



We are Deadly by being.... Kind, Strong and Respectful

Woorabinda State School **Student** **Code of Conduct** **2020-2023**

We acknowledge the Traditional Owners of the lands across Queensland and in Woorabinda. We pay our respects to Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state. We also acknowledge the cultural authority in the community and school of Woorabinda.

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 2020-2024

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Principal Signature:	
Date:	8 December 2020
Education Governance Committee	
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Signature:	
Date:	8 December 2020

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Purpose

This is our school's Student's Code of Conduct to be shared and discussed with all members of our community at the beginning of the school year. It embodies our commitment to each other, our shared values, and the guiding principles of Positive Behaviour for Learning. We acknowledge and honour Indigenous strengths in the ways of living in right relationships with one another, including traditions of storytelling in circle and re-integration of those who have harmed other members of the community. This document will be revised every year with community input.

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

The Woorabinda State School Student Code of Conduct sets out the responsibilities 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.

Principal's Foreword

Woorabinda State School is a great school. It is located in the town of Woorabinda in Central Queensland, 170 km south west of Rockhampton and is situated on the traditional lands of the Wadja Wadja / Wadjigal and Ghungalu Aboriginal people. The people of Woorabinda are decedents from 52 Aboriginal and Torres Strait Islander Nations across Australia and this cultural diversity brings richness and strength to our school. We believe strong, positive relationships between all members of our school are the foundation to supporting success of all students.

Through a consensus process, our community has identified as a foundation to our school's motto –

'Proud and Deadly' - school values that are imbedded within our school rules which are:

We are Deadly by being

Kind Strong and Respectful

Woorabinda State School is committed to providing a safe, respectful and responsible learning environment for students and staff. Students are provided learning opportunities to engage in inclusive learning experiences that are responsive to their needs which is a key aspect to our Positive Behaviour for Learning (PBL). Through these lessons, students develop the skills to become life-long learners and confident members of the community.

This Student Code of Conduct is designed to maximise the academic achievement, social competencies and life skills of all students. The school employs many local Indigenous staff who are the important people of the school for community links and engagement. These staff play a vital role in supporting teachers in

the classroom and ensuring our school runs effectively. The school has developed a number of partnerships with organisations such as Central Queensland Indigenous Development (CQID), Yoonthoola, National Indigenous Australians Agency, the Australian Red Cross, the Queensland Police Service through the Woorabinda Police, Queensland Health through the Deadly Ears program, and the Cathy Freeman Foundation.

Woorabinda State School's rules of ***We are Deadly by being Kind, Strong and Respectful*** 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, accountable and self-regulating young people. Our school staff believe that communication and positive relationships are the most valuable skills our communities need now and in the future.

Woorabinda State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of 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 and exclusion.

I would like to take this opportunity to thank the members of community for their work in bringing this Woorabinda 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 as a community expect from students and how we still support them to meet those expectations.

Best regards

John

John Bray

Principal

Woorabinda State School Education Governance Committee

As Traditional Owners, Elders and members of the Woorabinda State School Education Governance Committee, we are proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Bray and his team has ensured that all Traditional Owners, parents, Elders and community members have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Woorabinda State School Student Code of Conduct, as the awareness and involvement of all community members is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Woorabinda 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.

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

Woorabinda State School knows what to do if subjected to bullying, regardless of where it occurs. 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, and the flowchart on page 31 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Woorabinda State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the join the Woorabinda State School Parent Advisory Committee. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

The consultation process used to inform the development of the Woorabinda State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between July and September 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and reported behaviour incidences from OneSchool. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we held a community meeting at the main shopping area of the town and asked parents, carers and community members for their feedback on the school values and what is important for our school. We collated the responses from the community meeting and integrated this with the student and staff responses. This information was then analysed and key themes were added to the student code of conduct to define our school rules of what we stand for here in Woorabinda State School.

Finally, a draft Student Code of Conduct was prepared and presented for comment via the school Facebook page, copies were hand delivered around the community and also provided at the front office for perusal. The third phase of consultation was with the school community advisory committee who provided the final endorsement in November 2020.

The Woorabinda State School Code of Conduct has been communicated to parents and the school community through parent/classroom information sharing, social media and the weekly newsletter.

Review Statement

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

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

Learning and Behaviour Statement

We are deadly by being kind, strong and respectful

All areas of Woorabinda State School are teaching and learning environments. We follow the Code of School Behaviour by using **relational practices and strive to create responsible self-managers** at our school. We know that all behaviour has a function (motive) and as educators, we are committed to meeting the need/s of the individual student, teaching appropriate behaviour and creating a **fair and equitable** environment. **It is clearly understood by all teaching staff that they are equally responsible for teaching behaviour as they are the curriculum.** We provide care and consideration for each individual and set clear boundaries and expectations for the school community. **Consequences are instructional, restorative, and logically linked to the inappropriate behaviour and reflect the individual circumstances of the student.**

We ask - how can all students achieve the same level of success when each individual student starts their journey to success at different points? Therefore, at Woorabinda State School, we have a mantra of 'high expectation relationships'. We have high expectations for all our students, and we will provide relational differentiated, targeted and focused support to individuals to ensure all students are able to succeed. This methodology is demonstrated in figure 1.

