

WELCOME TO HOLLAND PARK STATE HIGH SCHOOL



STUDENT HANDBOOK

Phone: 3347 0111

Student Absence Line: 3347 0160

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TABLE OF CONTENTS

GETTING TO KNOW YOUR SCHOOL

Our Vision	3
School Map	4
Weekly Timetable	5
Every Lesson Every Day	6
Expectations Matrix	7 - 8
Procedures for Students	9 - 12
Well-Being @ Holland Park High	13
Stymie	14
The HP Cup	15-17
School Uniform	18-22
Homework Policy	23-24
Student Guide to Assessment	25-29
Student Leadership Structure	30



HOLLAND PARK STATE HIGH SCHOOL

Strive for Excellence

Our Vision

Mission and Values

At Holland Park State High School, we are committed to providing a culture of world class learning that allows students to experience personal, intellectual and social growth. We work in partnership with our community as we nurture respectful, kind, engaged students, who persevere and embrace the many opportunities available to them. We prepare students to become responsible, resilient learners, possessing 21st century skills for a successful future, to become confident, active and informed global citizens. We Strive for Excellence.

Vision Statement

Holland Park State High school nurtures a community of well-rounded, engaged, and empowered learners striving for excellence together.

Statement of Purpose

To foster a community of engaged, kind, respectful and responsible learners, persevering towards personal success.



Core Values

We Value

Quality and Engaged Learning



Respect and appreciation towards self and others

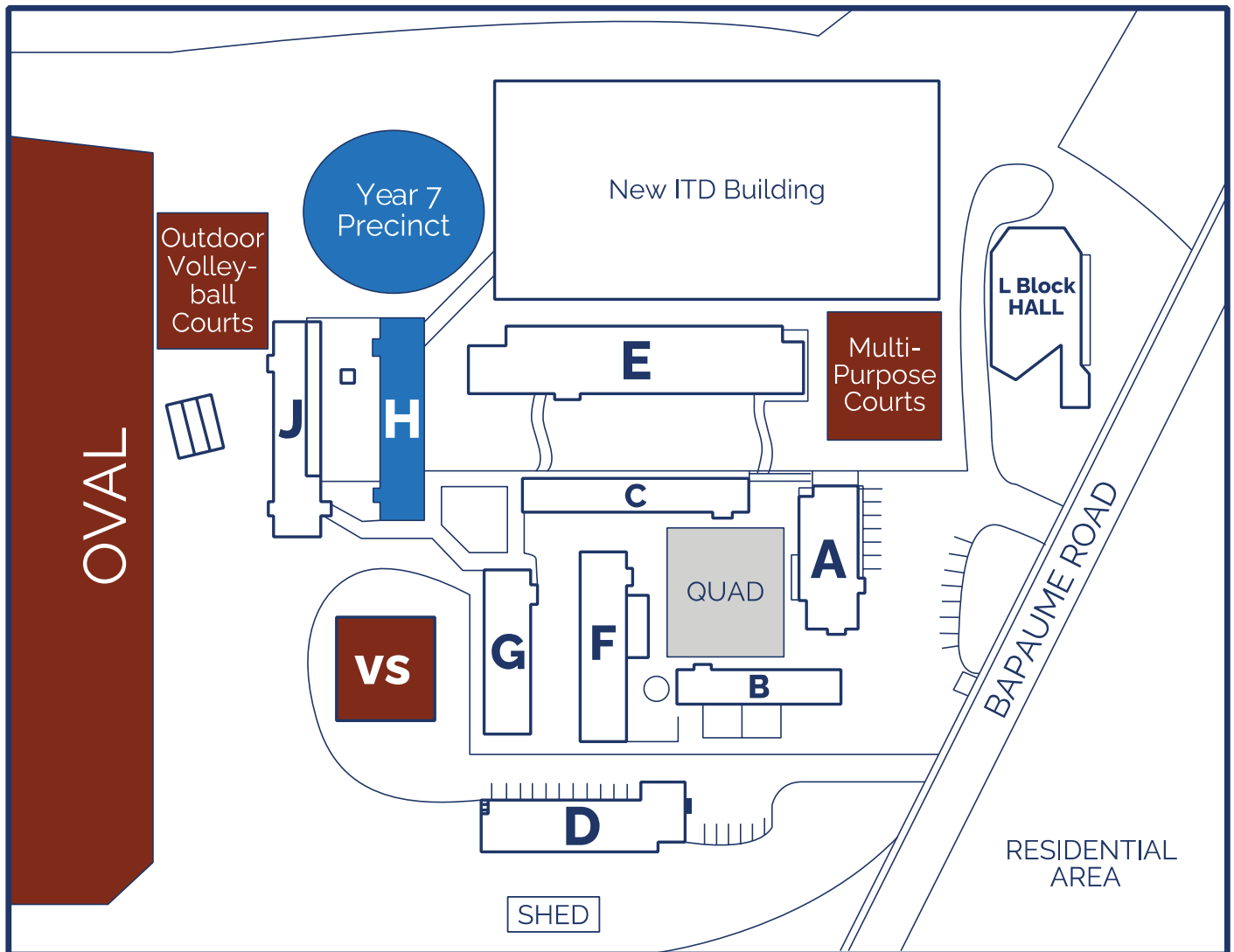


Kindness in manner and acceptance of others



Our community's Perseverance and Resilience

SCHOOL MAP



KEY:

- | | | |
|---|--|---------------------------|
| A Main Office, Administration | E Science | K Year 7 |
| B Languages, Guidance Officer, Canteen, Uniform Shop, Resource Hire Room | F English | L Hall |
| C Home Economics Student Support Hub, Food and Fibre Technologies | G Business Education, IT, Gym | VS Volleyball Shed |
| D Technology | H Year 7 | |
| | J Mathematics, Music Learning Support | |

Holland Park High School 2023 Weekly Timetable

Monday		Tuesday		Wednesday		Thursday		Friday	
8:50 – 9:00	Care	8:50 – 9:00	Care	8:50 – 9:00	Care	8:50 – 9:00	Care	8:50 – 9:00	Care
9:00 – 10:10	P.1	9:00 – 10:10	P.1	9:00 – 10:10	P.1	9:00 – 10:10	P.1	9:00 – 10:10	P.1
10:10 – 11:20	P.2	10:10 – 11:20	P.2	10:10 – 11:20	P.2	10:10 – 11:20	P.2	10:10 – 11:20	P.2
11:20 – 11:50	MT	11:20 – 11:50	MT	11:20 – 11:50	MT	11:20 – 11:50	MT	11:20 – 11:50	MT
School/Year level Assembly/STRIVE 11:50 – 1:00	P.3	11:50 – 1:00	P.3	11:50 – 1:00	P.3	11:50 – 1:00	P.3	11:50 – 1:00	P.3
1:00 – 1:50	LUNCH	1:00 – 1:50	LUNCH	1:00 – 1:50	LUNCH	1:00 – 1:50	LUNCH	1:00 – 1:50	LUNCH
1:50 – 3:00	P.4	1:50 – 3:00	P.4	SPORT Yrs. 7-9 1:50 – 3:00	P.4	SPORT Yrs. 10-12 1:50 – 3:00	P.4	1:50 – 3:00	P.4



Every Lesson, Every Day LESSON CHECKLIST

BEFORE CLASS

Arrive on time for class

Have all learning materials ready (including a charged laptop)
for the lesson

Line up in two lines wait for your teacher. Enter room quietly
when invited to do so by your teacher

Wear the correct school uniform. Have uniform slip ready to
present to your teacher if necessary

DURING CLASS

Stand behind chairs until greeted and invited to sit down

Write and discuss Learning Goal as directed

Reflect on prior knowledge

Demonstrate school values while learning

Follow classroom routines, policies and procedures

END OF CLASS

Reflect on your learning. Have you met the Learning Goal?

