



Emerald State High School

Student Code of Conduct

2020-2024

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

Emerald State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Code of Conduct for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Contact Information

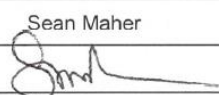
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Endorsement

Principal Name: Sean Maher

Principal Signature:

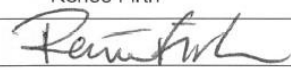
Date:


2 Dec 20

P/C President Name: Renee Firth

P/C President Signature:

Date:


02.12.2020

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Principal's Foreword

At Emerald High, we live by the motto "Every Student Has Success", and we seek to provide a wide range of quality learning experiences within a safe and caring learning environment.

We believe that by creating supportive, inclusive and positive relationships we can, in partnership with families, make a difference in the lives of our students. We believe that all students should achieve success through challenging and engaging learning experiences that best meet the needs of individuals.

Every child is precious and important, each with their own dreams and aspirations for the future. We believe in supporting our students to realise their dreams and to maximise their potential to become our future creative innovators and global citizens; to achieve lives of meaning and purpose.

Introduction

Emerald State High School caters to students from Years 7 to 12, and also provides facilities for Special Education students via the Special Education Program attached to the school campus. Emerald High offers an extensive range of subjects to cater for the varied needs of both its students and the needs of the wider community. The school has an experienced team of staff dedicated to providing students with quality educational outcomes in line with The Department of Education's policy framework.

At Emerald State High School:

We are
Polite
Prepared
and we
Participate

P&C Statement of Support

A parent information session was held in term 4 and points raised as concern were added to the document.

Feedback from this meeting was:

1. Include NDIS statement for collaborative behaviour plan where warranted.
2. Include Love Bites in the Student Welfare Framework.
3. Parents discussed the importance of staff being consistent in the application of this policy.
4. Parents asked if they could be contacted if their child was asked to go to a "buddy" class as part of the discipline needed, and that when the child did go, they were given ample classwork and assistance if needed.

School Captains/Leaders Statement

On behalf of the student body at Emerald State High School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school.

Throughout the year, we will continue to work with the school administration team and the Emerald State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with any of us directly.

2021 Senior School Captain Name: Paxton Hayes

Senior School Captain Signature:



Date: 24/11/2020

2021 Senior School Vice-Captain Name: Zara Smith

Senior School Vice-Captain Signature: Was

Date: present but left on
Biology camp.

2020 Junior School Captain Name: Tommy Green

Junior School Captain Signature: T.Green.

Date: 24/11/2020

2020 Junior School Captain Name: Tegan Sprought

Junior School Captain Signature: T.Sprought

Date: 24/11/20

Data Overview

Emerald State High School staff record all behaviour records both positive and negative using OneSchool. One of the most critical aspects all users of OneSchool must remain sensitive to when entering data or reports is the type of information they record, language used and potential audience who may access that record in the future including students and parents.

Parents can access via QParents their individual child's:

- Assessment planner
- Attendance
- Exam Timetable (if applicable)
- Financial records including payment of invoices
- Behaviour Records – positive and negative
- Student Report cards (these are also emailed to both parents where email addresses are provided at each reporting juncture)
- Student ID Photographs
- Student timetable
- Upcoming School events.

Parents are advised by QParents behaviour categories, and if a more detailed record is required, then a request in writing must be lodged to the Principal. Parents who make this request will receive redacted behaviour summaries in order to protect the privacy of other individuals mentioned in their child's behaviour summary.

Emerald State High School has a group of interested staff who examine the student behaviour data each fortnight. This group is led by Deputy Principal, Mrs Gaye Saunders and includes, Principal, all Head of Years, teachers and teacher aides. This team examine the OneSchool data from the previous fortnight and use this to inform the Positive Behaviour Learning focus for the next fortnight. ViVO reward scheme is used to reward students who demonstrate their ability to act accordingly by following this focus and the 3 Ps (Polite, Prepared and Participate)

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

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

Table 1: Parent opinion survey

Percentage of parents/caregivers who agree* that:	2017	2018	2019
• their child is getting a good education at school (S2016)	84%	93%	95%
• this is a good school (S2035)	83%	93%	93%
• their child likes being at this school* (S2001)	86%	95%	96%
• their child feels safe at this school* (S2002)	86%	88%	95%
• their child's learning needs are being met at this school* (S2003)	72%	93%	96%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is making good progress at this school* (S2004)	81%	93%	95%
• teachers at this school expect their child to do his or her best* (S2005)	89%	95%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	91%	93%
• teachers at this school motivate their child to learn* (S2007)	78%	86%	95%
• teachers at this school treat students fairly* (S2008)	79%	84%	92%
• they can talk to their child's teachers about their concerns* (S2009)	92%	91%	95%
• this school works with them to support their child's learning* (S2010)	78%	87%	91%
• this school takes parents' opinions seriously* (S2011)	70%	83%	90%
• student behaviour is well managed at this school* (S2012)	61%	71%	84%
• this school looks for ways to improve* (S2013)	87%	86%	92%
• this school is well maintained* (S2014)	89%	88%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 2: Student opinion survey results

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	88%	86%	88%
• they like being at their school* (S2036)	87%	72%	71%
• they feel safe at their school* (S2037)	86%	77%	85%
• their teachers motivate them to learn* (S2038)	87%	77%	83%
• their teachers expect them to do their best* (S2039)	95%	88%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	80%	84%
• teachers treat students fairly at their school* (S2041)	80%	61%	54%
• they can talk to their teachers about their concerns* (S2042)	68%	57%	61%
• their school takes students' opinions seriously* (S2043)	76%	56%	66%
• student behaviour is well managed at their school* (S2044)	64%	52%	52%
• their school looks for ways to improve* (S2045)	88%	75%	83%
• their school is well maintained* (S2046)	75%	66%	75%
• their school gives them opportunities to do interesting things* (S2047)	82%	78%	81%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 3: Staff Opinion Survey results:

Percentage of school staff who agree [#] that:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	95%	95%
• they feel that their school is a safe place in which to work (S2070)	97%	95%	99%
• they receive useful feedback about their work at their school (S2071)	86%	89%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	83%	88%
• students are encouraged to do their best at their school (S2072)	92%	92%	92%
• students are treated fairly at their school (S2073)	94%	92%	94%
• student behaviour is well managed at their school (S2074)	65%	86%	85%
• staff are well supported at their school (S2075)	78%	88%	85%
• their school takes staff opinions seriously (S2076)	84%	90%	83%
• their school looks for ways to improve (S2077)	94%	95%	94%
• their school is well maintained (S2078)	73%	80%	91%
• their school gives them opportunities to do interesting things (S2079)	83%	92%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Source and for more information Emerald SHS Annual reports can be accessed via our school website:

<https://emeraldshs.eq.edu.au/supportandresources/formsanddocuments/annualreports/annual-report-2019.pdf>

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

There are four different confidential surveys for

- parents
- students
- staff
- Principals.

School Disciplinary Absences (SDA)

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

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

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

Emerald State High School - SCHOOL DISCIPLINARY ABSENCES

Type	2018	2019	2020
Short Suspensions – 1 to 10 days	158	209	145
Long Suspensions – 11 to 20 days	5	9	1
Charge related Suspensions	0	0	0
Exclusions	12	7	1

As at 23/11/2020

Consultation

Emerald State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2020. A review of school data sets from 2015-2019 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C and will be reviewed annually during the life of the document (2020 – 2024) in consultation with the Positive Behaviour for Learning Committee, and as required in legislation.

Review Statement

The Emerald State High 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 scheduled review process for the School Planning, Reviewing and Reporting cycle.

This review will occur in Term 4 of each year.

Learning and Behaviour Statement

All areas of Emerald State High School are learning and teaching 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. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Emerald State High 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.

Our school community has identified the following school rules (known as the 3 Ps) to teach and promote our high standards of responsible behaviour:

- We are polite
- We are prepared
- We participate

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

Lessons have been developed for each of the expectations and these are taught explicitly to students and communicated to parents via the parent newsletter. Positive encouragement is provided to students via our ViVO program for their ability to follow the 3Ps.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Emerald State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

These expectations are communicated to students via a number of strategies, including:

- Explicit teaching of expected behaviours conducted by classroom teachers;
- Reinforcement of learning from expected behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Emerald State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs delivered to new students as well as new and relief staff.
- Continued support and reflection of Emerald State High School's Positive Behaviour for Learning (PBL) meetings and at Staff/Faculty /Strategic Planning meetings.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Positive Behaviour for Learning Expectations Teaching Matrix (**See Appendix 1**) outlines our agreed rules and specific behavioural expectations in all school settings.

Reinforcing expected school behaviour

At **Emerald State High School**, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Emerald State High School Positive Reward System

Staff members use the online – ViVO Rewards System throughout all aspects of the school day to recognise students when they observe them following school rules. When they 'catch' a student following the rules they can choose to give them points on the student's ViVO account. When students are given ViVOs, they can access their account online and view their progress. Parents are also given a login to their student's account to acknowledge their progress. When a student is rewarded, they can use those points to purchase in school rewards and prizes that are delivered to the school. When a student uses their points, they then forfeit that tally.

End of Term rewards acknowledge the good behaviour of students. Student ViVO points are tallied and are given entries into the ViVO draw. One student is chosen from the ViVO draw and the winning student is issued with a prize. ViVO points are never removed as a consequence for problem behaviour. Where appropriate further end of term rewards will be provided to students or groups of students for consistently displaying good behaviour

Emerald SHS Positive Postcards

Staff members can complete a Positive Postcard to be delivered by mail to the student's parent to acknowledge their child's positive contributions to the life of the school.

Student of the Week

Teachers and staff nominate students who have demonstrated the 3 P values consistently. From those nominations, a student is selected from each year level as Student of the Week. These awards are recognised on Full School Assembly every week, or Year Level Assemblies where necessary. Each recipient receives a "jump to the front of the queue" voucher to the school's tuckshop for that week, and goes in the draw to win a weekly prize.

