

KINGAROY STATE HIGH SCHOOL

Student Code of Conduct 2020 - 2023



Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

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

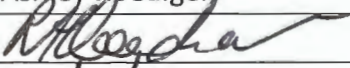
The Kingaroy State High School Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. This document details the responsibilities of all stakeholders; students, caregivers, staff and community.


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

Contact Information

Postal address:	Toomey St, Kingaroy QLD 4610
Phone:	(07) 4160 0666
Email:	principal@kingaroyshs.eq.edu.au
School website address:	Kingaroyshs.eq.edu.au
Contact Person:	Ashley Roediger

Endorsement

Principal Name:	Ashley Roediger
Principal Signature:	
Date:	2/11/2020

P/C President and-or School Council Chair Name:	Robert Postlethwaite
P/C President and-or School Council Chair Signature:	
Date:	2-11-20.

Contents

Purpose

Contact

Endorsement

Consultation

Learning and Behaviour Statement

Whole school Approach to Discipline

Legislative Delegations

Disciplinary Consequences

School Policies

- Temporary removal of student property
- Use of Personal Electronic Devices
- Preventing and responding to bullying
- Appropriate use of social media
- Student Dress Code

Restrictive Practices

Critical Incidences

Appendices

A. Wellbeing Program

B. Universal Expectations Matrix

C. VIVO Reward Menu

D. Flowchart for Discouraging Inappropriate Behaviour

E. Buddy Class procedures

F. Check In / Check Out at Kingaroy SHS

G. Red Slip

H. Student Support Services process

Consultation

The Student Code of Conduct was developed through consultation with our school community including staff, P&C, DPs, Principal and support teams (including Positive Behaviour for Learning team and Student Support Services team). Consideration was given to the School Opinion Survey including students, caregivers and staff.

This document is informed by the Positive Behaviour for Learning framework which is underpinned by Queensland Government Departmental guidelines, specifically, the [Student discipline](#) procedure which sets out the responsibilities and processes to promote safe, supportive and disciplined learning environments in Queensland state schools. The procedure is informed by the [Education \(General Provisions\) Act 2006](#).


Learning and Behaviour Statement

Kingaroy State High School aims to prepare students for life in a safe and supportive learning environment. Every student has the opportunity to participate in the learning process that recognises their individual needs and abilities in an atmosphere that encourages them to develop to their best potential. Staff and students have the right to work in an environment free from disruption, abuse or threat. The Positive Behaviour for Learning (PBL) framework guides the selection, integration and implementation of our academic and behaviour systems and practices. The aim of all procedures is to build, maintain or restore relationships through which all members of the school community can achieve their goals.

We believe that our students respond best to positive behaviour support. The school has three school wide expectations that are centred around three areas we value: **Respect, Responsibility and Resilience.**

Expected behaviours are explicitly taught for playground and classroom settings. Our school expectations have been agreed upon and endorsed by all staff. They are aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline Policy.

All classrooms display the Kingaroy State High School Class Expectations.



Kingaroy State High School

CLASS EXPECTATIONS

- 1 Follow instructions the first time given.
- 2 Be on time with correct equipment.
- 3 Stay in designated seat.
- 4 Respect yourself and others.
- 5 Take care of property belonging to you, others and the school.

At Kingaroy State High School we acknowledge the positive impact that a meaningful relationship between teacher and student can have on students' academic and social outcomes. These relationships are fostered by creating a safe and supportive environment and promoting a culture of mutual respect between students and staff. All stakeholders contribute to the positive learning environment at Kingaroy State High School.

As a school community we expect all stakeholders, students, caregivers, staff and community to:

- Encourage student participation in all school activities and event
- Foster a productive learning environment through cooperation and hard work
- Actively maintain open communication
- Respectfully discuss concerns
- Follow appropriate process and procedures

Guidelines for facilitating standards of Positive Behaviour

- Being proactive
- Being flexible and dynamic
- Being responsive and innovative
- Implement a variety of strategies to achieve positive outcomes for all
- Recognise the value of collaboration by all members of the school community

Students participate in a range of programs to develop positive behaviours

- Form and Life Skills Program
- Wellbeing Program
- Mentoring
- Active Citizens
- VIVO Rewards

Student Wellbeing and Support Network

At Kingaroy SHS we recognise the link between learning and wellbeing. Students learn best in a supportive environment where their wellbeing is optimised. At Kingaroy SHS the [Wellbeing Program \(Appendix A\)](#) based on the [student learning and wellbeing framework](#) supports students to be engaged in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

At Kingaroy SHS students are supported by a range of staff, in addition to class teachers and form teachers. These include:

- Year Level Co-ordinators
- Guidance Officers
- Youth Support Co-ordinator
- Success Coach – Behaviour Support
- Youth Health Nurse
- Indigenous Liaison Officer
- Clontarf Academy
- Heads of Department
- Deputy Principals.

The school has established strong relationships with many government and non-government agencies and providers. These include:

- CTC Youth Services (Community Training Centre)
- CTC Youth Support worker
- CTC Family And Child Connect
- CTC Intensive Family Support
- Centacare
- Adopt-a-Cop
- CYMHs (Child and Youth Mental Health)
- DOCS (Department of Community Services).

Whole School Approach to Discipline

Multi-tiered Systems of Support

Our multi-tiered systems of support are combined with data informed decision making to support the academic and behavioural development of all students. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations.

PBL is an evidence-based framework used to:

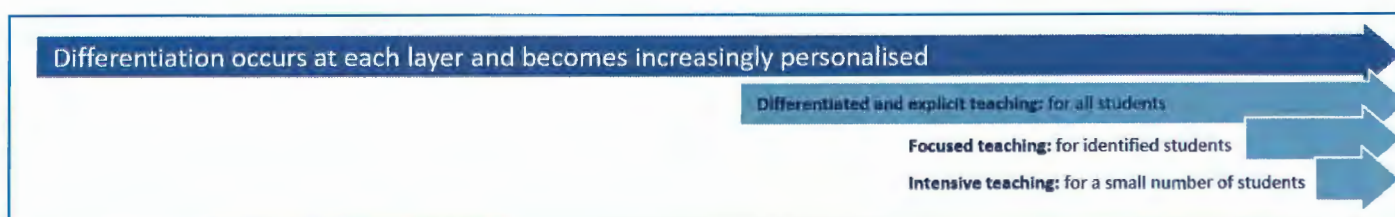
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

Targeted lessons, consistency, gathering data and information from a number of sources, and a consistent process of review, culminate in an up to date system which responds to the needs of our changing school community.

Differentiated and Explicit Teaching

At Kingaroy State High School we recognise each student as an individual and that every student has a right to learn and can learn, given support. Differentiation of teaching and learning allows for all students to participate and engage in learning. Teachers at Kingaroy State High 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 learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model represents differentiation that occurs for teaching and learning.



