

Mareeba State High School

"Building a Better Future Together"



Enrolment Handbook

Enrolment Handbook Contents

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Message from the Principal

Mareeba State High School is an inclusive school with a great history of providing opportunities for every student. We are proud of our academic achievement, extensive curriculum, cultural richness, professional teaching, innovative practices, sporting champions and creative brilliance, all within a disciplined and caring environment.

Our school has outstanding facilities which are a part of the rural landscape of the Mareeba Shire. With an enrolment of around 800, students are provided with a personal approach which caters for their individual needs.

Providing each student with a pathway for personal success and achievement that continues in their life beyond school is guided by our school vision to develop quality education through a partnership of staff, students, family and the community. We aim to help students develop as independent life-long learners, who are morally and socially responsible, employable, and capable of making a positive contribution to our changing society.

We are passionate about your child, our student, and provide a warm and supportive environment in which all children can grow with confidence. Underpinned by our four school values - Respect, Organisation, Learning and Safety, we develop the whole student by focusing on a student's strengths to realise their character and achieve to their potential.

Student wellbeing is interwoven into the very fabric of our school and parents are encouraged and supported to become equal partners in their child's learning. This creates a community where students have a strong sense of belonging and connectedness, belonging, feeling safe, valued and happy.

Our staff are passionate professionals who are committed to helping students successfully achieve, no matter what it takes. We encourage innovation and promote a culture where skills and knowledge are developed so that our students are ready for the globalised world in which we live. Our achievement is a testament to our dedicated teachers who take great pride in creating rich and engaging educational programs that provide appropriate intellectual challenges and encourage all students to continually flourish. Examples of our innovative practices include the successful Curriculum Engagement Program, Instrumental Music, Performing Arts Excellence Programs and Sporting activities.

For our students in the senior years, our school provides a well-balanced curriculum to cater for students wishing to pursue university courses, as well as those looking to take up an apprenticeship or join the workforce upon leaving school. Mareeba State High School promotes School Based Apprenticeships and Traineeships as a pathway to a variety of trades. The strong industry links are backed up with quality resources available through our Trade Training facilities.

Our school prides itself on having high expectations in terms of achievement, behaviour and appearance. It is important to us that all members of our school community understand and support the high expectations of being a Mareeba State High School student.

There is so much to see and enjoy at Mareeba State High School. We invite you to visit and experience firsthand the many ways in which our great school can provide an outstanding education for your child. We invite you to become part of our community, encouraging all of our students to strive to be the best they can.



A handwritten signature in black ink, which appears to read 'Regan Gant'.

Regan Gant
Principal

Enrichment Opportunities for Your Child

STUDENT LEADERSHIP & CULTURAL

- Active and supportive P & C Association
- Year 11 Camp
- Year 8 Camp
- Sailing Voyage "South Passage"
- Indigenous Leaders of Tomorrow Program
- Student participation in School and District trials for sports in Peninsula Sports individual sports – tennis, swimming, athletics. Team sports – rugby league, soccer, basketball, netball, volleyball, rugby union, AFL, touch football
- Challenge Games



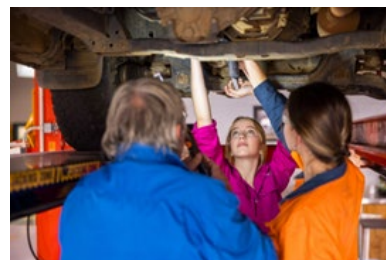
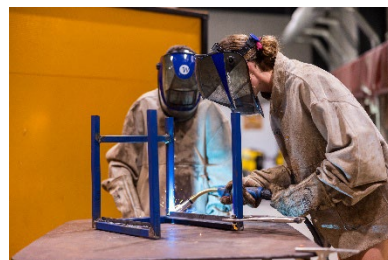
ACADEMIC

- QLD Virtual Academy
- Brain Bee Challenge
- Science Club & Science Ambassador
- Early University students have achieved High Distinctions and guaranteed University entry
- Distance Ed options for maximum flexibility in subject choice
- Academic House Captains and Academic Shield
- Year 9 Math Enrichment Camp, Tinaroo
- UQ Science Ambassadors
- Moot Court
- Trade Training Centre
- RYDA Road Safety Awareness
- Technology Showcase
- Students have the opportunity to apply for many prestigious awards and Bursaries sponsored by the business community
- Variety Show
- Arts Showcase



VOCATIONAL / PATHWAYS

- Pathways Day for Senior Students – Partnerships with TAFE and other experienced RTOs to deliver Certificate II and above course qualification
- School Based Apprenticeship and Traineeship program across a range of industries
- Vocational subjects with certificate level qualifications up to Certificate III
- Year 10 Work Experience – a FULL WEEK during Term 2



"Non Nobis Solum"
Not for Ourselves Alone

School Vision

“Building a Better Future Together”

Our purpose is to develop quality education through a partnership of staff, students, family and the community.

We aim to help students develop as independent lifelong learners who are morally and socially responsible, employable, and capable of making a positive contribution to our changing society.

Term Dates 2027

FIRST DAY: School re-opens on Wednesday 27 January 2027. The first bell will ring at 8:50am for an 8:55am start in the School Hall.

Term	Dates	Length
Term 1	Wednesday 27 January to Thursday 25 March	9 weeks
Term 2	Monday 12 April to Friday 25 June	11 weeks
Term 3	Monday 12 July to Friday 17 September	10 weeks
Term 4	Tuesday 5 October to Friday 10 December	10 weeks

A current school calendar with important term dates is located on our school website.

Daily Routine

Time	Activity
8.50 am	Warning Bell
8.55 am	House Hub
9:05 - 10:15 am	Period 1
10:15 - 11:25 am	Period 2
11:25 - 12:05 pm	Recess One
12.00 pm	Warning Bell
12:05 - 1:15 pm	Period 3
1:15 - 1:45 pm	Recess Two
1.40 pm	Warning Bell
1:45 - 2:55 pm	Period 4

School Contact Information

For the majority of queries regarding students, parents should go directly to the main Administration Office located in Q block at the front of the school.

OFFICE HOURS:	8.00 am – 4:00 pm Monday - Friday
SCHOOL PHONE NUMBER:	4086 2777
STUDENT ABSENT LINE:	4086 2766
STUDENT ABSENT EMAIL:	attendance@mareebashs.eq.edu.au
SCHOOL EMAIL:	info@mareebashs.eq.edu.au
SCHOOL WEBSITE:	www.mareebashs.eq.edu.au
SCHOOL FACEBOOK:	www.facebook.com/Mareeba-State-High-School

Staff List

School Administrators

Principal	Regan Gant
Deputy Principal	Lesla Moro
Deputy Principal	Peter Thompson
Deputy Principal	Krista Inglis
Deputy Principal Inclusion	Jodie Ball

Schooling Heads of Department

Junior Schooling	Daniel Leschke
Senior Schooling	Vanessa Clarke

Faculty Heads of Department

English and Humanities	Darren Jones
Health and Physical Education	Leonard Hodges
Mathematics	Sarah Perkins
Science	Jason Richardson
Technologies	Michelle Cifuentes
Visual and Performing Arts	Kylie Lambert

Support Services

Alternate Care Coordinator	-
Community Education Counsellor	Bianca Rainbow & Shaqelle Banjo
Guidance Officer	Rebekah Shepherdson & Hazel Bensted
Industry Liaison Officer	Kellie Doeblen
School Chaplain	Rebecca Franco
School Nurse	Seanne Peachey
Teacher Librarian	Lucia Daly
Transition Pathways Officer	Nina Hansen
Youth Support Worker (VPG)	-
Social Worker	Emma Hicks
Student Support Officer	-

For a full list of School Administrators, Heads of Department, Year Level Co-ordinators, Teaching Staff, MLC and Support Staff please visit our school website <https://mareebashs.eq.edu.au/our-school/contact-us>

General Information

The Learning Curve Wellbeing Program (WAM) Classes are held weekly for years 9-12. WAM Class Teachers will keep watch over your general well-being and is your first point of contact for any issues.

Year Level Co-ordinators will support you to meet the school expectations of behaviour, uniform dress standards, attendance and punctuality. If your Year Co-ordinator and/or WAM Teacher thinks it necessary, your parents will be contacted.

Year Level Parades are held 3 to 4 times a term.

House Parades are held 2 to 3 times a term.

Whole School Parades are held four times a term. Special parades and/or presentations will be advertised in our Schoolzine online newsletter and social media.

Student Illness and Accidents: If a student advises they are ill during class, the teacher will send the student to A Block (Administration Block) immediately, accompanied, if required, by another student. The staff will place the student in the sick room and if necessary, contact the parent/carers and an ambulance if necessary.

If an accident occurs to a student anywhere in the school or while on a school excursion or at sport at an outside venue, it is school policy to call the ambulance to treat the student if necessary, but this decision will be made by First Aid Staff.

For medication to be administered at school or during school-related activities, there must be medical authorisation for the student to have that medication, and the medication must be registered with the First Aid Officer in Student Services. Note: All medication must be in its original container with intact packaging.

Parent/Carers will be required to complete a [Consent to administer medication Form](#) prior to any medication being administered.

Parents' & Citizens' Association: All parents and friends are urged to assist in promoting the welfare of the school by becoming active members of the Parents' and Citizens' Association. Meetings are held in the Q Block Office Common Room at 5.30 p.m. on the second Wednesday of each month.

Homework: Homework is an essential part of school work. A student organiser is provided and home tasks should be recorded daily. Our **Homework Centre** is available for all student on designated mornings and afternoons in S03.

Assessments: Mareeba State High School's Assessment Policy requires all students to submit all pieces of assessment. The assessment policy and procedure handbook is published on our school website. Failure to complete assessment work will impact on subject results and potential progression into subjects in future years.

At the beginning of each Semester (Week 3), every student is given an 'Assessment Planner' which outlines all tasks, the date given and draft and final dates of submission.

Academic Performance: Student levels of achievement are monitored within the Senior and Junior School. Mandatory completion of all assessment tasks is a high priority at Mareeba State High School and every opportunity is given to all students to succeed. Students are graded on an A to E scale.

School Tuckshop: The school tuckshop is staffed by permanent staff and volunteers and operates each day of the week. Parents of new students are asked to make themselves available for the tuckshop roster if it is at all possible. This assistance would be very much appreciated. All profits from the tuckshop accrue to the funds of the Parents' and Citizens' Association.

Our School Tuckshop have partnered with [Flexischool](#), to make school lunches even easier:

- Order online at anytime
- Easily monitor special dietary requirements
- Pay with Visa, Mastercard, Paypal or direct deposit

If students are NOT using the [Flexischool](#) app, they are encouraged to pre-order their lunch before school using our packet system. The tuckshop operates as a walk-in shop where students make selections from hot and cold foods (including daily specials) and drinks. The tuckshop has EFTPOS facilities. Starting in 2026, mobile phones will **not** be permitted for use when making purchases.

Property: All school property should be treated with respect and care. It is the role of every student to keep the school grounds clean and tidy. Chewing gum, the use of correcting fluid and aerosol cans are NOT allowed in the school. Students should not bring valuable articles to school e.g. cameras, mobile phones, as no responsibility will be accepted for loss or damage. **LABEL ALL BELONGINGS INCLUDING CLOTHING.**

Lost Property: Students should check regularly at A Block, Student Services to determine if the lost item has been located. Reminder to all parent/carers to label all items so they can easily be returned.