Student Wellbeing and Support Network

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Programs that we currently offer to students to support their wellbeing are:

- **RAGE** (Re-navigating Angry and Guilty Emotions) – anger management program
- **Rock and Water (RAW)**- self-awareness, and increased self-confidence and social functioning.
- **REBOUND - Resilience and Personal Development** - This program aims to support girls in the development of resilience, self- esteem, friendships, personal development and anger management).
- **Australian Indigenous Mentoring Experience (AIME)** – Mentoring for indigenous students
- **Respectful Relationships program - TRUE**
- **Love Bites** – offered to Year 8, 9 and 10 students
Love Bites is an extremely successful school-based Domestic and Family Violence and Sexual Assault prevention program that evolved on the Mid North Coast of NSW. Love Bites is based on best practice standards for education programs as recommended by the Federal Government funded Australian Domestic and Family Violence Clearing House and other leading academics in the area of violence against women.

Parents are informed of the programs and we require permission from parents for their child to participate in any of the programs listed.

Other avenues for students to participate in are:

- Student Representative Council (meetings are held fortnightly)
- Various clubs run by teachers at lunch break times. These are offered by staff with an interest **See APPENDIX 2 – LUNCHTIME CLUBS**
- **Junior Leadership Team** along with the HOY plan various activities in lunch breaks for the Junior year levels (Yr 7 – 9)

Student Support Network

Emerald State High School has a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Emerald State High 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.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students, families and communities.
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
School Chaplain/s	<ul style="list-style-type: none"> provides individual and, group support to students to assist their engagement with education conducts group sessions (Rock and Water, RAGE etc.)
Head of Year	<ul style="list-style-type: none"> responsible for student welfare at each year level provides continuity of contact for students and their families through the six years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the home group, year level and school.
Youth Support Coordinator	<ul style="list-style-type: none"> provides individual and, at times, group support to students to assist their engagement with education and training support students to overcome barriers to education such as <ul style="list-style-type: none"> attendance at school QCE/learning support suspension/exclusion/referral for behaviour support relationships/social skills social/emotional/physical wellbeing.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre
- The HUB
- PCYC
- Greenspace / (Headspace TBA)



Emerald State High School Students are able to access a suite of online support resources, either at school or at home via our website.

<https://emeraldshs.eq.edu.au/Pages/default.aspx>

Once on this page, there is various links to assist students

The screenshot shows the 'Student Portal' website. At the top, there's a 'Home' button and a 'Student Portal' header. Below the header, there's a 'Forms' section with a '+ New' button and a 'Page details' link. The main content area is divided into three columns. The left column lists 'Year 12 Information', 'Recycle bin', and 'Edit'. The middle column lists 'Year 7 Notices', 'Year 8 Notices', 'Year 9 Notices', 'Year 10 Notices', 'Year 11 Notices', 'Year 12 Notices', and 'Important Forms'. The right column lists 'Year 7 Curriculum', 'Year 8 Curriculum', 'Year 9 Curriculum', 'Year 10 Curriculum', 'Year 11 Curriculum', 'Year 12 Curriculum', 'Year 12 Information', 'VET Multi Year Level Courses', 'Multi-Age Curriculum', 'Student Wellbeing and Support', 'Emerald SHS Website', 'Teacher Email Addresses', 'ClickView', 'Welcome to myQCE | myQCE | Queensland Curricul...', 'Stile', 'CyberSafety - eSafety', 'The Learning Place', and 'Webmail'.

The Student Wellbeing and Support link has various links to local and national resources:

The screenshot shows the 'Student Wellbeing and Support' page. It features a grid of seven resource cards. The first row includes 'National & Queensland Services' (with a red telephone icon), 'Staying Healthy' (with a bowl of fruit icon), 'I'm bored...What can I do?' (with a person resting their head on their hands icon), and 'Financial Support' (with a dollar sign icon). The second row includes 'Are You Okay?' (with a 'ARE YOU OK?' graphic icon), 'Taking Care of Yourself' (with a 'SELF CARE ISN'T SELFISH' graphic icon), and 'Know The Facts' (with a 'COVID-19' graphic icon).

Whole School Approach to Discipline

Emerald State High 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
- support staff members to maintain consistent school and classroom improvement practices.

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

The Professional Standards for Teachers identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach. The seven standards are;

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being Polite, Prepared and participating (the 3 Ps).

Students

Below are examples of what these PBL expectations look like for students across the school.

POLITE

I will use appropriate language and behaviour with all people I meet and work with at school. I will treat all property properly.

PREPARED

I will wear the correct uniform and I will bring all necessary equipment to every class to ensure learning takes place.

PARTICIPATE

I will apply myself to the best of my ability at all times and in all learning activities. I am here to learn. I will show a positive attitude towards all members of the school community.

As part of the enrolment agreement,

Students will:

- Arrive for PC/Parade at 8.45am.
- Arrive for PC/Assembly by 8:45am.
- Report to the Attendance Officer/Office for a late slip if I arrive after 9.00am. I will bring a note explaining my lateness or I will have a detention.
- Leave banned items at home. These are listed in my school diary and on the last page of this agreement, and this was explained to me at my enrolment interview.
- Be an excellent ambassador of the school.
- Use good manners at all times.
- Keep my hands to myself. This includes refraining from holding hands, cuddling, kissing, as well as fighting, pushing and wrestling.
- Report bullying.
- Follow all instructions given by staff.
- Take my hat off before entering a building.
- Sign out through the office if I am required to leave the school during the school hours (parent approval required).
- Always behave in a safe manner.
- Use my lunch pass (if applied for one) to walk to MY OWN HOME. I understand this is not for travelling to commercial venues or other persons' homes.
- Seek administration permission first if leaving the school grounds. This includes being in a car with another student or by myself. There is a Passenger Permission Form and a Driver Permission Form available to be completed should I need to do so.
- Place litter in the bins provided and will ensure that our environment is clean and tidy.
- Hand assessment items in by the due date. This includes drafts.
- Apply for an extension or permission to sit for any assessment which is late or missed.
- Follow the assignment policy.
- Attempt all homework.
- Collect work from my teachers if I am away and will catch up on the work missed. I will apply for special consideration if I qualify by seeing the Guidance Officer.
- Take information for parents home promptly.
- Seek work if I am assigned to a study class to have during these designated lessons. I understand that I may not leave the school grounds, unless prior permission is given, and I will sign in and out via the front office.

Responsibility of parents to:

- Attend parent/teacher interviews.
- Attend parent/teacher interviews.
- Advise the school if there are any problems that may affect their student's ability to learn.
- Ensure their student is at school every day - EVERY DAY COUNTS.
- Inform school of reasons for any absence of students (via note, text, email, phone, QParents).
- Treat school staff with respect and tolerance.
- Observe the student's 3Ps – Be Polite, Prepared and Participate.
- Support the authority and discipline of the school to enable their student to achieve maturity, self-discipline and self-control.
- Abide by school's policy regarding access to school grounds; before, during and after school hours.
- Advise the Principal if their student is in the care of the state or they are the carer of a child in the care of the state.

- Inform the school (as soon as possible) of any changes to student's living arrangements; including addresses and phone numbers.
- Ensure all payments (fees, excursions) are paid.

Responsibility of school to:

- Develop each individual student's talent as fully as possible.
- Develop each individual student's talent as fully as possible.
- Inform parents and carers regularly about how their children are progressing.
- Inform students, parents and carers about what the teachers aim to teach the students each term.
- Teach effectively and to set the highest standards in work and behaviour.
- Take reasonable steps to ensure the safety, happiness and self-confidence in all students.
- Be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community.
- Clearly articulate the school's expectations regarding the Responsible Behaviour Plan for Students and the school's dress code policy.
- Advise parents and carers of extra-curricular activities operating at the school in which their child may become involved.
- Ensure that the parents/carers are aware of the school's record-keeping policy including the creation of a transfer note should the student enrol at another school.
- Set, mark and monitor homework regularly in keeping with the school's homework policy.
- Contact parents/carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality.
- Deal with complaints in an open, fair and transparent manner.
- Consult parents on any major issues affecting students.
- Treat students and parents with respect and tolerance.

I accept the rules and regulations of Emerald State High School as stated in the school policies and procedures that have been provided to me through the enrolment interview, the Student Diary and policies which are available on the school website

-
- Student Code of Conduct (found on website) which includes:
 - Personal Technology Devices
 - Bullying
 - Cyberbullying
 - Behaviour Flow Chart
 - Role & Responsibilities in Behaviour Support
 - Dress Code/Uniform Policy
 - Attendance
- Assessment Policy (Diary)
- Homework Policy (Diary)
- ICT Network Usage (Enrolment Pack)
- State School Consent Form (Enrolment Pack)
- Plagiarism Policy (Diary)
- Student Textbook & Resource Hire Scheme (Enrolment Pack)
- Emergency Evacuation Procedures (Diary)

Banned Items

The following list of items gives a good indication of what is "banned from school", but the list is not exhaustive. If the following items (or similar) are brought to school, and come to the attention of the school staff, they will be confiscated. If the item is not illegal or dangerous it will be returned to the student at the end of the school day (3pm), with the exception of mobile phones which must be collected by parents from the school office. If students repeatedly bring banned items to school, they will be managed through the Responsible Behaviour Plan for Students. If the items are illegal or dangerous, they will be referred to the Queensland Police Service.

LIST OF BANNED ITEMS

- Any weapons of any sort including knives or similar.
- Alcohol, tobacco, drugs, any implement used to aid in the use or consumption of these (e.g. lighters, e-cigarettes or similar).
- Mobile telephone, any mp3, mp4 playing devices.

- Wireless/wired headphones.
- Any recording (photo, audio, graphic) devices.
- Internet dongles and Wi-Fi output devices.
- Software and gaming programs.
- Any pornographic material.
- Any "novelty" games and toys (e.g. laser, smell bombs etc).
- Any computer games or consoles for playing them.
- Aerosol cans.
- Permanent markers.
- Any accelerants.
- Liquid paper or similar.
- Chewing gum or similar.
- Soft drinks.
- McDonalds/Red Rooster/KFC and other fast foods.

IF YOU BRING VALUABLES TO SCHOOL, NO LIABILITY WILL BE ACCEPTED BY THE SCHOOL IN THE EVENT OF LOSS, THEFT OR DAMAGE.

For further information regarding healthy schools, please refer to <http://education.qld.gov.au/schools/healthy/food-drink-strategy.html>

For further information regarding the legislation, please refer to <https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducHenPrA06.pdf>

Students who fail to meet these standards, will accept and properly participate in the consequences outlined for them.

