



Noosaville State School Student Code of Conduct

2025 – 2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

Noosaville State 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.

All members of our school community are expected to uphold the responsibilities to ensure the best possible outcomes for students, staff and parents.

Noosaville State School's Student Code of Conduct is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

Contact Information

Postal address:	PO Box 1079 Noosaville DC 4566
Phone:	07 54403222
Email:	admin@noosavilless.eq.edu.au
School website address:	https://noosavilless.eq.edu.au
Contact Person:	Mike Hobson (Principal).

Endorsement

Principal Name:	Mike Hobson
Principal Signature:	<i>M Hobson</i>
Date:	10/11/25
P/C President and-or School Council Chair Name:	Emma Lewis
P/C President and-or School Council Chair Signature:	<i>ELewis</i>
Date:	10/11/25

Table of Contents

Purpose	2
Contact Information	2
Endorsement.....	2
Table of Contents.....	3
Principal's Forward	5
P&C Support Statement.....	6
Data Overview.....	7
Consultation.....	9
Learning and Behaviour Statement	10
Positive Behaviour System	10
Multi-Tiered Systems of Support	11
Tier 1 'Universal' Behaviour Support	11
Tier 2 'Targeted' behaviour support:	12
Tier 3 'Intensive' behaviour support:.....	13
Noosaville State School Expectation Matrix	14
Student Wellbeing and Support Network.....	16
Whole School Approach to Discipline	17
Clear Expectations.....	17
Differentiated and Explicit Teaching.....	18
Focused Teaching.....	19
Intensive Teaching	19
Consideration of Individual Circumstances	20
Legislative Delegations.....	22
Legislation	22
Related policies and procedures.....	22
Some related resources	22
Delegations	22
Disciplinary Consequences.....	24
Consequences for unacceptable behaviour.....	24
School Policies.....	27
Temporary removal of student property	27
Use of mobile phones and other devices by students.....	30
Preventing and responding to bullying.....	33
Bullying response flowchart for teachers	35
Appropriate use of social media	36

Restrictive Practices	40
Critical Incidents.....	41
Related Procedures and Guidelines	44
Resources	45
Appendix 1: Behaviour Referral	46
Appendix 2: Managing Problem Behaviour	48
Appendix 3: Noosaville State School Caring Program.....	49
Appendix 4: Behaviour Consequence Flow Chart.....	51
Appendix 5: NSS Instrument of Authorisation.....	52
.....	54



Principal's Forward

Introduction

Noosaville State School has an enrolment of approximately 420 students and is located in Noosa on the Sunshine Coast in Queensland. The school has strong local community links, with enrolments coming from the wider Noosa and hinterland areas. Noosaville has no enrolment management boundary.

The school's vision of every student being Accomplished, Compassionate and Empowered drives all of our school operations. An Inclusive Education and an Early Childhood Development Centre also provides support to a wide range of student abilities, including before school age students. An Early Year's Co-ordinator works alongside local child care centres and provides transition programs for students in the year prior to school. A playgroup also operates for prior to Prep age children and their families.

The well being of students and staff is highly valued and promoted through the school's 4Cs (Care for Self, Care for Others, Care for School and Care for Learning) and through the Positive Behaviour Learning for Schools. These programs form the basis of social and emotional education lessons, ensuring students work together as positive role models and value add to our school community. Before and after school care also operates five days a week and during all school vacation periods. Noosaville State School is a modern, well resourced school with climate controlled classrooms, landscaped gardens, high levels of technology, Italian education lessons and expansive playgrounds, music and sporting facilities. The school is well known for its sporting and music education programs, including but not limited to, a Music Excellence Program, instrumental lessons, surfing, mountain biking and cross country running programs. Extensive and varied extra curricular activities also operate during lunch times and before and after school, for maximum student participation.

Mike Hobson Principal



P&C Support Statement

As Noosaville State School P&C, we are proud to support the new Student Code of Conduct. Consultation through on-going processes including presentation of the Student Code of Conduct by the principal, the school behaviour PBL Team, school led review in 2025 and the input into the 2025 AIP contributed to the consultation process.

We encourage all parents to familiarise themselves with the Noosaville State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

We want to emphasise the systems in place to help students affected by bullying. Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Noosaville State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 35 provides an excellent starting point to understand how to approach the school about these types of problems. Any parents who wish to discuss the Noosaville State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Noosaville State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Data Overview

Noosaville State School provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

Opinions about the school, student learning, and student wellbeing are sought from parent/caregivers in all families and a sample of students.

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

There are three different confidential surveys included:

 Parents

 Students

 Staff

Highlights report for (0175) Noosaville State School, 2024


101
Parents and Caregivers
(37.0%) participated.

Most positive items	Agreement
Staff at this school are approachable.	99.0
I can talk to my child's teachers about my concerns.	99.0
Teachers at this school are interested in my child's wellbeing.	99.0

Least positive items	Agreement
Student behaviour is well managed at this school.	87.1
This school takes parents' opinions seriously.	90.2
This school asks for my input.	90.6


93
Students
(76.9%) participated.

Most positive items	Agreement
I can access computers and other technologies at my school for learning.	98.9
My teachers expect me to do my best.	98.9
I feel safe undertaking online activities using my school's internet.	98.9

Least positive items	Agreement
My school treats students equally, regardless of gender.	67.0
Student behaviour is well managed at my school.	67.7
I am interested in my schoolwork.	72.8


47
Staff
(72.6%) participated.

Most positive items	Agreement
I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0
I modify my teaching practice after reviewing student assessment data.	100.0
This school looks for ways to improve.	93.6

Least positive items	Agreement
Staff are treated fairly and consistently at this school.	68.9
This school takes staff opinions seriously.	69.6
This school appropriately supports staff following an occupational violence/aggressive incident.	70.7

Agreement presents the aggregation of positive responses as a percentage; i.e.: "Somewhat agree", "Agree", and "Strongly agree".

The **most positive items** and **least positive items** are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail.

The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

Highlights report for (0175) Noosaville State School, 2024 (continued)

	Parent/Caregiver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
Common items												
...student behaviour is well managed...	87.1	7.2	6.8	-2.5	67.7	2.9	4.7	-8.0	78.3	3.3	3.9	-14.4
...students are treated fairly...	95.0	7.7	7.5	2.2	77.4	4.6	4.0	1.2	77.8	-11.3	-10.7	-19.8
...expectations and rules are clear...	95.0	2.7	2.5	-1.9	92.5	-0.2	0.3	3.4	78.7	-8.5	-9.1	-11.8
...respectful student relationships fostered...	91.9	4.6	3.6	-0.8	97.8	8.8	8.7	1.8	88.9	-2.0	-2.3	-6.2
...gender equality at school...	91.8	1.6	1.6	-1.0	67.0	-2.6	-4.5	-3.3	89.1	-5.5	-5.5	-0.6
...this is a good school...	97.9	7.2	7.1	2.1	86.5	7.4	7.1	-1.5	85.1	-6.5	-6.1	-7.8
...opinions are taken seriously...	90.2	9.2	9.2	1.5	76.9	9.1	8.5	4.2	69.6	-7.9	-8.0	-9.0
...like being at school...	94.8	6.7	5.4	0.0	83.3	11.9	10.3	5.9	87.2	-3.8	-3.6	-3.2
...feel safe at school...	91.1	3.4	2.7	-5.8	83.9	2.1	2.5	-4.2	89.4	1.4	1.7	-1.1
...students are interested in school work...	91.8	6.9	6.1	1.2	72.8	8.2	7.1	3.8	92.3	8.6	9.0	2.7
Concepts												
Fairness / Clarity of rules	92.4	5.8	5.6	-0.7	79.2	2.5	3.0	-1.2	81.0	-4.8	-4.0	-11.2
Safety	95.0	5.8	5.5	-2.9	91.3	6.4	6.7	3.9	90.8	0.3	0.3	-2.1
Partnerships	94.9	7.6	7.6	1.1	88.2	8.4	8.5	5.1	80.2	-4.6	-4.6	-5.5
School culture	95.4	6.0	5.5	0.9	87.4	7.7	7.2	3.9	86.0	-4.0	-3.9	-4.7
Teaching and learning	94.0	5.3	5.2	0.9	90.7	6.3	6.1	2.5	92.5	0.9	1.4	-2.8
Staff wellbeing									74.9	-0.9	-1.0	0.1
Staff development									79.1	-4.5	-4.4	-6.4
Workplace culture*									79.2	-1.8	-1.1	-0.8

Agreement presents the aggregation of positive responses as a percentage; i.e.: "Somewhat agree", "Agree", and "Strongly agree".

