



# Student Code of Conduct

## 2024-2027

### ***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*

## Purpose

Mooloolah State School is unique in many ways, not least for its idyllic location nestled in the beautiful Mooloolah Valley on the Sunshine Coast. The schools unique rural environment is used as a basis for building a shared vision for learning. Our school vision, "Pride in Achievement" sums up our belief that all students can achieve and enjoy personal success. We focus our efforts on empowering students through the promotion and development of 21<sup>st</sup> Century skills based around hope, resilience and well-being. Through this medium, linked to knowledge and skill development, we encourage our students to be creative and reflective thinkers, effective communicators, active social participants, keen investigators and problem solvers.

The Student Code of Conduct supports the provision of a safe and productive learning environment for all through creating conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do, so that students can participate positively in the school community.

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 working in a positive safe environment.

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## Endorsement

Principal Name: Scott Thompson

Principal Signature: 

Date:

P&C President Name:

P&C President Signature:

Date:

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# Principal's Foreword

## Pride in Achievement

The vision statement for Mooloolah State School, "Pride in Achievement" has many meanings for the students of our school, particularly as we are situated in a unique rural location. Our vision was created to appeal to the students by making parallels to the unique place we live and attend school.

We balance our curriculum with nature, technology, sport and wellbeing. At our school, individual student needs are recognised and catered for. Learning activities are provided to meet the needs of students according to student abilities, preferred learning styles and interest areas.

We need to always have a go and if we make a mistake, we learn new knowledge from the mistake and we are then ready to have another go equipped with improved understanding. This verse reflects what we mean by having a go:

**Don't sit in the rainforest, feeling satisfied.**

**Choose to explore.**

**Dare to take the risk, choose a path.**

Our school's vision, "Pride in Achievement", tells all students that they can all experience success and achieve. That success in achieving goals takes many different forms and we need to value and celebrate all successes. At Mooloolah State School, there will always be learning paths there for us to walk, we need to be confident to have go and accept that we will take a wrong path from time to time. The Trail Guides, our teachers, will make sure that the conditions are right for us to explore safely our learning pathways.

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

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

# Data Overview

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey 2024. 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.

Mooloolah State School uses the departments OneSchool database as a mechanism for storing all information about a child and their registration at our school. All incidents of negative behaviour and any consequences are recorded on OneSchool – as is attendance data, positive certificates and school outcomes. Parents are able to access records held on OneSchool. Information about accessing records, reports or timetables is provided here:

<https://www.qld.gov.au/education/schools/information/contact/pages/accessing>.

In the SOS survey, the overwhelming trend is one of support from community with the majority of opinions in the high 90's and improving. There are significant areas identified for improvement by staff including staff morale, support and managing student behaviour. This document with consultation from staff and community will help to strengthen the management of student behaviour and staff morale.



62

Parents and Caregivers  
(33.2%) participated.

Most positive items

Agreement

The expectations and rules are clear at this school.

96.7

Teachers at this school expect my child to do their best.

93.4

This school is well maintained.

93.4

Least positive items

Agreement

This school takes parents' opinions seriously.


70.2

This school keeps me well informed.

71.0

Student behaviour is well managed at this school.

73.3



65

Students  
(82.3%) participated.

Most positive items

Agreement

My teachers expect me to do my best.

100.0

I can access computers and other technologies at my school for learning.

98.4

I feel safe undertaking online activities using my school's internet.

96.8

Least positive items

Agreement

I am interested in my schoolwork.


63.5

My school takes students' opinions seriously.

71.7

My school treats students equally, regardless of gender.

73.8



23

Staff  
(51.2%) participated.

Most positive items

Agreement

I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.

100.0

I modify my teaching practice after reviewing student assessment data.

100.0

Students are encouraged to do their best at this school.

100.0

Least positive items

Agreement

Recruitment and promotion decisions in this school are fair.

57.9

This school encourages coaching and mentoring activities.

70.0

I am confident that poor performance will be appropriately addressed in this school.

70.0

	Parent/Caregiver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Old state schools	Last year	Your school	Your region	Old state schools	Last year	Your school	Your region	Old state schools	Last year
<b>Common items</b>												
...student behaviour is well managed...	73.3	-6.6	-7.0	-13.8	76.2	11.4	13.2	DW	77.3	2.3	2.9	20.8
...students are treated fairly...	78.7	-8.6	-8.8	-13.6	87.3	14.5	13.9	DW	90.5	1.4	2.0	7.1
...expectations and rules are clear...	96.7	4.3	4.2	-3.3	95.2	2.6	3.1	DW	77.3	-9.9	-10.5	2.3
...respectful student relationships fostered...	85.5	-1.8	-2.9	-4.3	92.1	3.0	2.9	DW	95.5	4.5	4.2	4.2
...gender equality at school...	86.4	-3.7	-3.7	-2.4	73.8	4.1	2.3	DW	100.0	5.4	5.3	10.5
...this is a good school...	82.3	-8.4	-8.6	-10.0	92.9	13.8	13.4	DW	95.5	3.8	4.3	17.2
...opinions are taken seriously...	70.2	-10.8	-10.8	-13.2	71.7	3.8	3.3	DW	91.3	13.8	13.8	41.3
...like being at school...	83.9	-4.3	-5.6	-11.0	78.3	6.9	5.3	DW	95.7	4.6	4.8	17.4
...feel safe at school...	87.1	-0.6	-1.3	-5.2	90.5	8.7	9.1	DW	95.7	7.7	8.0	12.3
...students are interested in school work...	83.6	-1.3	-2.1	-8.5	63.5	-1.2	-2.2	DW	100.0	16.2	16.7	6.7
<b>Concepts</b>												
Fairness / Clarity of rules	83.0	-3.6	-3.9	-10.2	86.2	9.5	10.0	DW	84.1	-1.6	-0.9	8.3
Safety	87.1	-2.2	-2.5	-7.8	93.6	8.7	9.0	DW	95.7	5.2	5.2	6.8
Partnerships	81.3	-6.1	-6.1	-7.6	82.4	2.7	2.7	DW	95.3	10.6	10.5	25.8
School culture	85.6	-3.8	-4.2	-6.6	85.5	5.8	5.3	DW	94.7	4.6	4.7	16.3
Teaching and learning	83.7	-5.0	-5.1	-7.1	86.9	2.5	2.3	DW	96.1	4.4	5.0	3.3
Staff wellbeing									81.4	5.6	5.5	39.3
Staff development									76.7	-6.9	-6.8	9.3
Workplace culture*									84.5	3.5	4.2	17.2



## Consultation

The consultation process used to inform the development of the Mooloolah State School Student Code of Conduct occurred in several phases throughout the second part of the 2024 academic year.

In the first phase, we held a series of meetings involving the Behaviour team where the current process and practice was discussed and evaluated. Behaviour data was shared and discussed as well as areas for improvement. The findings of these meetings were disseminated to staff by the teaching colleagues who are a part of the committee.

In the second phase, we provided a survey to all parents/carers and staff on school culture and climate, process and policy. This included some closed questions to gather initial feelings and a request to respond to key themes about strengths and areas for further development.

A draft Code of Conduct (badged as an updated Responsible Behaviour Plan) was prepared and distributed to the Behaviour committee and executive group for discussion and feedback. This was also presented to the P&C at a meeting term 4 of the 2024 academic year. A staff meeting was held to discuss the proposed changes and comments invited.

A revised Responsible Behaviour Plan was prepared for the start of Term 1 2025 to ensure that the current practice in the classroom and the school was embedded in policy. This has now been revised and amended to create the Student Code of Conduct.

A communication strategy has been developed to support the implementation of the Mooloolah State school Student Code of Conduct including, promotion through school website, and our fortnightly weekly newsletter. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### **Review Statement**

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

Further information can be sought from the school office/Principal.

# Learning and Behaviour Statement

At Mooloolah State School, our aim is to create a learning environment where every member of the school community is able to function to the best of his/her ability and feel safe and secure to support each other in taking “Pride In Achievement”.

Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way. In line with our school vision, we recognise and value all contributions and personal successes.

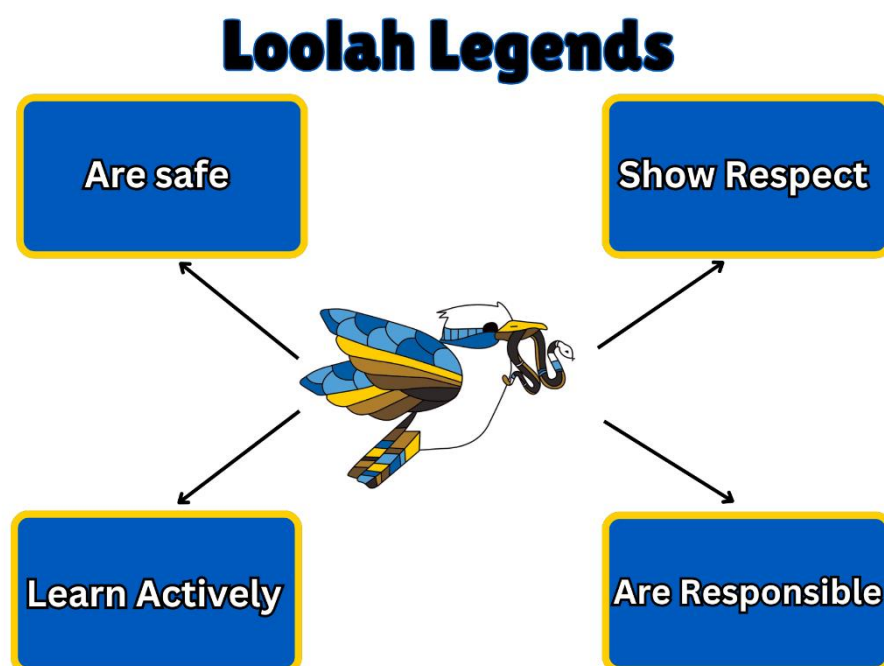
The use of a non-coercive approach that builds relationships, acceptance of others and encourages self-evaluation is evident in all we do. Through the provision of quality educational experiences, our students are prepared to shape and participate in new and complex social, cultural and economic futures.

Staff and students at Mooloolah State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. In line with Education Queensland’s Code of School Behaviour, all members of school communities are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Our school rules have been agreed upon and endorsed by all staff and our school P & C Association. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour. [Code of School Behaviour.pdf](#)

The school places a high emphasis on the well-being of our students, our staff and our community, we want all people in our school to be happy, healthy and content. We also actively teach and encourage our students to be ‘Loolah Legend’:

We teach what it means to be a ‘Loolah Legend’



# Student Wellbeing and Support Network

Mooloolah State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or to make an appointment to meet with the Leadership Team if they would like individual advice about accessing particular services. Learning and well-being are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Our school has fostered a positive school culture and is embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

## Curriculum and pedagogy

At Mooloolah we acknowledge the positive impact that a meaningful relationship between teacher and student can have on students' academic and social outcomes. As part of the whole school's curriculum, we provide age-appropriate education and training around physical and social developments and changes they encounter during their primary school life.

School build 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 of which we deliver the P-6 elements.

## Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed by the whole school, specific students, or in certain circumstances.

### *Specialised health needs*

Mooloolah State School works closely with the 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*

Mooloolah State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medications to be administered during school hours, the school 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.

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

### *Mental Health*

Mooloolah State School implements early intervention measures where teachers and support staff are encouraged to talk with HOD, HOSES and or Principal to raise any concerns involving mental health and well-being of a child. The HOSES will be involved in stakeholder discussions along with the school guidance office.

### *Suicide/Self harm prevention*

Mooloolah staff who notice self-harm or suicide warning signs in a student should seek help immediately from the HO, HOSES, Guidance Officer or Principal.

When dealing with a mental health crisis, school should call 000 when there is an imminent threat to the safety of the student in the first instance, and where necessary provide first aid. In all other situations, Mooloolah State school staff should 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 prevention*

In the case of a suicide of a student that has not occurred on school grounds, Mooloolah State School enacts a positive 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, Mooloolah 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**

Mooloolah 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 professions whose dedicate roles are to help ensure our school is an inclusive, nurturing environment.

Student can approach any trusted school staff member at Mooloolah State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network. The information in the table on the following page, highlights the support networks available and the roles that they perform within the school and the local community.

Parents/Carers who would like more information about the student support roles and responsibilities are invited to contact the Principal.

ROLE	WHAT THEY DO
Chaplain	<p>Provides individual and, at times, group support to students to assist their engagement with education</p> <p>Support students to overcome barriers to education such as, but not limited to:</p> <ul style="list-style-type: none"> <li>Attendance at school</li> <li>Friendships</li> <li>Family issues</li> <li>Bereavement</li> <li>Relationships/social skills</li> <li>Conflict with family/peers/teachers</li> <li>Social/emotional/physical well-being.</li> </ul> <p>Run well-being activities within and outside of the curriculum</p> <p>Provide individual and family support to school families to assist in the engagement in education of their children</p> <p>Provide individual and family support to school families in social or economic difficulties.</p>
Guidance Officer	<p>Provides a comprehensive student support program with the school environment offering counselling with students on a one-on-one basis or in a group setting</p> <p>Assists students with specific difficulties, acting as a mediator or providing information on other life skills</p> <p>Liaises with parents/carers, teachers, or other external health providers as needed as part of the counselling process.</p>
School-Based Youth Health Nurse	<p>Provides individual health consultations with assessment, support, health information and referral options related to:</p> <ul style="list-style-type: none"> <li>Healthy eating and exercise</li> <li>Relationships</li> <li>Personal and family problems</li> <li>Feeling sad, worried and angry</li> <li>Sexual health</li> <li>Smoking, alcohol and other drugs.</li> </ul>
Registered Nurse	<p>Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</p> <p>Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</p>

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

# Whole School Approach to Discipline

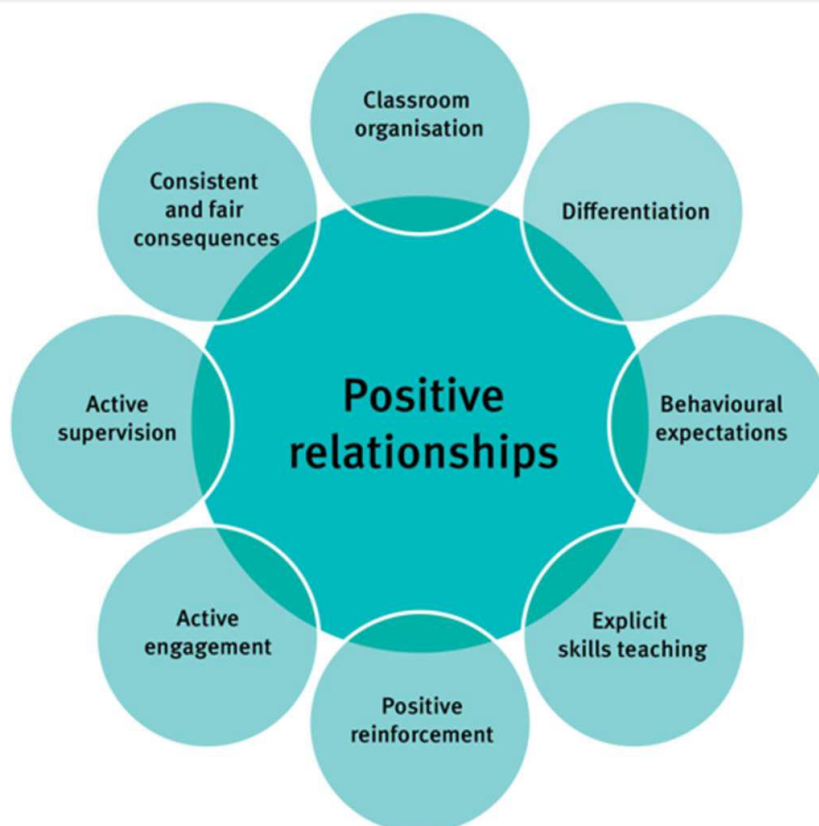
Mooloolah State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

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.