Tier 1: Differentiated and Explicit Teaching - Universal Behaviour Support for all students

At Kingaroy SHS the expectations based on the 3Rs – **Respect, Responsibility and Resilience**, was developed in consultation with staff and students. The first step in achieving positive behaviour is explicitly teaching the expectations. Explicit lessons have been written and these lessons are taught to students each Tuesday during form. Classroom teachers reinforce these expectations through a PBL weekly focus. The PBL weekly focus is shared and discussed on assembly each week. [Appendix B: Universal Expectations Matrix](#)

Maintaining positive, open relationships with students will prevent many discipline problems arising. Parents and caregivers are encouraged to take an active role in their child's education. At Kingaroy SHS it is considered a 3-way partnership between students and school and home.

Engaging Curriculum and Effective Teaching

- Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies.

Kingaroy State High School's approach considers support from the following perspectives:

- Whole school support
- Targeted and classroom support
- Intensive individual student support.

Social Skilling

At Kingaroy State High School, a strong focus on positive relationships, respect and values is reinforced on a weekly basis through the Life skills program. These values are taught during Form lessons specifically but also through all class lessons generally. The school also follows the reinforcement of good behaviour by rewarding all those who display expected behaviours – the 3Rs: **Respect, Responsibility and Resilience**.

Camps / Leadership Programs

- Year 7 students participate in an orientation excursion during Term 1 each year.
- Year 10 students participate in a camp at Emu Gully Term 4 each year
- Year 11 students participate in a Leadership Day Term 3 each year
- Year 12 students participate in a Leadership Camp in Term 1 each year where skills in leadership and positive relationship building are promoted and taught.

Reinforcing Expected School Behaviours

Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Kingaroy State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:

- Praise
- Encouragement
- Appointment of Form Captains

- Use of positive rewards for expected and exceptional behaviours through Vivo Miles rewards system
- Attendance awards
- Year level Student of the Month Awards
- Recognition of Achievements on year level or School Assemblies
- Appointment of Year 12 school leaders and Year 9 Junior leaders.

Free and Frequent	Short to Medium	Long Term
<p>Adult attention:</p> <ul style="list-style-type: none"> • Non-contingent – smile, thumbs up, conversations • Contingent – specific positive feedback <p>Tangibles:</p> <ul style="list-style-type: none"> • VIVO's are earned by students who demonstrate school expectations • Class specific eg stickers/stamps 	<ul style="list-style-type: none"> • VIVO shop: students use VIVO's to purchase items at the VIVO shop • Gold, Silver and Bronze certificates throughout year. • Positive Postcards • AAA Awards • Student of the Term • Attendance Challenges 	<ul style="list-style-type: none"> • End of year Rewards Day – Gold, Silver and Bronze • KCE / KJCE parade • Speech Night

Each year students and staff contribute to the formulating of the VIVO Reward Menu. The menu is a list of positive reinforcers available to students as they accumulate VIVO's received for following the 3Rs. [Appendix C – VIVO Reward Menu.](#)

Consideration of Individual Circumstances

Kingaroy State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching and learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, religious and cultural background, home environment and care arrangements, and their emotional state
- Recognising and taking into account a students' individual circumstances, including their behaviour history, disability, mental health and wellbeing
- Recognising the rights of all students to:
 - express their opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

To ensure alignment with the Department of Education's Student Discipline Policy when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Kingaroy State High School adheres to confidentiality obligations limiting discussion or sharing information about individual circumstances of students, including disciplinary consequences, with persons other than the student's caregivers.

Tier 2: Focused Teaching and Support

Kingaroy State High School offers targeted interventions for students who do not respond to the whole school expectations and require additional support to meet behavioural expectations. This support could be focused on behaviour or learning in particular subjects or at certain times of the day. Focused teaching and support utilises support systems and practices at the school to engage the student. Focused teaching and support may include:

- Referral to YLC - social / emotional support with peers
- Referral to HOD - academic / behaviour support
- Monitoring Sheets – monitoring behaviour through set goals
- Student Wellbeing Room
- HOD Differentiation – works with teachers to provide academic subject
- Case Managers - students with additional needs
- Academic restructuring – students can be moved classes to offer targeted support
- Student Support Services (SSS) team – this can be proactive or reactive
- Check In / Check Out program
- Rock & Water program.

Tier 3: Intensive Teaching and Support

Kingaroy State High School offers intensive teaching and support for students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

Some students may require intensive teaching and support for a short period and for particular behaviour or academic need. Other students may require intensive teaching and support for a more prolonged period. These decisions are based on data gathered and in consultation with the student's parents or caregivers. Intensive teaching and support may include:

- Student Support Services (SSS) team ([Appendix H](#))
- Youth Support Co-ordinator
- Success Coach – Behaviour Support
- Guidance Officer support
- Case Managers - students with additional needs
- The Crew Centre – student engagement
- Academic restructuring – students can be moved classes to offer targeted support
- Individual Behaviour Support Plan (IBSP)
- Functional Behaviour Assessment (FBA)
- Discipline Improvement Plan (DIP)
- Risk Assessment Plans
- Outside agencies – consultation/recommendations through SSS team or Principal.

Legislative Delegations

Legislation

This section of the Kingaroy State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

At Kingaroy State High School all students and staff have a right to learn and right to teach in a safe and supportive environment. Our priority is the success and wellbeing of all students through each year of learning. Staff use a range of strategies such as Essential Skills for Classroom Management (ESCM), Effective Classroom Practices (ECP), Teacher's armoury, explicit teaching and positive reinforcement, but sometimes students' behaviours require further actions and follow ups. Supportive discipline is an integral part of the work undertaken at Kingaroy State High School each day to help students develop and extend their capabilities in self-discipline and personal responsibility. The focus for teachers is on implementing proactive and preventative approaches that facilitate student growth.

At times some students will require additional support, whereas a small number of students require a high level of intervention or support to enable them to meet behavioural expectations.

Student behaviour can be described as minor or major, with consideration to the circumstances. Consequences can vary, taking in to account a student's individual circumstances with each behaviour being considered.

At times, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour.

Kingaroy State High School has a range of support to respond to inappropriate behaviour. These responses can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Tier 1: Response to low level, minor behaviours

- Teacher uses ESCMS, ECPs, Teacher's Armoury.
- Continued minor behaviours – discussion, close talk, give choices.
- Teacher to consider learning environment – seating plan, lesson structure, individual learning needs, support options
- Teacher consequences – time out in the room, detention (by teacher), parent contact, referral to HOD (if behaviours continue), buddy class.
- Teacher is responsible for recording continued minor behaviours on OneSchool, referrals and parent contact on OneSchool.
- Playground – continued behaviour – refer to YLC using OneSchool

[Appendix D: Flowchart for Discouraging Inappropriate Behaviour](#)

[Appendix E: Buddy Class procedures](#)

Tier 2: Response to continued minor behaviours and major behaviours

- As above
- Referral to HOD – HOD will use various strategies not limited to and including; conferencing with the student, detention, buddy class, parent contact, Monitoring Sheet, referral to CICO, referral to SSS team, suspension.
- HOD discussion with DP before suspension is applied.
- HOD discussion with DP of Inclusion re: academic/support class.
- DP can initiate Individual Support Plan – compiled in consultation with HOD/YLC. Parent meeting arranged.
- Referral to YLC – YLC will use various strategies not limited to and including; conferencing with the student, detention, parent contact, Monitoring Sheet, referral to CICO, referral to SSS team, suspension
- YLC discussion with DP before suspension is applied.
- SSS Team can refer to GO, organise FBA, refer to outside agencies (with GO consultation).