Hygiene: Students are expected to observe all rules for personal hygiene, social distancing and good grooming. Students must follow ALL guidelines determined by health authorities.

Payment of Money: A Block Admin Office is where all payments are processed and/or collected. It is essential that parents ensure that all Student Resource Scheme charges are paid as early in the year as possible, so that materials can be bought and paid for. Office staff will issue a receipt for all monies collected, including school fees, excursions, etc. For further details see the Office Staff or phone 4086 2777 option #2 (Student Payments, Excursions and School Fees).

Late Arrival of Students: Students who arrive late to school must first report to the Administration Block, A Block to sign in. If the parent/carer is aware that their child will be arriving late, they must, prior to students' arrival either;

- phone the school office on 4086 2777, option #1 (Student absences and First Aid) or
- send the student into school with a dated and signed note detailing the reason for lateness or
- email attendance@mareebashs.eq.edu.au

Repeated lateness without parental contact will result in consequences for the student.

Early Departure of Students: Parent/carers requiring their child to leave early from school MUST provide them with a note to show their teacher in order for them to be excused from class. Students are then required to report to the Administration Block, A Block to sign out. Students are NOT allowed to sign in and out to obtain lunch up town.

Student Daily Absences: The School has SMS Messaging which sends a text message for students who are absent without a reason to parent/carers mobile phones. Parent/carers can reply to this message only by text, no images or files.

I.D. Photos: Students will have photographs taken and ID cards issued. If a student should lose or misplace their card they will need to see A Block Administration Office to receive a reprinted version.

School Fees: Parents have the option of joining our Student Resource Scheme. This provides for the hire of all textbooks and resources needed for all subjects across all year levels. Our school uses a wide variety of text books and consumable resources that are covered by joining this scheme. **QParents:** A user-friendly portal accessible via app or web browser, providing parents with secure online access to information about their child's schooling. QParents enables you to access and manage information about your child online.



What information is available in QParents?

You can access information about:

- attendance details
- timetables and upcoming events
- report cards and assessments
- invoices and payment history.

What are the benefits of using QParents?

You will benefit from:

- greater transparency with online access to your child's information
- ease of viewing and updating your child's details including address and medical conditions
- anytime, anywhere access on a smart phone, tablet or computer
- access to the latest information in one centralised place
- improved administration efficiencies and reduced printing and mail outs.

- check your child's timetable on your phone, tablet or computer?
 - access your child's report cards online?
 - pay school invoices online with a credit card?
 - notify the school of your child's absences and monitor attendance?
 - engage more closely with your child's school?
- Visit qparents.qld.edu.au to find out more.
Register online for QParents then scan to download the free iPhone app



People Who Can Support You

YEAR CO-ORDINATOR: Each year level has a Year Co-ordinator who assists with looking after students at Mareeba State High School. You will meet with your Year Co-ordinator periodically at Year Level Parades and they will check your records of progress, supervise your uniform, good manners and conduct, watch your attendance and punctuality.

Year Co-ordinators facilitate year level trips and other activities to develop cohort spirit and pride. Year level camps are organised for Years 8 and 11. They are interested in supporting you to succeed. (For a full list of Year Co-ordinators, see <https://mareebashs.eq.edu.au/our-school/contact-us>)

HEADS OF DEPARTMENT: Heads of Department are responsible for curriculum areas in the school. They also look after responsibilities with the Junior and Senior areas of schooling.

(For a full list of Heads of Department, see <https://mareebashs.eq.edu.au/our-school/contact-us>)

ADMINISTRATION TEAM: The Principal and the four Deputy Principals are responsible for the day-to-day organisation of the school and for co-ordinating all activities and policies required to run a school the size of Mareeba State High School. They are also able to help you with your enquiries or concerns.

(See <https://mareebashs.eq.edu.au/our-school/contact-us>)

LEARNING SUPPORT SERVICES: Mareeba State High School provides Learning Support Services for students experiencing difficulty accessing the curriculum.

Support options are tailored to meet student needs, varying from alternative teaching and assessment strategies and in-class support.

GUIDANCE OFFICER: The school's Guidance Officers can assist with:

- Physical Health – health problems
- Social Health – friendships/being bullied, communicating with teachers, parents and students, peer pressure, solving clashes, careers and educational issues.
- Emotional Health – coping, adjusting to change, new students, student experiencing behavioural difficulties, grief and crisis counselling, home problems, subject difficulties, relationship problems, bullying, fighting, aggressive behaviours, self-esteem building through problem solving and decision making, referrals for many of these.
- Spiritual Health – focussing on purpose: beliefs, achievement.

HOW?

- Advocating/talking on students' behalf to teachers, parents, other students.
- Empowering students with skills to cope/problem solving.
- Providing a wider knowledge base on issues.
- Refer to other agencies for in-depth, confidential work.
- Counselling individuals and groups.
- Teamwork with Behaviour Centre, U/18 Mental Health, Family Services, Alcohol and Drug Agencies and Rape Crisis.
- Career Education and Guidance.

COMMUNITY EDUCATION COUNSELLOR: As part of student support services, Mareeba State High School has 2 Community Education Counsellors (CEC). The CECs support the Aboriginal and Torres Strait Islander students within the school, parents/guardians and the wider community, as well as giving support to the rest of the staff. If parents/ guardians have any concerns and cannot get to the school for whatever reason, a home visit can be arranged. The CECs are also only a phone call away and can be contacted through the school.

Students are encouraged as much as possible to visit and talk with the CECs if they have any problems or concerns.

The CECs are located in the MLC Block and are available to talk to any parents/guardians or community members five days per week during school hours.

SCHOOL CHAPLAIN: The School Chaplain can attend to any spiritual needs for students and is also available for prayer meetings and counselling. The School Chaplain is located in Q Block Office.

SCHOOL-BASED YOUTH HEALTH NURSE: The School-Based Youth Health Nurse works with students, their families and school staff to promote healthier school communities. The SBYHN works with students, staff and parents to:

- Address issues about health and well-being.
- Create a supportive, healthy school environment.
- Connect people to other support services inside and outside the school.

The Mareeba SBYHN can provide information, support or referral on any of the following:

- ✓ Health and well-being
- ✓ Relationships
- ✓ Personal and family problems
- ✓ Smoking, alcohol or drug use
- ✓ Sexual health
- ✓ Healthy skin
- ✓ Feeling unhappy or stressed
- ✓ Puberty, growing up
- ✓ Healthy eating, exercise, weight and eating problems

For further information about the SBYHN program, or to contact the SBYHN for support or information, please contact the school.

INTER-YEAR LEADERS: Inter Year leaders are Year 11 or 12 students, who work with and help Year 7 students within their House Hubs. They become the Year 7 'buddies'. Year 7 students can ask the Inter-year Leaders for assistance for all things from school work to friendship problems.

TEACHER-LIBRARIAN: The Library is open from 8.00 am in the morning and throughout the day. The Library will be an important part of your school life at Mareeba High. You will often have library lessons for your different subjects. Early in the year, there will be library orientation lessons during which you will become familiar with various aspects of research and how to access a range of resources for leisure reading. So, come in and look around. You are welcome to borrow books from the first day. If you need assistance with choosing something to read or with research, the Library staff will be happy to help.

The online library catalogue and digital resources page can be found

<https://mareebashs.concordinfiniti.com/login>

YOUTH SUPPORT OFFICER: Our Youth Support Officer is affiliated with Vocational Partnerships Group (VPG) and is located at A Block, Student Services. Their role is to provide support to students to remain engaged in education and to enhance their opportunities for further education and employment. Assistance can include individual and group support and referrals to outside community services. Helping students with a range of issues including struggles with school or personal concerns.

TRANSITION PATHWAYS OFFICER: Here at Mareeba State High School our Transitions Pathways Officer's (TPO) role is to provide a safety net for students that are at risk of disengaging. They liaise with students, parents/ caregivers and various external services, helping find new pathways; whether it is through learning (eg. TAFE), a trade traineeship or apprenticeship or other form of employment.



Whole School Approach to Discipline

Mareeba State High School uses the Positive Behaviour for Learning (PBL) framework to guide our actions in creating a safe and supportive learning environment. This is a whole-school approach, used across all classrooms and informing all programs offered through the school, including sporting activities and excursions.

This approach acknowledges that the achievement of self-discipline, our goal for every student in our school, is dependent on first establishing schoolwide discipline.

Essentially PBL is a framework that supports schools to:

- Emphasise strategies that prevent or minimise the likelihood of problem behaviour
- Retain a focus on the active teaching and reinforcement of positive behaviour
- View problem behaviour as an opportunity for re-teaching, alongside using fair and equitable consequences for misbehaviour
- Monitor and evaluate the success of these strategies, and problem-solve areas requiring improvement

A cornerstone of the PBL framework is the need for a consistent language for everyone to use when reinforcing expected behaviours. This is where our schoolwide values derive from – Respect, Organisation Learning, and Safety.

Having developed these four schoolwide values in 2012, the school has subsequently utilised the PBL framework to develop systems for:

- Identifying the student behaviours that exemplify these four values (see PBL expectations on the following page)
- Developing processes for actively promoting, prompting for and teaching these behaviours (i.e. a designated behaviour focus or ‘Value of the Week’, communicated to all students). In this way, students are more likely to learn and demonstrate expected behaviour because they hear the same consistent messages from multiple adults across the school day.
- Develop processes for encouraging and providing acknowledgment to students for demonstrating expected behaviour (e.g. our ROLstar strategy)

Schoolwide Expectations

Our school-wide expectations - Respect, Organisation Learning and Safety - are guiding principles and reflect our desired outcomes for students.

We also believe that all adults in the school, whether visiting or working, should act as role models for our students – therefore they will also be meeting these same four expectations in all settings throughout the school day.



In short, the Schoolwide Expectations has been developed to answer the question: “What does *being respectful*, *being organised*, *being a learner*, and *being safe* actually look like and sound like?”

The Matrix of expected behaviour overleaf is a table which describes these behaviours in detail, including expected behaviours for:

- | | |
|-----------------|-----------------|
| * All settings | * Around School |
| * In Classrooms | * Online |

Just as schools rely on the direction provided by their curriculum and pedagogical frameworks, success with student behaviour begins with clear behavioural expectations.

Our schoolwide values apply to all members of the school community. The table below explains how these values apply to **parents** when visiting our school and the standards we commit to as staff.

	<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Respectful	You make an appointment to speak with relevant school staff or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
	You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
	You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
	You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
	You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
	You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

	<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Organised	You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
	You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
	You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

	<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Learner	You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
	You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
	You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

	<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Safe	You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
	You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
	You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

A full copy of the [Student Code of Conduct](#) can be found on the school [website](#).

PBL (Positive Behaviour for Learning) Matrix of Expected Behaviour

 R O L S				
	We are RESPECTFUL	We are ORGANISED	We are LEARNERS	We are SAFE
All Settings	• Use appropriate and respectful language • Show respect for people and property	• Bring equipment and wear the correct uniform. • Be on time and in the right place.	• Participate, try new things and complete tasks. • Ask for help when needed.	• Follow all staff instructions • Follow school routines and expectations. • Always use equipment safely.
In Classrooms	• Allow others to learn • Use a respectful voice and wait your turn	• Arrive on time and prepared. • Complete tasks within deadlines.	• Stay on task and care about your learning. • Use technology responsibly.	• Treat equipment with care. • Follow classroom routines and expectations.
Around School	• Respect belongings and the environment • Look out for others • Keep grounds clean	• Stay in approved areas. • Move purposefully between classes.	• Participate in organised activities. • Use break times positively.	• Follow safe practices and report hazards. • Move safely around the school.
Online	• Share only thoughtful and appropriate material • Seek permission before sharing others' information and images	• Reference material correctly. • Manage time online effectively	• Use online tools to support learning. • Stay focused and purposeful online.	• Report inappropriate content. • Keep passwords and personal details secure.



