in the mail in weeks 4, 7 and 9. Implement Enforcement of Attendance process (years 7 to 10). Implement Cancellation of Enrolment process (years 11 to 12).



COLLINSVILLE STATE HIGH SCHOOL



Reporting and monitoring attendance

At Collinsville SHS reports of student absence are taken seriously. Parent/carers, members of the community and school staff may report absence, late arrival, early departure and truancy in the following ways:

- telephone/email to the school office
- through the School Stream App
- reply to absence SMS notification sent each morning after roll call
- signed/dated note from the parent/carer sent to school with the student
- in person to the office

Some related resources

Every Day Counts

<http://education.qld.gov.au/everydaycounts/index.html>

Departmental Policies and Procedures

[Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#)

[Roll Marking in State Schools](#)



COLLINSVILLE STATE HIGH SCHOOL



DETENTION POLICY

(Rev: Aug 2016)

Rationale

Detention is given to students in accordance with our Responsible Behaviour Plan and within the parameters outlined in the 'Safe, Supportive and Disciplined School Environment Procedure' as a disciplinary option used to address inappropriate student behaviour.

At Collinsville State High School, detention can be applied:

- during school hours; or
- outside school hours on a school day.

At Collinsville State High School, Heads of Department and teachers have been authorised by the Principal to implement detentions both during school hours and outside school hours on a school day.

Detentions During School Hours

Detentions during school hours will be issued during a lunch break. Students are required to report to the teacher implementing the detention for a maximum of 20 minutes duration (provision made for food and toilet breaks during the remaining time at lunch). During the detention, students will be fully supervised and will be required to complete teacher set tasks. Failure to complete set tasks may result in additional consequences.

Detentions Outside School Hours

Detentions outside school hours will be issued on a week day for a maximum of 30 minutes duration or as negotiated with a parent/caregiver. During the detention, students will be fully supervised and will be required to complete teacher set tasks. Failure to complete set tasks may result in additional consequences.

Protocols for Detentions Outside School Hours

If detention is to be undertaken outside of school hours, the following procedures will apply:

- staff will notify parents/carers of the proposed detention at least 24 hours before the detention is scheduled to occur;
- staff will consult with parents/carers about suitable times for the detention to be completed;
- staff will inform parents/carers of the location, time/s and duration of the detention; and
- parents/carers will arrange travel/supervision to and from the detention where appropriate.



COLLINSVILLE STATE HIGH SCHOOL



STUDENT DRESS CODE

(Rev: Dec 2023)

Rationale

The school uniform is determined by the Principal in accordance with the Education Act 2006 and in consultation with teachers, students and parents.

The school uniform is designed to be safe and comfortable for students and affordable for all families.

The wearing of the school uniform promotes a positive school image in the community and school spirit and pride.

Application

This dress code applies to students when:

- attending or representing the school.
- travelling to and from school.
- engaging in school activities out of school hours.

Formal School Uniform

Students are required to wear the formal school uniform:

- every Monday;
- for formal events (school photographs, leadership ceremonies, etc); and
- whilst attending curricula and extra-curricular events and/or excursions.

Students may also choose to wear the formal uniform on Tuesday, Wednesday, Thursday and/or Friday.

Boys	Girls
<ul style="list-style-type: none"> • Formal school shirt with school logo embroidered on pocket. • Plain navy blue shorts. Length must reach students fingertips when standing up straight and hands are down by their side as a minimum. • Plain coloured short sport socks. 	<ul style="list-style-type: none"> • Formal school shirt with school logo embroidered on pocket. • Plain navy blue shorts, skirt or skorts. Length must reach students fingertips when standing up straight and hands are down by their side as a minimum. • Plain coloured short sport socks.

Sport Uniform

Students may wear the sport uniform on Tuesday, Wednesday, Thursday and/or Friday.

Students are required to wear the sport uniform whilst attending and travelling to and from sporting events or excursions.

Students are permitted to wear specialised athletic wear to participate in some events. Students are permitted to change in to and out of athletic wear at the venue.

Boys	Girls
<ul style="list-style-type: none"> • Sport school shirt with school logo embroidered. • Plain navy blue shorts. Length must reach students fingertips when standing up straight and hands are down by their side as a minimum. • Plain coloured short sport socks. 	<ul style="list-style-type: none"> • Sport school shirt with school logo embroidered. • Plain navy blue shorts, skirt or skorts. Length must reach students fingertips when standing up straight and hands are down by their side as a minimum. • Plain coloured short sport socks.