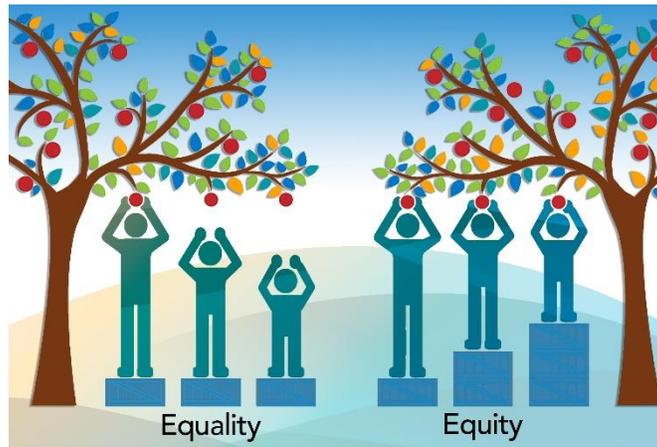


Figure 1: Equity vs Equality

Guiding Principles

- Everyone is a valued member of our community
- Strong relationships and shared voice are central to building this community and ensuring real safety
- Conflict and harm are a part of living in relationship with others and can be harnessed for positive, transformative change through restorative and conflict resolution processes
- Harm is first and foremost a breaking of relationships, not a violation of rules and policies, and restorative processes invite those most directly involved and affected to ensure their needs are centered, including those for restoration and reintegration
- Discipline policies and systems must reflect the values and principles agreed to by our community and address the root causes of harm, not the symptoms, and the resulting unmet needs
- Real accountability requires understanding and acknowledging the impact of an individual's or institution's actions on others, then acting on this knowledge to make things right again
- Members of our community should be continually invited to real accountability through restorative approaches; interventions for those who do not wish to participate in restorative processes should still be equitable, reasonable, timely, flexible, and differentiated (related to the offense, age-appropriate, and sensitive to context)

ALL school community members have clear and consistent expectations and understandings of their role in the educational process and this is supported through the following school values:

WE are deadly by being:

- **Kind**
- **Strong and**
- **Respectful**

Our school values have been endorsed by all staff and school community. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Processes for Facilitating Positive Behaviour and Responding to Unacceptable Behaviour

At Woorabinda State School, we strive to create responsible self-managers who are successful academically and socially. We reward and openly communicate positive behaviour and achievements through rewards programs, acknowledgement on parade, awards night, in the local link and direct contact with parents.

We respond to unacceptable behaviour through instructional consequences that align with a modified curriculum, organisation of physical environment, and relationship building with individual students. This allows staff to meet the need of the behaviour in a socially appropriate way. Our goal for instructional and restorative consequences is to bring about change in behaviour.

Staff are skilled in areas to implement Relational Practice:

1. Circle Work
2. All staff – Essential Skills for Classroom Management, (ESCM)
3. PBL Team – PBL update training and review
4. Relevant Classroom Teachers - Risk Assessment Management Plans (RAMPS) and Action Plans
5. Select Staff – Functional Behaviour Assessment Training

Proactive Processes: Building Relationships and Preventing Harm – Circle Work

We take an active approach to building community and a culture of care by having staff, students, and families learn and use the following practices:

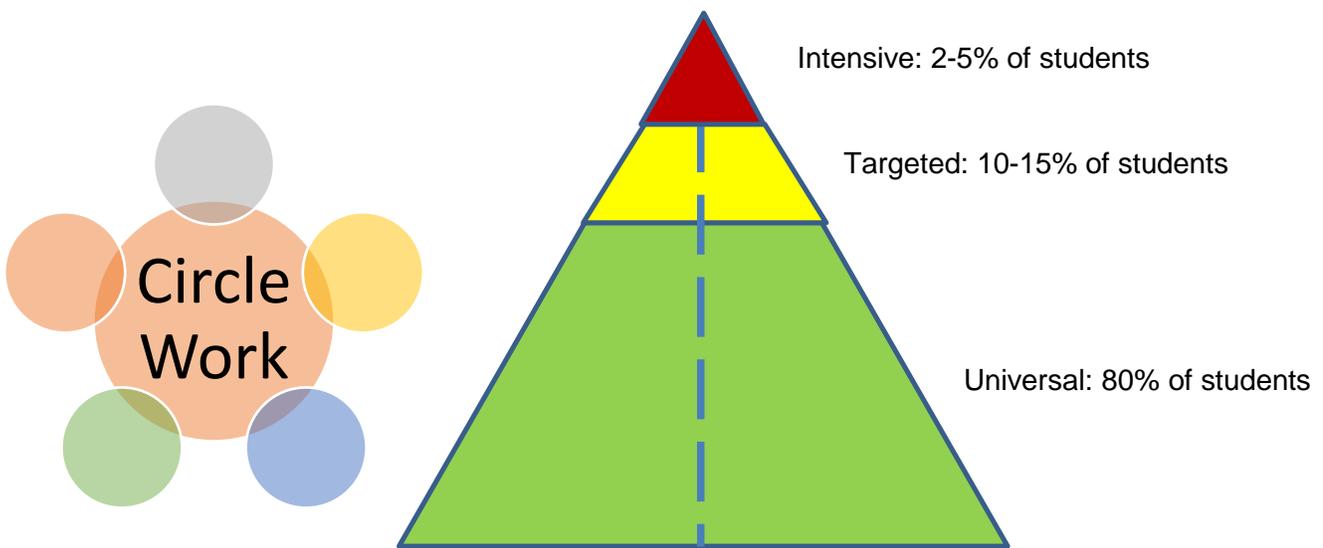
- **Circle Processes:** This family of dialogue practices is inspired by the traditional ways of First Nations people. It is characterised by rounds in which every participant in the circle speaks in turn. The widely used framework for circle processes incorporates the use of a mindfulness moment, opening and closing ceremonies, a centerpiece, talking pieces, specific storytelling and values rounds, and a circle keeper (the equivalent of facilitators). As a process, different circles can be used for many different purposes, and we encourage families to try these at home.
- **Classroom or Staff Circles** can be used proactively to build community, establish norms, check in, and collectively solve problems and make decisions. In the classroom, they are also a vehicle for social emotional learning and content instruction, offering students an opportunity to take an active role in creating a safer and supportive space in their own classroom. In any context, the circle gives equal opportunity for all to listen, contribute, and practice key life skills.
- **Intensive Support Circles** are a preventative circle process to weave struggling individuals or families together with community members, youth workers, and others into a web of support characterized by strong relationships and shared responsibility. They may occur as a series of circles for relationship-building, resource mapping, action planning, check-ins, and celebration.
- **Reintegration Circles** are a form of support circle for those who have been excluded from the school or neighborhood community on account of suspension, arrest, incarceration, illness, etc. Reintegration Circle provides an opportunity to welcome the individual back, reaffirm their importance in the community, and provide support their successful reintegration.