Tidy up the room and return any borrowed equipment.

Stand behind your chairs and wait quietly to be dismissed.

EXPECTATIONS MATRIX

HOLLAND PARK STATE HIGH SCHOOL EXPECTATIONS MATRIX										
	School wide	Classrooms	Library	Practical rooms	Hallways and Verandas	Oval/Sporting Facilities	Around the school and under buildings	Toilets	Student Services e.g. Canteen, Uniform Shop, Office	In public and outside of school
LEARNING	Be organised, plan your time and attend classes prepared for learning	Adopt a positive attitude to learning: listen, participate and cooperate	Access resources for learning	Be active, stay on task and complete set work	Keep bags in racks	Use sporting equipment correctly	Keep the area free of litter Recycle using appropriate bins Stay off driveways	Observe good toilet hygiene Visit during breaks Visit toilets with a purple pass out	Access services at the appropriate time, usually in breaks	Display interest, motivation, cooperation and engagement in the public domain
	Do your best work always	Use your initiative to keep on top of your studies	Follow school internet policies	Use personal protection equipment at all times	Move quickly between lessons	Wear a hat, be sun safe			Sign in at the office immediately on arrival if late to school	Use /behaviours that promote a positive public image
	Complete homework and assessment tasks on time	Access extra help	Ask for help	Observe all safety protocols in the area	Speak quietly so as not to interrupt the learning of others	Persevere and aim to improve			Bring a note from your teacher to go to sick bay	Participate in a wide range of school activities
	Take responsibility for catching up missed work	Take pride in your progress and development	Use the library for free time for extra help		Arrive promptly	Participate seriously				Accept guidance and assistance
RESPECT	Behave safely at all times	Use technology responsibly	Work and move around quietly	Present neat and tidy work	Allow others to pass	Follow school approved game rules when participating in a game	Respect other people's personal space and right to use the area	Respect the privacy of others	Wait your turn to be served	Speak appropriately a to those around you
	Respect teachers' rights to teach	Leave rooms tidy	Use computers and resources carefully	Switch off electronic devices after use	Move without disturbing classes	Observe the etiquette of the game	Walk at a brisk pace & keep left	Treat facilities with respect	Use your good manners at all times	Show consideration for the environment in which you find yourself
	Be polite and courteous to everyone	Keep phones off and out of sight	Return borrowed materials on time	Use the correct equipment for the task	Walk at a brisk pace	Be a good sport	Keep walkways and stairs clear		Greet staff with a smile	Earn the support of our community through respectful behaviour
	Take pride in your progress and development	Allow others to learn			Stay out of unsupervised classrooms	Observe eating areas and playing areas				
	Keep hands, feet and objects to yourself	Recognise and respect the different backgrounds, talents and abilities of others				Mind your language				Uphold the code of behaviour while travelling to and from school and at activities held away from school
						Place litter in the bins provided				

EXPECTATIONS MATRIX

KINDNESS	<p>Be kind at all times</p> <p>Be kind to staff and students</p> <p>Treat others fairly and respectfully</p> <p>Consider how your words and actions affect others</p> <p>Speak to others in a positive way</p> <p>Enter classrooms quickly, quietly and sensibly</p>	<p>Support each other in difficult times</p> <p>Recognise people who have done well</p> <p>Practical kindness: daily acts at home and school</p>	<p>Use positive language when speaking with staff or asking for help</p> <p>Share resources and invite others to participate in games</p>	<p>Support your peers in being safe and successful in their tasks</p>	<p>Keep to the left</p> <p>Line up outside classroom</p> <p>Greet your Teacher and classmates</p>	<p>Treat other players fairly</p> <p>Observe the rules of play</p> <p>Follow duty teacher instructions always</p>	<p>Put your rubbish in the bin</p> <p>Use appropriate tone and volume when moving between classes</p>	<p>Leave the facilities clean after use</p> <p>Report any damage</p>	<p>Wait your turn</p> <p>Use manners at all times</p>	<p>Speak to members of the public in a positive way</p> <p>Show kindness to people in need</p> <p>Give up your seat for adults</p> <p>Speak kindly to bus drivers, business owners and members of the community</p> <p>Use encouraging actions and behaviours that promote positive public image</p>
	PERSERVERANCE	<p>Be consistent with learning goals</p> <p>Strive to meet success criteria in every lesson</p> <p>Get involved in extracurricular activities</p>	<p>Adopt a growth mindset</p> <p>Complete all set work</p> <p>Ask for help if you need it</p>	<p>Use your time wisely in the library</p>	<p>Participate actively in class</p> <p>Follow all safety procedures</p> <p>Cooperate with group members</p>	<p>Make sure you have the right equipment</p>	<p>Play the correct sport on the correct surface</p> <p>Follow instructions without dissent</p> <p>Remain with your class</p> <p>Sit on the front edge of the oval in breaks</p> <p>Pack up at first bell</p> <p>Return borrowed equipment promptly</p>	<p>Encourage others to keep area tidy</p>	<p>Always use an out of class slip</p> <p>We don't use the toilets in the first and last 20 of each lesson</p>	<p>Follow support staff instructions</p> <p>Hand in the correct forms on the correct day.</p> <p>Always sign in when late</p> <p>Always sign out when leaving early</p> <p>Parents to notify office staff of changes to your attendance</p>

The complete version of the Student Code of Conduct can be found on the school's website.

PROCEDURES FOR STUDENTS

Please contact the school if you have a question or concern.

1. ABSENCE/LATENESS PROCEDURES AND PENALTIES

Workplace standards for absence apply e.g. a maximum of 10 days per year is considered acceptable.

Notes from parents/guardians are required for:

- i. **Permission to leave the school during the day is limited to medical appointments or specialised instruction.** Principals may grant leave for other limited reasons at their discretion. Parents/Care Givers should contact the Administration to advise of appointment times. Alternatively, students can supply a parent letter which they are to provide to the office before school. Students are to then collect their leave pass at the next break. Students are required to sign out and into the school through the office.
- i. **Lateness.** Students arriving late must sign in and bring a note to the office. A note may be presented to the office next day. It is a school expectation that time lost through lateness will be made up.
- i. **Absence.** Students should bring a note to the office on their return to school following absence. Alternatively, parents may telephone the Student Absence Line 3347 0160 at any time. For an extended leave of absence, parents should contact the Principal/Deputy Principal prior to the absence.