Disciplinary Consequences

The majority of our students will be capable of meeting our values of being respectful, being organised, being a learner and being safe. However, there will be times when staff will need to correct inappropriate behaviour and apply consequences.

In addition, procedures are established for the cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school. Details can be found on the school website.

By extension, relevant consequences are also in place for the non-submission of work/assignment tasks. Details can be found on the school website.

Outline of the disciplinary consequences model at Mareeba State High School

The disciplinary consequences model used at Mareeba State High School follows a least to most intrusive approach – that means that our actions will be matched to the severity and frequency of inappropriate behaviour.

For low-level or minor problem behaviours, strategies such rule reminders and sanctions are used by staff to help correct the behaviour and encourage the student to act more appropriately. These simple or ‘least intrusive’ strategies are normally sufficient for the majority of students.

However, there may be students who experience difficulty with meeting the stated expectations and continue to display problem behaviour. Some behaviours can severely 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’s Student Services for additional support or additional consequences.

On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student’s behaviour. Usually this course of action is only taken when no other alternative discipline strategy is considered sufficient to deal with the severity of the problem behaviour.

The differentiated responses to problem behaviour can be organised into three levels, with increasing intensity of support and use of consequences.

Differentiated

These are strategies utilised in response to **Level 1** behaviour (refer to *Student Behaviour and Staff Actions* in Student Organiser)

For behaviour of low-intensity/severity, the class teacher provides appropriate corrective responses matched to the frequency of the behaviour. This may include, but is not limited to, the following **least-to-most intrusive strategies**:

- Tactical ignoring of inappropriate behaviour
- 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”)
- Using body-language (proximity)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Revised seating plan and relocation of student/s
- Reminders of incentives or class goals
- Redirection – using a low voice and tone for individual instructions
- 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
- Giving ‘take-up’ time for student/s to process redirections
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)

- Private discussion with student about expected behaviour
- Praising other students to 'cue' another student who is off-task
- Questioning to redirect ("What is our rule for...?")
- Warning of in-class consequences (e.g. time-out in classroom)

For ongoing behaviour, correction may also include additional consequences, including, but not limited to:

- Parent/carer contact
- Detention
- Time for making up missed work
- Loss of specific privileges
- Post-lesson individual discussion

Staff are encouraged to keep records on ongoing patterns of problem behaviour and record (as required) specific incidents and parent/carer contacts on OneSchool.

Focussed

These are strategies utilised in response to **Level 2** behaviour (refer to *Student Behaviour and Staff Actions* in Student Organiser)

Class teachers and other staff are supported by other school-based staff to address ongoing problem behaviour. This may include the following (non-sequenced) actions and consequences:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Referral to HOD and development of targeted support strategies
- Parent/Carer contact
- Counselling and guidance support
- Detention
- Monitoring Cards
- Loss of specific privileges
- Restitution/Restorative Conversation
- Stakeholder meeting with parents and external agencies
- Withdrawal to Student Support Space in Student Support Services Building
- Short term suspension (up to 10 school days)

Intensive

These are strategies utilised in response to **Level 3** behaviour (refer to *Student Behaviour and Staff Actions* in Student Organiser)

School leadership team work in consultation with Student Services Team to address ongoing and/or serious problem behaviour. This may include:

- Behaviour Assessments and development of individual support plans
- Complex case management and review
- Stakeholder meeting with parents and external agencies
- 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.

Behaviour & Consequences

	Student Behaviour	Actions	Staff Follow-Up
POSITIVE Level 0	•Attending every day •Arriving at school by 8.50am •Prepared for learning (eat breakfast, bring equipment) •On time to every class •On task and giving your best effort •Following staff directions •Using appropriate language •Being honest and taking responsibility •Showing courtesy and consideration •Participating in activities •Sharing with others •Wearing the uniform correctly •Representing the school positively •Modelling positive behaviours •Following class and school expectations	Staff actions could include: •Praise, encouragement and positive feedback •Trust •Rewards and vouchers •Certificates •Stickers •Recognition on parades, newsletters and newspaper •Displays of student work / achievement •Leadership opportunities •Positive feedback to parents •Postcard home •Extra-curricular activities •ROLSTARS	On OneSchool: ✓ Record Positive ✓ Print OneSchool Certificate ✓ Record Parent Contact You may ask one of the Leadership Team to present these rewards on Parade
MINOR Level 1	•Late for class •Not meeting uniform / hair/ makeup expectations •Off task / work incomplete •Calling out •Not meeting assessment deadlines •Failing to bring equipment (e.g. pens, textbook) •Disrupting Learning •Rude to others •Littering •Not following minor health and safety •Eating and drinking in the classroom (water OK) •Not following teacher instructions •Making undue noise (e.g. tapping pencils) •Using inappropriate language (e.g. conversational swearing) •Moving around the school in an unsafe manner (e.g. running) •Using aerosol deodorant, chewing gum, permanent pen or white out, energy drinks and laser pointers •Missing class detention / consequence	Staff actions should include a process to De-escalate the behaviour and could include: •Essential Skills for Classroom Management (ESCM) •Give choice / warning •Verbal correction •Apology •Post lesson discussion •Contact/phone parents •Verbal negotiation •Reminder of classroom expectations •In-class seating plan •In-class detention •Litter Duty with a teacher on PGD	On OneSchool: ✓ May record the Incident (Do not refer to anyone) ✓ Record Parent Contact May seek advice from: •Colleagues •HOD / HOSSES •Year Coordinators

	Student Behaviour	Actions	Staff Follow-Up
MAJOR Level 2	• Sustained repeated Minor behaviours that were documented and dealt with in Level 1 using the possible actions • Refusal to comply with SRR referral • Using deliberate inappropriate language (i.e. aggressive, racist, sexist) • Behaving aggressively toward others (harassment-victimisation) • Inappropriately touching others • Inciting fights (including electronic messages) • Leaving the school grounds without permission • Truanting • Using ICT's and Electronic devices inappropriately • Swearing at other students • Bullying (including cyber bullying) • Spitting at others • Repeatedly refusing to follow reasonable teacher directions • Smoking tobacco • Selling / trading items for personal profit	Follow up action may include: • Parent contact • Mediation or restorative conference • Referral for assessment and specialist support • Individual Behaviour Support Plan • Recess or after-school detention • Interagency referral • Monitoring Card • Time out card • Alternative Timetable • Subject change • Detention room reflection • Intervention Program (e.g. Rock and Water, Drumbeat) • Student Referral Room • Suspension (Principal Decision)	On OneSchool: ✓ Record the Incident (Refer to appropriate HOD) ✓ HOD to record parent contact Referral Options: • HOD Faculty (Curriculum issues) • HOSes for MLC Case Managed Students • Head of Junior School 7,8,9 • Head of Senior School 10,11,12 ONLY Refer to <u>ONE</u> person to action
MAJOR Level 3	• Sustained repeated behaviours that were documented and dealt with in Level 2 • Refusing to follow HOD / DP instructions • Physical assaulting of students and staff • Possessing pornographic images • Using electronic devices to record without permission • Possessing, supplying and / or using drugs / drug implements / alcohol • Stealing • Vandalising – wilful damage • Possessing and / or using weapons • Swearing directly at a staff member • Throwing dangerous objects at others • Threatening staff or students with violence • Repeatedly non-compliant with Use of Mobile Phones and other Devices Policy • Repeatedly non-compliant with Student Services consequences	Follow up action may include: • Referral to relevant support team to review Individual Behaviour Support Plan • Police notification • Drug rehabilitation program • Restorative conference on return from suspension • Timetable modification • Work placement • Non-participation in extra-curricular activities • Cancellation of enrolment (Principal decision) • Suspension 1-10 days, 11-20 days (Principal decision) • Charge related suspension (Principal decision) • Suspension with recommendation for exclusion (Principal decision)	On OneSchool: • Record the Incident (Refer to Student Services) • Student Services to record parent contact Referral Options: • Head of Junior School 7,8,9 • Head of Senior School 10,11,12 • HOSes for MLC Case Managed Students • DP Junior School 7,8,9 • DP Senior School 10,11,12 ONLY Refer to <u>ONE</u> person to action

Consequences depend upon factors such as the prior history of the student, circumstances of situation with student and impact upon the good order and management of the school.

School Uniform Dress Standard

The following uniform has been devised by the Mareeba State High School P & C Association. Every student is expected to dress appropriately and modestly if the school is to achieve an identity, cohesion, tone, pride and spirit. Students are expected to wear the school uniform and to take pride in its appearance. The school colours are **BLUE** and **MAROON**. House colours are: **Gregory Crocs – GREEN**, **Kennedy Tigers – YELLOW**, **Leichhardt Sharks – BLUE** and **McKinlay Dragons – RED**. Uniforms can be purchased from: **Claude Cater Mensland** or **Tina's Fashions** both on Byrnes Street, Mareeba.

Everyday Uniform

- **Blue Mareeba SHS polo style shirt** with school emblem embroidered on pocket
- **Maroon Mareeba SHS shorts** long in length (but not below the knee)
- **Winter Jacket** - The Mareeba SHS Blue Jacket (**NO** hoodies permitted)
- **Winter Pants** - The Mareeba SHS Maroon Pants

Note: Year 12 Students are permitted to wear the current year's Senior Shirt



Formal Uniform



Note: If required, **maroon Mareeba SHS blazers** are available for loan from Student Services.

Girls

- **Ladies sky-blue Mareeba SHS button-up shirt**
- **Formal maroon pleated skirt** (knee length)
- **School Tie**
- **Black leather lace-up shoes with White ankle socks** (not sports socks)

Boys

- **Men's sky-blue Mareeba SHS button-up shirt**
- **Black tailored long trousers** (with a black belt, no logos)
- **School Tie**
- **Black leather lace-up shoes with Black men's dress socks**

Footwear: Predominantly black, grey or white lace-up joggers (no canvas shoes, no boots)

Black or white socks Note: Spats will be provided to students in subjects where protective footwear is required.

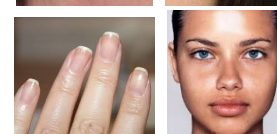
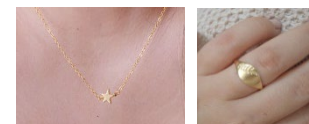
Hats: Students should wear a Mareeba SHS sunsafe hat for any outside activity. A school cap as sold by the P&C is permitted.

Jewellery: Items permitted include a watch, a small flat ring (no large or sharp raised edges), one thin chain necklace with a small pendant (10mm coin size), small plain sleepers (12mm diameter) or studs (5mm in diameter) (no more than two per ear). Items not permitted include facial piercings, wristbands, bracelets, bangles and anklets. Students will be asked to remove inappropriate jewellery, this will be held at Student Services for collection by student or parent.