Common items are asked in the Parent/Caregiver Survey, the Student Survey and the Staff Survey.

Concepts show the overall result for items that belong to a concept.

A **green reference result** means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.

Consultation

Noosaville State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings held throughout the latter part of 2020. A review of school data sets from 2020 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

In 2019-20 a school wide review of the positive acknowledgement system was conducted with Noosaville students, staff, and parents. Findings from this review have informed this plan.

A team of staff and parents leads the development of the Positive Behaviour for Learning (PBL) approach in the school. This lead group meet approximately once per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and is reviewed and amended as required by legislation

 Care for Yourself  I keep my hands and feet to myself  I walk when moving around the school  I wait at the bus shelter before 8:00am  I solve problems with my words & actions  I use Stop, Think, Do/Plan strategies  I report any concerns  I model sensible behaviour  I use positive self-talk	 Care for Others  I follow adult directions  I use polite language  I use manners when entering other classes & speaking to others  I treat others the way I want to be treated  I am a good friend  I encourage and support others
 Care for your learning  I am a listener  I know the 4 Cs  I am on time  I ask for help  I try my best  I am the best participant that I can be  I use the S (say the problem), T (think of solutions), E (explore consequences), P (pick the best solution) plan to solve my problems	 Care for your School  I am honest  I am responsible for my behaviour  I follow the 4 Cs  I wear my school uniform  I am a positive role model  I take responsibility for solving my own problems

Learning and Behaviour Statement

Positive Behaviour System

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

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Noosaville State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following four broad school rules / expectations to teach and promote our high standards of responsible behaviour:

-  Care for Yourself
-  Care for Others
-  Care for Your School
-  Care for Your Learning

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.

NOOSAVILLE STATE SCHOOL

What is PBL?

PBL is short for **Positive Behaviour for Learning**.
PBL is a plan for schools to



be a positive place to learn



teach students how to behave at school



tell students when they do the right thing



help students when they make mistakes



work together with parents.



Multi-Tiered Systems of Support

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- ☼ quality learning and teaching practices;
- ☼ a balanced, relevant and engaging curriculum;
- ☼ supportive and collaboratively developed procedures;
- ☼ the implementation of evidence-based programs;
- ☼ regular monitoring and review of school procedures and programs;
- ☼ professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- ☼ adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- ☼ a continuum of whole school positive preventative action for all students.

Tier 1 'Universal' Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Noosaville State 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.

The expectations are communicated to students using a number of strategies, including:

- ☼ Behaviour lessons conducted by classroom teachers;
- ☼ Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

Noosaville State 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.
- ☼ Positive Behaviour Leadership / PBL team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- ☼ Comprehensive induction programs in Noosaville State School's Student Code of Conduct for Students delivered to new students as well as new and relief staff.
- ☼ 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.

Reinforcing Expected School Behaviour

At Noosaville State School communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for engaging in expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. 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 reinforcers.

A 'Caring Program' has been adapted from the Second Steps resources and is taught throughout all year levels at the school. This program reinforces the social emotional wellbeing of students and aims to teach them resilience and strategies for dealing with interactions with other students, as well as a problem solving hierarchical strategy for solving problems by themselves. This caring program builds from Prep through to Year 6 with fortnightly lessons taught in conjunction with the school's fortnightly identified behaviour on the Caring matrix.

The school also has the Respectful Relationships Program to support the teaching of student well-being.



WHEEL OF WELL-BEING

Tier 2 'Targeted' behaviour support:

Each year a number of students at Noosaville State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. 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.

Features of these Tier 2 supports include:

-  use of behaviour data to accurately identify students requiring Tier 2 supports
-  a school based referral process for teachers seeking assistance to support the identified students
-  a team approach to supporting students on targeted programs
-  use of data decision rules for evaluation and exits from targeted support programs
-  making adjustments for individual needs
-  using research-validated program options for targeted support interventions such as:
 - adult mentoring
 - check in / check out
 - targeted / small group social skilling
 - 'newcomer' programs for new students.

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Tier 3 'Intensive' behaviour support:

Noosaville State 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. The Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- works with the School Behaviour Leadership Team to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
- identifies flexible / alternative learning options
- organises referrals to regional behaviour support resources

In addition to students being identified through current school behaviour data, the Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member 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 administration and regional behavioural support staff.

CARE FOR OTHERS

- We always walk on the concrete paths
- We walk back to our classroom when we hear the end of playtime bell
- We sit in the right eating area at break times
- We allow space for others to walk on pathways



Lead by Example!

CARE FOR OTHERS TALK FRIENDLY

- Stay calm and respectful.
- Take Turns
- Use words to tell the person about the problem
- Suggest ways to solve the problem



Lead by Example!

CARE FOR OUR SCHOOL

- I put rubbish in the bins.
- I clean up after myself
- I keep the classroom tidy
- Reuse, Recycle, Reduce
- I am a positive role model for others



Lead by Example!

ENTERING / LEAVING SCHOOL BEFORE AND AFTER SCHOOL

- I use the gates
- I use the crossing
I obey crossing supervisors
- I follow road rules
- I follow Bus Code of Conduct
- I walk
- I keep noise to a Minimum
- I walk my bike, scooter, skateboard or other such items in the school grounds.
- I have written permission when leaving the school grounds early




