Parent Information Handbook
Principal’s Message

Welcome to our school community. I am very proud to be Principal of The Gap State High School. This school is high performing academically, exceptional in cultural, community, sporting and global pursuits.

At The Gap State High School we believe in: **Learners who Flourish**

We value:
- **Thinking Big**: (thinking) curiosity, love of learning, creativity, ingenuity
- **Stepping Up**: (courage & action) persistence, perseverance, honesty, integrity, self-regulation, forgiveness, humility
- **Paying It Forward**: (meaning & patience) gratitude, optimism, sense of purpose, humour, social conscience, forgiveness
- **Being Kind**: (heart) kindness, friendship, social intelligence

We are:
A high performing, co-educational, Independent Public School that values diversity and supports full inclusion.

We trust that:
Every student, every day, has the opportunity to feel a sense of belonging in our community (teamwork, loyalty, fairness, leadership) and is able to engage in learning that sparks their engagement and curiosity, joy and passions.

We currently have four major areas that underpin what we value:
- Academic growth and excellence
- Arts excellence; performing and visual arts
- Volleyball excellence; developing physical and mental toughness
- Being a leader in student wellbeing and in student leadership at all levels and for all through our unique Applied Positive Psychology program; putting what we value into practice

Into the future there are two more areas to develop as our student enrolment grows and our school matures into the next decade (2020-2030).

We aspire to becoming a leader in:
- STEAM teaching and learning (Science, Technologies, Engineering, Arts, Maths)
- Global teaching and learning; introducing more languages, increasing extra-curricular and co-curricular programs that allow students to learn and have experiences on a global level

We will achieve this by:
- Implementing our school based, high quality teaching and learning framework that supports thinking and self-regulation.
- Systematically delivering our year 7-12 curriculum framework with fidelity
- Creating time for staff to have intentional conversations with each other about their pedagogy in order to improve every students learning engagement and opportunities.
- Developing every students and staff member’s wellbeing through a lens of positive psychology.

We also offer many curricular and co-curricular activities and encourage all students to become involved and actively participate in our school to ensure they have a strong connection and sense of belonging.

Our school is looking forward to developing a quality partnership with your family as we develop a strong sense of community involvement within the school.

Anne McLauchlan
Principal
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School Contact Details

Street Address: 1020 Waterworks Road, The Gap.
Postal Address: PO Box 1, The Gap, Qld, 4061
Phone: (07) 3511 3888
Student Absences: SMS: 0428 853 498
Email: studentabsence@thegapshs.eq.edu.au
Phone: (07) 3511 3860
Fax: (07) 3511 3800
Email: admin@thegapshs.eq.edu.au
Web Site: www.thegapshs.eq.edu.au

Student Enrolment

Every enrolment at The Gap State High School involves parents making an application for enrolment by completing the enrolment booklet and attending an enrolment interview.

The Gap State High School has had an enrolment management plan in place since 2009. Please refer to http://www.qgso.qld.gov.au/maps/edmap/ for the most current version of the catchment boundaries.

The Gap State High School works very closely with nine cluster schools which are Ashgrove, Bardon, Hilder Road, Ithaca Creek, Mt Nebo, Oakleigh, Payne Road, Rainworth and The Gap State Schools. Students attending these cluster schools have the opportunity to participate in enrichment programs prior to commencing high school.

Orientation Day – Monday 7 December 2020

At the end of Year 6 all enrolled students will have a wonderful opportunity to take part in an Orientation Day. On this day your young person will rotate through a series of pro-social activities and meet other students and participate in team challenges.

First Day at School – Wednesday 27 January 2021

On a student’s first day at high school they are introduced to their Connect class, receive their timetables and are taken on a tour of the school. Students will be introduced to the many student support services in the school including their Connect teacher, year level coordinator, school administration, Guidance Officers and Chaplain. Time is taken to ensure that the needs of all students are addressed and they have a successful and enjoyable introduction into The Gap State High School.

Parents are advised that student timetables/teacher allocation will not be available for review prior to commencement of the first day of school.

Back to school start dates for 2021

Wednesday 27 January 2021
Year 7 students 8.40 am to 2.30 pm
Years 8, 9, 10, 11 and 12 (new students only) 8.40 am to 10.30 am
Year 11 students 11:00 am to 2.30 pm

Thursday 28 January 2021
All students in attendance 8.40 am to 2:30 pm
### School Calendar Term Dates

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Tuesday 28 January to Friday 3 April</td>
<td>Term 1</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 20 April to Friday 26 June</td>
<td>Monday 19 April to Friday 25 June</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 13 July to Friday 18 September</td>
<td>Monday 12 July to Friday 17 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Tuesday 6 October to Friday 11 December</td>
<td>Tuesday 5 October to Friday 10 December</td>
</tr>
</tbody>
</table>

Teachers will undertake Professional Development activities on the following **Student Free Days**:

**2020** Wednesday 22, Thursday 23 and Friday 24 January and Friday 4 September
School Map

A Block
Administration Block

B Block
Maths Block

C Block
Business Education Block

D Block
Junior Classrooms
Learning Support

E Block
Junior Classroom Block

F Block
English & Humanities Block

G Block
Art Block

H Block
Home Economics Block

Hall
J A Robertson Hall

L Block
Library

LTC
Rock Climbing Centre

M Block
Film and Television Block

N Block
Auditorium
Music Classrooms

R Block
Sports Hall

S Block
Science Block

T Block
Industrial Technology

Y Block
## Staff Directory 2020

### Principal:
Mrs Anne McLauchlan

### Deputy Principals:
- Systematic curriculum delivery and Year 9: Ms Robyn Buchanan-Hodgson
- Effective pedagogical practices and Year 11: Mr Richard James
- Analysis & discussion of data and Year 12: Ms Julie Rowe
- A culture that promotes learning and Year 8: Ms Carolyn Speers
- Differentiated teaching & learning and Years 7 & 10: Mr Brad Tavelardis

### Business Manager:
Mrs Judy Ives

### Heads of Department:
- Applied Positive Psychology – (APPS), Camps, Leadership & Training Centre: Mr Michael Brown
- Arts – Art, Music, Drama, Media Arts: Mrs Monique McMullen
- Curriculum – English/Humanities (JS): Ms Alicia Streets
- Curriculum – Maths/Science (JS): Mrs Kim Hoe
- Design Technologies – Graphics, Home Economics, Manual Arts: Mr Ross Duncan
- Digital Technologies & Information Services: Mr Roger Hallmond
- English: Mr Glenn Manser
- Humanities & Business: Mr Ross Murphy
- Innovative Learning & Engagement: Mr James Gleeson
- Junior Secondary: Mr Rex Bertrand
- Languages & International Students: Ms Caitlin Goldston
- Mathematics: Mr Peter Barbarossa
- Physical Education & Sport – Special Interest Volleyball: Mr David Moran
- Positive Education: Mrs Amanda Ross
- Science: Mr Gordon Dellit
- Senior Schooling – TAFE, VET, Distance Ed: Mr Rob Lucas

### Guidance Officers:
- Mr Steve Gilmore
- Ms Lucia Arrioti
- Ms Tracy Lundberg

### Chaplain:
Mr Cain Paranihi

### Heads of Year 2020:
- Year 7: Mr Mitchell Mullen
- Year 8: Mr Joe Amery
- Year 9: Mr Matthew Smith
- Year 10: Mr Dane Ponting
- Year 11: Mr Michael Clarke
- Year 12: Ms Ruth Donovan

### Sports Coordinator 2020:
Mr Justin Wade

### Administration Staff:
- Mrs Helen Adcock
- Ms Helen Barker-Hicks
- Mrs Kelly Dowd
- Mrs Ingrid Drynan
- Mrs Sharlene Gumley
- Mrs Sharon Lyon
- Ms Toni McPhee
- Ms Symonn Price
- Ms Mel Rosewarne
- Mrs Jenny Squire
Student Wellbeing in a Flourishing Community

The Gap State High School aims to create an environment where student wellbeing is at the heart of what we do.

We are committed to fostering a safe welcoming and nurturing learning environment where each student feels valued and has the opportunity to grow enhancing their wellbeing.

Based on the work of the world-renowned psychologist Professor Martin Seligman, Positive Education focuses on building a person’s wellbeing to enable them to flourish in life.

The acronym PERMAH is used to define the six elements that contribute to building a person’s wellbeing.

<table>
<thead>
<tr>
<th>P</th>
<th>Positive emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Engagement</td>
</tr>
<tr>
<td>R</td>
<td>Relationships and</td>
</tr>
<tr>
<td>M</td>
<td>Meaning and Purpose</td>
</tr>
<tr>
<td>A</td>
<td>Accomplishment</td>
</tr>
<tr>
<td>H</td>
<td>Health and exercise</td>
</tr>
</tbody>
</table>

Positive Education is embedded within the curriculum, in every subject and year level, it is a focus of our Applied Positive Psychology program (APPS) and Connect classes from Years 7 to 12. It underpins our policies and procedures and it impacts on how we relate to our students and each other.

In each year level, students are assigned to a Connect Class. Generally students remain with the Connect Class throughout their secondary schooling. The Connect Class teacher, Head of Year and Deputy Principal structure promotes a relationship between teachers and students that develops over the years as they work through a planned, sequential and developmentally appropriate wellbeing program that is enhanced by our unique APPS program and applying Positive Psychology to all that we do. Year level and whole school assemblies provide opportunities for student leadership, and further exploration of wellbeing principles.

Principles of wellbeing are taught explicitly to our students, teaching and non-teaching staff, parents and the wider community. Students are encouraged to seek out ways to contribute to their year level and to participate in service learning opportunities both within their school and local community.

Academic achievement and enhanced wellbeing are inextricably linked. Practical academic advice and skills on study planning, time management, study skills, homework skills, and tutorials are also regularly discussed in Connect Class and at year level assemblies. These academic skills together with those learnt through the PERMAH model provides students with an increased capacity to learn effectively, as well as a strong foundation on which they can build a successful life.

Key Wellbeing Leaders

**HOD Applied Positive Psychology Program Students (APPS):** applying the theory of Positive Psychology through challenges in APPSs class, Leadership Training Centre (LTC) and on Year Level Camps

**Head of Positive Education** – Responsible for developing Positive Psychology at The Gap SHS to grow staff and student wellbeing in a flourishing community.

**Heads of Year:** Focus on continuous improvement to maximise each student’s performance and potential.

**Guidance Officers** – Our Guidance Officers are available to provide educational, personal and vocational assistance and counselling. To make an appointment please contact the school office.

**School Chaplain** – Our Chaplain is available for individual pastoral support.

**School Based Youth Health Nurse** – The School based Youth Mental Health Nurse provides support on adolescent health concerns and general health promotion (2 days per week).

**General assistance** – Students requiring general information and assistance should see their Head of Year or classroom teachers.

Students are expected to be **engaged, show growth and be respectful.**

**Engaged** – ability to arrive on time to class prepared and ready to learn and to demonstrate a consistent application to class and homework.
Growth – Respond to feedback and demonstrate commitment to building collaborative and cooperative relationships. Wear uniform correctly, demonstrate respect for the learning environment and fellow students, teachers and other school staff. Wear uniform correctly, demonstrate respect for the learning environment and fellow students, teachers and other school staff.
## Student Learning

### Curriculum Overview Years 7 & 8

**Core Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Humanities &amp; Social Sciences</td>
</tr>
<tr>
<td>Applied Positive Psychology</td>
<td></td>
</tr>
</tbody>
</table>

**Specialist subjects – students will study these subjects over the course of Years 7 and 8**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Technology</td>
<td>Industrial Arts</td>
<td>Music and Drama</td>
</tr>
<tr>
<td>Food</td>
<td>Chinese (Mandarin)</td>
<td>Visual Art and Media Arts</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>Health &amp; Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

### Curriculum Overview Year 9

**Core Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Humanities &amp; Social Sciences</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Applied Positive Psychology</td>
</tr>
</tbody>
</table>

**Elective Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASDAN</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Accelerated Music (AMPed)*</td>
<td>Drama</td>
</tr>
<tr>
<td>Music</td>
<td>Media Arts</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Design Technologies - Food</td>
</tr>
<tr>
<td>Food and Fashion</td>
<td>Graphical Design &amp; Technologies</td>
</tr>
<tr>
<td>Engineering Principles and Systems</td>
<td>Digital Technologies</td>
</tr>
<tr>
<td>Chinese (Mandarin)</td>
<td>Business Studies</td>
</tr>
</tbody>
</table>

**Excellence Programs**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM (Science, Technology, Engineering &amp; Mathematics)</td>
<td>HPE – Special Interest Volleyball</td>
</tr>
</tbody>
</table>

### Curriculum Overview Year 10

**Core Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Applied Positive Psychology</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Subjects – 4 elective subjects to be selected**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>Industrial Technology Skills</td>
</tr>
<tr>
<td>Industrial Graphics Skills</td>
<td>Design Technology - Food</td>
</tr>
<tr>
<td>Digital Solutions</td>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>Economics &amp; Business</td>
<td>Geography &amp; Legal Studies</td>
</tr>
<tr>
<td>Ancient &amp; Modern History</td>
<td>Chinese</td>
</tr>
<tr>
<td>Mathematics Accelerated</td>
<td>Biology &amp; Environmental Science</td>
</tr>
<tr>
<td>Physics &amp; Chemistry</td>
<td>STEM (Science, Technology, Engineering &amp; Mathematics)</td>
</tr>
<tr>
<td>Music</td>
<td>Drama</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Media Art</td>
</tr>
<tr>
<td>ASDAN</td>
<td></td>
</tr>
</tbody>
</table>
## Curriculum Overview Years 11 & 12

### Compulsory Subjects
- English, Literature or Essential English
- Essential Mathematics, General Mathematics or Mathematical Methods
- Applied Positive Psychology

### Elective Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Type</th>
<th>Subject</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASDAN</td>
<td>A</td>
<td>General Mathematics</td>
<td>G</td>
</tr>
<tr>
<td>Accounting</td>
<td>G</td>
<td>Geography</td>
<td>G</td>
</tr>
<tr>
<td>Ancient History</td>
<td>G</td>
<td>Industrial Graphics Skills</td>
<td>A</td>
</tr>
<tr>
<td>Biology</td>
<td>G</td>
<td>Industrial Technology Skills</td>
<td>A</td>
</tr>
<tr>
<td>Business</td>
<td>G</td>
<td>Information &amp; Communication Technology</td>
<td>A</td>
</tr>
<tr>
<td>Certificate I Construction</td>
<td>P</td>
<td>Legal Studies</td>
<td>G</td>
</tr>
<tr>
<td>Certificate II Sport &amp; Recreation/Certificate III Fitness</td>
<td>P</td>
<td>Literature</td>
<td>G</td>
</tr>
<tr>
<td>Certificate II/III Hospitality</td>
<td>P</td>
<td>Mathematical Methods</td>
<td>G</td>
</tr>
<tr>
<td>Chemistry</td>
<td>G</td>
<td>Modern History</td>
<td>G</td>
</tr>
<tr>
<td>Chinese</td>
<td>G</td>
<td>Music</td>
<td>G</td>
</tr>
<tr>
<td>Digital Solutions</td>
<td>G</td>
<td>Music Extension</td>
<td>G</td>
</tr>
<tr>
<td>Drama</td>
<td>G</td>
<td>Physical Education</td>
<td>G</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science</td>
<td>G</td>
<td>Physics</td>
<td>G</td>
</tr>
<tr>
<td>Economics</td>
<td>G</td>
<td>Psychology</td>
<td>G</td>
</tr>
<tr>
<td>Engineering</td>
<td>G</td>
<td>Science in Practice</td>
<td>A</td>
</tr>
<tr>
<td>English</td>
<td>G</td>
<td>Social &amp; Community Studies</td>
<td>A</td>
</tr>
<tr>
<td>Essential English</td>
<td>A</td>
<td>Specialist Mathematics</td>
<td>G</td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td>A</td>
<td>Visual Art</td>
<td>G</td>
</tr>
<tr>
<td>Film, TV &amp; New Media</td>
<td>G</td>
<td>Visual Art in Practice</td>
<td>A</td>
</tr>
</tbody>
</table>

NB. Subject offerings are subject to change dependent upon staff, facilities and identified student needs.

