Woree State High School

(Version: January 2013 - December 2015)

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour, facilitate effective teaching and learning and ensure positive participation within our school community.

2. Consultation and data review

Woree State High School developed this plan in collaboration with its school community. Broad consultation between parents, staff and students was undertaken through survey distribution and community meetings held during 2012.

In 2012, Woree State High School gave a commitment to becoming engaged in an enabling strategy called School Wide Positive Behaviour Support (SWPBS) in 2013 to support Better Behaviour and Better Learning. SWPBS is a compilation of practices, interventions and change strategies that are effective and efficient in achieving important social and learning outcomes. Woree State High School has committed a Student School Ambassador position for 2013 with a key responsibility to engage the student body in marketing and decision making processes for the school.

The Plan was endorsed by the Principal, taken to the P&C by the Principal for final endorsement in November 2012. It was also ratified by the Executive Director of Schools in November 2012 and will be reviewed in 2015 as required by the legislation.

3. Learning and behaviour statement

Woree State High School is a learning and teaching environment. Behaviour management allows opportunity for valuable social learning as well as maximising the success of academic education programs.

Woree State High School’s Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone. These plain expectations help create and maintain a positive and productive learning and teaching environment. ALL school community members have clear, consistent expectations and understandings of their role in the educational process.

Our school community has identified the following School Community Code of Behaviour “The Woree Four” to teach and promote our high standards of responsible behaviour:

- Respect
- Effort
- Safety
- Self Responsibility
Our *The Woree Four* has been agreed upon and endorsed by all staff and by our school P&C. It is aligned with the values, principles and expected standards outlined in Education Queensland’s *Code of School Behaviour*.

The high standards of responsible behaviour expected of Woree State High School students include:

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>SAFETY</th>
<th>EFFORT</th>
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</thead>
<tbody>
<tr>
<td>• Cooperating, sharing and taking turns</td>
<td>• Being aware of and cooperative during evacuation and lock down procedures</td>
<td>• Being sufficiently rested and ready to engage in learning</td>
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<tr>
<td>• Being patient, tolerant and using good manners</td>
<td>• Following road rules and using pedestrian Devices Policy</td>
<td>• Being on time for school</td>
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<tr>
<td>• Being proud of achievements</td>
<td>• Following teacher directions immediately</td>
<td>• Being on time for classes</td>
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<tr>
<td>• Complying with the Electronic Devices Policy</td>
<td>• Keeping hands and feet to themselves; respecting and maintaining personal space</td>
<td>• Preparing for classes, ready with appropriate equipment</td>
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<tr>
<td>• Complying with the IT Acceptable Use Policy</td>
<td>• Moving appropriately around the classroom and school grounds</td>
<td>• Consistently attending all classes</td>
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<tr>
<td>• Ensuring classrooms and the school grounds are kept litter, gum and graffiti free</td>
<td>• Not bringing or using prohibited, illegal or dangerous items or substances to school</td>
<td>• Behaving appropriately</td>
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<tr>
<td>• Expressing themselves using appropriate language and gestures</td>
<td>• Reporting hazardous activities</td>
<td>• Having been to the toilet and having had a drink prior to class</td>
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<tr>
<td>• Following instructions given by staff</td>
<td>• Signing in when late and signing out when leaving early</td>
<td>• Accepting the challenge to learn new things. Having a positive ‘can do’ attitude</td>
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<tr>
<td>• Notifying staff of harassment of self or others</td>
<td>• Staying in areas designated for their year level</td>
<td>• Complying with routines</td>
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<tr>
<td>• Presenting themselves in a manner that displays pride in themselves and the college by wearing the correct uniform</td>
<td>• Staying in school grounds during school time</td>
<td>• Listening to learn</td>
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<td>• Showing good sportsmanship</td>
<td>• Using equipment in the appropriate manner, mindful of surrounding environment</td>
<td>• Maintaining appropriate noise levels</td>
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<tr>
<td>• Treating others equally and with dignity regardless of race, religion, sexuality, disability or other individual differences</td>
<td>• Walking bikes and scooters through school grounds and wearing a helmet when riding to or from school</td>
<td>• Staying on task</td>
</tr>
<tr>
<td>• Using property with due care; ensuring permission has been obtained and care is shown when using the property of the school or others, returning property in a timely manner to its rightful owner / place.</td>
<td>• Wearing footwear, clothing, hat and sunscreen appropriate for protection</td>
<td>• Managing time</td>
</tr>
<tr>
<td>• Consistently attending all classes</td>
<td>• Regulating the wearing of jewellery according to safety concerns and needs and in keeping with the school’s dress code</td>
<td>• Seeking and accepting assistance as required</td>
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<tr>
<td>• Being on time for school</td>
<td>• Providing ID card or Planner on request</td>
<td>• Setting goals for achievement and reflecting on efforts made to achieve these goals</td>
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<tr>
<td>• Being sufficiently rested and ready to engage in learning</td>
<td></td>
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<tr>
<td>• Preparing for classes, ready with appropriate equipment</td>
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<tr>
<td>• Consistently attending all classes</td>
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<td></td>
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<tr>
<td>• Behaving appropriately</td>
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</table>

**SELF RESPONSIBILITY**

- Being truthful and accepting consequences of actions
- Focussing on personal work efforts and behaviours
- Fulfilling the expectations outlined in the Responsible Behaviour Plan
- Making appropriate decisions that ensure learning, respect and safety are maintained for all members of the school community
- Modelling appropriate behaviour, setting positive example
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Woree State High School believes in the following school processes for facilitating appropriate standards of behaviour. Effective behaviour support at Woree State High School includes:

- creation of a positive whole school culture in line with SWPBS (School-Wide Positive Behaviour Support) – see diagram below
- "The Woree Four"
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- managed professional development, education or training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups in line with Woree State High School's SWPBS initiative.

Policies which inform the creation of these expectations include:

APPENDIX A: Student Rights and Responsibilities
APPENDIX B: Rewards Guidelines and Flowchart
APPENDIX C: Good Standing Guidelines and Procedures
APPENDIX D: Bullying Policy
APPENDIX E: Truancy Action Plan
APPENDIX F: The Use of Personal Technology Devices @ School
APPENDIX G: Submission of Assessment Flowchart
APPENDIX H: The School Dress Code
APPENDIX I: Monitoring Classroom Behaviour/Industry Flowchart
APPENDIX J: Student Defiance to Staff Member Instruction
APPENDIX K: Working Together to Keep Woree SHS Safe (Knives)
APPENDIX L: Buddy Class Referral
APPENDIX M: Drug Education Procedures
Supportive School / Classroom Environment

A supportive environment within classrooms throughout the school is an essential element of the Woree State High School’s Responsible Behaviour Plan for Students. At Woree State High School a supportive school environment is achieved through maintaining and encouraging acceptable behaviour. The model adopted by Woree State High School consists of three key components:

1. Universal/Whole School Behaviour Support,
2. Targeted Behaviour Support and

When a teacher endeavours to create a supportive classroom environment, or addresses problems arising in the classroom, the teacher operates within these three supportive processes.