Noosaville State School Expectation Matrix

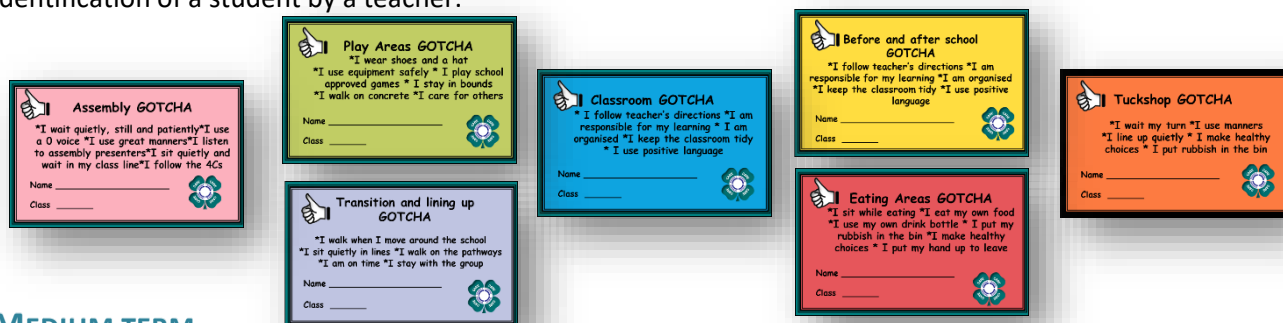
	Whole School	Classroom	Entering/ leaving school	Play Areas	Eating Areas	Toilets	Transition / Lining Up	Tuckshop	Bus	Excursions /Off Campus	Library	Assembly
Care for yourself	* I keep my hands and feet to myself * I walk when moving around the school * I wait at the bus shelter before 8.00am * I solve problems with my words & actions * I use Stop, Think, Do/Plan strategies * I report any concerns * I model sensible behaviour * I use positive self-talk	* I walk around the room * I use scissors and equipment safely * I use furniture & equipment properly * I ask permission to leave the room * I am only in the classroom when a teacher is present	* I use the gates * I use the crossing * I obey crossing supervisors * I follow Road Rules * I follow Bus Code of Conduct * I walk * I have written permission when leaving the school grounds early	* I wear shoes and a broad brimmed hat * I use equipment safely * I play school approved games * I stay in bounds * I walk on concrete	* I sit while eating * I eat my own food * I use my own drink bottle * I follow eating etiquette	* I wash hands * I use toilets properly * I walk * I take a buddy during class time * I return to class promptly	* I walk when moving around school * I sit quietly in lines * I visit the toilet and have a drink before lining up * I stay with the group	* I wait my turn * I hand money to the volunteer * I am honest * I return to my eating area after purchasing	* I will listen to the teacher. * I will stay in line * I will meet and greet the bus driver with manners * I will walk in an orderly fashion to my bus * I use the crossing at all times	* I follow adult directions * I follow Bus Code of Conduct * I stay with the group * I look after my buddy * I stay alert	* I walk around the room * I use an 'O' voice level * I come prepared	* I wait quietly, still and patiently * I use a 0 level voice * I use good audience manners – eyes, ears, lips, body and mind * I wear full uniform
Care for others	* I follow adult directions * I use polite language * I use manners when entering other classes & speaking to others * I treat others the way I want to be treated * I am a good friend * I encourage and support others	* I follow adult directions * I raise my hand to speak * I listen to others when they speak * I use positive language	* I keep noise to a minimum * I walk my bike, scooter, skateboard or other such items in the school grounds	* I invite others to join in * I share equipment * I use positive language * I consider others * I report injuries	* I ask for permission to leave * I keep eating areas clean & tidy	* I respect privacy of others * I clean up after myself * I ask for permission during class time	* I walk quietly and appropriately * I follow instructions	* I use manners * I line up quietly * I follow instructions	* I will be prompt and line up quietly * I will use polite language	* I use polite language * I treat others the way I want to be treated	* I wait my turn * I sit quietly & read * I am polite & helpful	* I listen to assembly presenters * I sit quietly and wait in my class line before and during assembly
Care for your school	* I am honest * I am responsible for my behaviour * I follow the 4 Cs * I wear my school uniform * I am a positive role model * I take responsibility for solving my own problems	* I keep the classroom tidy * I have my equipment ready * I care for property	* I sign in if arriving late & tell the teacher * I sign out if leaving early & tell teacher	* I look after equipment * I clean up after myself * I am a problem solver	* I put rubbish in the bins * I follow routines	* I use water responsibly * I use the toilet correctly * I report damages	* I return tuckshop boxes * I walk on the pathways	* I order lunch before School * I put rubbish in the bins	* I take responsibility for my behaviour * I show pride in self and school	* I look after equipment & my own belongings * I take responsibility for my behaviour * I show pride in self and school	* I look after books * I re-shelf books * I respect equipment * I use shelf markers	* I come into assembly quietly and respectfully * I am a positive role model to others * I show pride in myself and the school * I stand still and respectfully for the National Anthem
Care for your learning	* I am a listener * I know the 4 Cs * I am on time * I ask for help * I try my best * I am the best participant that I can be * I use the S(say the problem), T(think of solutions), E(explore consequences), P(pick the best solution) plan to solve my problems	* I participate fully * I look after my own belongings * I am responsible for my learning * I am organized	* I learn road rules * I learn bus rules * I learn bike safety	* I learn approved new games and activities * I develop social skills	* I make healthy choices * I use hygienic practices	* I dress myself appropriately * I use the toilet before school and at break times	* I am on time * I look after my belongings	* I make healthy choices	* I make good choices * I am organised	* I am a listener * I am a reflective thinker * I am organised * I involve myself in the learning experience	* I return my books on time * I read for information & enjoyment	* I am a listener * I follow the 4Cs * I follow all teacher instructions

FREE AND FREQUENT

NOOSAVILLE STATE SCHOOL – GOTCHA TICKET SYSTEM

Staff distribute GOTCHA Cards each day to students they observe meeting the school behaviour expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff 'catch' a student meeting expectations they can choose to give the student a GOTCHA Card. When a student receives a GOTCHA Card they write their name on it and place it in the collection box in the office. When students have collected 5 GOTCHA Cards they receive a certificate (also 10 and 15 for junior students), at 20 they receive a postcard home. 'A' Behaviour students are eligible for a CARE badge at the end of the school year.

Class based acknowledgment of positive behaviour are also used. Double GOTCHAs target intensive behaviour/behaviours of the fortnight as determined by data scan findings. GOTCHAs are colour coded in the areas of the behaviour matrix and have the desired behaviours written on them for identification of a student by a teacher.



MEDIUM TERM

Noosaville State School acknowledge positive student achievements on a weekly basis at school assemblies, to which parents are invited. In addition to milestone GOTCHA Card collections, students are awarded 'Student of the Week' certificates.

LONG AND STRONG

A longer term schoolwide behaviour procedure is also in place for staff to follow to acknowledge positive student behaviour. Students who achieve an 'A' standard or equivalent (Preps receive Gold awards) for behaviour on their report cards, over both semesters receive a badge at one of the final Whole School Assembly for the year.



Student Wellbeing and Support Network

Students at Noosaville State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- | | |
|--|--|
|  Parents |  Positive Learning Centre Staff |
|  Teachers |  Senior Guidance Officer |
|  Support Staff |  School Chaplain/Student welfare worker |
|  Head of Department |  School Based Police Officer |
|  Administration Staff |  School Based Youth Health Nurse |
|  Guidance Officer |  Youth Support Coordinator |
|  Advisory Visiting Teachers | |

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.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