Multi-Tiered Systems of Behaviour Support at Woorabinda State School

There are three specific aspects to Positive Behaviour for Learning (PBL) Multi-Tiered Systems of Support:

- Tier 1 Universal Prevention – to create a preventative, positive learning environment for all students
- Tier 2 Targeted Interventions – to improve social-emotional skills for students who need additional support
- Tier 3 Individualised Intensive Supports - for students who have experienced academic and behavioural difficulties over an extended period of time.

Tier of Behaviour Support
LEARNING
Behaviour & Curriculum



Tier	Prevention Description
1	<p data-bbox="285 315 659 344">Universal Behaviour Support</p> <p data-bbox="285 376 1302 465">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.</p> <p data-bbox="285 497 1369 560">Woorabinda State School implements the following proactive strategies and beliefs to support student behaviour:</p> <ul data-bbox="237 562 1369 1608" style="list-style-type: none"> <li data-bbox="237 562 1369 624">• The Woorie Way PBL expectations are displayed in all classrooms and places of transition and play. <li data-bbox="237 627 1369 689">• Rules and behaviour expectations are explicitly taught from the WSS Rule Matrix across all year levels and differentiated where appropriate. <li data-bbox="237 692 1369 754">• All staff follow the Woorabinda State School Behaviour Response Flow Chart (see Appendix 1) <li data-bbox="237 757 1369 819">• All students are explicitly taught the 3 L’s and the Big R” or “Look, Listen, Learn and the Big R – Respect (see Appendix 2) <li data-bbox="237 822 1369 884">• Teachers prepare and implement engaging and relevant lessons in accordance with the curriculum. <li data-bbox="237 887 1369 949">• High expectations relationships for all students’ behaviour and staff behaviour. <li data-bbox="237 952 1369 1014">• Teachers establish a positive, productive and safe classroom environment with negotiated and effective classroom rules. <li data-bbox="237 1016 1369 1079">• Positive behaviour is rewarded through the use of the Deadly and Proud (DAP) – see Appendix 3 - DAP Reward Program – these are recorded in class using the program DOJO (this is a Phone App and a in class computer program – see Appendix 4) <li data-bbox="237 1081 1369 1144">• All school community members use respectful language with each other. <li data-bbox="237 1146 1369 1209">• Staff members remain professional in all situations. <li data-bbox="237 1211 1369 1274">• Staff ensure positive staff member, student and parent relationships by open communication pathways. <li data-bbox="237 1276 1369 1339">• Flow chart of positive and negative consequences is displayed in every classroom and followed in the classroom and playground. <li data-bbox="237 1341 1369 1404">• Buddy classes are displayed in the classroom. <li data-bbox="237 1406 1369 1469">• Designated time out area in every classroom. <li data-bbox="237 1471 1369 1534">• PBL team analyse behaviour data and actively engage staff to proactively problem solve and implement strategies. <li data-bbox="237 1536 1369 1599">• Key elements of Student Code of Conduct included in enrolment interviews. <li data-bbox="237 1601 1369 1664">• Implementation of specific policies to address: <ul data-bbox="285 1666 1369 1608" style="list-style-type: none"> <li data-bbox="285 1666 1369 1706">• The Use of Mobile Phones and Personal Technology Devices at School <li data-bbox="285 1709 1369 1749">• Knife and Other Weapons Policy <li data-bbox="285 1751 1369 1792">• Inappropriate Online Behaviour Inclusive of Outside School Environment Policy <li data-bbox="285 1794 1369 1834">• Bullying Prevention Policy <li data-bbox="237 1612 1369 1675">• Serious Incident Debriefing Process <p data-bbox="245 1637 1369 1758">Woorabinda State School; teaching staff use Essentials Skills for Classroom Management (ESCM) to ensure all students within their classrooms are engaged and motivated to learn. Following the ESCM guidelines of least intrusive measures to most intrusive for behaviour management:</p> <ul data-bbox="237 1794 711 2018" style="list-style-type: none"> <li data-bbox="237 1794 711 1834">• Establish expectations <li data-bbox="237 1836 711 1877">• Give instructions <li data-bbox="237 1879 711 1919">• Wait & Scan <li data-bbox="237 1921 711 1962">• Cue with parallel acknowledgement <li data-bbox="237 1964 711 2004">• Body language encouragers <li data-bbox="237 2007 711 2047">• Descriptive encouragers <li data-bbox="237 2049 711 2089">• Selective attending

- Redirection to learning
- Give a choice
- Follow through to Instructional Consequence

Celebrating Positive Behaviour-

Woorabinda State School is a PBL school whereby the communication of our key messages about behaviour are supported with positive reinforcement, which provides students with feedback for engaging in expected school behaviour. Listed below are examples of positive strategies implemented at Woorabinda State School that promote responsible behaviour:

- Points (dojos) are awarded when a student is displaying expected behaviours within the classroom. Student are able to use their saved dojo points to purchase tangible rewards such as pencil cases etc.
- Weekly ERIC (school mascot) awards for positive behaviour from each class for a student who is displaying the positive behaviour for the week.
- Positive acknowledgments and interactions in alignment with ESCM.
- Contact with parents/guardians to acknowledge positive behaviour and reinforce open communication between staff and parents through phone calls, emails.
- Recording positive behaviour on OneSchool.
- Awards at parade reflect positive behaviour and display social and emotional skills that are taught in the “We are deadly when we are kind, strong and respectful.
- Encouragement awards for each year level at WSS Annual Awards Night.