1. **UNIVERSAL BEHAVIOUR SUPPORT:** Woree State High School like most schools, has a spread of support needs. The whole school approach at Woree State High School (in line with the Schools SWPBS initiative) attempts to shape, support and recognise appropriate behaviours in all students. (80%-90% of students respond to these strategies).

This is a Whole School Approach. At this positive/ preventative stage of behaviour intervention, time is invested in setting the classroom environment to avert behaviour problems. Woree State High School strategies at this stage of support include:

- Ethos of The Woree 4
- Good Standing policy
- School-wide Pedagogical Framework
- Micro-skills profiling
- Comfortable, well-resourced physical environment
- Rewards Program, providing recognition and celebration of participation, effort and success
- Collaborative planning
- Positive school community relationships
- Parental contact
- Roles/ responsibilities and classroom rules collaboratively developed, visible and consistently enacted
- Identification of those ‘At Risk’
- Rock and Water program
- Streets Ahead program
- 8s R Mates program
- Stop/Walk/Talk anti-bullying policy

2. **TARGETED BEHAVIOUR SUPPORT:** The ‘targeted’ support stage of behaviour intervention addresses inappropriate behaviours. Efforts are made to solve behaviour problems. One School is used by staff to record minor and major level behaviours. These referrals are then sent to Executive Team if the class teacher believes it is warranted.

Teachers utilise corrective strategies to address acute behaviour problems and these strategies may include:

- Redirection, reminding, consultation with student
- Verbal/ non-verbal corrective strategies such as positive, negative behaviour reinforcement
- Teacher counselling
- Referral to Head of Department
- Referral to Buddy Teacher
- Parent Contact
- Review/ Revision of classroom plans / rules
- Collaborative problem-solving
- Application of fair, logical consequences for inappropriate behaviours

3. **INTENSIVE BEHAVIOUR SUPPORT:** The retrieval stage of behaviour intervention responds to students with chronic behaviour problems. Students who operate at this level exhibit frequent, recurring, inappropriate behaviour which has been unresponsive to the general corrective strategies of the teacher. Intensive behaviour support may result in:

- Close monitoring via Positive Behaviour Monitoring Card (purple) or via Attendance Card (yellow)
- Withdrawal by HoD
- After school detentions
- Case management via Student Support Services Staff
- Family Support Meeting (staff, parent or carer, student)
- Student Performance Monitoring
- Time Out cards
- Referral to Executive Team or Student Services staff
- Internal withdrawal (on campus but out of class)
- Alternate campus programs – Flexible Learning Centre, CHOICE, etc
- Case management
- Suspension*
- Exclusion*
Components of a Supportive School Environment
There are three essential components to a supportive classroom or whole school environment.

A. CURRICULUM: The curriculum must be relevant and meaningful to students. It needs to cater for the learning styles, abilities, ages, interest areas and levels of academic/ emotional/ social development of students. Opportunities must be given for creativity, independent learning and acknowledgement.

B. INTERPERSONAL RELATIONSHIPS: Peer relationships and student-teacher relationships should be positive. Rights, roles and responsibilities should be clearly established. Individual differences and strengths need to be recognised and acknowledged. Classroom activities should promote respectful, positive interaction amongst students and the teacher. (see Appendix A: Students Rights and Responsibilities)

C. ORGANISATION: The classroom dynamics should promote order and support the curriculum activities being undertaken. Students should have meaningful responsibilities within the classroom. Adequate support and resources should be readily available. (See Appendix B: Woree SHS Pedagogical Framework – 10 Point Plan for Lesson Structure)

5. Emergency responses or 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. Consistent understanding ensures that appropriate actions are taken to keep students and staff safe.

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

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

Basic defusing strategies
Avoid escalating the problem behaviour
(Avoid shouting, sudden responses, cornering the student, moving into the student’s space, touching or grabbing the student, mocking or sarcasm, becoming defensive, communicating anger or frustration through body language, putting any other student in harm’s way).

Maintain calmness, respect and detachment
(Listen actively and ‘mirror’ that you have listened to the student, model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, stay brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

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).
Physical Intervention

Woree State High School’s staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and/or the student is:

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

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

Physical intervention may involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. It is important that all staff understand:

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

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- unapproved exit from a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be proportionate to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- show due account to age, stature, disability, understanding and gender of the student.

In the event that a student requires physical restrain for safety reasons the Education Queensland Physical Restrain Guidelines will be followed.

Students at Woree State High School should never bring knives to school for any purpose.  
(See Appendix K: Working Together to Keep Woree SHS Safe – Knives)

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report on OneSchool
- Health and Safety incident record
6. Consequences for unacceptable behaviour

Woree State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Executive team

**Minor** behaviours are those that:
- are minor breeches of the school expectations of behaviour
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Executive team

**Major** behaviours are those that:
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school Executive Team.

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**RESPONSIBLE BEHAVIOUR FLOWCHART**

### POSITIVE BEHAVIOURS

At this level all students are ON TASK and NO disciplinary action is required.

- Successful learning
- Clean, well maintained environment
- Enjoyment of school
- Self-esteem (feeling good about yourself and others)
- Opportunities – leadership, sporting, school representations
- Active participation in great learning activities and school experiences
- Pride in self and pride in school

### Possible Actions

<table>
<thead>
<tr>
<th>Possible Actions</th>
<th>Possible Strategies</th>
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</thead>
<tbody>
<tr>
<td>Formal acknowledgement</td>
<td>Individual student acknowledgement</td>
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<tr>
<td>Verbal reinforcement</td>
<td>Target setting which is realistic and individualised</td>
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<tr>
<td>Visual record through boxes signed in Planner</td>
<td>Phone calls/letters/emails to parents for good behaviours/achievements</td>
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<tr>
<td>Achievement recorded</td>
<td>Positioning in classroom, optimising conditions for best behaviour</td>
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<tr>
<td>Rewards Activities</td>
<td>Rewards structures which promote motivation and congratulate effort</td>
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<tr>
<td>Year Co-ordinator/ Deputy Principal/Principal awards</td>
<td>Training of expected behaviours e.g. <em>Stop</em>/<em>Walk</em>/<em>Talk</em></td>
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</tbody>
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"You are making the right choices – keep it up!"
## Minor Behaviour Incidents – @ TEACHER LEVEL