G = General  
A = Applied  
P = Alternative Pathway Option

Complete and up to date subject information is available from the relevant Curriculum Handbook available on the School website.
Homework

Each student is advised to do regular, systematic homework to cover the course successfully. A student of average ability should spend approximately the following times on revision and homework each evening:

- 2 to 5 hours per week in Year 7
- 5 to 10 hours per week in Year 8;
- 6 to 12 hours in Years 9 and 10; and
- 8 to 15 hours in Years 11 and 12. (depending of their course)

Parents are able to closely monitor Homework through access to the eDiary on iPad/Laptop for students in Years 7 to 10.

The classroom is the place where much of the learning takes place. However, real understanding is achieved when, outside the classroom students can move their learning from their short-term memory to their long term memory:

- Revise the work introduced in class
- Test their understanding
- Apply their newly acquired knowledge/skills
- Extend their reading and
- Summarise the information obtained in class or from the textbook

This additional work comes under the heading of home learning which comprises of:

- Set homework – this is negotiable and will be checked by the teacher
- Revision of work covered in class or on any one day – revision involves more than just reading the material – it involves note taking i.e. looking for main ideas of the speaker/writer and then writing them out in your own words – be concise which does not mean just writing down the main headings but include an explanation and/or information – notes should be neat, orderly and legible and should be a summary of the main facts.
- Assignment work and/or test/exam preparation

Home learning provides students with an opportunity to work independently and develop greater responsibility for their own learning.

For home learning to be effective students should:

- Have a regular routine and time
- Develop a weekly home learning planner (modify it after two weeks if there are problems)
- Have an area where they can learn without unnecessary distractions
- Have a short break every 20 to 30 minutes
- Focus on what they are doing. After reading and thinking about a section of work, they still fail to understand it – ask for teacher assistance.
- Further support for homework and study can be accessed.

Assessment Feedback

Students review assessments and assignments in class as a check against errors and to ensure they have a clear understanding of the marking procedures. Students are encouraged to seek clarification whenever they consider their marks or grades do not reflect the quality of their submitted work. This Assessment Appeals Process policy applies to tests, assignments (whether oral, written or practical), Levels of Achievement or Subject Achievement Indicators (SAIs).

All students will be required to check their extended written assignments for plagiarism using a web based program – Safeassign.

Study Planner

All students are given a Homework Study Planner. Parents of Junior Secondary students are asked to check your student’s Homework Study Planner every night.

At the end of each lesson all students should record homework in the Planner. If students repeatedly have no homework written in their Study Planner, contact the school to find out the true situation.

Help your student by:

- providing a homework/study area away from noise and activity;
- planning homework time each night; and
- checking what has been done at the end of the homework/study period.
- encourage your student to ask questions and seek help when work is difficult.
Library
The Library staff are available to assist students and staff who need help selecting resources or with digital technology.

Hours:

- Monday: 8.00 am to 3.30 pm
- Tuesday: 8.00 am to 3.30 pm
- Wednesday: 8.00 am to 3.30 pm
- Thursday: 8.00 am to 3.30 pm
- Friday: 8.00 am to 3.30 pm

The Library is available for students to read, research or study. Students who are not using the library’s space and resources appropriately may be asked to leave the library. Students can access a full range of resources including the internet and on-line databases.

The Library is open every morning tea and lunch hour as well as after school. Bags, food and drinks as well as mobile phones are not permitted in the library.

Tutorials
For students who are interested in improving their results, teachers offer a range of tutorials, across the subjects. The Tutorials are advertised on the school website and in the school newsletter.

While some tutorials are exclusively for the students of particular teachers, the majority are open to all students taking the stated subject. Students should see the teacher offering the tutorials prior to the stated time to indicate their interest in attending. They may attend as many of the tutorials as they feel are worthwhile. Please encourage your students to work hard and strive for improvement. Attending a tutorial can be an additional way students take responsibility for their own learning and success.
Applied Positive Psychology Program (APP)

**Applied Positive Psychology** is a school-based, personal development program taught to all students Years 7 to 12. It differs from other personal develop programs in that it is not treated as an adjunct, rather it is integrated into student’s daily school life by being scheduled in the weekly timetable as a regular subject.

<table>
<thead>
<tr>
<th>Why do we do APPs?</th>
<th>We believe that great schooling involves educating the whole person. This means developing character, mind and spirit. Through our work we can facilitate the development of good character and positive social capacities, including leadership skills. This leads to flourishing at school and post-school and in life generally.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we do APP?</td>
<td>Through the APP program we make school an adventure where students are challenged via engaging experiential learning to step outside of their comfort zones and learn deeply about how to be their best, how to work with, and bring out the best in others, and learn how to learn from experience.</td>
</tr>
<tr>
<td>What do we achieve via APP?</td>
<td>In APP we develop character and social capacities, the knowledge of how to lead a good life, and student’s capacity to lead in, and contribute to, their respective communities.</td>
</tr>
</tbody>
</table>

**Aim:** The aim of the Applied Positive Psychology program is to develop student’s character, personal, social and leadership capacities and their sense of wellbeing in order to increase their potential for life success and their ability to contribute to, and lead in society.

**Objectives:** The key objectives of the APP program are to:
- Develop student’s character, leadership, personal and social capacities.
- Enhance student’s sense of wellbeing.
- Develop student’s knowledge and understanding of ways to achieve a flourishing life.
- Challenge students to explore their potential via experiential adventure, camps and intercultural travel.
- Develop a sense of inclusivity and understanding for all students.

Year levels are allocated the following weekly time for APP:
- Y7, Y8 and Y9 – 70 minutes per week
- Y10, Y11 and Y12 – 140 minutes per week

Like other ‘subjects’ the APP program is comprised of units of work. Units are informed by the Australian Curriculum Social Emotional Capabilities, Philosophy and Ethics curriculum, the science of Positive Psychology, and the Outdoor Education syllabus. Spiralling through the program are authentic, active and adventurous learning experiences designed to promote development of student’s character, leadership and wellbeing. In short, APP is a holistic personal development course that addresses disparate but important areas in engaging processes that will enable deep learning.

**Leadership Training Centre (LTC).** The LTC building encloses a climbing structure which forms a key component of the APP Program. The structure has 24 activities designed to develop leadership qualities. The activities involve climbing, abseiling and caving. The activities involve participants working at heights up to 10 metres above the floor. The cave activity involves students entering a cave like structure that is pitch black and offers with restricted movement and access. Participants are safeguarded by ropes and belay devices operated by other participants. Students are supervised by fully qualified staff at all times. Participants are trained and supervised by specialist, qualified staff.
Arts Program

Instrumental Music
The Gap State High School has a strong history of success in Instrumental Music competitions and performances; the excellence of our ensembles is unquestionable.

The Department of Education provides tuition in an ensemble based program. This means that advanced and intermediate students continuing their studies of Brass, Woodwind, Percussion and Strings attend two lessons per week – one small group lesson and one ensemble rehearsal. Instruction in these instruments is delivered on a cyclic timetable so that students do not miss the same lesson each week.

The school does have a limited supply of some instruments for hire. There is an Instrumental Music levy charged each year to offset costs of tutors, music, travel expenses and other resources.

Ensemble
All students in the program must participate in an ensemble. The ensembles currently on offer are:

- Concert Band
- Vivaldi Strings
- Big Band
- Asymmetry
- Wind Ensemble
- Amadeus Strings
- Stage Band
- Judd Percussion
- Symphonic Winds
- Paganini Strings
- Cello Choir
- String Theories (Contemporary String Ensemble)

Students are required to attend weekly rehearsals mostly before school but also during lunchtimes or after school. It is also compulsory for students to participate in all outside concerts and commitments as required by the Ensemble Director unless exceptional circumstances exist.

A tradition has been established in that a music camp or tour is organised every year for all players. This is a very valuable experience both musically and socially.

If you need any further information please feel free to contact the Head of Department for The Arts – Monique McMullen (3511 3888) or email mmcmu8@eq.edu.au.

Voice
Our vocal groups perform at many school and community functions. All Year 7 and 8 students are welcome to join the The Gap Voiceworx (for unchanged voices) and can also audition for a position in the Chorale (an SATB choir for changed voices). Both groups rehearse once a week, the Chorale, before school, and The Voiceworx, after school.

To Join the Program
Please fill in the Instrumental Music Program Application in the enrolment booklet. Students will be required to complete an audition. These will give the teachers an indication as to how to group students for lessons.

Performance Uniforms
Students are required to wear the prescribed Performance Uniform to all music performances. These are purchased from the School’s Uniform Shop.

- Boys
  - Black shirt
  - Coloured Tie
  - Black trousers
  - Black shoes and socks
  - Plain Black Jacket is also available (optional)

- Girls
  - Coloured Shirt
  - Black Trousers
  - Black shoes and socks
  - Black hair ribbons / bands

Excellence in Visual Arts
We are offering a special Visual Arts program for interested students to enrol in a class timetabled after school from 3.00 to 4.30 pm through the week for Years 7, 8 and 9.

The Year 7 Foundation Program is an extension beyond core classroom work and involves intensive development of concepts, techniques and applied practice. The program will enable interested students to
spend more sustained time in visual arts practice and to explore and manipulate two dimensional and three
dimensional forms using a range of surfaces, wet and dry media, found and made objects and a variety of
processes.

This Year 7 Excellence in Visual Art class continues into the Year 8 after school class which focusses on the
studio environment of contemporary practice and concludes with the Year 9 open-studio environment, with
more self-directed media-specific areas.
Sports Program

Sport has an important place in the curriculum at The Gap High as it contributes significantly to the physical, social and personal development of students.

The school has many sporting facilities including a magnificent sports hall with basketball, netball and volleyball courts, extensive grass playing fields and The Gap State High is also puts theory into practice with Applied Positive Psychology, supported by a state of the art indoor climbing centre. This centre boasts an indoor climbing wall, abseil decks, high wire course, vertical challenges and reputedly Australia's best artificial cave (Australian Geographic, 2007).

All levels of ability are catered for at the school and opportunities exist for talented students to progress to representation at regional, state, national and international championships.

Interhouse Carnivals
Throughout the school year each student is given the opportunity to represent their house in various carnivals and sporting activities. Each student is assigned a house upon enrolment and given the opportunity to nominate for events at each of our Interhouse Carnivals.

- Term 1 - Swimming (Week 2)
- Term 2 - Cross Country (Week 1)
- Term 3 - Track and Field (Week 2)

From these carnivals, a school team is selected to attend the district carnival. Students who perform well are then selected to represent the district at the regional carnival. At the regional carnival students who attain qualifying standards can be selected to represent Metropolitan North at State Championships.

Interschool Sport

Years 7 to 9
Interschool sport is a weekly activity for students in Years 7 to 9 across the Northwest Secondary Schools Sporting District. The students participate in two seasons of interschool sport and compete against the following schools:

- Albany Creek State High School
- Everton Park State High School
- Ferny Grove State High School
- Kelvin Grove State College
- Mitchelton State High School
- Northside Christian College
- Prince of Peace Lutheran College

Timetabling for interschool sport occurs on Wednesday (Years 7 and 8) and Thursday (Year 9).

The students can participate in a variety of sports and school based activities. Sport selections may vary from Season 1 to Season 2 and may include the following:

- AFL
- Basketball
- Netball
- Team Handball
- Touch
- Soccer
- Volleyball
- Ultimate Disc
- Badminton
- Group Fitness
- Tennis
- Mountain Biking
- Dance and Aerobics
- Yoga

School-based activities are determined by staff and resource availability. These activities can change from year to year or season to season, they include:
Representative Sporting Pathways

Students are given the opportunity to participate in the representative pathways program. Our school district is affiliated with the Metropolitan North sporting region. Met North offers a variety of sports that participate at State Championships, with students vying for selection in State teams to compete at National Championships. All sports are conducted in accordance with School Sport Australia guidelines and regulations, information about Metropolitan North competitions is available on the website.

Due to the nature of some sports students are required to make district representation who then compete at the regional trials; whereas, in other smaller sports students bypass the district and go straight to regional trials. Students who are still 12 years of age are required to follow Northwest Primary School Sport district pathways (except in Swimming, Cross Country and Track and Field) to which the school is affiliated.

Students are notified of upcoming trials through the schools notices, and through the school website (www.thegapshs.eq.edu.au/extra-curricular/sports) and are open to students of eligible age. Forms for participants are available on the school website in the same location as the link above. Forms must be countersigned by relevant staff. Due to the popularity of some sports and district requirements it is preferable that students have previous playing experience at a club level before attending.

Students are required to make their own way to trials which are held out of school hours at various venues across both the Northwest Secondary and Northwest Primary School sporting district. Refer to the Met North Calendar of events on their website.

Extra-curricular Sports

At various times throughout the year students are given the opportunity to represent the school in competitions. These competitions do not fall within the School Sport Australia representative pathways or district interschool sporting program.

