Carole Park State School

# Code of Conduct

# 2020-2023

## *Every student succeeding*

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

*Queensland Department of Education*
*State Schools Strategy 2019-2023*

# Contact Information

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# Endorsement

| | |
|---|---|
| Principal Name: | Scott Medford |
| Principal Signature: | |
| Date: | 30-11-2020 |

| | |
|---|---|
| P/C President and-or School Council Chair Name: | *** No Current P&C *** |
| P/C President and-or School Council Chair Signature: | |
| Date: | 30-11-2020 |

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# Purpose

Carole Park State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

Carole Park State School's Student Code of Conduct sets out the expectations, values and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.



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# Principal's Foreword

Carole Park State School has a long and proud tradition of providing high quality education to students from across our catchment and region.

Our Code of Conduct for Students focuses on developing a safe, disciplined and supportive school environment and responsible behaviour in all students as well as providing opportunities for students to develop positive relationships. Our plan achieves this by explicitly teaching social and academic behaviours to all students that reinforces a school wide approach to positive behaviour.

In our supportive environment we value:

- all members of the school have the right to a safe learning environment
- a consistent approach to social and academic behaviour from all staff and students
- providing opportunities for all members to succeed
- a collaborative team approach
- training and skill development for all members of the school.

Our school has high expectations for all members of our community to engage in positive communications and be active participants in your child's learning.
The expectations at Carole Park State School are:

- Be Safe
- Be Respectful
- Be a Learner

These expectations are explicitly taught in class each day. These expectations are supported by the 5 Values that our school community aspire our students to understand and demonstrate as citizens. (Appendices 4b)
The 5 values are:

- Courageous
- Resilient
- Optimistic
- Caring
- Selfless

These expectations and values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident and self-disciplined citizens in our community. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Carole Park State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.



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# P&C Statement of Support

Currently, Carole Park State School does not have a Parent and Citizens Assocaition.

Parents are encouraged to familiarise themselves with the Carole Park State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Our previous P&C has worked diligently with the school to address the issue of Bullying. Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of the Carole Park State School community work together and report suspected or puposful bullying behaviour. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying. Please refer to the section that outlines the management of bullying incidents.



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# School Student Leaders' Statement

The year 6 students were involved in the development of the Carole Park State School, Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Carole Park State School, P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Year 6 Student Leaders 2020



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# Consultation

The consultation process used to inform the development of the Carole Park State School occurred in three phases.

The first phase, we held a series of internal meetings with staff between March and August 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we held consultation meeting with year 6 and 5 students. We also used the services of our Regional Positive Behaviour for Learning (PBL) coach to assist us in the understanding students had about behaviour management and support systems in our school. Through these discussions we gained insight and this was further examined by our school leadership team and PBL committee.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community.

## Review Statement

The Carole Park State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.



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# Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page



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# School Opinion Survey

## Parent opinion survey

SCHOOL OPINION SURVEY – Parent/Caregiver school report by relevant benchmarks, 2019.

(1044) Carole Park State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
School level data are unweighted. Non-school level data are weighted to relevant benchmarks.

| Item Code | Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school: | TOTAL AGREEMENT (%) | | | | |
|---|---|---|---|---|---|---|
| | | School | Like Schools Group P-IX | School Group Primary | Geographic Region MER | State |
| S2001 | My child likes being at this school. | 100.0 | 94.4 | 95.8 | 95.3 | 94.0 |
| S2002 | My child feels safe at this school. | 100.0 | 93.7 | 95.5 | 95.5 | 94.1 |
| S2003 | My child's learning needs are being met at this school. | 100.0 | 92.5 | 92.6 | 92.0 | 91.1 |
| S2004 | My child is making good progress at this school. | 100.0 | 92.7 | 93.6 | 93.0 | 92.2 |
| S2005 | Teachers at this school expect my child to do his or her best. | 100.0 | 97.8 | 97.4 | 97.0 | 96.6 |
| S2006 | Teachers at this school provide my child with useful feedback about his or her school work. | 100.0 | 94.7 | 92.9 | 91.6 | 91.3 |
| S2007 | Teachers at this school motivate my child to learn. | 100.0 | 94.1 | 94.1 | 92.4 | 91.8 |
| S2008 | Teachers at this school treat students fairly. | 100.0 | 89.4 | 91.5 | 90.9 | 89.3 |
| S2009 | I can talk to my child's teachers about my concerns. | 100.0 | 95.1 | 95.5 | 94.8 | 94.5 |
| S2010 | This school works with me to support my child's learning. | 100.0 | 92.8 | 92.6 | 91.4 | 91.1 |
| S2011 | This school takes parents' opinions seriously. | 100.0 | 87.0 | 88.6 | 87.3 | 87.0 |
| S2012 | Student behaviour is well managed at this school. | 100.0 | 83.7 | 87.5 | 87.9 | 84.6 |
| S2013 | This school looks for ways to improve. | 100.0 | 91.8 | 93.2 | 92.8 | 91.9 |
| S2014 | This school is well maintained. | 100.0 | 93.6 | 94.6 | 94.3 | 93.9 |
| S2015 | This school gives my child opportunities to do interesting things. | 100.0 | 92.9 | 94.0 | 93.7 | 92.9 |
| S2016 | My child is getting a good education at this school. | 100.0 | 95.1 | 95.3 | 94.9 | 94.1 |
| S2017 | My child's English skills are being developed at this school. | 100.0 | 95.2 | 95.2 | 94.6 | 93.9 |
| S2018 | My child's Mathematics skills are being developed at this school. | 100.0 | 94.8 | 94.8 | 93.2 | 92.9 |
| S2019 | I understand how my child is assessed at this school. | 100.0 | 93.0 | 91.3 | 90.2 | 90.8 |
| S2020 | I understand how computers and other technologies are used at this school to enhance my child's learning. | 100.0 | 92.9 | 90.2 | 89.2 | 89.9 |
| S2021 | Teachers at this school are interested in my child's wellbeing. | 100.0 | 94.5 | 95.3 | 94.5 | 93.7 |
| S2022 | Staff at this school are approachable. | 100.0 | 94.3 | 94.7 | 94.2 | 93.7 |
| S2023 | Staff at this school are responsive to my enquiries. | 100.0 | 92.7 | 93.6 | 92.8 | 92.4 |
| S2024 | This school asks for my input. | 100.0 | 82.4 | 85.0 | 83.8 | 82.7 |
| S2025 | This school keeps me well informed. | 100.0 | 87.8 | 90.0 | 90.4 | 88.8 |
| S2026 | This school encourages me to take an active role in my child's education. | 100.0 | 91.2 | 92.3 | 91.3 | 90.3 |
| S2027 | This school encourages me to participate in school activities. | 100.0 | 89.6 | 93.0 | 90.2 | 88.3 |
| S2028 | This school provides me with useful feedback about my child's progress. | 100.0 | 90.6 | 90.5 | 89.4 | 88.9 |
| S2029 | This school provides useful information online. | 100.0 | 87.4 | 89.1 | 89.6 | 88.6 |
| S2030 | This school is environmentally friendly. | 100.0 | 93.1 | 93.6 | 92.4 | 92.3 |
| S2031 | This school is well organised. | 100.0 | 89.2 | 91.5 | 91.6 | 90.0 |
| S2032 | This school has a strong sense of community. | 100.0 | 90.8 | 93.1 | 92.4 | 91.4 |
| S2033 | This school celebrates student achievements. | 100.0 | 96.4 | 96.1 | 95.9 | 95.3 |
| S2034 | I would recommend this school to others. | 100.0 | 91.7 | 93.6 | 93.2 | 92.1 |
| S2035 | This is a good school. | 100.0 | 93.5 | 94.8 | 94.5 | 93.3 |



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## Student opinion survey

**SCHOOL OPINION SURVEY – Student school report by student year level, 2019.**

**(1044) Carole Park State School**

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
* Includes respondents who selected an *other* year level or did not select a year level.

| Item Code | Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements: | TOTAL AGREEMENT | | | | | |
|---|---|---|---|---|---|---|---|
| | | Year 5 | | Year 6 | | School* | |
| | | n | (%) | n | (%) | n | (%) |
| S2036 | I like being at my school. | 6 | 66.7 | 20 | 70.0 | 40 | 72.5 |
| S2037 | I feel safe at my school. | 6 | 100.0 | 20 | 55.0 | 40 | 70.0 |
| S2038 | My teachers motivate me to learn. | 6 | 100.0 | 20 | 90.0 | 40 | 92.5 |
| S2039 | My teachers expect me to do my best. | 6 | 100.0 | 20 | 95.0 | 40 | 95.0 |
| S2040 | My teachers provide me with useful feedback about my school work. | 6 | 100.0 | 20 | 85.0 | 40 | 90.0 |
| S2041 | Teachers at my school treat students fairly. | 5 | 100.0 | 20 | 80.0 | 39 | 82.1 |
| S2042 | I can talk to my teachers about my concerns. | 6 | 66.7 | 21 | 71.4 | 41 | 75.6 |
| S2043 | My school takes students' opinions seriously. | 5 | 80.0 | 20 | 75.0 | 39 | 79.5 |
| S2044 | Student behaviour is well managed at my school. | 6 | 50.0 | 21 | 33.3 | 41 | 48.8 |
| S2045 | My school looks for ways to improve. | 6 | 100.0 | 20 | 90.0 | 39 | 94.9 |
| S2046 | My school is well maintained. | 6 | 100.0 | 20 | 55.0 | 40 | 72.5 |
| S2047 | My school gives me opportunities to do interesting things. | 6 | 83.3 | 20 | 80.0 | 40 | 82.5 |
| S2048 | I am getting a good education at my school. | 6 | 83.3 | 21 | 76.2 | 40 | 82.5 |
| S2049 | My English skills are being developed at my school. | 6 | 83.3 | 21 | 90.5 | 40 | 90.0 |
| S2050 | My Maths skills are being developed at my school. | 6 | 66.7 | 21 | 90.5 | 40 | 82.5 |
| S2051 | I understand how I am assessed at my school. | 6 | 66.7 | 21 | 85.7 | 39 | 82.1 |
| S2052 | I can access computers and other technologies at my school for learning. | 6 | 83.3 | 21 | 90.5 | 40 | 87.5 |
| S2053 | I am encouraged to use computers and other technologies at my school for learning. | 6 | 83.3 | 21 | 90.5 | 40 | 90.0 |
| S2054 | I use computers and other technologies at my school for learning. | 6 | 66.7 | 21 | 95.2 | 40 | 87.5 |
| S2055 | I enjoy using computers and other technologies at my school for learning. | 6 | 83.3 | 21 | 85.7 | 40 | 87.5 |
| S2056 | I feel accepted by other students at my school. | 6 | 66.7 | 21 | 71.4 | 40 | 70.0 |
| S2057 | My schoolwork challenges me to think. | 6 | 100.0 | 20 | 90.0 | 35 | 91.4 |
| S2058 | My teachers challenge me to think. | 6 | 100.0 | 21 | 81.0 | 37 | 86.5 |
| S2059 | My teachers encourage me to do my best. | 6 | 83.3 | 21 | 90.5 | 37 | 89.2 |
| S2060 | My teachers clearly explain what is required in my school work. | 6 | 83.3 | 21 | 90.5 | 37 | 86.5 |
| S2061 | My teachers help me with my school work when I need it. | 6 | 100.0 | 21 | 85.7 | 36 | 88.9 |
| S2062 | My teachers use a variety of resources to help me learn. | 6 | 100.0 | 21 | 76.2 | 37 | 81.1 |
| S2063 | My teachers care about me. | 6 | 83.3 | 21 | 95.2 | 37 | 91.9 |
| S2064 | My school encourages me to participate in school activities. | 6 | 100.0 | 20 | 90.0 | 36 | 88.9 |
| S2065 | My school encourages me to be a good community member. | 6 | 100.0 | 20 | 85.0 | 36 | 88.9 |
| S2066 | My school celebrates student achievements. | 6 | 100.0 | 21 | 81.0 | 36 | 88.9 |
| S2067 | I would recommend my school to others. | 6 | 100.0 | 21 | 76.2 | 35 | 82.9 |
| S2068 | This is a good school. | 6 | 83.3 | 21 | 66.7 | 36 | 72.2 |

## Staff opinion survey

**SCHOOL OPINION SURVEY – Staff school report (all staff items) by relevant benchmarks, 2019.**

**(1044) Carole Park State School**

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
School level data are unweighted. Non-school level data are weighted to relevant benchmarks.