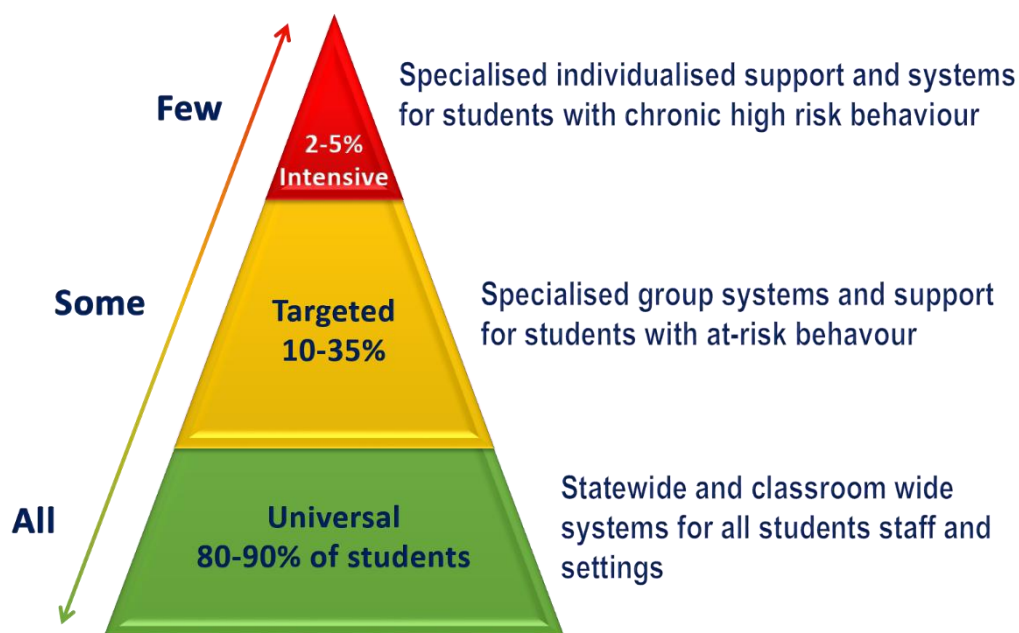
Clear Expectations

PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

A matrix of behavioural expectations in specific settings has been attached to each of our four school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The PBL framework uses a three-tiered continuum of evidenced based supports (Tier 1 'Universal'; Tier 2 'Targeted', and Tier 3 'Intensive' levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.

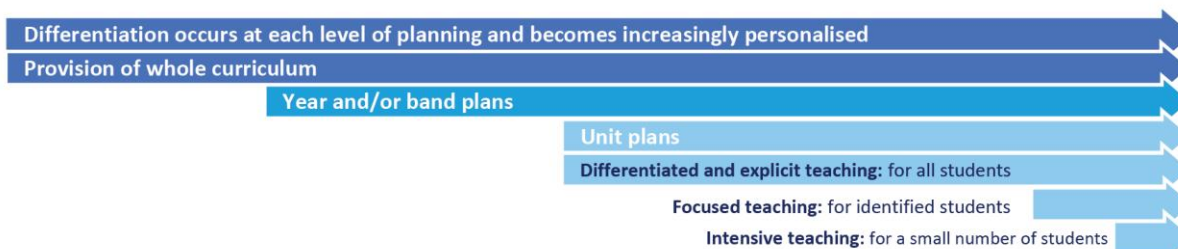
Continuum of Support



Differentiated and Explicit Teaching

Noosaville State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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



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

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for

identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students

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

Focused Teaching

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

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

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

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

Noosaville State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

-  The Incredible Years
-  Check and Connect
-  Shared Concern Method
-  Functional Based Assessment.

Intensive Teaching

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

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

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

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

Consideration of Individual Circumstances

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

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

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

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

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

- ✿ promoting an environment which is responsive to the diverse needs of its students
- ✿ establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- ✿ recognising and taking into account students' age, gender, disability, cultural background, socio-economic situation and their emotional state
- ✿ recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.



Legislative Delegations

Legislation

- ✿ [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 \(Cwth\)](#)

Related policies and procedures

- ✿ [Enrolment in State Primary, Secondary and Special Schools](#)
- ✿ [Student Dress Code](#)
- ✿ [Student Protection](#)
- ✿ [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- ✿ [Temporary Removal of Student Property by School Staff](#)

Some related resources

- ✿ [Bullying. No Way!](#)
- ✿ [Schoolwide Positive Behaviour Support](#)
- ✿ [Code of Conduct for School Students Travelling on Buses](#)

Delegations

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

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school.

These decision-making responsibilities cannot be delegated to other staff in the school, 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

Consequences for unacceptable behaviour

Noosaville State 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. Minor behaviours are monitored by the teacher and the minor, medium and major chart are used to determine consequences ([Read more](#)). Repeated minor and Medium and major behaviour are recorded for future reference and actioning.

Specific policies have been developed to address:

-  [The Use of Personal Technology Devices at School](#);
-  [Procedures for Preventing and Responding to Incidents of Bullying](#); and
-  [Appropriate Use of Social Media](#).
-  [Work together to keep knives out of school](#)

MINOR, MEDIUM AND MAJOR BEHAVIOURS ([See Appendix 2](#))

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

-  Minor and Medium problem behaviours are handled by staff members at the time it happens.
-  Major problem behaviour can be handled by staff but are also referred directly to the school Administration team for actioning consequences.

MINOR BEHAVIOURS ARE THOSE THAT:

-  are minor breeches 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 Administration.

MINOR PROBLEM BEHAVIOURS MAY RESULT IN THE FOLLOWING CONSEQUENCES:

-  Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
-  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.
-  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, individual meeting with the student, apology, restitution or detention for work completion.

MEDIUM BEHAVIOURS ARE THOSE THAT

- ✿ May involve level 2 minor behaviours;
- ✿ May involve more than one of the same minor type behaviours;
- ✿ Minor physical misconduct;
- ✿ Non compliance with routine;
- ✿ IT misconduct.
- ✿ Staff will use Essential Skills for Classroom Management to correct students exhibiting medium behaviours and may depending on the misbehaviour issue a planning room to a student for reflection time and referral to the teacher who informs the parent.

MAJOR BEHAVIOURS – MULTIPLE INCIDENTS OF MINOR BEHAVIOUR ARE THOSE THAT:

- ✿ follow the recording of three or more or repeated minor behaviours.

MAJOR BEHAVIOURS – SINGLE INCIDENT - ARE THOSE THAT:

- ✿ significantly violate the rights of others;
- ✿ put others / self at risk of harm; and
- ✿ require the involvement of school Administration.

MAJOR BEHAVIOURS – LEVELS ONE AND TWO

When major problem behaviours (either level 1 or 2) occur, staff members calmly state the major problem behaviour to the student, issue them with the Reflection Sheet and remind them of the expected school behaviour. The student is then directed to spend time either in a 'Buddy Class' to allow the opportunity to review appropriate school and class expectations. A 'Re-entry' process is completed by staff using 'Restorative questioning' strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Time Out: Removal to a buddy class / removal from the playground 'Planning Room' for major behaviours or cumulative recordings of minor behaviour.

Time Out procedures may be used:

- ✿ as one of a range of options for students to manage their own behaviour
- ✿ in order to assist a student in the calming down process
- ✿ as a strategy to reduce the frequency of a particular behavior

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out. These include:

- ✿ giving the student opportunity to rejoin class at regular intervals (10 mins)
- ✿ provide the student with opportunities to complete assessments to fulfil educational requirements
- ✿ ensure when using Time Out as a management technique that it is consistent with:
 - o developmental stage of the student
 - o any special needs that the student may have
- ✿ ensuring the student is safe and under supervision at all times
- ✿ ensuring emergency procedures are in place for students 'out of class'
- ✿ the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

MAJOR BEHAVIOURS – LEVELS TWO AND THREE

Major behaviours may result in an immediate referral to Administration because of their seriousness. The staff member completes the office referral form (Appendix reference) and if needed escorts the student to Administration or calls for assistance.

MAJOR PROBLEM BEHAVIOURS MAY RESULT IN THE FOLLOWING CONSEQUENCES:

- 🌀 Level One: Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, after school detention, warning regarding future consequence for repeated offence, and /or referral to Tier 2 'Targeted' behaviour supports
AND/OR
- 🌀 Level Two: Parent contact, referral to Regional Behaviour Support personnel / Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school:
AND/OR
- 🌀 Level Three: Students who engage in very serious problem behaviours such as 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.

Detentions may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion.