Competitions are run by various national and state ruling bodies and are conducted on both school and non-schooling days. Currently the sports offered to students are:

<table>
<thead>
<tr>
<th>AFLQ School Cup (AFL)</th>
<th>Queensland Schools Cup and Australian Schools Cup (Volleyball)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rugby League Gala Days</td>
<td>South East Queensland FUTSAL Titles</td>
</tr>
<tr>
<td>Vicki Wilson Cup Netball</td>
<td></td>
</tr>
</tbody>
</table>

Not all sports are offered every year as this is determined by student interest and ability as well as staff interest and expertise. With all sports there are associated entry and travel costs that are required to be met by the students.
Activities and Opportunities our students enjoy

Awards and Academic Opportunities:
- Speech Night Awards:
  - Academic Excellence Badges
  - Certificates of Distinction
  - Growth Excellence
- Special Prizes:
  - P & C Fellowship Awards
  - Citizenship
  - Leadership
  - Cultural
  - UQ Academic Excellence
  - Outstanding Academic Excellence
  - ADF Long Tan Award
  - All-rounder Awards
  - Vocational
  - Dux

Sporting Awards:
- Junior & Senior Sportsperson of the year
- Gold
- Silver
- Age Champions

Sporting Opportunities & Service to Sport
- Cross Country
- Athletics
- Swimming
- Lunchtime Interhouse
- Interschool and Intraschool Competitions
- NW, Met North, Qld & National Representation opportunities
- Boys/Girls Volleyball
- Beach Volleyball
- Netball
- Aussie Rules
- Futsal
- Sports Climbing
- Boys Rugby League
- European handball
- Special Interest Volleyball Program
- Service to Sport

Cultural Development:
- Debating and Public Speaking
- Musical Evenings
- School Choir
- Drama Evenings
- Film Evenings
- Art Festivals
- Reelies
- Tula Arts Festival
- Drama Performance Groups
- Art Extension
- ArtScape

Instrumental Music Program:
- Music Camp
- QYMA, Music Fest and/or other competitions
- Chorale
- The Gap Voiceworx
- Symphonic Winds
- Vivaldi Strings
- Stage Band
- Big Band
- Concert Band
- Amadeus Strings
- Judd Percussion
- Cello Choir
- Wind Ensemble
- Paganini Strings
- Asymmetry

Student Support Programs:
- Year 10 – Year 7 Ambassadors

Competitions:
The school fosters strong links with universities, other schools and community groups. Some of the competitions students participate in are:
- Westpac Maths
- Australian Schools Science
- Lions Youth of the Year
- Engineering Week
- English Competition
- Titration (Chemistry)
- Maths Teams Challenges
- Australian Computing Competition
- Language Competitions
- National Chemistry Quiz
- ICAS Competitions
- BIG Science Competition
- World Scholar’s Cup
- Reader’s Cup
- Debating
- Queensland Youth Parliament
- Quest Competition

Special Events:
- School Open Evening
- International Children’s Day
- Harmony Week
- School Dances
- Senior Formal Year 12
- Senior Citizen’s Concert
- Boat Cruise Year 9
- Battle of the Bands
- School Musical
- Trivia Night
- Christmas in July
- Talent Quest
- Astronomy Night
- Grandparents Day

Special Projects:
- 40 Hour Famine
- Kokoda Challenge
- Boomerang Bags

Student Voice:
- School Newsletter
- School Magazine
- Student Council

Enrichment Programs:
- Excursions
- University Early Placement
- School Study Tours: China
- Music Tours
- Ski Trip (New Zealand)
- Outdoor Education – Kepler Track
- Antipodeans Abroad

School Camps:
- APPS Year Level Camps
- Year 10 Leadership
- Instrumental Music Camps
- Art Camp

Clubs and Societies:
- Environmental Club
- Year 12 Formal Committee
- Chess Club
- SAC
- Rotary Interact
- Lions - Leos
- Climbing Club
- Tech Crew
- Interact
- Ancient History Club
General Information

Lesson Times

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.40 – 9.50 (70)</td>
<td>8.40 – 9.50 (70)</td>
<td>8.40 – 9.50 (70)</td>
<td>8.40 – 9.50 (70)</td>
<td>8.40 – 9.50 (70)</td>
</tr>
<tr>
<td>2</td>
<td>9.50 – 11.00 (70)</td>
<td>9.50 – 11.00 (70)</td>
<td>9.50 – 11.00 (70)</td>
<td>9.50 – 11.00 (70)</td>
<td>9.50 – 11.00 (70)</td>
</tr>
<tr>
<td>Morning Tea</td>
<td>11.00 – 11.30 (30)</td>
<td>11.00 – 11.40 (40)</td>
<td>11.00 – 11.40 (40)</td>
<td>11.00 – 11.40 (40)</td>
<td>11.00 – 11.40 (40)</td>
</tr>
<tr>
<td>3</td>
<td>11.30 – 12.40 (70)</td>
<td>11.40 – 12.50 (70)</td>
<td>11.40 – 12.50 (70)</td>
<td>11.40 – 12.50 (70)</td>
<td>11.40 – 12.50 (70)</td>
</tr>
<tr>
<td>Lunch</td>
<td>1.20 – 1.50 (30)</td>
<td>12.50 – 1.20 (30)</td>
<td>12.50 – 1.20 (30)</td>
<td>12.50 – 1.20 (30)</td>
<td>12.50 – 1.20 (30)</td>
</tr>
<tr>
<td>4</td>
<td>1.50 – 3.00 (70)</td>
<td>1.20 – 2.30 (70)</td>
<td>1.20 – 2.30 (70)</td>
<td>1.20 – 2.30 (70)</td>
<td>1.20 – 2.30 (70)</td>
</tr>
</tbody>
</table>

House Structure

<table>
<thead>
<tr>
<th>House</th>
<th>Surnames Beginning with</th>
<th>Colour</th>
<th>Mascot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antares</td>
<td>A – G</td>
<td>Red</td>
<td>Antares Ape</td>
</tr>
<tr>
<td>Orion</td>
<td>H – O</td>
<td>Yellow</td>
<td>Orion Lion</td>
</tr>
<tr>
<td>Rigel</td>
<td>P – Z</td>
<td>Blue</td>
<td>Rigel Eagle</td>
</tr>
</tbody>
</table>

Assemblies

Assemblies are rotated through Whole school, Junior and Senior according to the School Calendar published at the start of each year.

Attendance

All students are required to regularly attend school by law until they have completed Year 10 or reached age 16.

Students must

- Attend every designated class on every school day and arrive to school on time
- Ensure that the parent/guardian contact either using Q Parents https://qparents.qld.edu.au or email studentabsence@thegapshs.eq.edu.au or SMS 0424 853 498 on the day of the absence before 9.30 am.
- Not leave the school grounds during school time. Students must have parental permission to leave the school grounds during school time. All students requiring leave passes are to go to the Student Counter window in A Block.

In keeping with the idea of students accepting the responsibility for school absences, it has been mandated that students must be in attendance for all timetabled subjects. Students who have an attendance record under 90% risk not meeting the school requirements for accessing extracurricular activities through the Student Privileges Policy.
Late arrivals
Students are required to be punctual at all times. Students arriving late to school must sign-in to the office for a late slip which will indicate the reason for lateness and time of arrival. The note must be shown to the teacher to gain late entry to class. A note or phone call from parent explaining the reason for the late arrival is required. Repeated lateness to school will incur an after-school detention.

Leave passes
A leave pass will be issued if a student requests to leave school during the day for a specific purpose such as a dental, orthodontist, physiotherapy, optometrist or doctor’s appointment. A note/phone call/email must be received from a parent/guardian explaining the reason for leaving early before the pass will be issued. Parents are encouraged to avoid making appointments during school time if possible. It is not desirable for the continuity of student learning for extended holidays to be taken during term time.

No student should leave the school grounds during the day without approval from a member of the school Administration. Any student given permission to leave the school grounds must sign out at the main office before departure and receive a leave pass. Students coming to or going home from school should not need to enter shops. Without similar permission, students may not leave the school grounds to visit shops during the school day.

Leave longer than 10 days – Application for an Exemption
If a student is to be away from school for longer than 10 days. The school must be notified in advance and an Application for Exemption for a child enrolled in a state school form must be completed to seek exemption from schooling from the Principal.
Senior Students with “Study” Periods
Students who take subjects through Distance Education or who are involved in the Vocational Education Programs may have study periods during the week. Students are required to use these study periods to study/work independently in the Independent Learning Centre located in Q.Block. Students are required to sign in and out of this room to ensure their attendance is recorded accurately. In some circumstances, students are able to negotiate to complete some of this time in another area of the school in order to work on practical subjects. This occurs in consultation with the Senior Schooling Head of Department and the class teacher.

Change of Address
Students or parent/guardians must notify the main office of any changes to their home address, telephone, mobile numbers, email address or family circumstances by completing Change of Details Form (https://thegapshs.eq.edu.au/Supportandresources/Formsanddocuments). These details are essential for home/school communication especially in cases of emergency, or whole school news flashes.

Insurance cover for students
Curriculum and physical activities, particularly contact sports, carry inherent risks of injury. Parents are advised that the Department of Education Training does not have Personal Accident Insurance coverage for students. Education Queensland has public liability coverage for all approved school activities and provides compensation for students injured at school only when the Department is negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or caregiver. It is a personal decision for parents as to the type and level of private insurance they arrange to cover students for any accidental injury that may occur.

Illness/First Aid
Students who become ill at school are to report immediately to the Office. If the illness is considered serious enough, the parents will be notified and arrangements will be made for the student to return home or visit the family physician. Students are not to phone parents themselves.

Accident Procedures
Any accident or injury occurring at or on the way to or from school MUST be reported to the main office or the teacher of the class or the teacher on duty at break times. First Aid assistance may be obtained from the Health and Physical Education Staff, or main office where appropriate.

Personal Property
All personal property brought to school should be clearly marked with the student’s name. The school cannot accept responsibility for damage or loss of any personal property. All inquiries regarding lost property should be directed to the office. The school encourages that personal insurance be taken out in case of damage to personal property.

Lost Property
Any property found by staff, students or cleaners is to be brought to the Office where it may be claimed on correct identification. All personal items should be identified by waterproof labelling or inscribed with the student’s name.

Bicycles/Skateboards/Scooters
Students riding to and from school on their bicycles must obey road rules and wear a helmet at all times. Bike racks are provided at the school for students who ride bicycles. These racks are out of bounds to students except at arrival and departure times.

SKATEBOARDS/SCOOTERS are NOT to be brought/ridden to/from school.
Smoking Policy
Smoking is not permitted in Government buildings or grounds and is considered to be a serious offence. Smoking by students is not permitted on the way to and from school, at any school activity or when in school uniform.

School Functions
The school conducts a number of evening functions during the year in the school grounds. These include Speech Night, Musicals, Dances, Drama Performances etc. On such nights: all normal school rules apply; unless otherwise stated; only students enrolled at this school may attend school dances and formal.

Bus Travel
Students who travel on public and school buses are expected to behave in an acceptable manner at all times and when necessary offer their seat to full fare paying adults.

Inappropriate behaviour
The school is committed to using a range of strategies and processes in an attempt to allow the student to exhibit acceptable standards of behaviour. School Disciplinary Absences such as suspension or suspension with a recommendation for exclusion are used after consideration is given to all other responses. Refer to page 23 of this booklet for more information or current Policies are available on the school website.

Lockers
Students have the option of hiring a school locker each year. The annual hire fee is $30 per locker. Students will not be allocated a locker until this fee has been paid in full and both parents and students have signed the terms and agreement form below.

Terms of Agreement for Locker Hire
- It is the responsibility of the student not to disclose the lock combination to others.
- Students are not allowed to move from one locker to another unless authorised by the office administration.
- No leftover food is to remain in the locker.
- Valuables are to be left in the lockers at the student’s own risk.
- Students are not permitted to store any dangerous chemicals or drugs inside the lockers.
- Students are required to pay the annual hire fee in full before locks and lockers can be issued.
- Students are only allowed to use school allocated locks on lockers.
- Students are required at the end of the school year to return allocated locks to the administration office and ensure that the lockers are free of any items and rubbish. If a student fails to return a lock they will be invoiced for a replacement of $15. If a student does not leave the locker free of items and rubbish they will be invoiced a removal and cleaning fee of $10
- Refunds – Fees are divided into 2 semesters - $15 per semester. A refund will only be issued to students after they have advised the office administration and only when they have returned the lock from their allocated locker and that the locker has been cleared of all items and rubbish. Refunds are not issued for locker hire in a current semester only future semesters when a locker was not used

Excursions
Excursions are an important part of the curriculum for most subjects and are prescriptive to meet course requirements in certain subjects. Students are to complete a consent form which will give details of the excursion and costs involved. The form must be signed by a parent/carer.

Unless otherwise stated, the formal school uniform will be worn on excursions. No student will be disadvantaged through the inability to meet the costs of excursions organised on a class basis for mandated educational purposes.

Medications
Students, who are required to bring any medication to school, must notify the office. Arrangements will be made for the medicine or tablets to be retained by the office staff for safe keeping.

Please note: Departmental regulations prohibit any staff member administering medicines or tablets to students other than those prescribed.
Student Leaving Procedure (Termination of Enrolment)

Parent/carer should send a note or ring indicating a student is leaving. All leaving students must obtain a “Departure Notification Form” from the office. This form will indicate the members of staff who will need to sign the form. The signatures indicate that all text books and borrowed equipment have been returned and that there are no outstanding fees.

The parent/carer of students under the age of 17 must indicate where the student’s education will be continued. These students will not be removed from the school’s enrolment list until confirmation is made of the student’s enrolment into a recognised education provider.

Mobile Phone and Electronic Device Use at School

Parents and students are reminded that students are not to use mobile phones or electronic devices (except approved BYO devices) whilst at school. Whilst we appreciate that parents might wish students to carry mobile phones or electronic devices so they can be contacted before or after school students should not be using these devices during school times. All mobile phones and electronic devices should be turned off between 8.40 am until the end of school each day. Students are responsible for ensuring they are taking due care with these at school.

BYOD: Laptops and iPads must be protected and stored in lockers when not in use.

The majority of students do use devices appropriately but from time to time individual students do not. Students seen using phones during school time may have the phone confiscated by a teacher. Phones will be kept in a safe place and students may collect them at the end of the school day. Smartwatches are not to be used for messaging during class time.

If a student needs to contact a parent or guardian during the school day they should go to the office and make a request for help from the staff. Students should not use mobile phones to contact parents or guardians during the school day without informing the school.

If students are found using electronic devices to record or photograph anti-social, or illegal activities or are found distributing this material via their mobile phone the phone will be confiscated and handed to police. Parents can liaise with police regarding the appropriate time frame for the phone to be returned.

CCTV

The Gap State High School has new facilities and is constantly improving and upgrading our facilities and equipment. CCTV is in use across the campus to support our partnerships with Policy and the Justice System with any offences or facilities damage. Should you have any concerns in regard to this please contact administration.
Communication

Contact regarding individual matters
Parents are encouraged to contact teachers or the school directly if they have any special concerns which may affect their son or daughter at school. Staff emails are available on the website (www.thegapshs.eq.edu.au under Contact us/Our staff – Contact Staff List) or phone the school office on 3511 3888 to be directed to the relevant member of the Administration, Head of Department, Head of Year, Classroom teacher or Support Staff including the Guidance Officer, Chaplain or School Nurse.

Because our school is a very busy organisation it is not always possible to have immediate contact with teachers. This is why we have a range of support staff in our school to assist. ALL initial contact with teachers should flow through the school office (07 3511 3888) or admin@thegapshs.eq.edu.au Please do not walk into the school to find a teacher (or student) our school requires you to go to the school office. Our Office Staff, Teachers or Support Staff will respond to your needs or questions as soon as possible.

Important home contact directly from school may occur via:
- Phone contact to home or parent’s workplace
- Teacher or Administration notes in the Student Planner
- Letter sent home with the student or via Australia Post
- Emails

Contact regarding whole school community matters:
Regular newsletters are important to our Home/School communication.

**School Newsletter**
The School publishes a fortnightly newsletter which is emailed home every second Friday to provide information about upcoming and latest events. This is our most important way of linking home and school. Parents must subscribe to this as it is an external database.