2

Targeted Behaviour Support

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services. Targeted behaviour support provides more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, which 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. At Woorabinda State school, we:

1. Review and implement universal interventions within the classroom and playground.
2. Review data to identify targeted students; 2-5 Major Office Disciplinary Referral (ODR's)/year; not engaged in classroom curriculum and/or low attendance.
3. Actively identify students requiring behaviour support.
4. Document behaviour on OneSchool and parents/guardians notified of positive and inappropriate behaviour.
5. All consequences are instructional and implemented by relevant staff member.
6. Refer students to the Students of Concern Team to problem solve strategies to support change in behaviour.
7. Individual programs developed to teach appropriate behaviours/skills and meet the students individual needs.
8. Individual support is given through the use of support staff ie Teacher Aides and Support Teachers.
9. Individual rewards programs are developed to maximise on task behaviour.
10. Ongoing review of plan at each Student of Concern meeting.

3

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are delivered in very small groups or on an individual basis.

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:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

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.

Consideration of Individual Circumstances

Woorabinda State School takes into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, cultural and religious 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 and understand the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, 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.

The individual circumstances that we consider include, but are not limited to:

- Behaviour history
- Mental health/wellbeing
- Culture
- Care arrangements
- Disability
- Religion
- Home environment
- Age
- Developmental emotional age
- Socio economic situation
- Emotional regulation and impulse control (ERIC)
- Gender

These considerations of students' individual circumstances is important when applying support and consequences.

Staff at Woorabinda State School draw upon the Australian Professional Standards for Teachers to ensure all students are able to access quality learning opportunities. As part of the

development of this Student Code of Conduct, the Australian Professional Standards for Teachers has been considered. Staff at Woorabinda State School are driven to;

1. Support individual student participation
2. Manage classroom activities to support individual participation
3. Manage challenging behaviour through relationship and individualised support
4. Maintain student safety at all times, ensuring respect for each individual
5. Use ICT safely, responsibly and ethically

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.

Student Wellbeing

Woorabinda State School acknowledges the importance of student wellbeing and offers services in support. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer and school chaplain if they would like individual advice about accessing particular services.

We recognise the importance of supporting students' learning through providing a positive school environment. Nurturing students' wellbeing in a safe, supportive and inclusive school environment optimises student learning and helps build resilient, confident, and healthy lifelong learners.

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](#).

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.

Specialised health needs

Woorabinda 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

Woorabinda 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, Woorabinda State School administration team can provide further information and relevant forms.

For students with 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.

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

Mental health

Woorabinda State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. The school Guidance Officer is a key contact for this support and has support from the Woorabinda Hospital Health Staff, Mental Health Practitioners – Central Queensland Hospital and Health Service and other agencies such as Wakai Waian Healing.

Suicide prevention

Woorabinda State School staff who notice suicide warning signs in a student should seek help immediately from the school Principal, guidance officer, regional senior guidance officer or other appropriate staff.

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, Woorabinda State School staff 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
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Woorabinda 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, Woorabinda 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

Woorabinda State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. 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, nurturing environment.

Students can approach any trusted school staff member at Woorabinda 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 of Concern Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal on the school's phone number.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills

	<ul style="list-style-type: none"> liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Curriculum	<ul style="list-style-type: none"> provides individualised behaviour management support monitors classroom behaviour data and arranges intervention and support for staff when required.
School Chaplain	<ul style="list-style-type: none"> provides resilience programs for targeted students provides social/ emotional support to students.
Head of Special Education Services	<ul style="list-style-type: none"> Lead the school special education unit or special education developmental unit teachers, students and stakeholders to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students.
Student Welfare Team	<ul style="list-style-type: none"> monitors the social and emotional wellbeing of students identified with behaviour and attendance issues enhances awareness and appreciation of the unique aspects of home environments of some of our students in Woorabinda provides support to children during times of crises responsible for student welfare at each year level provides continuity of contact for students and their families through the 7 years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging provides individual and, at times, group support to students to assist their engagement with education support students to overcome barriers to education such as attendance at school relationships/social skills conflict with family/peers/teachers social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to Discipline

Woorabinda 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 Woorabinda 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 Woorabinda 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.

PBL Expectations

Students

Below are examples of what these PBL expectations look like for students 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 Woorabinda State School.

We are deadly by being:

Kind

- Say “please” and “thank you”
- Stick up for someone who needs it
- Make a new friend
- Give someone a compliment
- Look after yours and others’ things
- Include all – invite others’ to join your game
- Use toilet and drinks in break times
- Walk quietly around classroom and buildings
- Follow Staff directions
- Report safety hazards/problems
- Keep hands and feet to self/maintain personal space
- Wear appropriate clothing and covered shoes
- Be sun safe
- Observe hygienic practices
- Stay in approved areas and ask permission to leave
- Care for animals and environment
- Follow road rules
- Follow bus rules and wear seatbelts

Strong

- Be an active participant
- Give your full effort and do your job
- Be a problem solver
- Listen actively
- Follow instructions
- Be persistent/learn from mistakes
- Be a team player
- Be prompt to and between classes

Respectful

- Follow staff directions
- Use polite language
- Listen actively
- Speak respectfully to all
- Respect others right to learn
- Participate in school approved games
- Respect your team and opponents and take turns
- Respect privacy of others
- Be honest
- Show courtesy and always use appropriate language
- Be on time & follow instructions
- Ask for help when needed

- Be a positive role model
- Keep the school clean and tidy

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff: ***We are deadly by being:***

Kind

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You visit the office to sign in on arrival and sign out on departure if you are visiting the school in class time	We will have the appropriate forms ready to access and show you where in the school you need to go
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You visit the school and speak kindly to all staff and students.	We will ensure all staff and students are kind to visiting parents and carers.
You ensure your child understands standard hygiene expectations to stay as healthy as possible	We will ensure facilities at the school are kept clean and hygienic. We will remind students to use facilities as intended.
You will not send your child to school if they are unwell, sleepy or potentially contagious	We will keep parents up to date if your child is unable to learn due to sleepiness and if there are any illnesses at the school that are highly contagious or could put anyone at risk

Strong

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You are respectful when speaking to all students, parents and staff	We will be respectful when speaking with you and your family
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

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 five Positive Behaviour for Learning (PBL) expectations in place for students.