The planning room is open during lunch breaks and students may be sent here via staff to reflect on their behaviour as needed. Parents are informed of a student's attendance in time out by the class teacher. A student's attendance in the time out room is recorded by the time out teacher.

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

Minor, medium and major problem behaviours and the consequences for three behaviours can be seen in [appendix 3](#). This chart is used by staff to determine what level a behaviour is on and what consequences will be applied for these behaviours.

RELATE PROBLEM BEHAVIOURS TO EXPECTED SCHOOL BEHAVIOURS

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members use to achieve this is to have students:

- 🌀 articulate the relevant expected school behaviour;
- 🌀 explain how their behaviour differs from expected school behaviour;
- 🌀 describe the likely consequences if the problem behaviour continues; and
- 🌀 identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

ENSURING CONSISTENT RESPONSES TO PROBLEM BEHAVIOUR

At Noosaville State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. 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.

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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

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

RESPONSIBILITIES

STATE SCHOOL STAFF AT NOOSAVILLE STATE SCHOOL:

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

PARENTS OF STUDENTS AT NOOSAVILLE STATE SCHOOL:

What Can Parents Do?

- ✿ WATCH FOR SIGNS that your child is being bullied, e.g., unwillingness to walk to
 - or from school, worries about coming to school, unexplained bruising, disappearance of property, etc.
- ✿ ENCOURAGE the child to talk it through as much as possible so you get the basic act
- ✿ KEEP AN OPEN MIND, remembering you are getting one side of the story only
- ✿ ASK questions gently
- ✿ HELP the child reflect on what has been done so far
- ✿ HELP the child work out the best way of solving the problem
- ✿ Some Important Next Steps to Consider:
- ✿ NEVER try to sort out the bullies yourself – it rarely works and can make the situation worse

WHEN YOU ARE *CLEAR on the facts* contact your child's teacher for an interview

- 🌸 PRESENT your information as calmly as possible
- 🌸 REMEMBER, the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions
- 🌸 ASK your child's teacher about the school's policy on bullying and how they deal with it
 - in their classroom
- 🌸 GIVE the teacher some time to investigate the problem and arrange a follow up time

The Next Steps May Then Include:

- 🌸 ENCOURAGE your child to develop friendships
- 🌸 SUPPORT your child in developing sporting, cultural and other talents that will build their confidence in a safe, supportive environment
- 🌸 WORK at improving your child's self esteem
- 🌸 SEEK counselling to enable the child to learn to be more assertive and resilient and less
 - likely to be bullied
- 🌸 IF SEVERE ABUSE is evident, you may wish to consider police action

STUDENTS OF NOOSAVILLE STATE SCHOOL:

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

🌸 Care for Yourself

- 🌸 I keep my hands and feet to myself
- 🌸 I walk when moving around the school
- 🌸 I wait at the bus shelter before 8:00am
- 🌸 I solve problems with my words & actions
- 🌸 I use Stop, Think, Do/Plan strategies
- 🌸 I report any concerns
- 🌸 I model sensible behaviour
- 🌸 I use positive self-talk

🌸 Care for Others

- 🌸 I follow adult directions
- 🌸 I use polite language
- 🌸 I use manners when entering other classes & speaking to others
- 🌸 I treat others the way I want to be treated
- 🌸 I am a good friend
- 🌸 I encourage and support others

🌸 Care for your learning

- 🌸 I am a listener
- 🌸 I know the 4 Cs
- 🌸 I am on time
- 🌸 I ask for help
- 🌸 I try my best
- 🌸 I am the best participant that I can be
- 🌸 I use the S (say the problem), T (think of solutions), E (explore consequences), P (pick the best solution) plan to solve my problems

🌸 Care for your School

- 🌸 I am honest
- 🌸 I am responsible for my behaviour
- 🌸 I follow the 4 Cs
- 🌸 I wear my school uniform
- 🌸 I am a positive role model
- 🌸 I take responsibility for solving my own problems

Use of mobile phones and other devices by students

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

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.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

CONFISCATION

Permitted personal technology devices 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.

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 once 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.

PERSONAL TECHNOLOGY DEVICE ETIQUETTE

Bringing personal technology devices to school is not encouraged 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 out of sight during assemblies or classes. Personal technology devices may be used before and after school. Students require principal permission to bring a mobile device into school. A mobile device permission form is required.

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 Noosaville State 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. This includes smart devices and watches.

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 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.



Preventing and responding to bullying

PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

PURPOSE

Noosaville State 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 Noosaville State School. Research indicates that both those being 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 is defined as repeated and targeted behaviour that exerts power over another individual.

Bullying behaviours that will not be tolerated at Noosaville State School include repeated and targeted 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 in care.

At Noosaville State 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

Research indicates that many problem behaviours are peer-maintained. 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 Noosaville State School are an addition to our already research-validated 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 schoolwide 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 4 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 nonclassroom 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 nonclassroom areas of the school
- ✿ A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
- ✿ Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Noosaville State 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'.

Noosaville State School 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 flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Administration – Principal - Deputy Principal

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Appropriate use of social media

Noosaville State 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.

Noosaville State School is committed to promoting the responsible and positive use of social media sites and apps.

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

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at ([Read more](#)), it is unacceptable for students to bully, harass or victimise another person whether within Noosaville State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Noosaville State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Noosaville State 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 Noosaville State 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 Noosaville State 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.

Noosaville State 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 (Qld) 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.