[Appendix F: Check In / Check Out at Kingaroy SHS](#)

Tier 3: Major behaviours that require urgent attention

[Staff use the 'Red Slip' \(Appendix G\)](#)

Classroom

When a student displays a major behaviour that requires urgent assistance, the teacher fills out a 'red slip'. The student displaying the inappropriate behaviour either takes the red slip to the main office or is escorted by another student to the main office. If the student will not leave the room, another student takes the red slip to the main office to get assistance. In extreme cases the class could evacuate the room.

Playground

When a student displays a major behaviour during break time that requires urgent assistance, the staff member on playground duty fills out the 'red slip'. The students displaying the inappropriate behaviour takes the red slip to Student Services. If the student will not proceed to Student Services, another student takes the red slip to the main office to get assistance.

Consequences for Inappropriate Behaviour

When responding to inappropriate behaviour consequences should:

- take into account the individual's characteristics, social and emotional status, circumstances,
- address behaviour being displayed,
- be timely,
- be meaningful to the student rather than the person/s applying the consequence.

Minor behaviours

- disrupt learning of self and others,
- impact the orderly conduct of the school,
- staff (playground), teacher (classroom) managed.

Major behaviours

- significantly violate the rights of others,
- put others or self at risk of harm.

Major behaviours (highlighted) are those that significantly violate the rights of others or put others at risk or harm. Consideration is always given to student individual circumstances.

Behaviour		Strategies / Consequences
MINOR	Late to class	Proactive interventions
	Lack of necessary materials	Re-establish routines
	Incomplete homework	Selective attending
	Chewing gum or eating in class	Descriptive encouraging
	Talking	Pause in talk
	Making noises	Waiting and scanning
	Interrupting teacher or student when speaking	Verbal and visual prompts / reminders
	Not completing set tasks	Verbal redirection
	Out of seat	Refer to class expectations
	Minor damage of property (breaking pencils, scratching desk, tearing book)	Individual close talk
	Failure to follow instructions	Giving choices
	Playing in toilets	Time out of class
	In areas classified 'out of bounds'	Time out of lunch – remain in class
	Not wearing correct uniform (dress code)	Contact parent
	Inappropriate comments to staff or students	Buddy class
	Swearing at students	Refer to YLC, HOD
	Swearing at staff	Red slip to office
	Truancy (out of class without permission)	Lunchtime detention
MAJOR	Stealing	Monitoring Sheet
	Fighting or aggressive physical contact	Check In / Check Out (CICO)
	Physical harassment, intimidating behaviour towards others	Suspension (School Disciplinary Absence)
	Leaving school grounds (without pass out)	Exclusion (School Disciplinary Absence)
	Vandalism (property misconduct)	
	Inappropriate use of electronic devices (including social media)	
	Cheating, plagiarism	
	Defiance	
	Sexual harassment	
	Being under the influence of, possession of, use or distribution of tobacco, alcohol, legal and/or illegal drugs	

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour.

There are four types of SDA:

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

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

Re-entry following suspension

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

At this meeting after discussion with the student and parent/caregiver, the student may start on a Monitoring Sheet. The purpose of a Monitoring Sheet is to allow the student, carers and school staff monitor the student's behaviour at school. Some students may also join the Check In / Check Out program to provide further support for a successful return to school.

Cancellation of Enrolment

The Principal considers whether the behaviour of the student (who is older than compulsory school age of 16) amounts to a refusal to participate in the educational program provided at the school. The principal or delegate provides a warning to the student and the parent of the refusal to participate, the school's expectations for participation in the educational program, records content of the warning in the student's OneSchool record and allows the student time to meet the school's expectations. The principal considers records, including contacts, report card, teacher statements, and makes a decision about whether to cancel the student's enrolment if the student continues to refuse participate. For further information refer to [Department of Education Cancellation of Enrolment](#)

Temporary removal of student property

At Kingaroy SHS, under certain circumstances, the removal of 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, students and visitors.

Power to remove property from students

As per the Education (General Provisions) Regulation 2017, the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary—

- a. to promote the caring, safe and supportive learning environment of the school; or
- b. to maintain and foster mutual respect between staff members and students at the school; or
- c. to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
- d. to provide for the effective administration of matters relating to students of the school.

Consent

Consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school. Under normal circumstances state school staff are not permitted to search student property unless they have the consent of the student or parent. **But if student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, school staff may search a student's property or bag.** Student property may be seized and retained for handing to police. In emergency circumstances it may be necessary to search a student's property without the appropriate consent (e.g. to access an EpiPen for an anaphylactic emergency). **State school staff do not have the authority to search the person of a student.** If a search is considered necessary, the police should be contacted to make such a determination.

Students and parents

Ensure they/their children do not bring property onto school grounds or other settings used by school that: is prohibited according to the Kingaroy State High 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 their child's property as soon as possible after they have been notified the property is available for collection.

Use of mobile phones and other electronic devices by students

Our rationale

The Kingaroy State High School community has deemed that personal electronic devices (PED) including mobile phones are not permitted at school. Every member of the School community should be confident in participating fully in all aspects of School life without concern that personal devices are being used to record them without their knowledge or consent. The School community also believes that all students have the right to learn and teachers have the right to teach in a distraction free environment.

Student expectations

The student use of personal electronic devices including, but not exclusively limited to, mobile phones, smart watches, cameras, digital video cameras, MP3 players, ear pods, head phones and iPods, is not allowed at Kingaroy State High School from when students arrive at School and until when they leave the School grounds at the end of the School day.

The recording of any conversation, function, or incident without the prior consent of all parties involved is considered to be in breach of School policy. Furthermore, the School will not tolerate images being captured by PED's on School grounds including those that are then forwarded to others, posted on the internet or published in any other way.

Using PED's or any other device to underhandedly record events builds a culture of distrust and disharmony. It is considered to be conduct prejudicial to the good order and management of the School. *For further information see **Private Conversations and the Invasion of Privacy Act 1971** below.*

Additionally PED's and other electronic devices are often valuable and there is an associated risk of damage or theft. Should the student choose to bring such a device to school Kingaroy State High School accepts no responsibility for loss of or damage. In the event that PED's or other electronic devices are brought to School, they are required to be handed in to Student Services for collection at the end of the day.

Consequences

Students who use PED's or any other electronic device are deemed to be in breach of School policy and will be directed by staff to hand in their PED to Student Services. If a student refuses to follow this direction the student is breaching the School's Student Code of Conduct (Inappropriate use of PED: major) and additional consequences may apply as per the Student Code of Conduct.

The sharing of inappropriate images with others and/or posting them on the internet, is considered an inappropriate use of a PED with or without the person's permission. If such publicity adversely affects the well-being of another and/or brings the school into disrepute, consequences as per the Student's Code of Conduct may be applied and where applicable, the incident will be reported to the Queensland Police Service.