**Newsflashes**
These are emailed home as required using the same database as the newsletter.

**ConneXion**
Our community newsletter ‘ConneXion’ is distributed via local newspaper twice a year.

**Spectrum**
Our annual school magazine ‘Spectrum’ is given to each student at the end of the year. NB if no media consent is given this means students will not be able to appear in this publication.

**SMS**
In certain circumstances we may use a SMS service to advise parents of school matters.

**QParents**
This is one of the best ways for parents to keep informed. Parents can access Report cards, assessment planners, timetables and class times and attendance records. www.qparents.qld.edu.au if you need assistance phone the school office for support.

**Facebook & Twitter**
Facebook and Instagram
**Reporting Home**

**Mid-Semester Reports**

**Years 7-10**

Terms 1 and 3 focus for reporting is purely around engagement. Reports will show effort, behaviour, homework and request for an interview. The report will not show level of achievement.

Semesters 1 and 2 reports will show levels of achievement provided only on their current semester of work.

**Year 11**

Terms 1 and 3 focus for reporting is purely around engagement. Reports will show effort, behaviour, homework and request for an interview. The report will not show level of achievement.

Semester 1 - Unit 1 Result
Semester 2 - Unit 2 Result

**Year 12**

Terms 1 and 3 focus for reporting is purely around engagement. Reports will show effort, behaviour, homework and request for an interview. The report will not show level of achievement.

Semester 1 - Unit 3 results and comment that reflects where the student is sitting against their numerical achievement.

Term 3 - Unit 4 results and comment that reflects where the student is sitting against their numerical achievement.

Semester 2 – No report

To note: Intention for 2021 is that there will be no T3 report for years 7-11 (to be confirmed).

**All reports are available on QParents.**

**Parent/Teacher Interviews**

- Twice per year. Beginning of Term 2 and beginning of Term 3.

**Assessment**

- Assessment is derived in a different manner for each subject and will depend on unit tests, assignments, projects, reports, practical tests and any other component which can be used to assess how the student achieving their learning outcomes.

- Areas of Assessment are incorporated into all subject reports. Grades A to E will indicate student performance in each area of assessment.

- Students in Year 7 to 11 receive a report at the end of each term. Year 12 students only receive Terms 1, 2 and 3.
Student Resource Scheme

Rationale
The Student Resource Scheme (SRS) is a non-profit scheme that provides participants with textbooks, resource materials, practical equipment and materials, for student’s use while attending school, which substantially reduces the financial burden to parents purchasing expensive resources. Our scheme is fully endorsed by The Gap State High School Parents and Citizens Association.

Participation in the SRS is voluntary. Parents/Guardians are under no obligation to join – however, if they choose not to join the SRS, they will need to provide all resources for their child to complete their studies of the curriculum. This cost is higher than the cost of taking part in the scheme.

The Queensland Government supports children’s education by providing funding for instruction (teachers), facilities (school grounds and buildings, internet), and administration (staff to run the school). Funding for schools does not extend to individual student resources such as textbooks, equipment for personal use, and many items used by the student in the classroom.

All resource costs for curriculum materials, text books, specialist equipment, excursions, activities, uniforms and stationery are the responsibility of Parents/Guardians. The SRS helps parents to source these resources. The school can purchase resources at lower rates due to its bulk buying power. Resources such as textbooks or musical instruments that will be used over a period of time are hired to students to further reduce costs for families. Participating in the SRS also offers a convenient way for parents to source the items that their child needs for school, and ensures that all students have access to the same standard of resources.

Please refer to the school website for further information on the Student Resource Scheme and the Government Textbook and Resource Allowance.

Non Payment of Resource Scheme
The school operates the Student Resource Scheme to benefit all eligible students. It is not viable for the school to provide this service if fees are outstanding. Students may be refused entry into the scheme if fees are outstanding from previous year/s.

As advised previously on our website, in our school newsletter and in correspondence to families, students may not be invited to participate in any non-curriculum activities including the senior formal, the Year 10 boat cruise, mid-year ski trip, junior end of year activities or the purchase of the senior jersey, if they have outstanding school fees. We refer to clause 20 (SRS Additional Educational Programs only) and 23 (SRS for Secondary School Curriculum) of the Student Resource Scheme Participation Agreement forms, which indicate that where participation fees are overdue, the Principal has the discretion to exclude a student from an optional school activity.

Any family experiencing financial difficulties is encouraged to contact the school’s Business Manager to make an alternative payment plan.

Payments

Payments
BPPoint or Q Parents – please quote your Reference Number
If you are paying your invoice by BPPoint please make sure that you quote your Reference Number (this is your unique identification code for the school) which is situated under the Biller Code.

Payments for school accounts can be made directly at the School Administration Office by cash or EFT. Centrelink deductions are available on request.

Direct Debit
064 174 – 0009008 EQID/student name as reference e.g. OOO207818 Smith, then the activity.
Refunds

Student Resource Scheme Refund Policy
If students leave the school they are entitled to receive a pro-rata refund of the Textbook Resource Allowance, any Student Resource Scheme fees or additional subject fees paid, based on a 40 week year. Refunds may be affected by the non-return of resources to the school, any unpaid fees or damage to resources used by students under the Student Resource Scheme and excluding costs for the Student ID Card and Diary etc.

Excursions General
Refunds for excursions will vary depending on separate funding arrangements and include details contained below for specific excursions/travel. Subject to the following clarifications, refunds in general for excursions, are not available unless approved by the Principal and the school has been advised seven (7) days prior to the excursion occurring and no unrecoverable monies have been expended on behalf of the student by the school. Considerations may be made under extenuating circumstances as approved by the Principal.

School Camps / Interstate / Intrastate Travel
Refunds for camps, Interstate and intrastate travel will vary depending on the separate funding arrangements. In general refunds for excursions are not available unless the school is advised at least fourteen (14) days prior to the excursion occurring and no monies have been expended on behalf of the student that cannot be recouped by the school. See notes below ** Considerations may be made for extenuating circumstances as approved by the Principal.

International Travel
See the special conditions as outlined in the travel documentation provided by the school.

School Day Excursions
School day excursions are non-refundable.

*Airline travel tickets are non-refundable
** Bus transportation costs are non-refundable as well as other pre-purchased goods and services.
In extenuating circumstances a percentage may be refunded with the Principal’s approval

The Gap State High School P & C Association has endorsed the School Policy that students may not be invited to participate in extra-curricular activities if fees are outstanding. The Gap State High School offers a financial Payment Plan to any families upon request.
**Student Privilege Policy**

**Rationale:**
In order to maximise achievement of students and gain a clear line of sight across the whole school, there is a need to set minimum benchmarks for students to participate in extra-curricular activities or to undertake school representation, known as student privileges.

We believe that it is important to set high expectations of students in relation to academic completion and achievement, school pride, attendance, effort and behaviour in order for us to achieve our school vision: *'educating the whole person within a supportive local school community'.*

**Objectives:**
This policy is designed to:

- Reinforce positive expectations of students and particularly commitment to the School’s Responsible Behaviour Plan for students, Enrolment Agreement, Learning Engagement Agreement.
- Ensure students are provided with every opportunity to achieve requirements for success in their academic studies.
- Encourage students to find a balance between their academic studies and extra-curricular involvement.

**Implementation:**
School Representation includes any activity where it is a privilege for a student to represent their school. Examples include: representative sport, debating team, forums, competitions and performances.

**Extra-Curricular** activities include any activity which is additional to the core curriculum being delivered. Examples include: special events in and out of school time, such as school socials or year level events, school ski trips, adventure camps that sit outside the APPs program, additional courses, school musicals and specialised excursions which do not relate to the direct delivery of curriculum programs.

_Some other examples:_ Attendance at rewards days, Waterworld trips at the end of the school year, Arts Nights, the Senior Formal or the Year 10 end of year event is not permitted.

At the beginning of each term/semester, the Growth HODs will compile and publish a list of students who are not eligible to participate in extra-curricular activities or have the privilege of representing the school. This will last for the duration of the term or until the school administration is satisfied that the student has improved their academic standing by improving their behaviour, effort, attendance and the relevant aspects of school pride. Students who fall into the following categories will be notified in writing of their ineligibility to participate in extra-curricular activities or the privilege to represent the school.

- Any student awarded Unsatisfactory or Needs Attention in effort and/or behaviour.
- Not meeting the expectations of the School’s Responsible Behaviour Plan for Students such as School Disciplinary action, suspension or being required to be on a Discipline Improvement Plan (DIP), any behaviour by a student which is deemed serious enough by the Principal and which brings the school into disrepute.
- Students with outstanding assessment (throughout the year faculty HOD notifies Deputy Principal PA)
- Students who fail to complete outstanding assessment to an acceptable standard (throughout the year faculty HOD notifies Deputy Principal PA)
- Students who do not meet a minimum 90% attendance requirement (i.e. real time at school, not including explained absences)
- Students who choose to truant from lessons or school days. (unauthorised absences)
- Students who have records of constant uniform breaches including wearing the uniform incorrectly, continually challenge the standards of personal presentation, such as piercings, unacceptable hairstyles or colouring, and makeup. (Relevant YLCos/Growth HODs advise Deputy Principal PA of these students at the end of each term)
The list of students will be constantly updated and published for all staff on The Gap SHS OnePortal. All staff who are working with students in extra-curricular areas need to check the master list on OnePortal to screen their participants.

Connect Teachers, Subject teachers, Year Level Co-ordinators and Heads of Departments are to inform the relevant year level Deputy Principal of students who fall into the above breaches and the determination will be made by the Deputy Principal on the presentation of the relevant information.

**Application for Special Consideration:**

On receipt of the Student Privilege Letter, students, with the assistance of their parent/carer are permitted to make an Application for Special Consideration. It is expected that this form of application will only be completed if some atypical or extraordinary event had taken place in the student’s life that had a negative impact on their behaviour and choices. This Application will be considered by the Principal. The decision will be communicated in writing.

When a student is removed from the list via this process, they will be notified in writing by the Principal. If a student is not removed from the list via this process they remain on the list for the remainder of the term/semester. At the end of the term/semester they will automatically be removed from the list if they have met all Student Privilege benchmarks.

**Application for Case Review:** (Available on the school website)

This Application can be made from **week four onwards** during each term. If a student has been working hard to meet the expected benchmarks to represent The Gap SHS they have the opportunity to apply for case review. It is the student’s responsibility to meet with their relevant Growth HOD to collect a Case Review Application Form.

As part of their application for Case Review the student will be required to gather information from the following staff:

- Connect teacher
- every subject teacher
- and collect their attendance data from the rolls officer at student reception

Students will remain on the list if there is insufficient evidence of improvement in the area/s identified above

**Review:**

This policy will be reviewed annually by the Administration Leadership Team.
Responsible Behavior Plan for Students (to be reviewed and updated in 2020 to Code of Conduct)

Based on The Code of School Behaviour

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe – students, staff, visitors and parents.

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education in a safe, supportive disciplined environment.

The Code of School Behaviour and this Responsible Behaviour Plan for Students defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships. These beliefs are reflected in the planning documents and are reflected in the decision making of the school.

School beliefs about behaviour and learning

At The Gap State High School students will be given opportunities to develop skills, knowledge, attitudes and values which should enable them to seek challenges and continue to learn beyond schooling. The students should enjoy a safe, healthy and secure environment, focusing on learning, achievement and success.

Students should acquire:

- Appreciation of diversity
- Respect for self and others
- Respect for the environment
- Responsibility
- Self-discipline
- Positive attitude towards learning
- A sense of pride in self, the school and the community

In their learning environment students should experience a sense of adventure and pride in their achievements, which are shared and valued by the whole school community.

At The Gap State High School we believe that:

- All behaviour is the result of the choices we make.
- These choices can either be responsible or irresponsible.
- Positive behaviour is supported, recognised and celebrated.
- Behaviour Management is a shared responsibility between students, parents/caregivers and the school staff.

Therefore, staff, students and parents in partnership; have a responsibility to maximise the learning opportunities and personal development of students within The Gap State High School. The school’s Responsible Behaviour Plan for students provides a logical sequence for addressing inappropriate behaviour and encourages students to develop a sense of accountability and personal responsibility for their own behaviour.
The school Code of Conduct emphasises:
- Commitment to learning, the school and others
- Courtesy to all members of the school and wider community
- Cooperation with others
- Consideration for others
- Courage to always do the ‘right thing’
- Character and
- Common Sense

Processes for facilitating standards of behaviour and responding to unacceptable behaviour

Whole school structures to support positive behaviour:

<table>
<thead>
<tr>
<th>* Enrolment process</th>
<th>* Development of specific related policies such as Assessment Policy; Attendance Policy; Bullying and Harassment Policy; Electronic Equipment Policy; Homework Policy; ICT Acceptable Use Policy; Uniform Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Staff induction</td>
<td>* Leadership development</td>
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<tr>
<td>* Staff Professional Development</td>
<td>* Peer Supporter program</td>
</tr>
<tr>
<td>* Effective teaching and learning</td>
<td>* Supportive school environment</td>
</tr>
<tr>
<td>* Effective leadership</td>
<td>* Appropriate physical environment</td>
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<tr>
<td>* Building positive relationships</td>
<td>* Inclusive curriculum</td>
</tr>
<tr>
<td>* Proactive classroom management</td>
<td>* Inter house points system</td>
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<tr>
<td>* APPS program</td>
<td>* Class awards systems</td>
</tr>
<tr>
<td>* Year Level Coordinators</td>
<td>* Year level awards system</td>
</tr>
<tr>
<td>* Year level programs</td>
<td>* Community linked projects</td>
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<tr>
<td>* Year level positive behaviour recognition system</td>
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<td>* Orientation programs</td>
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<tr>
<td>* Communication processes through assemblies and publications</td>
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<td>* Multimedia presentations</td>
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</tbody>
</table>

Process for Promoting Positive Behaviour and Standards

The school promotes appropriate behaviour by:
- Employing positive strategies, activities and learning experiences in the classroom and wider school community
- Providing an effective and supportive learning and teaching environment through professional development collaborative decision making
- Fostering mutual respect among all individuals through team activities
- Encouraging increasing responsibilities in students through involvement in school and community activities
- Celebrating successes in public forums
- Listening to others (teachers, students, adults)
- Speaking politely to all members of school community
- No inappropriate physical contact with others or their property
- Being prepared and punctual
- Allowing others the right to learn
- Respecting others and their property
- Following direction and routines
**Whole-school behaviour support**

Our school believes that all members of its community have clear responsibilities. These include:

<table>
<thead>
<tr>
<th><strong>Students should learn:</strong></th>
<th><strong>Staff should:</strong></th>
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<tbody>
<tr>
<td>- to develop a sense of personal responsibility and accountability for their own behaviour</td>
<td>- develop shared understanding with students in relation to appropriate student behaviour</td>
</tr>
<tr>
<td>- to work in partnership with teachers and fellow students, displaying mutual respect and tolerance</td>
<td>- model good teaching practices</td>
</tr>
<tr>
<td>- to recognise that there are consequences for inappropriate behaviour</td>
<td>- recognise and acknowledge appropriate behaviour through use of praise and encouragement</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Parents should:</strong></th>
<th><strong>Heads of Year should:</strong></th>
<th><strong>Heads of Department should:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- encourage students to attend school, be prepared, be on time and follow the school rules</td>
<td>- manage non-subject specific student behaviour management issues and minor behavioural issues</td>
<td>- deal with subject specific student behaviour management issues and minor behavioural issues</td>
</tr>
<tr>
<td>- liaise with the school to support the Responsible Behaviour Plan</td>
<td>- provide support for staff and students</td>
<td>- provide support to subject teachers</td>
</tr>
<tr>
<td>- share the responsibility for student behaviour on the way to and from school</td>
<td>- provide pastoral care support for students</td>
<td>- liaise with parents, school support services and administration</td>
</tr>
<tr>
<td>- encourage the student to respect themselves, other students and the staff</td>
<td>- promote proactive programs to foster the development of the “whole person”</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Principal/Deputy Principals will:</strong></th>
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<tbody>
<tr>
<td>- provide training and development for all staff in relation to behaviour management</td>
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<tr>
<td>- provide support to Year Level Coordinators and teaching staff</td>
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<tr>
<td>- deal with significant/complex student behaviour management issues</td>
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<tr>
<td>- oversee the detention systems and policies</td>
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<tr>
<td>- organise conferencing with care-givers, staff and individual students</td>
</tr>
<tr>
<td>- provide parents with information about the school’s Responsible Behaviour Plan</td>
</tr>
<tr>
<td>- implement the Responsible Behaviour Plan consequences as appropriate</td>
</tr>
<tr>
<td>- liaise with parents, school support services and staff.</td>
</tr>
</tbody>
</table>

Our school has a whole school approach to promoting positive behaviour specifically through its leadership and personal development program called APPS. This subject is compulsory for all students in each year level. This course promotes positive interaction and teaches appropriate behaviours in different situations and environments. This program is complimented by whole school structures such as Year Level Coordinators and the student led Aggregated Points System.
Targeted behaviour support
Each year a small number students at The Gap State High are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

These identified students are able to participate in a number of programs to assist with their social skill development and academic engagement.