Seniors (Years 10, 11 and 12)

Students may wear a school senior shirt.



COLLINSVILLE STATE HIGH SCHOOL



Sport House Shirt

Students may wear the sport house shirt at sports carnival events eg. Swimming, Cross Country and Athletics. Students can also change into the house shirt for their HPE practical lessons and then change back into their normal school shirt after the lesson finishes.

Winter Uniform

Students are required to wear a plain navy blue zip up, crew or V-neck jumper without a hood.

Students are permitted to wear beanies when outside.

Students may wear a singlet or shirt under their school shirt. This undergarment must not be visible under the school shirt.

Students may wear plain navy blue track pants or dress pants.

Clothing not permitted:

Leggings, tights or jeans are not permitted at any time.

Scarves and gloves are not permitted.

Hoodies are not permitted.

Seniors (Years 10, 11 and 12)

Students are able to wear a school senior jersey. Personalisation of the jersey by the inclusion of names is at the discretion of the Principal.

Free Dress Day

Students may wear free dress on any nominated free dress day.

Students must wear clothing that:

- covers their shoulders and midriff.
- length of shorts must reach student's fingertips when standing up straight and hands are down by their side as a minimum.
- no inappropriate or offensive logos or images.
- as mentioned above; no leggings, tights, jeans, scarves, gloves or hoodies are permitted.

Shoes

Students are required to wear closed in shoes for workplace health and safety. Ballet flats and/or slip on shoes are not permitted.

In exceptional circumstances, a student who presents at school in unsafe footwear with a note of explanation or other contact from a parent/carer will be supervised, for a limited period, in a non-classroom environment.

If a student arrives at school in unsafe footwear without notification from a parent/carer, the student will be detained by administration staff until their parent/carer has been contacted and the acquisition of safe footwear is obtained.

Hat

Students are required to wear a cap or hat when outside in the sun. This includes timetabled Health and Physical Education lessons and lunchtime activities.

Hair

Students are required to have natural coloured hair. Colours such as blue, red, green, etc. are not permitted. Students must keep their hair neat and tidy.



COLLINSVILLE STATE HIGH SCHOOL



Cosmetics

Students may wear light and natural coloured foundation, lip gloss and nail polish. Eye make-up is not permitted.

Jewellery

Students may wear:

- a watch.
- one small and discrete facial piercing.
- two studs and/or sleepers in ears.
- two school issued health and wellbeing bracelets at any one time.
- one bracelet.
- one necklace.
- one ring.

At times, students may be required to remove their jewellery for workplace health and safety.

Jewellery is brought to school at the students own risk. The school does not accept any responsibility for loss or theft.

Sunglasses

Students may wear sunglasses when outside in the sun.

Consequences

If a student does not comply with the school dress code, the following consequences will apply:

- removal
- contact with parents/carers.
- a lunch time detention in accordance with the school's detention policy.
- withdrawal from attending an activity or event.

Students will be issued with a uniform pass if an explanation from the parent via phone call, email or note is supplied explaining why the student is out of uniform.

UNIFORM PRICE LIST

School Polo	\$25.00
House Shirt	\$25.00
Unisex Navy Blue Shorts	\$15.00
Girls Navy Blue Shorts	\$15.00
Formal Girls Blouse	\$40.00
Formal Girls Skirt	\$30.00
Formal Boys Shirt	\$40.00
Formal Boys Shorts	\$30.00
Navy Blue Zip Up Jumper (10, 12, 14, 16)	\$20.00
Navy Blue Zip Up Jumper (S, M, L, XL, 2XL)	\$25.00



COLLINSVILLE STATE HIGH SCHOOL



ELECTRONIC DEVICES POLICY

(Rev: Nov 2020)

The Use of Electronic Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others at all times. The inappropriate use of electronic devices at school is disruptive to the learning environment and good order and management of the school.

Certain Electronic Devices Banned from School

Students are advised not to bring ANY electronic equipment devices capable of transmitting or receiving messages such as but not limited to mobile phones, smart watches, iPads, iPods, cameras, earphones, headphones or MP3 players to school unless directed by the Principal, as there is risk of damage or theft. If students wish to ignore this advice and they use electronic equipment inappropriately, there may be consequences for these choices as described in this policy.