The sending of text messages at School (or on the way to, and from School, or away from the School site on a School day, but involved in a School activity) that contain obscene language and/or threats of violence is potentially a breach of the Telecommunications Act. If a student receives such a message at School, he/she should ensure the message is kept as evidence and bring the matter to the attention of their relevant Year Level Coordinator or Deputy Principal. In these cases, the matter may be referred to the Queensland Police Service and will be investigated in line with the School's Code of Conduct. *(Advice concurred by Legal Branch at Department Education, Training & Employment)*

Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, which deems, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. Furthermore, it is an offence under the Act for a person who has recorded a conversation to which he/she is not a party, to publish or communicate the conversation.

Students need to understand that some conversations in schools are deemed private and therefore to capture images/record conversations in these cases may be deemed to be in breach of this Act.

Preventing and responding to bullying

Kingaroy State High School provides a caring, respectful and supportive school culture by incorporating Positive Behaviour for Learning (PBL). PBL focuses on proactive strategies to foster and maintain a warm, positive, safe environment and includes teaching alternative, appropriate behaviours. PBL is a data driven process which guides decisions in determining whether interventions should be based on whole school, small group or individual processes.

Kingaroy State High School has adopted and abides by the Kandersteg Declaration.

Kingaroy State High School will not tolerate bullying in any form.

What is bullying?

In 2009, the Queensland Government engaged bullying expert Dr Ken Rigby to undertake a consultancy for the Department of Education and Training to provide current information about research and initiatives in the area of bullying in order to inform the future work in Queensland schools. Dr Rigby (Rigby, 2010) defines bullying in the following way:

"Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:

- dominating or hurting someone
- unfair action by the perpetrator(s) and an imbalance of power
- a lack of adequate defence by the target and feelings of oppression and humiliation."

Bullying can take many forms.

The National Centre Against Bullying identifies five kinds of bullying:

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert bullying

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying

For example, threatening, manipulating or stalking someone.

5. Cyber bullying

Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

In a report commissioned by the Victorian Department of Education and Training (Bernard & Milne, 2008) the main forms of cyber bullying are identified as:

- Flaming: online fights using electronic messages with angry or vulgar messages
- Harassment: repeatedly sending nasty, mean or insulting messages
- Denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- Outing: sharing someone's secrets or embarrassing information or images online
- Exclusion: Intentionally and cruelly excluding someone from an online group
- Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

What is not bullying: The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

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

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

A Declaration of the rights of Kingaroy State School Community

Every adult and child has the right to feel respected and safe. Bullying is a violation of this basic human right. Individuals have the right to be listened to and provided with support when a bullying incident occurs. Students have the right to know they will be listened to and receive support when needed.

Statement of responsibilities of Kingaroy State High School Community

The task of countering bullying is everybody's business.

It is the responsibility of all staff at Kingaroy State High School:

- to gain knowledge and understanding of what constitutes bullying and the various forms of bullying so they can recognise bullying behaviours and work together with colleagues, parents and students to help counter bullying.
- to educate all students about bullying, including how to report bullying · to listen attentively to students and parents who report bullying
- to know how to respond to bullying instances
- to hold bullies accountable for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs
- to regularly review their actions in response to bullying
- to ensure supports are in place to prevent and respond to bullying
- to provide specific support and education to bullies, victims and bystanders when a bullying instance occurs.
- to address environmental issues, promote safe play and be constantly vigilant in supervision of students

- to record bullying instances and report the issue to administration who will then share relevant information with all staff to create an awareness of what's happening and joint responsibility to support the students.
- to actively discourage bullying and model appropriate social behaviour.

It is the responsibility of Kingaroy State High School administration:

- to ensure all staff are provided with professional development in regards to bullying
- to ensure new staff and supply teachers receive training and are made aware of the Bullying Policy through induction meetings.
- to ensure reports of bullying are taken seriously and addressed promptly and in an appropriate manner
- to ensure reporting systems are maintained, easily accessible and checked regularly
- to ensure students, parents and staff are supported when bullying occurs.
-

It is the responsibility of Kingaroy State High School students:

- to learn about bullying
- to abstain from bullying behaviours
- to actively discourage bullying behaviours
- to report bullying.

It is the responsibility of parents and carers:

- to be aware of the anti-bullying policy and procedures used to address bullying behaviour
- to be aware of ways they can support the school to counter bullying behaviour
- to know how to support their child if he/she is a bully, victim or bystander
- to report known bullying instances to the school.

How Kingaroy State High School will support the anti-bullying policy:

- teachers will explicitly teach to their class what bullying is and is not
- teachers will explicitly teach skills and strategies to call on related to being a victim, bully and a bystander. Lesson plans will be based on the PBL Universal Expectations Matrix.
- students regularly reminded of how to report bullying, either in person or through Stymie
- students made aware of school supports, including form teachers, Year Level Co-ordinators, Guidance Officers, Youth Support Co-ordinator, Success Coach, School-based Health Nurse
- participation in annual National Week of Action Against Bullying.

Reporting Bullying Reporting systems will only be effective if students and parents have the confidence their concerns will be treated seriously, with respect and promptly and that action taken will not make the situation worse.

The Australian Covert Bullying Prevalence Study (ACBPS) found that students who had been covertly bullied sought help from their friends most often, closely followed by seeking help from their parents/carers. The study found students also sought help from a teacher or staff member. A third of males and 23% of females did not ask anyone for help (Cross et al., 2009).

Kingaroy State High School will endeavour to give students and parents' confidence to report bullying by providing anonymous systems that are easily accessed. These reports will be acted on promptly and taken seriously. This system can be accessed via Stymie. www.stymie.com.au



Appropriate use of social media

Our rationale

At Kingaroy State High School we recognise positive opportunities offered by the internet, mobile phones and social media. 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.

Student and carer expectations

It is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. 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.

Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

The sharing of inappropriate images, text messages, photos or video on any social media platform is considered an inappropriate use of a personal device. Should a student knowingly agree to be filmed, he/she needs to consider that it could be, without his/her knowledge, posted on the internet. Regardless, if such publicity adversely affects the well-being of another and/or brings the school into disrepute, the student may be suspended. Such an incident would appropriately be reported to the police.

Also, highly inappropriate, and potentially in breach of the Telecommunications Act, is the posting to a social media platform, at School (or on the way to, and from, school or away from the school site on a school day, but involved in a School activity) of a message, video, image or photo, that contains obscene language, and/or threats of violence. **If a student receives such a message or notification at school, he/she should ensure the message or notification is kept as evidence and bring the matter to the attention of their relevant YLC or Deputy Principal.** In these cases, the matter would be investigated, may be referred to the Queensland Police Service and may attract a School suspension.

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.

Common Questions

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 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Student Dress Code

Our rationale

Kingaroy State High School P & C Association has resolved that it supports a student dress code policy for Kingaroy State High School because it believes that it promotes the objectives of the Education (general Provisions) Act 2006, and in particular that it:

- Promotes a safe environment for learning by enabling ready identification of students and non-students of the school
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school
- Promotes a supportive environment at the school by fostering a sense of belonging
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences.