Programs:
- Intervention programs such as REACH.
- Short term and small group programs such as Rock and Water.
- Use of support staff including the Youth Support Coordinator, School Based Youth Health Nurse, Guidance Officer, Year Level Co-ordinator and Chaplains.
- Access to community based organisations is utilised on an individual needs basis, depending on the program. These programs are usually proactive and positive in nature.

Other school or classroom processes that assist students to achieve acceptable standards of behaviour are:
- Development of targeted behaviour plan
- Use of attendance or behaviour monitoring sheets to provide feedback
- A referral process from teacher to HOD, Year Level Coordinator, support staff or administration to access levels of support
- Withdrawal processes including use of buddy classes or office withdrawal

Intensive behaviour support
Individual behaviour contracts and plans with specialised programs and strategies are developed on a needs basis. These programs frequently involve outside agencies such as Behaviour Support Services (LASER, STIP, GGG) and other behavioural orientated organisations. Individual situations are case managed under the supervision of the Deputy Principals. Acknowledgement and parental involvement are a part of these individual plans. These plans are aimed at promoting positive appropriate behaviours in a school and wider community setting.

Consequences for serious or repetitive unacceptable behaviour
Unacceptable behaviour includes:
- Misconduct
- Disobedience
- Conduct prejudicial to the good order and management of the school.

These are the grounds for suspension, exclusion and cancellation of enrolment of students at The Gap State High School.

Level 1: Classroom/ Playground Management (all staff)
Level 2: Intervention by/ referral to Heads of Department or Year Co-ordinator
Level 3: Intervention by/ referral to the Administration Team

Unacceptable behaviour will be addressed by all staff including Support Staff, Subject Teachers, Heads of Departments and Administration members.

Students may have privileges withdrawn as a part of the consequences for misbehaviour. For example, students may be prevented from participating in extra curricular activities such as school formal, dances, clubs, etc.
Dealing with unacceptable behaviour may include any of the following or a combination of these consequences, depending on the seriousness or repetitive occurrences.

- Discussions with student
- Phone calls to parents/caregivers
- Student detention (recess/lunchtime/after school or by negotiation with parents)
- Behaviour Monitoring Sheets
- Referral for support/ intervention
- Worksheets
- Community Service/ restitution/litter duty
- Counselling/ mediation
- Notes in homework planner
- Documentation to file on OneSchool database
- Withdrawal from lesson/s with negotiation for return
- Suspension 1-5 days or 6-20 days
- Behaviour Improvement
- Contract
- Cancellation of Enrolment
- Exclusion from school

The network of student support
A team approach to behaviour support includes the involvement of school administrators, staff, students, parents, District and Regional Office personnel and members of the wider community from other agencies. Within the school this these people include: other students, non-teaching staff, teaching staff, middle management and Administration. Identified members of the student support services team include community based people such as the Chaplain, school nurse, and youth support worker. Advice and intervention occurs from other government agencies and departments and community based organisations. Parental support for behavioural modification and support programs is an essential component that contributes to success.

Consideration of individual circumstances
When applying fair and consistent consequences for unacceptable behaviour, individual circumstances will be considered as identified within the investigation process. These will be noted within the investigation documents and notes.
Anti-Bullying Policy

Rationale
The Gap State High School is a place where all members of our school community should be able to enjoy a safe and supportive environment, free from fear or harassment.

Bullying or harassing behaviour is contradictory to our values of:
- Consideration
- Courage
- Cooperation
- Commitment
- Courtesy
- Plus Common Sense and Character

Bullying or harassing behaviour can affect more than those centrally involved in the incident and can damage the atmosphere of a class and school and prevent students from experiencing success in their learning. While the long term effects of childhood bullying are inconclusive, studies show that students who are bullied may experience stress, lowered academic achievement, truancy, anger, poor self-esteem, sleeplessness or depression which can continue or emerge in later life. Students who are the bullies or perpetrators may continue this behaviour into adulthood and not have learnt the skills of cooperation and appropriate conflict resolution.

The Gap State High School community, like any other, is a diverse one which includes students, teachers, parents, caregivers, administration, cleaning / grounds staff, volunteers and other visitors. Bullying and harassment of any member of The Gap State High School community will not tolerated.

Aims of the Bullying and Harassment Policy
- To raise awareness in the school and wider community regarding bullying and harassing behaviour and its negative impact on not only individuals but also the atmosphere of a class and the climate of the school.
- To promote the development of skills to minimise the incidence and impacts of bullying and harassment.
- To encourage everyone to believe they can make a difference.
- To develop a whole school commitment to tolerance of differences, whether they be based on gender, age, race, ethnicity or ability.
- To provide guidelines and procedures for dealing with bullying when it occurs.

What is Bullying?
Bullying / harassment refer to any behaviour which acts against the fundamental rights of another to feel safe and to be treated with respect. Bullying behaviours may be physical, verbal, visual or social in nature and may be conducted by an individual or a group and may be directed against any individual in a less powerful position and unable to defend themselves in a given situation. It is the severity as well as the frequency of the behaviour that is of a concern.

Bullying and harassment behaviours which may occur at schools include:
- Physical: Inappropriate, threatening or offensive conduct. eg. hitting; punching; kicking; pushing; tripping; spitting; throwing objects; sexual abuse; interfering with, hiding, damaging or destroying other people’s property or work; stalking.
- Verbal: Inappropriate verbal conduct that is offensive, insulting or hurtful. eg. Threatening any form of physical bullying; any comment of an offensive nature that refers to ability, race, religion, gender or sexuality; name calling; using offensive language; making offensive comments or phone calls; putting others down; spreading rumours; offensive notes or graffiti.
- Extortion: Using or threatening force, or implying the use of force, in demanding something from another against the person’s will. eg. Intimidating other students to do tasks; demanding money, food, personal belonging, school work or equipment; forcing others to steal money or items etc.
- Exclusion: Deliberate isolation of a student from his or her peer group. eg. Cruel injection of one of the group members; being left out on purpose; refusing to work alongside another; rejection on the basis of personal characteristic, i.e. appearance, achievement, disability, gender, or any form of harassment which is racist, ethnic or religious in its origins.
- Gesturing: Making gestures which intimidate, harass or embarrass others. Inappropriate actions which invade another’s person space or personal comfort. eg. Shaking a fist in a person’s face (intimidation); rude gestures; continuous staring; intimidating glares; mimicking; stalking.
- **Digital/Electronic:** Using digital media or electronic means to intimidate, harass or embarrass another. eg. Inappropriate text messaging or emailing that is offensive, insulting or hurtful; unsolicited videoing or photographing of another; offensive, insulting or hurtful messages posted in the public domain including on the internet and social networking sites.

- **Cyberbullying** often does not occur at school. Students are taught about Cybersafety, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately

  Our school will then investigate and respond to any incident of cyberbullying

- **Sexual Harassment:** Any behaviour that constitutes sex based harassment will be regarded as sexual harassment.

### Strategies to prevent bullying or harassment

The Gap State High School takes a proactive approach to preventing bullying and harassment by:

- Awareness raising and discussion of bullying in Form classes, and at year level and school assemblies.

- Developing and modelling a positive recognition of difference and diversity in others.

- Developing and enhancing interpersonal skills through the school's unique APPS programme.

- Conducting professional development for teachers in recognising, preventing and managing bullying or harassing behaviours.

- Developing peer support programmes.

- Auditing the ‘safe’ and ‘unsafe’ parts of the school grounds and individuals whom other students regard as ‘bullies’.

### Strategies to manage bullying or harassment

All members of the school community (staff, students and parents) have an obligation to report cases of bullying or harassment. Advising the school about bullying or harassment is not ‘dobbing’ or ‘telling tales’. Reporting abuse is the responsibility of all members of the community. Anyone who is bullied or witnesses bullying, should report the incident/s to a member of the school staff.

All reports will be acted upon. The seriousness of the incident and the perceived impact of the bullying will guide the type of response.

**Type 1 Response**

This response addresses thoughtless actions, such as name-calling. Such behaviour is often considered harmless teasing but can have long term effects on both the bully and the person targeted. An educational response is used to focus on the impact of the behaviour, the feelings and perceptions of both parties and alternative, acceptable behaviour. Recording of the incident in student files is optional.

**Type 2 Response**

This response is appropriate to types of bullying behaviour including incidents of name calling, taking or hiding property, intimidation, spitting and isolating individuals.

With student-related incidents, a teacher and/or member of administration will interview the students involved. The seriousness of the incident will be emphasised and the awareness of the impact of bullying made obvious in order that the bullying ceases.

Logical consequences will follow from the incident. For example, the bully may be asked to make amends in some way by a written or verbal apology or restoring belongings. Other consequences may include detention, counselling and/or a behaviour management contract. Where appropriate both the bully and person targeted will be supported in developing alternative strategies.

A written report of the incident will be made by a staff member and placed on students’ files.

**Type 3 Response**

This response is directed at more vicious behaviour including physical assault, repeated physical and verbal harassment or offences of the types outlined in *Type 2 Response* but judged to have a more serious impact on either the individual or the good order of the school.

In student-related cases, parents of the students involved in bullying incidents will be contacted.
Bullying of this nature may lead to the suspension or exclusion of the offending student. Other strategies that may be used include conflict resolution and mediation involving both the students and families. A written report of the incident will be made by a staff member and placed on students’ files.

Both in Type 2 and Type 3 the Principal or Education Queensland nominee will determine the most appropriate responses involving other members of the school community.

**Notes for parents / guardians**

Parents should note that their son/daughter may be a bully or a victim or a bystander and at times can be in any role. As such it is important to:

1. Take an active interest in your child’s social life and friends and acquaintances.
2. Watch for signs of distress in your child. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.
3. Model appropriate ways of being assertive and managing conflict.
4. Advise your son/daughter to report bullying. If possible allow them to report and deal with the problem themselves. He/she can gain much confidence through taking the initiative and dealing with the problem with only limited parent involvement.
5. Communicate to your son/daughter that if necessary you can become involved. If a problem persists parents should report concerns to the school or to the relevant Form Teacher, Year Level Coordinator, Student Support Services (Guidance Officer, Chaplain or School Nurse) or a member of the Administration.
6. Assure your son/daughter that the school has a response strategy and the situation needs to be reported.
7. Assure your son/daughter that there is nothing wrong with him/her.
8. **Do NOT encourage your son/daughter to respond physically or with verbal abuse.**
9. Keep a written record if the bullying persists; including details such as who, what, where and when.

**Appendix 1 – Sexual Harassment**

The Anti-Discrimination Act (1991) Queensland makes sexual harassment unlawful and requires the Department of Education to take reasonable steps to ensure that schools and workplaces are free of sexual harassment. The Department of Education’s policy for dealing with sexual harassment states that all students need to understand the nature of sexual harassment, it causes and effects. Procedures have been established in the school whereby legitimate complaints can be dealt with. Everyone has the right to be treated as a worthwhile individual; everyone has the right to an education free from sexual harassment

Sexual harassment is any unwelcome sexual attention that is offensive, humiliating or intimidating. Sexual harassment can be:

- teasing, calling names or making rude signs;
- telling smutty jokes or making suggestive comments;
- displaying offensive picture, posters or graffiti;
- staring or ogling;
- following someone home from school;
- patting, pinching or touching another person;
- pester ing someone to go out or persistently asking for sexual favours;
- sending offensive messages in writing, by telephone or electronically
- ridiculing, leering or wolf whistling at , or making sexual comments about, a person or group of people;
- spreading rumours about someone’s sex life;
- making belittling or ridiculing comments based on sex-role stereotypes.

Sexual harassment may occur between students; between staff and students – harassment of a student by a staff member or of a staff member by a student; or between all staff members.

If you believe that you are being sexually harassed, your options are to:

- tell the person who is harassing you that you don’t like it and that you want it to stop;
- talk it over with your parents/colleagues;
- discuss what you should do with your school’s Guidance Officer or Admin
- talk to someone you feel comfortable with;
- report it to your Principal;
- make a complaint to the Queensland Anti-Discrimination Commission.

If someone’s behaviour makes you feel offended or humiliated; intimidated or frightened; or uncomfortable in the class or playground, then you have the right to object or make a complaint. You can see the school’s Sexual Harassment Referral Officer or contact the Administration directly.
**Stymie**
A website [https://www.stymie.com.au](https://www.stymie.com.au) where children can anonymously report harmful behaviour. Stymie supports all students to act as positive bystanders and empowers them to make notification if they are concerned about their peers.

**How Stymie works:**
- Students nationally submit an anonymous notification to Stymie every four minutes
- Primary or high school students can submit a notification
- The notification is sent directly to the school
- Notifications are about bullying, illegal activity, self-harm or any issue of concern about their, or another's, safety
- Stymie is web-only. As an app it could compromise a student's anonymity

A fundamental aim of high schooling is to allow students to develop their own interests and embrace diversity.
ICT Acceptable Use Policy 2020

Rationale
The Gap State High School prides itself on offering students a 21st century learning environment. A key aspect of any futures focussed school is exposing students to, and skilling students in, the appropriate use of Information Communication Technologies (ICTs). National Curriculum requirements include a myriad of digital resources and integrated competencies.

At the Gap State High School students in Years 7 to 12 participate in a BYOD program as well as use school computers where appropriate. All ICT Acceptable Use Guidelines apply equally to all computer devices used at school or connected to the departmentally provided networks.