| Item Code | Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace: | TOTAL AGREEMENT (%) | | | | |
|---|---|---|---|---|---|---|
| | | School | Like Schools Group P-IX | School Group Primary | Geographic Region MER | State |
| S2069 | I enjoy working at this school. | 87.5 | 93.6 | 95.1 | 94.1 | 94.2 |
| S2070 | I feel this school is a safe place in which to work. | 95.8 | 92.5 | 94.6 | 93.8 | 93.4 |
| S2071 | I receive useful feedback about my work at this school. | 81.8 | 86.1 | 87.3 | 84.9 | 85.0 |
| S2072 | Students are encouraged to do their best at this school. | 83.3 | 96.2 | 98.1 | 97.2 | 96.6 |
| S2073 | Students are treated fairly at this school. | 83.3 | 90.4 | 93.4 | 93.6 | 92.6 |
| S2074 | Student behaviour is well managed at this school. | 70.8 | 83.0 | 85.6 | 84.6 | 81.9 |
| S2075 | Staff are well supported at this school. | 70.8 | 84.3 | 85.5 | 83.3 | 82.4 |
| S2076 | This school takes staff opinions seriously. | 75.0 | 83.6 | 84.8 | 81.6 | 81.4 |
| S2077 | This school looks for ways to improve. | 83.3 | 93.2 | 94.6 | 92.9 | 92.8 |
| S2078 | This school is well maintained. | 83.3 | 91.8 | 92.4 | 91.6 | 90.7 |
| S2079 | This school gives me opportunities to do interesting things. | 100.0 | 88.1 | 89.3 | 88.4 | 87.9 |
| S3201 | Students with a disability are well supported at my school. | 83.3 | 92.1 | 93.4 | 92.9 | 93.3 |
| S3202 | My school has an inclusive culture where diversity is valued and respected. | 83.3 | 94.1 | 95.3 | 94.5 | 94.1 |
| S3203 | People are treated fairly and consistently at my school. | 62.5 | 81.7 | 84.9 | 83.1 | 82.5 |
| S3204 | My school is well managed. | 66.7 | 86.3 | 88.7 | 86.9 | 86.0 |
| S3207 | I am confident that poor performance will be appropriately addressed in my school. | 66.7 | 80.7 | 83.3 | 79.2 | 78.0 |
| S3208 | I have choice in deciding how to do my job. | 90.9 | 90.1 | 89.4 | 88.4 | 88.7 |
| S3209 | I have the authority necessary to do my job effectively. | 79.2 | 90.6 | 91.9 | 89.9 | 90.1 |
| S3210 | My school inspires me to do the best in my job. | 73.9 | 88.9 | 91.0 | 89.0 | 88.8 |
| S3211 | My school encourages me to take responsibility for my work. | 95.7 | 95.3 | 96.2 | 95.4 | 95.4 |
| S3212 | My school encourages me to undertake leadership roles. | 78.9 | 84.0 | 85.2 | 82.8 | 83.3 |
| S3213 | My school encourages coaching and mentoring activities. | 86.4 | 87.9 | 89.3 | 88.4 | 87.6 |
| S3252 | My workplace culture supports people to achieve a good work-life balance. | 83.3 | 86.4 | 84.4 | 79.1 | 80.2 |
| S3253 | My workplace offers flexible work arrangements. | 87.0 | 86.8 | 85.3 | 80.0 | 81.7 |
| S3214 | I am satisfied with the opportunities available for career development. | 77.3 | 85.0 | 85.5 | 82.9 | 82.9 |
| S2086 | I have access to quality professional development. | 87.0 | 86.1 | 86.9 | 86.2 | 85.0 |
| S3215 | Staff at my school are actively involved in Developing Performance discussions. | 84.2 | 86.6 | 89.8 | 87.4 | 86.9 |
| S3216 | I can access necessary information and communication technologies to do my job at my school. | 75.0 | 91.6 | 91.9 | 90.9 | 90.3 |
| S3217 | Information and communication equipment is well maintained at my school. | 81.8 | 88.6 | 89.8 | 88.7 | 87.6 |
| S3218 | My school provides useful information online. | 100.0 | 93.5 | 94.3 | 93.4 | 92.9 |
| S3219 | My school keeps me well informed about things that are important to my work. | 73.9 | 88.2 | 90.0 | 88.0 | 87.7 |
| S3220 | There is good communication between all staff at my school. | 56.5 | 77.1 | 79.9 | 76.5 | 75.8 |
| S3221 | Staff at my school work as a team to deliver improved outcomes. | 71.4 | 87.5 | 89.5 | 87.4 | 87.0 |
| S3222 | I feel that staff morale is positive at my school. | 69.6 | 78.4 | 80.0 | 77.0 | 76.4 |
| S3223 | Staff at my school are interested in my wellbeing. | 69.6 | 86.9 | 89.0 | 86.0 | 86.2 |
| S3224 | The wellbeing of employees is a priority for my school. | 82.6 | 85.0 | 85.0 | 80.7 | 80.8 |
| S3225 | I can cope with the pressures of my workload. | 86.4 | 89.3 | 89.2 | 86.5 | 86.9 |
| S3226 | I am aware of occupational health and safety procedures at my school. | 100.0 | 96.1 | 96.3 | 95.1 | 95.4 |



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* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

## School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| CAROLE PARK STATE SCHOOL DISCIPLINARY ABSENCES | | | |
|---|---|---|---|
| **Type** | **2018** | **2019** | **2020** |
| Short Suspensions – 1 to 10 days | 47 | 56 | 28 |
| Long Suspensions – 11 to 20 days | 0 | 2 | 1 |
| Charge related Suspensions | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 1 |


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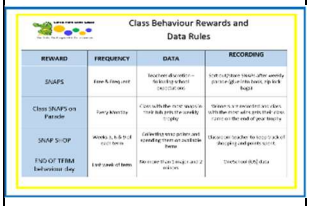
# Learning and Behaviour Statement

All areas of Carole Park State School are learning and teaching environments. We consider the PBL (Positive Behaviour for Learning) framework to be the organisational tool under which we can maximise social and academic successful learning across the school. Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school vision expectations for social and academic behaviours are explicit, assisting Carole Park State School to create and maintain a positive and productive learning and teaching environment. All school community members have a clear and consistent understanding of their expectations and role in the educational process.

## Multi-Tiered Systems of Support

Carole Park State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.
Inclass students are provided with visual aides to support their understadning of the behaviour management process with in the school. Visuals that are reporesented in the classrooms include:

| | | | |
|---|---|---|---|
| CPSS Behaviour Flow Chart<br>Appendix 11 | | CPSS Do the High 5<br>Appendix 7 | |
| Class Behaviour Rewards and Data Rules<br>Appendix 5 |  | Classroom Behaviour Chart<br>Appendix 25 | |



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| Tier | Prevention Description |
|---|---|
| 1 | **All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:<br><br>• teaching behaviours in the setting they will be used (Appendices 2 and 3)<br>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account<br>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them<br>• completing class readiness charts (Appendices 8, 9 and 10)<br>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.<br>• students will be given the opportunity to re-engage after chill out time in another class. (Appendix 19) |
| 2 | Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.<br><br>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:<br><br>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.<br>• interventions require little time of classroom teachers and are easy to sustain<br>• variations within each intervention are limited<br>• students will receive an individual behaviour plan to support them in all areas of schooling and will be designed to provide the students with positive strategies to self regulate behaviour and a plan to support the student<br>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).<br>• designated thinking room. (Appendix 12)<br><br>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction. |
| 3 | Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.<br><br>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:<br><br>• PREVENT problem behaviour<br>• TEACH the student an acceptable replacement behaviour<br>• REINFORCE the student's use of the replacement behaviour<br>• MINIMISE the payoff for problem behaviour. |



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Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.
At CPSS, students will be case managed by a select team in the school, regional support staff and consultation will be conducted with the parent. The student will revcieve an individual behaviour plan that will consist of individual behaviour goals with strategies on how to achieve the goals and improve the behaviour. If behaviour continues to eslcate under the individual behaviour plan, the school will work with regional advisors and the student code of conduct to support the student and to provide consequences under the code. (Appendix 17)

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## Consideration of Individual Circumstances

Staff at Carole Park State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Student Wellbeing

Carole Park State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school


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life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

**Dress Code**
Students at Carole Park State School are to wear the approved school uniform that has been outlined by the school dress code. This dress code has been passed by the P&C in 2019. (Appendix 1)

**Curriculum and pedagogy**
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at we provide programs and source experts to teach the children about issue pertinent to the community.

**Policy and expectations**
Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.
*Drug education and intervention*
Carole Park State School has processes to manage behaviour related to behaviours related to drugs. The school consults with regional, departmental and community organistions to support students if exposed to drug related matters. All processes are in place to assit the and maintain the good order and management of all students and staff at school and to protect the health and safety of the student/s involved, other students, school staff and the wider community.

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

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

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

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

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

*Mental health*
Carole Park State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty, this includes facilitating the development, implementation and periodic review of a Student Plan.


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*Suicide prevention*
Carole Park State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, principal or senior officer on site.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Carole Park State School will follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised and advised to see their medical practioneer.
- all actions are documented and reported.

*Suicide postvention*
In the case of a suicide of a student that has not occurred on school grounds, Carole Park State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Carole Park State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## Student Support Network

Carole Park State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. Our Student Support Services in addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive and positive learning environment.

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Student Support Services Co-ordinator, on the school phone number.


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# Whole School Approach to Discipline

Carole Park State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Carole Park State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Carole Park State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.



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# PBL Expectations

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

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

Be Safe

- Keep our hands, feet and other objects to ourselves.
- Follow instructions the first time.
- Move around the learning space as instructed.

Be Respectful

- Use polite and friendly language.
- Care for our school.
- Thank and encourage others.
- Look after all equipment.
- Put our hand up and waiting to speak.
- We are learning and our teachers are teaching.

Be a Learner

- Be at school, on time, everyday.
- Have leanring materials ready to go.
- Be resilient.
- Be brave, have a go.
- Problem solve.
- Believe in ourselves.

**Rewards**

Students are awarded frequent and systematic awards in recognition of demonstrating the school expectations and values.

- Snaps
- Snap shop
- Whole class awards (posters)
- Behaviour Day
- Student of the Week
- Postcards (Appendix 24)



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## Differentiated and Explicit Teaching

Carole Park State School is a positive school environment that provides differentiated teaching to respond to the learning needs of all students (Appendix 20). This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Carole Park State School have an inclusive mindset and look to vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, (Appendix 4a), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Carole Park State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching



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- require intensive teaching.

Carole Park State School has a range of Student Support Services in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.



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# Legislative Delegations

## Legislation

In this section of the Carole Park State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations



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# Disciplinary Consequences

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

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

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

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

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

## Differentiated

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then advise them to change their behaviour so that it aligns with our school's expectations and values. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Individual positive reinforcement for appropriate behaviour
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")



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## Focussed

Targeted behaviour support is delivered in the explicit teaching of lessons designed by the school and informal conversations and discussion when certain inappropriate behaviours are displayed. Appropriate behaviour is constantly reinforced by all staff. At times problem behaviours 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. Individuals or groups displaying high level and frequent low level behaviours may be addressed through:

- Case Management – Holistic Student Assessment and Planner (Appendix 23)
- Student Support Services Referral (Appendix 22)
- Supported Play Group
- Time out of play
- Individual negotiated behaviour contracts
- Self-Management Plans
- Alternative play arrangements/class placements
- Risk Management Plans
- Parent support

Some students experience difficulty monitoring their own behaviour and require additional intervention and support. Staff members respond as per the behaviour for all behaviour incidents in order to clarify process of recording and referral.

## Intensive

At Carole Park State School, all students who are considered to be at risk of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach. A functional analysis approach to assessing behavioural problems is adopted invoving a systems approach which looks at the 'whole' student. The case manager for each student is the classroom teacher, however a support team approach is adopted with staff working collaboratively.

Intensive behaviour support is for students who:

- Demonstrate behaviours that have not improved with plans and strategies implemented with parent support – students continue to demonstrate persistent severe misconduct in the classroom or in the playground.
- Have had suspensions for serious misconduct and continue to demonstrate persistent severe misconduct in the classroom or in the playground.

Systemic assessment procedures and further support is implemented through:

- collation of data which gives an overview of problematic behaviours and consequences implemented by class teacher
- referral to Principal
- Case Management – Holistic Student Assessment and Planner (Appendix 23)
- referral to Advisory Visiting Teacher Behaviour for learning/behaviour support
- referral to Guidance Officer for assessment
- referral to Regional Supports that can assist school and student
- collaboration with staff for whole school initiatives and support (e.g. playground plan, graduated re-entry, etc.)
- continued collaboratin with student's parents

Support strategies used will be preventative, supportive and/or corrective.

**Preventative**

Action taken to prevent or minimise unnecessary disruption may include:

- review of effective learning and teaching practices
- classroom re-organisation



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- positive modelling
- explicit teaching of expected behaviours as per The Positive Behaviour for Learning Expectations Teaching Matrix
- Individual Risk management Plan developed and implemented
- Individual Learning Support/Behaviour Plan revised and implemented

**Supportive**
Action taken to support the student and teacher may include:
- employment of extra resources for the student/teacher
- additional support from other staff in the school for the teacher and/or the student
- alternative arrangements for the student for a set period of time made with teacher/s in another class in the school
- part time educational program plan (Appendix 21) (negotiated between school and parent / caregiver)
- follow up and consultation with student/teacher regularly by administration staff

**Corrective**
Teacher management of severe misconduct will follow procedures in the:
- Student Code of Conduct
- student's Individual Risk Management Plan
- student's Individual Support Plan

**Thinking Room Procedure**
Thinking room is a strategy used to meet a need for students who display low level constant behaviour incidents, whether classroom or playground. It targets students with multiple incidents in the minor category that result in a major behaviour being recorded. Administration / School Leadership staff give Thinking Room consequences in combination with communication to parents / caregivers, and explicit conversation with the students regarding their behaviour. In this time students have the opportunity to discuss ways in restoring relationships, friendships, and natural consequences. (Appendices 13 and 14)

All behaviour that is contrary to school rules and the Code of Conduct will be managed by the Head of Departments and/or Principal based on the individual involved. Parents of the student involved will be informed of severe misconduct via a letter home. Consequences will be developed based on individual circumstances.

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Carole Park State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal or delegated staff members when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case


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in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

**Re-entry following suspension**
Students who are suspended from Carole Park State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

**Arrangements**
The invitation to attend the re-entry meeting will be communicated via the suspension letter that has been given. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

**Structure**
The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

**Reasonable adjustments**
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.


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# School Policies

Carole Park State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

## Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Carole Park State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.



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** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

**Responsibilities**

**State school staff** at Carole Park State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

**Parents** of students at Carole Park State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Carole Park State School Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

**Students** of Carole Park State School

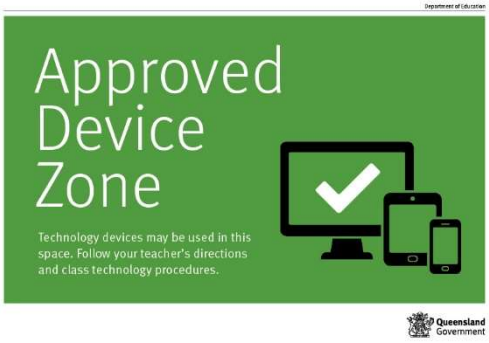
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Carole Park State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Carole Park State School has determined that explicit teaching of responsible use of information and communication technology devices is a critical component of digital literacy. The knowledge and confidence

to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. Students at Carole Park State School will only use school owned devices in school time and on school grounds. Devices are to only be used when supervised.



**Responsibilities**

At Carole Park State School, student are not allowed to use personal devices (mobile phones, tabltes, laptops or desktops). All devices need to be handed in on arrival at school and turn off. Students are not allowed to use devices until they have left the school grounds at the end of a school day.

When on school deveices it is **acceptable** for students at Carole Park State School to:

- complete only allocated school work on the
- develop appropriate literacy, communication and information skills
- use the approved department email address and owa system
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- log off the device they are on once they have completed their work or instructed to by a teacher.

It is **unacceptable** for students at Carole Park State School to:

- use information and communication technology devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, messages or emails ) of such material
- use Bluetooth functionality to cheat during exams or assessments



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At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Carole Park State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
    - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
    - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Carole Park State School uses the a wellbeing framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

The Carole Park State School leadership team and PBL committee regularly meet to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each review are the core elements of the Australian Student Wellbeing Framework:

1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships. This is underpinned by the school's Inclusion Framework.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.