- If students and parents ignore the advice of the school and bring electronic devices to school they must be stored in the school office the entire time the student is in the school each day.
- It is prohibited for students to make auditory recordings, photograph or video individuals on school premises/activities, unless directed by a staff member to do so, and must be directly related to school-sanctioned activities, this includes all forms of electronic, digital and analogue methods.
- Students are not permitted to use electronic equipment to harass or bully students or staff. This includes emailing, text or picture messaging or any other electronic form of transmitting communication.

Breaches of this prohibition may result in the following discipline:

Confiscation

School staff will confiscate electronic devices used contrary to this policy.

1 st Offence	The device will be confiscated and made available for collection, by the student, from the school office at the end of the school day, unless required for the purposes of disciplinary investigation. In this case, the device will only be returned in the presence of a parent. Parent will be notified by SMS.
2 nd and Subsequent Offences	On the second and subsequent occurrences, the equipment will only be returned to a parent. Parent will be notified by SMS.
Failure to comply	Any failure to hand over an electronic device when asked will be treated as refusal to follow a reasonable instruction and will be dealt with in the normal manner through the school's behaviour policy.

Devices potentially containing evidence of criminal offences will be reported, when required to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded.

We uphold the value of trust and the right to privacy at Collinsville State High School. Students using personal technology devices to record inappropriate behaviours of incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc.) for the purpose of dissemination among the student body or outside the school by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony and consequences will apply. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher for educational purposes using school based devices.



COLLINSVILLE STATE HIGH SCHOOL



A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording and/ or,
- disseminating material (through text messaging, display, internet uploading, etc) and / or,
- knowingly being a subject of a recording,

breach this policy and will be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text Communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of Cheating

Personal technology devices are not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any students who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation, to which s/he is not a party, to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations are in breach of this Act, unless consent to the recording is appropriately obtained.

Students are not permitted to make public comment, nor upload any images onto the internet, which relates to Collinsville State High School's community members. This includes, but is not limited to students, staff (both past and present) or any other member of the school community. These comments include defaming, derogatory, inflaming and vexation claims about/toward members of the school community. Any allegation against staff or students needs to be conveyed to the school Principal or their delegate. School disciplinary action will be taken against individuals who post this information to the internet if the allegations are substantiated. Consequences for breaches of this policy may result in exclusion from Collinsville State High School.



COLLINSVILLE STATE HIGH SCHOOL



Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

Additionally, Senior Student's engaged in online learning are permitted to use their own headphones in learning spaces.

*Electronic Devices includes, but is not limited to mobile phones, smart watches, ear phones, head phones, iPads, iPods, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), and devices of a similar nature.

Note: The QCAA does not allow smart watches, mobile phones or other electronic devices during senior exams.



COLLINSVILLE STATE HIGH SCHOOL



HOMEWORK AND STUDY GUIDELINES

(Rev: Nov 2022)

Rationale

Homework and study (including working on assignments and revision for examinations) provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning.

The setting of homework and study considers the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

Homework and study that enhances student learning:

- is purposeful and relevant to student's needs.
- is appropriate to the phase of learning.
- is appropriate to the capability of the student.
- develops the student's independence as a learner.
- is varied, challenging and clearly related to class work.
- allows for student commitment to recreational, employment, family and cultural activities.

Types of Homework

Homework and study can engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery).
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue).
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making).
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

Roles and Responsibilities:

School responsibilities:

- Ensure the school community (students, parents/carers and teachers) are informed of this policy through publication in the student diary, prospectus and staff handbook and on the school website.
- Ensure that students and teachers comply with this policy.

Teacher responsibilities:

- Clearly communicate the purpose, benefits and expectations of all homework and study.
- Ensure that students record all homework and study in their student diary.
- Set homework and study that is varied, directly related to class work and appropriate to students' learning needs.
- Check homework and study regularly and provide timely and useful feedback.
- Discuss any developing problems concerning their child's homework and study and suggest strategies to assist with parent/carer.
- Explicitly teach strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework and study.
- Give consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework.
- Comply with this policy.

Student responsibilities:

- Record all homework and study in our school diary.
- Accept responsibility for the completion of homework and study tasks within set time frames.
- Discuss our homework and study expectations with our parent/carer.
- Seek assistance from our teachers when difficulties arise.
- Organise our time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.
- Comply with this policy.