Year 7 to 8 BYO iPad Program, 9 to 12 BYO Laptop – 2020
All Year 7 to 12 students are expected to bring a compliant personal iPad or laptop to school as part of their basic text requirements. Further information is available in on the school website.

In 2021 the device for Year 7 will be a school purchased but family funded and owned laptop. Detailed information regarding device purchase, costs and key dates will be released by March 2020 to parents and on the school website.

BYOD Summary of Expectations

<table>
<thead>
<tr>
<th>Year 7 2021 (BYOD V2)</th>
<th>Year 8- 12 (BYOD V1)</th>
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</thead>
<tbody>
<tr>
<td>• School Purchased On Behalf of Families</td>
<td>• Year 8 – BYO iPad or Laptop Year 9 – 12 BYO Laptop</td>
</tr>
<tr>
<td>• School Provisioned Windows Touch Screen Laptop with Stylus</td>
<td>• Laptop Meets School Minimum Specifications</td>
</tr>
<tr>
<td>• Choice of 3 or 4 Year Warranty</td>
<td>(on school website)</td>
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<tr>
<td></td>
<td>• Families may join the BYOD V2 program</td>
</tr>
</tbody>
</table>

ICT Usage Guidelines
Private Unfiltered Internet Access is disallowed from any device.
No student is allowed to connect independently to the Internet via hotspot tethering, 3G/4G access or any other device. All Internet access at school must be authenticated and filtered via the school and DOE proxy servers. This is a legal requirement.

Personal Responsibility
You will accept personal responsibility for your behaviour while using any of the school’s computer facilities. You will be expected to follow the guidelines specified for ICT use. (See ICT usage rules posted in the Library and on the Student Intranet) You must report any misuse of the network to the staff in charge. Failure to do so could be viewed as collaboration, Misuse can include vandalism (of equipment and software), breaches of security (including copying executable programs to the system or accessing areas not explicitly made available for student use) and inappropriate use of the internet.

Security
Security on the network is a high priority. You will be able to protect your files with a password. No student has the right to access another student’s files or to access programs which are not explicitly made available through the normal menus. If you accidently access material which is not yours, immediately report it to your class teacher or the computer technician, if you identify a security problem, you must notify your teacher or the Head of Department – Digital Technologies. You will only demonstrate the problem to a teacher, never to another student.

Use of the Curriculum network
School computers, private computers on school premises, external HDDs and USBs can only be used for curriculum purposes. It is forbidden to copy school software under any circumstances. Use of software on the school network during class time or recess must be authorised by your teacher or by the Head of Department – Digital Technologies. Computer Rooms are not to be used during recess unless a teacher is present. The room
available for Distance Education and Virtual Schooling Students is only to be used by those students. Breakout areas with computers may be used if teachers responsible for that area have given explicit permission. Some rooms have extra guidelines regarding paper usage, software and hardware access and these guidelines must be adhered to. Games are not allowed to be installed and must not be accessed across the Internet or from external media such as USB drives, DVDs, iPads, Laptops or other devices.

**Internet use Guidelines**

Internet access is being provided to students for educational purposes and not Private usage.

Publications dealing with illegal activities (including “computer hacking instructions”, pornography or extreme violence) are not to be accessed or downloaded.

Use of material on the Internet is regulated by copyright law; therefore copying, redistributing or using another person’s work should only be done with permission from the Copyright owner. If you are using information gained via the internet in an assignment, you must acknowledge that source and reference it in your bibliography (list of resources used). You will find information on how to do this in the pamphlet, Guide to Bibliographies and Referencing, available in the library.

Section 85ZE of the Commonwealth Crimes Act (1991) states that a person shall not knowingly or recklessly:

- Use a telecommunication service supplied by a carrier to menace or harass another person; or
- Use a telecommunication service supplied by a carrier in such a way as would be regarded by reasonable persons as being, in all circumstances, offensive.

This means all communication with others would be respectful and accurate. If you break these rules, you are liable for prosecution by federal authorities. Privacy is not assured in the use of Internet services. Internet mail can be intercepted and read by complete strangers. Any mail sent to an electronic mail address is potentially a public document, so be cautious.

Appropriate Internet etiquette must be followed at all times. Use appropriate language and be polite in your messages. Do not use abusive language or vulgarities. Type in sentence case and do not use only capitals. Antisocial behaviours are unacceptable. E-mail should not contain obscene comments, sexually explicit material or expressions of bigotry and hate. Harassment of other people is unacceptable. Do not use e-mail to transmit chain or threatening letters. E-mail access at school should be used only in relation to assignment or other school work.

Use of commercial activities (advertising, buying or selling) is not permitted. Use of another organisation’s networks or computing services must comply with rules appropriate to that network.

You are not to reveal your home address or phone number to any Internet sites, or the address or phone number of any other person.

**Vandalism**

Vandalism is defined as a malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes the uploading, downloading or creation of computer viruses or other damaging software. It also includes careless or abusive treatment of any equipment. Removal of any part of a computer system is theft. Any vandalism will result in the loss of access and disciplinary action as outlined in the school’s Responsible Behaviour Plan for students and possible legal referral.

**Privileges**

The use of the computer facilities and the Internet at The Gap SHS is a privilege. Inappropriate use by students will result in a temporary or permanent cancellation of those privileges. Additional disciplinary action may also be taken in line with the school’s Responsible Behaviour Plan for students.
Promoting a Safe School Environment

We are governed by Workplace Health and Safety practices and risk management regarding safety precautions which we must follow. Students who do not wear the correct school uniform cannot be allowed to participate in certain practical classes. Because students can do one or more of these subjects every day it is a requirement that parents ensure that students wear the correct uniform every day.

Teachers will (as a part of providing a safe environment) ensure that:

- Protective devices are insisted upon where considered necessary, eg. long hair to be tied back or confined by hair nets if it is likely to be a fire hazard or come in contact with some corrosive or flammable material or caught in machinery etc; aprons or laboratory coats to be worn; ties, to be tucked into shirts.
- Loose clothing is not permitted where it would constitute a hazard.

Finger rings, metal bands and loose jewellery are to be removed if there is any possibility that they would present a safety hazard.

The students’ feet are adequately covered to prevent accidental burning, injury from sharp objects or infection from some cause. Footwear: a black leather lace-up shoe for the formal uniform or a lace-up sport shoe for sports is to be worn.

Visitors to School
Any visitor entering the school grounds must first register at the Office. The presence of unauthorised persons in the school grounds, at any time, is considered trespassing.

Sun Safety
All students must wear a school bucket hat or cap when participating in outdoor lessons.

School Hours
Normal school hours are from 8.40 am to 3.00 pm on Mondays and 8:40am to 2:30pm Tuesdays to Fridays.
**Uniform Policy**

The Gap State High School believes that a robust and consistently enforced uniform policy reinforces and develops in students:

- pride in their school
- recognition of themselves as an integral part of the school community and
- pride in their own appearance.

The uniform policy is a reflection of the high standards of The Gap State High School. A neat, complete uniform and tidy appearance shows pride in oneself and projects a positive image to the community. Consideration of equality, health, safety, comfort and expense all contribute to the formulation of the school’s uniform policy.

It is unreasonable for students and parents to feel under pressure to follow “trends” in purchasing necessary items for the school uniform, including formal shoes and sports shoes. It is therefore considered to be in the interests of students and the school community as a whole for consistent uniform requirements to be enforced according to the standards set out in this document.

This policy has regard to Education Queensland’s policies and procedures on student dress codes, and is endorsed by the school’s P&C Association.

**Responsibilities**

It is important that the school community as a whole supports and upholds the uniform policy and accepts a shared responsibility for upholding these standards. It is the responsibility of:

**Students**

- to be well presented and wear the school’s uniform as prescribed by the uniform policy
- to comply with any requests or directions from school staff regarding appearance or standards of dress and
- to comply with any work health and safety requirements as directed by school staff.

**Parents and caregivers**

- to commit to supporting the dress code as part of the enrolment agreement
- to assist students to develop maturity, responsibility and self-discipline by supporting the student to adhere to the uniform policy, and ensuring students attend school well presented
- to work with the school to resolve issues regarding compliance with the uniform policy and support the authority of the school in enforcing the uniform policy
- to request short or long term exemptions to the uniform policy in writing, providing reasons for the request
- to support and assist students to comply with work health and safety requirements.

**School staff**

- to clearly articulate the school’s expectations and requirements regarding the school’s uniform policy
- to fairly and equitably enforce the uniform policy
- to inform and support parents to develop strategies to assist the student to comply with the uniform policy
- to determine, document and inform parents and students of reasons for decisions on exemptions from the uniform policy
- to provide appropriate direction to students to ensure they comply with work health and safety requirements.

**General**

The required school uniform is set out in the table of “Uniform Requirements”, from page 9. Two uniform options are provided, and students can choose the option that is suitable to the student’s gender identity. However, students must wear the complete uniform from within one option only. That is, students who select the shorts/trousers from option 1 must wear the corresponding shirt, belt and socks prescribed for option 1.
Students who wear the skirt/shorts/pants from option 2 must wear the corresponding shirt and socks prescribed for option 2.

Students are expected to wear the formal day uniform at all times while at school, travelling to and from school, and at all school excursions and events, except:

- in circumstances prescribed by this policy where sports uniform is permitted to be worn or
- as otherwise directed by the Principal, (for example, a designated free dress day).

The school sports uniform may be worn to and from school by students only on the designated sports days for the student’s year level (as determined by the school Administration), unless otherwise permitted by this policy.

Students who have health and physical education classes (HPE) or APP\(^1\) on days other than the designated sports day, must change into the sports uniform:

- after form class, if their HPE/APP class is in lessons 1 – 4 that day
- in the recess immediately preceding their HPE/APP class, where that class is in lessons 5 – 8 that day.

Students are required to change out of their sports uniform into the formal day uniform during the next recess following their HPE/APP class. Where a student’s HPE/APP class falls in lessons 7 or 8, students are permitted to travel home in their sports uniform, if they wish.

All uniforms should be:

- neat, clean and in good repair
- worn in an acceptable manner.

Torn, tattered or stained clothing or clothing in need of repair (e.g. missing buttons, sagging hems) should not be worn to school and must be repaired or replaced promptly.

School ties must be worn by all senior students (years 10 – 12) with the formal uniform throughout Terms 2 & 3. The school tie must also be worn in Terms 1 & 4 on all excursions, formal occasions (e.g. school photos, representative activities, awards nights, school ceremonies) and as otherwise directed by the Principal for specific activities or occasions. Outside of these occasions, the school tie is optional in Terms 1 & 4.

**Footwear**

Required footwear for the formal day uniform is a formal college style black leather lace-up shoe. The sole of the shoes and all laces, stitching, detailing and hardware on shoes must be black only. Shoes must have a non-porous leather upper with a solid toe, and a black non-slip rubber sole with a low heel (no more than 3cm). Leather versions of street shoes are not acceptable. Shoes must be kept in good order and polished.

Sports shoes are to be worn with the sports uniform only and must be a lace up sports shoe or jogger that provides good heel and arch support. Canvas shoes or street/skate shoes (such as Dunlop Volley or Vans) are not acceptable.

All footwear worn in laboratories, workshops, kitchens or arts facilities must meet Workplace Health and Safety Regulations.

Unacceptable footwear includes:

- flat soled sports shoes or joggers, when worn with the formal day uniform
- flat soled “street” or “skate” shoes (e.g. “Vans”)
- ballet flats or Mary-Janes
- any type of ankle boot or above ankle height boot
- platform shoes or shoes with a heel greater than 3cm
- sandals or thongs
- canvas, cloth or vinyl shoes (e.g. Dunlop Volley, Converse or Vans)
- slip on shoes or zip up shoes
- shoes with graffiti/decoration, or shoes with white or coloured laces or stitching (i.e. only black laces and stitching are permitted)

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\(^1\) Applied Positive Psychology, previously known as GOALS.
### Correct Formal Day Shoes - Examples

| ![Correct Shoes](image1.png) | ![Correct Shoes](image2.png) | ![Correct Shoes](image3.png) | ![Correct Shoes](image4.png) |

### Incorrect Formal Day Shoes - Examples

| ![Incorrect Shoes](image5.png) | ![Incorrect Shoes](image6.png) | ![Incorrect Shoes](image7.png) | ![Incorrect Shoes](image8.png) | ![Incorrect Shoes](image9.png) | ![Incorrect Shoes](image10.png) | ![Incorrect Shoes](image11.png) |

### Sports Shoes - Acceptable

| ![Acceptable Shoes](image12.png) | ![Acceptable Shoes](image13.png) | ![Acceptable Shoes](image14.png) | ![Acceptable Shoes](image15.png) |

### Sports Shoes - Unacceptable

| ![Unacceptable Shoes](image16.png) | ![Unacceptable Shoes](image17.png) | ![Unacceptable Shoes](image18.png) | ![Unacceptable Shoes](image19.png) |
Personal Presentation and Appearance

**Hygiene:** Personal cleanliness is the responsibility of each student and normal acceptable personal hygiene standards must be maintained by all students.

**Underwear:** Is required to be worn under all uniforms. Underwear must not be visible. Students are permitted to wear a plain white singlet or undershirt underneath the uniform, provided that the undershirt is not visible past the sleeves or collar of the formal day shirt. Singlets, undershirts or brassieres must be plain white or a neutral skin tone only – coloured fabric, embellishments, printing, writing or other decorations that are visible through the shirt fabric are not permitted.

**Facial hair:** Students must be clean-shaven, unless wearing a short, neatly trimmed beard/moustache.

**Hair:** Must be clean and groomed in a neat and conservative style. Moderation of acceptable hairstyles is at the discretion of the school Administration. The following guidelines must be adhered to:

- Only natural hair colour is acceptable. Bright colours or bright streaks are not permitted
- All students with hair length that reaches to the collar or below are required to neatly tie their hair up and back off the face, secured with elastics or ribbon. Hairbands, hairclips or pins should be worn if necessary to hold hair back off the face
- Elastics, ribbons, headbands and clips/pins must be only black, green or white, or colour matched to the student’s natural hair colour.

**Cosmetics and finger nails:** Students are not permitted to wear make-up, coloured nail polish or false/acrylic nails (tinted moisturiser and clear nail polish is permitted). Finger nails should be trimmed and worn short in consideration of WHS requirements.

**Body art or tattoos:** Are not acceptable and any students with body art must ensure they are completely covered with flesh coloured Band-Aids or sports tape, so they are not visible either on any exposed skin or underneath their uniform.

**Jewellery:** Students with pierced ears may wear only plain gold or silver sleepers or studs, with no more than 2 earrings in each ear. Jewellery such as large dangling earrings, bracelets, rings, facial piercings, such as nose rings and eyebrow rings, or any visible body piercing etc. are neither safe nor suitable for school wear, and are not permitted. Spacers, if required, must be clear plastic only.

Students may wear a watch, but other accessories such as key chains, belt chains, necklaces or bracelets must not be worn.