Strategies to Deal with Students not Wearing Uniform:

1. Assistance with uniforms is available for families experiencing financial hardship. Students and/or parents need to contact the Administration or the Chaplain to access this assistance.
2. A bank of school uniform items is held at the school so that a student who presents without being dressed according to the student dress code (major items of uniform) will be offered the opportunity to wear one. Students will access this uniform bank by:
 - reporting to the Admin Officer at Student Services immediately upon arriving at school, or
 - being sent to the Admin Officer by their form teacher during form/assembly or by their first teacher of the day.
 - all uniform items loaned to the student will be recorded and only removed from the loan register on return.
3. If for any reason a student cannot be supplied with an item of clothing from the uniform bank, they will be given a uniform pass to show they have made a legitimate attempt to comply with the dress code. Students must be able to present this uniform slip on request.
4. If, when offered an item to comply with the dress code, a student unreasonably refuses to put it on, the student can be sanctioned for non-adherence to a school policy and consequences applied as per school procedures.

Kingaroy State High School recognises that 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.

At times school staff may need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. 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.

Physical restraint – immediate or emergency response Principals and school staff:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident, detailing:
 - the behaviour that preceded the use of physical restraint
 - the type and duration of restraint used
 - staff members and other witnesses present during the period of the incident
 - student's physical condition before and after physical restraint
 - counselling provided to the student following the period of physical restraint
 - planned future action to prevent further incidences of the behaviour
- prepare an incident report
- provide debriefing for the student and any other students after a suitable interval of time has elapsed
- hold a debriefing meeting with the relevant staff members
- develop an individual plan if physical restraint is necessary as an ongoing strategy.

Physical restraint – planned response including prevention of self-harming behaviours (individual plan)

When physical restraint is used as part of a student's individual plan:

Principals

- provide physical restraint training for staff when individual plans involve physical restraint
- document any staff training and professional development include physical restraint processes in the school's Code of Conduct for students in locations where individual plans may involve physical restraint
- approve individual plans and provide copy of plan to principal's supervisor or delegate.
- Principals and school staff
- develop the student individual plan by:
 - including strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
 - not using physical restraint process in isolation
 - developing procedures with support personnel, parents and relevant staff including practitioner or other appropriate professional personnel where applicable

- identifying strategies to reduce and eliminate the need for physical restraint
 - in preventing self-harming behaviours
 - consider whether safety can be restored in another practicable way such as removing potentially harmful objects
 - employ a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff
 - use postural, or movement limiting, and/or protective devices at times when there is a high risk of injury
-
- complete documentation according to Student protection
 - employ responses to support student and to support any other student or staff who may be affected by witnessing an incident of self-harm
 - establish a regular review process to monitor effectiveness of strategies and procedures, including advice from the medical practitioner or other appropriate professional personnel where applicable.

The Principal's Supervisor

- receives and monitors individual plans.

At Kingaroy State High School we recognise the importance of all staff having a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

- **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.
- **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.
- **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.
- **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 him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- **Debrief**
 - At an appropriate time when there is low risk of re-escalation. Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

APPENDICES

- A. Wellbeing Program
- B. Universal Expectations Matrix
- C. VIVO Reward Menu
- D. Flowchart for Discouraging Inappropriate Behaviour
- E. Buddy Class procedures
- F. Check In / Check Out at Kingaroy SHS
- G. Red Slip
- H. Student Support Services process

APPENDIX A

Wellbeing Program

Kingaroy State High School – Wellbeing Program

Overview:

In 2018 Kingaroy State High School continues to focus on Every Student Succeeding Every Day. A mainstay of this is the need for students to engage with programs, processes and resources provided, which will ensure that students feel a sense of belonging and support. Additionally, staff who feel supported, valued and resourced, will operate at peak effectiveness in all roles. Enhancing student engagement occurs through timetabling, procurement and support of human resources, effective use of physical resources, application of strategies through Positive Behaviour for Learning, programs and practices through MindMatters, and alignment of pedagogy to suit individual student needs through Student Services Support processes. Attendance policies and Wellbeing Programs assist with developing a supportive environment, assisting with student wellbeing, and equipping students with the necessary life skills to become valuable members of society. Wellbeing lies at the heart of enabling students to achieve their potential and maximising their outcomes and, through engagement, every student will succeed at Kingaroy SHS every day. These practices support embedded strategies such as Explicit Instruction, Profiling, and Coaching and Feedback. Other systems for staff ensure that the Kingaroy SHS team works supportively and collaboratively to ensure continued improvement for every student.

Our Aim: At Kingaroy State High School our aim is to support positive school environments and a positive school climate whereby:

- ◆ All relationships (staff-student, student-student, staff-staff and across all stakeholders) are based on trust and mutual respect
- ◆ Each student and staff's physical, social, intellectual and emotional development is promoted.
- ◆ There are strong partnerships between the school, parents and community

At Kingaroy SHS we have structures and processes in place which will allow all students to experience success. Geoff Masters refers to Vygotsky's "zone of proximal development" whereby students are working in an environment in which students are challenged beyond their comfort zone at whatever level they are. This calls for creative approaches to timetabling and management of resources as well as flexibility.

The key to success is relationships and wellbeing of both students and staff.

Who

Wellbeing is a whole school responsibility:

Led by:

- Deputy Principal – Operations / Wellbeing
- Head of Department – Student Wellbeing
- Guidance Officer

Facilitated by:

- Deputy Principals
- Heads of Department
- Year Level Coordinators
- Guidance Officers
- School Based Youth Health Nurses
- Chaplain
- Form Teachers
- Classroom Teachers
- Clonarf Staff

Supported by:

- Staff
- Students
- Parents
- Community

Students

- Student Engagement
- Student attendance
- Student academic results
- VVO Rewards

Staff

- Staff attendance
- Staff feeling supported & valued
- Less time lost due to ill health
- Reduced stress due to support measures

- Learning in a safe & supportive school environment
- Structures which support students' emotional needs
- Processes which support students' emotional needs
- Positive School tone

- Processes which support staff needs
- Structures which support staff needs
- Open communication
- Positive school tone and test evident in all key relationships

Wellbeing

Is a state in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2016).

Our core business is improving the progress of every student as outlined in the State School Strategy 2018-2022.

The aim is "to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success".

To meet our learners' needs we must "create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student's needs and interests".