COLLINSVILLE STATE HIGH SCHOOL



Parent/Carer responsibilities:

- Check our child's school diary for homework and study.
- Take an interest and support our child in completing homework and study.
- Encourage our child to organise their time and take responsibility for their learning.
- Help our child balance their time and commitments.
- Contact the relevant teacher to discuss any concerns about homework and study.

Guidelines

Students are assigned homework and study as appropriate in each subject on a regular basis.

Suggested time allocations:

- Year 7 – up to 4 hours per week.
- Years 8 and 9 – up to 5 hours per week.
- Years 10, 11 and 12 – up to 10 hours per week.

The amount of time devoted to homework and study will vary according to the students learning program.

Benefits

Benefit of homework and study include:

- development of thinking, concentration, time management and research skills.
- building self-discipline, personal responsibility, independent action.
- providing parents with opportunities to work with children on schoolwork.
- providing parents with insights to school's program.
- introducing students to the realities of post-secondary study and the world of work.
- reinforcement and extension of class work.

This policy has been informed by the Department of Education and Training P-12 Curriculum, Assessment and Reporting Framework.

Homework Centre

The aim of the Homework Centre is to provide students with an opportunity to complete their homework, study or assessment tasks in a quiet and uninterrupted space.

The centre operates on a Monday, Tuesday and Wednesday afternoon from 2:45pm to 3:45pm. During the term Homework Centre will be supervised by a teacher aide and students will be provided with a healthy snack before they start their work. On Wednesdays, teachers are also available to offer student instruction and more specific support.

The centre will provide an opportunity for students to work towards improving their levels of achievement in their subjects because they will have a quiet and dedicated space to study and work on their assessment. An important aspect of assessment is applying the teacher feedback from the draft. Students will now have additional time to access computers to refine their assessment tasks.

If you wish for your student to participate in Homework Centre, you can register your student upon enrolment by completing the permission form in the Permissions Booklet.



COLLINSVILLE STATE HIGH SCHOOL



STUDENT CODE OF CONDUCT

(Rev: Nov 2022)

Purpose

Collinsville State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct for Students is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our school community.

This Student Code of Conduct for Students applies to students when travelling to and from school and when representing the school at any event and in any manner. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence **their** decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Whole School Approach to Discipline

All areas of Collinsville State High School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL). This is a whole school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Committed, Respectful, Responsible and Safe.

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Collinsville State High School.

I am COMMITTED.

- I will set personal goals and work hard to achieve them.
- I will attend school every day and be on time to class.
- I will give my best effort and persevere through challenges.

I am RESPECTFUL.

- I will listen and speak politely to everyone.
- I will follow instructions and school policies.
- I will accept everyone's authentic self and treat everyone with kindness.

I am RESPONSIBLE.

- I will complete all set tasks on time.
- I will be prepared for every lesson.
- I will take care of school and personal property.



COLLINSVILLE STATE HIGH SCHOOL



I am SAFE.

- I will follow rules and use facilities safely.
- I will respect personal space to ensure a positive environment.
- I will move around the school calmly and safely.

Our school values and behavioural expectations and policies and procedures have been agreed upon and endorsed by all staff, students and our P&C.

At Collinsville State High School, communication of our key messages about school values and behavioural expectations and policies and procedures is backed up through reinforcement, which provides students with feedback for engaging in expected behaviour. A formal recognition system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Croc Credit's

Staff members award a 'Croc Credit' when they observe students following the school values and behavioural expectations and policies and procedures. This reinforcement occurs continually throughout the day. Student's can redeem Croc Credit's at the Croc Credit store each Friday at second break.

Student of the Week

Staff members nominate students for the 'Student of the Week' when they observe a student consistently following the school values and behavioural expectations and policies and procedures in both classroom and non-classroom areas or a significant improvement in the student's behaviour. Each week on year level junior and senior secondary parades, the coordinators award a certificate to a student from each year level.

Positive Postcard

Staff members send home a positive postcard when they observe students going beyond the school values and behavioural expectations and policies and procedures and contributing positively to the school culture.

Rewards Day

Students who meet minimum requirements are selected to attend a rewards day to acknowledge their positive behaviour. Attendance, uniform, effort and behaviour are areas of focus. Aside from being in uniform to be uniform compliant students can have completed the designated consequence.