In general, time lost should be made up in the student's own time – either by the student catching up on work during the lunch hour or during evening homework time. In the case of lateness and truancy, time will usually be made up during lunchtime and after school detentions (3.10-3.40pm). Where attendance falls below 80%, students may not complete course requirements.

This could result in:

- a. **no result being awarded in a subject/subjects**
- b. **cancellation of enrolment. Parents are contacted where students are at risk of serious penalties**

2. ILLNESS/ACCIDENT/EMERGENCY

All cases of illness and accident must be reported immediately to the office or to a staff member in an emergency. Students reporting sick during classes must present a note from that class teacher. **Students must not phone parents; office staff will contact parents.** Parents are contacted to take students home, where illness prevents participation in school activities. Parents are advised to keep students home if they are ill. If there is an emergency at home and parents want to contact their children, please call the school in the first instance. Students are not permitted to leave school without the permission of the administration, even if they have their parents' consent.

PROCEDURES FOR STUDENTS

3. BULLYING AND SEXUAL HARASSMENT

Bullying and Sexual Harassment are serious offences. Any students experiencing bullying or sexual harassment are to seek assistance from their year level Dean of Students or Deputy Principal.

4. LOCKERS

Some lockers are available for students' use. Students select lockers early in the year. Students are to provide their own quality lock and lodge a spare key in a marked envelope with the teacher in charge of lockers in the block. If no key is provided, it may be necessary to break the lock for access by school authorities. The school reserves the right to inspect and remove locks at any time. All lockers must be cleaned out regularly. All items must be removed prior to vacations. Locks must be removed when requested. Lockers should be treated as storage areas not security deposit boxes. Whilst all care will be taken, responsibility will not be taken by the school for items in lockers. Valuables should be left at the office for safe-keeping.

5. PERSONAL BELONGINGS & LOST PROPERTY

Schoolbags should be left in racks outside rooms, not on pathways and be kept in sight. Any articles found should be handed into the Office. All property should be clearly named. Valuables or large sums of money should be left at the office early in the day for safe-keeping. Do not leave valuables or money in your school bag. Lost property enquiries can be made at the main office.

6. MOBILE PHONES & ELECTRONIC DEVICES

Holland Park State High School has determined that the responsible use of mobile phones and other devices is a critical component of digital literacy.

Mobile Phones should be off and out of sight during all lessons. If a student uses a mobile device or accessory during class time without permission they will be required to hand the device into the office. Students will be issued with a slip and the device or accessory can be collected at the office at the end of the school day. If it is the 3rd occasion the device has been handed in a parent/care giver will be required to collect it from the office.

- Expensive mobile phones should not be bought to school as theft or damage may occur.
- Under no circumstances are mobile phones or other electronic devices to be visible and in use during school time (including Care meetings, class time, assembly, sport).
- Where a student needs to check a message or contact a parent, this should be done during breaks only.
- In the event of illness or injury at school, students must not phone parents using mobile phones. All illness and injury must be reported to a member of staff for legal and health and safety reasons.
- Mobile phones are not suitable for use as a calculator. Students must purchase the school prescribed calculator.

PROCEDURES FOR STUDENTS

7. PHOTOGRAPHY

The school frequently takes photographs of students engaged in school related activities and these may be published in newsletters and other school publications. Written consent is obtained during the enrolment process. Students should not take photos of teachers or other students unless they have their consent on each occasion. Students must not alter or publish photos e.g. on websites without the written consent of all parties. Photos, video or audio recording of any classroom or playground activity is not permitted without the consent of the supervising teacher, in advance. Supervising teachers may refer such requests to a member of Administration. Students may not film or post on any website any film of or about students without the permission of the Principal.

8. BICYCLES

All bicycles should be ridden to school in accordance with the rules of the road. It is compulsory to wear a bicycle helmet. Bicycles are not to be ridden in the grounds. Students should enter the grounds via the top gate and walk their bike to the bicycle enclosure area near the canteen. The bicycle racks and enclosures are out of bounds except when arriving and departing. The bicycle enclosure is provided for safer storage of bicycles. However, it is not fully enclosed and an additional lock/chain for use inside the enclosure is recommended. Bicycles should not be left in the enclosure overnight or on weekends. The bike enclosure is open from 7.15 am to 9.00 am, at 3.00 pm to 4.00pm and at other advertised times. It will not be opened otherwise unless for emergencies.

9. STUDENTS' CARS

Student cars are to be parked in Bapaume Road or adjacent streets (not in school grounds) and are to be used only for travel to/from school and are not to be accessed during school hours. Students should have parental permission to become passengers. Use of cars on excursions or for sport is not permitted as the school is responsible for all students on excursions.

10. HOMEWORK

Teachers will regularly assign homework tasks to consolidate the learning that occurs in classrooms. Students are to check their DayMap homepage for Tasks and Assessments that have been assigned to them.

11. SUBJECT CHANGES

Students who wish to request a change in subjects are to contact the Deputy Principal. Changes will only be made for good educational reasons at the end of semester. Normally students are required to study a full load of subjects. A subject change form from the Office must be completed before a change occurs and a new timetable issued before students are able to enter their new class.

12. MEDICATION

Where students are required to take medication through the school day, parents must hand in to the office the medication and doctor's instructions and/or pharmacy label/packaging. Students must not carry medication with them. The school does not hold or administer headache tablets.

PROCEDURES FOR STUDENTS

13. ROOMS/FACILITIES

- i. School Classrooms and the hall are not to be entered unless authorised by a teacher. Restrictions on the use of verandahs, and some areas of the grounds, must be respected. Students must not use the gym without a teacher's supervision.
- ii. Students are not to enter staffrooms without a teacher.
- iii. All sporting facilities are out of bounds unless sport is being played. No contact sport is permitted without the agreed direct supervision of a teacher. The fence lines (Bapaume Road and Freeway) are out of bounds.
- iv. No sport is to be played (other than handball) under or near buildings.
- v. Sport is to be played with the correct protective gear (including footwear).
- vi. For health and safety reasons, sport must be played on the designated area/surface appropriate to the activity e.g. netball on netball courts.
- vii. All vehicles in the school grounds are out of bounds and students are to stay well away from them.

14. EATING

The eating of food is not permitted in buildings, on verandahs, on the stairs or on sports fields/courts. Students are not to bring bubble or chewing gum to school. Fast food is not to be ordered by students or parents, nor delivered to the school for student consumption as the school is committed to the Smart Choices Policy of the State Government. Any requests to vary this e.g., to deliver a birthday cake should be made in advance to the Principal.

15. PROHIBITED ITEMS

The following items are not to be brought to school or to any school function

- i. skateboards, scooters, rollerblades, skates
- ii. cigarettes, e-cigarettes, vaporizers, matches, lighters or other smoking paraphernalia
- iii. alcohol or illegal drugs
- iv. potentially dangerous objects, e.g. knives, glass bottles, aerosol sprays.
- v. Confiscated items may be returned to parents or handed into the police.