All areas of Mooloolah State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated 'Positive Behaviour for Learning' instructional framework to achieve our identified social, behaviour and academic outcomes. This research is reflected in the core elements of the school's learning approach to behaviour through:

1. A whole-school framework for behaviour support and student learning and well-being,
2. School-wide systems in place for teaching, acknowledging and responding to behaviours,
3. Data-based decision making in place to guide implementation,
4. Classroom systems linked to the school-wide system,
5. Effective pedagogy, including differentiation, in place in classrooms.



Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours.

Our 'Positive Learning Expectations' assists Mooloolah State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

*See Appendix 1- "Mooloolah State School Procedures- Staff and Students"*

We expect that the vast majority of our students at Mooloolah State School will adhere to and meet our expectations. *See Appendix 2 – 'Loolah Legend' Expectation Matrix.* They will choose to behave in a courteous, positive and sensible manner and demonstrate the true values of being a 'Loolah Legend'. Some students at Mooloolah exceed our expectations and behave in an impeccable manner –for these students we have a merit level and for those demonstrating this on a consistent and outstanding basis in all they do in school, we have our behaviour excellence level.

Mooloolah is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Should a student not make appropriate choices whilst working at Tier 2 Support, the HOSES, HOC and School Principal will meet with parents / carers to discuss appropriate actions going forward.

## Parents and staff

The table below explains the Positive Culture for Learning expectations for parents when visiting our school and the standards we commit to as staff.

### Together We walk

What we expect to see from parents, carers and community members visiting our school	What you can expect from staff at our school
You ensure your children wear full school uniform everyday.	We will create a safe, supportive and inclusive environment for every student.
You respect school, student and staff privacy in your online communications and are respectful in those communications.	We will act quickly to address social media issues that affect staff, students or families and communicate in a timely manner.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
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 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 ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will maintain confidentiality about information relating to your child and family.
You respect the obligation of staff to maintain student and family privacy.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You support your child to meet the learning and behavioural expectations at school.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.	We will share relevant information with you about your child's learning, social and behavioural progress at school.



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 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 notice when others (parents, staff and students) need help and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.
You stay informed about school news and activities by regularly checking your email, reading the school newsletter and other materials sent home by school staff.	We will use the supplied email and the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You ensure your children 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 Mooloolah State School Student Code of Conduct.	We will temporarily remove the item of property to ensure a safe, supportive and inclusive environment for every student. We will set clear guidelines and communicate these effectively to ensure everyone is aware of the school expectations.

## Reinforcement to Encourage Appropriate Behaviour Choices

At Mooloolah, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. This is done in class with the rule of the week, in parade and through our wider community messages through the newsletter. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Outlined below are the proactive strategies and programs implemented to foster and promote a safe and supportive school community.

### Classroom Reinforcement Schedules

In conjunction with the school-wide expectations diamond, individual classes operate both class-based and whole school reinforcement/consequences to allow teaching and learning experiences to be maximised. These schedules are developed collaboratively with students to ensure expectations are clearly defined and understood. Each teacher develops and implements positive reinforcement schedules within their classroom to recognise and reward student efforts to meet and exceed whole class expectations. Reinforcement may be delivered in a variety of ways including verbal acknowledgement and praise, social interaction, parent / caregiver contact, leadership responsibilities, material rewards etc. All classroom models are based on our five-point scale.

### Expectation Lessons

To ensure students have the necessary knowledge and skills, lessons are delivered teaching students the expected behaviours within the school. This enables potential learning experiences to be optimal. General capabilities, including the full remit of personal and social skills are delivered as bespoke activities and fully integrated into lessons as part of the delivery of the Australian Curriculum.

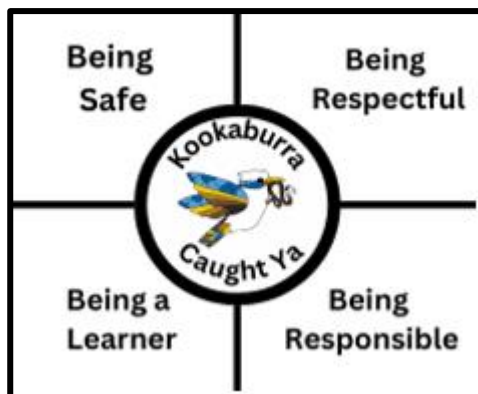
### Merit and Excellence Levels

We recognise at Mooloolah State School that many students do not just do what is expected – they go above and beyond in their efforts, their mannerisms and their behaviours. Within the individual classrooms, we encourage teachers to formally recognise when students demonstrate positive behaviours and choices on a consistent basis. Students who achieve and remain at these levels will be recognised with hat badges at the key points in each term / semester.

## Caught Ya Tickets

Caught Ya Tickets are provided to all staff to use at their discretion. These tickets are used to reinforce positive behaviours both inside and outside the classroom. When a student is given a “Caught Ya” Ticket, they write their name on the back and place it in the classroom’s “Caught Ya” Ticket Lucky Draw box. “Caught Ya” Tickets match the wording from our whole school rules matrix. On parade the Principal conducts regular lucky draws and offers tuckshop vouchers as a reward.

The whole of school “Caught Ya” Ticket reward occurs when our Bird Box is filled. All students have the opportunity to win a “Caught Ya” prize regardless of their behaviour level.



*See Appendix 3 – Caught Ya! Tickets sample*

## Gold Award Certificates

All teachers are encouraged to present general certificates for good work and good behaviour during the course of the school week. ‘Gold Awards’ awards are given to one child from each class on parade each week and is recorded centrally on OneSchool.

*See Appendix 4 – Gold Award sample*



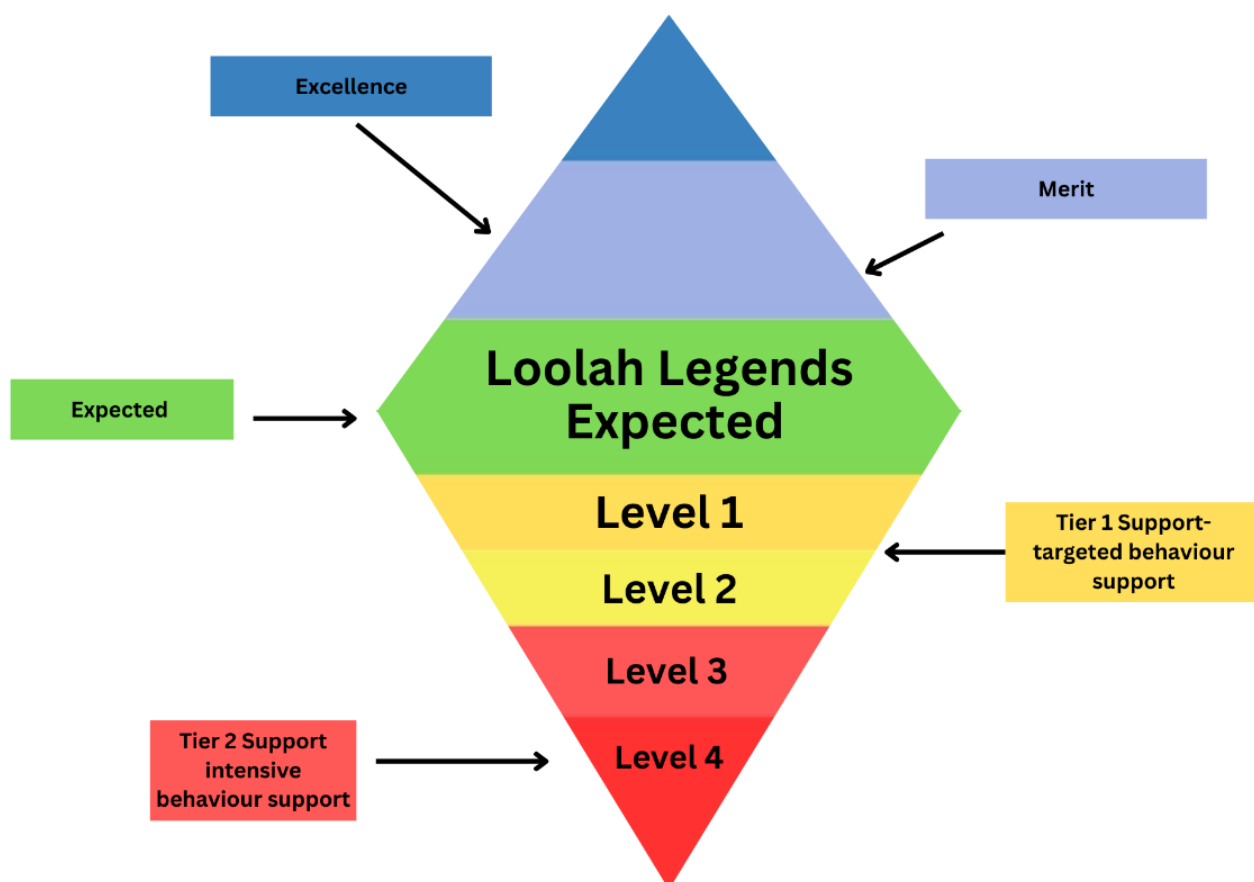
## Behaviour Support – Tiered System

### The Tiered System

The Principal, or Support Team may be involved at any point of time in all levels of the tiered behaviour system. The aim of the Mooloolah Behaviour Support Program is to create an environment where every member of the school community is able to function to the best of his / her ability. Our tiered based system focuses on the development and maintenance of self-discipline. The system applies to all students enrolled at Mooloolah State School; however, adjustments are made to meet the requirements of individuals requiring targeted or intensive support.

The tiered system encourages students to make positive choices and rewards those that consistently demonstrate the values and expectations that we aspire to. *The parent / carer is a key partner in every tier of the behaviour system and it is our job as professionals to engage with parents and keep them informed and involved in this process.*

Movement between tiers and subsequent levels is outlined in *Appendix 5 – Movement through the tiered and levelled system* and using the tiers and levels flow chart below.



## Level System Operation

- Student behaviour will fall into one of five levels with 'Expected' being the standard that we expect students to exhibit and achieve.
- Students who demonstrate above standard behaviours will climb into Merit and Excellence levels.
- Students who exhibit additional needs and who require additional guidance will be supported in Tier 1 Support or Tier 2 Support. Students at these levels will be supported by their class teacher, HOC, HOSES, Principal and other additional professionals as deemed necessary.

### Excellence Level

**People involved:** Student, parent, teacher and Principal

- Student is able to manage own behaviour and makes consistent exemplary choices, over and above the expected and merit level.
- Student is rewarded in class with Caught Ya tickets and contact home from the class teacher, commending their ethic and attitude.
- Student to meet with Leadership and be praised for their efforts.

#### Outcomes:

- Letter sent home by Leadership if student achieves and remains at Excellent Level for a period of one Term
- Presentation of Hat badges at the end of term parades for those students who have achieved Excellence level in an identified given field
- Students applying for School Captain and Vice-Captain would be expected to have demonstrated Excellence level behaviour during their senior schooling

### Merit Level

**People involved:** Student, parent and teacher Principal

- Student is able to manage own behaviour and makes consistent positive choices, over and above the expected level.
- Student is rewarded in class with Caught Ya tickets and contact home from the class teacher, commending their ethic and attitude.

#### Outcomes:

- Presentation of Hat badges at the end of term parades for those students who have achieved Excellence level in an identified given field
- Considered for class jobs or responsibilities within the class
- Students applying for positions of Portfolio Captain or other leadership positions should be able to demonstrate they have shown merit level behaviour during their senior schooling.

## Expected Level

**People involved:** Student only

- Student is able to manage own behaviour.
- Students who work, play and participate responsibly, meeting school wide expectations, remain at Expected Level.

**Outcomes:**

- Presentation of Hat badges at the end of term parades for those students who have achieved Excellence level in an identified given field
- Students at this level are invited to attend any out of school trips and visits.
- Considered for class jobs or position of responsibility in upper school (e.g., Student Council positions)

## Tier 1 Support – Level 1

**People involved:** Student, parent, teacher or HOSSES, HOC/Principal

Student needs teacher intervention to help manage his / her behaviour.

**Possible Reasons:**

- Consistent routine behaviour breaches
- 3 grey cards issued as a result of minor behaviour incidents resulting in drop from expected level to level 1
- 1 major incident resulting in reflection referral and immediate drop in level.