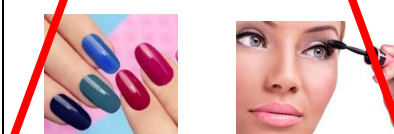
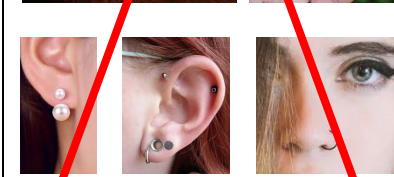
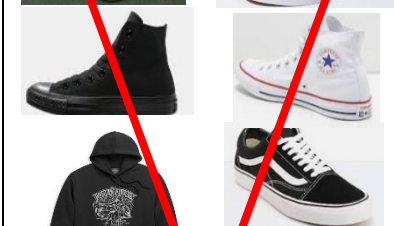
Make-up, coloured acrylic nails and nail polish: Are not permitted.

Hairstyles: A small plain hair band or ribbon in uniform colours are acceptable. Hair should be clean and neatly groomed at all times. Only natural hair colours permitted. **Facial Hair:** Must be well groomed.

Appropriate ✓



Inappropriate ✗



Students out of uniform must report to student services (A Block) before school with a note to explain the reason for non-uniform.

A replacement school shirt, shorts or shoes will be issued to the student.



Sun Smart Policy

Rationale

Queensland has the highest rate of skin cancer in the world. Two out of every three Queenslanders will develop some sort of skin cancer in their lifetime. Research suggests that at least two-thirds of all melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that severe sunburn is a contributor to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancers are therefore preventable.

Ultraviolet radiation (UV) levels are highest during the hours that students are at school, and the nature of some curricular activities dictates they take place in the sun. The condition that students of Mareeba State High School are exposed to pose a great concern for their future. With this in mind, Mareeba State High School realises the need to protect students' skin and educate them about Sun Smart behaviour, thus reducing the risk of skin damage from exposure from the sun.

Aims

The policy aims to:

- Promote the wearing of broadbrim school hats for outdoor activities, camps, etc.
- Provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection.
- Provide environments that support Sun Smart practices.
- Create an awareness of the need to reschedule work commitments and outdoor activities to support Sun Smart practices.

Practices

Our school recognises that winter sun also contributes to skin damage. The implementation of this policy will therefore be conducted throughout the year.

The purpose of this Sun Smart policy is to ensure that all students attending our school are protected from the harmful effects of the sun throughout the year.

Our Commitment

Mareeba State High School will:

- Inform parents of the school's Sun Smart policy on enrolment
- Include the Sun Smart policy statement in the School Prospectus
- Increase the amount of shade in the school grounds, where possible, by building shelters and planting trees
- Incorporate education programs that focus on skin cancer prevention and early detection into the school curriculum
- Encourage staff and volunteers to act as positive role models of Sun Safe behaviour
- Seek ongoing support from parents and the school community for the Sun Smart policy and its implementation, through newsletters, parent meetings etc.
- Enforce students and staff to wear hats with brims that protect the face, neck and ears and SPF 30+, broad-spectrum, water resistant sunscreen, when school involved in outdoor activities.
- Require students to have broad-brim school hats when involved in organised outdoor activities.
- Enforce students without adequate sun protection to use shaded or covered areas at recess, lunch times and sporting carnivals.
- Review the school dress code to conform with the Queensland Cancer Fund Sun Smart clothing guidelines.
- Encourage students to wear a Sun Smart swimsuit or shirts for swimming and SPF 30+, broad-spectrum, water resistant sunscreen
- Ensure that, wherever practicable, outdoor activities take place before 11:00am or after 2:00pm.

NOTE:

1. Staff will receive professional development regarding this policy.
2. This Policy will be reviewed annually.



Internet and School Network Access Policy

INTRODUCTION

The computers, computer network, internet access at MSHS are provided at considerable expense by Education Queensland and for use by students and teachers to provide students with valuable computing skills and for use in enhancing the study of a wide range of curriculum areas. It is therefore of great importance that for students to get the greatest possible educational benefit of the resources, the computers are used for school use and NOT as a source for storing, playing games, music and other inappropriate usage.

INTERNET USE

The Department of Education provides a managed and filtered Internet access system that provides access to useful educational sites with every effort made to block access to any inappropriate sites. At the school level students have a student user name and password to access the World Wide Web and a school supplied email account. While every effort is made to ensure that the Internet is used for the benefit of student's education it is ultimately up to the student to use the access responsibly.

GUIDELINES

In order to ensure smooth system operations, the System Administrator has the authority to monitor all accounts while endeavouring to maintain privacy and security. In view of the above, students are expected to follow the following guidelines.

INTERNET USE - STUDENTS

- ✎ must not tell other students their Internet user name or password or use other students' user names and passwords.
- ✎ must not access the Internet during school lessons unless the teacher gives them permission.
- ✎ must not download computer games, computer programs, zip files and other similar files.
- ✎ must not download music, sound, video and image files unless the classroom activity requires it and the teacher gives them permission.
- ✎ must not access material that would generally be considered illegal, dangerous or offensive. For example: pornography; racist or foul jokes; instructions on explosives etc. (this list is not exhaustive).
- ✎ must not reveal their or anyone else's home address or phone number via e-mail.
- ✎ must not accept invitations sent via e-mail to meet people or open suspicious e-mail.
- ✎ must not send unsolicited, offensive, illegal or dangerous e-mail to others.
- ✎ must advise the supervising teacher of any illegal, offensive or dangerous material sent to them via e-mail or accidentally accessed on the Internet.

GENERAL COMPUTER USE - STUDENTS

- ✎ must not tell other students their computer network user name or password or use other students' user names and passwords
- ✎ must not store computer games, computer programs, zip files and other similar files on the school computer network.
- ✎ must not store music, sound, video and image files on the school computer network unless the classroom activity requires it and the teacher gives them permission.
- ✎ must not play music files during class time unless the classroom activity requires it and the teacher gives them permission.
- ✎ must not interfere with computer software or other files stored on the local computer or the network server computer.
- ✎ must only use USB for the purpose intended and ensure that they do NOT contain virus or unauthorised software
- ✎ must not interfere with or damage school computer hardware and facilities including network cables, mice, mouse mats, keyboards and computer furniture.
- ✎ must use the printers responsibly so as not to use paper and printer toner or ink excessively.

FAILURE TO FOLLOW THE GUIDELINES MAY RESULT IN:

- ✎ detentions, litter duty or similar
- ✎ computer or Internet access limited to certain hours of the week and/or limited to use of certain computers.
- ✎ computer or Internet access totally restricted for a set period of time or indefinitely.

Parents will be advised of students' misuse and any action taken by the school, depending on the severity of the misuse.



Enrolment Agreement

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Mareeba State High School.

Responsibility of student to:

- attend school on every school day for the educational program in which they are enrolled, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules/expectations as outlined in the Student Code of Conduct, including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives)
- meet homework requirements and wear school's uniform (if applicable)
- respect the school property.

Responsibility of parents/carers to:

- ensure your child attends school on every school day for the educational program in which they are enrolled
- advise the school as soon as possible if your child is unable to attend school and reason/s why (e.g. child is sick)
- attend open meetings for parents/carers
- let the school know if there are any problems that may affect your child's ability to learn
- ensure your child completes homework regularly in keeping with the school's homework policy
- treat all school staff with respect
- support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self-discipline and self-control
- not allow your child to bring dangerous or inappropriate items to school
- abide by school's instructions regarding access to school grounds before, during and after school hours
- advise principal if your child is in out-of-home care
- keep school informed of any changes to your contact details or your child's details, such as home address, email address and phone number
- ensure the school is aware of any changes to your child's medical details.

Responsibility of school staff to:

- design and implement engaging and flexible learning experiences for individuals and groups of students
- inform parents and carers regularly about how their children are progressing
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy
- create and maintain safe and supportive learning environments
- support personal development and participation in society for students
- foster positive and productive relationships with families and the community
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set high standards in work and behaviour
- clearly articulate the school's expectations regarding the Student Code of Conduct and the Student Dress Code policy
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved (for example Program of Chaplaincy Services, sports programs)
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- notify parents/carers of an unexplained absence of their child as soon as practicable on the day of the student's absence (allowing time for parents/carers to respond prior to the end of the school day)
- deal with complaints in an open, fair and transparent manner in accordance with [departmental policy](#)
- treat students and parents/carers with respect.



Copyright Consent Information

to use, record or disclose copyright material, image, recording, name or personal information

Introduction to the State School Consent Form for Mareeba State High School. This letter is to inform you about how we will use your child's personal information and student materials. It outlines:

- what information we record
- how we will use student materials created during your child's enrolment.

Examples of personal information which may be used and disclosed (subject to consent) include part of a person's name, image/photograph, voice/video recording or year level.

Your child's student materials:

- are created by your child whether as an individual or part of a team
- may identify each person who contributed to the creation
- may represent Indigenous knowledge or culture.

Purpose of the consent

It is the school's usual practice to take photographs or record images of students and occasionally to publish limited personal information and student materials for the purpose of celebrating student achievement and promoting the school and more broadly celebrating Queensland education.

To achieve this, the school may use newsletters, its website, traditional media, social media or other new media as listed in the 'Media Sources' section below.

The State School Consent Form may, at your discretion, provide consent for personal information and a licence for the student materials to be published online or in other public forums. It also allows your child's personal information and student materials to be presented in part or alongside other students' achievements.

The school needs to receive consent in writing before it uses or discloses your child's personal information or student materials in a public forum. The attached form is a record of the consent provided.

It should be noted that in some instances the school may be required by the Education (General Provisions) Act 2006 (Qld) or by law to record, use or disclose the student's personal information or materials without consent (e.g. assessment of student materials does not require further consent).

Voluntary

There will not be any negative repercussions for not completing the State School Consent Form or for giving limited consent. All students will continue to receive their education regardless of whether consent is given or not.

Consent may be limited or withdrawn

Consent may be limited or withdrawn at any time by you.

If you wish to limit or withdraw consent please notify the school in writing (by email or letter). The school will confirm the receipt of your request via email if you provide an email address.

If in doubt, the school may treat a notice to limit consent as a comprehensive withdrawal of consent until the limit is clarified to the school's satisfaction.

Due to the nature of the internet and social media (which distributes and copies information), it may not be possible for all copies of information (including images of student materials) once published by consent, to be deleted or restricted from use.

The school may take down content that is under its direct control, however, published information and materials cannot be deleted and the school is under no obligation to communicate changes to consent with other entities/ third parties.

Media sources used

Following is a list of online and social media websites and traditional media sources where the school may publish your child's personal information or student materials subject to your consent.

- School website: <https://mareebashs.eq.edu.au>
- School Facebook page: <https://www.facebook.com/mareebastatehighschool>
- Local Newspapers: The Express, The Cairns Post and others
- School Newsletter which is uploaded to School website / Schoolzine online newsletter: <https://www.schoolzine.com>
- Traditional and online media, printer materials, digital platforms' promotional materials, presentations and displays.

The MSHS Consent Form does not extend to P & C run social medial accounts or activities, or external organisations.

Duration

The consent applies for the period of enrolment or another period as stated in the State School Consent Form, or until you decide to limit or withdraw your consent. During the school year there may be circumstances where the school or Department of Education may seek additional consent.

Who to contact

To return a consent, express a limited consent or withdraw consent please the school office on 4086 2777.

Source: Department of Education Policy & Procedure Register at <https://ppr.qed.qld.gov.au/pp/obtaining-and-managing-student-and-individual-consent-procedure>



Queensland
Government



Assessment Policy and Procedures

Purpose

Mareeba State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities and to be the best they can be. This policy is designed to build responsibility and accountability as students work towards assessment completion.