17. USE OF GROUNDS OUTSIDE OF NORMAL SCHOOL TIME.

School grounds are not public parks where unrestricted use is allowed. Community use of school facilities is at the discretion of the School Principal. Community members including students are not legally allowed to use the grounds outside of school hours unless permission has been granted.

18. TRANSFER/LEAVING SCHOOL

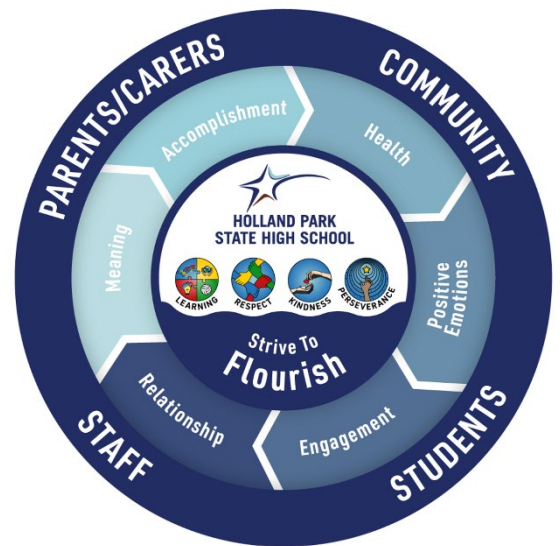
Students are required to supply written advice from parents/care givers to the School Office. In the case of transfer, the name of the school to which they are moving is also required. Textbooks, library material and school ID cards etc. must be returned before the student's final day.

WELLBEING @ HOLLAND PARK HIGH

Wellbeing @ Holland Park High

Holland Park State High School is committed to providing an inclusive learning environment for all students, in all aspects of school life and a place where all students and families feel and are welcomed, respected, included and safe. Holland Park State High School endeavours to embrace and make visible diversity as a strength and support respectful relationships within the whole school community and between students.

At HP, we endeavour to empower the whole school community to take purposeful action to enhance their OWN wellbeing as they STRIVE to flourish. Over the coming years, the HP community will explore the six elements of PERMAH and how they contribute to a person's overall wellbeing and ability to flourish.



PERMAH

Positive Emotions

Positive emotions are an essential part of our wellbeing. Flourishing people look back on the past with gladness; look into the future with hope & enjoy & cherish the present.

Engagement

When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment & enter that stage of as 'flow'.

Relationships

We enhance our wellbeing & share it with others by building strong relationships with the people around us - family, friends, co-workers, neighbours, team mates.

Meaning

We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity, a creative goal.

Accomplishment

To achieve wellbeing & to flourish we need to be able to look back on our lives with a sense of accomplishment, being able to say that 'I did it & I did it to the best of my ability!'

Health

Our physical health is a core aspect of our wellbeing. We need to take care of our bodies because they affect all aspects of our being, including thinking & feeling.



Stymie

Helping You to Say Something
About Bullying and Harm at
Holland Park High

It takes courage to say something.

Stymie empowers the students of Holland Park High to ask for help when they need support, or if they are seeing or experiencing harm.

stymie.com.au encourages you to support your peers by making anonymous notifications through their site. These notifications will be about other students who you see being bullied/cyber bullied or experiencing any kind of harm at Holland Park High. You can also make notifications about **illegal activity and any other kind of harm to your school community**. The notifications can include evidence such as screenshots of social media conversations or messages and are automatically forwarded to the appropriate adult here at Holland Park High. The first confidential conversation we have, will be with the student who is experiencing harm - they will know they are not alone.

Holland Park High is committed to supporting all of you in being able to make positive choices about bullying and harm in our community. Please use it. Use it responsibly and thoughtfully and know that you can make a difference.

HOW DO I MAKE A NOTIFICATION?

1. Go to stymie.com.au
2. Make a **detailed** notification, with at least **50 characters** of information in the 'what happened' box. You can also include a screenshot of any evidence of online harm.
3. Click 'send'.



The HP Cup



May the best House win!

Holland Park State High School has an existing tradition of House based rivalry and friendly sporting competition. Upon their enrolment students are equitably allocated into Gordon, Marshall, Toohey and Weller houses. Previously the winning house was determined by our three key sporting carnival across the year. Since 2022 the HP Cup has sought to increase student's sense of belonging at HPSHS through an expanded House based program that encompasses all aspects of school life: Academic, Arts, Cultural and Sporting events.

Actioning the school's Explicit Improvement Agenda in the domains of Engagement and Growth, and Wellbeing the HP Cup:

- Fosters student well-being. The House based structure supports and promotes the building of a sense of belonging within the Houses and the school
- Explicitly seeks to increase student engagement through a wide range of lunch time, extra-curricular and school-based events
- Engenders student pride in theirs and their houses' achievement
- Provides opportunities for students to build and demonstrate their leadership

The Merit Point System

Students earn individual merit points through their positive engagement in school life. Teachers will assign merit points to students based upon:

- Their demonstration of the school's values of learning, respect, kindness and perseverance.
- Their demonstration of the 4 Ps in their classes: Punctual, Polite, Presentation & Preparedness for Learning
- Report card Behaviour and Effort results of an A standard or higher
- Participation in targeted events including but not limited to year level challenges, student council activities, lunch time activity programs, charity and wellness events
- Attendance and participation in the three main sporting events of the year: Swimming, Cross Country and Athletics Carnivals

As students earn their merit points and reach the designated levels they become eligible to receive their reward.

THE HP CUP

Your active participation in school life earns you points.	Points allocated	Potential points per week	Potential points per year: 40 weeks
Care class: Punctual, Presentation, Prepared & Politeness	1	5	200
Subject Teacher: Punctual, Presentation, Prepared & Politeness, Behaviour & Effort	1	18	720
Strive Lesson: Punctual, Presentation, Prepared & Politeness, Behaviour & Effort	1	1	40
Sport: On time, hat, required equipment	1	1	40
Attendance: >92% per term	10		40
Attendance at Before or After School Training/Rehearsals	1 per training session		
Report Card Results Every A for Behaviour & Effort	5 per A	70 per report	3 reports for the year = 210
Attendance at Sports Carnivals: Swimming, Cross-Country & Athletics	5 per event		15
Attendance at House events: Per event	2		Depends on how many events you participate in.
Participation in extra-curricular events: Creative Generations, Volleyball Schools Cup, Musical etc	5 per day		Per event
Participation in extra-curricular events: All Schools Touch, Readers challenge	5		Per event
Admin discretionary points for remarkable demonstrations of the school's values of Learning, Respect & Cooperation.	10		The sky's the limit! Get involved, be seen, be rewarded.

Remember, it's all about participation and engagement!
The more you get involved in, the more points you will earn!

THE HP CUP

The locals honored by our Houses



Gordon

The Gordon family lived in the Weller's Hill area in the late 1800s and were sand and gravel merchants. Mr Gordon donated a sizable land package to the local church.