Term	Gold Criteria	Silver Criteria
1	≥ 90% attendance and 100% compliance with the school uniform	≥ 90% attendance and ≥90% compliance with the school uniform
2	≥ 90% attendance and 100% compliance with the school uniform Achieve 'Satisfactory', 'Very Good' or 'Excellent' for Behaviour and Effort in all subjects	≥ 90% attendance and 100% compliance with the school uniform
3 & 4	≥ 90% attendance and 100% compliance with the school uniform Achieve 'Very Good' or 'Excellent' for Behaviour and Effort in all subjects	≥ 90% attendance and 100% compliance with the school uniform Achieve 'Satisfactory', 'Very Good' or 'Excellent' for Behaviour and Effort in all subjects



COLLINSVILLE STATE HIGH SCHOOL



Disciplinary Consequences

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

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

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

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

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

Differentiated

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

This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Withdrawal Class Referral



COLLINSVILLE STATE HIGH SCHOOL



- Croc Credits
- Classroom rewards systems

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour monitoring card)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Use of behaviour level system to support improved behaviour
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Discipline Improvement Plan

Intensive

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.



COLLINSVILLE STATE HIGH SCHOOL



Student Wellbeing

Collinsville State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Collinsville State High School 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, The Resilience Project will be implemented across all year levels. The program aims to support the development of student wellbeing and resilience through four key pillars – Gratitude, Empathy, Mindfulness and Emotional Literacy. As part of the whole school curriculum at Collinsville State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Additionally, Collinsville State High School offers a range of additional services and programs to support student wellbeing and engagement which include:

Breakfast Club
Lunch time activities
Leadership Programs
RACQ Docudrama

Student Councils – Junior and Senior
Growth, Build and Repair Program
Rock and Water Program
Drumbeat

Policy and expectations

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

Drug education and intervention

Collinsville State High implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

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

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

Collinsville State High maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Student Support Network

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



COLLINSVILLE STATE HIGH SCHOOL



Students can approach any trusted school staff member at Collinsville State High to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school.

Role	What They Do
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis, or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Special Education Services	<ul style="list-style-type: none"> • promotes an inclusive culture and practices within the school community to ensure equity and excellence for students with a disability. • Develops and supports high quality teaching and adjustments for students with disability. • Coordinates and provides intensive targeted teaching for students requiring intervention. • Coordinates case management for students who require extensive or substantial adjustments. • Forms partnerships with parents, other government agencies, and community groups to support students with disability.
Head of Teaching and Learning	<ul style="list-style-type: none"> • lead role for implementation of Positive Behaviour for Learning (PBL) • leadership of Student Support Team to promote an inclusive, positive school culture • monitors attendance and behaviour to identify areas of additional need.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> – healthy eating and exercise – relationships – personal and family problems – feeling sad, worried and angry – sexual health – smoking, alcohol and other drugs.
Inclusion Teacher	<ul style="list-style-type: none"> • supports the classroom teacher in enabling students with disability to access and participate in the curriculum. • liaison with parents, classroom teachers and therapists to ensure the educational priorities for students with disability are met.
Year Level Coordinators	<ul style="list-style-type: none"> • responsible for student welfare at each year level • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.
Youth Support Coordinator	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist in their engagement with education and training, support students to overcome barriers to education such as: <ul style="list-style-type: none"> – attendance at school – drug and alcohol support needs – suspension/exclusion/referral for behaviour support – relationships/social skills – conflict with family/peers/teachers – social/emotional/physical wellbeing.



COLLINSVILLE STATE HIGH SCHOOL



Transitions Pathways Officer	<ul style="list-style-type: none">• provides appropriate support and intervention to young people and their families to assist in the engagement and transition of young people, working alongside existing school support staff to provide an holistic approach to address the individual needs of at-risk children.• develops a personalised transition plan for students linking students to services outside of school to assist with transitioning from school• provides support to schools to develop successful strategies to support 'at risk' students.
Chaplain	<ul style="list-style-type: none">• promotes student wellbeing, particularly through the provision of pastoral care• works as part of the school support team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. Contact NQ Regional Office for more information.