Consideration of Individual Circumstances

Students who may have individual circumstances, such as behaviour history, disability, mental health or health diagnoses, religious or cultural considerations, home and care arrangements should be made known to Deputy Principal and/or Principal so that these may be taken into account when responding to inappropriate behaviour and applying a disciplinary consequence. Individual Behaviour support plans (see Appendix 3) are developed to support students who have more than 2 major behaviours or 5 minor behaviours recorded within a 10 week period. Ideally this meeting will involve the contributions from Deputy Principal, Parent and Student. The aim of the plan is to improve the student's overall behaviour outcomes in the future. All support plans will be uploaded onto the individual student's profile, under the Support Tab on OneSchool.

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

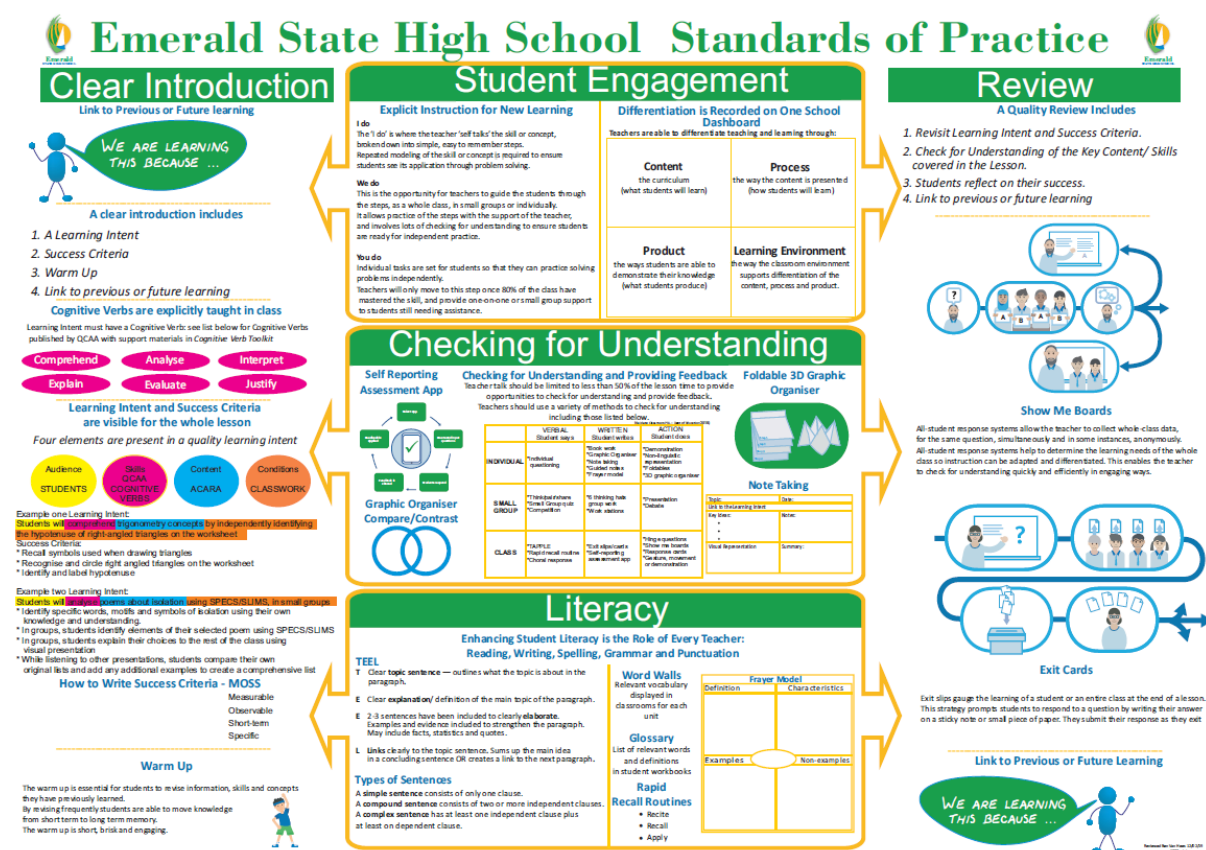
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. All 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.

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

Differentiated and Explicit Teaching

The teaching approach used at Emerald State High School is detailed in our Standards of Practice (SOPS). This shows clearly how individual needs or circumstances of students are addressed through reasonable adjustments to teaching, curriculum and assessment. These posters are displayed in every classroom and throughout the environment as a reminder to all.



Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Differentiation is recorded on OneSchool Dashboard and teachers are able to differentiate through Content, Process, Product or Learning Environment as shown below:

Student Engagement			
Explicit Instruction for New Learning I do The 'I do' is where the teacher 'self talks' the skill or concept, broken down into simple, easy to remember steps. Repeated modeling of the skill or concept is required to ensure students see its application through problem solving. We do This is the opportunity for teachers to guide the students through the steps, as a whole class, in small groups or individually. It allows practice of the steps with the support of the teacher, and involves lots of checking for understanding to ensure students are ready for independent practice. You do Individual tasks are set for students so that they can practice solving problems independently. Teachers will only move to this step once 80% of the class have mastered the skill, and provide one-on-one or small group support to students still needing assistance.		Differentiation is Recorded on One School Dashboard Teachers are able to differentiate teaching and learning through:	
		Content the curriculum (what students will learn)	Process the way the content is presented (how students will learn)
		Product the ways students are able to demonstrate their knowledge (what students produce)	Learning Environment the way the classroom environment supports differentiation of the content, process and product.

Focused Teaching

Each fortnight, a behavioural focus is determined at the PBL meeting. Data from previous fortnight or trends inform decisions as to what this focus will be. Other topics that are highlighted every year are: "National Day of Action against Bullying and Violence", "R U Ok?" As part of Wellbeing Week and "Day for Daniel". A PowerPoint or PowerPoint show is created and all teachers show this during lessons. This focused teaching provides students with the intended learning and expected behaviour. In the second week of the behavioural focus, bonus VIVO's are awarded to students who achieve the intended learning.

The PowerPoints are made available to all parents via the school newsletter. The fortnightly focus is also displayed on the electronic sign on Moody Street.

Intensive Teaching

At times, a small number of students who continue to display behaviours that are deemed complex and challenging are invited to participate in programs to assist them. Some of the programs that staff are trained in and are able to deliver are:

- **Function-based Behaviour Assessment**
- **Individual Support Plans (see appendix 3)**
- **RAGE** – anger management program suitable for students who want help dealing with anger or violence, have been suspended from school, and who want to improve relationships with family and friends.
- **Rock and Water (RAW)**- self-awareness, and increased self-confidence and social functioning.
- **REBOUND - Resilience and Personal Development** - This program aims to support girls in the development of resilience, self- esteem, friendships, personal development and anger management).
- **Highly specialised program that may involve multi-agency collaboration** - An example of this may be involving NDIS in collaboration for behaviour plans of identified students where warranted.

Legislative Delegations

Legislation

In preparing the Emerald State High School Student Code of Conduct the following legislation was taken into account:

- [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](#)

Disciplinary Consequences

In this section, after consultation with staff, students and the broader school community, the school's system of possible consequences for unacceptable behaviour is detailed. There should be no suggestion or indication in the Student Code of Conduct that any specific behaviour will automatically result in a particular disciplinary consequence, for example that smoking on school grounds will result in exclusion. This goes against the principles of natural justice that all principals are required to adhere by in their decision-making. Similarly, principals should take care to avoid suggesting or implying that there is a 'three-strikes' rule in effect. Each situation needs to be dealt with and given due consideration.

The description of the consequences system should include:

- consequences that are logically tied to the problem behaviour
- a focus on the use of consequences to teach students appropriate ways to meet their needs
- use of behavioural data to evaluate the effectiveness
- consistency in the administration of consequences by staff
- evidence that all staff have collaborated in designing the system and that they are in broad agreement with its deployment
- agreed procedures which involve the placement of students away from the classroom, i.e. detention and time out, which are consistent with the provisions of the Student discipline procedure
- the school's approach to re-entry following suspension if applicable.

Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to be more polite, prepared, and to participate more effectively. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support: Welfare Team

Each year a small number of students at Emerald State High School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students that require support with at-risk behaviour will be identified and referred to the *Welfare Team*. These students will be assigned a case manager who will monitor and track their progress. Students who have been identified as requiring targeted support will attend classes and activities with appropriate adjustments if required.

These students may be invited to participate in external programs as a means of intervention for intensive social skills training. These may include but are not limited to programs such as:

- Deadly Choices
- Rock and Water
- RAGE (Re-navigating Angry and Guilty Emotions)
- Friends
- Girls with Purpose
- AIME

Intervention for these students may also occur through access to:

- School-based Health Nurse
- Chaplains
- Youth Support Coordinator
- Guidance Officer

The *Welfare Team* receives active administrative support and staff involvement. All staff members are provided with continuous professional development and the reporting responsibilities of staff and the students being supported.

Students whose behaviour does not improve after accessing targeted support, or whose previous behaviour indicates a more specialised intervention, are provided with intensive behaviour support.

3. Intensive Behaviour Support:

Emerald State High School 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. Members of the team to support the young person may include the **Guidance Officer, Heads of Department, Deputy Principal, student support services** and the **parents/guardians** of the student. Information is collated and shared amongst the members of this team to devise an individual behaviour support plan. The plan is shared with the student and modified where necessary. Regular meetings with the student are conducted and monitoring continues until improvement is made. The Principal has a high degree of flexibility in approving alternative programs that provide intensive support to students. Therefore Intensive Behaviour Support options include, but are not limited to:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection
- works with outside agencies (eg NDIS where appropriate)
- makes adjustments as required for the student; and

Regular review of student data by Deputy Principals identifies students requiring intensive support. The Deputy Principal contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's Executive Leadership Team and regional behavioural support staff.

Consequences for unacceptable behaviour

Emerald State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Emerald State High School has a Behaviour Flowchart (Appendix 4) which involves the teacher, the HOD, the Deputy Principal and the Principal. Staff members use the Steps outlined in the flowchart and parent/guardian are involved in each step.