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4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

At Carole Park State school, the leadership team and PBL committee conduct regular inquiries to ascertain strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018.

**Bullying**

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Carole Park State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. (Appendices 15 and 16) Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.


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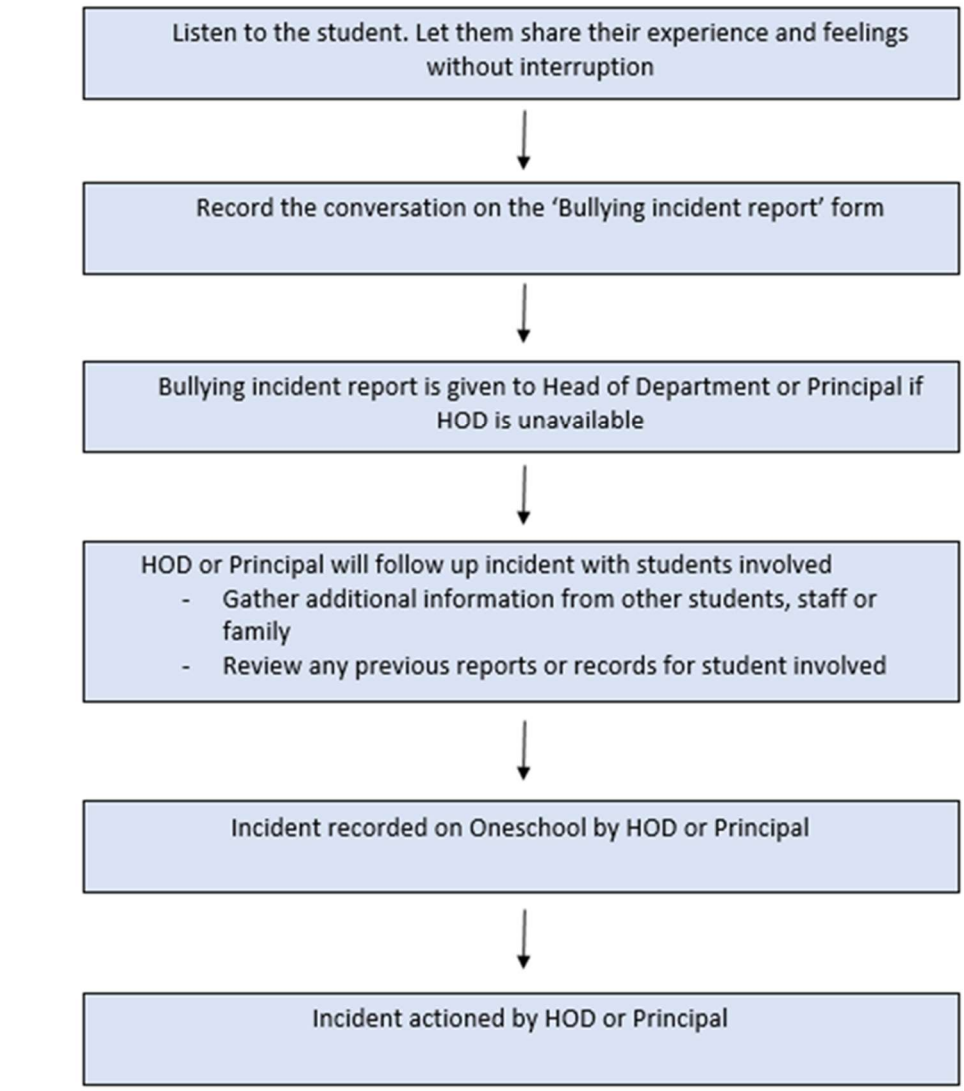
**Carole Park State School - Bullying response flowchart for teachers**

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

**Key contacts for students and parents to report bullying:**
**Prep to Year 6** – Class teacher
**Head of Department Curriculum / Behaviour Support –** 3718 5333

# Carole Park State School Bullying Flow Chart



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**Cyberbullying**

Cyberbullying is treated at Carole Park State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels). The teacher will then report it to the Head of Department – Curriculum / Behaviour Support.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Carole Park State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal. (Appendices 15 and 16)



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## Cyberbullying response flowchart for school staff

# How to manage online incidents that impact your school

### Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.

### Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

### Help
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

**YES** OR **NO**

### 1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

### 2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

### 3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

**YES**

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

**NO**

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

### 4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

### 5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

**OR**

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

### 6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

### 7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



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**Cybersafety and Reputation Management (CRM)**

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

**Student Intervention and Support Services**

Carole Park State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Services section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Carole Park State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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



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## Appropriate use of social media

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

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

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

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

## Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school administration and principal.

## Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

**What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

**What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.



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# Restrictive Practices

School staff at Carole Park State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.



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# Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

All incident and communications are documented and recoreded on OneSchool.



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# Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices



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# Resources

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub



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# Conclusion

Carole Park State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:



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- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.



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# Appendix 1: Student Dress Code

**Overview**

A student dress code consists of an agreed standard and items of clothing, which may or may not include a school uniform that state school students wear when:

- attending or representing their school
- traveling to and from school
- engaging in school activities out of school hours.

Student dress codes reflect school community standards and balance the rights of individual students with the best interests of the whole school community. They are consistent with health and safety considerations and anti-discrimination legislation. Student dress codes offer gender neutral uniform options for all students. Part 10 Dress Code (Education Act General Provisions 2006) Student dress codes clearly explain and document standards of acceptable or reasonable dress in relation to:

- clothing worn by students, including headwear and footwear
- other aspects of personal presentation of students.

Student dress codes incorporate strategies to accommodate special needs and circumstances of students and strategies for managing noncomplying students. A student's non-compliance with school's student dress code requirements is not a ground for suspension, exclusion, or cancellation of enrolment from school. However, other appropriate disciplinary consequences (such as detention) can be applied in response to a student's non-compliance.

When applying a disciplinary consequence for non-compliance with the student dress code, a student should not be prevented from participating in essential curriculum activities except where necessary for reasons of safety (in which case, alternative educational activities are provided), nor receive a sanction that damages the student's academic or external career prospects (such as mentions in references or school reports), or disadvantage the student where the required student dress code items are not available because of circumstances beyond the control of the student and/or the student's parent.
http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx

**Carole Park State School - Dress Code**

Carole Park State School is a full uniform school. We have the support of the Parents and Citizens Association to promote 100% adherence to the uniform. Our school's dress code consists of an agreed standard and items of clothing, which includes a school uniform that Carole Park State School students wear when:

• attending or representing their school
• travelling to and from school; and
• engaging in school activities out of school hours.

The Carole Park State School Parents and Citizens Association support a student dress code policy because it believes a student dress code aims to contribute to a safe and supportive teaching environment through:

- ready identification of students and non-students at school;
- fostering a sense of belonging and school pride;
- developing mutual respect among students by minimising visible evidence of economic and social differences;
- develop self-discipline, and the need to realise that standards of dress apply to most occupations and social activities; and
- promoting an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school.

Standards

With this in mind, the dress code stipulates the following standards:

| School Standard | Parents are advised that | Consequence |
|---|---|---|
| Girls Uniform:<br>- Collard School Designed Shirt with logo (sold at the school)<br>- Black shorts, skorts or skirt (No Patterns)<br>- Matching Socks (White or Black) – minimum ankle height, maximum no | Students are expected to wear uniform. If your child is out of uniform it is expected that the parent will communicate this with the school and a grace period will be discussed depending on circumstances. Clothing that is offensive, likely to disrupt or negatively influence the good order of the school is not permitted. | Students wearing inappropriate clothing or apparel will be asked to dress appropriately and may be lent all or part of a clean school uniform for the duration of the school day. Students not wearing uniform will be ineligible to represent the school off campus. |



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| higher than the base of the calf muscle<br>- Senior Shirt (School Designed Year 6 Only)<br><br>Boys Uniform:<br>- Collard School Designed Shirt with logo (sold at the school)<br>- Black Shorts (No Patterns)<br>- Matching Socks (White or Black) – minimum ankle height, maximum no higher than the base of the calf muscle<br>- Senior Shirt (School Designed Year 6 Only)<br><br>Unisex Winter Apparel:<br>- School Jumper with logo or blue jumper (sold at the school)<br>- Blue track pants<br>- Blue / Black / Yellow Gloves (no patterns and only worn outside. Not in class)<br>*** No bike shorts, jeans and tights to be worn at school | All pants are not to have patterns or visible branding. When students are representing the school outside of the school grounds they are required to wear uniform unless informed differently. | |
| Hats:<br>Blue school logo broad brimmed hat<br>*** No Caps | Wearing of a broad brimmed hat is a health and safety issue. Carole Park SS follows the EQ Sun Safe guidelines of the Queensland Education Council.<br>'No Hat – No Play' | Spare hats will be provided for curriculum based activities but not for play.<br>Students without a hat are required to sit in an undercover area during play time. Students not wearing the correct hat will be ineligible to represent the school off campus. |
| Footwear:<br>Enclosed shoes / joggers<br>- black with black laces / Velcro<br>- white with white laces / Velcro<br>Matching Socks White – minimum ankle height, maximum no higher than the base of the calf muscle | Non-wearing of shoes is considered a health and safety risk. Footwear must be kept in a reasonable condition. Shoes with heels, platforms, thongs, sandals, high tops, slip ons, steel capped boots are all unacceptable.<br>Foot injuries can occur and if footwear needs to be changed to manage the injury please discuss with Principal / Office staff alternate footwear arrangements. | Students will be excluded from outdoor activities until footwear is suitable. |
| Jewellery:<br>- Watch allowed<br>- Earing/s – small, plain sleeper (no larger than a 5 cent piece) or stud<br>- No facial / body piercings<br>- Medical Alert Bracelet allowed<br>- No hand jewellery (rings / bracelets)<br>- No necklaces<br>- Items of significant religious belief as negotiated with Administration<br>- Charitable bracelets, pins and badges are allowed to be worn during the event period | Jewellery may be unsafe for the student or others, as such items could become caught during play or come in contact with another person causing injury. Students will be requested to tape or remove items during certain school activities or sporting events. | Students will be asked to remove the said item, place it in their bag and refrain from wearing it at school again. Any Jewellery worn to school is at risk of the student/parent in the case of loss and theft. |
| Make-up /Nail Polish:<br>- No Nail Polish<br>- No fake nails | No nail polish and make up is to be worn at school. Fake tattoos must not be visible. Clear lip treatment creams (medical purpose | Students wearing nail polish will be asked to remove it by the next school day. Students wearing make-up will be asked to wash the |



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| - No Make-up<br>- No fake tattoos visible<br>- Clear lip treatment creams (medical purpose only) | only) is permitted for student health reasons. Parents must communicate this with administration. | make-up off their face immediately. |
| Hair:<br>- Conservative hair styles are a requirement for males and females<br>- Shoulder length hair or longer needs to be tied back/up with appropriate accessories in school colours<br>- Hair ties and ribbons must be school colours (blue / yellow) or white and black only<br>- Hair colour change is to be of one natural colour (no bright streaks or bright colours accepted.<br>- No coloured hair extensions or sprays | To reduce the transfer of headlice, long air is to be tied back and must be worn with school colour accessories. Extreme hairstyles such as rats tails, mohawks, shaven designs and undercuts are not acceptable. Floral hair clips, floral halos, plastic hand bands, floral hairbands, head scarves, bandannas do not meet the requirements. | Students will be encouraged to tie back long hair and fringes to avoid creating distraction to their learning. Students with inappropriate hairstyles will need to adhere to the School Dress Code or need to face consequences such as stated in this document. Students will not be allowed to attend off campus activities until the dress code is complied. |
| Piercings<br>No facial or body piercings. | Any facial or body piercings pose health and safety concerns and is inappropriate in a school setting. If visible they must be covered as a reasonable expectation and on that is enforced in the workplace. | Students will face consequences as outlined for non-compliance of the school dress code. Students will not be allowed to attend off campus activities until the dress code is complied. |

Process – Out of Uniform

It is our expectation that students and parents take responsibility for meeting the school's expectations regarding uniform. The preferred behaviour that minimises disruption to student learning is as follows:

- A courtesy note from home explaining why the student is out of uniform.
- Student proceeds to the office or to classroom prior to class to borrow the correct uniform.
- The loan uniform may be returned at the end of that school day, or the following school day. The school will take responsibility for the uniform to be laundered.
- The student's non-uniform clothing will be held until the return of the loan uniform.

Students who present to class and are not acceptably dressed are to be referred directly to the classroom teacher who documents the students uniform status. Depending of the students situations the following actions will occur:

- Student can choose to change into the correct uniform as provided by the school.
- Parent will be contacted by a school staff member to see how the school can assist in achieving the desired outcome for the student.

If the student does not wear school uniform on the second day without communication from home, a detention will be given as a result. Parents / Caregivers can provide a note or communicate with classroom teacher to indicate if they are having uniform issues.
Students who choose to change into the correct uniform after being sent to the Student Reception will be required to undertake consequences to make up the time lost from the relevant class.
Students are offered these choices as prescribed under the provision of the Regulations of the Department of Education (see Appendix A).

NON-UNIFORM DAYS

Clothing will be clean, tidy and in good condition, appropriate for the school environment. A sleeved shirt MUST be worn. Apparel is not to contain offensive, suggestive or inappropriate wording, pictures or caricatures, and cannot be predominantly black.
No variation to footwear or jewellery is allowed. The final decision regarding appropriateness rests with the Principal.

***APPENDIX A***

***SMS-PR-022: Student Dress Code***

This procedure outlines issues that principals need to consider in developing, documenting and implementing student dress codes in Queensland State schools.

_ Relevant Legislation and Policy
_ Anti-Discrimination Act 1991
_ Education (General Provisions) Act 2006
_ Workplace Health and Safety Act 1995
_ Disability Discrimination Act 1992
_ Racial Discrimination Act 1975
_ Sex Discrimination Act 1984



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_ SMS-PR-021: Safe, Supportive and Disciplined School Environment
_ FNM-PR-020: Commercial Activities and Charging Practices in Schools and other Education Centres
_ FNM-PR-004: Purchasing Textile Clothing and Footwear
_ HLS-PR-013: Developing a Sun Safety Strategy
_ HLS-PR-012: Curriculum Activity Risk Management
_ LGS-PR-005: Trade Practices
_ CRP-PR-009: Inclusive Education

Statement of Intent

A student dress code consists of an agreed standard and items of clothing, which may or may not include a school uniform that State school students wear when:

· Attending or representing their school;
· Travelling to and from school; and
· Engaging in school activities out of school hours.