Critical Incidents

Collinsville State High School staff have a common understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

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

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education



COLLINSVILLE STATE HIGH SCHOOL



-
- Police and Child Safety Officer interviews and searches with students
 - Restrictive practices
 - Refusal to enrol – Risk to safety or wellbeing
 - Student discipline
 - Student dress code
 - Student protection
 - Supporting students' mental health and wellbeing
 - Temporary removal of student property by school staff
 - Use of ICT systems
-



COLLINSVILLE STATE HIGH SCHOOL



SCHOOL RESOURCE SCHEME

(Rev:Nov 2025)

Student Resource Scheme Annual Parent Information Letter

Dear Parents/Guardians,

This letter contains important information about the **2026 Student Resource Scheme (SRS)** including how the scheme operates and the annual participation fee.

The Queensland Government supports students' education by providing funding for:

Instruction, e.g. teachers

Facilities, e.g. buildings, amenities, furniture

Administration, e.g. staffing and resources to administer the operations of the school.

Funding does not extend to individual student resources such as textbooks, computer or musical equipment for personal use, and many items used/consumed by the student in the classroom. Supply of these items is the responsibility of parents.

To provide parents with a cost-effective alternative to purchasing textbooks and/or resources elsewhere, Collinsville State High School operates an SRS for 2026.

The scheme ensures that students have the resources required for them to engage with the curriculum for their education and saves parents time and money in sourcing the prescribed materials elsewhere. Savings are gained through the school's bulk purchasing practices and hiring arrangements. The scheme is not used to raise funds for other purposes, and revenue collected through the scheme is applied only to the resources and operation of the scheme.

The scheme's operation, resource inclusions and participation fees were approved by the school's P&C Association at the meeting held on Monday 17th November 2025.

SRS Participation

Your contribution will only be \$240 per student.

The objective of the scheme is to provide a convenient and cost-effective way for students to access the educational resources necessary to enhance their learning experience at school. The Department encourages parents to participate in the scheme. Participation in the SRS is optional, and no obligation is placed on a parent to participate. Participation is for the duration of your child's enrolment at the school.

Student is new to the school.....

Parents are required to complete and return the SRS Participation Agreement Form when joining the scheme for the first time. If no participation form is received by 5th February 2026, the school will take the view that the parent has chosen to opt out of the SRS. The parent is then required to provide the educational resources listed in the SRS for their child by the start of the school year. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

For students enrolling after 5th February, a pro-rata fee to join the SRS and pro-rata term payment if applicable, will be calculated by office staff (based on a 40-week school year). Payment is to be made within 3 weeks of enrolment.

Continuing student of the school.....

A parent's participation or non-participation in the scheme will continue as per their previously completed Participation Agreement Form. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

If a parent has opted out of the scheme the parent is required to provide the educational resources listed in the SRS for their child by the start of the school year.

Resource Inclusions

All resources included in the SRS are detailed in the [SRS Resource list](#). This list is available on the school's website. This is a comprehensive list of all resources included in the scheme and their associated costs.



COLLINSVILLE STATE HIGH SCHOOL



Parents must inform the school if items on the list of resources are not received by their child when resources are distributed.

Type of Resources provided

Generally, the three types of resources that could be included are:

Owned - these items are retained by the student and used as required (e.g. stationery, exercise books, student diary).

Used - these items are used/consumed in class by the student (e.g. industry technology/cooking/art supplies). Work/items produced from these resources will remain the property of the student.

Hired - these items are hired to the student for their personal use for a specific period of time (e.g. textbooks, musical instruments, laptops).

- Hired items must be returned to the school in good condition at the end of the hire period or if the student leaves the school.

- A repair or replacement cost may be charged to the parent for any hired items that are damaged or not returned.

Note: Non-payment of SRS – property items remain at school until payment is made. E.g. Items made in subject areas and the Student ID Card.

Costing Methodology

The schools SRS fee is calculated based on:

A flat fee for all students in the school, OR

A flat fee for a cohort group of students (e.g. a year level), OR

A fee determined by the subjects selected by the individual student.

Please refer to the [SRS Resource list](#) for the associated costings.

The Textbook and Resource Allowance

The Department of Education provides a Textbook and Resource Allowance (TRA) to assist parents with the cost of textbooks and other education resources for eligible Years 7 to 12 students. For those students who are eligible to receive the TRA, the TRA will be applied to reduce the cost of participation in the SRS. Information on the TRA can be found on the department's website (<https://education.qld.gov.au/about-us/budgets-funding-grants/grants/parents-and-students/textbook-resource-allowance>).

Year level	TRA Rate
Years 7 to 10	\$164
Years 11 to 12	\$357



COLLINSVILLE STATE HIGH SCHOOL



The SRS Participation Fee

The SRS fee payable for the year is available in the attached information and published on the schools website.