Students who have genuine religious reasons may obtain an exemption to wear a discreet necklace (i.e. a fine silver or gold chain) provided it is not visible above the neckline/collar of their shirt. Necklaces must be removed during sporting activities or any curriculum activities (such as design or technology) where the wearing of a necklace poses a WHS risk.

Head coverings required to be worn for religious reasons must be plain black, white or bottle green only.

**Sun Safety**

In view of the dangers of exposure to the sun in Queensland, students are required to wear the school cap or bucket hat and sunscreen for all outside activities. It is recommended that students also wear the school cap or bucket hat whenever outside, including travelling to and from school.

Sunscreen lotion/cream is available from the school on request and is also available at all sporting activities.
**Consequence for non-compliance with Uniform Policy**

Students who are not in correct uniform or whose appearance does not comply with the uniform policy will at first instance be directed by school staff to rectify their dress/appearance.

Staff will discuss with the student their non-compliance with the uniform policy, the school’s expectations and consequences.

Students who are not wearing the prescribed uniform in the correct *manner* (as set out in the “Uniform Requirements” from page 9), or who do not meet the required standards for personal presentation, are expected to correct those issues immediately when directed by school staff.

If students do not comply with a direction from school staff to correct their appearance, further consequences will be applied.

If students are not wearing the correct uniform *items*, and do not have a valid exemption, students may be offered loan items by the school. If a student has the correct uniform item available to them to change into as directed by school staff, and does not do so, further consequences will be applied.

Students who repeatedly fail to meet the expectations set out in this uniform policy, will have further consequences applied.

If students have purchased an incorrect uniform item, or a uniform item is unfit (e.g. is torn, or no longer fits) the school will endeavour to make contact with parents to explain the issue and ensure that repair or purchase of correct items can occur promptly. The school may determine that a short term exemption for the student is appropriate, to enable correct items to be obtained.

Further consequences that may be applied where students do not meet the expectations set out in this uniform policy include:

- withdrawal from playground privileges or non-essential school activities
- loss of school representation
- withdrawal from participation in any curriculum activities requiring WHS compliant footwear/apparel/presentation, including science, art, design, technology and sporting activities
- contact home to parents
- detention

Where students fail or refuse to comply with consequences imposed as a result of a failure to meet the standards set out in this uniform policy that amounts to a disciplinary issue that will be dealt with in accordance with the school’s Responsible Behaviour Plan.

**Exemptions and/or Variations to Uniform Policy**

Exemptions or variations to the uniform standards may be granted in particular circumstances. Students who require a long term (greater than 5 days) exemption from or variation to the uniform requirements must provide a written request from their parent or caregiver along with evidence acceptable to the Principal to support the request for exemption/variation, as follows:

- In the case of *genuine religious or cultural reasons* – a letter from the student’s parent or guardian detailing the specific religious or cultural requirements;
- In the case of *medical/health reasons* – a letter or certificate from a competent medical authority explaining the reasons why an exemption or variation is required on medical grounds or, in the case of students with a disability verified with Education Queensland, a written request from their allocated school support officer;
- In the case of *economic hardship* – all evidence required by the school Administration or Principal to support an application for financial assistance from the P & C or school Administration.
Students who require a short term (less than 5 days) exemption or variation if they are, for any reason, unable to be in the correct uniform, must:

- Provide a written request, via note or email from their parents or caregivers, giving reasons, and an indication of when the student will be in the correct uniform;
- Provide the request to the school office before school commences on the first day of the proposed exemption/variation and request a uniform pass;
- Carry the uniform pass with them at all times during the period of exemption and produce it at the request of any staff member.

The school Administration may, at their sole discretion, require a student on a short-term exemption to present at the school office on each day of the proposed period of exemption to renew their uniform pass.

**Uniform Shop and Change policy**

The Uniform Shop at The Gap State High School is an integral part of the fundraising activities of the Parents and Citizens Association (P&C) of the school.

The operations of the Uniform Store are controlled by the P&C with input from the Uniform Store Convenors. The P&C and Principal must approve any proposed changes to the:

- school uniform;
- dress and appearance standards; or
- uniform policy.

P&C approval is required for any proposed changes to the operations of the Uniform Store.

P&C approval for any changes can be given in a general meeting of the P&C by normal voting procedures.

The P&C may appoint a subcommittee to investigate, consult and make non-binding recommendations to the P&C on any aspect of the uniform dress standards. Any subcommittee must include:

- a P&C representative
- an administration representative
- a teacher representative
- a student representative
- a parent and/or community representative
- a uniform store convenor
## Uniform Requirements

<table>
<thead>
<tr>
<th>Item</th>
<th>Available from Uniform Shop?</th>
<th>Item Description</th>
<th>How / When worn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Day Shoes</td>
<td>No</td>
<td>Black leather lace-up college school shoes of plain conventional design. See body of policy for details and examples.</td>
<td>To be worn with formal day uniform. Shoes must be in good order and polished. Laces are to be tied tightly with a bow at the top. All laces, stitching, detailing and hardware on shoes must be black. Shoes must have a non-porous solid leather upper and a black non-slip rubber sole with a block heel.</td>
</tr>
<tr>
<td>Hat/Cap</td>
<td>Yes</td>
<td>Green bucket hat with school logo OR Black cap with “G” logo</td>
<td>School cap or bucket hat must be worn at all times for outside activities. Brim of bucket hat is not to be turned up. School cap must be worn with brim sitting over face, not turned to the side or back of head.</td>
</tr>
<tr>
<td>Sports Shirt</td>
<td>Yes</td>
<td>Short sleeved bottle green and white polo neck shirt with screen printed school emblem</td>
<td>To be worn over sports shorts. Shirt is not to be tucked in.</td>
</tr>
<tr>
<td>Sports Shorts</td>
<td>Yes</td>
<td>Bottle green shorts with screen printed school emblem</td>
<td>To be worn with waistband on the waist. Waistband is to be worn flat and must not be turned or rolled over.</td>
</tr>
<tr>
<td>Sports Shoes</td>
<td>No</td>
<td>Supportive lace up trainers/joggers with non-marking sole and good arch and heel support.</td>
<td>To be worn with laces tied tightly with a bow at the top. The back of the shoe must be firm and support and encase the heel of the wearer. Shoes to be in good condition.</td>
</tr>
<tr>
<td>Sports socks</td>
<td>No</td>
<td>Plain white cotton stretch socks.</td>
<td>To be worn below knee length.</td>
</tr>
<tr>
<td><strong>WINTER OPTIONS (ALL STUDENTS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School jumper (pullover)</td>
<td>Yes</td>
<td>Bottle green V-neck with wool/nylon 'soft feel'</td>
<td>Sleeves are not to be pulled over the hands. Jumper must not be worn below hip level (i.e. not to be worn pulled down over the buttocks).</td>
</tr>
<tr>
<td>Zipper jacket</td>
<td>Yes</td>
<td>Bottle green with school logo on left chest.</td>
<td>May be worn with formal or sports uniform. To be zippered up or removed for safety in any practical activities.</td>
</tr>
<tr>
<td>Track pants</td>
<td>Yes</td>
<td>Bottle green lined Taslon with zip at ankle and zip pocket</td>
<td>May be worn with sports uniform only. Must be worn with waistband at the waist.</td>
</tr>
</tbody>
</table>
## Uniform Requirements (cont.)

### FORMAL DAY UNIFORM – OPTION 1 (BOYS)

<table>
<thead>
<tr>
<th>Item</th>
<th>Available from Uniform Shop?</th>
<th>Item Description</th>
<th>How / When worn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt – Junior (years 7-9)</td>
<td>Yes</td>
<td>White shirt with bottle green trim and school logo.</td>
<td>Must be worn with grey tailored college shorts/trousers and grey or black belt. Shirt must be worn tucked into shorts or trousers, with collar turned down.</td>
</tr>
<tr>
<td>Shirt – Senior (years 10-12)</td>
<td>Yes</td>
<td>Short or long-sleeved white shirt with embroidered school logo on pocket</td>
<td>Must be worn with grey tailored college shorts/trousers and grey or black belt. Shirt must be worn tucked into shorts/trousers, with collar turned down. When worn without the school tie (Terms 1 &amp; 4) only the top 2 buttons of the shirt may be left undone.</td>
</tr>
</tbody>
</table>

**APPROPRIATE YEAR LEVEL SHIRT MUST BE WORN WITH:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Available from Uniform Shop?</th>
<th>Item Description</th>
<th>How / When worn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorts</td>
<td>Yes</td>
<td>Dark grey tailored college shorts with pleat front.</td>
<td>To be worn at waist, secured with belt. Must be worn with ¾ dark grey golf hose. Note: King Gee Cotton Drill type shorts are not acceptable</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Item</th>
<th>Available from Uniform Shop?</th>
<th>Item Description</th>
<th>How / When worn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trousers</td>
<td>Yes</td>
<td>Dark grey tailored college trousers with pleat front.</td>
<td>To be worn at waist, secured with belt. Trousers are to be worn covering the top of the heel at the back of shoe, but above the sole of the shoe. Must be worn with short dark grey socks. Note: King Gee Cotton Drill type trousers are not acceptable</td>
</tr>
</tbody>
</table>

**AND**

<table>
<thead>
<tr>
<th>Item</th>
<th>Available from Uniform Shop?</th>
<th>Item Description</th>
<th>How / When worn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belt</td>
<td>Yes</td>
<td>Plain black or dark grey leather (or leather-look) college belt with plain slimline buckle.</td>
<td>Must be worn with shorts and trousers at waist. No studs or decorative metal buckles are permitted. Fabric, woven or plaited belts are not acceptable.</td>
</tr>
<tr>
<td>Tie (for senior school)</td>
<td>Yes</td>
<td>School tie for Years 10 and 11, Senior tie for Year 12</td>
<td>Must be worn with short or long-sleeved shirt in Terms 2 and 3 and in Terms 1 and 4 for all formal occasions, events or activities (including school photos) as directed by the Principal. Wearing of the school tie at other times in Terms 1 and 4 is optional. Tie must be knotted at the level of the top button on the senior shirt.</td>
</tr>
<tr>
<td>Socks</td>
<td>Yes</td>
<td>¾ dark grey golf hose with green and white striped tops to be worn with shorts. Dark grey socks to be worn with trousers.</td>
<td>¾ socks worn with shorts are to be worn pulled up to just below knee, with tops turned down so green and white stripe sits in middle of turned down area.</td>
</tr>
</tbody>
</table>
### Uniform Requirements (cont.)

<table>
<thead>
<tr>
<th>FORMAL DAY UNIFORM – OPTION 2 (GIRLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>Shirt – Junior (years 7-9)</td>
</tr>
<tr>
<td>Shirt – Senior (years 10-12)</td>
</tr>
<tr>
<td>Skirt</td>
</tr>
<tr>
<td>Skort</td>
</tr>
<tr>
<td>Shorts</td>
</tr>
<tr>
<td>Trousers</td>
</tr>
<tr>
<td>Tie (for senior school)</td>
</tr>
<tr>
<td>Socks</td>
</tr>
<tr>
<td>Tights (winter)</td>
</tr>
</tbody>
</table>

**APPROPRIATE YEAR LEVEL SHIRT MUST BE WORN WITH:**

- Skirt
- Skort
- Shorts
- Trousers
- Tie (for senior school)
Guidelines for Non-Uniform (Free Dress) Days

The Principal may give permission for non-uniform days to be held on occasions during the school year. On non-uniform days, the school’s requirements for personal presentation and appearance, as set out in the Uniform Policy, still apply.

Students are expected to wear clothing that is appropriate, having regard to WHS requirements, sun-safety, school activities to be undertaken, and recognising that they are still representing the school.

Appropriate clothing is defined as the following:

- closed in shoes must be worn by all students – no rubber thongs or similar
- students must wear leather school shoes for lessons in labs, workshops and kitchens (shoes can be changed before these classes)
- no singlet tops
- no plunging necklines
- no short shorts
- no apparel containing offensive, suggestive or inappropriate wording, pictures or caricatures
- no midriff tops
- normal school rules apply regarding jewellery, make-up, nail polish, piercings, body-art etc.

The final decision regarding what amounts to appropriate clothing rests with the Principal.
Parents’ and Citizens’ Association https://tgshspandc.org.au

All parents, guardians and interested citizens can be members of the P & C Association. The P & C supports the school by being involved in decision and policy making and providing funds for facilities and equipment. We also financially support the Chaplaincy program through SWAGG and the school’s promotional activities.

Being a member of the P & C does not tie you into attending meetings every month. There are many other ways you can be an active P & C member such as being on the roster for Tuckshop, Uniform Shop or Stationery Shop or convening hall hire. Our shops and the hall raise significant funds for the P & C and cannot operate successfully without volunteer assistance. Other ways to be a part of the P & C are: coordinate a project, access grants for improvements to school facilities, organize the annual raffle, and coordinate a social occasion for parents such as the Welcome Cuppa and Activities Program.

Another way of being involved is by helping out at the various parent-run activities that occur during the year. If your child is involved in the school instrumental music or sports programs, you are encouraged to contact one of the following P & C sub-committees:

**POPARTS Committee**

The Parents of Performing Arts (POPARTS) Committee works to support the ongoing development of the Arts programme across the school including:

- Drama
- Film, Television and Multi-Media
- Music – Instrumental and Classroom
- Visual Arts

We organise a range of events including the annual Trivia Night, Art Exhibition, Parents Choir and Entertainment Booklet. We also support a range of school events such as the Tula Festival, School Musical and Queensland Youth Music Competition. In 2018 we raised approx. $13,500 which was invested back into the Arts Department across all key areas. Every student in the school benefits from the funds raised by POPARTS.

We meet at 7.30pm on the third Tuesday of every month (during Term time) in the Music Room (N Block). Parents and friends are welcome to join us. Alternatively email chairman@poparts.tgshspandc.org.au to register your interest and receive regular POPARTS updates. We are an enthusiastic and diverse group of parents that enjoy being involved in the school in a relaxed & friendly setting ~ You are welcome to join us ~

**Meeting**  
**Venue:** Performing Arts Block (N5)

<table>
<thead>
<tr>
<th>Date</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 18</td>
<td>Mar 10</td>
</tr>
</tbody>
</table>

**SHAPE Committee**

Sport Health and Physical Education

The SHAPE Committee aims to support students participating in areas of sport and physical education in the school and develop a “school spirit” in all sporting activities.

The SHAPE Committee works to provide additional sports coaching, elite sports camps, annual Sports Dinner, uniforms and equipment. Funds are raised for this area of the curriculum with barbeques at various sporting events; the Kiosk in the sports hall for the Premier Volleyball League season and special events.

The SHAPE Committee welcomes everyone to the monthly Wednesday night meetings as advised in the school newsletter, held at 7.00pm in the Sports Hall Staff room (R’Block).
Meeting Dates:

2020: Feb 05 | Mar 05 | Apr 01 | May 06 | Jun 03 | Jul 01 | Aug 05 | Sep 02 | Oct 07 | Nov 04

2021: Feb 03 | Mar 03 |

Time: 7:00pm

Venue: Sports Hall Staff Room

**SSWAG Committee**

Student and Staff Well-Being Action Group aims to ensure that The Gap State High School continues to flourish. As a part of this, the SSWAG committee will be supporting chaplaincy within the school; furthering community engagement with the local community; and promoting projects that will support student and staff well-being.