Step 1 - Proactive behaviour management using rules, expectations,

Step 2 - Positive Support Strategies, ESCM - Essential Skills for Classroom Management

Step 3 - Redirection to the Learning and Curriculum content

Step 4 - Redirection of the Behaviour displayed

Step 5 - Enforcement of Expectations, teacher following through with a restorative conversation (as supported by Form 1 (Appendix 5) to record all problem behaviour and a plan on how to restore the harm caused. A buddy classroom may be needed to allow for “time” to prepare for this conversation (Appendix 6). All actions are to be entered on One School as follow-up to behaviour and parent contact (by emailing agreed plan) is to be provided in a timely fashion.

Step 6 - Persistent and continued non-compliance of the initial agreed plan (Form 1) would necessitate student and teacher to meet with HOD to have a restorative conversation and the new plan agreed will be recorded on a Form 2 (Appendix 7) entered on One School.

Step 7 – Non-adherence to Form 2 agreed plan – HOD will have outlined what would happen should the plan not be followed.

Step 8 - Major behaviour issues - The Deputy Principal (or member of Executive Leadership Team) uses the evidence provided (OneSchool, Form 1 and Form 2) to make an evidence based decision on consequences for major incidences. The Principal oversees the management of behavioural consequences across the school.

The Steps in Restorative Conversations/Conferencing:

1. Each person is given the opportunity to “tell” their story.
2. Once all the facts are given, the conference facilitator will ask questions to explore the extent of the harm caused to all parties.
3. Acknowledgement of harm.
4. Agreement of plan to address harm caused.
5. Each party will sign the agreement.

	To the person responsible:	To the person harmed:	Other useful questions
Questions that may be used in Restorative Conversations:	What happened? What were you thinking at the time? What have you thought about since? Who do you think has been affected by what you did? In what way?	What did you think when “it” happened? What have you thought about since? How has it affected you? What’s been the worst of it? What’s needed to make things right?	Was it the right or wrong thing to do? Was it fair or unfair? Was it helpful or unhelpful?
And when you are ready to repair the harm, questions that are used to create a plan:	What do you need to do to make things right? How can we make sure that this doesn’t happen again? What can I do to help you?	How would you like me to follow up with you?	What exactly are you sorry for? You didn’t answer my question.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the relevant member of the Senior Leadership Team.

Minor behaviours are those that:

- are minor breaches of the school rules;
- 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; and
- do not require involvement of specialist support staff or the Senior Leadership Team.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (buddy class), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of School Senior Leadership Team (Principal, Deputy Principals, HODs).

Major behaviours result in an immediate referral to Senior Leadership Team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member reports the incident and refers the student to Senior Leadership Team.

Major problem behaviours may result in the following consequences (depending on student's individual circumstances):

- **Level One:** Parent contact, time in office, Student Behaviour Booklet, after-school detention, reallocation of class time to an alternate classroom, alternate lunchtime activities, loss of privilege, restitution, loss of break times, community service, "rethinking my behaviour" booklets, warning regarding future consequence for repeated offence, referral to specialised programs;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Deputy Principal, suspension from school, Discipline Improvement Plan: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as committing a criminal offence, major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines **examples** (but are not limited to) of minor and major problem behaviours:

	Categories	Minor	Major
1	Bullying/Harassment (social, emotional, verbal and physical)	<ul style="list-style-type: none"> Minor bullying / victimisation/ harassment such as – one off incidents like spreading rumours, defaming others either in person or in writing. Drawing offensive pictures of others, making offensive jokes or gestures and notes to friends about others. 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment that is continual Making unwanted sexual, racial, homophobic, religious, disability or gender comments either in person, written online, by phone or in person. Cyber bullying: inappropriate language, jokes, threats made about and to students online/social media either at school or outside of school – student/s impacted at school (e.g. Facebook) or using phones or other electronic devices during school time, including school functions, camps and excursions Spreading inappropriate images Sexual Harassment – inappropriate touching or verbal statements
2	Defiant/- (Threats to adults covered by Verbal or physical misconduct)	<p>Minor incidents Refer to categories 9 or 18</p> <ul style="list-style-type: none"> Ignoring teacher instruction Rude gestures (eg: eye-rolling, poking tongue, making faces) 	<p>Major incidents from categories 9 or 18</p> <ul style="list-style-type: none"> Intimidating tactics Intruding on teacher's personal space Non-verbal threats (threatening gestures) Obstructive behaviour Sexual innuendos or sexual harassment
3	Disruptive	<ul style="list-style-type: none"> Minor disruption to class – tapping to annoy or out of seat Continuous chatting whilst teacher is talking Loud calling out that disrupts the learning environment 	<ul style="list-style-type: none"> Major disruption to class Blatant disrespect Persistent low level disruptive behaviour despite teacher redirection and warnings
4	Dress Code	<ul style="list-style-type: none"> Not wearing appropriate attire for the required activity (shoes, specialist equipment, safety gear) Not wearing school approved uniformed such as incorrect shorts, jumpers etc. 	<ul style="list-style-type: none"> Consistently out of uniform or wearing inappropriate attire
5	IT Misconduct	<ul style="list-style-type: none"> Playing games on electronic devices – school computers, personal computers, ipads, watches etc. Use of personal technology devices (computers, ipads, laptops, headphones or smart watch) or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Inappropriate use of personal technology such as explicit online material or filming purposes without authorisation Serious, or continued, inappropriate use of personal technology devices (computers, ipads, laptops, headphones or smart watch) or social networking sites, which impacts on the good order and management of the school
6	Late	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time (no out-of-class pass) 	<ul style="list-style-type: none"> Continually late to class Leaving school without permission Persistent lateness without parental permission
7	Lying/Cheating	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) Plagiarism of assessment – during draft process 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others (lying about involvement in a major incident) Obstructing investigation of an incident that has negative impact

8			<ul style="list-style-type: none"> Cheating on an exam – copying or distributing exam or assessment item for others to use Failure to address plagiarism in final assessment item not seen in draft.
	Misconduct involving objects	<ul style="list-style-type: none"> Littering (minor) Spit balls Paper wasps Using an object other than for its intended purpose - e.g: throwing water bottles 	<ul style="list-style-type: none"> Littering – major incident such as tipping over bins, food fights, failure to keep seating area clean. Continual behaviour – refer to Defiance category
9	Non-Compliant with routine (Focus is on routines, procedures, following instructions in order to access curriculum/activity)	<ul style="list-style-type: none"> Non-compliance with school and class routines and procedures Not being adequately prepared for class – not having diary, pen, book etc. Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	<ul style="list-style-type: none"> Continual non-compliance with school and class routines and procedures
10	Other conduct prejudicial to the good order and management of school	ADMIN USE ONLY	ADMIN USE ONLY
11	Physical misconduct	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Fighting Serious incidents of inappropriate touching that is violent, aggressive or of sexual nature
12	Possession of Prohibited items	<ul style="list-style-type: none"> Mobile phones switched on in any part of the school without written authorisation from Admin (Electronic devices must fit the IT Policy) (1st offence) Aerosol sprays Chewing gum Energy drinks Take-away food (students to be removed from playground) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation (2nd offence & 3rd offence) Weapons including knives and any other items which could be considered a weapon being taken to school Paraphernalia associated with illicit and legal drug use such as: lighters, cigarette papers, bongs, etc.
13	Property Misconduct	<ul style="list-style-type: none"> Petty theft Taking items from others and not returning Low level graffiti Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage to school property or environment Vandalism - permanent damage Major Graffiti – not easily restored/significant damage occurs
14	Refusal to participate in program of instruction- (focus is on teaching and learning and engagement)	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work Failure to complete draft Deliberate resistance to complete task Not completing homework Incomplete work 	<ul style="list-style-type: none"> Failure to submit final assessment piece Failure to attempt exam Repeated refusal to participate in classroom activities
15	Substance Misconduct involving illicit substances		<ul style="list-style-type: none"> Possession, distribution or use of illicit drugs, utensil or chemicals (bongs, pipes, cone holders etc)
16	Substance Misconduct involving tobacco and other legal substances		<ul style="list-style-type: none"> Possession, use of, distribution or selling of Cigarettes/alcohol/other intoxicating substances Smoking/consumption of alcohol on school grounds/during school events such as excursions

			<ul style="list-style-type: none"> Smoking/consumption of alcohol in school uniform
17	Truant/skip class	<ul style="list-style-type: none"> Student walks out of class without permission - student is visible. Refer to truancy flow chart. 	<ul style="list-style-type: none"> Student walks out of class without permission - student is no longer visible. Refer to truancy flow chart
18	Verbal Misconduct	<ul style="list-style-type: none"> Incidental Inappropriate language such as low level swearing(written/verbal) in general conversation Swearing that is not directed at an individual Disrespectful tone such as: mocking, copying, sarcasm etc. 	<ul style="list-style-type: none"> Offensive/aggressive language directed at a teacher or student Verbal abuse / directed profanity Verbal threats/aggression towards staff/students

Ensuring consistent responses to problem behaviour

At Emerald State High School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training and will use a range of disciplinary strategies (for example, detention, community service interventions, Discipline Improvement Plans). Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Strategies for students, parents and teachers, together with resources that may be used to assist with correcting misbehaviours are listed in the Possible Behaviour Consequences (Appendix 8)

School Policies

Emerald State High 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. Also to encourage all students to take responsibility for their own behaviour and the consequences of their actions. 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.

Return of temporarily removed student property.

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

The temporarily removed property is to be made available for collection by the student or parent within a reasonable time period and ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

The following items are explicitly prohibited at Emerald State High 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).

If a student does not comply with the Weapons Act 1990, a staff member will follow confiscation process.

Responsibilities

Principal

□ ensures state school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that

- **consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- **consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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**.
- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access **prior to seeking search consent** or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- under normal circumstances, principals and state school staff members **are not permitted to search student property** (e.g. a student's school bag) unless they have the consent of the student or their parent.
- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- principals or 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 called to make such a determination.

Ensures parents and students are

- informed of the procedure which enables state school staff to temporarily remove student property and the expectations in relation to property students may bring to school
- aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided
- provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school.