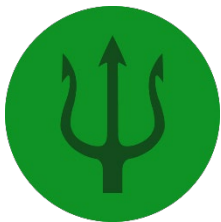
Colour: Blue
Identify as: The Gordon Gladiators



Marshall

In the 1880's George Marshall originally from Buckinghamshire, England settled in Brisbane and became the Brisbane City Council's first Alderman. His family purchased 60 acres of land on either side of Marshall Road in the Sandy Creek area. The family ran cattle and grew grapes on the property.

Colour: Red
Identify as: The Marshall Mustangs



Toohey

James Toohey was one of the largest land owners in Brisbane during the late 1800's. His property encompassed most of St Lucia, Kangaroo Point, Greenslopes, Holland Park, Tarragindi and Nathan. His legacy is recognized by the Toohey forest park.

Colour: Green
Identify as: The Toohey Titans



Weller

In 1874 Jacob Weller purchased 83 acres of land bordered by Weller, Toohey and Marshall roads. The family cultivated grapes as well as cattle. The original family homestead is now the site of the Weller's Hill reservoir.

Colour: Yellow
Identify as: The Weller Wildcats

SCHOOL UNIFORMS

Dress Code and Uniform Expectations Policy

At Holland Park State High School, we aim to foster a community of engaged, kind, respectful and responsible learners, persisting towards personal success. Our community places very high standards towards personal presentation, and encourages students to demonstrate respect towards themselves, by wearing the school uniform with pride and in an impeccable manner.

The School's P and C has endorsed these guidelines and have a believe that students must wear the correct school uniform to a high standard at all times. Student safety and their image in the community is important, and believe that their appearance is a very significant and visible communicator about our school.

The uniform of Holland Park SHS is designed to:

- Give students a sense of respect, purpose and pride that lends itself to the process of learning in our educational setting, whilst supporting a positive learning culture.
- Cater for elements of safety, comfort, climate, modesty, cost, social equity, reduces peer pressure, and addresses health and safety policies.
- Develop a stronger school culture where learning is the key focus, and re-enforces self-discipline which is required outside the school environment.

It is understood that enrolling families understand the uniform requirements and accept the school's uniform expectations.

Under the Education (General Provisions) Act 2006 section 360, a Principal may develop a dress code to apply when students are attending or representing the school. As per the Act, this dress code outlines the acceptable standard of clothing to be worn by students and personal presentation. The Dress Code and Uniform expectation Policy reflects the community expectations and standards, as determined by the Principal, in consultation with school community representatives.

The Uniform Shop is a business operated by our P and C and is the only supplier of uniforms. The range includes lower cost and non-gender specific items and the sourcing and sale of uniform complies with all policies.

School uniforms and high standards of personal presentation communicate that a school is a serious place of learning. As an outward sign of inner values, the strict and neat wearing of a school uniform supports long held community views about school discipline, equality and creating a sense of belonging.

At Holland Park High we are developing a school culture where learning is the key focus, supported by all students adhering to a set of standards that underpin not only their appearance but also their behaviour and their approach to learning.

At enrolment all parents and students are made aware of the school expectations regarding uniforms. By enrolling your child at Holland Park High you commit to our standards and accept our school policies including school uniforms.

SCHOOL UNIFORMS

Important uniform information includes;

- The Holland Park SHS **formal uniform** is to be worn daily to and from school and during all school activities, including excursions (unless otherwise specified), school photos, and other functions at which students are representing the school in our community.
- The Sport uniform may be worn to and from school **only on allocated sports days**. Sport uniform can be worn on Tuesday (Years 7,8,9) or Wednesday (Years 10,11,12).
- Health and Physical Education classes require the wearing of the sports uniform. Students will change during break times or before class and change back into their formal uniform at the end of the class.
- The mixing of formal and sport uniform items is not acceptable. Each uniform is to be worn in its entirety
- All uniform items are to be worn impeccably and are to be well maintained, clean and where applicable recently ironed.
- The formal uniform shirt is to be worn tucked in, and a black belt is to be worn with shorts and trousers.
- Students awarded with academic badges or leadership badges are encouraged to attach these to their tie or blouse/shirt.

FORMAL UNIFORM OPTIONS

Item	How/when worn
Skirt	To be worn below the knee. To be worn on the waist.
Tights	Plain black opaque. No leggings permitted.
Blouse and detachable tie	Blue with pocket on left hand side. Sleeves are not to be folded up
Shirt	Must be tucked into shorts or trousers. The collar must be turned down. Sleeves are not to be folded up. The top button is only done up when wearing a school tie.
Tailored shorts	Navy tailored shorts. The length of the shorts is to the top of the knee. Shorts and trousers must be worn with the belt described below.
Belt	Formal shorts and trousers must be worn with a plain black belt.
Tie	Plain navy tie is compulsory for Years 10-12, during terms 2 and 3.
Socks	Short white socks. No logos. Socks are not to be worn with tights.
Shoes	Black leather lace up shoe.

SCHOOL UNIFORMS DETAILS

Polo shirt	Polo sports shirt with school logo on left side.
Sport shorts	Shorts with school logo on lower left side, and finish at the top of the knee.
Shoes	Predominantly white, black or blue.
Socks	Short white socks. No logos.
Senior Jersey	To be worn with a school shirt or blouse underneath the jersey.

For special cultural requirements please see Administration

COMMON ITEMS OF UNIFORM

Hat	<ul style="list-style-type: none"> Students MUST wear a school approved hat with the formal or sports uniform. Hat options include the school formal, bucket, or cap.
Jewellery	<ul style="list-style-type: none"> Plain sleepers or plain studs to 5mm may be worn in pierced ears only (a maximum of two in each ear). No other visible body piercing jewellery is allowed such as nose, lip, chin, eyebrow, tongue studs or rings (including clear plastic). Religious or cultural medallions may be worn. They must be on a long, thin chain which is neither leather nor thick, that hangs well below and inside the uniform (so they are not visible and do not fall out). One ring may be worn. It must be flat with no sharp edges. A watch may be worn. Bracelets, coloured bands and ankle jewellery are not to be worn. Medical exemptions will be applied when appropriate. Headphones/earphones should be worn in line with the electronic device policy.
Hair	<ul style="list-style-type: none"> Neatly styled and not in the student's face. Hair longer than collar length is to be tied back, in a ponytail or other up style. Hairstyles and colours must be conservative and unobtrusive and consistent with the "positive school image". Where a student's hair is a distraction to teaching and learning, or detracts from a positive school image, consequences will be applied and students will be expected to comply with school standards within a prescribed time. Hair accessories must be discreet and in school colours. Hair should meet requirements of health and safety in labs, kitchens, workshops. Male students should be clean shaven or wear a well-groomed and conservative beard Head scarves must be in school colours
Socks	Short white socks with both sport and formal uniform. Not worn with tights
Make-Up and Nails	<ul style="list-style-type: none"> Make-up (including eyeliner, eye shadow, mascara, lipstick/lip-gloss, false eyelashes) is not to be worn by students at school nor on the way to and from school. SPF/ moisturisers that are applied discreetly is permitted, to support sun safety. Clear nail varnish on natural nails, no false nails are to be worn. Students wearing make-up will be required to remove it.