Please contact the P & C if you would like contacts to any of the above committees.

The P & C holds its meetings in the Administration Block Staff Conference Room on the second Monday of the month at 7:30 pm. Business is usually completed by 9:00 pm. If you have time afterwards, there is an opportunity to talk with fellow parents and the Principal. The first meeting for 2019 will be held on 11 February, with the AGM on Monday 11 March 2019. We look forward to meeting you.

**PEG – Parent Engagement Group**

Welcome to The Gap State High School’s Disability/Learning Difficulties Parental Engagement Group (The PEG). Supporting parents support their student is what we are all about.

Getting your child through school can sometimes be a challenge, when they have disabilities, learning or emotional difficulties, it can feel isolating and impossible.

It is vital to be able to connect with other parents who are sharing a similar experience, or who have been through it, and are almost out the other side.

The PEG is here for you, and ready to provide a chance to get together with other parents at our meetings. Learn what has worked for some parents, what hasn’t, what’s going on in disability/education policy, where to find a good speech pathologist, and just talk to others who understand what you’re going through.

You don’t have to have a specific diagnosis, if you are worried things don’t seem right come along and have a chat.

Please email the group co-ordinator, Terri Bainbridge (Mum to an awesome son with Dyslexia) at PEG@tgshspanc.org.au to find out more, or ask any questions you may have. Email us to be added to our contact list, and you’ll be sent information on meetings, events and other useful material.

2020 Meeting dates:

Feb 27 | Mar 26 | April 30 | May 28 | June 25 | July 30 | Aug 27 | Oct 29 | Nov 26

Time: 7.00pm

Venue: School Library

**A4A Activities 4 Activities**

Ping Pong and Board Games, Art Therapy, Ninja Night and MORE....

A4A is a parent-driven initiative which supports FUNdraising activities based on skills and interests of parents, the community, and students. A4A funds new diverse activities for students which are creative, entrepreneurial and which grow leadership, innovation and wellbeing of a wide number of students, teachers and community members. Typically these are coordinated by teachers via funding from A4A.

A4A is keen to help other parents with an interest to share it with the community. A4A provide support. No need to go to any meetings. If you have an interest contact sjkenway@gmail.com
Community

P & C Executive 2020
President: Leigh Passfield
Vice Presidents: Martin Kammann, Andy Davey
Treasurer: Greg Walters

Sub-Committees
POPARTS Chairperson: Deborah McNamara
A4A Chairperson: Steven Kenway
SHAPE Chairperson: David and Trish Dunn
Inclusion & Parent Engagement Group (PEG): Terri Bainbridge

School Council 2020
Principal: Anne McLauchlan
P & C President: Leigh Passfield
Community Member: Vacant
Parent: Kirsten Lightfoot
Parent: Tim Wark
Parent: Joanne Allen-Keeling
Teacher: Kim Setterlund
Teacher: Steve Bennett
Support Staff: Nicole Hale
Student: Lola Archibald
Student: Daniel Quill
Appointed Member: Vacant

Tuckshop – 3511 3836 thegapshstuckshop@gmail.com
The Tuckshop opens daily for morning tea and lunch. A paid convenor and tuckshop assistant work in the tuckshop each day. They need the help of several people to:
   a) prepare food in the morning
   b) serve students and staff during break or
   c) help for a full day i.e. one day a week, fortnight or month

Help on an occasional basis is also welcome. You do not need prior experience to volunteer. You will receive on-the-job training and encouragement from our friendly convenors and other volunteers. It’s a great way to meet other parents and the staff of our school.

Uniform Shop – 3511 3834 https://uniform.tgshspandc.org.au
The Uniform Shop is open every Monday, Tuesday and Wednesday morning from 7.30am to 9.30am for students to purchase their requirements. When new international students arrive the manager of the international program will organise the purchase of the uniforms at a time suitable to the student which may be outside the normal opening times.

If parents need times outside of these hours we are happy to try and accommodate these requests. Please phone us during Uniform Shop opening hours on 3511 3834 to discuss.

Payment
In store we accept cash, cheque, AMEX, MasterCard & VISA. EFTPOS is also available. Our online shop accepts AMEX, Visa and MasterCard.
Special requirements – We need to be notified of any special requirements (i.e. fabrics) well in advance of the start of the school year so the necessary enquiries can be made.
Second-Hand Uniforms

Please contact us if you wish to donate uniforms or enquire about existing stocks. If anyone has any uniforms they would like to donate to the uniform shop – we would welcome them. Coming to the end of the year some students need the next size up just to get through the year and if we can pass on the donations to help others that would be great.
Transport Options to The Gap State High School

Active Travel

We encourage active travel to and from school i.e. walking or cycling. With the earlier finish time, this could be beneficial for families to allow older students/siblings to walk to local primary schools and collect younger siblings, thus saving an additional pick up at the high school.

We are in negotiation with Brisbane City Council through our P & C discussing the possibility of storage to accommodate scooters and skateboards, however until this progresses further these two avenues for travelling to school are not allowed.

For new families and those returning the bus routes are listed below. Should you have any questions about bus travel it is best to contact the provider directly for more information.

Bus Routes

Brisbane City Council Routes

<table>
<thead>
<tr>
<th>Route</th>
<th>Description</th>
<th>Mon only and Tues to Fri Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>380-sweeper (route 750)</td>
<td>New route number and start time change</td>
<td></td>
</tr>
</tbody>
</table>
New 750 route number will replace the existing outbound 380 sweeper between The Gap Village (The Gap State High) and Hilder Rd. This service will continue to observe the route 380 and will start at the following times.
- Monday only (start at 3.10pm).
- Tuesday to Friday (start at 2.37pm).

| 767 PM | Route change and start times | 
The 767 route that operates between The Gap Village (The Gap State High) and Upper Kedron will start at the following times.
- Monday only (start at 3.16pm).
- Tuesday to Friday (start at 2.55pm).
AM and PM trips will also travel via Mungarie St and Cobalt St, Keperra (route 362) instead of via Settlement Rd and Samford Rd.

| 788 | Change of start times | 
The 788 district that operates between Hilder Rd State School and Adelaide St Stop 23 via the 380 route will start at the following times.
- Monday only (start at 3.05pm).
- Tuesday to Friday (start at 2.36pm).

Bus 382: The Gap (Stop 46), West Ashgrove, Bardon, Paddington (every 25 mins approx..)
Bus 385: Paddington, Bardon, West Ashgrove, The Gap (Stop 33), Enoggera Reservoir (every 10 mins)
Bus 362: The Gap, Great Western Shops (Keperra), Brookside (on the hour)

For more information about the bus network changes, please direct customers to visit the TransLink website at www.translink.com.au, or phone 13 12 30.

Brisbane Bus Lines

Bus 77: Begins at Highvale, through Samford and onto Ferny Grove High School and Railway Station, then over Settlement Road up to The Gap State and High Schools will arrive at 8:10am.

Bus 17: Starts its run at The Gap High School, runs express over Settlement Rd to Tramway St and Ferny Grove Station. Students transfer from Bus 17 onto connecting services at Tramway St and Ferny Grove Station. Continues express through Samford Village onto Mount Samson Rd. Set-downs commence Yugar and onto Woods Road for connecting services north to Dayboro. Bus 17 departs The Gap SHS at 3:00pm. Students will be allowed to depart early on a Monday to access this service.
For more details please contact Brisbane Bus Lines: on 3354 3633, or visit our website at https://www.brisbanebuslines.com.au/

For students who have an early drop off, the Library opens at 8:00am every day and for those who are to be picked up late we encourage students to go to the library which closes at 3:30pm every day and make productive use of time completing homework, revising or reading.
## Mt Nebo Bus Service

<table>
<thead>
<tr>
<th>Route No. S862</th>
<th>Time</th>
<th>Location</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.40am</td>
<td>Bus Stop Alex Rd Mt Glorious</td>
<td>36.0km</td>
</tr>
<tr>
<td></td>
<td>7.44am</td>
<td>Lindsay Rd Mt Glorious</td>
<td>33.0km</td>
</tr>
<tr>
<td></td>
<td>7.45am</td>
<td>1912 Mt Glorious Rd</td>
<td>32.5km</td>
</tr>
<tr>
<td></td>
<td>7.48am</td>
<td>Harland Rd Mt Glorious</td>
<td>30.5km</td>
</tr>
<tr>
<td></td>
<td>7.57am</td>
<td>Mt Nebo Roundabout Bus Stop</td>
<td>23.0km</td>
</tr>
<tr>
<td></td>
<td>8.00am</td>
<td>Mt Nebo State School</td>
<td>22.1km</td>
</tr>
<tr>
<td></td>
<td>8.01am</td>
<td>1888 Mt Nebo Rd</td>
<td>21.8km</td>
</tr>
<tr>
<td></td>
<td>8.06am</td>
<td>1520 Mt Nebo Rd</td>
<td>17.5km</td>
</tr>
<tr>
<td></td>
<td>8.08am</td>
<td>1406 Mt Nebo Rd</td>
<td>14.6km</td>
</tr>
<tr>
<td></td>
<td>8.14am</td>
<td>1065 Mt Nebo Rd</td>
<td>11.3km</td>
</tr>
<tr>
<td></td>
<td>8.30am</td>
<td>B.C.C. Bus Stop No. 34 The Gap State High School</td>
<td>0.0km</td>
</tr>
<tr>
<td></td>
<td>2.30pm</td>
<td>Mt Nebo State School</td>
<td>0.0km</td>
</tr>
<tr>
<td></td>
<td>2.39pm</td>
<td>Harland Rd Mt Glorious</td>
<td>9.0km</td>
</tr>
<tr>
<td></td>
<td>2.45pm</td>
<td>Bus Stop Alex Rd Mt Glorious</td>
<td>14.0km</td>
</tr>
<tr>
<td></td>
<td>2.50pm</td>
<td>Lindsay Rd Mt Glorious</td>
<td>11.0km</td>
</tr>
<tr>
<td></td>
<td>3.30pm</td>
<td>The Gap State High School</td>
<td>0.0km</td>
</tr>
<tr>
<td></td>
<td>3.43pm</td>
<td>1065 Mt Nebo Rd</td>
<td>11.3km</td>
</tr>
<tr>
<td></td>
<td>3.50pm</td>
<td>1406 Mt Nebo Rd</td>
<td>14.6km</td>
</tr>
<tr>
<td></td>
<td>3.52pm</td>
<td>1520 Mt Nebo Rd</td>
<td>17.5km</td>
</tr>
<tr>
<td></td>
<td>3.58pm</td>
<td>1888 Mt Nebo Rd</td>
<td>21.8km</td>
</tr>
<tr>
<td></td>
<td>4.00pm</td>
<td>Mt Nebo Roundabout Bus Stop</td>
<td>23.0km</td>
</tr>
<tr>
<td></td>
<td>4.10pm</td>
<td>Harland Rd Mt Glorious</td>
<td>30.5km</td>
</tr>
<tr>
<td></td>
<td>4.15pm</td>
<td>1849 Mt Glorious Rd</td>
<td>33.0km</td>
</tr>
<tr>
<td></td>
<td>4.20pm</td>
<td>Bus Stop Alex Rd Mt Glorious</td>
<td>36.0km</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Does my child need to participate in an enrolment interview?</td>
<td>Yes. Every new student enrolment at The Gap State High School involves parents making an application for enrolment by completing the required paperwork and attending an interview.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do I need to do to prepare for the enrolment interview?</td>
<td>Read the enrolment process flowchart in the enrolment application, noting all the documentation you will need. Sign and complete all forms in the enrolment guide BEFORE sending in the enrolment application, once all documentation is received you will be notified regarding an enrolment interview.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do I need to do if I have a student with a verified impairment or diagnosed learning difficulty? Eg intellectual impairment, Autistic Spectrum Disorder</td>
<td>Complete your enrolment application and provide all relevant copies of the verified impairment or diagnosed learning difficulty as well as the documentation needed for the enrolment process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do I know if I live in the catchment area and can I still apply if I live outside the catchment?</td>
<td>See the catchment map on Edmaps. All students can still make an application to the school. However, priority is given to in-catchment enrolments, remaining student admissions are considered using the Enrolment Management Plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is interested in Instrumental Music, what should I do?</td>
<td>Please fill in the Instrumental Music form in the enrolment application. Students will be required to complete a small music theory test and audition. These will give the teachers an indication as to how to group students for lessons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happens on the first day of school at the beginning of the year?</td>
<td>On a student’s first day at high school they are introduced to their connect class, receive their timetables and are taken on a tour of the school. Students are introduced to the many student support services in the school including their connect teacher, head of year, school administration, guidance officer and chaplains. Time is taken to ensure that the needs of all students are addressed and they have a successful and enjoyable introduction into The Gap State High School.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a school dress code?</td>
<td>Yes – this is a uniform school and the students are expected to wear the appropriate uniform. All uniform items are available at our Uniform Shop both new and second hand. There are photos and information about the correct shoes that meet the Workplace Health and Safety requirements in our Parent Reference Guide as well on The Gap State High School website. In winter students must wear the correct winter jumpers sold at the Uniform Shop NOT non-uniform jumpers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What sport options are available for students?</td>
<td>See The Gap State High School website for information and Parent Information Guide.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where can I find more information about the consequences of unacceptable student behaviour?</td>
<td>Please refer to The Gap State High School website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What support is there for the social/emotional welfare of my child?</td>
<td>Chaplain, Guidance Officers, Year Level Coordinators, Growth HODs, School Nurse (see Student Support)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| If my child is absent, what should I do? | Parents should leave the name and year level of the student on the message bank on the day of the absence preferably before 9.30 am.  
**SMS:** 0428 053 498  
**Email:** studentabsences@thegapshs.eq.edu.au  
**Phone:** 3511 3860 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If my child is late for school, what should they do?</td>
<td>Students arriving late to school must report to the office for a late slip which will indicate the reason for lateness and time of arrival. The note is shown to the teacher to gain late entry to class. A note or phone call explaining the reason for the late arrival is required.</td>
</tr>
<tr>
<td>My child needs to attend an appointment during the day. What should I do?</td>
<td>A leave pass will be issued if a student requests to leave school during the day for a specific purpose such as a dental, orthodontist, physiotherapy, optometrist or doctor’s appointment. A note/phone call/email must be received from a parent/guardian explaining the reason for leaving early. These situations during school hours are to be avoided unless absolutely necessary.</td>
</tr>
<tr>
<td>Does the school have insurance cover for my child?</td>
<td>Curriculum and physical activities, particularly contact sports, carry inherent risks of injury. Parents are advised that the Department of Education and Training does not have Personal Accident Insurance coverage for students. Education Queensland has public liability coverage for all approved school activities and provides compensation for students injured at school only when the Department is negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or caregiver. It is a personal decision for parents as to the type and level of private insurance they arrange to cover students for any accidental injury that may occur.</td>
</tr>
<tr>
<td>Transport to The Gap State High School</td>
<td>Please refer to TransLink for public transport information, and coordinates and integrates public transport services in South East. The Journey Planner will help you plan your bus trip.</td>
</tr>
</tbody>
</table>