Ensures information about this procedure is clearly detailed in the Student Code of Conduct, including

- that state school staff may in certain circumstances remove student property without the consent of parents or students
- the limits on state school staff accessing information from temporarily removed student property, such as mobile phones
- examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives
- examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week)
- that student property may be seized by the police.

State school staff at Emerald State High 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);

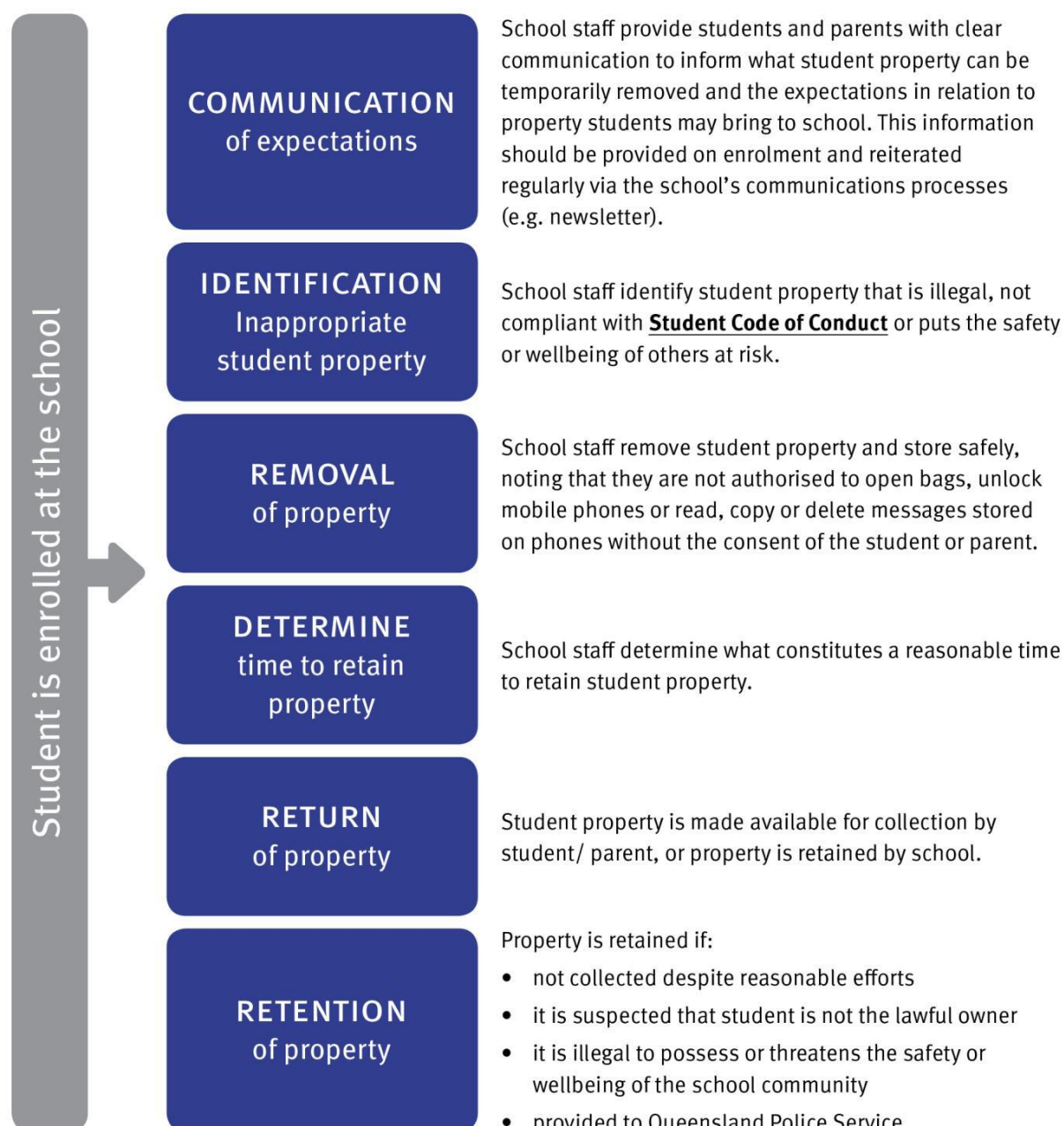
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Emerald State High 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 Emerald State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of themselves or 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 Emerald State High 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 Emerald State High 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

BYOD statement including Mobile phone policy

Students are encouraged to bring a laptop as their Bring Your Own Device (BYOD) for class use. These are permitted to be used in classes and at lunch times to complete school work. If headphones are required to be used in conjunction with a BYOD they must be plugged in and not Bluetooth headphones.

Other electronic devices are banned at Emerald State High School and will be temporarily removed from the student and consequences implemented. These are items such as:

- Mobile phones
- MP3 Players
- Digital recording devices
- Bluetooth head phones

The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, smart phones/mobile phones, tablets, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods/iPads® and devices of a similar nature.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras mobile phones or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff as required.

Confiscation

Permitted personal technology devices such as laptops, tablets or iPads designated under the BYOD and used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Staff may confiscate technological devices if they are reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school's Student Code of Conduct or any other directive, guideline or policy.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than three times in one school calendar year (as logged and registered on the confiscated items register) will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Consequences of inappropriate use and distribution

Student misuse of technology devices (such as laptops) appropriately, inside/outside of school hours (example the use of social networking sites outside of school hours that impacts on the good order and management of the school). Emerald State High School responds to the distribution of inappropriate messages or images in the following way:

- Refer to Deputy Principal
- Suspension
- Suspension with a view to exclusion
- Referral to QPS

Personal technology device etiquette

Bringing personal technology devices to school, other than a laptop, tablet or iPad under the BYOD program, is not permitted by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and voluntarily signed in at the office at the beginning of the school day. Personal technology devices may be used at morning tea and lunch breaks in the office administration building if the device was handed in voluntarily at the start of the school day, and before and after school.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Emerald State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in significant breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording 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*, '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'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

ICT Responsible Use Policy – THIS POLICY IS INCLUDED IN STUDENT ENROLMENT

This document defines the **ICT Responsible Use Policy** for student use of technology devices used for the purpose of learning at Emerald State High School. Students use ICT as an integral part of their learning and to equip them to live and work successfully in the digital world.

Responsibilities for using the **school's ICT facilities and devices**:

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the Student Code of Conduct.
- Students are to be aware of occupational health and safety issues when using computers and other learning devices.
- Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- Parents/guardians are responsible for appropriate internet use by students outside the school environment when using a school-owned or school-provided device.
- The school will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to adopt these safe practices.
- Use of the school's ICT network is secured with a user name and password.
- Students cannot use another student's or staff member's username or password to access the school network.
- Students need to understand that copying software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from enforcement agencies.

Responsibilities for using a **personal device (Bring Your Own Device BYOD)** on the department's network:

- Prior to using any personally-owned device, students must seek approval from the school principal to ensure it reflects the department's security requirements.
- Students are responsible for the security, integrity, insurance and maintenance of their personal devices and their private network accounts. Students will need to be the administrator of the device or logged in as the administrator in order to connect successfully to the BYOD network.
- Where possible, appropriate anti-virus software has been installed and is being managed.
- Students and parents are to employ caution with the use of personal devices particularly as these devices can store significant numbers of files some of which may be unacceptable at school e.g. games and 'exe' files. An 'exe' file ends with the extension '.exe' otherwise known as an executable file.
- Any inappropriate material or unlicensed software must be removed from personal devices before bringing the devices to school and such material is not to be shared with other students.
- Unacceptable use will lead to the device being confiscated by school employees, with its collection/return to occur at the end of the school day where the device is not required for further investigation.

Acceptable/appropriate use/behaviour by a student:

It is acceptable for students while at school to:

- use 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, their parents or experts in relation to learning
- 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 device
- switch off and place out of sight the device during classes, when these devices are not being used in a teacher-directed activity to enhance learning
- seek teacher's approval where they wish to use a device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student:

It is unacceptable for students while at school to:

- use a device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or 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 regarding the use of social media, online email, internet chat and taking devices into exams or during class assessment.
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- knowingly download viruses or any other programs capable of breaching the department's network security
- 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

Student Sign-off:

I understand that the school's information and communication technology (ICT) services, facilities and devices provide me with access to a range of essential learning tools, including access to the internet. I understand that the internet can connect me to useful information around the world. While I have access to the school's ICT services, facilities and devices: I will use it only for educational purposes; I will not undertake or look for anything that is illegal, dangerous or offensive; and I will not reveal my password or allow anyone else to use my school account.


Specifically in relation to internet usage, should any offensive information appear on my screen I will close the window and immediately inform my teacher quietly, or tell my parents/guardians if I am at home. If I receive any inappropriate emails at school I will tell my teacher. If I receive any at home I will tell my parents/guardians.

When using email or the internet I will not:

- reveal names, home addresses or phone numbers – mine or that of any other person
- use the school's ICT service, facilities and devices (including the internet) to annoy or offend anyone else.

I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT services, facilities and devices inside or outside of school hours.

I understand that if the school decides I have broken the rules for using its ICT services, facilities and devices, appropriate action may be taken as per the school's Student Code of Conduct, which may include loss of access to the network (including the internet) for a period of time. I have read and understood this policy and the Student Code of Conduct. I agree to abide by the above policy.

Student:				
	Name			Signature

Parent or Guardian Sign-off:

I understand that the school provides my child with access to the school's information and communication technology (ICT) services, facilities and devices (including the internet) for valuable learning experiences. In regards to internet access, I understand that this will give my child access to information from around the world; that the school cannot control what is available online; and that a small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT services, facilities and devices. Furthermore I will advise the school if any inappropriate material is received by my child that may have come from the school or from other students.

I understand that the school is not responsible for safeguarding information stored by my child on a departmentally-owned student computer or device.


I understand that the school may remotely access the departmentally-owned student computer or device for management purposes.

I understand that the school does not accept liability for any loss or damage suffered to personal devices as a result of using the department's services, facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school/department's negligence.

I believe _____ (name of student) understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT services, facilities and devices (including the internet) under the school rules. I understand where inappropriate online behaviours negatively affect the good order and management of the school; the school may commence disciplinary actions in line with this user agreement or the Student Code of Conduct. This may include loss of access and usage of the school's ICT services, facilities and devices for some time.