**You need to check your choices – time to think.**

<table>
<thead>
<tr>
<th>Possible Strategies</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying or Harassment</td>
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<tr>
<td>- Isolated threatening behaviour</td>
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<td>- Invasion of privacy</td>
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<td>- Lack of respect for other’s feelings and property e.g. isolated minor harassment</td>
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<td>- Simple, isolated verbal harassment</td>
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<tr>
<td>Class/Lesson Time Underperformance</td>
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<tr>
<td>- Minor disruption of class</td>
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<td>- Distraction of class member(s)</td>
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<td>- Failure to bring basic materials</td>
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<td>- Insufficient work or effort in class</td>
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<td>- Lesson truancy, lateness</td>
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<td>- Exit from class without permission</td>
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<td>- Inappropriate use of class time e.g. eating and drinking in class when break time not used effectively; expecting toilet breaks in class time</td>
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<td>- Insolence, interrupting teacher’s presentation, back chat</td>
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<td>- Exaggerated, tardy response or persistent questioning of teacher’s requests</td>
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<td>Computer use infringement e.g inappropriate program</td>
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<td>- Damage to property, graffiti, vandalism of minor, temporary or thoughtless nature</td>
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<td>- Dress code infringement</td>
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<tr>
<td>- Failing to comply with fair &amp; reasonable staff direction instruction associated with school or class procedures, policies, codes &amp; expectations.</td>
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<tr>
<td>- Failure to submit work other than assignment</td>
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<tr>
<td>- Incorrect use of Planner</td>
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<td>- Isolated incident of petty theft</td>
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<td>- Littering</td>
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<td>- Low level offensive language</td>
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<td>- Inappropriate language – incidental</td>
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<td>- Inappropriate verbal comments</td>
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<tr>
<td>- Minor safety breaches</td>
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<td>- Throwing objects e.g. paper into bin</td>
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<td>- Hands off eg. pushing in line</td>
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<tr>
<td>- Potential dangerous actions pushing/shoving</td>
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<td>- No Planner</td>
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<tr>
<td>- Stealing – minor</td>
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<tr>
<td>- Possession of banned items such as chewing gum</td>
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</tbody>
</table>

**Possible Consequences**

- Self-monitoring of behaviour
- Alternative in-class program, in-class tasks
- Behaviour Reflection – complete responsible behaviour plan
- Time out of usual classroom – referral to ‘Buddy Class’
- Catch up work – lunchtimes/after school
- Warning of referral to HOD if not satisfied with student response to: ‘a fair and reasonable instruction’
- Detention – lunchtime/after school
- Playground Litter Duty or another such school community service
- Replacement or cleaning of item(s) or restitution
- Confiscation of item
- Loss of services or restricted use of It or other equipment
- Mediation
- Record on OneSchool – possible
- Conference with parental involvement

## Ongoing Minor Behaviours OR Major Behaviour Incidents  
@ HEAD OF DEPARTMENT LEVEL

**You need to give serious thought to your actions and behaviours; they are not acceptable in this school**

<table>
<thead>
<tr>
<th>Possible Strategies</th>
<th>Possible Consequences</th>
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</thead>
<tbody>
<tr>
<td>Assignment/assessment tasks</td>
<td></td>
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<tr>
<td>- not fulfilled</td>
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<td>- not submitted on time</td>
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<tr>
<td>Cheating including plagiarism</td>
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<tr>
<td>Misuse of computer e.g. unsolicited touching of another student’s computer or files</td>
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<tr>
<td>Persistent lack of effort in class</td>
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<tr>
<td>Gross disruption in class</td>
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<tr>
<td>Non-attendance at detention for class teacher</td>
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<td>Physical intimidation – student to student</td>
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<tr>
<td>Refusal to</td>
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<tr>
<td>- engage in the course of study</td>
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<tr>
<td>- comply with reasonable staff instruction</td>
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<tr>
<td>Repeated lateness to class lessons</td>
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<tr>
<td>Repeated minor offences in class lessons</td>
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<tr>
<td>Repeated possession of banned items</td>
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<tr>
<td>Stealing</td>
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</tr>
</tbody>
</table>

**Possible Consequences**

- Self-monitoring of behaviour
- Alternative in-class program, in-class tasks
- Referral to ‘Buddy classroom’ or HOD class
- Inclusion of student in daily workforce of SchoolCommunityService
- Subject Monitoring Card
- Subject Withdrawal – work with HOD
- Detention – catch up school – lunchtime/after school
- Parental contact
- Refusal to
- Recommend removal from Good Standing
- Referral to Executive Team
- Record on OneSchool – mandatory
- Conference with parental involvement
Possible Strategies

- Discussion with student individually – establish rapport, reiterated school/classroom procedures, identify alternative choices, discuss potential consequences
- Relationship-building
- Negotiation of resolution e.g. apology, agreed restitution or amends
- Probe of student’s interaction with various staff
- Mediation
- Behaviour Reflection; self-monitoring
- Parental contact
- Subject review referral to GO
- Issue of Attendance Tracking Sheet (yellow); daily review and response
- Issue of Positive Behaviour Monitoring Card (purple) with daily review, reflection, response
- Suspension from activity e.g. Rewards, Sport Detention
- Frequent referral to ‘Buddy Class’
- Consultation with professional support network
- Intervention involving parent or carer
- Referral to Student Support Services – for review
- Alternative in-class program, in-class tasks

Possible Consequences

- Referral to outside agencies such as
  - Flexible Learning Centre
  - VPG
- Referral to ‘Buddy classroom’
- Time out
- Alternative educational environment
- Re-issue of Attendance Tracking Sheet (yellow)
- Re-issue of Positive Behaviour Monitoring Card (purple)
- Detention– lunchtime or after school
- Internal withdrawal from class to Executive Team
- Withdrawal or suspension of access to equipment, computers
- Playground litter duty or other such school community service
- Removal from Good Standing
- Compulsory attendance in targeted program e.g. Anger management.
- Compulsory attendance at Homework Club
- Student disciplinary absence (suspension) for example
  - Failing to follow ‘a fair and reasonable instruction’
    (Decision reflects the behaviour level with a restorative outcome as the preferred strategy)
  - Physical Assault/fighting – first offence - Student disciplinary absence (suspension) (10 days suspension)
- Record on OneSchool - mandatory

Extreme or Persistent Behaviour – @ EXECUTIVE TEAM LEVEL

“Your behaviour is not acceptable in this school!”