SCHOOL UNIFORMS DETAILS

Sun Safety	All students are required to wear school approved hats for all outdoor activities. Sunglasses may be worn during sports and break activities. Hats and sunglasses are not to be worn indoors.
School Bags	School bags are to be waterproof and suitable for the protection of school texts, laptop and resources. Handbags and other fashion items are unsuitable for school use.

OTHER UNIFORM ITEMS

Instrumental Music Students	All music students to wear formal school trousers with black socks
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Noncompliance with Dress Code and Uniform expectations Policy

Students are expected to comply with the school dress code. If a student is unable to wear a particular part of the uniform on any day, they should:

- Bring a note of explanation from a parent or guardian to the Administration, or relevant Deputy Principal before school commences.

If possible, the school will supply the student with the relevant uniform piece from our school supply for the day and the student is required to wear the loaned item.

Students who do not bring a note of explanation from home will be issued with an out of uniform slip and will be required to complete a detention. Variations to the school uniform are not permitted. Consequently, students who do not wear the correct uniform will be:

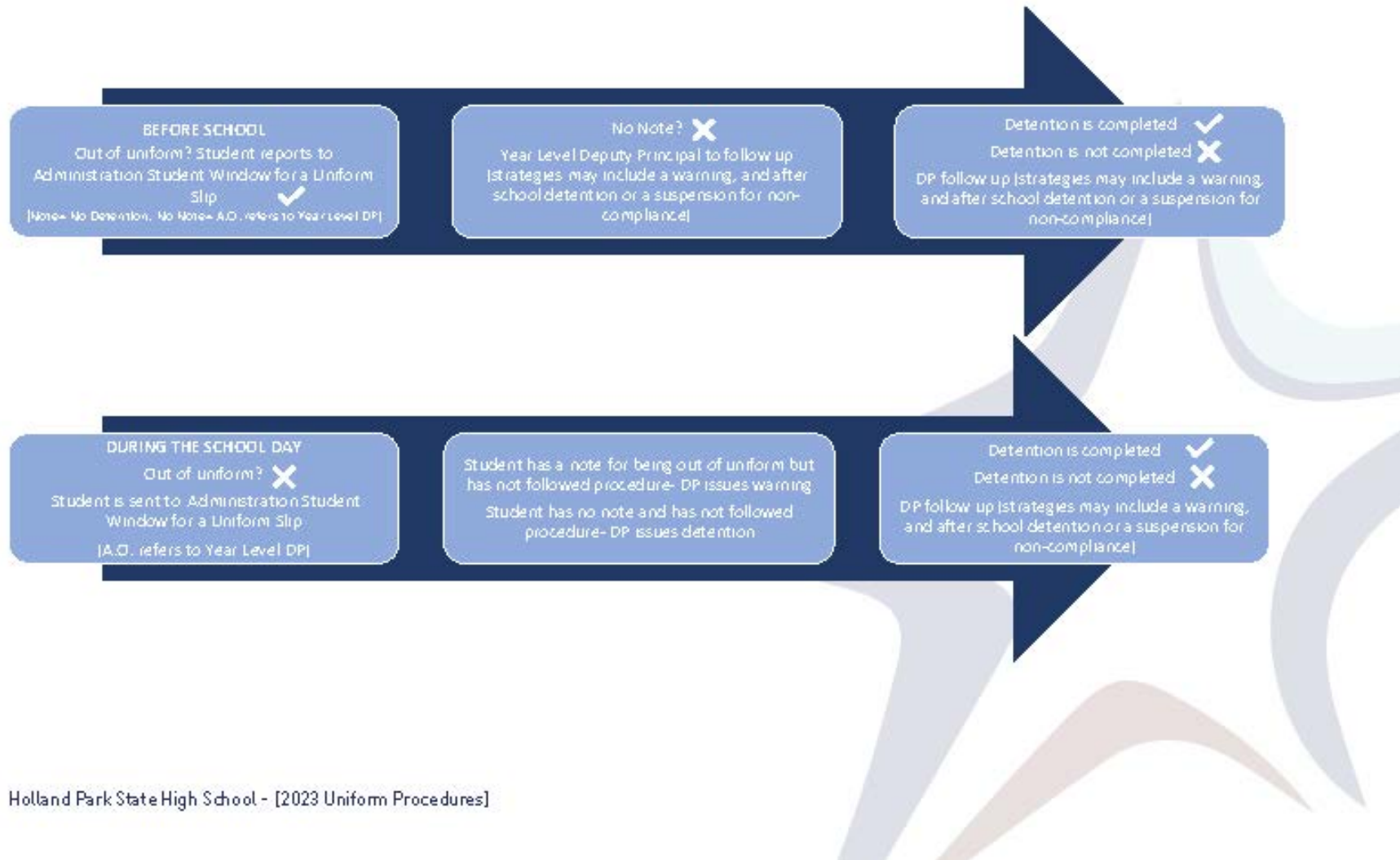
- Required to change or be withdrawn from class if, in the judgement of the school, their clothing or their wearing of it, is likely to cause offence or distraction to other students, teachers, parents or is a safety risk.

The relevant Deputy Principal will contact the parents of students who are out of uniform on a regular basis to offer assistance and encourage compliance with our uniform standards.

Volleyball Uniforms/Met East Uniforms/Senior Jerseys

Holland Park High Volleyball playing shirt may be worn on Sports days with the sports uniform. They must not be worn at school Monday, Thursday, Friday. Met East sports apparel e.g. jumpers, sports jerseys, socks are not to be worn with the school uniform at any time.

2023 UNIFORM PROCEDURES



HOMework POLICY

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for families, sport, culture, recreation, and part-time employment, where appropriate.

Homework provides students with opportunities:

- To consolidate their classroom activities
- To develop appropriate lifelong learning strategies
- Test what they learned at school
- To develop a work ethic and independence



Phases of Learning

In **Years 7, 8 and 9**, students should take more responsibility for consolidation and revision as well as set homework. They can be required to engage in independent practice to complement work undertaken in class. Homework in **Years 7, 8 and 9** could be up to, but generally not more than, 5 hours per week.

In the Senior Phase, **Years 10, 11 and 12**, the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan. As a guide, students studying 5 **general** subjects would expect to partake in at least 6-8 hours per week to ensure successful completion of homework, revision, assessment and other demands. Students who study a mixture of **general, applied** and **certificate courses** will need to allocate a minimum of 5 hours per week to be successful.

Students will:

- Record homework in their Day Map or by other means.
- Seek clarification promptly regarding the demands of the task if required.
- Complete the task promptly by the due date, contacting the teacher if support is required.
- Students complete the set homework, or complete revision, assessment work, reading, or engage with any other online platforms to revise the class work, or to engage in extension activities.

Teachers will:

- Set homework using Day Map or other means, which is relevant, accompanied by clear instructions including due date.
- Issue homework at a time in class which allows students to seek clarification on concerns they may have.
- Consistently monitor homework on an ongoing basis.
- Check homework for completion, accuracy and quality on the due date.
- Apply consequences for students not completing homework which are clear, appropriate and consistently applied.
- Contact parents/carers when students are persistently not completing homework.