**Outcomes:**

- Parent / Carer contacted via grey card or reflection letter *Appendix 9 – Grey Card Letter, Appendix 10 – Reflection Referral Letter* (Teacher or Leadership to contact parent to inform them of incoming grey card)
- Leadership records grey cards / reflection referral / level drop on class spreadsheet
- Class teacher to have a conversation with child and parent / carer to discuss issues / ways of support / working together

**Next Steps:**

- After 2 weeks, the student's behaviour is reviewed by Administration and if the student has corrected their behaviour choices and had no further grey cards or reflection referrals, the student will return back to expected level.
- Should a student receive 3 grey cards during a two-week period, it would be a reflection and they would drop to Level 2.

**Consequences:**

Students at Level 1 or below (Level 2/3/4) on the day of any planned extra-curricular events may require support to attend any school incursions, excursions and whole school rewards. It is the responsibility of the class teacher to have a discussion with the Leadership Team around the support required and inform the student and their parent / carer if the student is at risk of this occurring.

## Tier 1 Support – Level 2

**People involved:** Student, parent, teacher and Principal/HOSES/HOC

Student needs teacher intervention to help manage his / her behaviour.

Teacher needs additional support to encourage the student to make better choices.

### Possible Reasons:

- Student already at Level 1 and demonstrating consistent minor behaviour breaches
- 3 grey cards issued as a result of minor behaviour incidents resulting in drop from level 1 to level 2
- 1 major incident resulting in reflection referral and immediate drop from level 1 to level 2

### Outcomes:

- Class teacher meet with Leadership to discuss the student and agree a pathway forward.
- Parent / Carer contacted via grey card or reflection letter (Teacher or Leadership to contact parent to inform them of incoming grey card)
- Leadership records grey cards / reflection referral / level drop on class spreadsheet
- Class teacher or Leadership Team with parent / carer to discuss issues / ways of support / working together
- Student meeting with Leadership.

### Next Steps:

- After 2 weeks, the student's behaviour is reviewed by Administration and if the student has corrected their behaviour choices and had no further grey cards or reflection referrals, the student will return back to Level 1.
- Should a student receive 3 grey cards during a two-week period, it would be a reflection and they would drop to Level 3.
- If the student received a 'reflection referral' during this 2-week period, they will drop to level 3.

### Consequences:

- Students at Level 1 or below (Level 2/3/4) on the day of any planned extra-curricular events may require support to attend any school incursions, excursions and whole school rewards. It is the responsibility of the class teacher to have a discussion with the Leadership Team around the support required and inform the student and their parent / carer if the student is at risk of this occurring.

**People involved:** Student, teacher, parent / carer, Principal /HOC/HOSES and Mooloolah State School Support Services Committee

Student needs teacher intervention to help manage his / her behaviour.

Additional support to encourage the student to make better choices from teacher, parent / carer and Leadership Team have not yet resulted in expected behaviour being achieved.

**Possible Reasons:**

- Student already at Level 2 and demonstrating consistent minor behaviour breaches
- 3 grey cards issued as a result of minor behaviour incidents resulting in drop from level 2 to level 3
- 1 major incident resulting in reflection referral and immediate drop from level 2 to level 3

**Outcomes:**

- Parent / Carer contacted by deputy or class teacher to inform them a grey card or reflection letter has been issued.
- Leadership /Class teacher records grey cards / reflection referral / level drop on class spreadsheet
- Leadership /Class teacher to have a conversation with parent / carer to seek consent to present student to School Support Services Committee
- Class teacher completes referral form and presents student case at next available committee meeting
- Student meeting with Principal.

**Next Steps:**

- The School Support Services Committee will make recommendations for supporting the student and their family. This should be communicated to the family by the class teacher or if agreed, the principal / nominated professional. These recommendations may involve a variety of additional support programmes and measures.
- After 2 weeks, the student's behaviour is reviewed by the Principal and if the student has corrected their behaviour choices and had no further grey cards or reflection referrals, the student will return back to Level 2
- If a student receives another grey card during this two-week period, the class teacher/ Leadership will record it on the class spreadsheet. Should a student receive 3 grey cards during this period, they will drop to Level 4.
- If the student received a 'reflection' during this 2-week period, they will drop to level 4.



### Consequences:

Any single or combination of:

- **Involvement from community agencies**
- Negotiated Education Plan
- **Functional Behaviour Analysis**
- **Play Plan**
- Regional Referral to the AIM Team (Assessment & Intervention Management)
- Part Time Educational Plan
- **1:1 involvement from Inclusion Support Staff**
- Leadership position forfeited for the year
- **Regular communication with parent / carer**
- Education Adjustment Plan
- Time Sampling Observations
- Teacher Aide support
- **Referral to the School or Regional Guidance Officer for Intensive Behaviour Support**
- Alternate timetable
- **Individual Behaviour Support Plan**

*Any student getting to level 3 at any point during a term may be ineligible to represent the school in any extra-curricular activity, school visits or inter school sport activity in that term.*

### Tier 2 Support – Level 4

**People involved:** Student with teacher, Principal, HOD – C, HOSES, and parent / carer.

Intervention needed for student to manage his / her own behaviour.

Student is at risk of not completing their education at Mooloolah State School

Student has received or is at risk of suspension from school.

### Possible Reasons:

- Student already at Level 3 and demonstrating consistent minor behaviour breaches
- 3 grey cards issued as a result of minor behaviour incidents resulting in drop from level 3 to level 4
- 1 major incident resulting in reflection referral and immediate drop from level 3 to level 4

### Outcomes:

- Parent / Carer contacted by Leadership Team or Class Teacher to inform them of a grey card or reflection letter
- Leadership records grey cards / reflection referral / level drop on class spreadsheet
- Principal to contact parent to request meeting.

### Next Steps:

- Principal and Support Team will meet with Parent / Carer, the student and the class teacher (if possible). The principal will chair the meeting and will hear the issues and the support that has been suggested and tried. The aim of the meeting is to agree a solution plan that the student will adhere to in order to continue their education at Mooloolah State School.
- After 2 weeks, the student's behaviour is reviewed by the principal and class teacher and if the student has corrected their behaviour choices and had no further grey cards or reflection referrals, the student will return back to Level 3.

- Should a student receive 3 grey cards during a two-week period, the student will automatically be referred to the principal.
- If the student received a 'reflection referral' during this 2-week period, they will be to the principal.

**Consequences: Any single or multiple combination of:**

- Involvement from community agencies
- Negotiated Education Plan
- Functional Behaviour Analysis
- Lunch time activity program
- Regional Referral to the AIM Team (Assessment & Intervention Management)
- Flexible Arrangements Schedule
- 1:1 involvement from Inclusion Support Staff
- Possible suspension
- Regular communication with parent / carer
- Education Adjustment Plan
- Time Sampling Observations
- Teacher Aide support
- Regional Referral to the Guidance Officer for Intensive Behaviour Support
- Alternate timetable
- Individual Behaviour Support Plan
- Alternative schooling arrangements sought

Any student reaching level 4 during a semester may not be allowed on any extra-curricular activities, trips or sports until they have worked their way back to level three where their individual circumstances may be considered.

Any student getting to level 4 at any stage of the year their attendance at school events may be reviewed.

## Consideration of Individual Circumstances

All students are expected to adhere to our Code of Conduct. The individual circumstances and actions of the student will be considered alongside the needs and rights of the school community members, when deciding and applying consequences. Consistency will be achieved in responding to the behaviour, but not necessarily in the nature of the response.

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

Consequences for breaching our *Code of Conduct* may vary according to a number of factors:

- Age of the child and previous behaviour record for related incidents
- Quantity and reliability of evidence and the intent of the action
- Honesty and remorse shown
- Emotional well-being and safety of others
- Context of the incident
- Family circumstances and socio-economic situation
- Gender and culture
- Appraisal levels
- Disability, and within this, levels of need/category

## Processes for Dealing with Unacceptable Behaviour

Mooloolah State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing positive choices and expected behaviours on an ongoing basis. Teachers will use Essential Skills Management in the classroom. When unacceptable behaviour occurs, students experience predictable and consistent consequences. Our school seeks to ensure that responses to unacceptable behaviour are proportionate to the nature of the behaviour. Teachers interpret each individual student's behaviour in terms of context and expectations. Teachers will work through Mooloolah's Classroom Behaviour Steps. The need for a safe and supportive environment, where all students can optimise learning, is the primary focus when assessing inappropriate actions.

### ***Routine, Minor and Major Behaviours***

When responding to problem behaviour the staff member first determines if the problem behaviour is routine, minor or major, with the following agreed understanding:

- **Routine** problem behaviour is handled by staff member at the time it happens. It is a behaviour where the student is reminded about the choices they are making and the student responds accordingly and appropriately. No further action is required.
- **Minor** problem behaviour is handled by staff members at the time it happens. It is expected that this will result in a grey card.
- **Major** problem behaviour incurs either a reflection referral or a suspension. It will also result in a level drop. The incident is likely to be referred to Principal for information purposes or action if deemed necessary.

**Routine** behaviours are those that:

- Are a very minor breach of the classroom or school rules that a student chooses to rectify immediately. Staff would issue a verbal warning and this results in changed behaviour immediately.

**Minor** behaviours are those that:

- Are minor breaches of the school rules as defined in the minor behaviours table
- Consistent routine breaches of rules or expectations
- Behaviours that do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or administration

**Major** behaviours are those that:

- Significantly violate the rights of others
- Put others / self / the school at risk of harm
- Require the involvement of, or discussion with school administration

A matrix of behaviours for each category is explained in *Appendix 6 – Routine, minor and major behaviours*.

When major behaviours occur, staff members should calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then follows the process for Reflection Room Referrals. During this time a member of the leadership team will conduct an ALSUP with the child and put a plan in place. *Appendix 11 - ALSUP*

The following outlines possible consequences of actions that may be implemented:

	<b>ROUTINE BEHAVIOUR</b>	<b>MINOR BEHAVIOUR</b>	<b>MAJOR BEHAVIOUR</b>
	<ul style="list-style-type: none"> <li>• Classroom consequences</li> <li>• Loss of playtime for brief period</li> <li>• Class time out for brief period</li> <li>• Additional class time or missing an activity</li> <li>• Cleaning of work area</li> <li>• Walk with the duty teacher for a brief period</li> <li>• Clean up duty</li> <li>• Loss of break time</li> <li>• Parent / Carer contacted</li> <li>• Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Grey Card along with:</li> <li>• Parent/carer contacted</li> </ul> <p><b>May also include:</b></p> <ul style="list-style-type: none"> <li>• Office time out</li> <li>• Restorative Practices</li> <li>• Reset in classroom</li> <li>• Reset in HIVE for some Students</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Room or</li> <li>• Suspension along with:</li> <li>• Parent / carer contacted</li> <li>• Principal involvement</li> </ul> <p><b>May also include:</b></p> <ul style="list-style-type: none"> <li>• ALSUP</li> <li>• Restorative practices</li> <li>• Referral to administration</li> <li>• Monitoring Card</li> <li>• Referral to school support services</li> <li>• Referral to regional support services</li> <li>• Withdrawal from school internal or external activities</li> <li>• Non-attendance of off campus activities.</li> </ul>

## Examples of routine, minor and major problem behaviour

	<b>ROUTINE BEHAVIOURS</b>	<b>MINOR BEHAVIOUR</b>	<b>MAJOR BEHAVIOUR</b>
<b>We Are Safe</b>	<ul style="list-style-type: none"> <li>Running on concrete / bitumen</li> <li>Out of school uniform</li> <li>Riding bikes, scooters, skateboard etc on school grounds</li> <li>Swinging on building structures</li> <li>Incorrect use / care of equipment</li> <li>Playing non-approved school games</li> <li>Out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>Repeated running on concrete / bitumen after warnings</li> <li>Repeated out of school uniform</li> <li>Repeated or dangerous riding bikes, scooters, skateboard etc on school grounds</li> <li>Repeated or dangerous swinging on building structures</li> <li>Repeated incorrect use / care of equipment</li> <li>Repeated playing non-approved school games</li> <li>Minor physical contact</li> <li>Repeated out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>Physical assault (inc fighting)</li> <li>Threatening behaviours, including but not limited to physical, verbal and psychological.</li> <li>Dangerous safety breaches</li> <li>Sexual assault</li> <li>Substance abuse</li> <li>Possession / distribution of pornographic materials.</li> <li>Possession, use or sale of illegal substances / items</li> <li>Persistent minor behaviour</li> </ul>
<b>We Show Respect</b>	<ul style="list-style-type: none"> <li>Bad sportsmanship</li> <li>Spitting or chewing gum</li> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Repeated bad sportsmanship</li> <li>Minor swearing</li> <li>Repeated spitting or chewing gum</li> <li>Repeated littering</li> <li>Repeated disruption in class</li> <li>Not following instructions</li> <li>Property misconduct</li> <li>Insolence</li> <li>Minor bullying / harassment</li> <li>Repeated uniform violations</li> </ul>	<ul style="list-style-type: none"> <li>Wilful damage or misuse of property or stealing</li> <li>Verbal, written or gestural obscenity</li> <li>Refusal to follow adult directions</li> <li>Verbal or written obscene abuse of staff</li> <li>Repeated insolence</li> <li>Major bully / harassment / defamation</li> <li>Persistent minor behaviour</li> </ul>
<b>We Are Responsible</b>	<ul style="list-style-type: none"> <li>Forgetting equipment</li> <li>Untidy work areas</li> <li>Mobile phone not handed in to office</li> <li>Lack of care for the natural environment</li> <li>Not being water wise</li> </ul>	<ul style="list-style-type: none"> <li>Repeatedly forgetting equipment</li> <li>IT misconduct</li> <li>Mobile phone not handed in to the office –repeated</li> <li>Misconduct involving an object</li> <li>Dishonesty</li> <li>Inappropriate use of toilets</li> <li>Repeated lack of care for the natural environment</li> <li>Repeated not being water wise</li> </ul>	<ul style="list-style-type: none"> <li>Leaving school grounds without permission</li> <li>Use of mobile phone in any part of the school for voicemail, email, text message or filming without authorisation.</li> <li>Inappropriate use of technology (e.g., internet, computers)</li> </ul>
<b>We are Active Learners</b>	<ul style="list-style-type: none"> <li>Incomplete work (class or home)</li> <li>Disorganised or late</li> </ul>	<ul style="list-style-type: none"> <li>Repeated incomplete work (class or home)</li> <li>Task refusal</li> <li>Non-compliant with routine</li> <li>Disruption of learning</li> </ul>	<ul style="list-style-type: none"> <li>Continual task refusal</li> <li>Repeated disruption of others' learning</li> <li>Persistent minor behaviours</li> </ul>

## Consequences of Unacceptable Behaviour

### **Grey Cards** *Appendix 7 – Grey Card*

Grey Cards are minor warning cards -. They are issued for misbehaviour in the playground / classroom that is considered to be minor or persistent breaches of routine behaviours. Parents will be informed by letter when a student receives a Grey Card by the class teacher.