"Our job is to make sure every student deserves at least a year's growth for a year's input. That means every student, no matter where they start" – Professor John Hattie

A HEALTHY WORKPLACE

Is one where workers and managers collaborate to continually improve the health, safety and wellbeing of all workers (WHO, 2010)

Student Wellbeing	Wellbeing Program				
	Wellbeing Program	PBL	MindMatters	SSS	Resources
Staff Wellbeing	<ul style="list-style-type: none"> Lifeskills lessons Lunch time support (Student clubs, Shave Girls) Community Service (Meals on Wheels etc.) Indigenous Girls support group - Stella Stella Indigenous Liaison Officer - Dance Troupe CLONTARF activities Choppy Breakfasts Shake and stir performances which focus on real life stories about bullying, cyber safety National Day of Action - Bullying - No Way! Stymie Focus each week Student involvement in community activities (Shave for a Cure, Relay for Life, Blue Care Doorknock) Outdoor wellness Area Wellbeing room Timetable structures to support wellbeing PBL focus each week Rock and Water Program 	<ul style="list-style-type: none"> Regular meetings Clear expectations in every classroom Reinforcement of Respect, Responsibility and Resilience VIVO rewards across Year 7-12 PBL Behaviour focus of the week - Displays & Explicit Lessons Weekly Welfare Wrap Up Check In / Check Out Program Parent / Meet and Greet afternoons Rewards Days 	<ul style="list-style-type: none"> Regular meetings Students supported through programs Wellbeing Lessons Stymie Pastoral Care Parent Nights Weekly Wellbeing videos Parent Meet and Greet afternoons Happy Schools articles weekly Positive Postcards 	<ul style="list-style-type: none"> Regular meetings Students in need of support referred to SSS Team Data gathered Plan formulated & actioned Outside agencies involved Feedback to teachers FBA to support students Strategic timetabling to support student needs 	<ul style="list-style-type: none"> Programs Apps Wellbeing Room to support students Positive Mindset materials around school Strategic staff to support students Strategic timetabling Smaller class size Ability based groupings Specific purpose classes
	<p>Wellbeing Goals</p> <ul style="list-style-type: none"> Improving physical health through addressing lifestyle risk factors: good nutrition, physical activity, smoking, alcohol consumption and weight management Health information and screening <p>Actions</p> <ul style="list-style-type: none"> Staff fitness activities organised by Health Nurses Social staff sports - students V staff - Netball, Touch Football, Ultimate Disc Healthy Recipes Shared Staff yoga Health Checks / flu vaccinations 10000 step staffroom challenge Staff walking groups Health awareness days facilitated by the SMYHNS <p>Key Considerations</p> <ul style="list-style-type: none"> Identify needs through surveys Include range of staff support plans 	<p>Physical</p> <ul style="list-style-type: none"> Mental health in the workplace Increasing resilience and stress management Information and resources to support optimal mental health <p>Psychological</p> <ul style="list-style-type: none"> Staff Morning Tea every fortnight Staff social gatherings (EG: golf days, meet and greet) Happy Schools articles weekly Random Acts of Kindness R U OK Day Social Morning Tea for International Teachers Day Special Breakfast for auxiliary staff SchoolTV Staff meditation Wellness information Board PGO duty cards done by S/T/LT Health awareness days facilitated by the SMYHNS <p>Key Considerations</p> <ul style="list-style-type: none"> Create links with community Raise awareness of services such as Employer Assistance Provider (EAP) & Optum MindMatters focus 	<p>Social & Community Engagement</p> <ul style="list-style-type: none"> Links with community organisations Charity work and donations Building social capital <p>Staff Involvement in community activities (Shave for a Cure, Blue Care Doorknock, Relay for Life)</p> <ul style="list-style-type: none"> Liaison with community groups Opportunities for community groups to be actively involved SchoolTV <p>Open communication regarding existing practices & looking for new ways to connect with the community</p>	<p>Occupational</p> <ul style="list-style-type: none"> Performance and development Coaching and Mentoring Career planning and transitioning <p>Mentoring</p> <ul style="list-style-type: none"> Support to access PD/ Resources Operational structures support open communication Wide opportunities for staff to develop their capacity Guest speakers - Andrew Horabin - Bullyshift Dr Phil Laverney - Power of Positive Doing <p>Continue to seek opportunities for staff through line managers / PLT structures</p> <ul style="list-style-type: none"> Individual input 	<p>Financial / Resources</p> <ul style="list-style-type: none"> Financial and budgeting Investments, mortgages and insurance Superannuation and retirement planning <p>Access to PD supported</p> <ul style="list-style-type: none"> Provision of resources to support staff wellbeing / work conditions <p>Identify needs</p>


APPENDIX B

Universal Expectations Matrix

KINGAROY STATE HIGH SCHOOL – Positive Behaviour for Learning (PBL)									
The 3Rs – Respect, Responsibility and Resilience									
		All Settings	Learning Settings (Classrooms, library, laboratories,	Moving to class	Canteen	Playground	Assemblies	Toilets	Travelling to and from school
UNIVERSAL EXPECTATIONS	RESPECT	<ul style="list-style-type: none">Follow instructionsRespect self and othersRecognise personal spaceSit where directedUse appropriate languageRespect facilities and equipment	<ul style="list-style-type: none">Follow class procedures quickly and quietlyShow respect to teacher and classmates by following instructions quickly and quietlyRespect yourself by ensuring you have what you need to do your best workRespect the personal space of others by staying in yoursListen to others carefullyRespect others' opinion and listen when someone is speaking	Stay to left on walkways and stairs	Queue in order		<ul style="list-style-type: none">Sit up, track the speaker and listenAppropriate applauseRespectfully sing the national anthemHats off	One person, One cubicle	Follow bus driver's rules and instructions
	RESPONSIBILITY	<ul style="list-style-type: none">Right place, right timePut rubbish in the binReport concerns or hazardsKeep myself and others safeParticipate in school activities and eventsValue my education and celebrate successesBe truthful	<ul style="list-style-type: none">Move to class on the first bellBe prepared for learningSet and work towards goalsControl actionsReturn borrowed equipmentLabel belongings		<ul style="list-style-type: none">Allow access for othersBuy for myself only and move onUse my own money	<ul style="list-style-type: none">Wear hatTake ownership for my areaReturn borrowed equipment on time	<ul style="list-style-type: none">Be in alphabetical order in my form class	<ul style="list-style-type: none">Wash my hands after useUse toilet and paper as intended	Obeys the road rules
	RESILIENCE	<ul style="list-style-type: none">Acknowledge and learn from mistakesWork toward improvementWork through challengesAccept feedbackAccept consequences and setbacksSay 'NO' to bullyingBe tolerant of others	<ul style="list-style-type: none">Do what you are askedDisplay a positive attitudeComplete tasks 'have a go'		<ul style="list-style-type: none">Groups should be friendly and inclusive				

APPENDIX C

VIVO Reward Menu



VIVO REWARDS MENU 2020

FREE and frequent recognition of positive student behaviour at Kingaroy SHS

VIVO SHOP

Handball, USB, Headphones, Stationary, socks, water bottles, vouchers, printing credit, formal ticket discount, senior jersey discount, sports equipment, craft supplies, hair ties and much much more.....
 (Sample examples of items available – Check online to see how many VIVO's you need for each item)