Parents/Carers should:

- Provide a homework/study area for your student away from noise and activity.
- Check the Student Daymap for recorded homework.
- Check what homework has been done at the end of the homework/study period.
- Support other activities being completed such as 20mins of reading, revision activities or the use of online platforms.
- Contact the teacher/school if you have any concerns about your student's homework.

Online Learning Resources

Education Perfect across a number of subjects, across year levels. Other online platforms are also used to complement teaching and learning, such as Write That Essay.

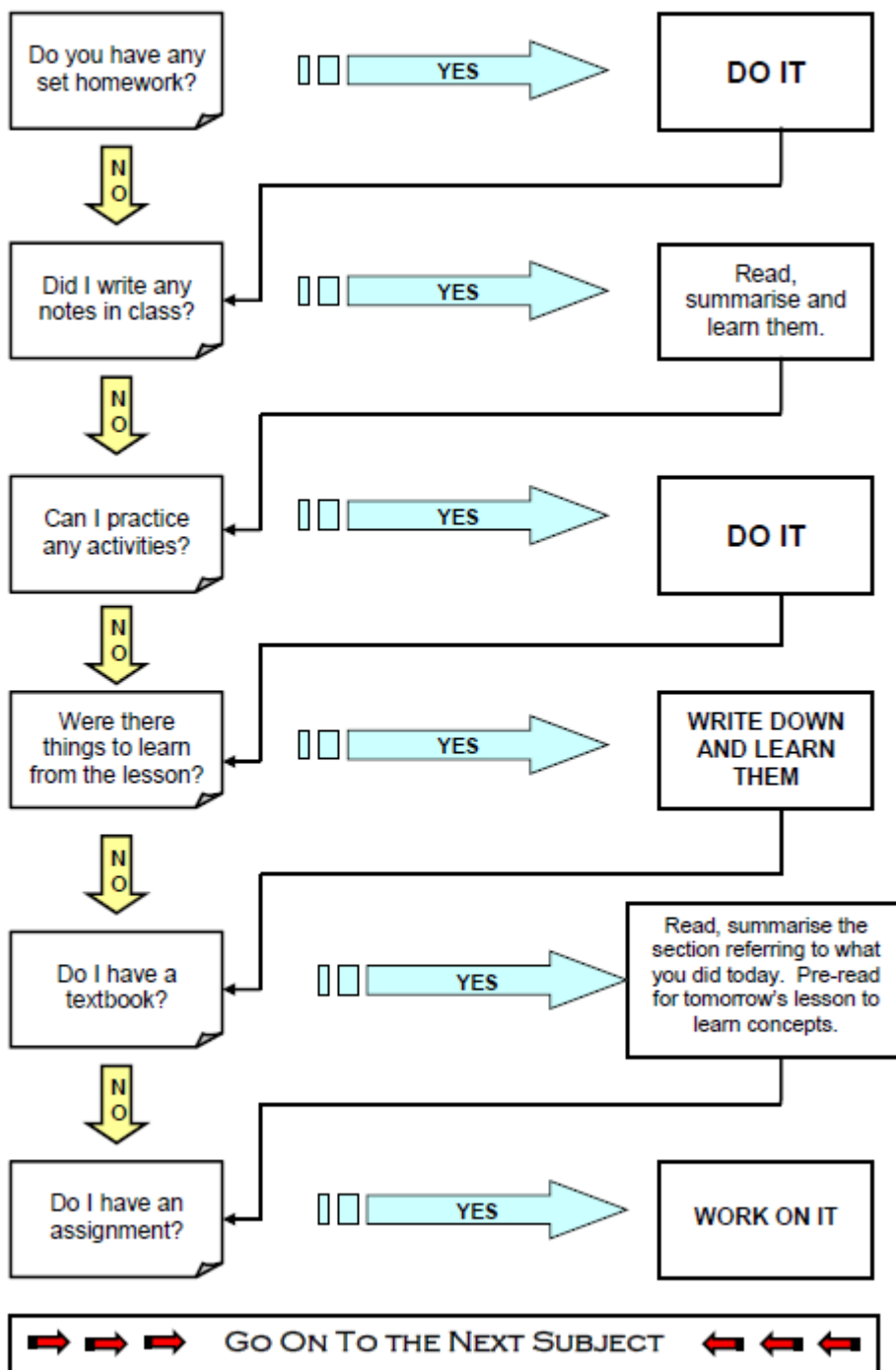
Support Opportunities

Holland Park State High School offers students from all year levels several opportunities to utilise school research facilities and receive assistance from staff outside school hours and during the school day.

WHEN	WHERE	TIME	YEAR LEVEL	SUBJECT
Monday & Wednesday	Library	3.15pm – 4.15pm	Years 7 - 9	Homework Club
Monday & Thursday	J21	1.00pm	Years 7 - 12	Maths
Wednesday & Thursday	E03	3.00pm – 4.15pm	Years 7 - 12	Maths & Science
Wednesday & Friday	ISP Room F Block	1.00pm – 1.50pm	Years 7 - 12	EALD Support

The flow chart below, can assist students and parents to determine their own Homework requirements. After using the homework study guide students are also strongly recommended to complete at least 20 minutes of reading, engage with online platforms such as Write That Essay, and Education Perfect.

Homework Study Guide



STUDENT GUIDE TO ASSESSMENT

DUE DATES

Every assessment piece has a due date that tells you exactly when you must submit your finished product, whether it is a written piece, presentation or project.

The school will help you to meet due dates by:

- publishing an assessment calendar in term 1
- publishing check points and due dates

It is the student responsibility to:

- access due dates via the published assessment schedule
- plan and manage your time to meet due dates
- follow school processes to apply for extensions, variations and adjustments (called AARA in Years 11-12).

SUBMITTING

Your assessment should be submitted:

- as a paper-based copy, physical product or performance, directly to the teacher in class unless another time is specified on the task sheet
- For Year 11-12 written components and scripts, through Safe Assign where specified on the task sheet.

It is your responsibility to:

- submit completed assessment on or before the due date
- submit assessment in the correct format
- submit assessment that demonstrates a serious response to the task.

APPROPRIATE MATERIALS

Because our school is an inclusive and supportive place, we can only use materials (like movies, books, magazines etc.) that are appropriate for school-aged students and which fit with our values: Learning, Respect, Cooperation. If there is a problem, your teacher might ask you to change your choice of topic or text.

MONITORING

Your assessment task sheet will have one or more draft or checkpoint dates on it. These dates tell you when your teacher will check your progress, to make sure you are on track to submit your best work by the due date. Your teacher might also use this as an opportunity to give your parent/s or caregiver/s an update on your progress.

It is your responsibility to:

- submit a completed draft (or whatever your teacher has asked for) by the monitoring date or checkpoints

STUDENT GUIDE TO ASSESSMENT

If you do not meet deadlines, your parent/carer will be contacted about your progress, usually with a progress letter sent, and you will be required to produce a draft in the lesson.