- Parent / Carer contacted via grey card letter sent by Administration(See Appendix 8)
- Class teacher records grey cards / reflection referral / level drop on class spreadsheet
- Class teacher to have a conversation with parent / carer to discuss issues / ways of support / working together
- When a student receives three grey cards, a reflection referral slip and parent letter is written by the Leadership Team and the student attends reflection. The student incurs a level drop.

For Prep students in Term 1, grey cards will be used as a visual cue to students as a warning to correct their behaviours. The Prep teacher will need to speak with the parent / carer about the inappropriate choice of behaviour. From term 2, the full tiered system will be used as in the rest of the school.

### **Reflection Referral** *Appendix 8 – Reflection referral form*

- The member of staff writes the Reflection Referral Form and passes it to the class teacher who records it on the class spreadsheet, student brings reflection referral to the reflection session. Reflection referrals can be issued by any member of staff at the school.
- Reflection Referral means an automatic drop in the behaviour level assigned to that child within the tiered system.
- Reflection Referral means that the student misses their play time at first lunch – this may be for 1-5 lunches depending on the incident and previous behaviours.
- Student presents him / herself at the Reflection Room promptly at 11:10am and completes an ALSUP.
- Late arrival means an extra day's reflection unless agreed otherwise with the member of staff running reflection on that day.
- If the student chooses not to attend reflection, an extra day is imposed.
- If a student chooses inappropriate behaviour in the Reflection Room, extra time is imposed. In the first instance this will be an extra day given.
- Continual non-compliance in the Reflection Room, or continued non-attendance could result in a suspension.

### **Reflection Room**

The Reflection Room is a whole school facility provided at second break each day. A member of staff, either executive or member of the behaviour Committee, is on duty in the designated room and students are required to complete an ALSUP and develop a plan to improve their behaviour. The purpose of the Reflection Room is to provide an opportunity for students to reflect on the management of their behaviour, plan alternative ways to behave in the future and to act as a deterrent for inappropriate behaviours.

## Positive Choice Tracker

Students who find it difficult to remind themselves about expected behaviours are assisted to remember in smaller segments of time. The Behaviour Monitoring Report is divided into the three classroom sessions of the day and two play breaks. A staff member/teacher evaluates behaviour at the end of each section of time. A member of Administration checks this each afternoon and it is taken home each evening for parents to witness and sign.

## Play Plan Appendix 13 – Play Plan

Some students may be placed on a 'Play Plan' which identifies where students are to play. This will be discussed with parents / carers by Leadership. Failure to adhere to the 'Play Plan' could result in a Reflection Room referral and a likely level drop.

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times

## Strategies to Deal with Unacceptable Behaviour

### Teacher response:

Each classroom has an agreed Behaviour Tiered System, which reflects the whole school expectations (same number of tiers). A class chart enables students, parents and teachers to identify and monitor student progress. When a student exhibits low-level and infrequent problem behaviour, known as routine behaviours, staff should use one or more of the following strategies in the stated order:

- Think Rule reminder with re direction to learning
- Act Rule Reminder 2
- Reset Classroom Quiet Zone or Hive: Accept logical consequence
- Reflect Issue consequence – as per options below:

### Hive:

If an NCCD student persistently chooses not to correct their behaviour to meet the classroom expectations, therefore disrupting the learning of others, the student is referred to the HIVE. Students are directed to the Hive for a period of time, determined by the Inclusion teacher. This referral will result in a grey card, be entered into one school and parents / carers notified by letter. Refusal to attend the Hive or further inappropriate behaviour will result in an immediate referral to administration. Two visits to the Hive in a session may also result in a referral to administration.



### **Administration Referral:**

When the teacher has exhausted all classroom strategies to manage the student's behaviour within the class or behaviour is of a serious nature, students will be referred to the office, via a telephone call. A child will be returned to the classroom when he/she indicates that he/she is ready to behave more reasonably and when the relevant administrator believes this to be the case. Sanctions will remain the responsibility of the class teacher unless otherwise agreed with the Leadership Team. It would be expected that the minimum consequence of an administration referral would be at least a grey card, but could result in a reflection referral.

### **Individual Class Management Strategies:**

A student found to consistently challenge the constraints of the classroom, may require individual management strategies. The class teacher should discuss these with the Principal. Strategies that may be used include, but not limited to:

- Curriculum modification.
- Individual reinforcement schedules.
- Communication book / card.
- Parent / carer communication.
- Monitoring book.
- Reset area in class
- Referral to the Hive room Some students .

It is expected that students requiring this additional support, may well be at Tier 2 of support needs and as such, should be referred to the School Support Services Committee as per the agreed procedure.

## Classroom Management – Ensuring Consistent Responses to Classroom Incidents

Staff at Mooloolah are encouraged to use their individual skills, expertise and imagination in developing classroom specific behaviour and reward systems. These however must fit into the whole school system of agreed classroom practice.

The overarching pedagogy is based on positive youth development – encouraging our students to make positive choices, to take responsibility for their own behaviours and receive reward and recognition when they make positive choices.

The fundamentals of classroom practice are based on the principles of 'Essential Skills for Classroom Management' (Richmond 1996, Leitch 2006) with staff also encouraged to utilise the research, findings and practice of Dr Bill Rogers and Dr Ross Greene. For teaching staff in the classroom there is an expectation that good teaching follows these principals. When dealing with behaviours that are not at the expected level, a three-step process will be followed by all staff:

**1: Think (reminder) – Verbal or Non-Verbal redirection given to student.** Teacher may repeat this redirection. Student name is noted privately on student desk or teacher desk– this visual clue reminds the student about the consequences of their actions and reminds them to make a change.

**2: Act (reminder 2)– Teacher gives the student the option to change their behaviour.** There is a reminder given about the expected behaviours and possible consequences if the current behaviour does not change. Student may be moved to a different seat, given time out or additional external support could be requested. Student name is noted privately on the class behaviour spreadsheet– this allows teachers to track behaviour

**3: Reset Consequence** – A consequence is issued to the student as the student has continued to make inappropriate choices and not met the classroom expectations. A grey card will be issued. Should poor choices continue, identified students may be sent to the hive, others will have a reset in class, issued a grey card, a reflection sheet or external support from administration may be sought and the student is likely to be removed from the lesson with additional school-based consequences.

At Mooloolah State School, staff members are provided with appropriate professional development and / or training to respectfully deal with inappropriate behaviours and support students to make better choices. Through training activities, we work to ensure consistent responses to challenging behaviours across the school.

Students also receive support about how to respond when other students display challenging behaviours towards them and are taught the necessary skills to meet the expectations at Mooloolah State School.

## Use of School Disciplinary Absences

The use of school suspension is not an easy decision and not one that is taken lightly. Some incidents do however warrant suspension from school. These include, but are not limited to:

- Conduct of the student that is prejudicial to the good order and management of the school that may include disobedience, serious physical misconduct and serious verbal misconduct. The magnitude of seriousness will be deemed by the observing teacher and HOSSES/ HOC and in consultation with the Principal.

Period of time a student can be suspended from school:

- Most incidents will be for not more than ten school days, *or*
- If the Principal is satisfied the student behaviour was so serious that the suspension should be longer than ten school days, for not more than twenty school days.

### **Suspension from school (1 – 10 days) or (11 – 20 days) *Appendix 15 – Flowchart: Suspensions***

- disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
- the student is charged with a serious offence (refer to Flowchart: Appendix 16 Suspensions (charge-related))
- the student is charged with an offence other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending (refer to Flowchart: Appendix 16 Suspensions (charge-related))

Notification will be made to student and parents in writing, giving full reasons for the decision relating to the selected School Disciplinary Absence and the opportunity to discuss this with an appointed staff member.

### **Re-entry *Appendix 14 – Re-entry from suspension plan***

A planned re-entry to school is convened after enforcing a suspension to minimize recurrence of unacceptable behaviour and disruption to the student's education. Parties who may be involved in this process: *Principal, parent / carer, student, Guidance Officer, HOSSES, HOC, Principal, teacher and relevant support staff.*

- Re-entry interview and re-entry plan completed.
- Individual Behaviour Support Plan may be implemented or reviewed at this time
- A monitoring book may be issued to the student as a way of tracking progress
- A student will re-enter at the level below the one they were on when they received their suspension

## **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

## **Structure**

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

## **Reasonable adjustments**

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

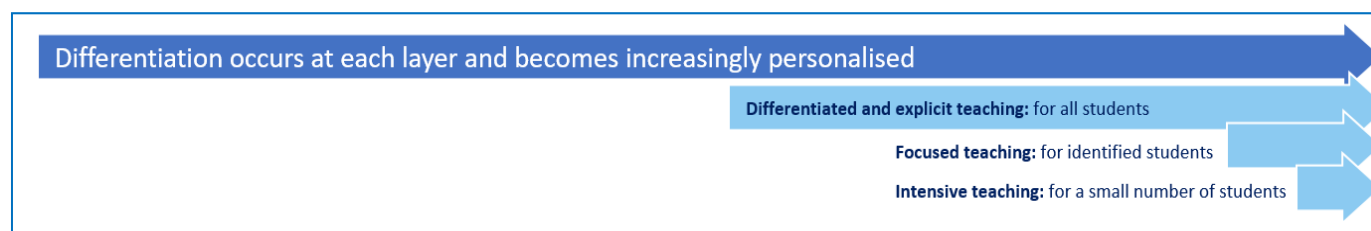
# Consideration of Individual Circumstances

## Differentiated and Explicit Teaching

Mooloolah State School is a safe, caring and 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 and support staff at Mooloolah 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 the relationships that our staff build with our students and their families. They are grounded on previous knowledge, both from school and home, historic and current data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



These three layers map directly to our tiered system – expected for all students, focused differentiated individual support at Tier 1 and Tier 2 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every teacher in our school uses the school expectations matrix – what it means to be a LOOLAH LEGEND. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and around our school. These are also a focus of our parade cycle.

For those students who demonstrate the need for support at Tier 2, a committee meets to discuss the needs and routes available for support. This will often, but not exclusively, involve the direct support of the HOSSES and the support team in our Hive support hub. In many cases, Individual Behaviour Support Plans (IBSP) will be written with the Guidance Officer or HOSSES to offer routes for success for the student.

## Focused Teaching

Approximately 10% 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. This is coordinated through our Inclusion support team and HIVE staff.

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. One such initiative is the social skills program that is offered at Prep – Year 2 level and Year 3 – Year 6 level.

This program works on group work, resilience, conflict resolution, problem solving, friendship skills and is based on ACARA Personal and Social Capabilities.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Mooloolah State School to provide focused teaching. Focused teaching is aligned to our Loolah Legend Expectations Matrix (Appendix 2), and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

For more information about these programs, please contact our Head of Special Education Services Mrs Donna Aspinall: [daspi12@eq.edu.au](mailto:daspi12@eq.edu.au)

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will be a small percentage 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 teachers, and following consultation with the student's family.

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, in conjunction with the class teacher.

# School Policies

Mooloolah State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

## Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students.

The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service. *Appendix 17 – Deciding a reasonable time to retain or make property available for collection.*



The following items are explicitly prohibited at Mooloolah 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 Mooloolah State School:

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

Parents of students at Mooloolah 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 Mooloolah 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 Mooloolah State School do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:

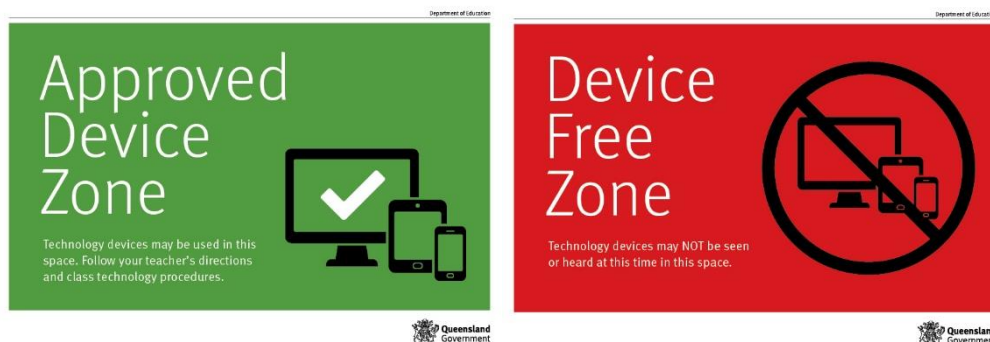
- is prohibited according to the Mooloolah State School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

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

In consultation with the broader school community, Mooloolah State School has determined 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters (example below) around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



### Responsibilities

Responsibilities for students using mobile devices at school or during school activities, are outlined below.

It is **acceptable** for students at Mooloolah State School to:

- use mobile phones or other devices for:
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone (Smart Watch) or other devices in an unlawful manner
- use a mobile phone (Smart Watch) in technology-free designated spaces or times
- 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/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/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
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Mooloolah 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

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



### 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. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Mooloolah 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.

## Reporting Bullying

Students are actively encouraged to report any incidents of bullying that they are subject to or that they overhear to any member of staff. They should also report any negative feelings they are encountering. The most likely source of help is the class teacher, the class aide, Principal, HOSES, HOD-C, Guidance Officer, Chaplain or any other member of staff that they see and feel confident with.

## Responding to Bullying

We recognise the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support 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 Mooloolah 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 and not limited to restorative discussions, 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.