This also includes the TRA component which has been deducted to reduce the SRS fee payable.

* If the cost of the SRS is equal to the TRA rate, no SRS Fee is payable.

Financial Hardship

Parents experiencing financial hardship who are currently participating or wish to participate in the SRS should contact the school to discuss available options in confidence.

Payment Arrangement

Several payment options including a single payment for the full year's fee or term instalments are available. An instalment plan can also be negotiated with the school.

Any unpaid invoices will be managed according to the department's Debt Management Procedure and may result in the student being excluded from the scheme and/or from participating in non-curricular activities until payment is made.

Conditions

Please read the following conditions of the SRS carefully.

- Books and resources provided under the scheme are only issued to students when the signed 'Student Resource Scheme Participation Agreement Form' is returned to the school office upon enrolment.
- **Reminder accounts will only be issued as notification of late payment.** It is the responsibility of the parent/guardian to ensure term payments are made on time (as per the attachment Term Payment Calendar) if this is their chosen payment option. A reminder notice via the school newsletter will be issued.
- Students are to supply their books, stationery and equipment as per the 'Books, Stationery and Equipment' list provided in this handbook.
- Students are to supply their own materials for any work they wish to do at home.
- Students are responsible for all textbooks issued and signed for during the year. Books issued are to be kept covered and in good condition during the period of the loan.
- Students are required to replace resources lost or negligently damaged before further issue will be made under the scheme in this year or subsequent years. The school office is to be notified immediately of the loss of any textbook/resource item.
- Students who develop a history of damaging or losing books/resource items may be removed from the scheme at the discretion of the principal.
- Theft of books or materials issued to another student may result in immediate removal from the scheme.
- All textbooks and resource materials provided under the scheme remain the property of the school and are to be returned to the school when a student leaves. The cost of non-returned resources will be charged to the family.
- All monies received by the school under this scheme will be banked into the school's General Account and will be subject to annual audit.
- If the student is transferring from a Queensland school, parents/carers are asked to request a refund of both the parent contribution and government Textbook and Resource Allowance from that school. Parents/carers may request that the refund of the Textbook and Resource Allowance be paid directly to the next school. However, if paid to the parent, the refund must then be paid to the next school when enrolling the student.
- Participating in many non-compulsory school activities will be dependent on full payment of the SRS participation fees.
- Any refunds due from school activities (including excursions/sports) will be applied against outstanding SRS debts for that student or their siblings.
- For ease of management and issue of school resources to students, **full payment** of the SRS is the preferred payment option to be paid by the **end of the third week of term one, 14th February 2026**. Please return the signed **Participation Agreement Form and payment as soon as possible** to the school office.
- If financial constraints prevent full payment, term instalments or an agreed payment plan are an option. If choosing term instalments, the initial payment is due by the end of the **third week of term one, 14th February 2026**. The remaining term instalments are due for payment during the **first two weeks of each subsequent**



COLLINSVILLE STATE HIGH SCHOOL



term. Please return the signed **Participation Agreement Form and payment as soon as possible** to the school office.

Payment Method

SRS payments can be made by BPOINT, Direct Debit, EFTPOS (Credit/Debit Card), Cheque, Cash

When paying by BPOINT, please use the Customer Reference Number (CRN) and invoice number printed on the invoice received from the school. If unsure of the CRN, please contact the school.

Centrelink Payments: Centrelink payments are now available through your Centrelink benefit; Collinsville State High School Reference number is 555066948A. Go into your MYGOV Centrelink account and enter our school to set up as a deduction which can be made weekly or fortnightly towards your student/s fees

Contact Us

For all queries regarding the SRS and its inclusions, please contact and arrange an appointment with Business Manager Jen Fisher 0747858111.

Please complete the SRS Fee Payment Arrangement Form and return to the school administration office by 13th February 2026.

A. Reeves

Monday 17th November, 2025
Anna Reeves
PRINCIPAL

W. Buchanan

Monday 17th November, 2025
Wendy Buchanan
P & C PRESIDENT



COLLINSVILLE STATE HIGH SCHOOL



SUN SAFE AND HEAT POLICY

(Rev: May 2016)

North Queensland has the highest rate of skin cancer in the world and, at times, also experiences very high temperatures. As a result, Collinsville SHS implements the following measures to minimise the risk of students developing skin cancer and heat related illnesses.