I have read and understood this policy and the Student Code of Conduct.

I agree to abide by the above policy.

Parent:				
	Name			Signature

The Department of Education through its Information privacy and right to information procedure is collecting your personal information in accordance with the Education (General Provisions) Act 2006 (Qld) in order to ensure:

- appropriate usage of the school network
- appropriate usage of personal devices within the school network.

The information will only be accessed by authorised school employees to ensure compliance with its Information privacy and right to information procedure. Personal information collected on this form may also be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on this form or discuss how it has been dealt with, please contact the school office. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact the school office staff.

Preventing and responding to bullying

Emerald State High School uses the Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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.

Purpose

Emerald State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Emerald State High School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Emerald State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Emerald State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Emerald State High School are an addition to our school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school

- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- STYMIE - Stymie fosters a unique feeling of safety that the students can access when they feel comfortable to do so. It provides evidence from bystanders as a supportive backup for schools that need to investigate incidents of bullying. Stymie Notifications provide supporting documentation to assist the person being bullied, the parents and the teachers, to stymie the bullying cycle. Students can access this website most devices.

Consequences

Possible consequences for incidences of bullying and cyberbullying are:

- Restorative conversation with all parties
- Restorative Justice
- Referral to HOD
- Referral to DP
- Possible withdrawal from class/playground
- Community service
- Behaviour Monitoring booklet
- Referral to Student Support Services
- Possible referral to QPS
- After school detention
- Suspension
- Cancellation of enrolment
- Exclusion

The anti-bullying process at Emerald State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Emerald State High School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Bullying Response flow chart

Key contacts for students and parents to report bullying:

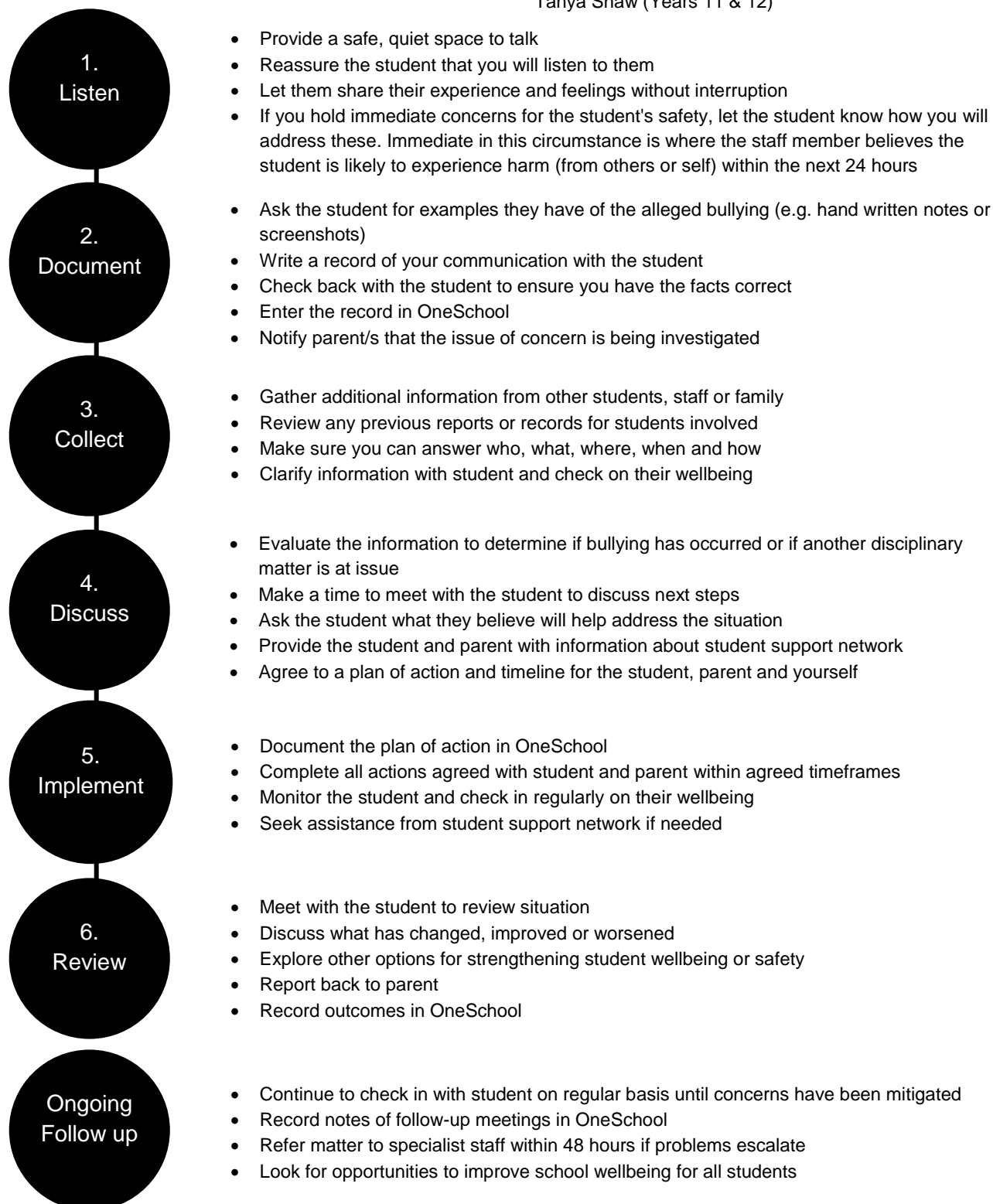
Year 7 to Year 12 – PC teacher or Head of Year

Year Level Deputy Principal

Ben Van Hees (Years 7 & 8)

Gaye Saunders (Years 9 & 10)

Tanya Shaw (Years 11 & 12)



Appropriate use of social media

Cyberbullying

Cyberbullying is treated at Emerald State High 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.

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.

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.

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.

Appropriate use of social media - cyberbullying

Emerald State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others. Emerald State High School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Emerald State High School will face disciplinary action for simply having an account on Facebook or other social media site.

It is unacceptable for students to bully, harass or victimise another person whether within Emerald State High School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Emerald State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Emerald State High School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Emerald State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Emerald State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Emerald State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.


Emerald State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Emerald State High School expects its students to engage in positive online behaviours.

The Cyber safety and Reputation Management team

The Cyber safety and Reputation Management team plays a key role 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.

Pro-actively supporting schools, the team provide a variety of professional development opportunities for school staff, students and school leaders on managing social media and its impact in the school environment as well as delivering sessions on online safety and positive digital footprints as part of the department's commitment to cyber safety education. These sessions promote safe and positive use of social media and the internet and are delivered to students from Year 4–12.

The team has also created a suite of resources which are available for state schools to access, including the [Enhancing your digital identity](#)  online course for students, the [Online incident management guidelines for school leaders \(PDF, 690KB\)](#) to guide school leaders on responses to online incidents and printable resources for students, including the [Cyber Heroes](#) and [Enhancing your digital identity](#).

Should a student experience cyberbullying the following steps should be followed.

If you are under 18 (or are reporting on behalf of someone under 18) you can make a complaint about cyberbullying or seriously threatening, intimidating, harassing or humiliating online behaviour.

Stay safe

If you are in immediate danger or at risk of harm call the police on Triple Zero (000), staying safe is your number one priority. [Learn more and get support](#).

Follow these steps to make a complaint

1. Collect evidence and information

Find out about the evidence and information you need in order to make a complaint. It is also a good idea to collect evidence before you report to social media services. Read more about [collecting evidence](#).

2. Report to the social media service where the bullying took place

The [eSafety Guide](#) has reporting links for social media services, apps, games and websites. If the abusive material is posted on one of the [social media services](#) we work with you should report it to them first and wait 48 hours for a response.

3. Make a cyberbullying complaint to eSafety

Once you have collected relevant evidence and information.

The link to make this complaint is via the link:

<https://www.esafety.gov.au/report/cyberbullying>

Restrictive Practices

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

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

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

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

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

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

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

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

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

Physical Intervention

Staff trained in Non-violent Physical Intervention may utilise this training if the circumstances require it. In other circumstances, staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Emerald State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Physical intervention will always be the last resort.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

Critical Incidents

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

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- <https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/cybersafetyandReputationmanagement>
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Conclusion

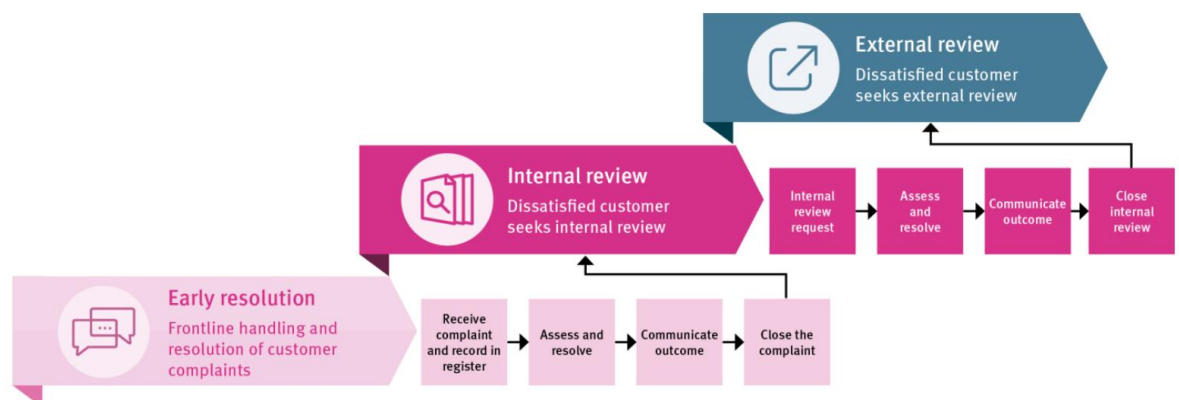
Emerald State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

The department is committed to effective and efficient customer complaints management. The department strives to manage customer complaints in an accountable, transparent, timely and fair manner that is compatible with human rights, and complies with the department's suite of customer complaints management resources.