## Preventing of bullying and educating

### Network for Student Support:

At Mooloolah we work hard to develop a positive, caring environment within our school. We have high expectations that students come to school in a safe, secure and well-mannered setting and that they are confident in talking to our staff about any issues they may be facing. Students are actively encouraged to report any negative feelings they are encountering. The most likely source of help is the class teacher, the class aide, Principal, well-being officer or any other member of staff that the child sees and feels confident with. They can also report via a link on our website, "Ask for Help" if they or their parents have access to the internet. These referrals go straight the Principal.

Other forms of support are explicitly taught through the curriculum:

### LOOLAH LEGEND Stand Tall Program

The strategy is taught school wide at the beginning of each year and is constantly reinforced throughout the year. The Stand Tall Program is a strategic way to deal with bullying. Students are taught the processes and are given practical examples of its application. Lessons may include role plays, modelling and scenario discussions. Middle and upper school students are introduced to the concept's passive, assertive and aggressive responses.



The “Loolah Legend” Stand Tall Program consists of three steps:

TALK
Friendly “I” message
Firm “I” message
Stop or I will report
WALK
Walk away
SQUAWK
Report to the teacher / staff



### Educative Approach

Mooloolah State School implements a whole school anti-bullying program, teaching students the knowledge and skills to enable them to confidently deal with situations where they may encounter bullying, including cyber bullying, behaviours. As well as undertaking lessons to know what bullying is and how, as individuals, they may respond, students are encouraged to report bullying.

To prevent or minimise the impact of cyber bullying, Mooloolah State School has adopted a proactive approach to educate parents and students with the necessary skills and awareness to communicate responsibility via digital technology.

An educative approach addresses the following aspects:

- Increasing empathy by teaching students that the perceived anonymity of the online world does not reduce the harm that can be caused.
- Encouraging supportive bystander involvement amongst peer groups.
- Awareness and understanding that digital footprints provide data and evidence to track those who offend/
- Understanding the legal ramifications (Section 474 of the Criminal Code Act 1995).

Off campus incidents may be addressed by the school, if they have impact on a student (in their role as a student) or if they adversely affect the safety and / or wellbeing of a student whilst they are at the school.

It is important to remember that the **Student Protection Policy SMS-PR-012** requires Mooloolah State School to report student harm caused by the actions of another student, including criminal offences, directly to the Queensland Police Service.

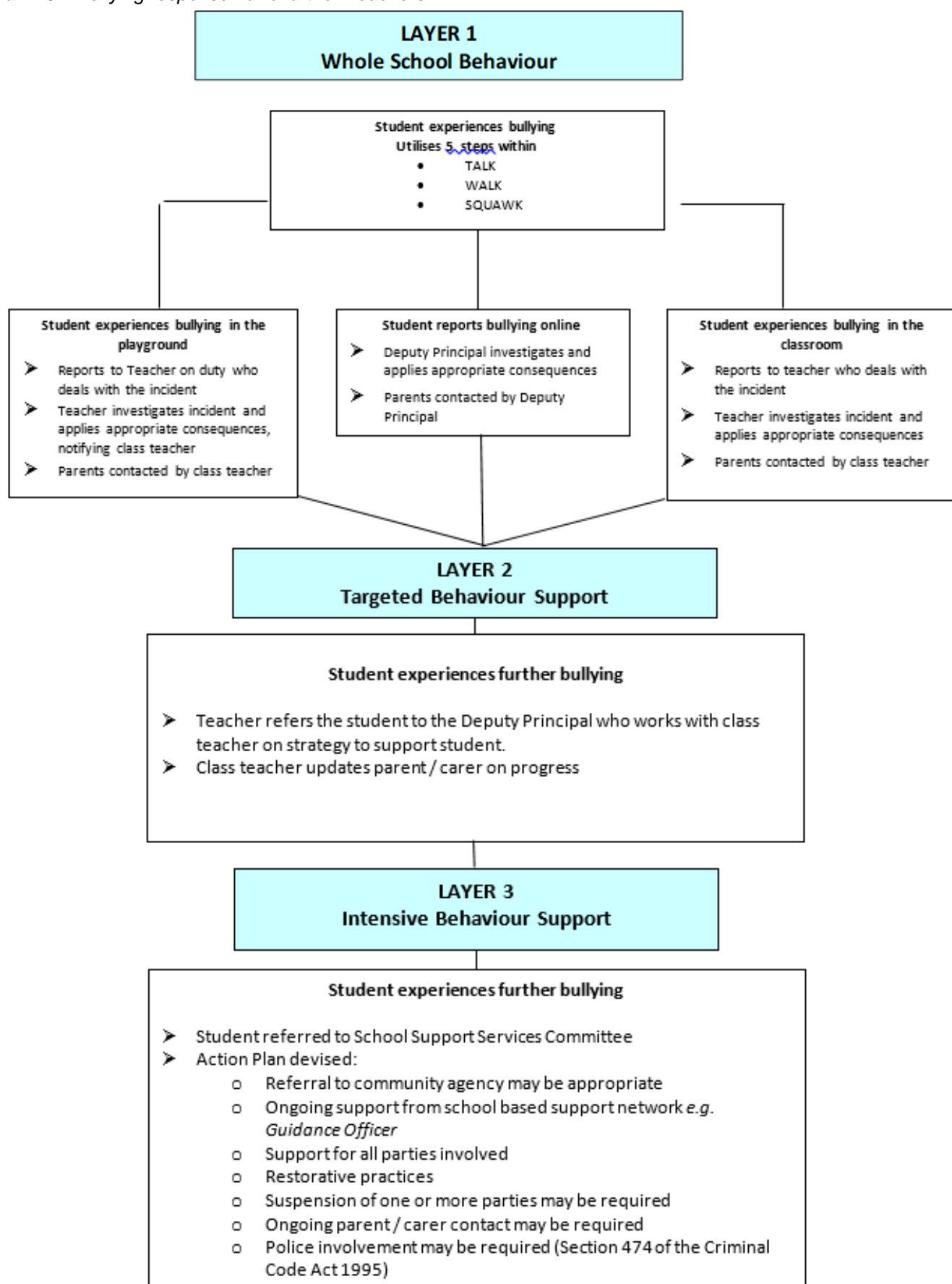
The teaching program outlined in Mooloolah Anti-Bullying Program is a proactive approach designed to educate students with preventative and responsive strategies.

Bullying is a form of aggressive behaviour which is usually hurtful, deliberate, persistent and repeated.



# Responding to Bullying - Procedural Flowchart for dealing with incidences of bullying

## Appendix 16 – Bullying response flowchart for Teachers



## Cyberbullying

Cyberbullying is treated at Mooloolah 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 students in primary year levels) or the form class teacher (for students in secondary year levels).

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

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

## 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](#).

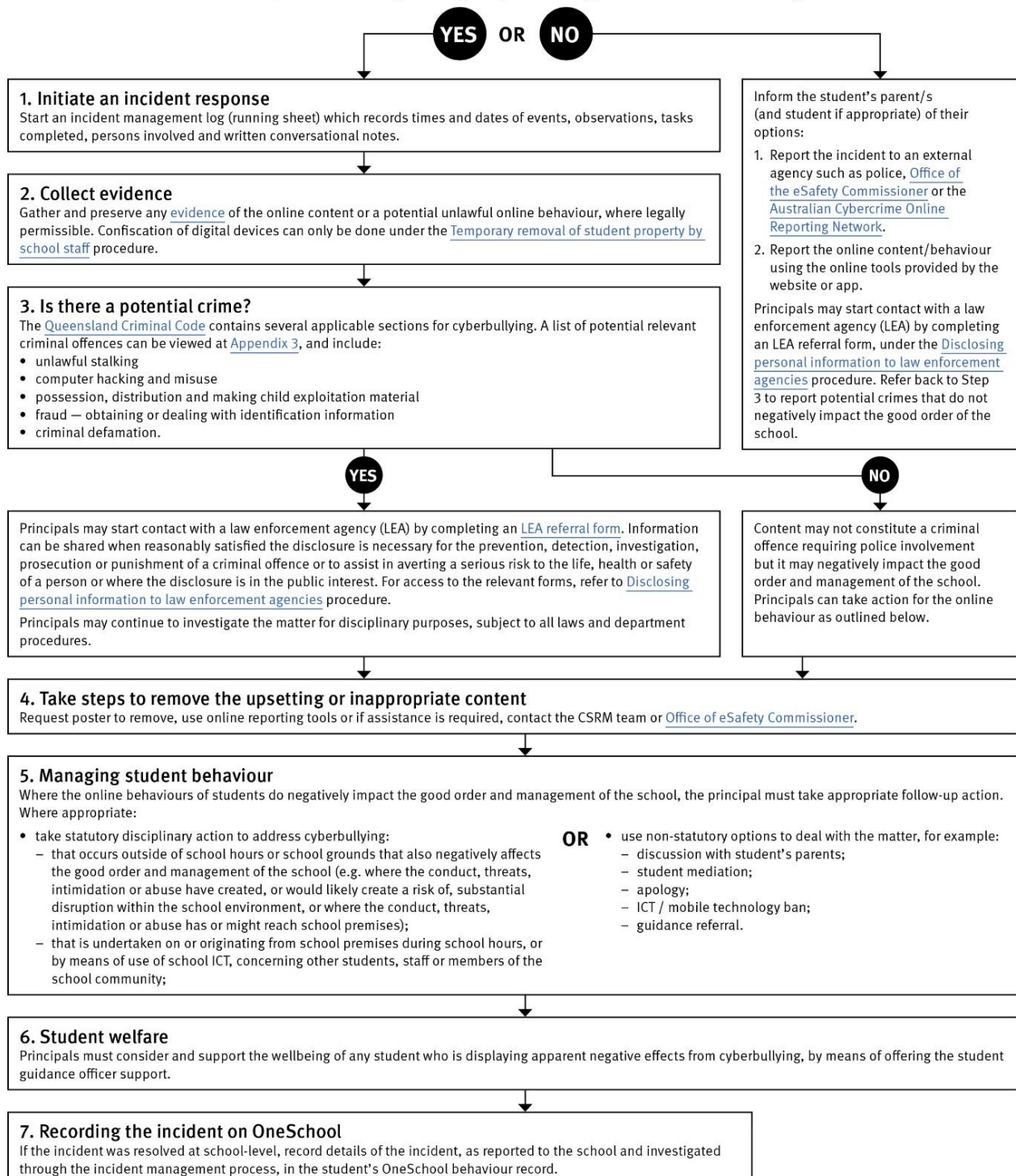
### Explicit images

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](mailto: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 with regards to 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.

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

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

### Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support 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 Mooloolah 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## Mooloolah State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Mooloolah 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.

### Mooloolah State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Mooloolah 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

## Appropriate use of social media

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

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

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

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

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

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

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

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

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



## **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwlth) 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.

# Restrictive Practices

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

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

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

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

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

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

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

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

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



# Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
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. *This may include reference to*

- 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

## Resources

This section has links to government resources and support that may assist staff, students and parents in the area of student behaviour or wellbeing.

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

# Complaints

Mooloolah 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](http://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](#).

## Legislative Delegations

### Legislation

Included below are links to relevant legislation that inform the overall Student discipline procedure.

- [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 \(Cwlth\)](#)

### Related Policies and Procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

## Other Related Resources

- National Safe Schools Framework
- Working Together resources for schools
- Cyber safety and school's resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub
- Code of Conduct for School Students Travelling on Buses

## 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.

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](#)

# Appendices

## Appendix 1 – Mooloolah State School Procedures – Staff and Students

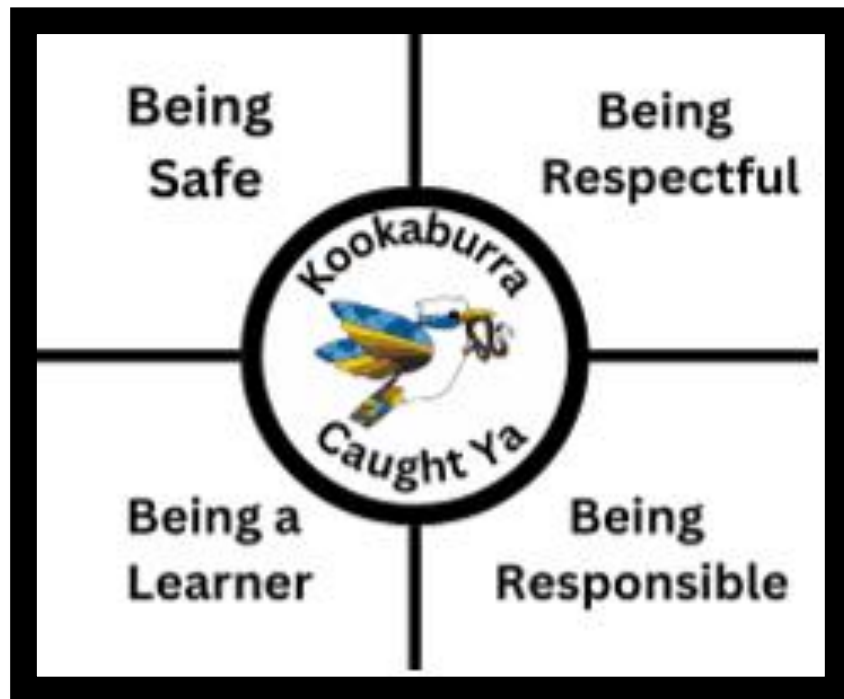
Time	Staff	Students
Before school	In room by 8:30, preferably with door open to be available to see any parent / carer / students with needs	Quietly and calmly wait in year group area
On the bell	Be ready to greet class and direct them to the room by the end of the bell.	Start to move to class at the start of the musical bell Be sitting in two lines, in agreed area by the end of the bell
Start of day	Be prepared for the teaching day Complete morning roll and submit	Be prepared for learning with all necessary equipment Organise chairs on entry to room as required by class teacher including those of absent students Be ready to work with minimum instruction
Lunch breaks	Duty staff circulate the eating areas Duty staff to dismiss students once satisfied area is clean and tidy	Students to be seated in designated area Eating only in approved area (not oval / walking) Students to be dismissed by duty staff once area is deemed clean and tidy Students walk from eating areas via pathways to oval and play areas Students line up for tuck shop after the play bell sounds
Movement	Model expectations to students through own behaviour	Students to walk throughout the school at all times except when on oval. Walk between classes in 2 lines, walking on the left.
Toilets	Ensure all students go in pairs to the toilets and on any errands in school sessions	Encouraged to go at break times. Always use toilet hygiene
Play times and play areas	Be punctual. If delayed, contact the office urgently. Remain in duty area until relieved. Resolve issue later if concern exists. Wear a hat for own safety and as an example to students. Be mobile within duty area. Periodically check student toilets as applicable. Actively monitor playground conduct. Use 'Walk with Me' as a technique to defuse emergence of inappropriate conduct or as a consequence of a minor breach.	Stay in designated areas. Go to a covered play area if without a hat. Do not climb trees Game equipment and big play balls must only be used on the oval or basketball court in the case of basketballs. Tackling, pushing and rough play are not permitted. All fighting including play fighting is forbidden. Sticks and stones are to remain on the ground. Take turns when waiting to use equipment. Take care of gardens. Do not enter a garden bed. Students are not permitted to take shoes off to play Play is not permitted without shoes or a hat.
Other	Reinforce importance of courtesy, consideration and acceptance at all time. Acknowledge incidents where these occur Reinforce expectation that litter either be placed in bins or returned home in lunchboxes. Monitor tuckshop lines for orderly conduct and courtesy to tuckshop personnel. Bicycles and skateboards must not be ridden within the school grounds. Model good manners, respect, courtesy	Ensure good manners are used and demonstrated at all times. Show the true Mooloolah Kid values
Dress Code	Model sun smart expectations including wide brim hat, clothing	Wearing of full school uniform is expected at all times. Nail polish is not be worn. Long hair must be tied back if it is identified as a safety issue during school activities (both male & female students). The wearing of jewellery is to be kept to a minimum.