- Abuse or threats to other student(s), WSHS staff
- Major or repeated disruption to learning or routines
- Repeated misbehaviour or persistent lack of effort or inappropriate behaviour in more than one subject
- Non-attendance at detention set by HOD
- Gross disruption to assembly
- Provocative or aggressive swearing or abuse
- Insolence or Verbal abuse
- Threats, inappropriate comments to/about staff members
- Misbehaviour in the playground, carnivals or extra-curricular activities
- Dangerous behaviours endangering school community or threatening well-being of others
- Persistent or serious Bullying or Harassment
- Cyberbullying
- Assault/Fighting
- Possession of banned items – of safety concern
- Possession, use or trafficking of prohibited substances
- Publication of grossly inappropriate material concerning staff, fellow students, the families of staff or students
- Defamation of fellow students, staff members and their families
- Repeated failure to respond to suspension
- Possession of weapon; use of weapon

Possible Strategies

- Initiation of Behaviour Improvement Condition
- Initiation of critical incident plan
- Relocation for learning
- Referral to Flexible Learning Centre
- Meeting with support personnel and parent/caregiver
- Student disciplinary absence - suspension
- Cancellation of enrolment (if over 17 years)
- Exclusion
- Involvement of Police or other appropriate outside agency
- Record on OneSchool - mandatory
7. Network of student support

Students at **Woree State High School** are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Executive Team Staff
- Advisory Visiting Teachers
- Behaviour Support Services Staff
- Buddy class teachers
- Class Teachers and Class Teacher Aides
- Community Education Counsellor
- Flexible Learning Centre Staff
- Guidance Officer
- Heads of Department
- School Based Health Nurse
- School Based Police Officer
- School Chaplain
- School Community Education Counsellor
- Senior Guidance Officers
- Year Level Coordinators
- Youth Support Co-Coordinators

Support is also provided by the following Government and community agencies:

- Child and Youth Mental Health Service
- Community Connections
- Department of Child Safety
- Queensland Police
- Disability Services Qld

8. Consideration of individual circumstances

Individual circumstances of students are considered when determining behaviour support or applying consequences for inappropriate behaviour at **Woree State High School**. The following processes and strategies are applied:

- Promotion of a teaching and learning environment that is responsive to the diverse needs of students
- Application of procedural fairness that allows appropriate, equitable and non-violent consequences for behaviour that infringes the ‘code of behaviour’
- Sequential procedure through consequences from least intrusive through to the most constraining, while allowing for particular situations and context
- Due recognition of the age, learning needs, socio-cultural background and emotional state of student
- Due countenance of the previous behaviour of the student
- Recognition of, and respect for, the rights and responsibilities of all students to:
  - Express their opinion in an appropriate manner and at an appropriate time
  - Work and learn in a safe environment, regardless of age, gender, cultural background, socio-economic situation and impairment.

A student who faces suspension, recommended exclusion or cancellation of enrolment has the right to natural justice. This involves being provided with an opportunity to present a defence prior to a decision being taken.

When applying consequences in alignment with the “Education Queensland Code of Behaviour”, individual circumstances and actions of the student and the needs and rights of school community members will be considered and balanced.
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department’s Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

# APPENDIX A: Rights and Responsibilities of all Students

## THE FOLLOWING RIGHTS AND RESPONSIBILITIES APPLY TO ALL STUDENTS OF WOREE HIGH SCHOOL

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| To undertake my duties as member of the school community | **It is my responsibility to:**  
- Arrive in time for roll marking each morning  
- Be prepared for my lessons  
- Attend, on time, all my timetabled classes  
- Be co-operative – follow staff directions  
- Complete work to the best of my ability  
- Work without interfering with the learning of others  
- Practise what I have learnt and study in my own time |
| To be safe | **It is my responsibility to:**  
- Wear school uniform as written in school policy  
- Observe safety rules  
- Be alert to, and stay mindful of, potentially hazardous situations  
- Report any observed hazard or danger  
- Stay on the school grounds throughout the school day  
- Act in a manner which does not threaten others  
- Report any bullying |
| To safeguard property | **It is my responsibility to:**  
- Refrain from bringing valuables to school  
- Look after my own property  
- Respect the property of others  
- Report theft or damage of property  
- Access mobile phones and other electronic devices according to the school policy |
| To be respected and to have opportunities to express my opinion | **It is my responsibility to:**  
- Treat others with respect and courtesy and not seek to put others down  
- Treat others without prejudice (regardless of religion, race, ethnic background, nationality, ability, gender, age, physical traits, financial position, sexuality etc)  
- Speak about others without smearing their reputation or the reputation of their families, friends or associates  
- Speak without inciting anyone to violence or behaviour prejudicial to the good order of the school  
- Refrain from swearing at or abusing any student, staff member or visitor to our school  
- Listen actively when others express their views  
- Listen tolerantly to viewpoints being expressed by others |
| To know what is acceptable behaviour and know the consequences of unacceptable behaviour | **It is my responsibility to:**  
- Be familiar with Woree State High School’s Code of Behaviour  
- Follow the school code of behaviour and where necessary seek clarification of the code  
- Take responsibility for my actions  
- Accept consequences of my behaviour |
| To have a pleasant, clean, healthy and safe environment | **It is my responsibility to:**  
- Care for the school environment  
- Avoid unhealthy and dangerous practices  
- Assist in keeping the school environment clean and tidy |
| To be in a school which is conscious of the value of a good reputation and which works hard to be well-regarded by the community | **It is my responsibility to:**  
- Accept that I represent my school at all times when in school uniform  
- Behave in a way which reflects well on myself and my school  
- Use language that encourages mutual respect  
- Encourage others to speak and behave in ways which reflect well on the school |
APPENDIX D: Bullying Policy
Amendment adopted: 17th November 2011 – P&C Meeting

Policy Statement

Woree State High School practises a ‘zero tolerance’ approach to bullying in all its forms, in line with Education Queensland’s policy and the provisions of the Child Protection Act. Our school and school community endorses the right to safety of all school community members. Bullying undermines this right and prevents students form achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, and can damage the supportive environment of the class and of the school in general. For these reasons, bullying cannot be tolerated and must be addressed with immediacy and consistency.

Definitions of bullying

As defined in Education Queensland’s Child Protection Act, ‘Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.’ (The definition includes all forms of harassment.)

For ease of student understanding and identification of bullying, Woree State High School has defined bullying for students and staff in the following definition:

“Bullying is a behaviour by an individual or group, that is repeated and hurts another, either physically or emotionally.” (Woree State High School 2011)

Further, Woree State High School has developed definitions for:

1. **Physical Bullying** - When a person or group uses physical actions to bully.
2. **Verbal Bullying** - Repeated name calling, insults, homophobic or racist remarks.
3. **Psychological Bullying** - Threats, stalking or manipulating someone.
4. **Cyber Bullying** - Using technology to bully verbally, socially or psychologically.
5. **Covert Bullying** - When a person or group lies about someone, spreads rumours or deliberately excludes someone.

Aims of the policy

1. To counter views that bullying is an unavoidable part of school life.
2. To overcome communication barriers associated with bullying.
3. To create a safe and supportive teaching/learning environment for students and staff.
4. To provide support and counselling services for both bully and victim.