Differentiated and Explicit Teaching

Woorabinda State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. 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 Woorabinda State School 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 relates 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, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to create the "We are Deadly by being kind, strong, respectful" classroom posters which are on display in every classroom. These posters clearly define the behavioural expectations for each classroom and are referred to proactively by teachers.

OUR MATRIX WOORABINDA STATE SCHOOL

We are deadly by being...	Kind	Strong	Respectful
School	<ul style="list-style-type: none"> • We use the right words in the right place • We are polite and use our manners • We speak calmly • We ask nicely when we need something • We speak kindly about others • We use our inside voice • We knock quietly and wait patiently • We work with everyone in the classroom • We are patient and wait our turn • We share and take turns • We include others in our games 	<ul style="list-style-type: none"> • We tell an adult when there is a problem • We have a go • We are on time • We learn from our mistakes • We are ready to learn • We listen to others • We follow rules • We put our hands up and ask for help when needed • We care for our Country • We report bullying • We have confidence • We look after everyone • We can walk away • We tell an adult when we see unsafe play 	<ul style="list-style-type: none"> • We do 3 L's and BIG R • We keep our hands, feet and objects to ourselves • We look after everything in the school • We tell the truth • We look after our school • We keep our classroom tidy • We ask if we can use other peoples things • We let others learn • We put rubbish in the bin • We put things back in the right place • We call people by their correct name • We follow instructions the first time • We walk quietly around the school • We ask permission and take a pass to leave class
Community	<ul style="list-style-type: none"> • We use the right words in the right place • We are polite and use our manners • We speak kindly to others • We are patient and wait our turn • We share and take turns • We include others in our games • We smile at everyone • We clean up our community 	<ul style="list-style-type: none"> • We tell an adult when there is a problem • We have a go • We are on time • We learn from our mistakes • We listen to others • We follow rules • We care for our Country • We have confidence • We look after everyone • We have a sense of identity 	<ul style="list-style-type: none"> • We do 3 L's and BIG R • We keep our hands, feet and objects to ourselves • We love our dancing • We tell the truth • We respect our Elders • We look after our community • We keep our classroom tidy • We ask if we can use other peoples things • We put rubbish in the bin

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 Woorabinda 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
- require intensive teaching.

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 case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

Disciplinary Consequences

The disciplinary consequences modelled at Woorabinda State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Support provided three levels to our students:

The majority of students (85%) will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Teachers to respond to low-level behaviour expectations may use in-class corrective feedback, sanctions and rule reminders.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 10% 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 them student to another class or 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. The principal and the Inclusive Service Team in consultation with the teacher and other relevant stakeholders will make the determination of the need. On occasion the behaviour of a student may be so serious, such as causing harm to other students or staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's 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, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low level or minor behaviour. This may include:

- Pre-correction
- Non-verbal and visual cues
- Whole class practising of routines
- Corrective feedback
- Rule reminders
- Explicit behavioural instructions
- Proximity control
- Tactical ignoring of inappropriate behaviour
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Redirection
- Low voice and tone for individual instructions
- Give time for students to process the instructions
- Use of visual prompts when giving instructions

- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Students are given reminders, which can result in them moving to a designated section of class or removal to another class
- Detention

Focused

Other school-based staff to address in-class problem behaviour support class teacher. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies developed in the Inclusive Service Team meeting
- Targeted skills teaching in small group
- Behaviour Booklet/ contract
- Counselling and guidance support
- Check-in and Check-out strategy
- Teacher coaching and debriefing
- Referral to Inclusive Service Teams for team based problem solving
- Stakeholder meeting with parents and external agency

Intensive

School leadership teamwork in consultation with Inclusive Service Teams to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists.
- Short term suspension (up to 10 days)
- Long term suspensions (up to 20 days)
- Charge relation suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authority)
- Exclusion (student is excluded from a particular stated school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

School Disciplinary Absences

A School Disciplinary Absences (SDA) is an enforced period of absences from attending a Queensland state school, applied by the Principal as consequences to address poor student behaviour. There are four types of SDA:

1. Short Suspension (1 to 10 school days)
2. Long Suspension (11 to 20 school days)
3. Charge-related suspension
4. Exclusion (period of not more than one year or permanently)

At Woorabinda State School, the use of SDA is considered a very serious decision. The Principal only uses it when other options have been exhausted or the student's behaviour 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 school days to confirm, amend 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 in matter. 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 a Suspension

Students who have been suspended from Woorabinda 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 school. The aim of the re-entry meeting is for the school staff to set the student up for future success and strengthen home-school communication.

While the re-entry meeting is highly encouraged, it is not mandatory for the student and their parent/s to attend a re-entry meeting. It is merely an offer as a support for the student to assist in their successful re-entry in school following suspension.

Woorabinda 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

School Policies

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 Woorabinda 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.

** 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 Woorabinda 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 Epicene 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 Woorabinda 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 Woorabinda 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 Woorabinda 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 Woorabinda 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.

Woorabinda State School has determined that mobile devices are not to be used by students at school. If a student is required to bring a mobile device to school, then the student must hand it to the front office staff upon entry to the school. The mobile device will be placed into a labelled plastic bag and kept safe for the day. When the student leaves at the end of the school day, he/she must collect the mobile device from the school office staff.

The school acknowledges that explicit teaching of responsible use of mobile phones and other 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. At Woorabinda State School it is agreed that time will be provided throughout the school year to engage students in the responsible use of such technologies.

Responsibilities

It is **unacceptable** for students at Woorabinda State School to:

- Bring a mobile phone or other devices to school unless it is handed immediately into the front office
- 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 in-phone 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, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

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 Woorabinda 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

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.