## Appendix 2 – ‘Loolah Legend’ Expectation Matrix

Area	We Are Safe	We Show Respect	We Are Responsible	We Are Active Learners
All Settings	<ul style="list-style-type: none"> <li>➤ Keep hands, feet and objects to yourself.</li> <li>➤ Solve problems with polite words.</li> <li>➤ Stay / Play in safe designated areas.</li> <li>➤ Use hygienic practices.</li> <li>➤ Care for the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Follow staff directions.</li> <li>➤ Show Mooloolah Courtesy.</li> <li>➤ Keep noise to an appropriate level.</li> <li>➤ Let others have their space.</li> <li>➤ Treat all property with care.</li> <li>➤ Wear full school uniform.</li> <li>➤ Use Talk, Walk, and Squawk.</li> <li>➤ TALK – Give friendly “I” message.</li> <li>➤ Give a firm “I” message.</li> <li>➤ Stop or I’ll report.</li> <li>➤ WALK - walk away.</li> <li>➤ SQUAWK - report to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be on time.</li> <li>➤ Leave valuable items at home.</li> <li>➤ Use equipment and materials correctly.</li> <li>➤ Put litter in bins.</li> <li>➤ Follow school Internet Agreement and social network codes of conduct.</li> <li>➤ Be honest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be prepared and ready.</li> <li>➤ Seek help when needed.</li> </ul>
Learning Environments	<ul style="list-style-type: none"> <li>➤ Sit on chairs safely.</li> <li>➤ Walk inside.</li> <li>➤ Ask permission to leave the classroom.</li> <li>➤ Only enter a classroom when a teacher is present.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Raise hand to speak.</li> <li>➤ Listen to others speak.</li> </ul> 	<ul style="list-style-type: none"> <li>➤ Take home and / or return notes.</li> <li>➤ Keep your classroom tidy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete work in a timely manner.</li> </ul> 
Play Area	<ul style="list-style-type: none"> <li>➤ Play school approved game rules.</li> <li>➤ Play in the correct area.</li> <li>➤ Use play equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Show good sportsmanship.</li> <li>➤ Share school equipment and play areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Borrow and return equipment using the correct system.</li> </ul>	
Eating Areas	<ul style="list-style-type: none"> <li>➤ Sit while eating your own food.</li> <li>➤ Use your own drink bottle.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Eat in the designated area.</li> <li>➤ Pack lunch boxes and bags away.</li> <li>➤ Put your hand up and wait to be dismissed by staff.</li> </ul>	
Toilets	<ul style="list-style-type: none"> <li>➤ Wash hands.</li> <li>➤ 1 person per cubicle.</li> <li>➤ Use year/ age-appropriate toilets.</li> <li>➤ Take a partner with you when you visit the toilets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Let others have their privacy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the facilities correctly.</li> <li>➤ Use toilets before class and during recess times.</li> </ul>	
Transit	<ul style="list-style-type: none"> <li>➤ Sit quietly in lines.</li> <li>➤ Keep walkways clear.</li> <li>➤ Walk safely on concrete.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wait quietly outside buildings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stop play on first bell, visit toilet, wash hands, have a drink and line up.</li> <li>➤ Use covered walkways in wet weather.</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Walk bike / scooter while in school grounds.</li> <li>➤ Follow road rules.</li> <li>➤ Use supervised crossings and obey crossing supervisors.</li> <li>➤ Follow the Bus Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wait in a safe manner when waiting for your parents to collect you after school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Store bags in bag racks.</li> <li>➤ Store bikes and scooters in bike racks.</li> <li>➤ Once at school, stay at school.</li> <li>➤ Late starters or early leavers sign out through the office.</li> <li>➤ Go straight home from school or to an agreed location.</li> </ul>	
Off campus	<ul style="list-style-type: none"> <li>➤ Stay with group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Follow directions from instructors / volunteers / group leaders.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Participate fully in individual / or group activities.</li> </ul>



## Appendix 3 – Caught Ya! Tickets sample

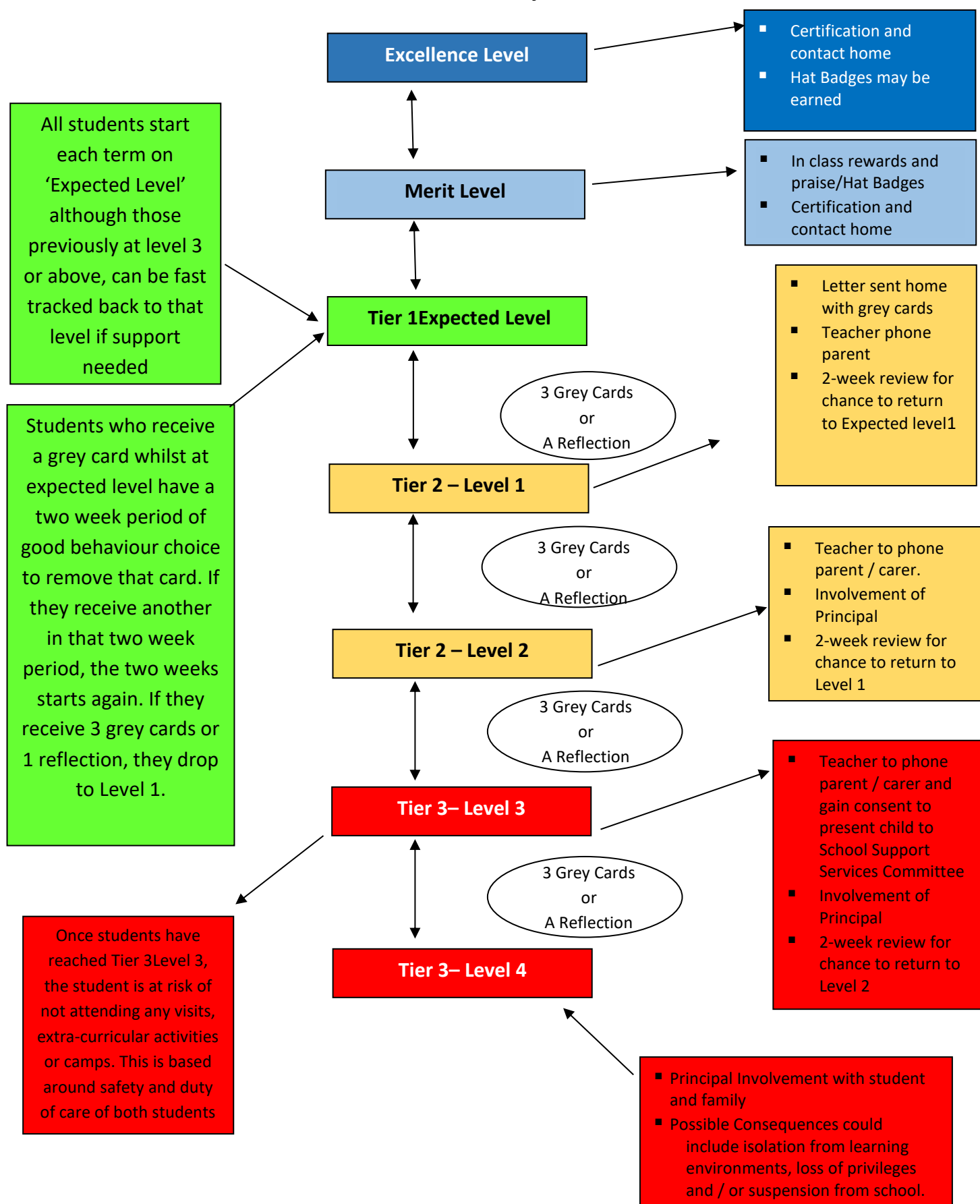




<p><b>READY TO LEARN</b></p>	<p><b>Proactive Strategies</b></p> <p>Classroom Positive Behaviour System</p> <p>Classroom Rules/Expectations</p> <p>Pre-teach behaviour expectations</p> <p>Visual Supports (noise-o-meter, charts, behaviour pictures)</p> <p>Sensory Tools/Supports    Values Teaching/Character Strengths Teaching</p> <p>Mindfulness</p> <p>Programmed Movement Breaks</p> <p>Zones Check-In and Check-Out</p> <p>ESCM Strategies</p>
<p><b>THINK</b> (Reminder 1)</p>	<p><b>THINK</b></p> <p>What am I expected to do?</p> <p>What is the group plan?</p> <p>What is stopping me from doing what's expected?</p> <p>Who can help me?</p> <p>Where can I get help?</p> <p>How can I show expected behaviours?</p>
<p><b>ACT</b> (Reminder 2)</p>	<p><b>ACT</b></p> <p>What am I feeling? Check Feelings Wheel.</p> <p>What Zone am I in?</p> <p>What strategies can I use to get back to 'Green Zone'?</p> <p>Useful Strategies</p> <ul style="list-style-type: none"> <li>➔ Calm down breath</li> <li>➔ Movement</li> <li>➔ Calm Corner</li> </ul>
<p><b>RESET</b> (Classroom Quiet Zone/Hive)</p>	<p><b>RESET</b></p> <p>Accept the <b>Logical Consequence</b>.</p> <p>Move to Quiet Zone until the lesson or session is over.</p> <p>Do a Fix It Sheet</p> <p>Talk with teacher and make a plan to reset.</p> <p>Teacher to contact parent</p>
<p><b>REFLECT/RESTART</b> (OFFICE)</p>	<p><b>REFLECT/RESTART</b></p> <p>Move to Office</p> <p>Complete Think Sheet /Grey Card</p> <p>Accept Consequences from Leadership</p> <p>Work on a choices map to re-enter classroom with expected behaviours</p>

## Appendix 5– Movement through the tiered and levelled system


### Mooloolah State School – Tiered and Levelled system



## Appendix 6 – Routine, minor and major behaviours

	ROUTINE BEHAVIOURS	MINOR BEHAVIOUR	MAJOR BEHAVIOUR
We are SAFE	<ul style="list-style-type: none"> <li>Running on concrete / bitumen</li> <li>Out of school uniform</li> <li>Riding bikes, scooters, skateboard etc on school grounds</li> <li>Swinging on building structures</li> <li>Incorrect use / care of equipment</li> <li>Playing non-approved school games</li> <li>Out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>Repeated running on concrete / bitumen after warnings</li> <li>Repeated out of school uniform</li> <li>Repeated or dangerous riding bikes, scooters, skateboard etc on school grounds</li> <li>Repeated or dangerous swinging on building structures</li> <li>Repeated incorrect use / care of equipment</li> <li>Repeated playing non-approved school games</li> <li>Minor physical contact</li> <li>Repeated out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>Physical assault (inc fighting)</li> <li>Threatening behaviours, including but not limited to physical, verbal and psychological.</li> <li>Dangerous safety breaches</li> <li>Sexual assault</li> <li>Substance abuse</li> <li>Possession / distribution of pornographic materials.</li> <li>Possession, use or sale of illegal substances / items</li> <li>Persistent minor behaviour</li> </ul>
We show RESPECT	<ul style="list-style-type: none"> <li>Bad sportsmanship</li> <li>Spitting or chewing gum</li> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Repeated bad sportsmanship</li> <li>Minor swearing</li> <li>Repeated spitting or chewing gum</li> <li>Repeated littering</li> <li>Repeated disruption in class</li> <li>Not following instructions</li> <li>Property misconduct</li> <li>Insolence</li> <li>Minor bullying / harassment</li> <li>Repeated uniform violations</li> </ul>	<ul style="list-style-type: none"> <li>Wilful damage or misuse of property or stealing</li> <li>Verbal, written or gestural obscenity</li> <li>Refusal to follow adult directions</li> <li>Verbal or written obscene abuse of staff</li> <li>Repeated insolence</li> <li>Major bully / harassment / defamation</li> <li>Persistent minor behaviour</li> </ul>
We are RESPONSIBLE	<ul style="list-style-type: none"> <li>Untidy work areas</li> <li>Mobile phone not handed in to office</li> <li>Lack of care for the natural environment</li> <li>Not being water wise</li> </ul>	<ul style="list-style-type: none"> <li>IT misconduct</li> <li>Mobile phone not handed in to the office –repeated</li> <li>Misconduct involving an object</li> <li>Dishonesty</li> <li>Inappropriate use of toilets</li> <li>Repeated lack of care for the natural environment</li> <li>Repeated not being water wise</li> </ul>	<ul style="list-style-type: none"> <li>Leaving school grounds without permission</li> <li>Use of mobile phone in any part of the school for voicemail, email, text message or filming without authorisation.</li> <li>Inappropriate use of technology (e.g., internet, computers)</li> </ul>
We are ACTIVE LEARNERS	<ul style="list-style-type: none"> <li>Incomplete work (class)</li> <li>Late to class</li> </ul>	<ul style="list-style-type: none"> <li>Repeated incomplete work (class or home)</li> <li>Task refusal</li> <li>Non-compliant with routine</li> </ul>	<ul style="list-style-type: none"> <li>Continual task refusal</li> <li>Repeated disruption of others' learning</li> <li>Persistent minor behaviours</li> </ul>