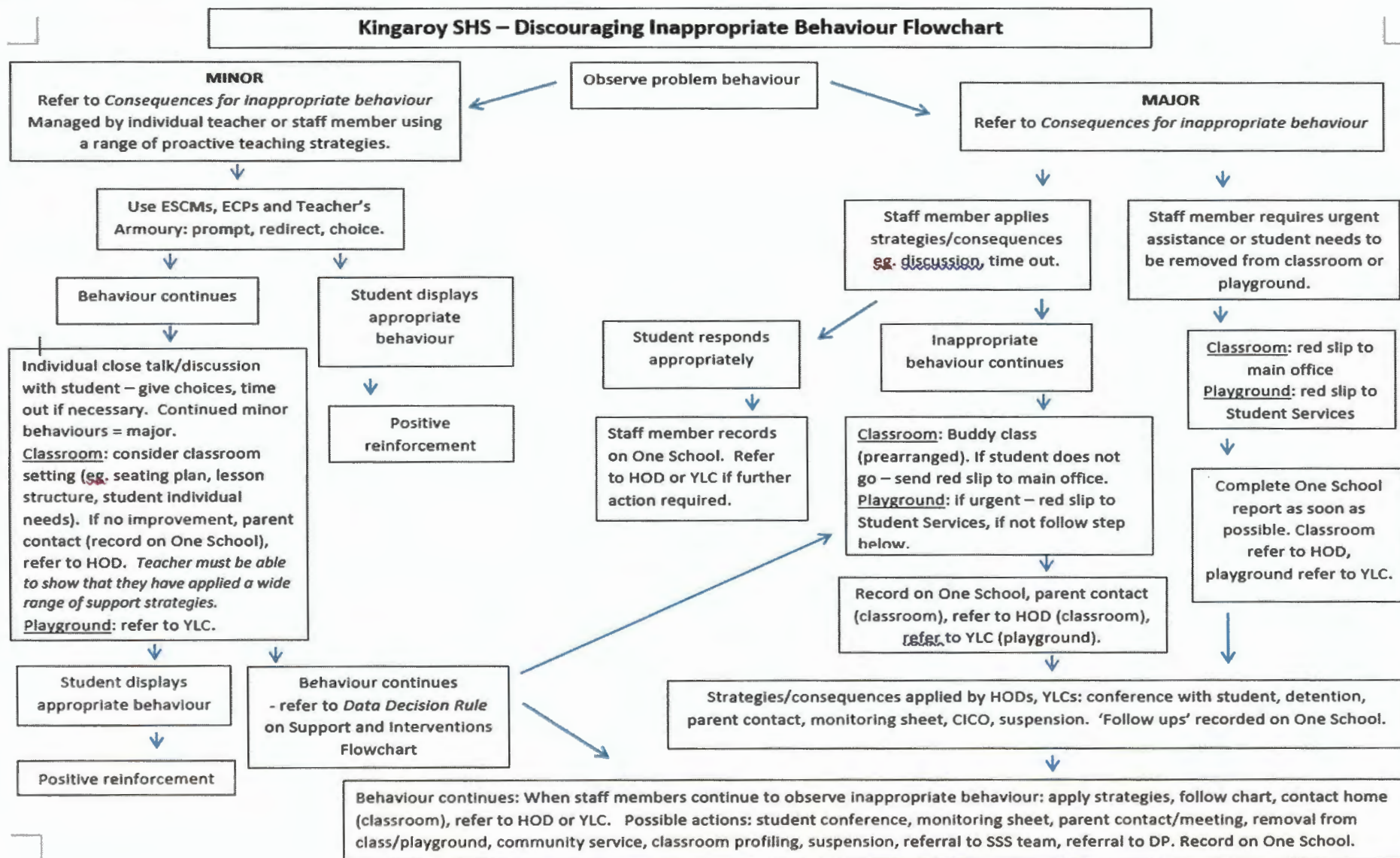
EVERY STUDENT SUCCEEDING EVERY DAY THROUGH HONESTY AND HARD WORK

VIVO REWARD LEVELS		
BRONZE	SILVER	GOLD
500 VIVO's	700 VIVO's	1000 VIVO's
Choose from: ✓ Pizza party OR ✓ Pool party (Event will occur at end of Term 3) OR ✓ \$5 Tuckshop Voucher	Choose from: ✓ Movie voucher OR ✓ Laser Tag Skirmish, OR ✓ \$10 Gift card (Big W, EB Games, Donut King)	Choose from: ✓ Ice Skating (Yrs 7-9) OR ✓ \$20 Gift card (Big W, EB Games, Donut King) OR ✓ \$20 Movie voucher

Each year unused VIVO's roll over to the next year. VIVO's from previous years do not count towards the reward levels.

APPENDIX D

Flowchart for Discouraging Inappropriate Behaviour



APPENDIX E

Procedures for Buddy Class

1. Teachers to pre-arrange a suitable buddy class before sending students. It is recommended that all class teachers have a buddy class organised in case they need to use it.
2. Buddy class is used when a student continues to disrupt after the teacher has used other strategies (ECSM, ECP, Teacher's Armoury).
3. Buddy class be used as a one off, or as a consequence for the next lesson. If using buddy class as a consequence for the next lesson, teachers need to inform the teacher of the buddy class. Teachers must use the Buddy Class Note.
4. If teacher's use buddy class for more than one lesson, they need to inform the HOD and contact the student's caregiver.

Buddy Class Note

Student Name: _____ Date: ____/____/____ Time Sent: _____

Dear _____,

_____ has been sent out of my room to a quiet place to work. He/She is working on

—

If He/She disrupts your classroom, please let me know. He/She should return to see me at the end of the lesson.

Sincerely,

Receiving teacher's signature:

Time Arrived:

APPENDIX F

Check In / Check Out at Kingaroy SHS

Purpose

Check In / Check Out (CICO) is an intervention to support students at risk of suspension. CICO is designed for students whose problem behaviours are unresponsive to whole school practices and systems (PBL Tier 1) and are observed across multiple settings.