Student dress codes provide clothing that aims to contribute to a safe and supportive teaching and learning environment through:

· Ready identification of students and non-students at school;
· Fostering a sense of belonging; and
· Developing mutual respect among students by minimising visible evidence of economic or social differences.

Student dress codes reflect school community standards and are consistent with occupational health and safety and anti-discrimination legislation.

Student dress codes clearly explain and document standards of acceptable or reasonable dress in relation to:

· Clothing worn by students, including headwear and footwear; and
· Other aspects of personal presentation of students.

Acceptable or reasonable dress refers to clothing or apparel that would be socially acceptable, although it might not conform to the school's student dress code. Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:

· Offensive;
· Likely to disrupt, or negatively influence normal school operations;
· Unsafe for student or others; and
· Likely to result in a risk to health and safety of student or others.

Student dress codes incorporate strategies to accommodate special needs and circumstances of students and strategies for managing noncomplying
students. A student's non-compliance with school's student dress code requirements is not grounds for suspension, exclusion, or cancellation of enrolment from school. For behaviour other than non-compliance with student dress code, principals follow actions outlined in the SMS-PR-021: Safe, Supportive and Disciplined School Environment.

Schools with dress codes impose sanctions on a once only basis per episode of non-compliance. Sanctions are reflective of the severity and recentness of the non-compliance and are limited to one of the following:

· Imposing a detention for a student during lunch or after school (if after school, inform parents before detention occurs);
· Preventing student from attending, or participating in, any activity for which student is representing school; or
· Preventing student from attending or participating in any school activity that is not an essential school educational program.

Schools provide their Student Dress Code policy to parents at the time of enrolment as part of the Enrolment Package

Responsibilities

Principals:

In developing a student dress code:

· Consult with parents or carers of children enrolled at their school, school staff and students;
· Consider consistency with relevant legislation, both State and Commonwealth;
· Incorporate issues of availability, affordability and functionality of items of clothing;
· Consider maturity of students, gender, disability, religious and cultural beliefs, socio-economic circumstances and students' sense of individuality and self-esteem in personal appearance;
· Develop a process for managing special circumstances of particular students;
· Develop and document strategies and sanctions for managing students not complying with dress code requirements; and
· Enforce aspects of student dress codes related to safety such as safe footwear, eye protection and hats, as required.


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# Appendix 2: Minor vs Major

| Minor | Major |
|---|---|
| • Incorrect use of equipment<br>• Not playing school approved games<br>• Playing in toilets | • Damaging school property with intent<br>• Throwing objects that could cause harm to others/property<br>• Possession of weapons<br>• Using objects as a weapon with intent<br>• Ignoring staff members instructions during play times (after two reminders) |
| • Minor non aggressive physical contact (pushing, shoving) | • Serious physical aggression<br>• Fighting (physical misconduct) |
| • Not wearing shoes | • Offensive slogans/symbols<br>• Inappropriate/revealing clothing |
| | • Possession or selling of drugs<br>• Possession of personal technology devices<br>• Inappropriate use of social networking sites and internet sites, which impacts on the good order and management of the school |
| • Refusing to participate in a program of instruction | • Ongoing defiance to participate in a program of instruction |
| • Not being punctual when moving around the school<br>• Not being in the right place at the right time | • Leaving class without permission<br>• Leaving school without permission |
| • Minor dishonesty (lying about involvement in a low-level incident) | • Major dishonesty that has a negative impact on others |
| • Talking back and being disrespectful | • Swearing at others<br>• Continual swearing |
| • Inappropriate language (written/verbal)<br>• Inappropriate attitude<br>• Continual calling out<br>• Disrespectful tone | • Offensive language<br>• Aggressive language<br>• Verbal abuse/ directed profanity<br>• Making threats |
| • Lack of care for the environment | • Stealing/theft<br>• Vandalism |
| • Not playing fairly<br>• Minor disruption to class | • Bullying/victimisation/harassment<br>• Continual/major disruption to class<br>• Blatant disrespect<br>• Continual/major defiance |



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# Appendix 3: Minor and Major Behaviours

Carole Park State School Minor and Major Behaviours

The following table outlines examples of minor and major behaviour incidents.

## CPSS MINOR BEHAVIOURS

*These behaviours are seen as behaviours that are to be managed within the playground or classroom OR are behaviours with no office intervention.*

| Behaviour Category | Definitions & Examples |
|---|---|
| **Bullying/ Harassment** | **THIS IS ONLY A MAJOR BEHAVIOUR** |
| **Defiant (Threats to Adults)** | Refusal to follow direction or participate in program of work. Failure to respond to adult request. Challenge to authority.<br><br>- Brief or low level intensity failure to act on adult requests, deliberately slow to respond, indirect swearing (under breath not intended or directed at a person), talking back, smirking, eye rolling, arguing. |
| **Disruptive** | Inappropriate interference that disrupts the learning environment, which does not cause physical harm or injury to self or others.<br><br>- Calling out, tapping, noises, out of seat, poking another student, throwing items to another student, talking across the room, playing in tidy trays. |
| **Dress Code** | Not adhering to school dress code or uniform policy, not being sun safe, not wearing appropriate footwear.<br><br>- Singlet shirts, tight shorts/skirt, thongs, no school hat after first warning, jewellery that does not align with dress policy. |
| **ICT Misconduct** | Inappropriate use of ICT – emails, internet, iPads, IWB, camera, mobile phones, printers.<br><br>- Playing games during learning time, not using own password, intentional damage to ICT equipment (must be a MAJOR), accessing games and music and unauthorised sites. |
| **Truancy** | **THIS IS ONLY A MAJOR BEHAVIOUR** |
| **Lying/ Cheating** | Making a statement, which one knows to be untrue.<br><br>- Misdirection, "I had it first", not owning up to own behaviour/consequences, blaming another student for behaviour – but it was self. |
| **Misconduct Involving Objects** | Use of object in a way, which it was not designed, but does not cause injury to self or others.<br><br>- Knocking over objects, knocking over chairs, playing with sticks, unsafe use of skipping ropes and handball, unsafe use of monkey bars ie. climbing on top of hanging bars, jumping from above ladder height. |
| **Non-Compliant with Routine** | Brief or low intensity failure to act on adult requests. Failure to adhere to Whole School expectations.<br><br>- Refusal to follow instructions, incomplete work. |



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| **Physical Misconduct** | Inappropriate contact made by hands or feet, which does not result in injury.<br><br>- Pushing, shoving and pulling another student. Barging past another student knocking them over. Tripping another student as a "game". |
| **Prohibited Items** | Possession of inappropriate non-school items without admin consent.<br><br>- Trading cards, Pokémon cards, toys, toy weapons, mobile phones, tablets. |
| **Property Misconduct** | Use of property in a way which it was not designed for that does not cause physical harm or injury to self or others.<br><br>- Knocking over equipment, accidental damage to school / others property, playing with stapler/scissors, kicking furniture, breaking pencils, jumping over chairs, purposeful littering (dropping rubbish, leaving rubbish). |
| **Refusal to participate in Program of Instruction** | Resisting authority, engaging in power struggles, refusing to comply with reasonable request.<br><br>- When lining up. Not joining in and participating during whole class activities on the carpet. Not completing work. |
| **Verbal Misconduct** | Unsuitable use of words, calling names, use of inappropriate tones.<br><br>- Deliberate use of profanity, derogative use of cultural slang, low intensity language not directed at a person. |

**POSSIBLE RESPONSES BY DUTY TEACHER OR CLASS TEACHER MAY INCLUDE:**

Calm discussion – focused on problem solving, natural consequences, implementing a teachable moment, reminder of expectations, chill out space, community service – picking up papers, walk with me on duty, confiscation, out of play, contacting parent/carer, non-participation in activity.



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## CPSS MAJOR BEHAVIOURS

*These behaviours are seen as behaviours that can no longer be managed within the playground or classroom OR are behaviours that are considered for suspension.*

| Behaviour Category | Definitions & Examples |
|---|---|
| **Bullying/ Harassment** | Constant and persistent behaviour with the intent to racially, physically, verbally or mentally abuse / harm a targeted student or group of students.<br><br>- Name calling, humiliating and embarrassing, stalking, gossiping, spreading rumours, telling false stories, threatening and chasing, racial comments, glaring, kicking, pushing and/or hitting.<br>- Cyber bullying |
| **Defiant (Threats to Adults)** | Verbal abuse and threats of violence towards adults on school grounds.<br><br>- Swearing at staff members. Threats to personal safety. Threats to staff members family safety. |
| **Disruptive** | Persistent and repeated behaviour with the intent to disrupt own and others learning.<br><br>- Clicking, humming, whistling, banging, slamming and drumming of equipment, tapping and touching other students, singing, screaming and squealing, throwing things, movement around the room or carpeted area, calling out. |
| **Dress Code** | Inappropriate dress requiring the removal and change of clothing, jewellery and/or hair accessories.<br><br>- Offensive language or symbols (swear words and/or racial comments), revealing clothing, risks to safety (large, chunking earrings) |
| **ICT Misconduct** | Inappropriate use of ICTs, software and apps and the wilful damage of ICT property.<br><br>- Signing into someone else's account<br>- Use of unsuitable sites (social media, pornography)<br>- Inappropriate context and language (emails, photos, posts, comments, blogs, sexting). |
| **Late** | Deliberate late arrival at school.<br><br>- Arriving to school on time, leaving the school grounds and going to the shops resulting in being late to class.<br>- Wandering around school grounds and out of bounds areas instead of going straight to class. |
| **Lying/Cheating** | Constant and repetitive lying and/or cheating with intent to:<br><br>- Deliberately misdirect / manipulate, spread false reports, copy assessment tasks and exams, blame. |
| **Misconduct Involving Objects** | Deliberate use of objects with intention to harm others<br><br>- Throwing objects (chairs, tables, rocks, sticks) |



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| | - Striking with objects (sticks, rulers)<br>- Creation and use of weapons (sharpening pencils/sticks, knifes)<br>- Threatening to strike with objects or weapons<br>- Stealing – with intent of keeping it |
| **Non-Compliant with Routine** | Consistent and repetitive refusal to comply with school routines.<br><br>- Remaining persistently non-compliant after teacher has given PBL intervention.<br>- Not following instructions<br>- Refusing Buddy Class |
| **Physical Misconduct** | Intentional and deliberate use of body and actions to seriously harm others.<br><br>- Harm to head and spine<br>- Harm causing injury<br>- Punching (fist), biting, kicking, spitting, pinching, tripping, scratching, tackling and/or pushing. |
| **Prohibited Items** | Deliberate possession of inappropriate and/or dangerous objects<br><br>- Bags, pockets, pencil cases and/or tidy trays containing unsuitable items (lighter, knife, razor blade, switch blade, aerosol cans, mobile phones, electronic devices, pornographic material) |
| **Property Misconduct** | Intentional damage of property, furniture and/or equipment.<br><br>- Smashing windows, punching and/or kicking holes in property, banging desks against walls, writing on furniture. |
| **Substance Misconduct Involving Illicit Substance** | Having possession of or affected by an illegal drug or non-prescribed drug<br><br>- Marijuana, synthetic drugs etc<br>- Prescription medication that is identified as belonging to individual |
| **Substance Misconduct Involving Tobacco and other Legal Substances** | Having possession of or affected by an alcoholic substance, high caffeine drinks / products or tobacco products<br><br>- Electronic cigarettes, tobacco, lighters, lighter fluid<br>- Beer, spirits, pre-mix |
| **Threat/s to Others** | Gestures, written or verbal intent to inflict punishment or injury or desire to see harm or death come to another person.<br><br>- "I am going to kill you", "I am going to get you after school with my brothers", "You will not survive the weekend". |
| **Truant/Skip Class** | Missing school, skipping classes or leaving school grounds without parent permission:<br><br>- Arriving to school on time, leaving the school grounds and going to the shops resulting in being late to class<br>- Wandering around school grounds and out of bounds areas instead of going straight to class |
| **Verbal Misconduct** | Repeated words or gestures directed toward others in a demeaning or provoking manner, including racial or religious slurs. |



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| | - Swearing / using abusive nonverbal signs towards a staff member or visiting adult<br>- Racist words like "nigger", "blackie". |

**ACTIONS TAKEN AS A RESULT OF AN OFFICE REFERRAL ARE CASE SPECIFIC, BUT MAY INCLUDE:**

Contacting parent/s, non-participation in activity, suspension, intervention, exclusion.



