

OUR VALUES

- Pride
- Respect
- Ownership
- Manners
- Opportunity
- Teamwork
- Excellence

We PROMOTE these values in all we do.

Our school values are implemented through:

- A pastoral program which reflects everyday life through our PROMOTE values. The program is underpinned by the principles of a supportive school environment and effective teaching and learning. Students are involved in pastoral care, house activities and targeted year level activities.
- Taking every opportunity to publicly and privately recognise and celebrate students and staff who are successful in implementing our school values. PROMOTE postcards are sent to congratulate our achievers. Celebration Assemblies are conducted to publicly recognise our achievers. Parents and other VIPs are invited to celebrate with us on these special occasions. A bi-monthly magazine, "Celebrate", is also published.
- A Responsible Thinking Process, the purpose of which is to develop a school where every student has the opportunity to learn in a disruption-free classroom. It is designed to help students think and act responsibly and to encourage and support students to demonstrate our PROMOTE values through their everyday behaviours.

STUDENT SUPPORT

Support is available to all members of the school community. This support may be accessed internally through the school support system or externally through community agencies and specialised programs. A Student Support Team oversees this process.

Listed below is a range of school support through relevant personnel. Referral to community agencies and programs is also available.

SUPPORT TYPE	SCHOOL SUPPORT PERSONNEL
Social/Emotional	Guidance Officer School Health Nurse School Based Police Officer Promote Teacher Year Leader Community Liaison Officer Youth Pathways Officer Behaviour Management Teacher House Leader
Curriculum	Classroom Teacher Year Leader Head of Department Dean of Studies Learning Support Teacher Special Education Teacher Teacher Aides Advisory Visiting Teachers Pathways/Transition Officer
Behaviour	Behaviour Management Teacher Guidance Officer Head of Department Dean of Students Youth Support Coordinator School Based Police Officer

CODE OF STUDENT BEHAVIOUR

This document is developed from the Education Act (2006) and Education Queensland Policy Documents (including Code of School Behaviour, SM-06, SM-16, HS-17) and is a summary of a longer document available at the school. It balances EQ requirements with the expectations of the school community and the rights and responsibilities of individual students. This code refers to student behaviour at school, travelling to and from school and at school activities.

At Robina State High School, learning occurs in an environment where students respect the rights of others and their environment and take responsibility for their own actions.

We value excellence in all we do and expect that our students will achieve their personal best in all their endeavours.

Attitude and commitment unite in our approach to this purpose and are enshrined in our school motto,

“Believe and Succeed”

EDUCATION QUEENSLAND COMMITMENT

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

Essential to effective learning is a safe supportive and disciplined environment that reflects the following rights:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe

SCHOOL COMMITMENT

At Robina State High School, we are committed to providing quality learning opportunities that enable our students to achieve within a safe, supportive and disciplined learning environment.

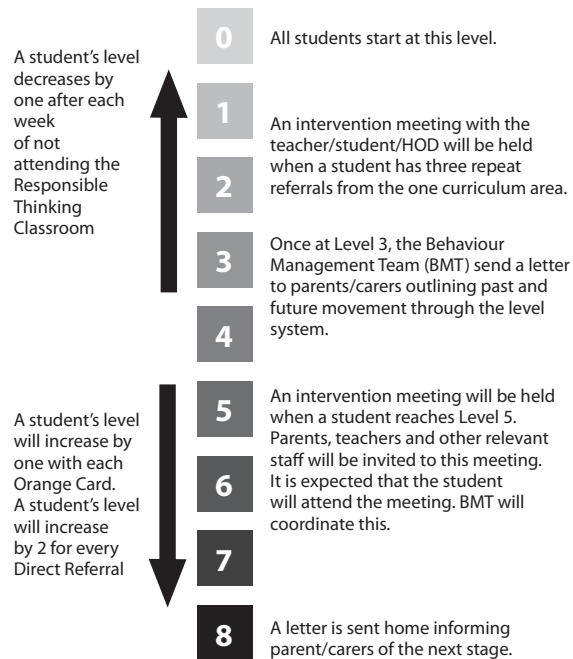
STUDENT COMMITMENT

The expectation of all students at Robina State High School is that they will abide by these four simple rules:

1. Follow teacher directions, the first time, every time
2. Be prepared for all classes
3. Keep your hands, feet and other objects to yourself
4. Speak to and treat others with respect

THE RESPONSIBLE THINKING PROCESS

This process is focused on assisting students to accept responsibility for themselves and their actions, therefore learning to make the right choice. There are specific levels of intervention and opportunities for student improvement. Incidents involving a student in a non-negotiable behaviour will be dealt with at an administrative level.



Upon reaching Level 8, the student will be suspended. During the suspension the student is expected to complete the plan(s) for negotiation with the teacher on return. The student returns to Level 0 following a re-entry interview with the Dean of Students.

UNACCEPTABLE BEHAVIOUR

Whilst it is important that people know what we stand for, it is equally important that they know what we will not stand for.

At Robina SHS, we believe that, when students are given clear guidelines for personal and group behaviour, they are better able to achieve self-discipline. Our responses to unacceptable student behaviour are based on supportive, fair, logical and consistent practices. The process is based on the Responsible Thinking Process.

Depending on the degree of the breach (severity and/or frequency) of the school's values, the consequences may range from relocation in a classroom, through levels in the RTP, to detention, suspension for a lesser or greater period, cancellation or, most severely, exclusion from the school.

Whilst the focus is on preventive, whole school approaches, certain types of behaviour are non-negotiable and responses may include exclusion from the school.

The following behaviours are non-negotiable at school, to or from school or during school activities; Bullying and Harassment, Substance Possession and Abuse, Violence, Truancy, Refusal to participate in the course of study, Vandalism, Theft, Gross Disobedience and Insolence and Unsafe and Illegal practices.

INDIVIDUAL CIRCUMSTANCES

Consequences for unacceptable student behaviour are implemented after careful consideration of the individual circumstances and actions of the student together with the needs and rights of school community members and the principles of natural justice. The unique circumstances of each situation are also considered. Suspensions and exclusions are used after consideration has been given to other responses.