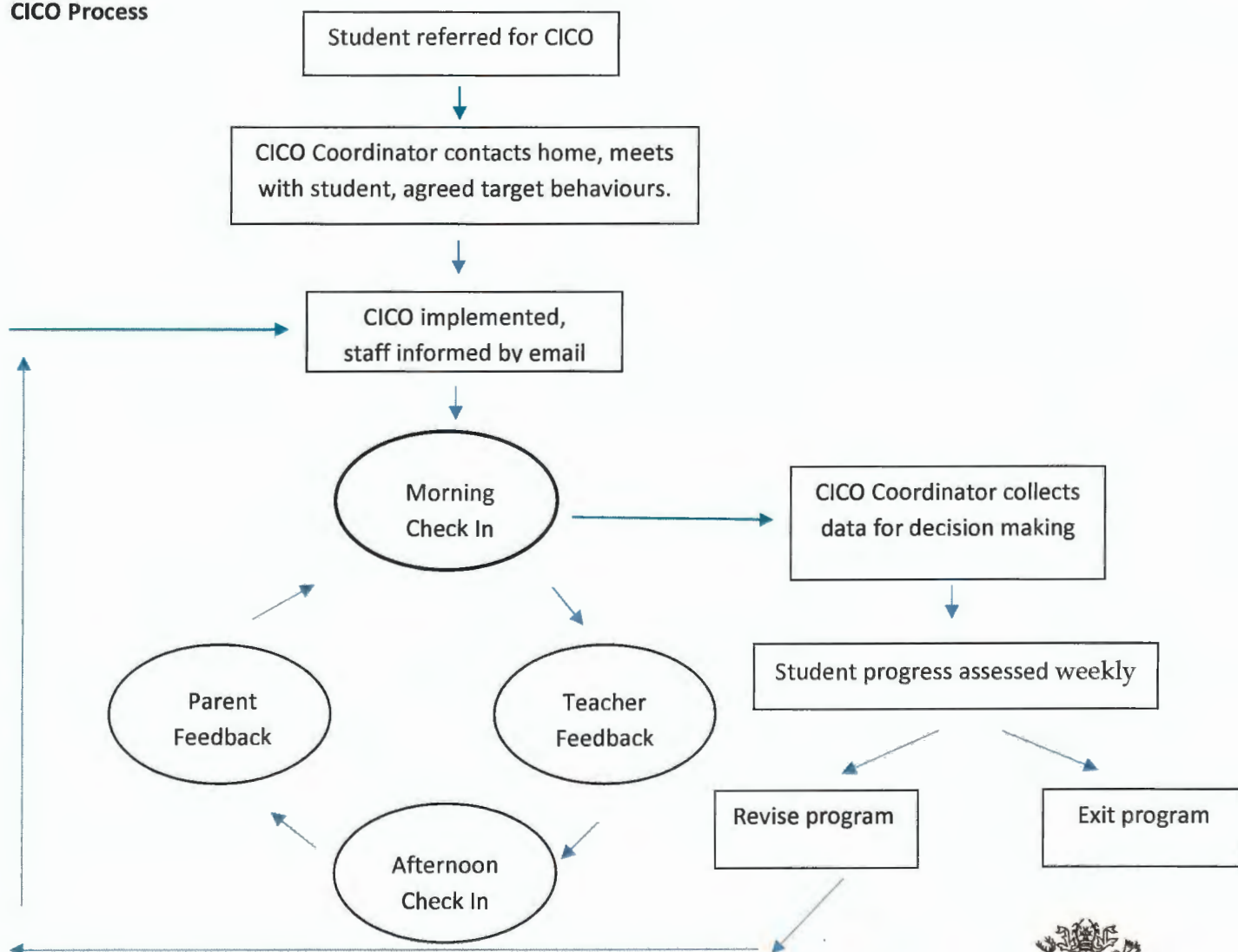
Benefits of Check In / Check Out

- Positive interactions with staff
- Increased adult monitoring
- Targeted discussions around expectations – twice daily
- Monitoring supported by classroom teachers
- Daily feedback for targeted behaviours
- Daily school to home feedback
- Data collection for decision making

Student Identification Process

Referral by Principal, HOD, DP, YLC, SSS team, using One School data and staff observations. Referral needs to identify behaviours of concern, interventions already applied and the level of success. See attached referral form.

CICO Process



APPENDIX G

Red slip for major behaviours requiring urgent attention

KINGAROY STATE HIGH SCHOOL Major Behaviour - Office Discipline Referral Form

STUDENT NAME _____		Not known <input type="checkbox"/> Refused to give <input type="checkbox"/>		FORM _____
CLASS _____	PERIOD _____	REFERRING STAFF _____		
DATE _____	TIME _____			
URGENT ASSISTANCE REQUIRED OR STUDENT NEEDS TO BE REMOVED				
<u>CLASSROOM OR PLAYGROUND - LOCATION (PLEASE TICK WHICH ONE)</u>				
<input type="checkbox"/> Bus Area – Avoca Street	<input type="checkbox"/> Classroom # _____	<input type="checkbox"/> SEU	<input type="checkbox"/> Area C	<input type="checkbox"/> Area G
<input type="checkbox"/> Bus Area – Markwell St	<input type="checkbox"/> Library	<input type="checkbox"/> Assembly Hall	<input type="checkbox"/> Area D	<input type="checkbox"/> Area H
<input type="checkbox"/> Office	<input type="checkbox"/> ISC	<input type="checkbox"/> Area A	<input type="checkbox"/> Area E	<input type="checkbox"/> Area N (Ag)
<input type="checkbox"/> U Block	<input type="checkbox"/> Lower Oval	<input type="checkbox"/> Area B	<input type="checkbox"/> Area F	<input type="checkbox"/> Upper Oval
<input type="checkbox"/> Additional or specific listed/non-listed area information: _____				
<u>MAJOR – Observed behaviour</u>				
<input type="checkbox"/> Abusive or inappropriate comments to staff or students <input type="checkbox"/> Other _____ <input type="checkbox"/> Inappropriate use of electronic devices _____ <input type="checkbox"/> Swearing at staff or students _____ <input type="checkbox"/> Deliberate property misuse or damage including vandalism _____ <input type="checkbox"/> Fighting or aggressive physical contact _____ <input type="checkbox"/> Physical harassment, intimidating behaviours towards staff or students _____ <input type="checkbox"/> Truancy _____ <input type="checkbox"/> Stealing _____ <input type="checkbox"/> Cheating or plagiarism on exams or assignments _____ <input type="checkbox"/> Use or possession of tobacco or distributing legal or illegal drugs _____ <input type="checkbox"/> Use or possession of dangerous item or weapon _____				
CLASSROOM - SEND TO MAIN OFFICE. PLAYGROUND - SEND TO STUDENT SERVICES.				
<u>WITNESSES</u>				
STUDENTS _____				
STAFF _____		COMMUNITY _____		
MEMBER _____				
COMPLETE ONE SCHOOL REPORT ASAP – Classroom refer to HOD, Playground refer to YLC				

APPENDIX H

Student Support Services process



STUDENT SUPPORT REFERRAL PROCESS

The Student Support Services Team will follow a process to investigate and take appropriate actions to maximise student learning in an efficient and timely manner.

Teacher documents actions taken/differentiation to support student and records student data and contacts on OneSchool eg. academic, behaviour, social/emotional wellbeing concerns (recorded under contacts), contact to parents

Teacher and HOD/YLC to reflect on student concerns through key questions to refer to Student Support Services Team

- Is the child having significant difficulty with behaviour, social/emotional interactions? Is this impacting on learning?
- Is the child having difficulty progressing academically? In what subject area?
- Have I differentiated my program to cater for the child's need(s)? How? For how long?
- Has the student been on a monitoring sheet if having behaviour issues?
- Has a meeting occurred with parents/carers to inform them of the issues of concern? (Recorded on OneSchool)

EMERGENT ISSUES REFER
DIRECTLY TO GUIDANCE
OFFICER via EMAIL, PHONE
CALL OR IN PERSON
IMMEDIATELY

Eg. Wellbeing, Mental
Health, Self-Harm, etc.
GO will liaise with
internal/external agencies
as necessary.

HOD/YLC refers student to SSS Team by completing referral under student profile in OneSchool, attaches relevant data and refers to Helen Beresford to disseminate to SSS Team.

See attachment – ensure 'Staff Referrals' are completed on pages 1 and 2 in process.

Student information presented at SSS Team meeting and discussed.
Possible actions considered and investigated.

Evaluate and review information collated from further investigation.

Outcomes may include: monitoring, differentiation, Individual Curriculum Plan (ICP), Evidence Based Plan (EBP), Personalised Learning Plan (PLP), Discipline Improvement Plan (DIP), referral to the Problem Solving Team (PST), Success Coach, Youth Support Coordinator, Functional Behaviour Analysis (FBA), school nurse visits, Guidance Officer, Staff-Student Mentor, support by external agencies.

Student Support Services summary emailed to staff every term.