What is assessment?

Assessment is the purposeful and systemic collection of information about students' achievements.

Either

- **Formative** (using day-to-day, often informal, assessments to explore students' understanding), or those assessment tasks administered in Units 1 and 2 of a senior subject (particularly in Year 11); or
- **Summative**, evaluating student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, topic, unit, course, semester, program or Mareeba State High School year

And is either

- **Internal** (designed and administered at the Mareeba State High School site); or
- **External** (designed by QCAA and administered at the Mareeba State High School site, including Common tasks).

Expectations about engaging in learning and assessment

Mareeba State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date.

Students are able to demonstrate what they know and can do by the due date when they understand:

- **Forward planning:** Understanding the components of a task and how long each component might take to complete;
- **Time management:** Implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances;
- **Note-taking and summarising:** Synthesising research or gathering information into a new idea or summary
- **Referencing:** Appropriately acknowledging the ideas, work or interpretation of others
- **Choosing appropriate examples:** Selecting appropriate quotes or examples to support an argument or communicate meaning;
- **Editing:** Refining their own work; and taking on board teacher feedback
- **Checking:** Self-assessing compliance with academic integrity guidelines before submitting responses.

Students must:

- Attend regularly and participate in all activities, including homework, related to the assessment;
- Seek explanations for all criteria associated with the assessment;
- Undertake the necessary research;
- Follow Assessment flowchart;
- Complete and hand in a first submission by the due date.
- Follow all assessment checkpoints and respond to teacher feedback
- Attend scheduled exams and oral presentations;
- Ensure that work submitted is their own: original, authentic and not plagiarised; and
- Apply for an extension of time or AARA, prior to the due date, if extenuating circumstances exist.

To emphasise the importance of sound academic practices, staff and Year 10, 11 and 12 students will complete the QCAA academic integrity courses at least once over the course of their Senior Schooling at Mareeba State High school.

A full copy of the [Assessment Policy and Procedures Handbook](#) can be found on the school [website](#).

Source: [G:\Coredata\Office\Policies & Procedures\Assessment Policy\Mareeba SHS Assessment Policy 2022.pdf](#)



Homework Policy

Homework 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 takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, culture, recreation, and part-time employment where appropriate.

STUDENTS' RESPONSIBILITIES

Students can take responsibility for their own learning by:

- ✓ Recording homework and assignments each day in the Student Organiser
- ✓ Using the Student Diary as a method of communication between their teachers and their parents
- ✓ Discussing with their parents or caregivers homework expectations
- ✓ Accepting responsibility for the completion of homework expectations within set time frames
- ✓ Following up on comments made by teachers
- ✓ Seeking assistance when difficulties arise
- ✓ Organising their time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment. (development of a Study Plan is encouraged)

TEACHERS' RESPONSIBILITIES

Teachers can help students establish a routine of regular, independent study by:

- ✓ Setting homework on a regular basis.
- ✓ Clearly communicating the purpose, benefits and expectations of all homework.
- ✓ Checking homework regularly and providing timely (next day or up to ten days for long assignments) and useful feedback.
- ✓ Using homework that is varied, challenging, directly related to class work and appropriate to students' learning needs.
- ✓ Teaching strategies to develop organisational and time management skills and providing opportunities to practise these strategies through homework.
- ✓ Giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework.
- ✓ Discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.
- ✓ Inform Students there is always Homework even if not formally set (e.g. reading ahead, summarising, reviewing notes etc.)

PARENTS' RESPONSIBILITIES

Parents and Caregivers can help their children by:

- ✓ Reading with them, talking with them and involving them in tasks at home including shopping, playing games and musical instruments and physical activity.
- ✓ Assisting them to manage their time and responsibilities through a day, a week or a month.
- ✓ Helping them to complete tasks by discussing key questions or directing them to resources.
- ✓ Encouraging them to organise their time and take responsibility for their own learning.
- ✓ Encouraging them to read widely and to take an interest in and discuss current local, national and international events.
- ✓ Helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and music and engaging in other recreational activities
- ✓ Contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.
- ✓ Regular checking of the Student Diary to ensure it is being used appropriately to record important dates, assignments and homework set in class.

PHASE OF LEARNING

In the Junior Secondary, Years 7, 8 and 9, some homework can be completed daily or set over a weekly or fortnightly period and may:

- ✓ Include daily independent reading.
- ✓ Be coordinated across different subject areas.
- ✓ Include extension of class work, projects and research.

In **Years 7, 8 and 9**, students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class.

Homework in **Years 7, 8 and 9** could be up to but generally not more than **5 hours per week**.

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

Homework in this phase of learning could be up to but generally not more than **three hours per week for each subject**, by Year 12.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure a balance is maintained between the various demands of study, sporting, cultural, recreational and part-time employment activities.

PURPOSE OF HOMEWORK

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

- ✓ Revision and reflection to consolidate learning.
- ✓ Applying knowledge and skills in new contexts.
- ✓ Pursuing knowledge individually and imaginatively.
- ✓ Preparing for forthcoming classroom learning.

Homework that enhances student learning:

- ✓ Is purposeful and relevant to students' needs.
- ✓ Is appropriate to the phase of learning (Middle or Senior).
- ✓ Is appropriate to the capability of the student.
- ✓ Develops the student's independence as a learner.
- ✓ Is varied, challenging and clearly related to the class work.

In addition, the [Assessment Policy](#) can be found on the school [website](#).

Assessment Planners are also issued to students each Semester.



Preventing and Responding to Bullying Policy

MSHS uses the PBL framework to help promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.

Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school.

Defining bullying behaviours

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

The following flowchart explains the actions staff will typically take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the timeframes on this flowchart will vary depending on the professional judgment of teachers (e.g. their assessment of immediate risk to student/s).

Bullying response flowchart for teachers

Step 1	• Allow students to share their experience and feelings without interruption • As necessary, ask the student for examples they may have of the alleged bullying (e.g. hand written notes or screenshots) • Check with the student to ensure you have the facts correct • Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue • If you hold immediate concerns for the student's safety, let the student know how you will address these.
Step 2	• Develop a plan with the student – outlining next steps (ask the student what they think may help) • Notify / refer to relevant personnel (e.g. Year coordinator, HOD) of the issue and enlist additional support as required • As applicable, notify parent/s that the issue of concern is being investigated • Document your communication with the student (i.e. OneSchool).
Step 3	• Complete all actions agreed with student (and if applicable parent/carers) within agreed timeframes • Document relevant actions in OneSchool • Monitor student and check in regularly on their wellbeing • As required, seek assistance from student support network (e.g. Student Services)

Cyberbullying

Cyberbullying is treated at Mareeba State High School with the same level of seriousness as in-person bullying.

In the first instance, students or parents who wish to make a report about cyberbullying should approach staff at Student Services (A Block)

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours **that occur outside of school hours or school grounds**. This includes behaviour such as cyberbullying which may occur on weekends or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays can seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a team to assist in maintaining departmental cybersafety processes. This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team also provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what parents/carers can do if their child is a target or responsible for inappropriate online behaviour.

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Services table outlined on page 11 – 12.

Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. As noted on the flowchart on page 23, all staff at Mareeba State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

A full copy of the [Student Code of Conduct](#) can be found on the school [website](#).



Attendance Policy

All students are required to attend school each day on a full-time basis. If a student is absent, they must bring a note to Student Services, A Block on the morning of return or parents must phone the absent hotline on 4086 2766. If this does not occur, the absence is recorded on the ID Attend system as unexplained. Repeated unexplained or unauthorized absences will result in official letters home and can result in prosecution (compulsory age) or cancellation of enrolment (post compulsory age). For a full version of the Attendance Policy please go to mareebashs.eq.edu.au.

Rationale

All schools in Queensland are committed to providing safe and supportive learning environments for all students to address their educational needs. Research shows that regular attendance is integral to successful academic, employment and social outcomes. It is important that students, staff and parents/carers have a shared understanding of the importance of regular student attendance.

At Mareeba State High School, we are committed to achieving the target of 95% in student attendance. We expect that every student attends school every day, arriving punctually and ready to engage in lessons. Maximising participation in learning ensures every child can learn and succeed.

The importance of attending school

Students, staff and parents/carers work together to ensure students attend school.
Mareeba State High School:

- ✓ promotes the key messages of Every Day Counts.
- ✓ believes all students should be enrolled at school and attend school every day.
- ✓ monitors student attendance and communicates with parents/carers.
- ✓ believes school attendance is the responsibility of everyone in the community.
- ✓ develops engaging classrooms to encourage students to want to come to school.

The Department of Education is responsible for recording and monitoring attendance and taking appropriate action to rectify problems of non-attendance. Mareeba State High School believes truanting can place a student in unsafe situations and impact on their future employability and life choices.

Student Daily Absences: The School has SMS Messaging which sends a text message for students who are absent without a reason to parent/carers mobile phones. Parent/carers can reply to this message only by text, no images or files.

LATE ARRIVAL OR EARLY DEPARTURE

Late Arrival of Students: Students who arrive late to school must first report to the Student Services, A Block to sign in. If the parent/carers is aware that their child will be arriving late, they must, prior to students' arrival either;

- phone the school office on 4086 2777, option #1 (Student absences and First Aid) or
- send the student into school with a dated and signed note detailing the reason for lateness or
- email attendance@mareebashs.eq.edu.au

Repeated lateness without parental contact will result in consequences for the student.

Early Departure of Students: Parent/carers requiring their child to leave early from school MUST provide them with a note to show their teacher in order for them to be excused from class. Students are then required to report to Student Services, A Block to sign out. Students are NOT allowed to sign in and out to obtain lunch up town.



Use of Mobile Phones and Other Devices by Students

To ensure minimal disruptions to learning, Mareeba State High School has adopted the "Phone Away for the Day" Policy. As with other instances of inappropriate behaviour, breaches this policy may result in disciplinary actions (see *Disciplinary Consequences* on page 16)

Responsibilities:

- Students are required to switch off and place mobile device and all other electronic devices away from 8:45am-3:00pm.

'Away for the day' Consequence of Misuse:

Students who misuse devices according to this policy will be subject to the Code of Conduct for students.

Level 0:

- Student's phone is away – turned off and in their bag / pants pocket.

Level 1:

- Staff member sights a student with their device and instructs the student to take their device to Student Services. Student will receive a slip notifying that this has occurred. Student can collect their device at the end of the school day.
- Staff member completes a One School Incident – Minor (Technology Violation)

Level 2:

- Student does not comply with instructions to take their device to Student Services and or argues with staff member.
- Staff member completes a One School Incident. Major – Main (Technology Violation) Strategies – Mobile Phone Violation
- Student completes detention managed by HOD Jr/Sr and is placed on a mobile phone contract.

Level 3:

- Student repeatedly does not comply with 'Away for the Day' policy.
- Deputy Principal will apply consequence.
- A report generated by 'Strategies – Mobile Phone Violation' will be collated daily and actioned by HOD Jr/Sr.
- The second Level 1 infringement will require parents or caregivers to collect the device from Student Services.
- If students refuse to follow above processes it may result in suspension from school.
- Serious or repeated misuse will be treated as wilful or persistent and it may result in suspension from school.