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# Appendix 4a: Expectations Matrix

Carole Park State School *Expectations Matrix*

| SETTINGS | BE SAFE | BE RESPECTFUL | BE A LEARNER |
|---|---|---|---|
| **At all times** | • I walk safely on correct pathways.<br>• I use seats for sitting on.<br>• I keep my hands, feet and objects to myself.<br>• I am in the right area at the right time, all the time.<br>• I use the High 5 when solving social problems. | • I follow adult instructions.<br>• I am polite by looking and listening.<br>• I use polite words.<br>• I treat all property with respect.<br>• I wear my correct school uniform with pride.<br>• I keep my school clean and tidy.<br>• I am truthful and honest.<br>• I enact the values of my school at school and in the community. | • I am responsible for my own choices and actions.<br>• I am a positive role model for others.<br>• I am a problem solver.<br>• I take risks and attempt all tasks.<br>• I seek help when I need it.<br>• I understand that everyone is different.<br>• I follow all school routines. |
| **Classroom / Learning Areas / Swimming Pool** | • I enter the learning area when a teacher is present.<br>• I leave the learning area with adult permission.<br>• I walk to enter and exit the learning areas.<br>• I walk while moving around in the learning area.<br>• I push my chair in when leaving my desk. | • I raise my hand to speak and wait my turn.<br>• I use an inside voice when speaking.<br>• I treat all adults and children with respect.<br>• I respect the rights of others to learn.<br>• I respect the rights of teachers to teach.<br>• I contribute to my classroom by keeping it organised and clean. | • I organise my belongings ready to learn.<br>• I put effort into keeping my work neat and tidy.<br>• I challenge myself with my learning.<br>• I show persistence when I find a task difficult.<br>• I work with my peers collaboratively.<br>• I am focused and I work in class. |
| **Eating Areas** | • I sit in my correct eating area for the 10 minute eating time.<br>• I finish eating my lunch sitting in my eating area.<br>• I wash my hands quickly and quietly before and after eating.<br>• I will only eat my food. | • I place rubbish in the bin.<br>• I leave the eating area with permission.<br>• I eat my food during designated eating times only. | • I eat my food to give me energy and help with my learning.<br>• I actively engage in conversation. |
| **Playground Areas & Oval** | • I wear my sun safe school hat, school shirt and enclosed shoes.<br>• I stay in the correct play area.<br>• I leave objects where they are.<br>• I play on equipment during first and second break only.<br>• I acknowledge playgrounds are out of bounds before and after school.<br>• I wait for a teacher before entering Prep, Area 2, Area 3 and Area 4 playground.<br>• I inform the teacher on duty of incidents I have seen and heard.<br>• I move to my eating area on the first bell.<br>• I listen to the instructions from the teacher on the second bell.<br>• I will report environmental issues to the teacher. | • I play fairly - invite others to join in, take turns, follow the agreed game rules.<br>• I am adaptable to the rules we create when playing games.<br>• I care for my school environment - gardens, trees, plants, wildlife.<br>• I respect other students' personal and playing space.<br>• I put all equipment away when instructed.<br>• I listen to my peers to support them in the playground. | • I show persistence and resilience.<br>• I plan to use the toilet during playtime.<br>• I show sportsmanship.<br>• I am a humble winner.<br>• I am a considerate participant. |



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| **Assembly Areas / Parade** | • I walk in line, on the path with my class.<br>• I stand tall and still when asked to stand.<br>• I am silent when I stand<br>• I sit with my legs crossed and back straight.<br>• I walk directly to the podium to receive my award. | • I sit and stand quietly.<br>• I will stand and be respectful for the national anthem and the acknowledgement of country.<br>• If I am late, I will stand at the door and wait for teachers instructions.<br>• I remove my headwear before entering the hall.<br>• I listen to and watch all presenters.<br>• I sensibly applaud the success of others when asked.<br>• I follow the directions of the presenter and my teacher.<br>• When I receive an award, I am gracious and humble to be acknowledged. | • I listen to announcements.<br>• I am aware of topics presented.<br>• I engage in the PBL lesson of the week.<br>• I speak confidently to the audience when answering a question or presenting on stage. |
| **Undercover Areas** | • I am in the correct undercover area.<br>• I play safely with equipment.<br>• I walk in the undercover areas.<br>• I will help others and support them if needed. | • I use my voice at an appropriate level.<br>• I walk around others playing handball and quiet games.<br>• I drink sensibly from the bubblers. | • I am water wise with bubblers. |
| **Bus Stop Areas** | • I sit and wait for teachers instructions to move to the bus.<br>• I remain inside the school grounds until the bus has stopped.<br>• I enter and travel on the bus in a safe manner by sitting down straight away and remaining seated.<br>• I talk quietly to my friends.<br>• I stay seated on the blue bus benches.<br>• When I get off the bus, I walk the most direct route home. | • I listen to, and I follow instructions from the bus driver.<br>• I stand for others who need a seat.<br>• I let adults on and off the bus first.<br>• I say hello to the bus driver when I get on the bus.<br>• I thank the bus driver when I get off the bus.<br>• I keep my phone in my bag when on school grounds. | • I know road rules.<br>• I have my bus pass or money ready.<br>• I listen and walk promptly to my bus when called. |
| **Toilets** | • I use toilets appropriately and safely.<br>• I return to class directly after toilet visits.<br>• I use the correct toilet block.<br>• I use toilet paper and soap correctly.<br>• I walk quietly to and from the toilet.<br>• I walk with a partner to and from the toilet.<br>• I report damage that has been seen at the toilet. | • I keep the toilets clean and tidy.<br>• I respect other students' privacy.<br>• I talk quietly in the toilets.<br>• I flush the toilet.<br>• I wash my hands with soap and water after I use the toilet.<br>• I ask permission to go to the toilet during class time. | • I am water wise. I flush the toilet once and I turn the taps off when finished.<br>• I plan to go to the toilet during lunch breaks. |



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| **Office** | • I help others to get to the office when asked - hurt student.<br>• I sign in when late to school.<br>• I walk in and out of the student door.<br>• I always use my walking feet. | • I wait my turn and use polite language.<br>• I wait quietly.<br>• I shut the door behind me. | • I hand in my mobile phone to the office.<br>• I hand in any digital device I bring to school. |
| **Indoor Wet Weather Play / Library Playtime** | • I use my walking feet. | • I use my voice at an appropriate level.<br>• I follow instructions from the adult on duty. | • I pack up all equipment when instructed and put it back in the right place. |
| **Transitions** *(eg. returning to class from breaks, between classes, using pathways)* | • I walk quickly and directly to where I am going.<br>• I walk on the left in 1 or 2 straight lines.<br>• I walk with my class.<br>• I stop/wait where the teacher has instructed me to line up. | • I walk quietly through the school grounds during learning time.<br>• I make space for others to walk without blocking the path.<br>• I walk on correct pathways.<br>• I knock before entering rooms. | • I am on time ready and organised.<br>• I follow the school routine.<br>• I line up at my classroom on the bell ready for learning. |
| **Library** | • I walk inside the library<br>• I place all books on the library bench. | • I use a shelf marker every time I look for a book to borrow.<br>• I place books back on the shelf, spine facing out.<br>• I use a whisper voice. | • I try books that are a challenge but make sure I can still read them.<br>• I wait patiently in line to borrow books. |
| **Before and After School** | • I walk my bike/scooter through school grounds.<br>• I wait in the tuckshop area before school.<br>• I enter and exit the school grounds through designated areas.<br>• I make my way home straightaway after school as instructed by my parents/carers.<br>• I report to the office if I am late. | • I stand quietly outside my class in line waiting for the teacher when the first bell rings.<br>• I look after my bike/scooter by putting it in the bike rack. | • I arrive at school on time before 8.25am.<br>• I use road safety rules.<br>• I play fairly and follow the handball rules. |
| **Excursion** | • I remain with the group.<br>• I am in full school uniform. | • I care for equipment and other places.<br>• I show pride in my school uniform.<br>• I follow all instructions from teachers and venue staff. | • I show that I am willing to listen and learn new things.<br>• I work as a team.<br>• I reflect on new ideas and problem solve.<br>• I think and ask questions about what I am learning. |



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## Appendix 4b: Expectations Matrix

Carole Park State School *Expectations Matrix*

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## Appendix 5: Class Behaviour Rewards and Data Rules

# Class Behaviour Rewards and Data Rules

| REWARD | FREQUENCY | DATA | RECORDING |
|---|---|---|---|
| SNAPS | Free & Frequent | Teachers discretion – following school expectations | Sort out/store SNAPs after weekly parade (glue into book, zip lock bags) |
| Class SNAPS on Parade | Every Monday | Class with the most snaps in their tub gets the weekly trophy | Winners are recorded and class with the most wins gets their class name on the end of year trophy |
| SNAP SHOP | Weeks 3, 6 & 9 of each term | Collecting snap points and spending them on available items | Classroom teacher to keep track of shopping and points spent. |
| END OF TERM behaviour day | Last week of term | No more than 1 major and 2 minors | OneSchool (OS) data |



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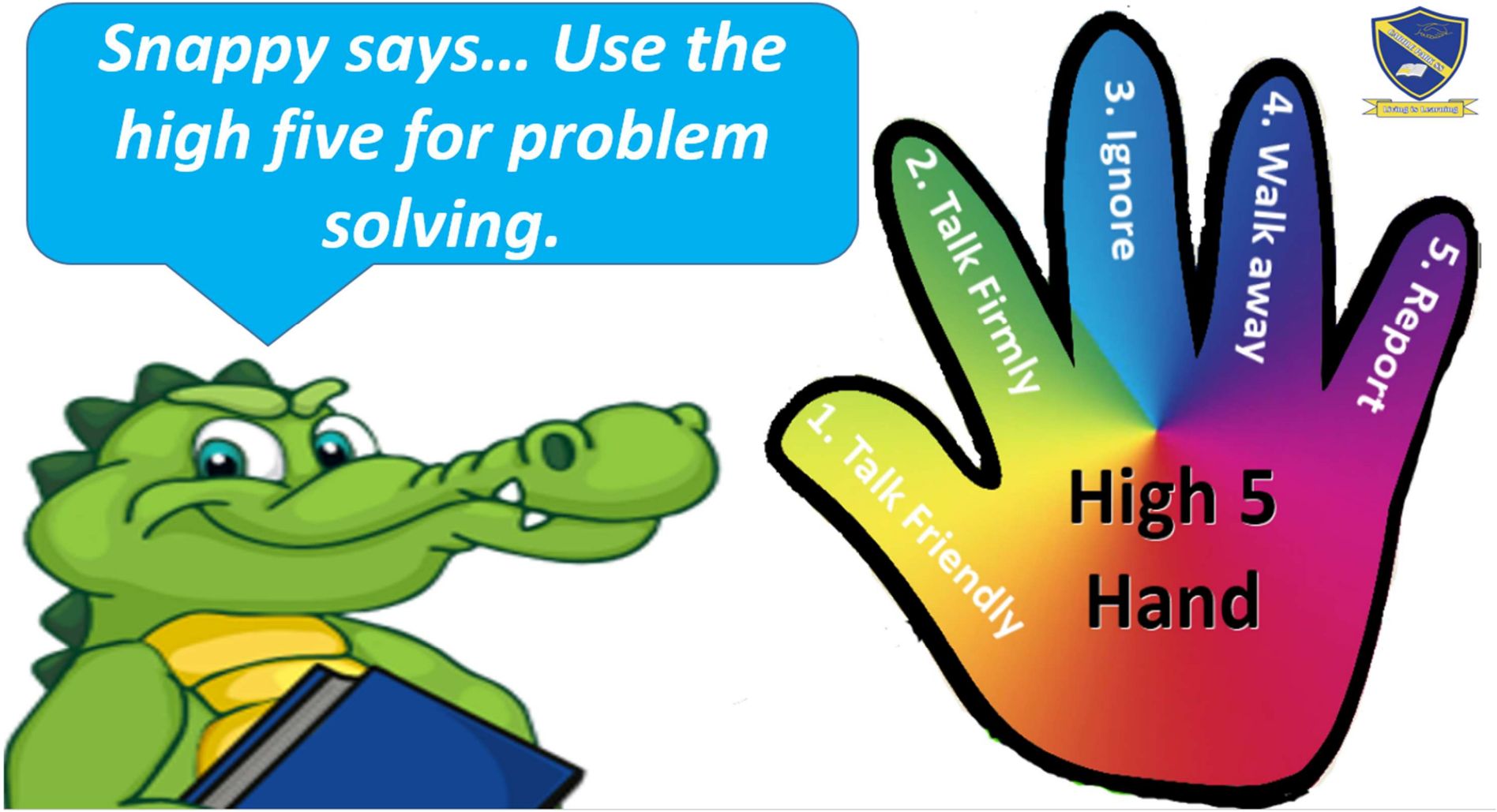
## Appendix 6: High 5 Problem Solving Strategy



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## Appendix 7: Do the High 5!

# Do the High 5!

**3. Ignore**

- ☺ Stay calm and confident.
- ☺ Pretend you did not hear or see.
- ☺ Don't make eye contact
- ☺ Think positively.
- ☺ Count to 5 in your head slowly.
- ☺ Take deep breaths.

**4. Walk Away**

- ☺ Stand tall; keep your head up high.
- ☺ Look confident.
- ☺ Walk away toward safety (other friends or people you know).
- ☺ Walk confidently; do not run.
- ☺ Do not look back.

**2. Talk Firmly**

- ☺ Use an assertive voice; be strong and forceful, not rude.
- ☺ Look confident.
- ☺ Tell them to stop; "No. Stop It. I don't like it!"
- ☺ Use I statements; "I just told you that I don't like it when you yell at me. Talk nicely."

**1. Talk Friendly**

- ☺ Stand tall; keep your head up high.
- ☺ Look confident, maintain eye contact and stand relatively close.
- ☺ Use a calm voice.
- ☺ Ask them to stop; "Stop it. I don't like it".
- ☺ Use I statements; "I don't like it when you yell at me. Please speak nicely."

**5. Report**

- ☺ Walk away and tell the teacher on duty.
- ☺ Go to a safe area.
- ☺ If you are a bystander, you should report it too; exact facts.



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## Appendix 8: PBL Placemat Flow Chart

# Carole Park State School

# PBL Placemat Flowchart

**Step 1**

- Students enter classroom
- Using a whiteboard marker students will:
  - Circle which zone they are in (blue, green, yellow or red)
  - Circle which school expectation is their goal for the day

**Step 2**

- After first break students have time to update their placemat
- Student will reflect, using a whiteboard marker:
  - Circle which zone they are in (if it has changed)
  - Circle how they think they are going with achieving their school expectation goal

**Step 3**

- After second break students have time to update their placemat for the day
- Student will reflect, using a whiteboard marker:
  - Circle which zone they are in (if it has changed)
  - Circle how they think they are going with achieving their school expectation goal

The purpose of the PBL Placemats are to allow students to communicate their state-of-mind and feelings for the day without having to verbalise how they are going. At all times, school expectations are to be followed. Students are to choose their focus for the day. This gives them a simple, measureable and attainable goal. Students may tailor their goal toward behaviours/situations in the previous days to allow them to reflect and improve their choices.