As a complainant it is your responsibility to:

- cooperate in a respectful way and understand that unreasonable conduct will not be tolerated
- lodge a customer complaint with the school or education centre, region or division
- provide a clear idea of the problem and the desired solution
- provide all relevant information when the customer complaint is made
- understand that complaints can take time to assess, manage and resolve
- understand that some decisions cannot be overturned or changed using the Customer complaints management framework
- inform the department of changes affecting the customer complaint, including if help is no longer required
- if dissatisfied with the outcome of the customer complaint, request an internal review within 28 days of receiving the complaint outcome.

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



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 provided by the Department.

Appendix 1: The Positive Behaviour for Learning Expectations Teaching Matrix

Expectation	Whole School	Classroom	To and from school / excursions
We are POLITE by showing respect for yourself and others	<ul style="list-style-type: none"> • Use Respectful language • Use manners • Build respectful relationships with others by showing patience and valuing other's opinions and beliefs • Respect school property and report vandalised/broken equipment • Be honest • Look out for others by reporting any inappropriate behaviour • Wear your uniform with pride • Maintain personal hygiene and presentation • Respect the personal space and property of others 	<ul style="list-style-type: none"> • Ask for permission to leave the classroom and use an out of class pass • Respect the right of others to participate, express their opinions and be heard • Show respect to others by listening when they are speaking • Respect the learning environment of others • Use vocabulary that is not hurtful, offensive or defamatory • Be inclusive of all class members 	<ul style="list-style-type: none"> • Listen to and comply with adult instructions • Listen to community members who are instructing the group • Be respectful and accept the values and beliefs of others • Be considerate of other people's equipment • Value the environment, resources and contributions of others

<p>We are PREPARED by being organised and safe</p>	<ul style="list-style-type: none"> • Keep equipment in good condition and use correctly • Be on time • Follow the correct routines, processes and procedures • Use port racks for school bags/equipment • Maintain a clear walkway for others • Use break time to get drinks or use the toilet • Move around the school in a safe manner • Ensure your activity is occurring in the appropriate area • Think ahead and be mindful of potential risks • Stay within designated areas • Keep your hands to yourself and maintain personal space • Keep the school environment safe and clean 	<ul style="list-style-type: none"> • Come prepared with all necessary equipment • Use your planner and timetable • Complete and submit homework, drafts and final assessment on time • Follow appropriate assessment procedures • Line up in an orderly manner before class • Seek assistance when required and meet deadlines • Keep your equipment for each class organised and neat • Use software programs, ICT equipment and other activity specific equipment as directed by the teacher • Enter classroom when directed by a teacher 	<ul style="list-style-type: none"> • Wear appropriate clothes and footwear • Bring correct equipment and support materials • Return appropriate permission forms, payments and paperwork in a timely manner • Keep all entries and exits to the school clear and orderly and act safely • Use all modes of transportation appropriately
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<p>We will PARTICIPATE by showing effort and engagement</p>	<ul style="list-style-type: none"> • Follow staff instructions promptly • Be in class, every day, every lesson • Always comply with school policies and procedures • Show a positive attitude towards everyone • Be ready to learn • Challenge yourself in school activities • Support and celebrate the success of others • Show drive and determination to achieve your goals • Be a resilient member of the school community • Stay true to the values and beliefs of the school • Show helpfulness and integrity • Be a positive ambassador for the school 	<ul style="list-style-type: none"> • Engage willingly and actively in independent and collaborative activities • Stay on task and be an independent and resilient learner • Respond positively to questions • Ensure all work is completed to the best of your ability • Be an active listener • Respond positively to feedback and make necessary changes/corrections • Set realistic goals to improve your learning • Be a motivated learner • Challenge yourself to be the best version of yourself • Show pride in your work 	<ul style="list-style-type: none"> • Represent the school with pride and uphold school expectations • Engage with members of the community in public places positively • Engage with guests to the school or on excursions wilfully and positively • Display exemplary behaviour whenever you are representing the school • Be an active and positive member of the local community
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Appendix 2: Lunchtime clubs @ ESHS

CLUB	Description	When	Where	Teachers in Charge
Glee Club	<p>The Glee Club “Euphonix” is for singers of all abilities to come together and have some fun.</p> <p>They have previously performed at community events such as <i>Local and the Legends</i> and the <i>Emerald Community Christmas Carols</i>.</p>	Tuesday 1 st Break	K001	<p>Mrs Ross</p> <p>Mr Coromandel</p>
Maths Club	<p>Maths Club is for anyone who wants to explore maths. The primary aim is to introduce students to maths that they may not see in the classroom. As part of this, students can take part in a variety of individual and team competitions. Some of the competitions include:</p> <ul style="list-style-type: none"> • QAMT Year 7/8 Maths Quiz (team – yr 7/8 only) • QAMT Maths Teams Challenge (team - all years) • Australian Mathematics Competition (individual – all years) • UQ/QAMT Problem Solving Competition (individual – all years) <p>In addition, there are projects that students can take part in. For example, last year we measured the circumference of the earth.</p>	Monday 1 st Break	D002	Mr Bhar

Tech Club	<p>The Technology Club serves as the perfect space for students who are interested in the design and development of Technology (robotics and software). A place where students can collaborate, innovate, design and create using information, resources, tools, and collections provided by the school. Its members, ranging from aspiring developers to complete novices, spend the year learning about concepts, working on projects and/or participating in team-based competitions such as Premier's Coding Challenge #cybersecureqld.</p> <p>Interested students will be able to attend meetings during first break Tuesday to Thursday. During this time these students will be able to access various resources to develop their technology skills including 3D printing, CAD/CAM, coding, game programming and app development.</p> <p>Areas of pursuit:</p> <ul style="list-style-type: none"> • Electronics using Arduino and Raspberry Pi. • Recycling for a purpose. • 3D design and printing. • Robotics using Lego Robotics and Arduino. • Laser cutting. • Media production. • Plus items from their imagination. 	<p>Tuesday – Thursday</p> <p>1st Break</p>	<p>E003</p>	<p>Mr Cavanagh</p> <p>Mr Olivier</p>
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Human Powered Vehicle (HPV)	<p>Human Powered Vehicle Program (HPV) is an exciting competition that challenges students to race recumbent style bikes around a grand prix street circuit. Teams of 8 work together as they compete against teams from across Queensland in endurance races.</p> <p>The USQ Qld HPV Super Series consists of eight events across Queensland. The series is for single seat, school entered, racing HPVs only, which comply with the Queensland Human Powered Vehicle Specifications.</p> <p>There are four short sprint courses and four endurance courses in the series. Any combination of these courses to make up two short and one endurance is acceptable. Teams are encouraged to do as many events as you wish, as only your best 3 tops scores will contribute to your team's points tally however a bonus point is added to your teams tally for every course your team attends.</p>	<p>Tuesday – Thursday</p> <p>1st Break</p>	<p>E003</p>	<p>Mr Cavanagh</p> <p>Mr Olivier</p>
<p>Gym Club</p> <p>Parent permission is necessary for this club</p>	<p>The gym club is for students of all ability levels to engage in physical activity in a supportive environment. Once the gym waiver is signed by parents, students are free to use all equipment and machines under the supervision of qualified Cert III Fitness Teachers.</p> <p>Students can create their own session or ask a teacher to help them design one.</p>	<p>Thursday</p> <p>1st Break</p>	<p>GYM</p>	<p>Miss Pembroke</p> <p>Mr Taylor</p>

Book Club	The book club is for all students who would like to gain access to a wide range of different novels, other than what is studied in English. Students will read and engage with different famous novels. They will examine these novels to gain a better understanding.	Thursday 1 st break	Resource Centre AV02	Mrs Hume
Art Club	Students have the opportunity to explore their creativity under the supervision of an art teacher. Although some students may use the time in the art room to perfect their assessment tasks, students do not have to take art as an elective subject to be a part of this club.	Monday 1 st Break	G002	Miss Cochrane
Chess Club	Students who are interested in developing their creative problem solving skills might be interested in Chess. The ESHS Chess club meets over three lunch times, each week, where you will be given the opportunity to develop strategy skills, discuss Chess related news and events and challenge your friends to a match. In Term 3 or 4, students in the Chess club are eligible for a day off from school to compete in an interschool competition, which Emerald State High has won on three previous occasions. Everyone is welcome, regardless of player experience or knowledge of the game.	Monday – Wednesday 2 nd Break	Resource Centre	Mr Fandrich

Musical	<p>Grease is the word!</p> <p>This is a dedicated lunch break, which will be set aside for rehearsals. This might entail dancing, singing, acting and many more fun activities. You might not be required to attend every lunchtime; Miss Prior will communicate when you are needed to ensure we are using time wisely. This will be a fantastic opportunity for us to all come together and create our wonderful production for 2021.</p>	<p>Wednesday 1st Break</p> <p>And after school on Wednesdays</p>	K009	<p>Miss Prior</p> <p>Miss Fehlhaber</p>
Movie Club	<p>All students welcome. Calling all movie – lovers! A chance for you to take your mind off your school work and sit back to watch a movie. All movies featured will be G rated. Should a PG movie be shown, parental permission will be required.</p>	<p>Friday 1st Break</p>	K009	Mr Sanson
Shop Club	<p>Our club is for those interested in woodworking, making, crafting and design. Come along to some of our events to learn skills, meet new people, exchange ideas and be a part of ESHS's Creative Technology Community. Free to join.</p>	<p>Tuesday and Wednesday 1st break</p>	E002	Mr Cavanagh
SRC	<p>Student Representative Council</p> <p>Senior and Junior elected representatives meet to discuss events planned for students, as well as charitable events and student wellbeing events such as SHINE and Well Being week.</p>	<p>Friday 1st break</p>	C008	<p>Mrs Ross</p> <p>Mr Brose (Year 12 HOY)</p> <p>Miss Deighton (Year 9 HOY)</p>

Appendix 3: Individual Support Plan



Individual Behaviour Support Plan

Yellow Zone (Support)

Emerald State High School

This plan is being developed to support students who have more than 2 major behaviours or 5 minor behaviours recorded within a 10 week period. The aim of the plan is to improve the student's overall behaviour outcomes in the future.

Interview between student, parent, Head of Year and Deputy Principal

Student name	HoY	Meeting Date	Commencement Date

Please Attach:

1. Attendance Record from One School
2. Behaviour Management Summary from One School
3. Student Dashboard

Progression has been made to Support Level after 2 major incidents and/or 5 minor incidents were recorded on One School within a 10 week period.