In addition, students and their parents should be aware that:

- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use the school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed



Online Service Risk Information

Dear Parent/Carer,

Our school uses tools and resources to support student learning, including third party (non-departmental) online services hosted and managed outside of the Department of Education network.

Online services, including websites, web applications, and mobile applications, are delivered over the internet or require internet connectivity. Examples may include interactive learning sites and games, online collaboration and communication tools, web-based publishing and design tools, learning management systems, and file storage and collaboration services.

This letter is to inform you about the third party online services used in our school and how your child's information, including personal information and works, may be recorded, used, disclosed, and published to the services (if you provide your consent for this to occur). The Online Services Consent Form is a record of the consent provided.

About the online services

After evaluation, the principal has deemed specific third party online services appropriate for school use. These online services are listed on the consent form.

Third party online service providers are external to the school, and the services may be hosted onshore in Australia or offshore outside of Australia. Data that is entered into offshore services may not be subject to Australian privacy laws. When considering whether to provide your consent, we encourage you to read the information provided about each online service, including the *terms of use* and *privacy policy*, which outline how information and works will be used and under what circumstances they may be shared.

Purpose of the consent

Third party online services are used for various purposes. The purpose of use for each service is outlined in Section 5 of the Online Services Consent Form. For example, teachers may use online services with students to support curriculum delivery, complete learning activities and assessment, facilitate class collaboration, and create and publish class work (e.g. projects, assignments, portfolios).

The Online Services Consent Form records your consent for your child to register accounts, use, and, where specified, publish their work to these services. The form also collects your consent for school staff to collect, store, and transmit information to online services in order to manage school operations and communicate with parents and students.

It should be noted that, in some instances, the school may be required or authorised by the Education (General Provisions) Act 2006 (Qld) or by law to record, use or disclose the student's personal information or materials without consent.

Voluntary consent provision

It is not compulsory to provide consent. If your consent is not given, this will not adversely affect any learning opportunities provided by the school to your child.

Consent may be limited or withdrawn

You can withdraw your consent at any time by notifying the school in writing (by email or letter). The school will confirm the receipt of your request via email if you provide an email address.

You may also limit your consent by providing consent for some, but not all, online services listed on the form.

Requests to limit consent in relation to how the 'Information covered by this consent form' and the 'Approved purpose' (Section 2 and 3 of the form) are applied to a specific service, will be treated as "do not consent", as the school cannot guarantee correct implementation of individual requests.

Due to the nature of the internet, it may not be possible for all copies of information (including images and student works that have already been disclosed or published) to be deleted or restricted from use if you request it. The school may remove content that is under its direct control, however, information and works that have already been disclosed and published cannot be deleted, and the school is under no obligation to communicate changes to your child's consent circumstances to online service providers.

Duration of consent

The consent applies for the period of time specified on the form. You may review and update your consent at any time by notifying the school in writing (by email or letter). There may be circumstances where the school issues a new consent form to seek additional consent e.g. in the event that new online services are identified for use.

* Subject to additions and amendments



Online Service Risk Review Register

Application Name	Advancedlife School Photography and Print Specialist	Website	https://advancedlife.com.au		
Type of Use	Advancedlife School Photography and Print Specialist provides services related to school photography and digital publishing, including the creation of yearbooks.				
Faculty/Yr	General Use	File Storage	TBA	Risk Level	TBA (under review)
Terms of use:	TBA	Privacy Policy	TBA		
Application Name	Amplify Desmos Math	Website	https://amplify.com/programs/amplify-desmos-math/		
Type of Use	Amplify Desmos Math offers an online teaching and learning platform and curriculum resources supporting student math proficiency.				
Faculty/Yr	Maths	File Storage	Offshore (outside of Australia)	Risk Level	Medium
Terms of use:	https://amplify.com/customer-terms	Privacy Policy	https://amplify.com/customer-privacy		
Application Name	Atomi (Atomi)	Website	https://www.getatomi.com/au		
Type of Use	Atomi is a teaching and learning platform that provides video lessons, interactive quizzes and AI powered revision				
Faculty/Yr	Year 11 & 12 Subjects	File Storage	Onshore (in Australia)	Risk Level	Medium
Terms of use:	https://www.getatomi.com/terms-and-conditions	Privacy Policy	https://www.getatomi.com/privacy		
Application Name	Binnacle Training	Website	https://www.binnacletraining.com.au		
Type of Use	Binnacle Training is a Registered Training Organisation (RTO) that provides online educational resources for Vocational Education and Training (VETs) programs to schools and colleges across Australia.				
Faculty/Yr	Cert III Fitness	File Storage	Onshore (In Australia)	Risk Level	Low Risk
Terms of use:	https://www.binnacletraining.com.au/rto.php#binnacle-rto-files	Privacy Policy	https://www.binnacletraining.com.au/page/148		
Application Name	Clickview	Website	https://www.clickview.com.au		
Type of Use	Clickview produces curriculum-aligned video and interactive content for teachers and students.				
Faculty/Yr	General use	File Storage	Onshore (In Australia)	Risk Level	Medium
Terms of use:	https://www.clickview.com.au/terms-and-conditions/	Privacy Policy	https://www.clickview.com.au/privacy-policy/		
Application Name	Infiniti	Website	https://concordinfiniti.com/		
Type of Use	A school library management system for cataloguing and circulating physical and digital resources with one-way communication tools for sending overdue loan reminders and library notices.				
Faculty/Yr	General use	File Storage	Onshore (In Australia)	Risk Level	Medium
Terms of use:	https://support.concordinfiniti.com/legal/terms	Privacy Policy	https://support.concordinfiniti.com/legal/privacypolicy		
Application Name	Edrolo	Website	https://edrolo.com.au/		
Type of Use	Edrolo is an online teaching and learning platform that delivers curriculum-aligned video lessons for secondary students to support class learning, homework, revision and exam preparation.				
Faculty/Yr	HPE	File Storage	Onshore (in Australia)	Risk Level	Medium
Terms of use:	https://edrolo.com.au/terms/	Privacy Policy	https://edrolo.com.au/terms/		
Application Name	MathsOnline	Website	https://www.mathsonline.com.au/		
Type of Use	Mathsonline provides video tutorials; lesson summaries; weekly revision; pre-prepared or custom worksheets and interactive question sets with auto-marking; and student progress reports.				
Faculty/Yr	Maths	File Storage	Onshore (in Australia)	Risk Level	Medium
Terms of use:	https://www.mathsonline.com.au/terms-conditions	Privacy Policy	https://www.mathsonline.com.au/privacy-policy		
Application Name	Pathways for Schools	Website	https://pathways.cloud/		
Type of Use	Pathways is used by Industry Liaison Officers within schools for the management of student workplace learning, including work experience and structured work placement.				
Faculty/Yr	Year 10, 11 & 12	File Storage	Onshore (Australia)	Risk Level	Medium
Terms of use:	https://pathwayscloud.com/terms	Privacy Policy	https://pathwayscloud.com/privacy		
Application Name	Schoolzine	Website	https://www.schoolzine.com/		
Type of Use	Schoolzine provides school communication products and content creation software, including, eNewsletters, S2app school mobile communication app, and Session Keeper school parent-teacher interviews booking system.				
Faculty/Yr	General Use	File Storage	Onshore (Australia)	Risk Level	Medium
Terms of use:	https://www.schoolzine.com/terms/	Privacy Policy	https://www.schoolzine.com/privacy-policy/		
Application Name	StoryboardThat	Website	https://www.storyboardthat.com/		
Type of Use	Storyboard That is an online platform where teachers and students can use customised imagery, text and audio to create storyboards, comic strips, graphic organisers, worksheets, posters and more.				
Faculty/Yr	VPA	File Storage	Offshore (outside of Australia)	Risk Level	Medium
Terms of use:	https://www.storyboardthat.com/about/terms-of-use	Privacy Policy	https://www.storyboardthat.com/about/privacy		
Application Name	Turnitin	Website	http://turnitin.com		
Type of Use	An assignment submission service with inbuilt tools designed to track submissions, detect plagiarism and deliver formative and summative assessment feedback.				
Faculty/Yr	Year 11 & 12 Subjects	File Storage	Offshore (outside of Australia)	Risk Level	Medium
Terms of use:	http://turnitin.com/en_us/about-us/privacy#usage	Privacy Policy	http://turnitin.com/en_us/about-us/privacy#pledge		
Application Name	Typing.com	Website	https://www.typing.com		
Type of Use	Typing.com is an online typing tutor that offers digital literacy lessons, career and technical education (CTE) lessons, computer applications, and resources for teachers and students.				
Faculty/Yr	The Arts/Year 7	File Storage	Offshore (outside of Australia)	Risk Level	Medium
Terms of use:	https://www.typing.com/terms-of-service	Privacy Policy	https://www.typing.com/privacypolicy		
Application Name	Wayground (formerly Quizziz)	Website	https://wayground.com		
Type of Use	Typing.com is an online typing tutor that offers digital literacy lessons, career and technical education (CTE) lessons, computer applications, and resources for teachers and students.				
Faculty/Yr	General use	File Storage	Offshore (outside of Australia)	Risk Level	Medium
Terms of use:	https://openai.com/policies/services-agreement/	Privacy Policy	https://openai.com/policies/services-agreement/		

*Subject to additions and amendments

Source: https://qldged.service-now.com/nav_to.do?uri=%2Fqx_gwoq8_osrr_catalogue.do



Emergency Evacuation and Lockdown Procedure

EMERGENCY EVACUATION PROCEDURE

IN THE CASE OF FIRE, BOMB THREAT OR DANGEROUS SITUATION

Alerting the whole school: If an evacuation is required (e.g. fire) the Administration Office must be notified immediately. An alarm (**3 siren bursts repeated "Whoop Whoop Whoop" _ _ _**) will sound to signal movement to the emergency evacuation area (school oval).

EVACUATION DURING LESSONS

1. When the alarm sounds, all work to stop immediately.
2. Students to leave materials in the classroom.
3. Students stand, take note of neighbour, proceed via evacuation plan posted in the room to the emergency evacuation area on the oval by walking **NOT RUNNING**.
4. Students are not to walk under any buildings but may walk between.
5. Students to **assemble in house hubs** with house hub teacher in front of the oval.

EVACUATION DURING RECESS

Should an evacuation occur during recess, students are to move to the oval assembly area by the quickest safe route. Other procedures are to be followed accordingly.

AT EMERGENCY EVACUATION AREA

All Students

1. Students to SIT in their house hubs in rows.
2. Students to tell teacher if a student is missing from the class.
3. Students to remain seated quietly until evacuation dismissed.

EMERGENCY EVACUATION PROCEDURES FOR STUDENTS WITH DISABILITIES.

Procedure in the Event of a Fire/Evacuation when Student is in an upstairs classroom.

If Student is supported by a teacher aide student will stay with the aide, proceeding to the evacuation site if they are in a ground floor classroom. Student will push themselves there but may need support over uneven ground.

If they are on the **top floor** the accompanying staff member must decide whether the fire is between them and the lift. If not, and during drills, the staff member takes the student to the lift and descends to the ground floor, and evacuates as usual. If the fire is between the lift and the student, student must be taken as far away from the fire as possible. The Chief Marshall (DP SS) must be notified of the student's whereabouts so that they can be prioritised for rescue by the Fire and Emergency Services. The aide will stay until Fire and Emergency Service Officers arrive or until they feel they are in personal danger.