**To pro-actively promote a school climate where bullying behaviours are not tolerated and are infrequent in incidence**
**WHAT TO DO IF I AM BEING BULLIED**

If you feel that you are being bullied...

---

**In Class**

- **STOP**
  - Make the ‘STOP’ sign and ask the person to stop their behaviour.

- **WALK**
  - If the problem continues…
    - Walk away from the situation.

- **TALK**
  - If the problem continues…
    - Talk!

---

**Out of Class**

- **STOP**
- **WALK**
- **TALK**

---

**Other**

- See “Student Support Personnel’ to complete ‘Bullying Incident Report’ (see sample below)

---

You will be asked to complete an incident report.

If the problem behaviour continues you **must** report it again.
What is cyberbullying?

Cyberbullying can include:

- spreading rumours online
- sending unwanted taunting, or threatening messages
- excluding individuals from social interaction online
- defacing images on or setting up fake profiles on social networking sites.

Anyone can be bullied online and the bully can act anonymously if he or she wants to. People can also be bullied online by groups of people such as class groups or collectively by members of an online community.

Using communication technologies

Here are some things to consider when using communication technologies such as websites, blogs and mobile phones. It is easy to underestimate the impact of what you say, write and do with these technologies.

Did you know that:

- Web blogging social networking community websites such as MySpace have the potential to be viewed by anyone, with almost no control over who has access to the content.
- The information sharing and broadcasting capabilities of the technologies mean that a large number of people can potentially access information very quickly.
- The things that you post and send, especially about other people, may be seen as bullying or harassment.
- 'Cyber bullying' is using mobile phones or other communication technologies to send insulting, threatening or unpleasant voice, text and picture messages, videos or posts or spreading malicious rumours.
- Party invitations and or details posted on websites such as MySpace, or sent by email or SMS text messaging, can be accessed instantly by a huge number of people.
- Sending large amounts of invitations by email and SMS text messaging greatly increases the chances of gatecrashers, uninvited and unwelcome guests, which increases the likelihood of violence at a party.
- 'Happy slapping' is the video recording, usually with mobile phones, of violent and shameful acts and practical jokes that are shared with other people through email and websites such as YouTube.
- Practical joke behaviour such as 'happy slapping' can be offensive.
- 'Happy slapping' glorifies and encourages violent and degrading behaviour for entertainment. This type of violence can be serious and in some cases could even be classed as criminal behaviour, in which case it should be reported to the police.
For more useful information about using communication technology being cybersafe, sensibly and some interesting information about cyber bullying and web blogging. Visit the following websites:


**Actions** Should students make a of report ‘cyberbullying’, *Woree State High School* will investigate and implement mediation between the parties involved. If a resolution is not achieved, then the matter will be passed to the School Based Police Officer for further follow-up.

**What should I do if I think that my child is being bullied?**

Children often do not tell their parents that they are being bullied because they are embarrassed or frightened. If you suspect your child is being bullied or your child brings it up, consider these steps:

- **Talk with your child.** Focus on your child. Express your concern and make it clear that you want to help. Do not promise to keep it a secret, or that you will not report the problem.
- **Empathize with your child.** Say bullying is wrong, that it is not their fault, and that you are glad they had the courage to tell you about it. Let them know that they are not alone.
- **Work together to find solutions.** Ask your child what they think can be done to help. Be sure that your child knows that this situation will not get better on its own, and that appropriate adult intervention is needed.
- **Document ongoing bullying.** Work with your child to keep a record of all bullying incidents. If it involves cyberbullying, keep a record of all messages or postings.
- **Help your child develop strategies and skills for handling bullying.** Provide suggestions for ways to respond to bullying, and help your child gain confidence by rehearsing their responses. Woree State High School can help you with this.
- **Be persistent.** Bullying may not be resolved overnight.
Working with Woree State High School

Parents are often reluctant to report bullying to school Executive Team, but bullying may not stop without the school’s help. Parents should never be afraid to call the school, or use the reporting form on this website, to report that their child is being bullied and ask for help to stop the bullying.

- **Know the school policies.** Ask for a copy of Woree State High School’s anti bullying policy.
- **Open the line of communication.** Call or set up an appointment to talk with your child’s teacher or school guidance counsellor and establish a partnership to stop the bullying.
- **Get help for your child.** Seek advice from your child’s school Guidance Counsellor or other school-based health professionals (School-based Health Nurse, Community Education Counsellor, School-based Police Officer, Community Liaison Officer). They may be able to help your child cope with the stress of being bullied.
- **Commit to making the bullying stop.** Talk regularly with your child and with Woree State High School staff to see whether the bullying has stopped.

**What Not to Do**

- **Never tell your child to ignore the bullying.** What the child may “hear” is that you are going to ignore it. Be supportive and gather information about the bullying. Often, trying to ignore bullying allows it to become more serious.
- **Do not blame your child for being bullied.** Do not assume that your child did something to provoke the bullying.
- **Do not encourage your child to harm the person who is bullying them.** It could get your child hurt, suspended, excluded, or in trouble with the Police.
- **Do not contact the parents of the students who bullied your child.** It may make matters worse. School Executive Team should contact the parents of the children involved.
- **Do not demand or expect a solution on the spot.** Indicate you would like to follow up to determine the best course of action. Also, be aware that the law limits the ability of Woree State High School personnel from revealing disciplinary actions taken against other students. Just because they cannot tell you if or how another student was disciplined, does not mean action was not taken.

**APPENDIX E: Truancy Action Plan**

**Every Day Counts**

*Every Day Counts* is a statewide initiative addressing the issue of student attendance and utmost importance is placed on this at Woree State High School. The initiative is designed to change parent, community and student attitudes to school attendance. It requires the support of both parents and the community if student attendance is to be successfully addressed. *Every Day Counts* promotes four key messages at Woree State High School:

- all children should be enrolled at school and attend on every school day
- schools should monitor, communicate and implement strategies to improve regular school attendance
- truancy can place a student in unsafe situations and impact on their future employability and life choices
- attendance at school is the responsibility of everyone in the community.

**STAGE 1 IDENTIFICATION**

- Class teachers complete daily class rolls
- Sign In/Sign Out Processes
- Other e.g. student sighted off grounds

**STAGE 2 VERIFICATION**

a) Student Welfare Officer checks for anomalies – informs relevant Year Coordinator
b) Year Co-ordinator undertakes verification check
c) Year Co-ordinator confirms truancy with AO2 Attendance/Truants Officer then completes TRUANCY FORM

**STAGE 3 ACTION**

a) AO2 Attendance/Truants Officer records on OneSchool database → Truancy Report to parents.
b) Year Coordinator notifies as follows:
   Truant 1 Lesson
   - Form to Head of Department
   - Head of Department informs teacher who records on OneSchool database
   - Teacher applies consequences
   Truant ½ day or more
   - Form to relevant Executive Team person
   - Executive Team apply consequences – records on OneSchool database
c) Year Coordinators put names on Daily Notices (as applicable).