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



CYBERBULLYING RESPONSE FLOWCHART FOR SCHOOL STAFF

How to manage online incidents that impact your school

Student protection

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

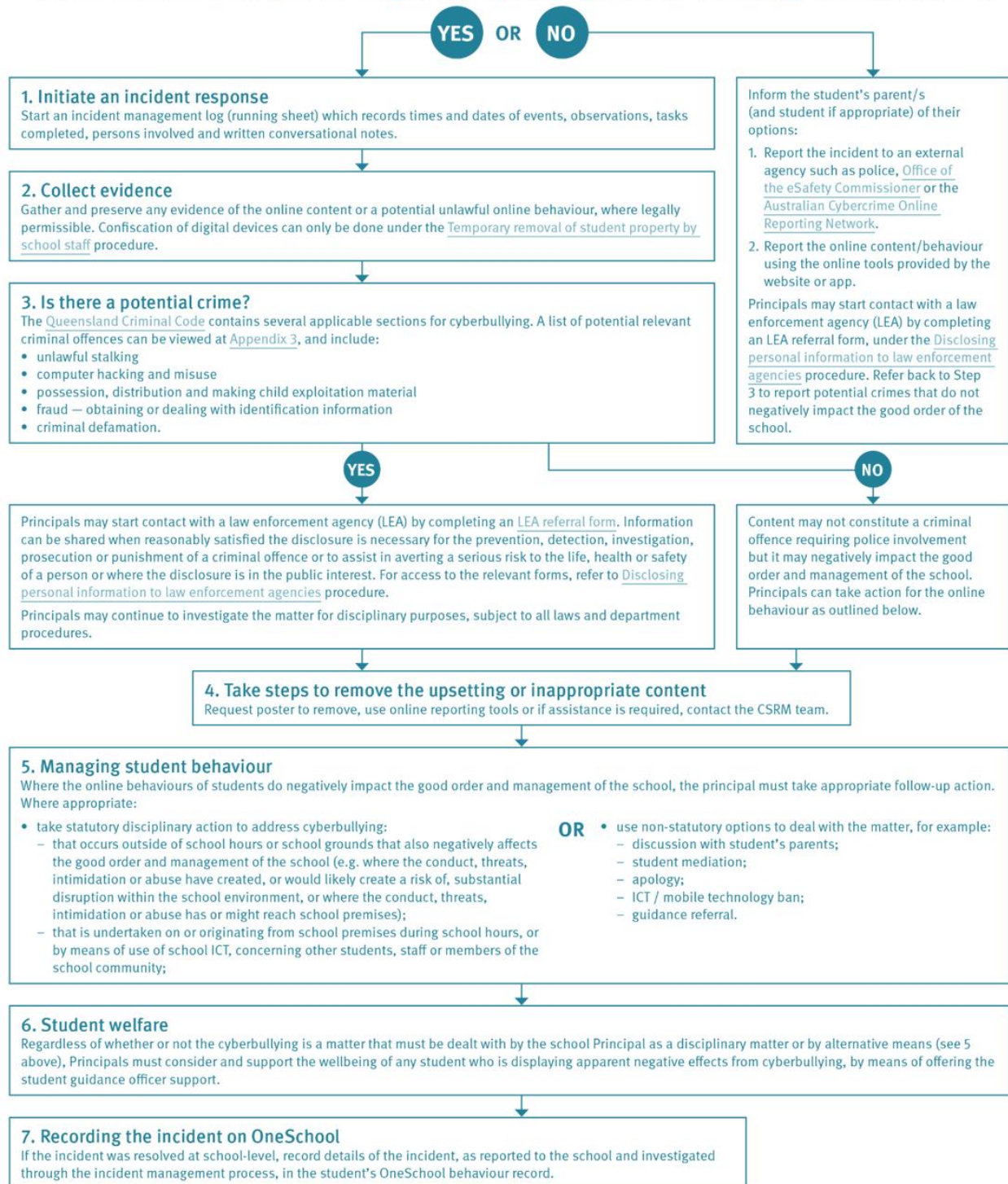
Explicit images

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

Help

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

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



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

BASIC DEFUSING STRATEGIES

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

WORKING TOGETHER TO KEEP NOOSAVILLE STATE SCHOOL SAFE- POSSESSION / USE OF KNIVES AT SCHOOL

We can work together to keep knives out of school. At Noosaville State School:

-  Every student has the right to feel safe and be safe at school.
-  There is no reason for a student to have a knife at school.
-  No knives are allowed to be taken to school by students
-  It is against the law for a student to have a knife at school.
-  A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

-  You are not allowed to have any type of knife at school including:
-  Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
-  Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

-  If you have a knife at school, the Principal may call the police.
-  Police can search you and your property at school if they think you have a knife.
-  If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
-  You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
-  School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
-  If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
-  If you have a knife at school, it can be confiscated by the Principal and given to the police.
-  You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Noosaville State School safe?

-  Make sure you know the rules and laws about knives.
-  Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
-  Contact your teacher if you are being threatened or bullied at school.
-  Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
-  Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Noosaville State School safe?

-  Make sure your child knows what the laws and rules are about knives.
-  Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.



-  Contact your school Principal if you believe your child is being bullied or threatened at school.
-  If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.

Referenced at

http://education.qld.gov.au/studentservices/behaviour/ksaav/docs/working_together_toolkit.pdf

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, willful 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](#)
-  [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](#)

Appendix 1: Behaviour Referral

Behaviour Referral

Name: _____ Class: _____ Date: _____ Referred by: _____	☐ Minor: ☐ Major:	☐ Before School: ☐ Session 1: ☐ Morning Tea: ☐ Session 2:	☐ Lunch: ☐ Session 3: ☐ After School:
Where: ☐ Adventure Playground ☐ Bus shelter ☐ Classroom ☐ Computer lab ☐ Hall ☐ JCA ☐ Junior Oval ☐ Library	☐ LOTE ☐ MPA ☐ Multi-Purpose Courts ☐ Music ☐ Other: eg <i>Courtyard</i> ☐ Out of Bounds ☐ PE ☐ SCA	☐ Senior Oval ☐ SEU ☐ Transition ☐ Tuckshop Restricted to: ☐ Classroom teacher ☐ Deputy Principal ☐ Principal	
PTO for further space			
Details of incident including other students involved - put as many details as necessary – <i>state the facts only</i>			
REASON FOR REFERRAL: <i>Select one only</i>		Motivation for Behaviour	
☐ Defiant threats to adults ☐ Disruptive ☐ IT Misconduct ☐ Lying/cheating ☐ Misconduct involving object ☐ Non-compliant with routine ☐ Physical misconduct ☐ Possess prohibited items	☐ Property misconduct ☐ Refusal to participate in program ☐ Substance misconduct ☐ Third minor referral ☐ Threats to others ☐ Verbal misconduct ☐ Other _____	☐ Obtain Peer Attention ☐ Obtain Adult Attention ☐ Obtain Activity or Event ☐ Obtain Sensory Stimulation ☐ Escape/Avoid Peer Attention ☐ Escape/Avoid Adult Attention ☐ Escape/Avoid Activity or Event ☐ Escape/Avoid Sensory Stimulation	

Planning room / Incident report / Buddy Class

Sent at: _____ am / pm

Please send him/her back at _____ (10 mins max)

Staff informed Class Teacher of incident ASAP.

Class Teacher to contact parent: Email/Phone/Message

Must record contact on OneSchool.

Additional details:

All referral forms need to be recorded on OneSchool.

Date entered into OneSchool: ____/____/____ by ____

Minor Incidents include:

- Any Buddy Class, Planning Room or Incident report slip/s that does not fall into the major categories

Major Incidents

Examples of major incidents include, but are not limited to issues that:

- Directly cause physical harm to others, requiring documented medical treatment or formal accident reports
- Damages property, requiring compensation, staff to undertake maintenance to facility or an administrator to directly manage a Health and Safety Issue.
- Involves severe verbal abuse including expletives in the presence of or at staff in an argumentative or threatening manner
- Demonstrates documented (serious or referred minor incidents) for serious behaviours relating to harm or misconduct with the agreement of the sector leader that it is a recordable major incident



Appendix 2: Managing Problem Behaviour



Managing Problem Behaviour – Appendix 8

DEFINE AND TEACH BEHAVIOUR EXPECTATIONS (MATRIX AND LESSONS)

MODEL, PRACTISE AND REINFORCE EXPECTATIONS (AWARD, PRAISE)