DRAFTING AND FEEDBACK

Preparing a draft (or similar if it is a performance or project) is a very important part of completing assessment, and most assessment tasks will require you to do a draft, unless it is an unseen exam. The draft is where your teacher will give you feedback and guidance on the progress of your assessment. In years 11 and 12, this will be limited to feedback on one draft.

Feedback on drafts may be:

- written
- verbal
- provided through questioning
- a summary of feedback and advice to the whole class

It is your responsibility to:

- submit a completed draft on or before the monitoring/check point date
- address and implement the feedback provided by your teacher and seek clarification on anything you do not understand.

RESPONSE LENGTH

Every assessment task will have a maximum word length or time limit for you to follow. This tells you how long your response should be.

It is your responsibility to:

- adhere to length/timing requirements as penalties may apply
- act upon your teacher's feedback about length and timing
- put an accurate word count or performance time on the front of your assessment piece (Years 10 -12) unless you submit through Safe Assign.

AUTHENTICATION

To make sure we have an accurate picture of your skills and knowledge, it is important that we know the work you submit is your own. **You might be asked to:**

- sign your work
- hand in drafts and planning
- hand in notes and lists of sources
- use the school referencing system (Harvard).

For Years 11-12, you must ensure that you comply with the authentication strategies listed on the task sheet.

If it appears that some of the work you submit is not your own:

- you will have an opportunity to demonstrate that the work you have submitted/prepared is yours
- your result will be based on parts of your submission that can be identified as your work.

STUDENT GUIDE TO ASSESSMENT

EXTENSIONS AND ADJUSTMENTS TO ASSESSMENT

There are sometimes reasons why students need to complete assessment in different ways, such as over a longer period of time, using different technology, or working in a different environment.

Some of the reasons you might require an extension or adjustment are:

you have a disability or impairment that is a barrier to you completing the assessment

- you have recently suffered an illness or injury that is a barrier to you completing the assessment, and you have evidence such as a medical certificate.
- eligibility for EALD support.

The following circumstances are NOT valid reasons to have your assessment adjusted:

- unfamiliarity with the English language (Year 11/12 units 3 and 4)
- matters that could have been avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of you or your parent's/carer's own choosing (e.g. family holidays, work placements)
- technology failure of any kind (students are responsible for maintaining backups of work).

Some of the possible adjustments (called AARA in Year 11/12) are:

- large print papers or different coloured paper
- a specialised chair or desk
- a teacher's aide to help you handle objects or prompt you
- a reader to read instructions aloud
- a scribe to write what you say
- technology like magnification text-to-speech software
- bite-sized food
- a drink other than water
- rest breaks
- a different exam room
- an alternative assessment
- an extension of the due date
- extra time in an exam
- an extra draft/dictionary access.

You can apply for an extension or adjustment differently, depending on your year

level. Years 7-10: Collect an application form from the office and then directly to the curriculum HOD.

STUDENT GUIDE TO ASSESSMENT

YEARS 11-12

Adjustments – apply with supporting documentation through the Guidance Officer, Inclusion Coordinator or Deputy Principal to the HOD (or through the Guidance Officer, Student Support Services or Deputy Principal if multiple subjects are impacted).

Extensions – Units 1 and 2 – apply for AARA with supporting documentation through the Guidance Officer, Student Support Services or Deputy Principal. Submit draft and/or complete test in addition to applying for AARA. Medical certificate for illness must be provided. HODs or subject teachers will be consulted before final decisions are made.

Extensions – Units 3 and 4 – apply for AARA with supporting documentation through the Guidance Officer, Student Support Services or Deputy Principal. Submit draft and/or complete test in addition to applying for AARA. Medical documentation must either be completed on the QCAA template OR a medical certificate must provide all of the information listed on the QCAA template. HODs or subject teachers will be consulted before decisions are made. Because of timelines for submission of results for Year 11/12, Units 3 and 4, extensions may be of very limited duration e.g. 1-2 days.

In emergencies affecting multiple subjects, contact the Principal or a Deputy Principal or the Guidance Officer.

COMPLETION OF COURSE REQUIREMENTS FOR SENIOR SUBJECTS

You are expected to complete every piece of assessment to get a subject result. It is important that your teacher has a well-rounded picture of your abilities, in order to put an accurate grade on your report card.

You are expected to complete every piece of assessment in every unit to a satisfactory standard to achieve a subject result, unless you have an approved variation. For example, you might have entered a subject late because you have changed schools or subjects, or had a long-term illness (documented through the Guidance Officer). In these cases, you can receive credit for these units with a reduced amount of assessment.

VERY IMPORTANT: for senior students studying units 3 and 4, you must submit a response for **every** assessment piece **on or before the due date**. If you don't, you may not receive a result for the subject.

NON-SUBMISSION

If you think you are eligible for an extension, see above. Otherwise, your teacher will give you a result based on what they have seen before the due date, usually at monitoring. For Years 7-10 your teacher may ask you to complete the task in the next lesson. If your teacher has not seen any of your progress, you may receive a 'Not Rated' result. If you are a senior student (11-12) this can affect your QCE points and you should make an appointment with the Senior Schooling HOD, Deputy Principal or Guidance Officer.

STUDENT GUIDE TO ASSESSMENT

ACADEMIC MISCONDUCT

Your school and your teachers will help you to understand the rules about assessment, and how to do the right thing, by:

- helping all year 11 students to complete the online academic integrity course
- teaching you about research, referencing, note-taking and summarising
- helping you learn about academic misconduct and how to avoid it

Academic misconduct is when:

Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notes written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	<ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract Cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying Work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.

To make sure every student receives a fair result for their own work, students who have engaged in academic misconduct will be given a result using evidence gathered by teachers prior to or on the due date that is verifiably the student's own work.

In the case of exams, students will not be rated on any exam segments potentially affected by the academic misconduct. In Years 7 – 10, students may be asked to re-sit exams or complete alternative assessment.

STUDENT LEADERSHIP STRUCTURE

LEADERSHIP TEAM	 GORDON	 MARSHALL	 TOOHEY	 WELLER
YEAR 12 2 x School Captains	YEAR 12 2 x House Captains	YEAR 12 2 x House Captains	YEAR 12 2 x House Captains	YEAR 12 2 x House Captains
SENIOR VICE CAPTAINS Academics Art Culture Sports	YEAR 11 House Leader	YEAR 11 House Leader	YEAR 11 House Leader	YEAR 11 House Leader
	YEAR 10 House Leader	YEAR 10 House Leader	YEAR 10 House Leader	YEAR 10 House Leader
YEAR 9 2 x School Captains	YEAR 9 House Leader	YEAR 9 House Leader	YEAR 9 House Leader	YEAR 9 House Leader
JUNIOR VICE CAPTAINS Academics Art Culture Sports	YEAR 8 House Leader	YEAR 8 House Leader	YEAR 8 House Leader	YEAR 8 House Leader
	YEAR 7 House Leader	YEAR 7 House Leader	YEAR 7 House Leader	YEAR 7 House Leader