- If no Aide is present, the class room teacher parks the wheelchair as far away from the fire as possible (or on the veranda near the stairs), staff to alert the Chief Marshall (DP SS) so that the wheelchair bound student can be prioritised for rescue by Fire and Emergency Services. The teacher then leaves them to continue with their duties.
- In the event of a drill, the Chief Marshall will appoint a staff member to get the keys to the lift, meet the student in the wheelchair and assist them to use the lift and evacuate as usual.
- The Chief Marshall will alert Fire Authorities of the need to rescue student, their location and the location of the fire.

Other students

Students with disabilities will remain with their classes and proceed with that class under the instruction of their classroom teacher. Should there be a Teacher aide with that class at the time of evacuation they will remain with the class and students they are supporting.

MLC Lockdown

Staff will ensure all MLC external doors will be locked then all staff and students present in the MLC will proceed to the bathroom area and remain there until an all clear signal is given.

LOCKDOWN PROCEDURES

LOCKDOWN procedures will apply in an emergency when safety and communication are considered paramount and when evacuation procedures would place the students at risk.

Examples of possible emergencies include:

- Aggressive intruders
- Impending cyclone or storm threats
- Aggressive out-of-control students
- Serious traumatic accidents / events within or in the vicinity of the school grounds

The Principal (or in order of authority: DP, HOD, BM, other responsible staff person) will ultimately make the decision to invoke a **LOCKDOWN**.

Upon identification of threat on the school grounds. The alarm will be a **constant doorbell (Bing Bong Bing Bong Bing Bong Bing Bong)** ringing for 2 to 3 minutes.

LOCKDOWN DURING LESSONS

- Windows and doors are to be locked.
- Students are to sit on the floor away from windows.
- Stress students to remain calm and to keep a low profile.
- MOBILE PHONES ARE TO BE SWITCHED OFF.
- Everyone remains in LOCKDOWN mode until EVACUATION BELL IS RUNG
 - (3 Siren Bursts Repeated – Whoop Whoop Whoop __ __)
- Everyone proceed to evacuation area
- **Proceed as per Evacuation Drill**

Students out of room during lesson (e.g. HPE on oval, visiting the office or toilet):

- On hearing the alarm, staff and students will move quickly and quietly to the nearest open room.
- Lock all windows and doors.
- Students and teachers are to sit on the floor away from doors and windows.
- Stress students to remain calm and to keep a low profile.
- MOBILE PHONES are NOT to be used
- Everyone remains in LOCKDOWN mode until EVACUATION BELL IS RUNG
 - (3 Siren Bursts Repeated – Whoop Whoop Whoop __ __)
- Everyone proceed to evacuation area
- **Proceed as per Evacuation Drill**

LOCKDOWN DURING RECESS

On hearing the alarm, students are to proceed to the nearest open classroom as directed by a member of Staff.

Staff on Playground Duty:

- Staff on duty are to make a reasonable effort to direct all visible students to a safe classroom and supervise students. Everyone remains in LOCKDOWN mode until the EVACUATION BELL IS RUNG
 - (3 Siren Bursts Repeated – Whoop Whoop Whoop __ __)
- Everyone proceed to evacuation area
- Teachers to instruct students to sit in care classes
- Teachers to collect care class rolls from admin officer

Staff not on Duty:

- Staff should assist with directing all visible students to the nearest open classroom and supervise students. Everyone remains in LOCKDOWN mode until the EVACUATION BELL IS RUNG (3 Siren Bursts Repeated – Whoop Whoop Whoop __)
- Everyone proceed to evacuation area
- Teachers to instruct students to sit in care classes
- Teachers to collect care class rolls from admin officer

Points to note

Some students who are outdoors may attempt to enter your room immediately following the sounding of the alarm. If you believe it is safe to do so, allow these students to enter. Once in LOCKDOWN mode, do not allow anyone to enter your room unless directed to by a member of the school administration or a clearly identified Emergency Service worker (fire or police).



Parent & Community Code of Conduct

Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy.	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.



Putting Things Right – Complaints Management

Our commitment to positively managing complaints and providing quality service for your issues or concerns.

Introduction

At Mareeba State High School, effective partnerships between parents, students and our school staff are important to educational success. This partnership involves trust and openness. We need to be able to talk to each other when we have concerns, so that we can work out the issues.

From time to time, you may have concerns relating to our school. It is important that you share these with us. Perhaps we haven't explained something very well. We need to know so that we can put things right. Perhaps you don't agree with a decision. We need to talk the issues through. As a result, you may gain a better understanding of why we made that decision or we may need to reconsider our decision. Your contribution is valued.

How to Make a Complaint or Raise Concerns

You can raise a concern with any member of our staff. Where possible, speak directly to the person with whom you have the concern. If it is a classroom issue, speak to the classroom teacher. To make an appointment to see a teacher, please contact the school office by phone on 4086 2777 or by email – Staff contact details can be found on our website – [Staff contact list](#). Issues you think are sensitive should be raised with the Year Level Coordinator, Head of Department, Guidance Officer or Administration (the Principal or Deputy Principals). Our staff are encouraged to deal positively and sincerely with your concerns. They will listen. They will ask questions to make sure they understand. They may take notes to help in following up your concern. They will help you to take your concern to the appropriate person.

What Can You Expect

There are usually four phases in handling a complaint. In many instances these can all be worked through quickly in one process.

PHASE 1 – Initial contact

Please express your concerns calmly, clearly and courteously. There is a [complaints form](#) to assist us to address your concern. This will help resolve the issue in a timely manner. Staff will listen to your concern and make every attempt to understand it. The staff member will summarise the main points. He or she will usually explain the school policy or procedure on the issue or find someone who can explain. The staff member will work out an action plan with you: what he or she will do, what you should do, what your child should do and when you will talk again. He or she may deal with the concern or refer it to another person. In many cases it should be possible to resolve your concern straight away. Usually someone will get back to you within three working days of completing a [complaints form](#) to discuss your concern or to let you know how the matter will be handled.

PHASE 2 - Deciding how to handle the matter

Sometimes matters will need further investigation. In this phase, a decision will be made about how a concern will be handled. Most matters are handled at school level. We encourage parents, in the first instance, to work directly with the people closest to the issue to resolve the matter. In some exceptional circumstances, matters must not be handled at a local school level because of their sensitive or serious nature. They must be referred to Education Queensland's local regional office or central office. In general, however, matters referred to these offices are directed back to the school for resolution.

PHASE 3 - Finding out about the matter

In this phase, the person handling the matter will try to find out all about your concern. He or she will try to understand the context and causes. You can best help by providing all the relevant information you can. He or she may need to talk to other people to get a complete picture. As he or she does this, he or she may begin to explore options to resolve the matter. You can help all concerned by focusing on a positive resolution of the matter. Your information will be treated sensitively (but where the matter must be investigated by an external agency it will need to be passed on). You need to be aware that the person who is involved in your complaint usually has the right to be made aware of the complaint and will have the right to respond.

PHASE 4 - Resolution

The person who is handling your complaint will use the facts that have been gathered to make a decision that is fair to all concerned. He or she will work to put things right for you and would appreciate your help to do this. He or she wants to make sure the resolution is mutually acceptable.

Our School's Commitment to Parents and Caregivers

We are committed to dealing positively with your concerns and complaints. It helps us to learn how we can do things better for you and your child. We will try to make sure that your concern is resolved quickly. Sometimes a complex matter will take time. However, we will always endeavour to make sure you understand what we are doing and why.

Parents/caregivers are requested to retain this document for future reference.



Family Court Matters and General Information

Dear Parents and Carers

This letter is to reinforce the principle that family law disputes should not happen at schools. Schools are meant to promote a safe, secure learning and teaching environment for students and staff. Schools are not the place to resolve matters that can more properly be resolved privately. To this end you are expected to maintain appropriate behaviour while on school premises.

It is not the school's role to act as referee in these disputes. State schools have standard processes for dealing with certain matters in circumstances where both parents retain parental responsibility, there is no Court order prohibiting a matter and there is no need to intervene as part of our duty of care. For example:

- **Absence information:** The school will not automatically contact a non-residential parent of a child's attendance at or absence from school on a daily basis. If a school is not informed of the child's absence, the school will contact the known residential parent in the first instance to seek an explanation. Only if the residential parent fails to provide a reasonable explanation for the absence will the school then proceed to notify both parents of the absence. Total absences for a child (both explained and unexplained) are recorded on the semester report card and a summary of absences can be provided to either parent upon request.
- **Collection from and access to children at school:** school staff will not enforce collection arrangements or prevent either parent from attending or picking up a child from school, as long as the school routine is not unreasonably interrupted and compulsory schooling requirements are met.
- **Access to scholastic information:** Subject to some exceptions, each parent will be entitled to the same schooling information about their child. Parents who are not recorded on school records may not receive this information until they have school records amended to reflect their status.
- **Consent for student participation in school excursions:** The school requires only one parent signature on the permission form. As long as one parent signs a permission slip the student can participate in the activity in question.
- **Student access to the school's appointed Guidance Officer (GO) for purposes of counselling support:** Should a student request to speak with a GO for counselling support, the school will allow the student to speak to the GO. Parent permission is not required for counselling support to students. In the case of a parent requesting a GO referral (for counselling) then one parent's consent is sufficient. Learning referrals to the GO are different from counselling support offered by GO's. A learning referral involves the collating of student data (by classroom teacher) and may include a cognitive assessment of the student. These referrals require consent from only one parent.
- **Student's diet at school:** Students will be allowed to eat food provided by a parent. Students will also be allowed access to the school tuckshop with one parent's permission.
- **Parents volunteering at school:** Unless a court has ordered otherwise and subject to the school principal's discretion about general suitability, parents who do not live with their children are acceptable applicants to be volunteers at the school their children attend. Parents who seek to volunteer in these circumstances should understand that if they are accepted as volunteers it is not for the purpose of facilitating contact with their child.

I encourage you to seek the assistance available to you through a [Family Relationship Centre](#), a [family law service](#), a [family dispute resolution service](#) or the Family Court to resolve any differences you may have with each other over matters like those outlined above and your respective compliance with relevant court orders.

Yours sincerely

Regan Gant
Principal

Community Education Counsellor

Leadership

Many opportunities are available to students to showcase their talents and abilities.

Mareeba State High has a leadership program which targets students who display leadership qualities. These students are encouraged to take on leadership roles within the school to raise the profile of Indigenous students and be role models for all students.

The program offers students the opportunity to access strong, successful Indigenous leader in the wider community and the opportunity to meet with positive, motivated young Indigenous students from other local high school.



Learning for Life

The Community Education Counsellor (CEC) is available to assist students with a whole range of issues that might affect their learning.

- *Personal Counselling:* A student might need someone to talk through negative or harmful feelings and issues.
- *Career Counselling:* A student may need career directions, assistance with subject selection, information on traineeships and apprenticeships, resume writing etc.
- *Education Counselling:* A student may need help with assignments, studying for exams, homework, communicating with teachers, organizing tutorial assistance etc.

The Community Education Counsellor is responsible for implementing and managing Indigenous programs and providing cultural, social and academic support for Indigenous students. The Counsellor also provides a valuable link between the student, staff, administration, parents when necessary, the wider community in Mareeba and various government agencies.

Programs that Celebrate and Reinforce Cultural Identity

The annual NAIDOC celebrations highlight the cultural skills of Indigenous students and reinforces cultural identity. Indigenous perspectives are also embedded in our curriculum.