**STAGE 4 FOLLOW UP**

- It is the responsibility of all teachers to follow-up on truancy from a single lesson.
- It is the responsibility of Executive Team to follow-up on truancy of ½ day or more.
- Where chronic truancy is detected Executive Team will follow up by:
  - Parent/Student interview
  - Behaviour plans created and monitored
  - Attendance Tracking Sheet
  - Student Performance Monitoring Process
APPENDIX F: The Use of Personal Technology Devices @ School

The Policy: Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature are not encouraged to be brought to Woree State High School by students.

The Rationale: The school community feels these devices serve no real purpose for learning and, in fact, can become obstacles for learning in some cases. The school community supports the valid place of music in the lives of students, but not via the use of these devices whilst at school. Other concerns centre around –

1. theft of these devices
2. their connection to non-socialising behaviours
3. their potential impact on the learning culture of the school

Student Responsibilities

Simply, students are not encouraged to bring these devices to school.

All student mobile phones and electronic equipment (including those with Bluetooth functionality) are to be switched off and out of sight during classes and assemblies.

Students should only use mobile phones or electronic equipment (including those with Bluetooth functionality) before or after school, or during recess and lunch breaks, where these devices are not being used in a teacher directed activity to enhance learning. If they do, they will be asked to hand the devices in to the office, for collection after school.

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.

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

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

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

Even where consent is obtained for such recording, Woree State High 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 to Woree State High 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 involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

**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 the 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.

**Staff Responsibilities**  
If staff see a student with a personal listening device in scheduled class learning time whilst at Woree State High School, they are to direct the student to the office where the device will be held safely, until pick-up after school.

*N.B. It is not recommended that staff take the device from the student themselves. This can lead to increased conflict and puts staff member at risk if device is damaged/lost.*

**Office Responsibilities**  
Office staff will keep a Register of the owner, provide the student with a ‘red slip indicating the register of the device’ and store the device in a safe place and return it to the owner after 3.00 pm that day.

For chronic offenders, office staff will pass the details to the relevant Executive Team person for further action.

**Executive Team Responsibilities**  
Executive Team will follow-up chronic offenders as per year level responsibilities. Action will include counselling, parent contact and possible interview.

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1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
APPENDIX H: Submission Of Assessment Flowchart

Student submits draft
Teacher provides feedback - marks and records
Student submits by due date
Student remains on good standing

TEACHER collects draft at least one week before due date
TEACHER provides feedback - marks and records
Student submits completed assignment by due date
Student remains on good standing

Student fails to submit draft
TEACHER contacts Parent/Guardian
Within 48 hours of draft date

Student fails to submit completed assignment by due date
TEACHER attempts to mark work completed in class
Student submits completed assignment by due date
Student remains on good standing

TEACHER refers student to HoD
- TEACHER forwards standardised letter to parents
- HoD counsels student
- HoD refers student to Year Co-ordinator
- Year Co-ordinator student removed from good standing

Within 5 working days of final date

HoD, Year Co-ordinator and Executive team
work co-operatively to counsel student.
- Set date for withdrawal from all class activities

Student submits assignment. Returns to good standing
Student fails to comply
Executive Team to arrange for a progressive report with Year Co-ordinator

Years 8, 9, 10
1st Letter - possible cancellation
2nd Letter - Show Cause (post compulsory age)
3rd Letter - Cancellation of Enrolment (post compulsory age)

Years 11, 12
1st Letter warning to parents and students of:
- possible cancellation
2nd Letter - Show Cause (post compulsory age)
3rd Letter - Cancellation of Enrolment (post compulsory age)
APPENDIX I: The School Dress Code

Woree State High School is a uniform school with the uniform policy endorsed by the P&C committee because it believes that this promotes the objectives of the Education (General Provisions) Act 2006, and in particular that it:
• Promotes a safe environment for learning, by enabling ready identification of students and non-students of the school;
• Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
• Promotes a supportive environment at the school by fostering a sense of belonging; and
• Fosters mutual respect among individuals at the school, by minimising visible evidence of economic, class or social differences.

Woree State High School staff support the policy by monitoring uniform compliance and applying the school policy. As a “uniform” school we believe that the correct wearing of the school uniform assists students to identify with the school, and so feel positive about their learning environment and about being part of the team.

The Principal and staff will promote and supervise the wearing of school uniform throughout the school. The Student Dress Code will remain a part of the Responsible Behaviour Plan for students. A sanction will be applied for the refusal to comply with the dress code. Refusal to comply with a policy decision of the school community would constitute disobedience and will therefore be liable for sanction.

It is expected that students at Woree State High School will wear the correct school uniform each day they attend school. They will also wear the uniform to any other official school function as directed by the Principal. Students representing the school will be expected to wear full uniform. When students are receiving awards at a sporting event they will be expected to wear school uniform ie Age Champion, Swimming Carnival. Spectators attending sporting events will be required to wear full uniform. If a student is unable to wear the correct uniform for any reason, it is expected that the school will be notified by parents/caregivers.

The School Dress Code will not be implemented in a fashion which would detrimentally affect someone who, through poverty or transience, would experience hardship by having to purchase a uniform. Woree State High School asks that all parents/caregivers support the wearing of school uniform.

Students who choose not to follow the Dress Code, will be dealt with under the existing sanctions in the Education (General Provisions) Act 2006.

N.B. Correct uniform includes the wearing of covered footwear. Details of the uniform guidelines can be found in student handbooks and enrolment packages. For full details, please consult “The General Information” booklet which shows illustrations and full descriptions of the dress code for students.

Consequences Of Non-Compliance To Wearing School Uniform

**Identification**
- All staff have a role and if a teacher sees someone out of uniform (includes shoes), pass their name to the relevant Year Co-ordinator (8-12).
- NB: If a student has grossly inappropriate uniform, send to Executive Team immediately.
  This process occurs mainly from parades, form classes.

**Monitoring**
- Year Co-ordinators/Executive Team, will arrange a monitoring system for uniform non-compliance. A range of strategies may be used (eg. student has valid reason/note – no further consequence or student issued with appropriate uniform, student withdrawal etc).
- Form teachers may be asked to assist in the monitoring of uniform compliance.