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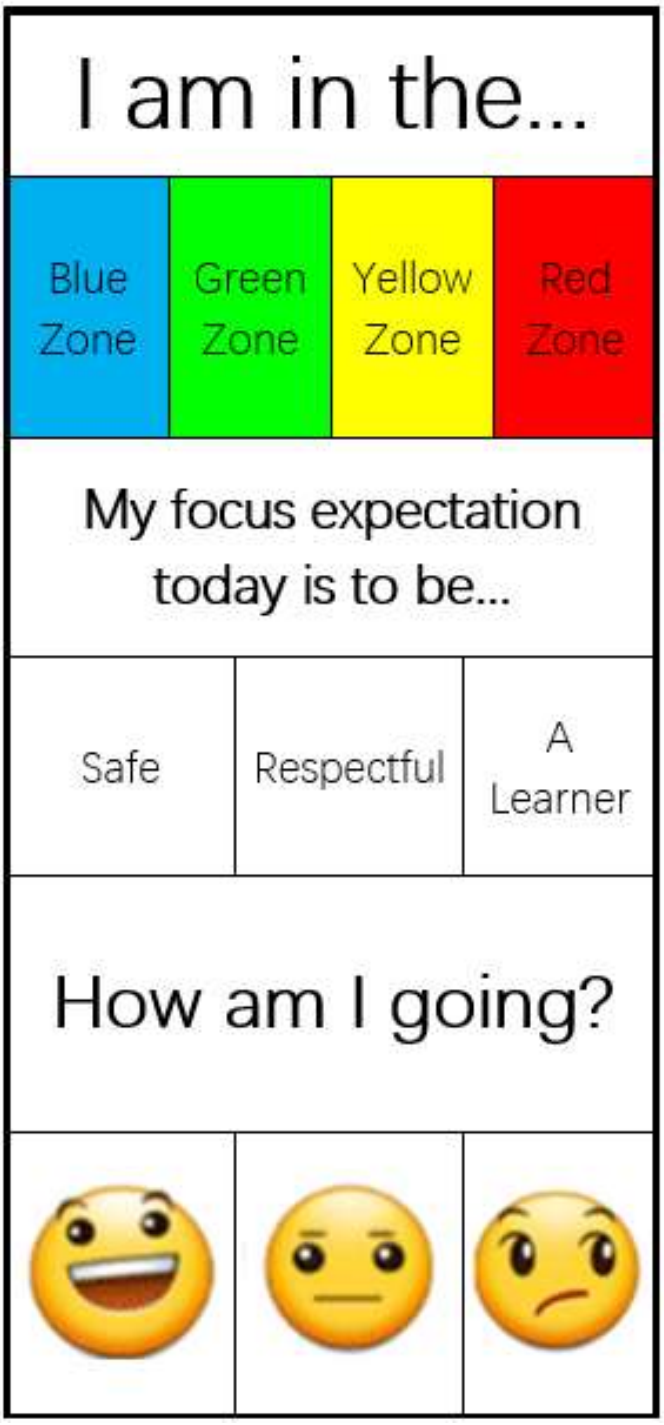
## Appendix 9: Zones of Regulation Check in



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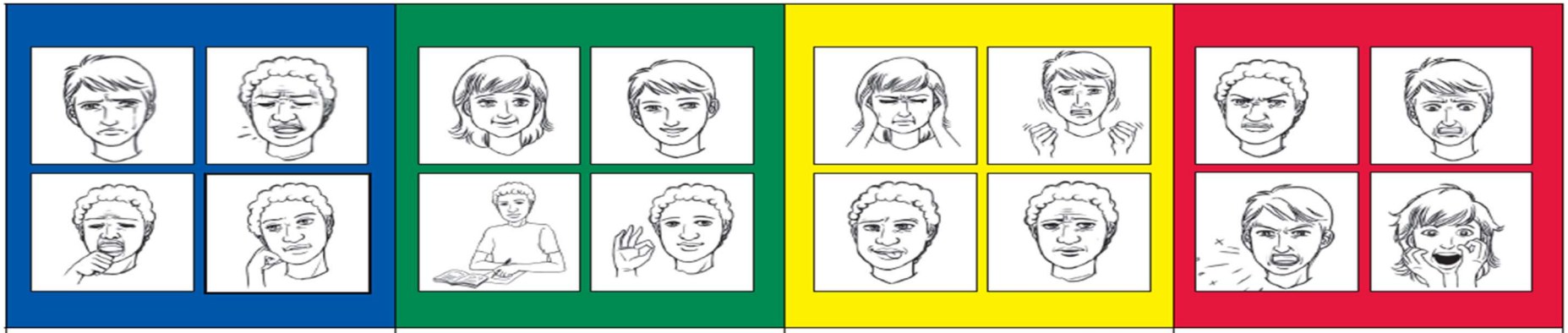
## Appendix 10: The Zones of Regulation

The **ZONES** of Regulation™ Reproducible E The Zones of Regulation Visual

# The Zones of Regulation™



| BLUE ZONE | GREEN ZONE | YELLOW ZONE | RED ZONE |
|---|---|---|---|
| Sad | Happy | Frustrated | Mad/Angry |
| Sick | Calm | Worried | Terrified |
| Tired | Feeling Okay | Silly/Wiggly | Yelling/Hitting |
| Bored | Focused | Excited | Elated |
| Moving Slowly | Ready to Learn | Loss of Some Control | Out of Control |

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## Appendix 11: Behaviour Flow Chart

# Carole Park SS

# Behaviour Flow Chart

**1. Instruction** – Student is given an instruction in response to behaviour demonstrated. Teacher will give the student a positive instruction on how to participate in the correct manner.

Examples:

- 'Move back to your seat, thank you.'
- 'Show me whole body listening, thank you.'

**2. Redirect** – Teacher will provide the student strategies to assist them in redirecting their behaviour to promote positive participation. Allow student take up time.

Examples:

- 'When I return you will have the next two questions completed.'
- 'Back to your seat, thank you.'

**3. Problem-Solve** – Teacher will inform student they are not being safe/respectful/a learner. Teacher will conference with student and provide a positive instruction on how to demonstrate the school expectations.

- 1on1 conferencing with the student using the language small verse big problem. Example; we can work together now to fix the small problem before it becomes a big problem.
- Teacher or student quietly move name on chart and teacher will explain the reason why.

**4. Chill Out** – Teacher informs the student that they will need chill out time, in a supervised space assigned at the teacher's discretion, for a negotiated period.

- Teacher or student quietly move name on chart and teacher will explain the reason why.
- Student is given the option to use the classroom chill out spot or go to another pre-arranged classroom. Teacher completes the chill out pass if student is going to alternate classroom.
- Teacher sets the timer (5/10mins) and student chooses a calm down tool. When time is up student checks in with teacher who uses the 3 key PBL questions. Student returns to learning.

**5. Thinking Room** – Students at the bottom section of the chart at 1pm, will be referred to the Thinking Room for 15 minutes at second play break to reflect on their behaviour. Classroom teacher completes a Thinking Room referral form to be handed to leadership team. A Thinking Room green letter is to be sent home to parent/caregiver by the classroom teacher. Classroom teacher to record behaviour on One School as a minor.

- A member of the leadership team will supervise the student in the thinking room.
- Reflection questions will be used.

**6. Re-offence of behaviour after the Thinking Room, automatic Major Referral**

- Contact Head of Department, Principal

**7. Major Referral** – Given by members of the school leadership team (HOC, Principal and Student Services Teacher).
Leadership will:

- Contact parent/caregiver concerning the incident and appropriate consequences.

- Students start in the 'I am ready to learn' zone at the commencement of each day.
- Differentiated process may apply to students on individual behaviour plans (Contact leadership team for support)
- Teachers are encouraged to move students into positive behaviour zones when displaying the 3 school expectations.



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# Thinking Room – Reflection Questions

1. Why are you here?

2. How can you change your mindset?

3. How can you successfully enter back into your room?

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## Appendix 13: Thinking Room Referral Slip

**Thinking Room Referral Slip**

| Date: | Name: | Class: |
|---|---|---|

Reason for referral:

- ☐ Disruption
- ☐ Non-compliance
- ☐ Refusing to complete work
- ☐ Name calling
- ☐ Defiance
- ☐ Hitting or kicking or using objects to hurt others
- ☐ Not being in the right place
- ☐ Damaging property
- ☐ Swearing
- ☐ Lying / Cheating

Details of incident if necessary: _____

_____

_____

Referring Staff Member:

Admin to complete

Student successful ☐ Date: _____

Student unsuccessful ☐

Notes: _____

_____

**INCIDENT TO BE RECORDED AS A MINOR ON ONESCHOOL BY CLASSROOM TEACHER**



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## Appendix 14: Behaviour Letter

# Carole Park State School

260 Waterford Rd, Carole Park Q 4300
Telephone: 3718 5333
Fax: 3718 5300
the.principal@caroleparkss.eq.edu.au

Date: .....

Dear Parents/Caregivers,

Today ..... was referred to the Thinking Room for displaying behaviour that was inconsistent with the school expectations. Consequently, they missed second play break to sit in the Thinking Room and reflect on their choices.

..... was referred to the Thinking Room for the following reason

- ☐ Disruption
- ☐ Non-compliance
- ☐ Refusing to complete work
- ☐ Name calling
- ☐ Defiance
- ☐ Hitting or kicking or using objects to hurt others
- ☐ Not being in the right place
- ☐ Damaging property
- ☐ Swearing
- ☐ Lying / Cheating

Please return the confirmation slip below to your child's classroom teacher on the next school day. If you would like to discuss your child's inappropriate action/s, please contact your child's teacher to organise a mutually convenient time. It would be appreciated if you could discuss this action/s with your child to promote safe, respectful, learning behaviour in the future.

Thank you for your support and commitment to ensuring our school is a safe and positive environment for all children.

Regards,

Classroom Teacher

.....

Confirmation of Receipt of Letter (please return to school the following day)

Thinking Room referral letter for (student) ..... received (date) .....

Parent/Caregiver name: ..... Signed: .....



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## Appendix 15: Bullying Incident Report Form

# CAROLE PARK STATE SCHOOL
# BULLYING INCIDENT REPORT

| | |
|---|---|
| **Date and Time:** | **Staff Name:** |
| **Area:** | **Student Name:** |
| **Who was involved:** | |
| **Have they reported this before:** | **Did they use the High 5 Strategy?** |
| **What was reported:** | |
| **Entered and scanned on OneSchool** (When and by whom) | |
| **Admin follow up:**<br><br>E.g.<br>- Who needs to do what<br>- For how long<br>- When | |

Signed: _____



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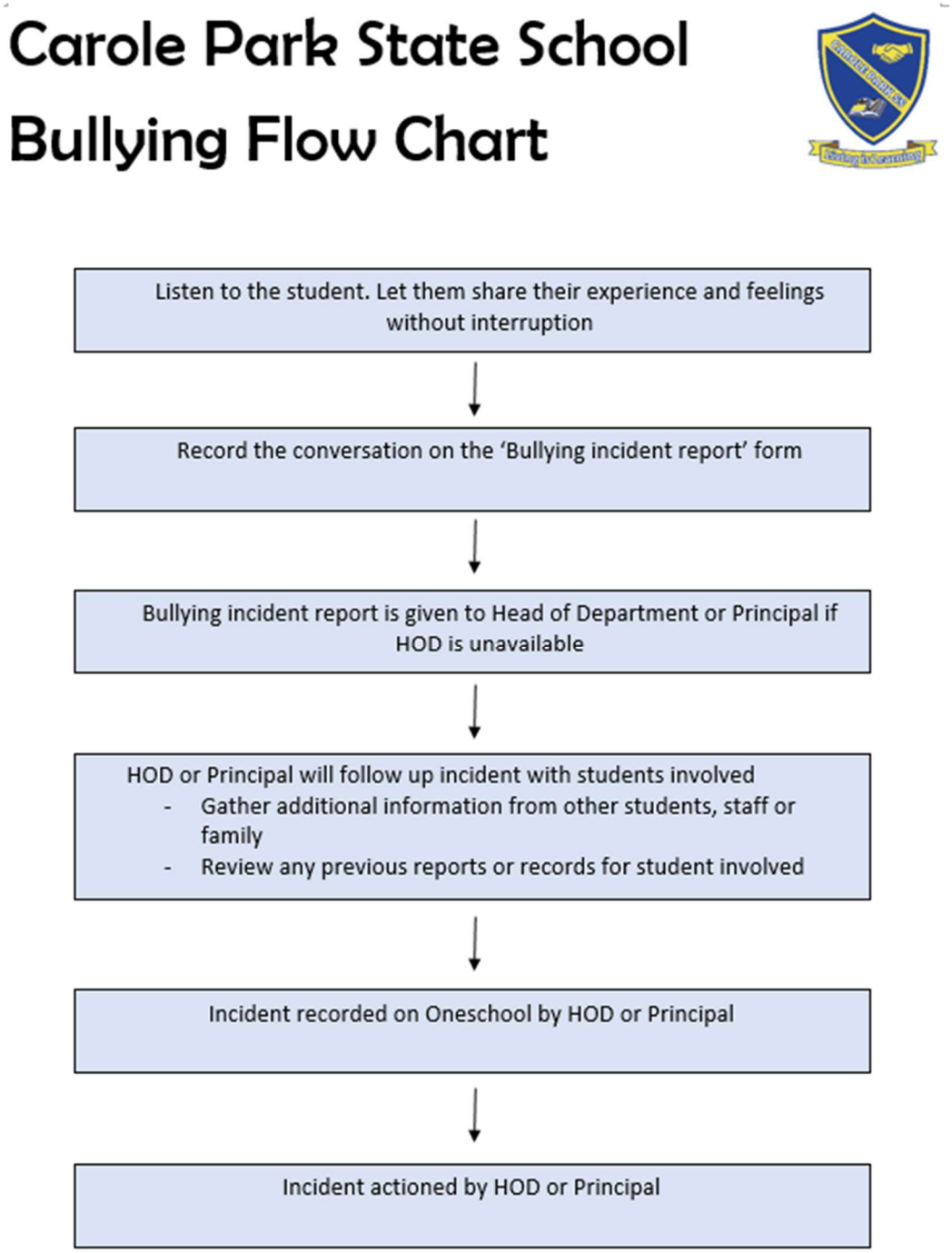
## Appendix 16: Bullying Flow Chart