OBSERVE BEHAVIOUR AND DECIDE: 1. LEVEL 2. CONSEQUENCE 3. FUTURE STRATEGY



STAGE ONE MINOR: LOW LEVEL BEHAVIOUR		STAGE TWO MINOR: MEDIUM LEVEL BEHAVIOUR		MAJOR: HIGH LEVEL BEHAVIOUR	
Minor behaviours are behaviours that are: - Minor breaches of the school rules - Do not seriously harm others or cause you to suspect that they student may be harmed - Do not violate the rights of others in any other serious way - Are not part of a pattern of problem behaviours - Do not require involvement of specialist support staff or Administration		Minor behaviours are behaviours that are minor behaviours that: - Are part of a pattern of repeated minor problem behaviours - Needs to be documented on OneSchool - May involve specialist support staff e.g. Planning Room, Other Staff - Parent to be notified		Major Behaviours are single incidents that: - Significantly violate the rights of others; - Put others/self at risk of harm; and - Require the involvement of school Administration	
Staff Managed		Staff Managed and documented in OneSchool, Parent to be notified		Discussion with and/or Referral to Administration OneSchool documented. Parent notified by teacher or admin.	
- Running on concrete, around buildings, on stairs - Riding bikes/scooter etc in school grounds - Not playing school approved games - Not wearing a hat or shoes in playground (Dress code) - Not completing set tasks that are at an appropriate level (refusal to participate in program of instruction) - Refusing to work - Late to class after breaks (non-compliant with routine) - Not in the right place at the right time (non-compliant with routine) - Low intensity failure to respond to adult request (non-compliance) - Unco-operative behaviour (non-compliance) - Minor dishonesty; lying about involvement in a low-level incident (lying/cheating) - Calling out (verbal misconduct) - Disrespectful tone (verbal misconduct) - Lack of care for the environment - Not playing fairly - Minor disruption to class (disruption)		- Non-compliant with routine - IT misconduct - Minor physical misconduct - Property misconduct - Defiance		- Possessing prohibited items - Serious Physical misconduct - Serious IT misconduct - Truancy - Non-compliance with routine - Verbal misconduct - Serious property misconduct - Bullying/Harassment (ongoing, repeated, targeted) - Repeated defiance - Threats to adults - Continual disruptive	
CONSEQUENCES Staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour and individual circumstances (see section 8) including, but not limited to the following: - Names the behaviour (What are you doing?) - Ask the student to name the expected behaviour (Which Care rule do you need to use? What do you need to do?) - Describe the likely consequences if the behaviour occurs? - Reteach the expected behaviour: demonstrate/practice/shows the appropriate behaviour - ESCM skills (i.e. Establishing expectations, Giving instructions, Waiting and scanning, Cueing with parallel acknowledgment, Body language encouraging, Descriptive encouraging, Selective attending, Direct to learning, Giving a choice, Following through) - Use of behaviour stairway		CONSEQUENCES Staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour and individual circumstances (see section 8) including, but not limited to previous strategies as well and possibly some of the following: - A 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, individual meeting with the student, apology, restitution or detention for work completion. - Problem solving questioning and action plan (STEP) - Restorative questioning strategies - Time out, Walk and Talk with Me Strategies, Buddy Class (if during class time, attempts to re-enter to be made within 10 minute intervals, must be supervised, frequent use requires Individual Behaviour Support Plan to be developed) - Planning Room (for non-classroom incidents)		CONSEQUENCES Office staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour and individual circumstances (see section 8) including, but not limited to the following: - Contact with Deputy/Principal - Time in Office - Alternate lunchtime activities - Loss of privilege - Restitution - Restorative meeting - Loss of break times - After school detention - Community service - Exclusion from excursions, camps etc. - Case conferencing, Support planning etc. - Interagency engagement - Suspension (work provided)	
BEHAVIOUR RESOLVED?		BEHAVIOUR RESOLVED?		BEHAVIOUR RESOLVED?	
YES	NO	YES	NO	YES	NO
PRAISE & ACKNOWLEDGE APPROPRIATE BEHAVIOUR	Reteach the Expected Behaviour # OFFENCE IN # week/s BECOMES 'STAGE 2 MINOR'	PRAISE & ACKNOWLEDGE APPROPRIATE BEHAVIOUR	Reteach the Expected Behaviour # OFFENCE IN # week/s BECOMES 'MAJOR'	PRAISE & ACKNOWLEDGE APPROPRIATE BEHAVIOUR	Reteach the Explicit Behaviour • SUSPENSION • Behaviour Improvement Conditions • EXCLUSION

Appendix 3: Noosaville State School Caring Program

Term	Concept	Focus	Prep	Year 1	Year 2	Year 3	Term	Concept	Year 4	Year 5	Term	Concept	Year 6
Term 1	Skills for Learning	Listening	1. Learning to listen pg. 6	1. Listening to learn pg. 6	1. Being Respectful pg. 6	1. Being Respectful to Learners pg. 6	Term 1 & 2	Empathy & Skills for Learning	1. Empathy and respect pg. 11	1. Empathy and respect pg. 17	Term 1	Empathy & Communication	1. Working in groups part 1 & 2 pg 19
	Skills for Learning	Focusing Attention	2. Focusing Attention & 3. Following Directions pg. 8 & pg. 10	2. Focusing Attention & 3. Following Directions pg. 8 & pg. 10	2. Focusing Attention and Listening pg. 8	2. Using self talk pg. 8		Empathy & Skills for Learning	2. Listening with Attention pg. 25	2. Listening with attention pg. 25		Empathy & Communication	2. Friends & allies part 1 & 2 pg 43
	Skills for Learning	Using Self Talk	4. Self talk for staying on task pg. 12	4. Self talk for learning pg. 12	3. Using self talk pg. 10	3. Being assertive pg. 10		Empathy & Skills for Learning	3. Being assertive pg. 33	3. Being assertive pg. 33		Empathy & Communication	3. Considering Perspectives part 1 & 2 pg 59
	Skills for Learning	Being Assertive	5. Being assertive pg. 14	5. Being assertive pg. 14	4. Being assertive pg. 12	4. Planning to Learn pg. 12		Empathy & Skills for Learning	4. Respecting similarities & differences pg. 41	4. Predicting feelings pg. 41	Term 2	Empathy & Communication	4. Disagreeing respectfully part 1 & 2 pg 79
Term 2	Empathy	Empathy	6. Feelings & 7. More Feelings pg. 20 & pg. 24	6. Identifying feelings & 7. Looking for more clues pg. 22 & pg. 24	5. Identifying feelings pg. 18	5. Identifying other peoples feelings pg. 18		Empathy & Skills for Learning	5. Understanding complex feelings pg. 49	5. Taking other perspectives pg. 49		Bully Prevention	5. Being assertive part 1 & 2 pg 99
	Empathy	Identifying Feelings	8. Identifying angry pg. 28	8. Similarities & differences pg. 28	6. Learning more about feelings pg. 20	6. Understanding perspectives & 7. Conflicting Feelings pg. 20 & pg. 22		Empathy & Skills for Learning	6. Understanding different perspectives pg. 57	6. Accepting differences pg. 57		Bully Prevention	6. Recognising Bulling part 1 & 2 pg 121
	Empathy	Same & Different Feelings	9. Same or different pg. 30	9. Feelings changed & 10. Accidents pg. 30 & pg. 32	7. Feeling Confident & 8. Respecting different preferences pg. 22 & pg. 28	8. Accepting differences pg. 24		Empathy & Skills for Learning	7. Conversations & Compliments	7. Disagreeing Respectfully		Bully Prevention	7. Bystanders part 1 & 2
	Empathy	Showing Compassion	10. Accidents & 11. Caring & helping pg. 32 & pg. 34	11. Showing care & concern pg. 34	9. Showing compassion & 10. Predicting Feelings pg. 26 & pg. 28	9. Showing compassion & 10. Making Friends pg. 26 & pg. 28		Empathy & Skills for Learning	8. Joining in & 9. Showing compassion pg. 81	8. Responding with compassion pg. 73			