**Consequence**
- Should a student come to school out of uniform, a number of procedures will be followed.
  Firstly, the nominated class teacher and/or Year Co-ordinator will:
  • Record student name, date and incorrect uniform item, negotiate correct wearing of uniform
  • Escort student to office (if necessary)
  • If student requires shirt, shorts, shoes then refer to Deputy Principal/Office Staff
  • If student has excess jewellery have the student remove it. Remind student not to continue wearing incorrect uniform/jewellery
  Repeat offenders or students who will not remove jewellery will be referred to the Deputy Principal who will then contact parents to discuss matter.
  Secondly, the Deputy Principal/Principal will:
  • Approach the student to ascertain the reason for being out of uniform
  • Contact parents/caregivers to negotiate the wearing of the uniform
  • Give students the opportunity to wear a uniform from the school uniform pool, so they immediately become part of the team.
  Students who do not wear full uniform regularly to school may not be given the opportunity to represent the school as a spectator/supporter. The principle behind the wearing of our school uniform, and the supervision of such, is always to seek support from both the student and the parent/caregiver to wear the uniform, so as to be part of the team and provide a safe, supportive school environment for all.
APPENDIX J: Student Defiance to Staff Member Instruction

Teaching and non teaching staff action
When there is a situation of student defying a direct teacher instruction the following is recommended:

- Seek a one on one conversation regarding student choice
- Use a common language when confronted with the defiance: “There will be consequences if you fail to follow a fair and reasonable instruction. Are you choosing to not follow a fair and reasonable instruction?”
- Consistent consequence of referral to HOD:
- If the situation requires immediate removal from the learning environment then use the referral cards to send for assistance from the HOD. If not available direct the request to the Executive Team. If necessary the office staff will contact admin by mobile phone.

Head Of Department action
The HOD addresses the referral by:

- Issuing a detention, parent contact and apology
- If defiance continues then use a common language: “There will be severe consequences if you fail to follow a fair and reasonable instruction. Are you choosing to not follow my instructions as well as your teacher’s instructions?”
- If the defiance continues then respond by saying: “You have failed to follow my instruction, I am referring you directly to a member of the Executive Team (Principal or Deputy Principal)

Executive Team Action
The Executive Team member will make a decision that reflects the behaviour level with a restorative outcome as the preferred strategy.

APPENDIX K: Working together to keep Woree SHS Safe (Knives)

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butcher 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. School Executive Team can take tough action against a student who brings a knife to school.
- If a student has a knife at school, Principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension or exclusion
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Woree State High 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 school Executive Team.
# BUDDY CLASS REFERRAL

Date: …../…./21…..                                     Lesson: 1 2 3 4 5  
Time: ……………..am/pm  
Student Name: ……………………………………………………….  
Teacher Name: ………………………………………………………..  

Student sent to:  
○ Buddy Teacher Name: ………………………. Room: …………….  
○ Head of Departments Name: …………………. Room: …………….  

Work Set:  

<table>
<thead>
<tr>
<th>Buddy/HOD Teacher’s Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please return to teacher’s pigeonhole)</td>
</tr>
<tr>
<td>o Immediate assistance required by Executive Team</td>
</tr>
</tbody>
</table>

## STUDENT

DO NOT BEHAVE IN A WAY TO MAKE THIS SITUATION WORSE.  

There is no turning back, no argument  

Your teacher has issued you this referral for the following reasons:  
- Your behaviour is disrupting the teaching and learning of fellow classmates  
- You have failed to follow a Fair and Reasonable Instruction  

As a result:  
- You are being referred to a Buddy Class/Head of Department  
- A OneSchool Report will be completed (permanent record)  
- You will report to your class teacher/Head of Department at first available break or immediately after this lesson.
APPENDIX M: Drug Education Procedures

Rationale

Woree State High School aims to create an environment:

- Where students participate in a range of learning experiences about drugs and drug use within the context of harm minimization (refer CRP-PR-005: Drug Education and Intervention in Schools).
- Where refusal of harmful or illegal drugs is promoted.
- Where drug use as authorized by a medical practitioner occurs in controlled circumstances.
- Where the global outcomes of the school are reflected in the implementation of the drug education policy.

The school discourages all drug use that is detrimental to the health and well being of students and which is not authorized by medical practitioners.

This policy applies to all students under the school’s jurisdiction. The school’s jurisdiction is defined as the school premises, school camps, excursions, activities associated with the school such as school dances, camps and dramatic productions, or any other activity where the staff assume responsibility. It also refers to students travelling to and from school, or when they are in school uniform, and as such, representing the school.

Drug Education Program Introduction

Woree State High School’s drug education policy reflects the school’s Global outcomes and endeavours to provide an environment where students are safe and will understand the implications of drugs use and misuse within a context of harm minimization.

Woree State High School provides students with learning experiences focusing on drug issues. Key outcomes of our drug education program are to have students who are informed about drug issues which are developmentally appropriate to their year level, who understand the possible consequences of drug use, and who have a range of strategies and protective behaviours aimed at minimizing harms both to themselves and others. Teachers will undergo professional development to ensure that the necessary strategies are implemented in the classroom.

Woree State High School acknowledges that drug education is a shared responsibility between home school and the community. Parent participation is welcomed in the development of policy documents and curriculum development.

Drug Education at Woree State High School is underpinned by the Principles of Drug Education in Schools (Ballard, Gillespie and Irwin, 1994)

Intervention/Managing Drug Related Incidents

Goal: To reduce the harmful and/or inappropriate use of drugs by managing incidents in a positive and supportive manner in the best interests of students, staff, parents and other parties concerned.

Legislation and related Policies

A. Queensland Legislation

- Education (General Provisions) Act 1989
- Drugs Misuse Act 1986
- Anti-Discrimination Act 1991
- Judicial Review Act 1991
- Juvenile Justice Act 1992
- Freedom of Information Act 1992

B. Education Queensland Policies and Guidelines

- HLS-PR-001: Creating Smoke-Free Environments
- HLS-PR-014: HIV/AIDS Education
- SMS-PR-012: Student Protection
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- SMS-PR-021: Management of Behaviour in a Supportive School Environment - Schools and Discipline
- SMS-PR-029: Managing Student Absences
**Authorised Drug Use at Woree State High School**

**Prescribed or medicinal drug use** Students who use prescribed or medicinal drugs within school jurisdiction must have written approval from a parent or guardian. Medication must be presented at the office in a clearly marked container that states the student's name, dose and the times at which it should be given. If the medication requires refrigeration, this must also be clearly specified. Students at the Special Education Unit follow the above guidelines with medication being presented to the S.E.U. administrator rather than the general office. Protocols of the S.E.U. will be adhered to at all times. *Times at which doses are received should be recorded and counter-signed by the student.*

**Asthma medication** Authorisation to use asthma medication should be received in writing from parents. Asthmatic students who are required to carry medication with them are permitted to do so. *Where parents wish to provide a nebuliser at school, they should negotiate with the school as to who will assist with the use of the pump and its maintenance. They will also need to provide an asthma medication plan as prepared by their child’s doctor.*

**Analgesics** When a student at Woree State High School complains of a headache or other similar pain, the school will not administer paracetamol and parents will be contacted.