Woorabinda State School has a **Student Representative Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Council 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.

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.

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.

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.

Behaviours that do not constitute bullying include:

- Single incidents and conflict or fights between equals, whether in person or online.
- 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 Woorabinda State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. Students are taught the 'High 5' (Appendix 2) strategy for dealing with undesirable peer attention. We want our students to have the skills to first attempt to solve confrontation individually. This is a vital skill to have as they progress through life.

The following flowchart explains the actions Woorabinda 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. 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.

Woorabinda State School - Bullying response flowchart for teachers

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

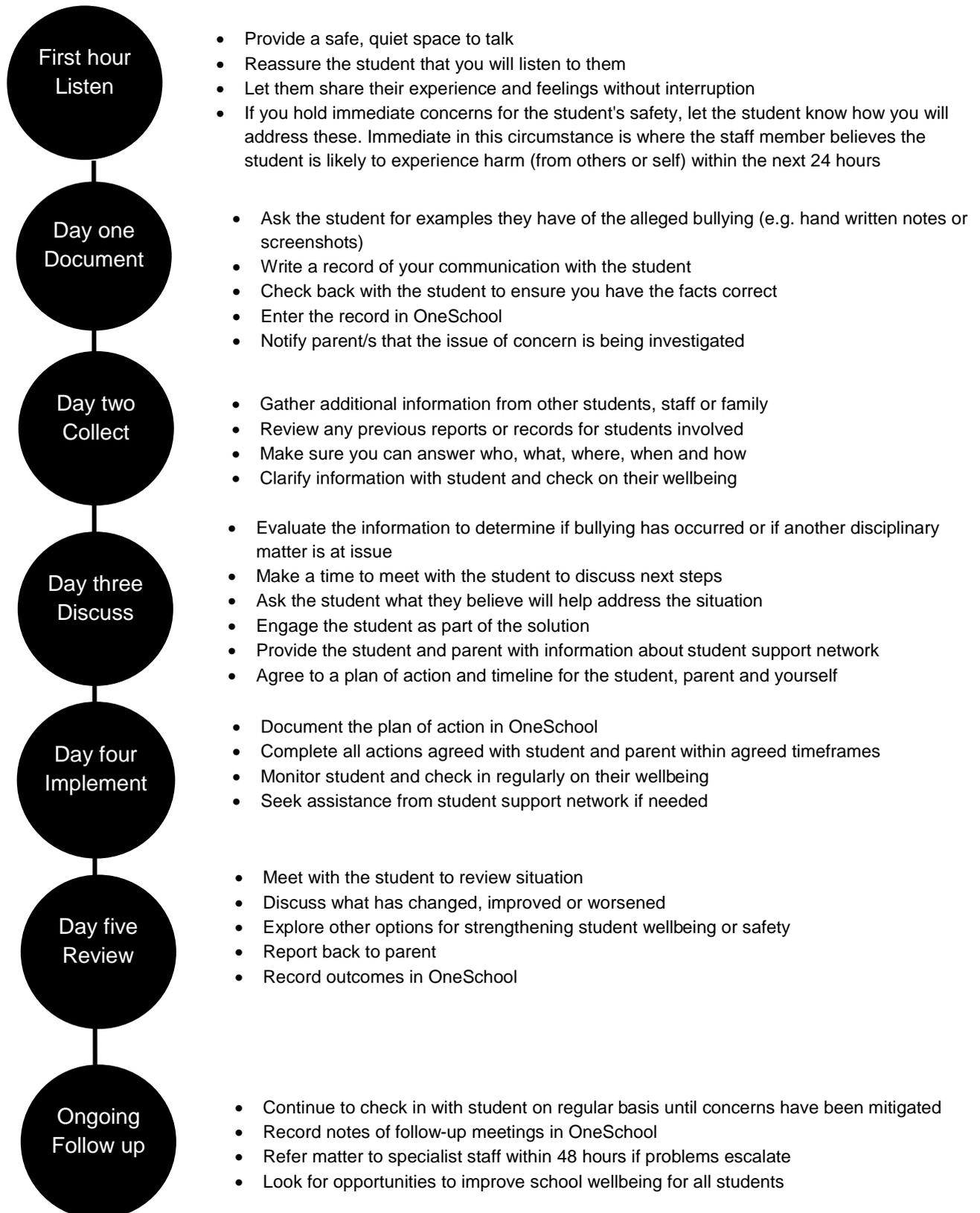
Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – John Bray

Guidance Officer- Marietta Sedgwick

Woorabinda State School - Bullying response flowchart for teachers



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.

Cyberbullying is treated at Woorabinda State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, 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 primary students) or the PC teacher (for junior secondary students).

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 Woorabinda State School may face in-school disciplinary action for engaging in behaviour that is likely to affect students at our school, whether the behaviour is displayed inside or outside of school hours.

It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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 principal.

Possible civil or criminal ramifications of online commentary

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.

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 (CT) 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.

Woorabinda State School - 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](#).