Make a difference to your future

- Talk to the CEC on a regular basis to stay on track with your learning.
- Set both short term and long-term goals. Know where you are going with your learning so that you will reach your goals.
- Discuss your education, aims and aspirations with your Community Education Counsellor to get the best support and information available to achieve your goals.

For more information please contact: Community Education Counsellors Bianca Rainbow and Shaqelle Banjo.

Email: brain38@eq.edu.au / sbanj9@eq.edu.au

Phone: 4086 2774



Chaplaincy Program and Services

School chaplains support young people in one of today's most high-pressure environments – the schoolyard. SU QLD chaplains provide a safe, positive influence for our children.

What do School Chaplains Do?

A School Chaplain is a safe person for young people to connect with at school, providing a listening ear, caring presence and a message of hope. A Chaplain provides social, emotional and spiritual support to school communities. They are in the prevention and support business helping students with a broad range of challenges they face within themselves or their family networks, which may include family problems, peer pressure, friendship difficulties, low self-esteem, bullying or harassment, depression and substance abuse, mental health and abuse.

Chaplains run positive, fun activities and programs for young people both in and out of school, and foster a supportive, caring school community. This includes support for at-risk students, support for staff and families from the wider school community, and spiritual support and direction for the school community.

The partnership between the school and the Chaplain, supported by local churches and community organisations, provides a network of local support and assistance. These positive relationships help young people to face issues, and provide hope, connection, meaning and purpose.

Who is Scripture Union Queensland (SU QLD?)

SU QLD is an interdenominational Christian Organisation that is officially endorsed by Education Queensland as an accredited employing authority for School Chaplains. SU Qld has worked in schools for more than 75 years, in partnership with local churches and community groups. Since 1990, SU QLD has been the leading supplier of School Chaplains in Queensland State Schools, currently training, supporting, equipping and overseeing more than 500 School Chaplaincy Services.

Our School Chaplaincy Service

The Mareeba State High School Chaplaincy Service operates two days each week throughout the school terms. It seeks to provide an engaging and caring pastoral care program that is available to the entire school community.

Our Chaplain works as a part of the Student Support Services Team alongside the Guidance Officer, School Based Health Nurse, Youth Support Co-ordinator and the Community Education Counsellor to provide holistic care to students and the wider school community.

Our Chaplain model's positive behaviour and builds mentoring relationships with students by being involved in school events, classroom activities and excursions, as well as being available to students during lunchtime breaks.

Our Chaplain is also available to provide confidential formal conversations and pastoral care to students who are struggling with life issues. Formal conversations and pastoral care are often initiated by parental and teacher referrals and requires written parental consent.



For more information about the program, please contact Bec

Email: Rebecca Franco: rfran174@eq.edu.au

Phone: 4086 2707

Instrumental Music Program



Program Overview

Instrumental Music is a subject offered to students in Year 4 to Year 12 in Queensland State schools. Enrolment in the program is made by application and students who are successful receive tuition on a brass, woodwind, or percussion instrument.

Instrumental Music is supplementary to the classroom subjects and the higher levels can contribute to QCE attainment. Students involved gain lifelong skills and have access to invaluable opportunities and experiences.

Lessons, Band Rehearsals and Performances

Students in the program receive one 35minute lesson each week on their instrument during class time and they also play in the school's concert band as part of the program, when sufficiently skilled. Band rehearsals are held outside of school time, from 3:00 pm until 4:30 pm on Wednesday afternoons. Students must make every effort to be available for band rehearsals and performances throughout the year.

Instruments for Instruction

Instruction is available on the following Concert Band instruments:

- **Brass:** Trumpet; Trombone; Baritone/Euphonium; French Horn; Tuba
- **Woodwind:** Flute/Piccolo; Clarinet/Bass Clarinet; Saxophone (Alto/Tenor); Oboe
- **Percussion:** Various instruments. The drum kit is not taught in the first levels of the program.
- **Bass guitar:** Only a limited number required.



Please note that instruction is not available in piano or guitar, as these are not Concert Band instruments. Students learn basic skills on the piano, guitar and drum kit in the classroom music elective subjects.

Important Points

1. Students are to attempt to attend all lessons, rehearsals and performances. Each semester, students must have an attendance rate of at least 75%. Students who have forgotten their instrument, or are unable to play, should still attend their lesson.
2. Students should give sufficient prior notification for absences from any scheduled lesson, rehearsal, or performance. Acceptable forms of notification are a note delivered to the instructor, school office, or staffroom, email to instructor, or phone call to school.
3. Students are to attend lessons and rehearsals equipped with their instrument, music and accessories
4. Students are expected to practice their instrument several days each week.
5. Students in the subject are expected to commit to the program for at least one year as places are allocated across the Far North region.

Fees and Expenses: Program contribution each year: \$50

This fee is a contribution towards instrument hire, maintenance of instruments, sheet music and other music resources. Accessory items such as reeds, oils and cleaning kits are supplied by each student.

For more information about the program, please contact Instrumental Music Teacher, Kirsten

Email: Kirsten Towne: ktown14@eq.edu.au

Phone: 4086 2777



Smart Choices

Smart Choices is a strategy to ensure that all food and drinks supplied to students in Queensland schools are consistent with the *Dietary Guidelines for Children and Adolescents*, and is, in part, a response to the increasing numbers of obese and overweight children in the community. It does not apply to adults, and it does not apply to the foods that students bring from home to eat at school. It was originally aimed at school tuckshops, but was broadened to include vending machines, school excursions, school camps, fundraising, classroom rewards, school events, sports days and curriculum activities. The Strategy will be mandatory for government schools and recommended for non-government schools.

The Smart Choices food and drink categories assist with selecting foods and drinks to be supplied in schools. Foods and drinks have been classified into three categories according to their nutritional value: Green, Amber and Red.

GREEN 'Have plenty' Encourage and promote these foods and drinks in the school.

AMBER 'Select carefully' Do not let these foods and drinks dominate choices and avoid large serving sizes.

RED 'Occasional' Limit the availability of these foods and drinks to no more than two occasions per term.

Staff and parents also eat from the school tuckshop. While their needs may be different to those of the students', it is important that adults in the school model healthy food choices

Support materials:

Support materials have been sent to schools and are available on the website

<https://education.qld.gov.au/student/Documents/smart-choices-strategy.pdf>. The Strategy is for the whole of school, especially as it relates to the supply of food, for example at the tuckshop.

Green Foods	Amber Foods	Red Foods
<i>These foods and drinks should be encouraged and promoted to students as the best choice and included as a major part of the daily school tuckshop menu. Foods from this category are the best choices because in general they:</i> - are excellent sources of important nutrients - are low in saturated fat and/or added sugar and/or salt - help to avoid an intake of excess energy (kilojoules) <i>Examples:</i> - bread, cereals, rice, pasta, noodles - vegetables, fruit - reduced- fat milk, yoghurt, cheese - lean meat, fish, poultry - eggs - nuts and legumes <i>Providing a range of healthy food choices is important for variety.</i> - The best drink in this category is plain water	<i>AMBER foods are mainly processed foods that have had some sugar, salt or fat added to them. These foods should be selected carefully because in general they:</i> - have some nutritional value - have moderate amounts of saturated fat and/or added sugar and/or salt - can, in large serving sizes, contribute excess energy (kilojoules). <i>Examples:</i> - Full-fat dairy products - Savoury commercial products - Processed meats - Some snack food bars - Some savoury biscuits, popcorn, crispbreads - Some cakes, muffins, sweet biscuits - Some icecreams, milk-based ice confections and dairy desserts - Fruit juices (100%) - Breakfast cereals –refined with added sugars	<i>It is recommended that these foods and drinks are only consumed occasionally, because they:</i> - lack adequate nutritional value - are high in saturated fat, and/or added sugar and/or salt - can contribute excess energy (kilojoules) - can contribute to tooth decay and erosion. <i>Examples:</i> - Soft drinks & Energy drinks - Flavoured mineral water - Confectionery - Deep fried foods - Crisps, chips and similar products - Sweet pastries - Chocolate coated and premium ice-creams - Croissants - Doughnuts - Cream-filled buns/cakes/slices - Large serves of cakes and muffins

Source: <https://education.qld.gov.au/student/documents/smart-choices-strategy.pdf>



Tuckshop

Phone: 4086 2724

The Tuckshop is open from 8.00am to 2.00pm Monday to Friday. Our Tuckshop is located under D block.

We offer flexischools online ordering so that students and parents can order lunch online. Orders will need to be placed on flexischools by 9:30am to receive lunch the same day. To gain access, download the flexischools app or on the website at flexischools.com.au.

There are three lovely staff who enjoy working at the tuckshop every day to provide the highest standard of healthy food and cool beverages for our students, preparing fresh food each day.

Our volunteers play a vital role in the preparation of the fresh food and helping us provide food on time for our students every day.

We are very grateful for all the help that is offered and would love to see some new faces in the Tuckshop, our volunteer staff work 9:00am -12:00pm on any day they are available. We support their generosity by providing morning tea.

For any parents that would love to help but are too busy, even for an hour once a week, we would love to meet you. We are a friendly and helpful team and work in a lovely environment. Our Tuckshop welcomes everyone, DADS and GRANDPARENTS included. If you wish to volunteer please ring me on 4086 2724.

Please pop on by and meet the team as we are looking forward to meeting you.

Regards

Tuckshop Staff



School Hats are also available from the Tuckshop

Plain Maroon Bucket Hat
(limited sizes available)



\$15

Reversible Maroon & Sports Coloured Bucket Hat



\$20

School Cap



\$20



Mareeba State High School Canteen Menu – 2026

Lunch Orders must be in by 9.30 am

Term 2

Everyday food

Chicken Burger	\$7.00
Sweet Chilli Chicken Wrap	\$7.00
Beef Lasagne	\$6.00
Macaroni cheese	\$6.00
Toasted Sandwiches from	\$6.00
Bacon, egg, cheese toastie	\$8.50
Nuggets, 6 pack	\$4.50
Pie	\$5.50
Sausage roll	\$5.00
BLT on toasted Turkish roll	\$8.50
Ham and cheese croissant	\$6.50
Chicken Caesar wrap	\$8.50
Chicken Caesar salad	\$8.50
Caesar salad	\$7.00

Online Ordering

flexischools

Snacks

Fruit Box	\$6.50
Berry-Yummy with muesli	\$4.50
Jelly and Custard Cups	\$2.50
Donuts	\$4.00
Cookies 2 pack	\$1.00
Mudcake	\$4.00

Weekly specials all \$8.50

MONDAY

Mediterranean pasta

TUESDAY

Chicken Souvlaki

Sausages, mash, peas and gravy

WEDNESDAY

Butter chicken

Grilled chicken burger

THURSDAY

Chicken garlic balls and potato bake

FRIDAY

Spaghetti Bolognese

Cold Drinks

Water 1.5L	\$4.00
Water – 600ml	\$2.00
Flavoured milk – 500ml	\$5.00
Flavoured milk – 300ml	\$4.00
Juice Pop-top – 250ml	\$2.50
Juice Poppers – 250ml	\$2.00
Nippys milk 500ml	\$4.50
Nippys milk 375ml	\$4.00
Waterfords 475ml	\$4.00
Orchy juices 500ml	\$4.80

Assorted wraps, sandwiches, cakes, slices and ice creams also available 😊

Please note that the school canteen menu is updated each term. All information is accurate at the time of printing; however, it is subject to change