# Carole Park State School
# Bullying Flow Chart



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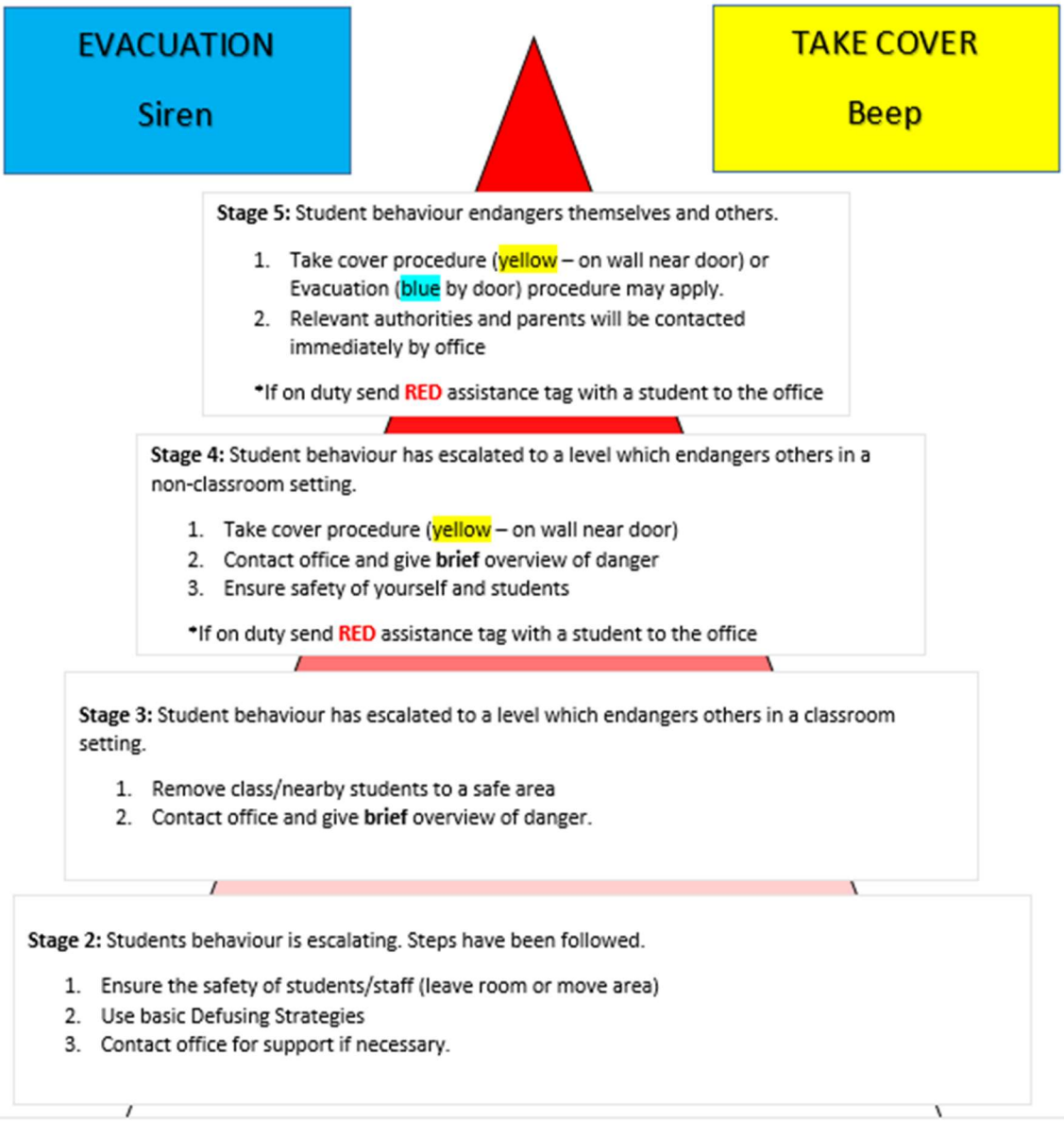
# Appendix 17: Responding to Unacceptable Student Behaviour

## Responding to Unacceptable Student Behaviour

## Carole Park State School – Crisis Management Protocol




**Stage 1:** Student behaviour is escalating. Steps have been followed.

1. Ensure the safety of students/staff (move students away, direct to cool down area, remove potential objects)
2. Use basic Defusing strategies –
   a. Avoid escalating the problem behaviour
   b. Maintain calmness, respect and detachment,
   c. Approach the student in a non-threatening manner
3. Contact office if necessary and context suitable.



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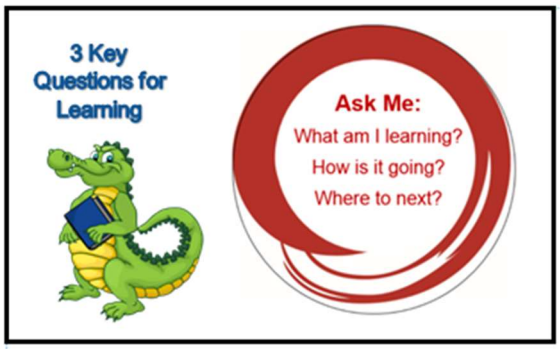
# Appendix 18: 3 Key Questions



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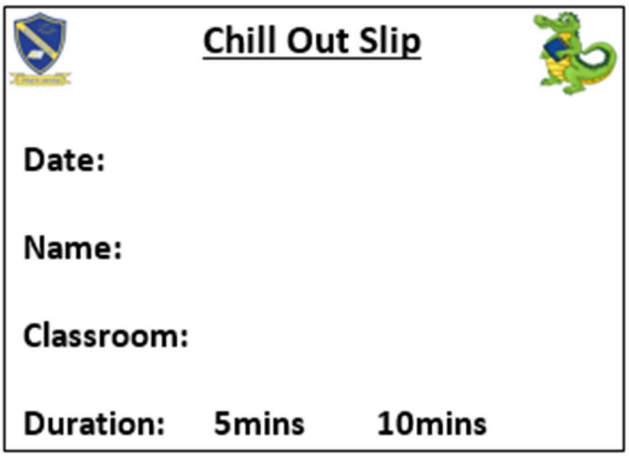
## Appendix 19: Chill Out Slip



**Chill Out Slip**

**Date:**

**Name:**

**Classroom:**

**Duration:** **5mins** **10mins**



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# Appendix 20: Inclusion Framework

## Carole Park State School Inclusion Framework

Carole Park State School
Be Safe Be Respectful Be a Learner

**Vision:** *Everyone Succeeding. Everyone is welcome.*

The Australian Curriculum informs the expected learning and the quality of learning expected that needs to occur as a developmental sequence of learning for our P-6 students. It is expected that purposeful reading opportunities will be planned across all Learning Areas.

CPSS pedagogical framework outlines the processes to support consistent whole school pedagogical practices that responds to our local context and is focussed on student achievement.

While the student is central to the implementation Age-Appropriate Pedagogies, teachers give consideration to the influence of school and community context and resources to inform decision-making. The flexibility of choice between 7 approaches and 11 characteristics allows teachers to make purposeful pedagogical decisions that support student learning.

*"All Queensland state schools must comply with Commonwealth and state legislation which requires that, as far as practicable, people with a disability access and participate in education on the same basis as those without disability." Department of Education*

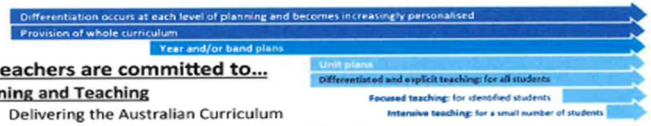
**Legislations Include:**

- the *Disability Discrimination Act 1992* (Cth) (DDA)
- the *Disability Standards for Education 2005* (Cth) (DSE)
- the *Anti-Discrimination Act 1991* (Qld) (ADA)

**Policies Include:**

- ***P-12 curriculum, assessment and reporting framework,***
- ***Whole school approach to differentiating teaching and learning.***
- Inclusive education policy statement booklet (PDF, 4.9MB)
- Inclusive education policy (PDF, 109KB)
- Whole school approach to differentiated teaching and learning
- Every student with disability succeeding
- Individual curriculum plan
- Every student succeeding State Schools Strategy 2019–2023

### Teaching, Planning and Differentiation




**All teachers are committed to...**

**Planning and Teaching**

- ✓ Delivering the Australian Curriculum
- ✓ Aligning their practice to the school and departmental policies and procedures
- ✓ Delivering focused explicit teaching based on data
- ✓ Differentiate the:
  - Content
  - Process
  - Product
  - Environment (Physical and Emotional)
- ✓ Communicating collaborating and working with all stakeholders including parents, staff and outside agencies.

**Data and Documentation**

- ✓ Regularly case manage using the Spiral of Inquiry.
- ✓ Using data to know all students, identify student needs.
- ✓ Develop student goals based on data.
- ✓ Recording relevant data on OneSchool.

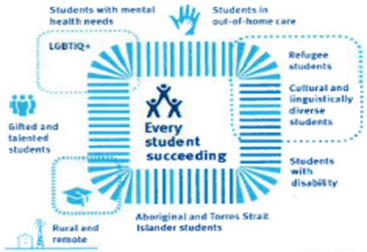
**Culture**

- ✓ Collective advocacy
- ✓ Respecting and valuing diversity.
- ✓ Creating accessible learning environment that enable the full participation of all students.
- ✓ Building trust with all.
- ✓ Communicating collaborating and working with all stakeholders including parents, staff and outside agencies.

**Behaviour**

- ✓ Implementing the Student Responsible Behaviour plan.
- ✓ Following the school PBL process.

### Inclusive education policy statement




### Support Services

- Guidance officer
- SNC
- HOC/Student Services
- EAL/D Teacher
- SEP Teachers
- Physiotherapist/OT/SLP
- Advisory Visiting Teachers
- Regional Behavioural Services
- Child Safety
- Medical Professionals/School Nurse
- The Autism Hub
- Family and Child Connect
- Inala Indigenous Health/Kambu
- RCEC

### CPSS Processes (Hyperlinked to Documents)

- ⇒ SNC Referral Form
- ⇒ SNC Referral Flowchart
- ⇒ PL Recording Process
- ⇒ ICP Process Flowchart
- ⇒ PRIM ( Pre-Referral Intervention Manual) Index Page (used as a resource for the Spiral of Inquiry)
- ⇒ NCCD Decision Making Flowchart
- ⇒ NCCD Evidence Template
- ⇒ The Spiral of Inquiry

### Parent/Caregiver Expectations

**Communication**

- ✓ Participate honestly in the annual school survey
- ✓ Communicate with the class teacher in regards to any concerns
- ✓ All information is up to date
  - ⇒ Medical conditions
  - ⇒ Contact details
  - ⇒ Change of circumstances
- ✓ Inform the school in regards to absenteeism and any information that may impact their child's learning and wellbeing

**Partnership**

- ✓ Actively participate and support the school, including the P&C if possible
- ✓ Seek advice - Learn from each other
- ✓ Work together with all stakeholders to promote student wellbeing, learning and high expectations for students success
- ✓ Actively contribute to school decision making processes
- ✓ Attend transitions (Pre-prep and High School).
- ✓ Be open to attend excursions/events where parent support is required.

**Attendance**

- ✓ Students are on time and at school everyday



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# Appendix 21: Part Time Educational Program Plan

## Part-time educational program plan (the Plan)

**Privacy statement**

*The Department of Education (the department) is collecting personal information in this form for the purpose of completing a part-time attendance arrangement for the identified student in their education program.*

*The information will be shared with the school and department staff involved in the delivery of the student's Plan. The personal information collected will not be disclosed to any other person or agency unless you have given the department permission, or the department is required or authorised by law to disclose the personal information.*

*Your information will be stored securely. If you wish to access or correct any of the personal information on this form, or discuss how the personal information has been used, please contact your child's current state school or proposed state special school in the first instance. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact the department's regional office in the first instance.*

**About this Plan**

This Plan is completed once all evidence has been considered as part of the personalised planning process for the student, consultation has occurred with the parent/s and/or student (if appropriate, having regard to age and other circumstances), and a part-time educational program is deemed a viable temporary option for the student. The Plan should be continuously monitored and reviewed, and effectiveness evaluated.

| **PART 1 – Plan establishment** | |
|---|---|
| **Student, parent, school and stakeholder details** | |
| **Student name** | |
| **Parent name/s** | |
| **Name of school** | |
| **Name of principal** | |
| **Relevant stakeholders** | |
| **Case manager/nominated staff member** | |
| **Teacher (if no case manager)** | |
| **Review dates** | Intermediate review: Final review: |
| **Previous Plan (if relevant)** | |
| **Has a Plan been undertaken within the last 12 months?** | Yes / No (*please circle*) If Yes, please complete the following:<br>Approval date: Plan start date: Plan end date: |
| **Educational/other needs, hazards/risks and strategies to address these (this section to be completed by a registered teacher). If supporting documentation is available, please attach.** | |
| **Educational needs, reason/s for a part-time program and intended learning outcomes** | |
| **Health, safety and wellbeing** | |



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<table>
<tr><td>Personalised and/or support plans/assessments in OneSchool</td><td></td></tr>
<tr><td>Professional support</td><td>☐ Guidance Officer ☐ Regional coach ☐ Registered nurse<br>☐ Therapist ☐ AVT ☐ Other [please specify]</td></tr>
<tr><td>Strategies and/or reasonable adjustments to be implemented to increase participation and engagement (please reference and attach existing plans if relevant)</td><td></td></tr>
<tr><td colspan="2">Implementation</td></tr>
<tr><td>Days and hours the student will attend school</td><td><table><tr><td>Days</td><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr><tr><td>Hours</td><td></td><td></td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>Strategy for school work completion and feedback while not attending school</td><td></td></tr>
<tr><td colspan="2">Plan agreement and approval</td></tr>
<tr><td>Parent/s</td><td>Signature/s: Date:<br>* A part-time educational program for children younger than the compulsory school age or children of compulsory school age cannot be approved without the written agreement of the parent/s of the student.</td></tr>
<tr><td>Student (compulsory participation phase students only)</td><td>Signature: Date:<br>* A part-time educational program for young people in the compulsory participation phase cannot be approved without the written agreement of the student (as appropriate, considering the student's individual circumstances and, if required, parent agreement is provided on the student's behalf).</td></tr>
<tr><td>Case manager/nominated staff member</td><td>Signature: Date:</td></tr>
<tr><td>Principal</td><td>Signature: Date:</td></tr>
<tr><td>Comments</td><td></td></tr>
<tr><td colspan="2">PART 2 – Intermediate review</td></tr>
<tr><td colspan="2">Monitoring and review details</td></tr>
<tr><td>Outcome of intermediate review</td><td></td></tr>
<tr><td>Actions from intermediate review</td><td></td></tr>
</table>



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| Agreement and approval | |
|---|---|
| **Parent/s** | Signature/s:<br>Date: |
| **Case manager/nominated staff member** | Signature:<br>Date: |
| **Principal** | Signature:<br>Date: |

| PART 3 – Final review | |
|---|---|
| **Monitoring and review details** | |
| **Outcome of final review** | *[e.g. Student's participation will increase, student will resume a full-time program]* |
| **Actions from final review** | *[Enter details]* |
| **Agreement and approval** | |
| **Parent/s** | *[Parent name/s]*<br>Signature/s: Date: |
| **Case manager/nominated staff member** | *[Name of case manager/nominated staff member]*<br>Signature: Date: |
| **Principal** | *[Name of principal. Note: approval cannot be delegated]*<br>Signature: Date: |
| **If this Plan is to be in place for more than one school term or 10 week period it must be referred to the Assistant Regional Director.** | *[Name of Assistant Regional Director]*<br>Signature: Date: |

NOTE: A signed copy of this plan must be uploaded to One School under Personalised Learning (under the evidence tab) and the original, hard copy kept in the student's school record. Only minimal information is required to be recorded in the OneSchool Personalised Learning data entry fields providing the key characteristics and impacts for the student, and focus area (Part-time educational program). Supporting evidence or documentation can be attached to plan.