Behaviour Incident Summary

Behaviour Categories from One School (main three and/or major incident)	No of Majors	No of Minors

Previous Support

Program of support	Person coordinating support

Background Information:

What
School Enrolment History: <i>(Previous schools from Year 7 to present)</i>
Career Interests: <i>(Outline of possible career interests or general interests)</i>
Medical Conditions: <i>(Parents/Guardians asked to provide documentation relating to medical conditions that may be contributing to the behaviour. To include details of current medication)</i>
Social/Emotional: <i>(Parents/Guardians asked to provide background on issues that may be contributing to the behaviour)</i>

Restorative Discussion:

What
What has happened to result in us getting to this point?
Who has been affected?

What do you think you need to do to make things right?

Where are things going well? What things are working well for you in class and around the school?

Environmental Adjustments: Increasing the likelihood of the positive behaviour

What

Curriculum adjustments (*What we teach. How we teach it*)

Communication adjustments (*How we ensure the message we send is the one received by the student*)

Learning Environment adjustments (*inc. playground, classroom and non-classroom settings*)

Organisational adjustments (*inc. transitions, arrivals, departures and supervision*)

Trusted adult: (*Who are the key adults on staff that you will go to for advice and assistance?*)

Support Works Strategies:

Support works programs

RAGE – anger management program

☐

Rock and Water - self-awareness, and increased self-confidence and social functioning.

☐

Resilience and Personal Development - This program aims to support girls in the development of resilience, self-esteem, friendships, personal development and anger management).

☐

Australian Indigenous Mentoring Experience (AIME) – Mentoring for indigenous students

☐

Other
Support Strategies <i>(Support requested from internal and external)</i>

Replacement Behaviour Strategies:

What
Replacement behaviours <i>(Actions that the student is to take that to replace those that are unacceptable)</i>

Consequences:

What
Consequences <i>(Consequences that will occur if unacceptable behaviour continues)</i>

Parent Support Strategies:

What
Parent support <i>(Actions that the parent is to take to increase likelihood of academic success)</i>

The student's behaviour will be reviewed by the DP and HoY over 4 weeks. If it is observed that a significant improvement in behaviour has not occurred, the student may progress to Red Zone (Intervention). The HoY can move a student onto stage 3 at any time within the 4 weeks if necessary.

If there evidence of a consistent, significant improvement after 4 weeks, the student may be moved down to Green Zone at the discretion of the Head of Year / Deputy Principal.

I understand the standards of behaviour that are expected of me and the consequences should I not meet these standards. I understand that if improvement does not occur, I will most likely progress to Red Zone (Intervention).

Student

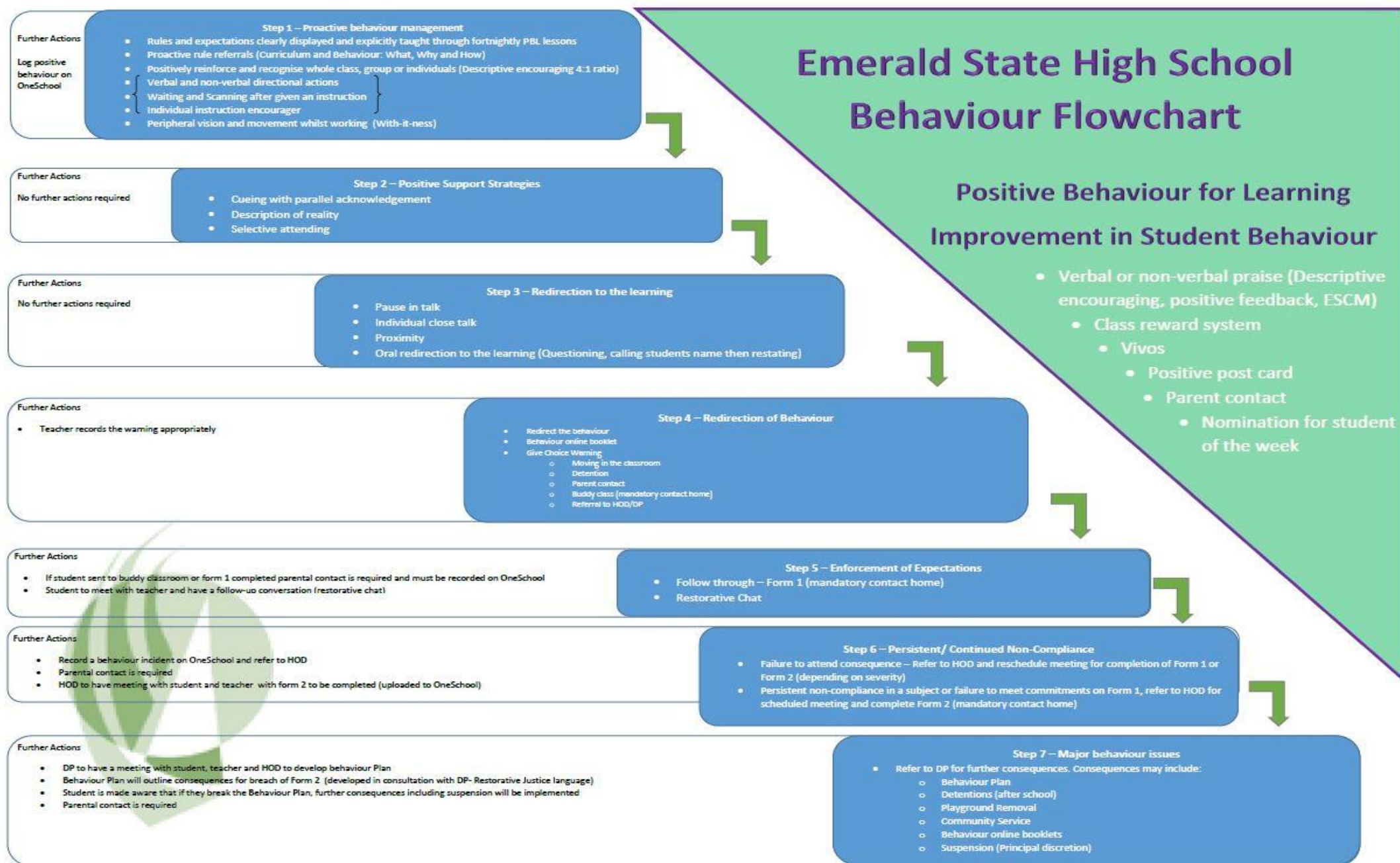
Deputy Principal
Parent

Head of Year

This document will be scanned and attached within the Student Dashboard on One School and a copy will be emailed to teachers of this student.

A copy will also be mailed / emailed home

Appendix 4: Behaviour Flowchart



Appendix 5: Form 1



EMERALD STATE HIGH SCHOOL POSITIVE BEHAVIOUR LEARNING WORKING IT OUT STUDENT FORM 1

STUDENT: YEAR LEVEL: DATE:

TEACHER: CLASS:

Your responses must be written in sentences in your best handwriting and with your best spelling and grammar.

1. What school rules/expectations have you chosen not to follow?

2. Without blaming others, explain what happened [Be honest].

3. What were you thinking at the time?

4. In relation to your behaviour, what have you thought about since?

5. Who has been affected by your behaviour and in what way?

6. What do you think you need to do to make things right?

7. What three things are you prepared to do to ensure this doesn't happen again? Discuss with your teacher the help/support you need to ensure you are successful with this plan.

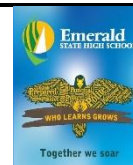
- 1) _____
- 2) _____
- 3) _____

Teacher Notes:

Appendix 6: Buddy Class



EMERALD STATE HIGH SCHOOL BUDDY CLASS/OFFICE REFERRAL



To be filled out by referring teacher

STUDENT: **YEAR LEVEL:**

SUBJECT: **TEACHER:**

HOD: **Date:** **Time left class:**

Buddy teacher: **Buddy classroom:**

Behaviour Management Strategies Implemented (please tick at least one)

☐ at least two consequence level 1 strategies implemented

☐ refusal to follow any consequence level 1 strategies

☐ major incident with immediate referral (phone call to be made first, student to be sent to office with referral)

Student to be accompanied with another student to buddy class to make sure they arrived.

Work to be done by student in buddy class:

☐ Working It Out – Student Form 1

Class Work -

.....

.....

.....

.....

☐ Time student is to be returned with this form:

☐ Student not to be returned – form to be given to teacher ASAP

To be filled out by buddy teacher

Note: HOD to be contacted if they are disruptive.

Student Behaviour:

☐ Good

☐ Satisfactory

☐ Unsatisfactory

Student Industry:

☐ Good

☐ Satisfactory

☐ Unsatisfactory

Teacher's signature:

Buddy teacher is to return this form and Student Form 1 to class teacher with student or ASAP to be entered on OneSchool.

TEAR OFF: To be completed by buddy teacher to be sent back to class OR a phone call made to confirm the student has arrived.

Student Arrived at:

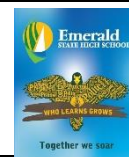
Teacher Name and Signature:



Appendix 7: Form 2



EMERALD STATE HIGH SCHOOL POSITIVE BEHAVIOUR LEARNING WORKING IT OUT STUDENT FORM 2



STUDENT: **YEAR LEVEL:**

DATE:

TEACHER: **CLASS:**

Your responses must be written in full sentences in your best handwriting and with your best spelling and grammar.

1. What school rules/expectations have you chosen not to follow? (What would it be if you did know?)

2. Who has been affected by your behaviour and in what way?

3. What is working now for you in class? (Are there times when the problem doesn't occur?) (What's within your area of control?)

4. What needs to be different about your thoughts, feelings, behaviours or environment to ensure you carry out these actions?

5. What options do you have for taking action (ownership) of your behaviour during the coming week?

6. How will you ensure you carry out these actions? (knowing yourself as you do, what is your advice to yourself to carry through with this?)

WITH HEAD OF DEPARTMENT:

What is your plan to make things work? What two/three things are you prepared to do that have a reasonable chance of success? How will you know they are working? What help/support do you need to ensure you are successful with this plan. Discuss this plan with your teacher. What strengths/ qualities of yours will help you achieve your goal?