# Grey Card

Name: _____ Class: _____ Date: _____ Time: _____ Card Issued by: _____		
Description of unexpected behaviour (tick the box)	Location of Incident (tick the box)	
<input type="checkbox"/> Conduct prejudicial to the good order of the school	<input type="checkbox"/>	Playground
<input type="checkbox"/> Dishonesty	<input type="checkbox"/>	Classroom
<input type="checkbox"/> Disruption/calling out	<input type="checkbox"/>	Covered Area
<input type="checkbox"/> IT Misconduct	<input type="checkbox"/>	Hall
<input type="checkbox"/> Misconduct involving an object	<input type="checkbox"/>	Outside Classroom
<input type="checkbox"/> Non-compliant with routine	<input type="checkbox"/>	Oval/ Courts
<input type="checkbox"/> Prohibited items	<input type="checkbox"/>	Resource Centre
<input type="checkbox"/> Property misconduct	<input type="checkbox"/>	SEP
<input type="checkbox"/> Physical misconduct- minor	<input type="checkbox"/>	Toilets
<input type="checkbox"/> Repeated minor breaches	<input type="checkbox"/>	Walkways
<input type="checkbox"/> Uniform violation	<input type="checkbox"/>	Basketball Court
<input type="checkbox"/> Verbal misconduct- minor	<input type="checkbox"/>	Out of Bounds areas
<input type="checkbox"/> Other- give details	<input type="checkbox"/>	Other- give details
Additional details:		

## Appendix 8 – Reflection referral form

Front:

<b>Child's Name &amp; Class:</b>		<b>Categories:</b> <i>(tick the primary behavior—one only)</i> <input type="checkbox"/> Defiant / threats to adults <input type="checkbox"/> Deliberate property damage <input type="checkbox"/> Hands on misconduct <input type="checkbox"/> Inappropriate use of school facilities / infrastructure <input type="checkbox"/> Misconduct involving an object <input type="checkbox"/> Physical assault inc fighting <input type="checkbox"/> Refusal to follow adult direction <input type="checkbox"/> Serious / dangerous prohibited items <input type="checkbox"/> Serious misconduct prejudicial to the good order of the school <input type="checkbox"/> Threatening behaviours <input type="checkbox"/> Verbal, written or gestural obscenity	<b>Location:</b> <i>(tick one only)</i> <input type="checkbox"/> Adventure playground <input type="checkbox"/> Classroom <input type="checkbox"/> Covered games/ eating area / Tuck Shop <input type="checkbox"/> Hall <input type="checkbox"/> Outside classroom <input type="checkbox"/> Oval / Courts <input type="checkbox"/> Resource Centre <input type="checkbox"/> SEP <input type="checkbox"/> Toilets <input type="checkbox"/> Walkways
<b>Date of incident:</b>	<b>Time:</b> <i>(tick one only)</i> <input type="checkbox"/> Before school <input type="checkbox"/> Morning session <input type="checkbox"/> Morning tea (1st break) <input type="checkbox"/> Middle session <input type="checkbox"/> Lunch (2nd break) <input type="checkbox"/> Afternoon session <input type="checkbox"/> Outside of school hours		
<b>Days in Reflection Room:</b>			
<b>Now on behaviour level:</b> <b>L1    L2    L3    L4</b> <i>(Class Teacher - Please circle one)</i>			
<b>Referring Teacher:</b>		<b>Other:</b>	<b>Other:</b>
<b>Details of Incident:</b> <i>(see over for 3 grey cards)</i>			

Back:

### 3 Grey Card (minor issues) Details:

Date	Issued by	Details

## Appendix 9 – Grey Card letter



Date: .....

Dear Parents/Carers

Your child .....has received their 1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> grey behaviour card while on Level ..... as a consequence of inappropriate behaviour this term.

Mooloolah State School's Responsible Behaviour Plan for Students operates on a level system. Three inappropriate behaviour cards will incur time in the Reflection Room, as will a major behaviour incident. A visit to the Reflection Room also indicates a drop in Behaviour Level which may result in non-attendance of reward activities at the end of term.

Please discuss this behaviour with your child and return the reply form as soon as possible.

Yours sincerely,

.....



.....  
.....

(To be completed by Parent/Carer and returned)

CHILD'S NAME : ..... CLASS: .....

I have received notification regarding the issue of an inappropriate behaviour card to my child. ○


I have discussed these behaviours with my child. ○

I would like to discuss this matter further with you. Please advise me of a suitable time for an interview. *(Please note that an interview with the teacher is optional)* ○

PARENT/CARER SIGNATURE : .....

DATE : .....

### Grey Card

Name: .....			
Class: .....		Date: ..... Time: .....	
Card Issued by: .....			
Description of unexpected behaviour (tick the box)	Location of Incident (tick the box)		
<input type="checkbox"/> Conduct prejudicial to the good order of the school	<input type="checkbox"/>	Playground	
<input type="checkbox"/> Dishonesty	<input type="checkbox"/>	Classroom	
<input type="checkbox"/> Disruption/calling out	<input type="checkbox"/>	Covered Area	
<input type="checkbox"/> IT Misconduct	<input type="checkbox"/>	Hall	
<input type="checkbox"/> Misconduct involving an object	<input type="checkbox"/>	Outside Classroom	
<input type="checkbox"/> Non-compliant with routine	<input type="checkbox"/>	Oval/ Courts	
<input type="checkbox"/> Prohibited items	<input type="checkbox"/>	Resource Centre	
<input type="checkbox"/> Property misconduct	<input type="checkbox"/>	SEP	
<input type="checkbox"/> Physical misconduct- minor	<input type="checkbox"/>	Toilets	
<input type="checkbox"/> Repeated minor breaches	<input type="checkbox"/>	Walkways	
<input type="checkbox"/> Uniform violation	<input type="checkbox"/>	Basketball Court	
<input type="checkbox"/> Verbal misconduct- minor	<input type="checkbox"/>	Out of Bounds areas	
<input type="checkbox"/> Other- give details	<input type="checkbox"/>	Other- give details	
Additional details:			



## Appendix 10 – Reflection Referral Letter



31 July 2025

Dear Parent / Carer

This letter is to inform you that ..... has chosen to not conform to expected behaviours stated in our school's 'Responsible Behaviour Plan for Students.' The behaviour choice was classed as a major issue and as a result, they have been issued a reflection slip and will be required to attend the 'Reflection Room' where the consequences of tier behaviour will be discussed.

Details of the incident are outlined on the slip below:

We would very much appreciate your assistance in helping your child understand the necessity for respecting and abiding by the rules which govern student behaviour at school. Would you please discuss this situation with your child. Should your child continue to choose inappropriate behaviour, the school will find it necessary to meet with you to discuss these issues.

..... is now on Level ..... (of 5 levels) of Mooloolah State School's Responsible Behaviour Plan.

<b>Child's Name &amp; Class:</b>		<b>Categories:</b> <i>(tick the primary behavior—one only)</i> <input type="checkbox"/> Defiant / threats to adults <input type="checkbox"/> Deliberate property damage <input type="checkbox"/> Hands on misconduct <input type="checkbox"/> Inappropriate use of school facilities / infrastructure <input type="checkbox"/> Misconduct involving an object <input type="checkbox"/> Physical assault inc fighting <input type="checkbox"/> Refusal to follow adult direction <input type="checkbox"/> Serious / dangerous prohibited items <input type="checkbox"/> Serious misconduct prejudicial to the good order of the school <input type="checkbox"/> Threatening behaviours <input type="checkbox"/> Verbal, written or gestural obscenity	<input type="checkbox"/> <b>Location:</b> <i>(tick one only)</i> <input type="checkbox"/> Adventure playground <input type="checkbox"/> Classroom <input type="checkbox"/> Covered games/ eating area / Tuck Shop <input type="checkbox"/> Hall <input type="checkbox"/> Outside classroom <input type="checkbox"/> Oval / Courts <input type="checkbox"/> Resource Centre <input type="checkbox"/> SEP <input type="checkbox"/> Toilets <input type="checkbox"/> Walkways
<b>Date of incident:</b>	<b>Time:</b> <i>(tick one only)</i> <input type="checkbox"/> Before school <input type="checkbox"/> Morning session <input type="checkbox"/> Morning tea (1st break) <input type="checkbox"/> Middle session <input type="checkbox"/> Lunch (2nd break) <input type="checkbox"/> Afternoon session <input type="checkbox"/> Outside of school hours		
<b>Days in Reflection Room:</b>			
<b>Now on behaviour level:</b> <b>L1    L2    L3    L4</b> <i>(Class Teacher - Please circle one)</i>			
<b>Referring Teacher:</b>		<b>Other:</b>	<b>Other:</b>
<b>Details of Incident:</b> <i>(see over for 3 grey cards)</i>			

Yours sincerely

Class teacher

## ALSUP 2020

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS

Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME \_\_\_\_\_

DATE \_\_\_\_\_

The ALSUP is intended for use as a **discussion guide** rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

### LAGGING SKILLS

This section will help you understand why the child is responding so maladaptively to problems and frustrations. Please note that these **lagging skills are not the primary focal point of intervention**. In other words, you won't be discussing the lagging skills with the student, nor will you be teaching most of the skills explicitly. The primary targets of intervention are the unsolved problems you'll be documenting in the next section.

<input type="checkbox"/> Difficulty maintaining focus	<input type="checkbox"/> Difficulty seeing "grays"/concrete, literal, black & white, thinking
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me")
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	<input type="checkbox"/> Difficulty appreciating how their behavior is affecting others
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view
<input type="checkbox"/> Sensory/motor difficulties	<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty

### PROBLEM SOLVING PLAN
















































































Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME \_\_\_\_\_

DATE \_\_\_\_\_

UNSOLVED PROBLEM #1	UNSOLVED PROBLEM #2	UNSOLVED PROBLEM #3
Adult taking the lead on Plan B:	Adult taking the lead on Plan B:	Adult taking the lead on Plan B:
Kid concerns identified: (Empathy step) DATE _____	Kid concerns identified: (Empathy step) DATE _____	Kid concerns identified: (Empathy step) DATE _____
Adult concerns identified: (Define Adult Concerns Step) DATE _____	Adult concerns identified: (Define Adult Concerns Step) DATE _____	Adult concerns identified: (Define Adult Concerns Step) DATE _____
Solution agreed upon: (Invitation step) DATE _____	Solution agreed upon: (Invitation step) DATE _____	Solution agreed upon: (Invitation step) DATE _____
Problem Solved? YES? _____ DATE _____ NO? _____ COMMENT: _____	Problem Solved? YES? _____ DATE _____ NO? _____ COMMENT: _____	Problem Solved? YES? _____ DATE _____ NO? _____ COMMENT: _____

## Appendix 12– Student Positive Choices Tracker

 <b>TARGETED BEHAVIOURS</b>		<ul style="list-style-type: none"> <li>Make positive choices</li> <li>Use words that the class uses</li> <li>Follow school and class rules in the classroom and playground</li> </ul>			<b>GREEN</b> Excellent Choices <b>ORANGE</b> Okay Choices <b>RED</b> Inappropriate Choices <div>    </div>			<b>Positive Consequences</b>			Each day that you get <b>4 green thumbs</b> up - you can pick something from your 'Positive Consequences' list!					
Term	Week	Monday			Tuesday			Wednesday			Thursday			Friday		
Session One																
First Break																
Session Two																
Second Break																
Session Three																
Student																
Teacher																
Parent																



## STUDENT SUPPORT PLAN – Play Supervision

Student's Name: xxxxxxxx Class: xxxxx

Teachers:

### Student Strengths:

- Academically capable

### Behaviour of Concern: Physical Misconduct (biting, hitting, kicking)

- Inability to see consequences for his actions
- Lack of social skills to develop friendly relationships with his peers
- Lack of self-control in playground situations; reacts impulsively

### Target Behaviour: (What you want the child to be able to do)

- ✓ Keep hands and feet and objects to himself (also a classroom focus for behavioural)
- ✓ To develop workable relationships with his peers (in both the classroom and playground)

### Preventative Strategies: (Proactive)

STRATEGIES	BY WHOM	WHEN
<p>Leadership team to create a schedule for play supervision (to be reviewed on a regular basis).</p> <p>Xxxxxxx to participate in supervised activities during first lunch break (Library and SEP Activities/games) and supervised playground activities second break – see schedule attached)</p> <p>Xxxxxxx to choose activities based on his interest level</p> <p>Xxxxxxx to invite / ask a friend to join him (Possible friends Josh, Jayden H)</p>	Principal HOD-C HOSES	Supervised play/activity options during both lunch breaks.
<p>Ensure xxxxxxxx understands the requirements for appropriate playground behaviours</p> <p>Establish routines around play times.</p> <ul style="list-style-type: none"> <li>- Designated eating spot</li> <li>- Prior to play establish: (quiet talk)                             <ul style="list-style-type: none"> <li>o Who are you playing with today?</li> <li>o How do you ask to play?</li> </ul> </li> </ul> <p>Develop a support card for supervising staff to help xxxxxxxx problem solve play issues:</p> <p><b>STOP</b> – Look and listen – <i>You feel... because... (problem)</i></p> <p><b>THINK</b> – Problem solve – <i>What could you do?</i> (Think through options &amp; consequences)</p> <p><b>DO</b> – Decide – <i>Do it!</i> (Think of what you look and sound like to others)</p>	Supervising staff (see duty roster)	Play times
<p>Xxxxxxx may need to have a 'chill-out' spot within the playground that he can go to in order to calm down, reflect on his behaviour and situation and turn his behaviour around.</p> <p>Report incident to xxxxxxxx's teacher. Record in Monitoring book/ ABC record chart (marble process from home-in class time)</p> <p>Grey card if xxxxxxxx's behaviours warrant this response. HOSES office if xxxxxxxx's behaviours warrant this response</p>	Supervising staff (see duty roster)	If xxxxxxxx's behaviour is inappropriate or appears to be escalating

Date Started:

Plan discussed with Parent (date):

Plan Review:

Sighted and signed by:

Class Teachers

Principal



## Help solve a playground problem!

**STOP**

**Look and listen:**

You feel..... because..... (problem)

**THINK**

**Problem Solve:**

What could you try?