**Other substances** Students at Woree State High School are not permitted to use any drug or to be under the influence of a drug substance apart from those listed above. Students should not bring any analgesics, vitamins or any other such preparations to school. *Tobacco, alcohol, inhalants and illegal/unsanctioned drugs are prohibited.*

**Woree State High School Management of a Drug Related Incident**

<table>
<thead>
<tr>
<th>Substance found with/consumed by student, or evidence of above</th>
<th>Sequence of Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Establish the health status of the student/s involved in the incident</td>
</tr>
<tr>
<td></td>
<td>Refer to the first aid room and monitor (call ambulance if required)</td>
</tr>
<tr>
<td></td>
<td>Report incident to Principal or Deputy Principal</td>
</tr>
</tbody>
</table>

- Executive Team establishes who and what substance is involved
- The substance is then secured, labelled and stored

**Refer to the school “Responsible Behaviour Plan for Students”**

- Executive Team advises parent and student that the school Guidance Officer, School-Based Youth Health Nurse, Community Education Counsellor or Youth Worker is available to them as a support person
- Executive Team forms a Case Management meeting to devise a response based on the available information (including Parent/carer, student)
- Advise the student and family of the proposed school response
- School implements appropriate action and devises a plan for student reintegration (if required)
- Executive Team prepares a media response if case one is needed
-Student reintegrated (with the involvement of relevant stakeholders)

**Police feedback received**

- Referral to non-government or government community services as appropriate
- Advise District Office (if necessary)
- Staff advised of school response (if necessary)
- Whole school community informed

Any inquiries from the media will be directed to the Principal.
**Counselling/Referral**

**Goal:** To provide assistance, in a supportive and confidential manner, to students who have been identified as “at risk” with regard to drug related problems.

Woree State High School has identified the following community organisations as being useful contacts for student support.

<table>
<thead>
<tr>
<th>AGENCY</th>
<th>DETAILS</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol, Tobacco and Other Drugs (Queensland Health)</td>
<td>31 Shields Street, Cairns</td>
<td>4050 3900</td>
</tr>
<tr>
<td>Wu Chopperen Medical Service (Social Health)</td>
<td>13 Moignard Street, Manoora</td>
<td>4080 1000</td>
</tr>
<tr>
<td>Youth Empowered Toward Independence (YETI)</td>
<td>258 Draper Street, Cairns</td>
<td>4051 4927</td>
</tr>
<tr>
<td>Child &amp; Youth Mental Health Services (Queensland Health)</td>
<td>165 Sheridan Street, Cairns</td>
<td>4050 3100</td>
</tr>
<tr>
<td>Addiction Help Agency</td>
<td>211 Lyons St Cairns</td>
<td>40516262</td>
</tr>
<tr>
<td>Headspace Cairns</td>
<td>2nd Floor, 45 Spence Street (Cnr Spence &amp; Grafton Streets) Cairns QLD 4870</td>
<td>4041 3780</td>
</tr>
</tbody>
</table>

Other supportive personnel are available within the school:

- Community Education Counsellor
- Guidance Officer
- School Based Health Nurse
- School Based Police Officer
- School Chaplain
- Community Education Counsellor
- Community Liaison Officer
- Year Level Coordinators
- Youth Support Co-Coordinators

**Note 1:** Some situations may be effectively addressed by developing strategies cooperatively with the students.

**Note 2:** The involvement of Police may be necessary in some of the situations listed below, even when not specifically indicated, if there is a real possibility of harm to others or to property, or there is associated unlawful activity, such as theft or drink/drug driving.
### Consequences of Drug-related Incidents for Students at Woree State High School

These suggested consequences should be considered in the context of the student’s whole life, family situation, mental and emotional health, intellectual ability and degree to which they may have been in control of their actions and decisions.

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>Possible response(s)</th>
</tr>
</thead>
</table>
| 1. Knowledge of drug-related activities at school not communicated to teachers or Executive Team. | - Counselling by Executive Team  
- referral to parents |
| 2. Requesting supply of an illicit substance from another student on school premises. Request not fulfilled. | - Counselling by Executive Team  
- Referral to parents |
| 3. Involvement via proximity to an activity, in the presence of others using or supplying. | - Counselling by Executive Team  
- Referral to parents |
| 4. Coming intoxicated onto school premises or to school functions. | - Counselling by Executive Team  
- Immediate referral to parents (parents to collect student for safety reasons)  
- Suspension and counselling by Guidance Officer |
| 5. Smoking tobacco on school premises or at school functions. | - Health information  
- Warning as to breach of school rule  
- Counselling by Executive Team  
- Detention  
- Referral to parents  
- Counselling by Executive Team  
- Suspension/exclusion |
| 5(a) Repeatedly smoking tobacco on school premises or at school functions | - Health information  
- Illegality warning  
- Referral to parents  
- Suspension  
- Counselling by Executive Team  
- Suspension/exclusion |
| 6. Using alcohol on school premises or at school functions. | - Health information  
- Illegality warning  
- Referral to parents  
- Suspension  
- Counselling by Guidance Officer |
| 7. Supplying alcohol on school premises or at school functions. | - Health information  
- Illegality warning  
- Referral to parents  
- Suspension  
- Counselling by Guidance Officer |
| 8. In possession of or using an illicit substance on school premises or at a school function. | - Health information  
- Illegality warning  
- Referral to Police  
- Parents notified  
- Suspension  
- Counselling by Guidance Officer  
- Referral to ATODS |
| 9. Repeated possession or use of an illicit substance on school premises or at a school function. | - Health information  
- Illegality warning  
- Referral to Police  
- Parents notified  
- Exclusion/suspension  
- Counselling by Guidance Officer  
- Referral to ATODS |
| 10. Sale or supply of an illicit substance on school premises or at a school function, to minors. | - Health information  
- Illegality warning  
- Referral to Police  
- Parents notified  
- Exclusion process initiated  
- Counselling referral  
- Referral to ATODS |
I know and understand the Woree State High School

   - Respect
   - Safety
   - Effort
   - Self Responsibility

2. Core Values
   - Respect
   - Responsibility
   - Fairness
   - Honesty
   - Commitment
   - Quality

3. Learning Expectations of Students
   - Persistence
   - Organisation and Management
   - Responsibility
   - Confidence

4. Behaviour Expectations


Student Name .................................................................

Current Year Level ...........................................................

Student Signature ...........................................................

Parent/Guardian Signature ...................................................

Executive Team Signature ...................................................

Date: ..............................................................................