Collinsville SHS Sun Safe and Heat Policy for timetabled HPE and sport classes:

- All students (Years 7-12) involved in any timetabled HPE or Sport class which is outdoors must wear a hat or cap (worn correctly) during the lesson.
- Students who do not have a hat to wear during a class lesson will be supplied with one from the Physical Education department's communal supply and required to wear this hat for the duration of the lesson.
- Students who regularly fail to bring their own hat will be given a detention or litter duty and parents will be contacted.
- Teachers taking HPE and Sport classes will act as good role models by wearing hats during outdoor classes.
- To complement the wearing of hats during HPE and sport lessons as a means of reducing skin cancer, SPF50 sunscreen will be available from the sport shed for use by any student involved in outdoor activities.
- Teachers will provide adequate opportunities for students to take drink breaks during each lesson. **Students need to bring a drink bottle to school for daily use.**
- During times where temperatures are high, teachers will determine physical activities that best fit the climate, class and circumstance.

Collinsville SHS Sun Safe and Heat Policy for lunchtimes and excursions:

- All students will also be required to wear hats when engaging in physical activity outside during lunchtimes. PGD teachers are asked to enforce this expectation.
- Students attending an excursion which is primarily outdoors must wear a hat. This hat needs to be provided by the student as spare hats may not be available.
- Students need to be taking regular breaks at lunchtime and including regular drink breaks.

PROHIBITED ITEMS

The following items are not to be brought to school:

- chewing gum
- aerosols (including deodorant)
- liquid white out
- permanent markers
- energy drinks (eg: caffeinated drinks, red bull, monster)
- cigarettes/tobacco/e-cigarettes/vapes/lighters or any associated material
- knives or weapons
- replica guns
- illicit drugs
- alcohol

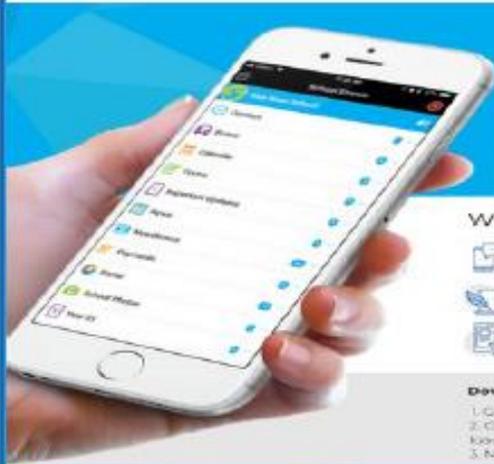
Note: Items that have been confiscated and are deemed safe to return to the student, may be collected from the office at 2:30pm.



COLLINSVILLE STATE HIGH SCHOOL



SCHOOLSTREAM



Download our school app for free!

Why download the app?

- Receive instant notifications for important news.
- Easily register absentees and excursions.
- Keep up to date with events and set reminders.

Download instructions:

- Go to the App Store and download "School Stream" to your phone.
- Open the app and type the school's name into the search bar to find the school's profile.
- Make sure you agree to Push Notifications when prompted.

schoolstream

Facebook.com/SchoolStream Twitter.com/SchoolStream

Uniform Orders

Permission Notes

Absent Notes

Newsletters

At Collinsville State High School parent communication is a paperless system using the School Stream tool. This is a free app that will help with parent communication and give parents direct access to their student's letters and permissions.

Please follow the instructions to download your app today:

School stream can also be accessed online via the below web link:

<https://collinsvilleshs.myschoolstream.net/?style=embed>



iPhone / iPad iOS

- From your mobile device go to the App Store, search for School Stream.
- Tap the FREE/GET button to the right of the School Stream listing.
- Tap the INSTALL button.
- Enter your Apple ID and password & tap OK.
- Wait for the install icon to change to OPEN.
- Tap the OPEN button.
- You will be prompted to accept push notifications, you will need to select OK.
- Start typing Collinsville State High School into the search then SELECT Collinsville State High School.



Android / Tablet

- From your mobile device go to the Play Store, search for School Stream.
- Tap the School Stream listing.
- Tap the INSTALL button.
- Tap the ACCEPT button.
- Wait for the app to install then tap the OPEN button.
- Start typing Collinsville State High School into the search then SELECT Collinsville State High School.
- Tap the DONE button in the top left.