**DO**

**Problem Solve:**

Do it!

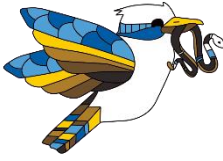
**Supervised Play for:** \_\_\_\_\_

1. Who are you playing with today?
2. How do you ask to play?

**Report inappropriate behaviour to staff on duty, immediately.**



	Mon	Tue	Wed	Thu	Fri
<b>Play 11:10 – 11:40</b>	Hive	Library Jigsaws & Puzzles	Library Colouring and Drawing	Library Games	Hive
<b>Play 1:10 – 1:40</b>	Playground Organised Play	Playground Organised Play	Playground Organised Play	Playground Organised Play	Playground Organised Play



## Re-entry meeting from suspension

**Student:**

**Date:**

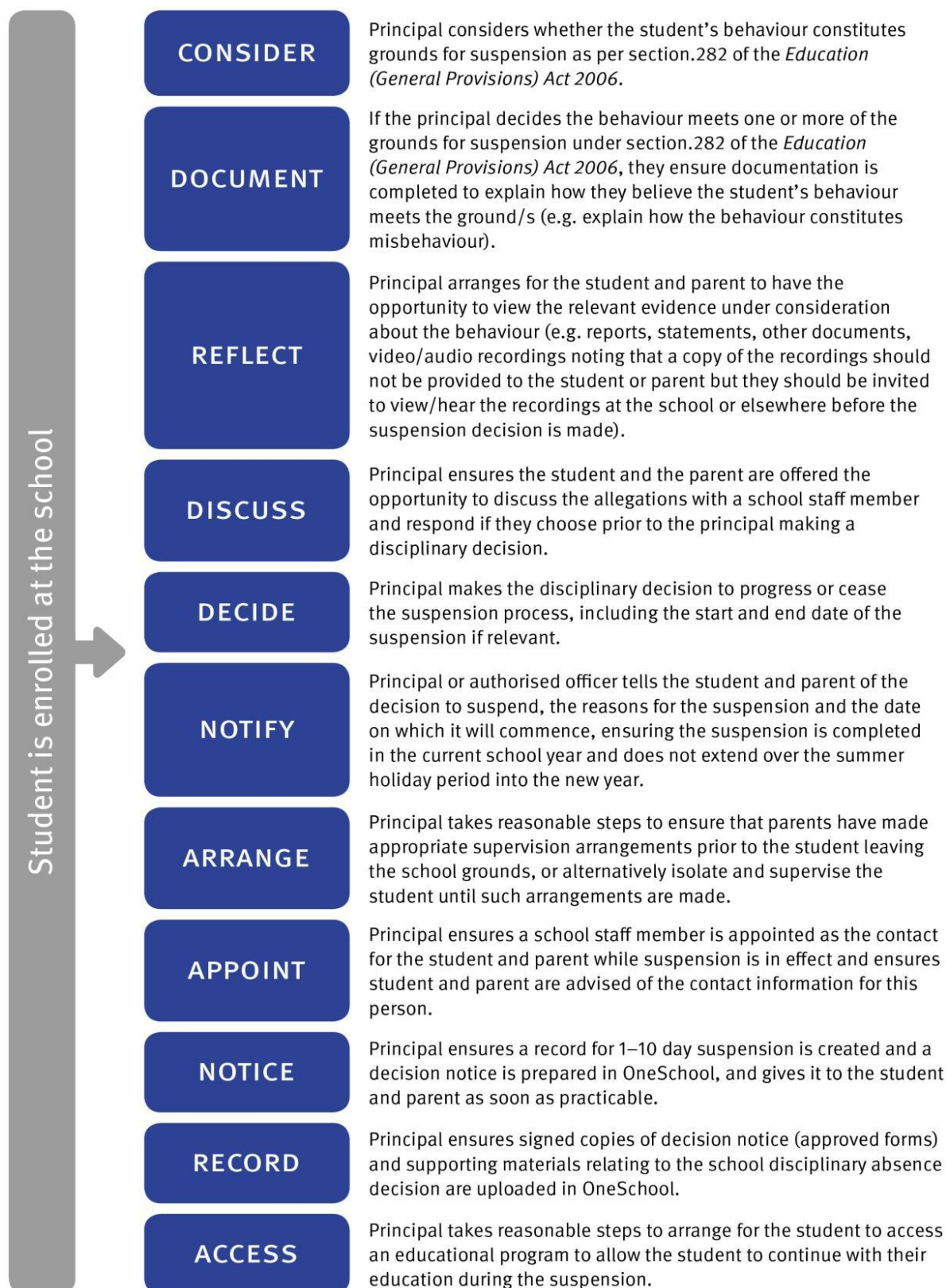
**Those Present:**

1. WHAT IS YOUR STUDENT'S PERSPECTIVE ON WHAT HAPPENED?
2. WHAT IS THE SCHOOL'S PERSPECTIVE ON WHAT HAPPENED?
3. HOW MIGHT YOUR STUDENT MAKE AMENDS (REPAIR DAMAGE TO THINGS OR RELATIONSHIPS)?
4. HOW MIGHT THE SCHOOL SUPPORT BETTER OUTCOMES AND/OR REPAIR THE RELATIONSHIPS BETWEEN THE SCHOOL (STAFF) AND YOUR STUDENT AND YOU?
5. HOW WILL YOUR STUDENT RECONNECT ACADEMICALLY AND SOCIALLY AT SCHOOL TO AIM TOWARD SUCCESS?
6. IMMEDIATE NEXT STEPS FROM SCHOOL, STUDENT AND PARENT /CARER?

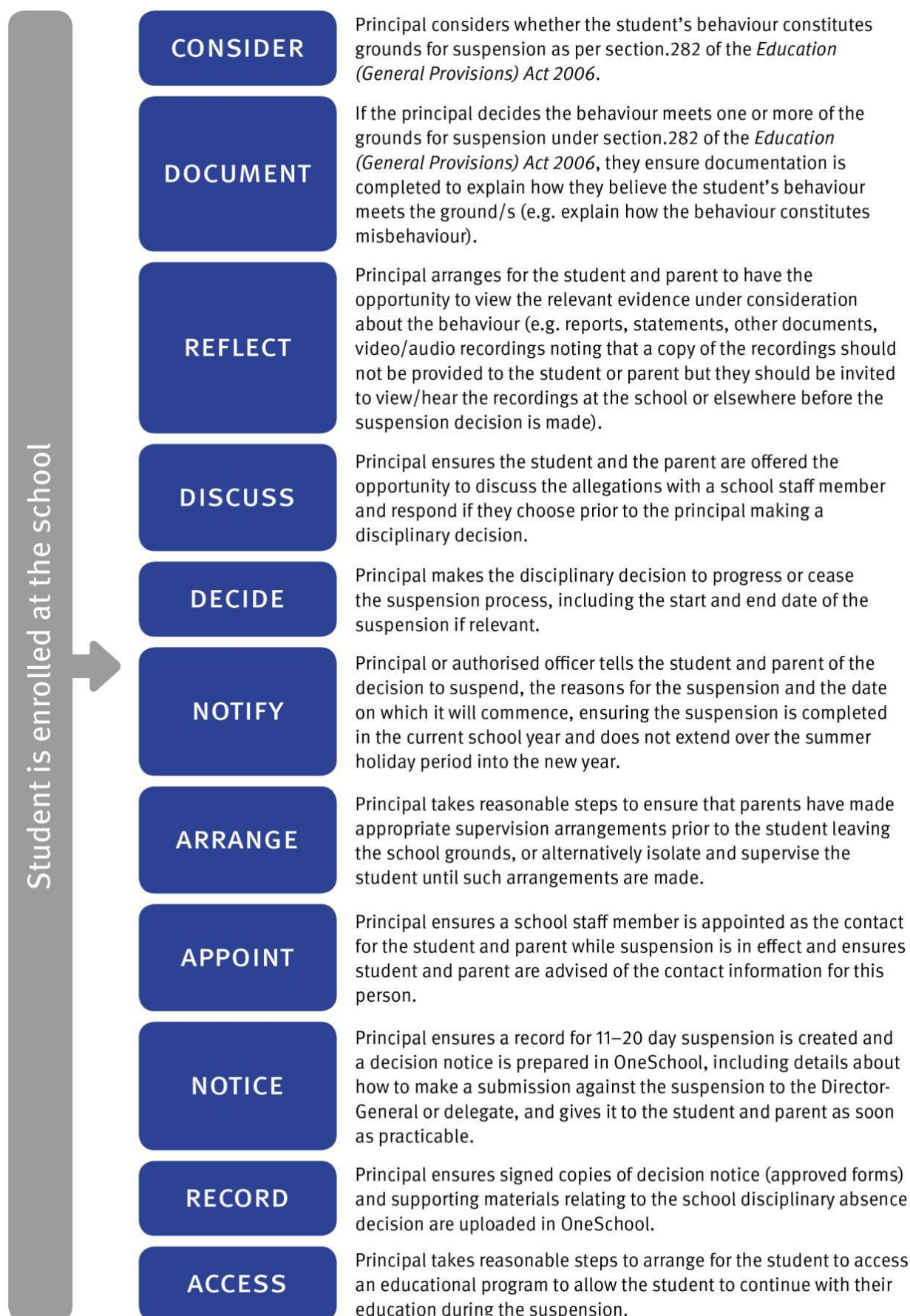


## Appendix 15 – Flowchart: Suspensions

### Flowchart: Suspensions (1 – 10 days)

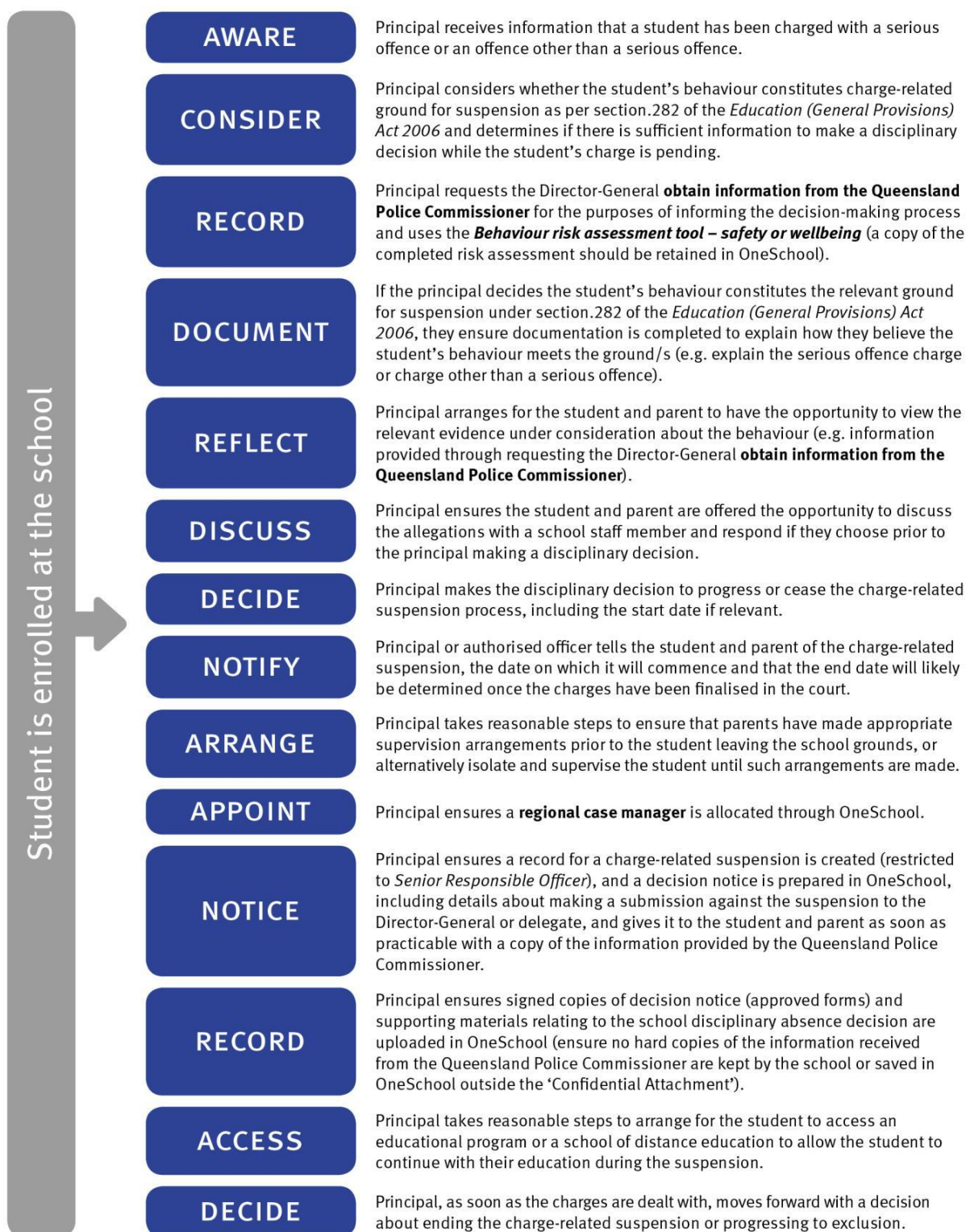


## Flowchart: Suspensions (11 – 20 days)





## Flowchart: Suspensions (charge related)



\* At any time throughout the charge-related suspension, the principal may seek an update on the status of the student's charges through an additional request to the Director-General to **obtain information from the Queensland Police Commissioner**.

## Appendix 16 – Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

HOD-C

HOSES

PRINCIPAL

First hour  
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one  
Document

- Ask the student for examples they have of the alleged bullying (e.g., hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two  
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three  
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four  
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five  
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing  
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

## Appendix 17 – Deciding a reasonable time to retain or make property available for collection

In deciding a reasonable time to retain or make property available for collection, principals and school staff will consider the:

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