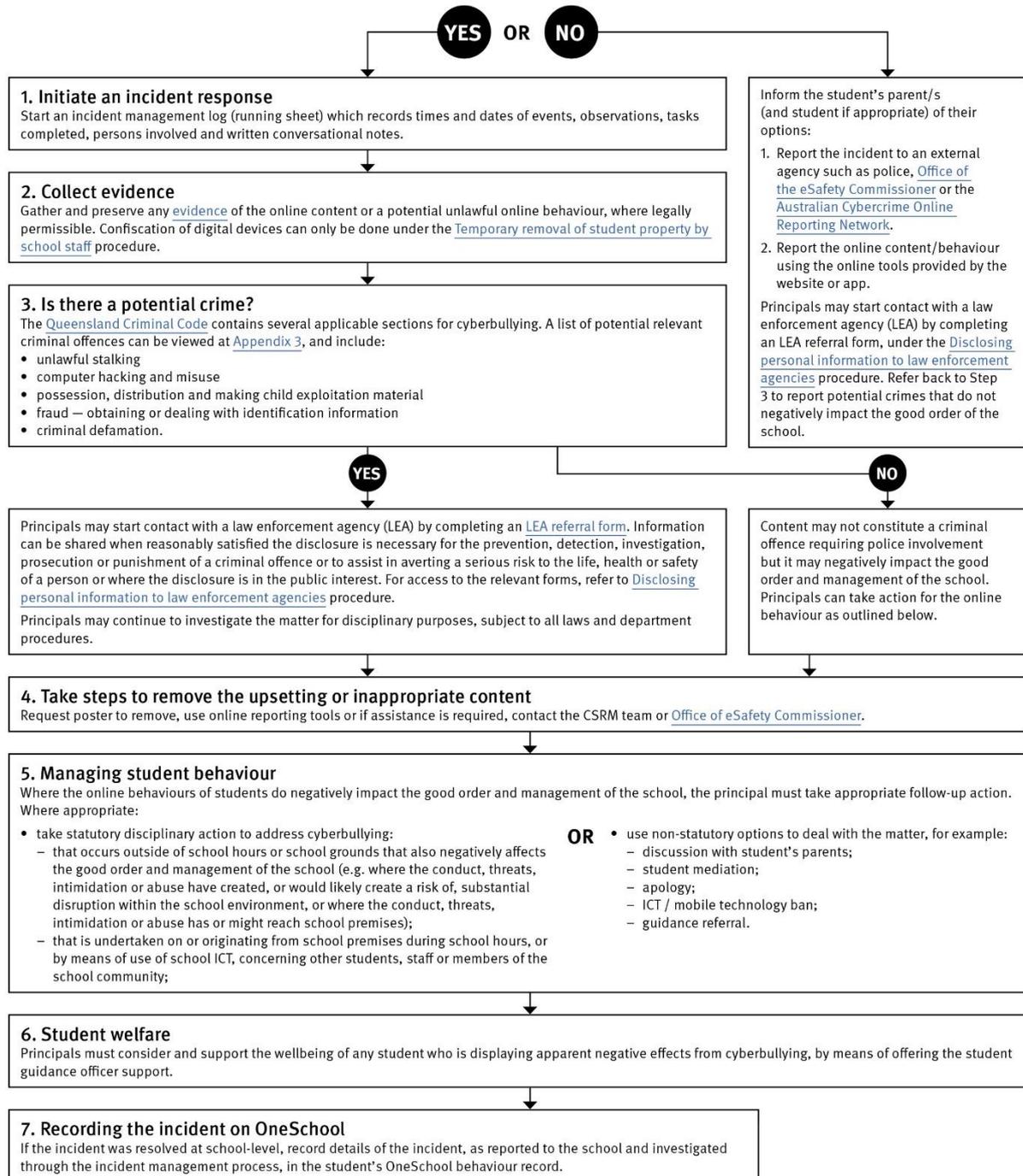
Explicit images

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](#).

Report

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?**



Cyber safety 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 about cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

Student Intervention and Support Services

Woorabinda State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying that happens outside of school.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network 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 Woorabinda 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.

Woorabinda State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Woorabinda State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Woorabinda State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Woorabinda State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature: _____

Parent's signature: _____

School representative signature: _____

Date: _____

Restrictive Practices

School staff at Woorabinda 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

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

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 One School.

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

Related Procedures and Guidelines

- 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
- [Australian Professional Standards for Teachers](#)

Resources

- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)

- [Kids Helpline](#)
- [Office of the safety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parent line](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
-

Legislative Delegations

Legislation

In this section of the Woorabinda State School 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](#)

Customer complaints management policy and procedure

Woorabinda 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:

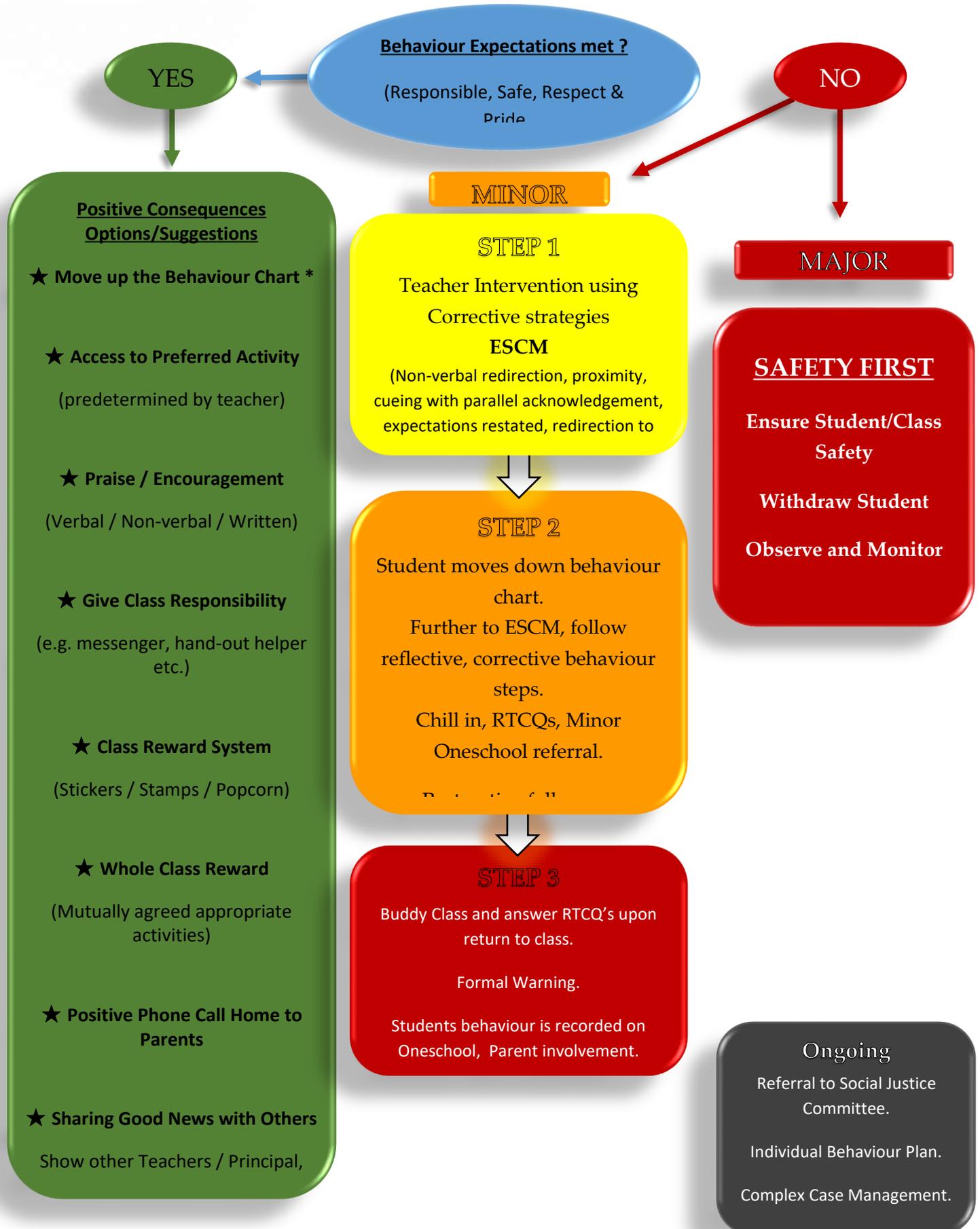
- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined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