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# Appendix 22: Student Support Services Referral Form

## Referral Form – Student Support Services

The Committee meets each term, Monday of Week 4 and 8.

Please complete the following form electronically and email to bteve1@eq.edu.au.

Arrange a meeting with Belinda to discuss in detail.

Please ensure that parents are aware of any concerns you have prior to submitting this referral and that these concerns and parent permission have been entered onto OneSchool.

| | | | |
|---|---|---|---|
| **Student's Name:** | | | |
| **Class:** | | | |
| **ClassTeacher:** | | **Date of Birth:** | |
| | | **Date of Referral:** | |

| Concerns: | |
|---|---|
| ☐ | Attendance |
| ☐ | Learning Difficulties - Numeracy |
| ☐ | Learning Difficulties – Literacy (reading) |
| ☐ | Learning Difficulties – Literacy (writing) |
| ☐ | Behaviour |
| ☐ | Social/Emotional |
| ☐ | Speech/Language |
| ☐ | Health/Medical |
| ☐ | Other: Please specify: |

| Characteristics<br>Please Highlight Relevant Information | |
|---|---|
| **NCCD Disability Category** Yes/No<br>Social/Emotional Cognitive Sensory Physical<br>**Level of Adjustments NCCD**<br>QDTP Supplementary Substantial Extensive<br>**ICP**<br>DYL Eng _____ DYL Math _____ | **AIMS EAP Verification**<br>ASD PI VI SLI HI ID<br>**Support Provisions**<br>PL DDA PL Health Plan Support<br>Behaviour Plan |

| **Please tick to show that:** | **Please be prepared to share information which may include:** |
|---|---|
| ○ **Referral has been discussed with parents and documented as a contact in OneSchool.**<br>○ **Referral has been discussed with and input sought from year level team and support staff**<br>○ **One School data from previous year/school has been reviewed.** | ○ **OneSchool contacts**<br>○ **Formal diagnosis**<br>○ **Sensitive Case Record entries**<br>○ **Outside Agency involvement**<br>○ **GO and SLP contact**<br>○ **Attendance History**<br>○ **Family History** |

| Please describe ***Adjustments*** which are in place in the following areas… | |
|---|---|
| CURRICULUM | |
| COMMUNICATION | |
| SOCIAL AND EMOTIONAL | |
| LEARNING ENVIRONMENT | |
| HEALTH AND SAFETY | |

| **Parent Involvement** | | |
|---|---|---|
| ☐ **Yes** | ☐ **No** | **Parent is aware of this Student Service Referral and contact has been recorded in OneSchool** |

**Teacher Signature**:.....

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**Student:** **Teacher:** **Class:** **Date:**

**Parent Interview Form** *Has your child:*

| | |
|---|---|
| ☐ Had a recent hearing test? Yes/No Date: | ☐ Had a recent vision test? Yes/No Date: Outcome: |
| ☐ Seen a Paediatrician? Yes/No Date: | ☐ Seen a Speech Language Pathologist? Yes/No Date: Outcome: |
| ☐ Seen an Occupational Therapist? Yes/No Date: Outcome: | ☐ Seen a Physiotherapist? Yes/No Date: Outcome: |
| Seen a Psychologist? Yes/No Date: Outcome: | Seen any other Specialist? Yes/No Date: Outcome: |
| ☐ Is English your child's first language? Yes/No Details: | ☐ Is your child on any medication? Yes/No Details: |
| ☐ Displayed behaviours or symptoms of any condition that runs in the family? Yes/No Details: | |
| Do you have any concerns? | |

| | | | |
|---|---|---|---|
| ENGLISH A-E | | Organisational Skills | |
| MATHS A-E | | Sight words (attach) | |
| SCIENCE A-E | | Fine Motor/Handwriting (attach) | |
| HASS A-E | | Gross motor skills | |
| OTHER SUBJECTS A-E | | Classroom Behaviour? | |

| | | | |
|---|---|---|---|
| | | Function? | |
| NAPLAN (attach) | | Playground Behaviour Function? | |
| Current Reading Level Expected level (attach) | | Interaction with Peers | |
| Number Facts (attach) | | ATTENDANCE % | |



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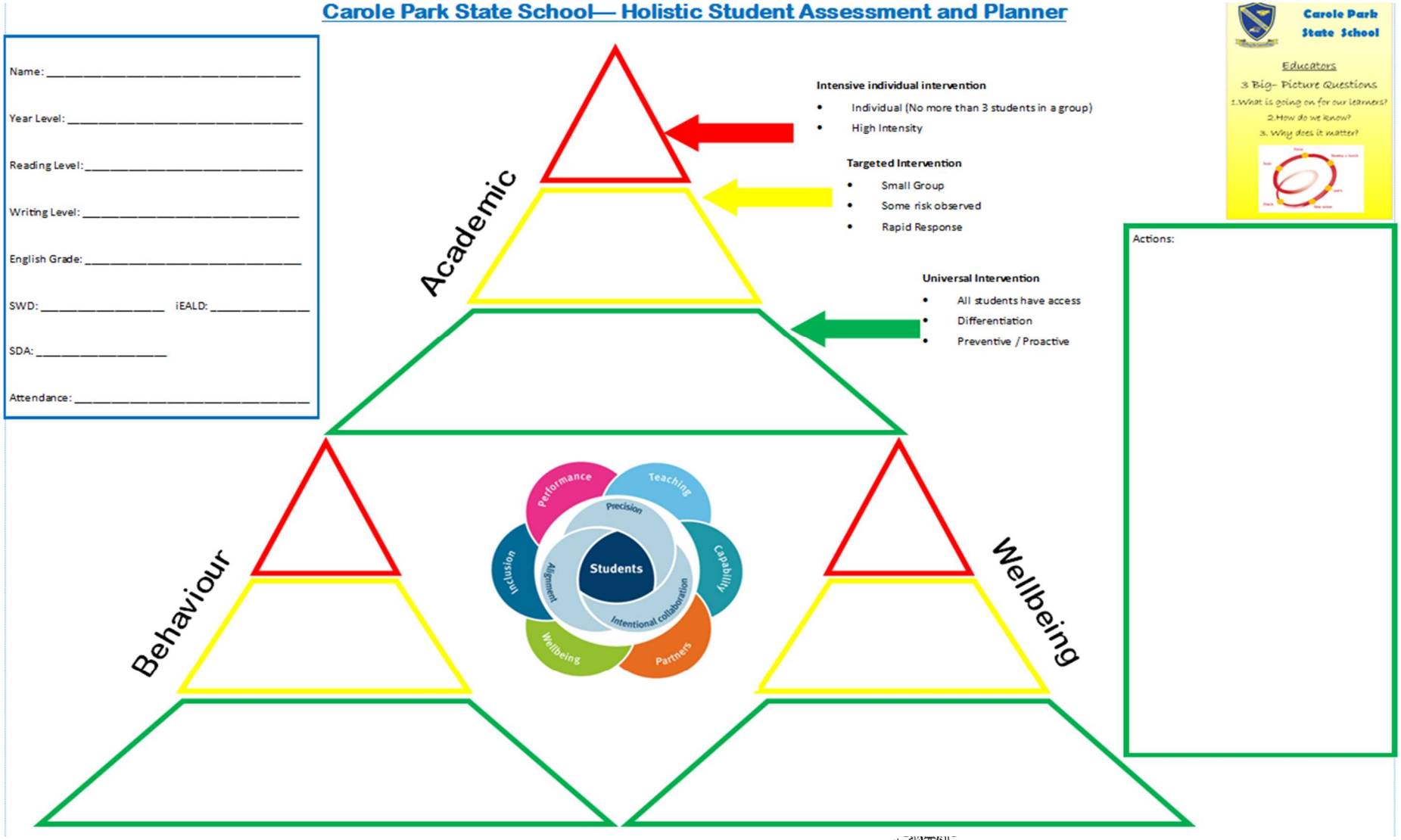
# Appendix 23: Holistic Student Assessment and Planner



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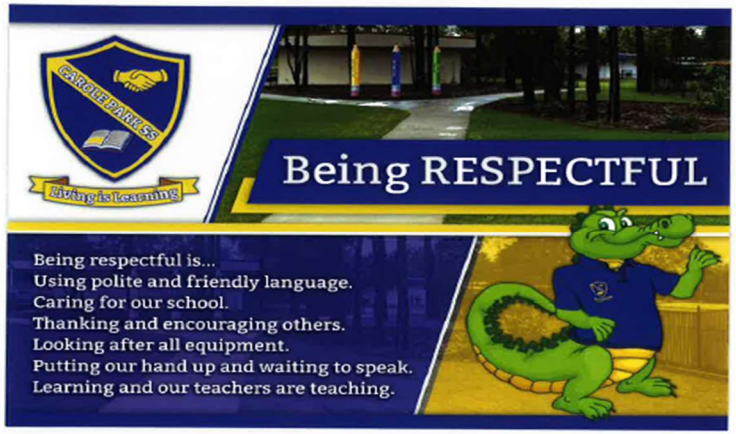
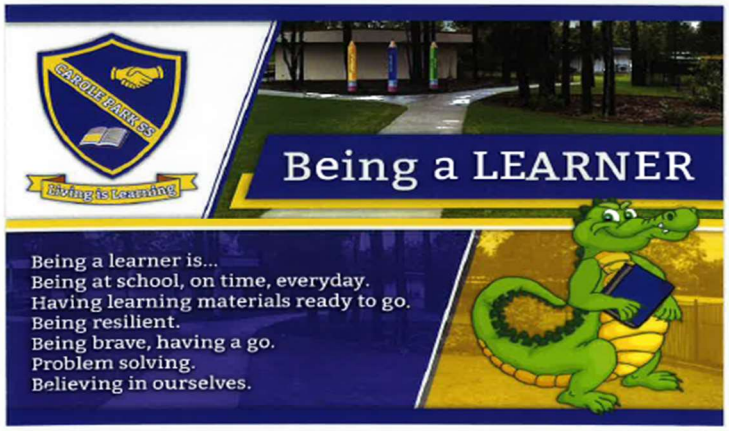
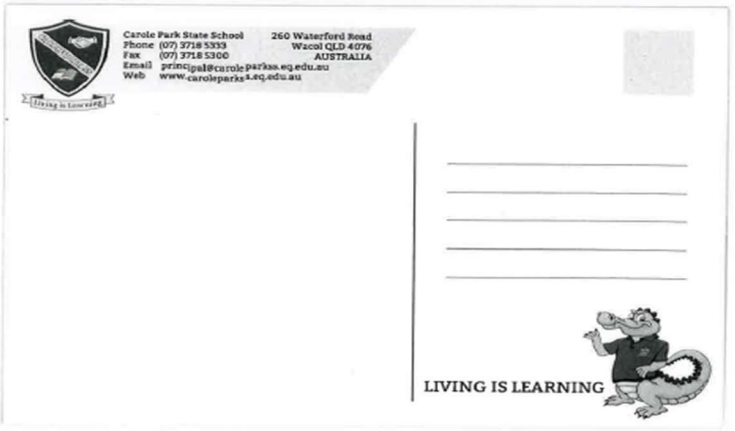
## Appendix 24: Postcards

*Keep an eye out in the mail*
*for a postcard from your teacher.*



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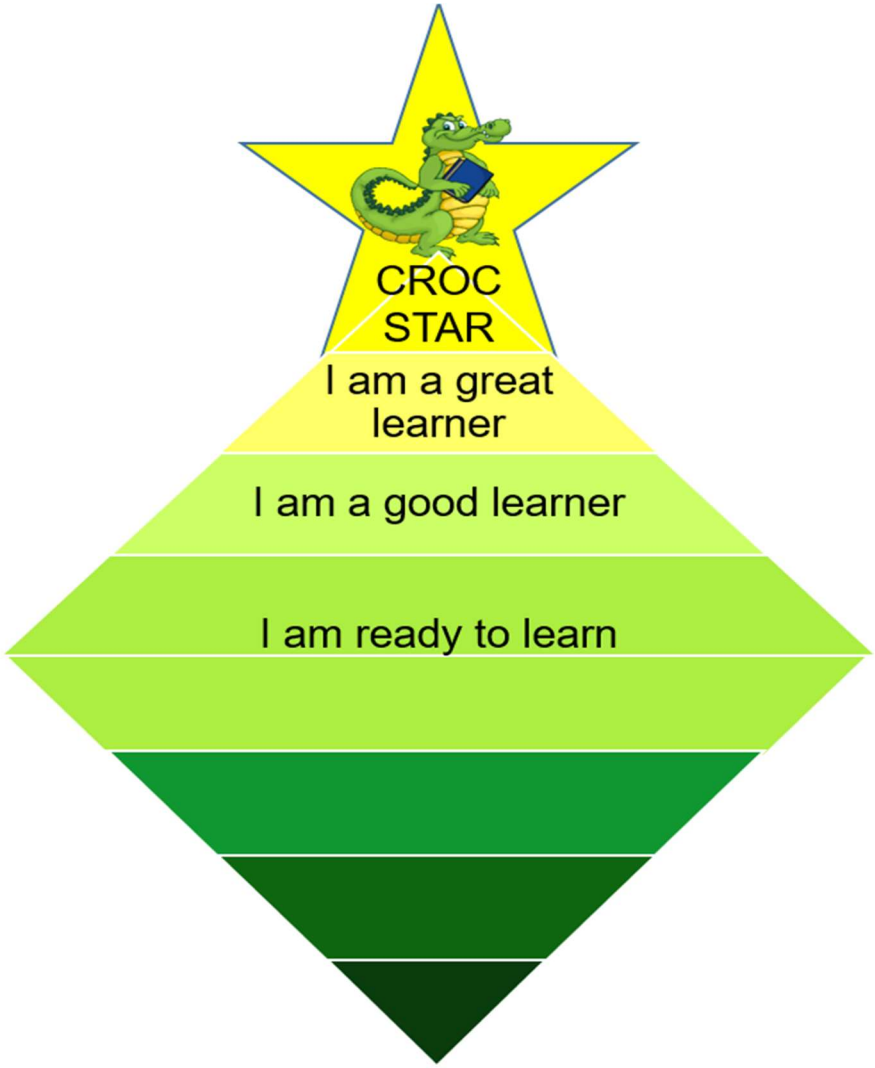
## Appendix 25: Classroom Behaviour Chart



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