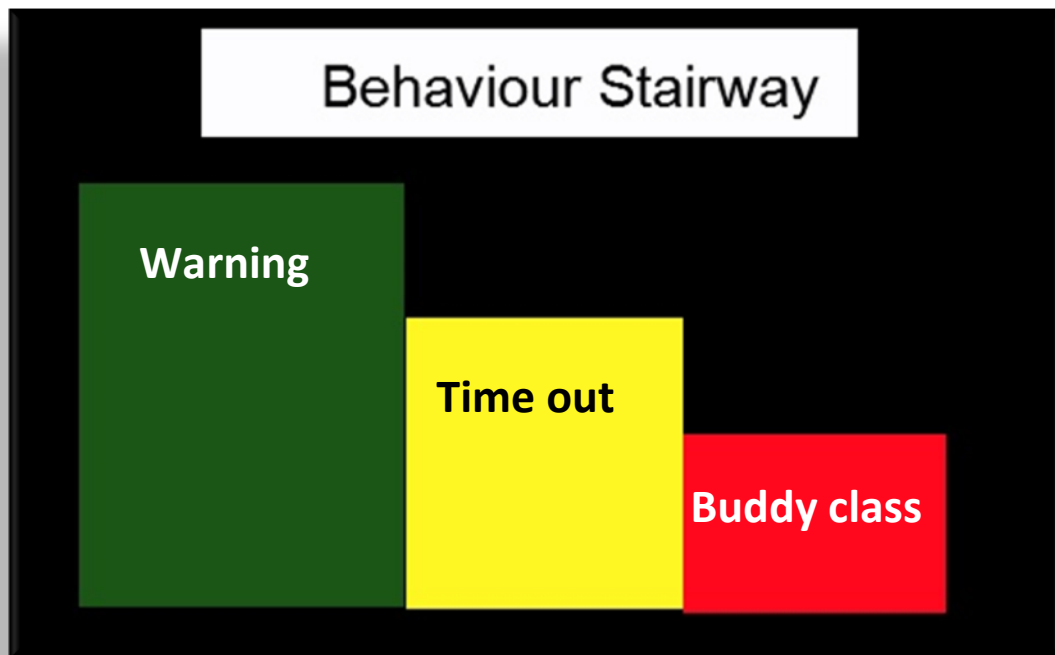
Term	Concept	Focus	Prep	Year 1	Year 2	Year 3	Term	Concept	Year 4	Year 5	Term	Concept	Year 6
Term 3	Emotion Management	Feelings in my body	12. We feel feelings in our bodies pg. 40	12. Identifying our own feelings pg. 40	11. Introducing emotion management pg. 34	11. Introducing emotion management pg. 34	Term 3	Emotion Management	10. Introducing emotion management pg. 93	9. Introducing emotion management pg. 85	Term 3	Emotion Management	8. Emotions - Brain & Body part 1 & 2 pg 155
	Emotion Management	Stop & Name Feelings	13. Managing frustration pg. 42	13. Strong Feelings pg. 42	12. Managing embarrassment pg. 36	12. Managing test anxiety pg. 36		Emotion Management	11. Managing strong feelings pg. 101	10. Calming down pg. 93		Emotion Management	9. Calming Down Strategies part 1 & 2 pg 175
	Emotion Management	Calming Down	14. Calming down strong feelings pg. 44 15. Handling waiting pg. 46	14. Calming down anger & 15. Self talk for calming down pg. 44 & pg. 46	13. Handling making mistakes pg. 38	13. Handling accusations pg. 38		Emotion Management	12. Calming down anger pg. 111	11. Managing anxiety pg. 101		Problem Solving	10. Using the Action Steps part 1 & 2 pg 197
	Emotion Management	Managing Learning Challenges	16. Managing Anger pg. 48	16. Managing worry pg. 48	14. Managing anxious feelings pg. 40	14. Managing disappointment pg. 40		Emotion Management	13. Managing Anxiety pg. 118	12. Managing frustration pg. 108		Problem Solving	11. Making a plan part 1 & 2 pg 217
	Emotion Management	Managing Learning Challenges	17. Managing disappointment pg. 50		15. Managing anger pg. 42	15. Managing anger pg. 42		Emotion Management	14. Avoiding jumping to conclusions pg. 127	13. Resisting revenge pg. 117		Problem Solving	
	Emotion Management	Managing Learning Challenges	18. Handling being knocked down pg. 52		16. Finishing tasks pg. 44	16. Managing hurt feelings pg. 44		Emotion Management	15. Handling putdowns pg. 135	14. Handling putdowns pg. 125 15. Avoiding assumptions pg. 133			
Term 4	Problem Solving	S: Say the Problem	19a. Solving problems pg. 58	17. Solving problems part 1 pg. 54	17. Solving problems part 1 pg. 50	17. Solving problems part 1 pg. 50	Term 4	Problem Solving	16. Solving problems part 1 pg. 147	16. Solving problems part 1 pg. 145	Term 4	Substance Abuse Prevention	12. Tobacco & Marijuana part 1 & 2
	Problem Solving	T: Think of Solution	19b. Solving problems pg. 60	18. Solving problems part 2 pg. 56	18. Solving problems part 2 pg. 52	18. Solving problems part 2 pg. 52		Problem Solving	17. Solving problems part 2 pg. 155	17. Solving problems part 2 pg. 153		Substance Abuse Prevention	13. Alcohol & Inhalants part 1 & 2
	Problem Solving	E: Explore Consequences	20. Inviting to play pg. 62	19. Fair ways to play pg. 58	19. Taking responsibility pg. 54	19. Solving classroom problems pg. 54		Problem Solving	18. Making a plan pg. 163	18. Making a plan pg. 161		Substance Abuse Prevention	14. Identifying Hopes & Plans part 1 & 2
	Problem Solving	P: Pick the Best Solution	21. Fair ways to play pg. 64	20. Inviting to join in pg. 60	20. Responding to playground exclusion pg. 56	20. Solving peer exclusion problems pg. 56		Problem Solving	19. Solving playground problems pg. 171	19. Seeking help pg. 169		Substance Abuse Prevention	15. Making a Commitment part 1 & 2
	Problem Solving		22. Having fun with our friends pg. 66	21. Handling name calling pg. 62	21. Playing fairly on the playground pg. 58	21. Dealing with negative peer pressure pg. 58		Problem Solving	20. Taking responsibility for your actions pg. 183	20. Dealing with gossip pg. 177			
	Problem Solving		23. Handling having things taken away pg. 68	22. Reviewing second step skills pg. 64	22. Reviewing second step skills pg. 60	22. Reviewing second step skills pg. 60		Problem Solving	21. Dealing with peer pressure pg. 191	21. Dealing with peer pressure pg. 185			
	Problem Solving		24. Handling name calling pg. 70 25. Review second step skills pg. 72					Problem Solving	22. Reviewing second step skills pg. 199	22. Reviewing second step skills pg. 193			

Appendix 4: Behaviour Consequence Flow Chart

BEHAVIOUR CONSEQUENCE FLOW CHART

CLASSROOM BEHAVIOUR

Each classroom (including specialists) has a chart that is similar to the one shown below:



Please follow the process on the following page to assist students to manage their own behaviour. Remember to acknowledge compliance!

PLAYGROUND BEHAVIOUR

Use the same concept as the behaviour stairway in the playground.

-  Give a clear warning a state expected behaviour
-  Time out – remove child to a designated area for a set period of time eg 5 mins
-  Planning room – use this if you have given a warning and used time out OR for more serious behaviours eg physical aggression.

Please refer to:

-  Noosaville State School's matrix of behaviour expectations
-  Active Supervision page in this folder





Accomplished
Compassionate
Empowered

Appendix 5: NSS Instrument of Authorisation

Department of Education

Noosaville State School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Mike Hobson, Principal of Noosaville State School, **authorise** the person who is from time to time the holder of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal, who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when the Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Mike Hobson

NOOSAVILLE STATE SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

24 November 2020

DATE

Department of Education

Noosaville State School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Mike Hobson, Principal of Noosaville State School, **authorise** the person who is from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

A handwritten signature in black ink that reads "M Hobson".

Mike Hobson

NOOSAVILLE STATE SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

24 November 2020

DATE