Conclusion

At Woorabinda State School, we truly believe behaviour discipline is everyone's business. In order for students to reach their potential in education, they need to feel safe and supported. With parents, staff and students all working towards this goal we will be able to provide the best educational opportunity for every student at school. It is important to ensure Cultural considerations are followed in behaviour discipline for this school. By publicly distributing this document, Woorabinda State School is taking the first step in making our behaviour discipline practice transparent. We have confidence that our systems are aligned to the Queensland Government and are based in rich evidence based practice.

WOORABINDA STATE SCHOOL

BEHAVIOUR RESPONSE FLOWCHART



The “3 L’s and the Big R” or “Look, Listen, Learn and the Big R – Respect”

1. **Look**
 - Look to the teacher or teacher aide, who is addressing you
 - Look at the instruction or example so you know how to do the next task
2. **Listen**
 - Listen to the teacher, teacher aide, or media presentation
3. **Learn**
 - Life is full of learning opportunities, try to remember and learn so that you can pass knowledge to your family and help your community
4. **The Big R, Respect**
 - Respect for myself, my peers, my teachers, my family and my community

It is important to ensure Cultural considerations are followed in behaviour discipline for this school. The 3 L’s (Look, Listen and Learn) and the Big R – Respect is a community lead, proactive strategy to encourage positive behaviour and engagement in learning at our school. Many students receive this message both inside our school, as well as in the community from family, friends and community leaders at corroboree and other celebrations.

The 3 L’s and the Big R should be consistently referred to in our school. Across all years, the approach may differ on how to break the concept down, depending on the maturity level of the students and their outside exposure.

Stage 1 teachers should break down the 3L’s into its basic components so that students can understand how and why to Look, Listen and Learn.

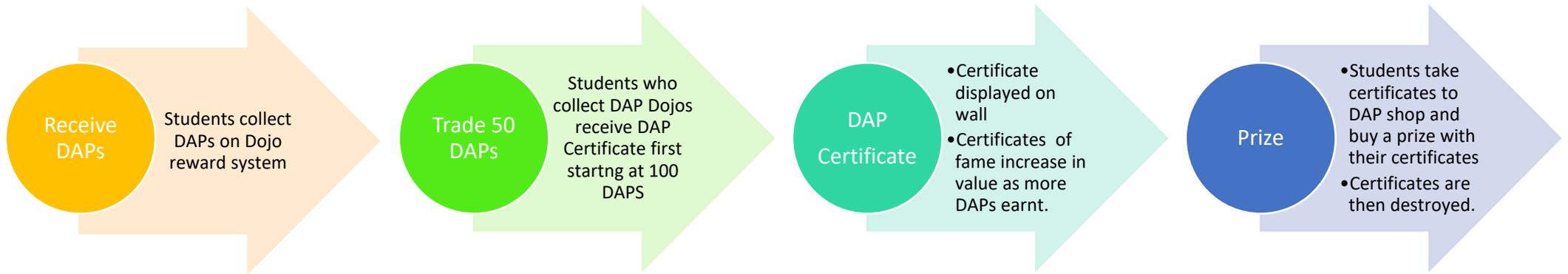
These components are:

Eyes Looking, Lips Locked, Hands on Laps, Ears Listening, Legs Crossed.

Stage 2 and 3 teachers should focus more on the “**why**”, and the importance than the “**how**”, though some reminders of “**how**” will still be necessary.

DAP Reward Program

Deadly and Proud CERTIFICATE FLOW CHART



BIG DAP FLOWCHART



Everything our teachers and students ❤️ in one place



Creating a school community
Our entire school comes together in one secure space

Connecting with every family
Families stay deeply connected to our classroom and school

Engaging students
Students participate in our classroom community even when remote



Welcome to ClassDojo!

Our school's communication, engagement, and remote learning all in one place

 ClassDojo

3 steps to connect parents

- 1. Print**
Print a parent invite (next page) for each student in your class.
- 2. Send home**
Send students home with invites to give to their parents or guardians.
- 3. Connect**
From the app or classdojo.com, parents will use the invitation code to get verified, connect to your classroom, and set up their child's account!

Benefits to connecting parents:

- ✓ Parents in the know are able to provide better support at home
- ✓ Sharing moments from school fosters a sense of community
- ✓ Messaging directly (in 50+ languages) breaks communication barriers