Maryborough
STATE HIGH SCHOOL

Responsible Behaviour Plan for Students

"No prize without effort"

Responsible Behaviour Plan for Students

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Maryborough State High School provides School Wide Positive Behaviour Support and our primary focus is to support learning and teaching in order to maximise learning outcomes for each individual student so that students become work ready, employable and valuable citizens in a learning community. Our vision is "Working Together, Towards Success" and our values of Respect, Responsibility and Results are embedded in this Responsible Behaviour Plan which is designed to facilitate the high standards of behaviour necessary to achieve this vision.

2. Consultation and data review

This plan has been developed in collaboration with our school community. Broad consultation with parents, staff and students took place through 2012 and 2013, and further reviewed through 2014-2015. Further consultation is occurring through the School Wide Positive Behaviour Support team; and through the collation, analysis and use of data such as attendance, unexplained absences, suspensions and exclusions, and behaviour incidents.

3. Learning and Behaviour Statement

"No prize without Effort"

At Maryborough State High School:

- Students are provided a diverse range of opportunities to allow for individual potential to be achieved.
- Positive behaviour and learning outcomes are improved through strong partnerships between school, home and community.
- Responses to inappropriate student behaviour must consider the needs and rights of school community members, the individual circumstances, and the actions of the student.
- In order to achieve high standards of personal achievement and behaviour at Maryborough State High School there is a consistent, clear and concise framework of teacher and student expectations and consequences for inappropriate behaviour.

Our school community has identified the following school values to teach and promote high standards of responsible behaviour.

- Respect
- Results
- Responsibility

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

At Maryborough State High School we believe:

- When students are successful, they are rarely disruptive.
- Students respond enthusiastically to high-interest learning with an appropriate level of challenge.
- When students have a good relationship with their teacher they tend to behave responsibly and respond to the modelling of the teacher.
- When students have not yet learned that they are responsible for their own behaviours, they should be encouraged to understand this through the use of non-coercive consequences.
- That all behaviour has a function, and most students who behave inappropriately are doing so to access or avoid something. It is important to understand the function of the behaviour so as to teach alternative behaviours and then expect them from the student.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Maryborough State high School promotes a positive whole school culture, encourages positive behaviour and develops well balanced successful students.

Purpose:

- Focus on the individual needs of the student and support those to promote success.
- Support the students to achieve their full potential.
- Support the students to become more proficient socially.
- Promote socially acceptable language problem solving skills and strategies needed for resilience.

UNIVERSAL BEHAVIOUR SUPPORT
STUDENT BEHAVIOUR EXPECTATIONS MATRIX

	RESPECT	RESPONSIBILITY	RESULTS	RECOGNITION
ALL SETTINGS	• Uses respectful and positive language • Seeks permission to use others property and treat such with care • Uses school equipment and facilities correctly, economically and with care • Follows and cooperates with the directions of all school staff promptly • Interacts positively with peers and staff • Shows tolerance for individual difference • Adheres to uniform policy by wearing correct and clean uniform • Is polite to all members of the school community • Respect yours and other's electronic devices by keeping them safe and secure	• Seeks or accepts help when needed • Accepts responsibility for own behaviour • Accepts consequences of own actions • Accepts feedback on behaviour and effort • Self-monitors effort and behaviour • Follows all routines, rules and procedures • Makes safe choices • Follow the school's electronic devices policy • Devices are charged and ready for use as directed by staff	• Maintain high levels of attendance to ensure engagement in learning • Be an active participant in a range of school activities • Use your electronic device to enhance your learning outcomes.	**<u>Recognition of Positive Behaviour</u>** • Parent/Caregiver phone call • HOD/Principal award • Reward activities/trip • Verbal praise • Stickers • Positive comments written on student work • Postcards • Letters of Commendation • Year Level Awards • Monthly Sports Awards • End of Semester class activities • Attendance Award • Merit Point Prizes • PALMA Day reward and activities • Awards Night • Student Leadership Positions • Leadership Camps **<u>Consequences of Inappropriate Behaviour</u>** • Teacher redirection including rule reminder • Relocate to buddy classroom • After class discussion • Detention (lunch and/or after school) • Community Service • Phone parent/carer • Letter home • Referral to HOD • HOD mediated negotiation with Teacher/Student • Admin mediated negotiation with Teacher/Student • HOD referral to Alternate Learning Space (ALS) • Referral to Admin • Daily behaviour monitoring • Attendance monitoring • Suspension 1-10 days • Suspension 11-20 days • Cancellatiion of enrolment • Exclusion
CLASSROOM SETTINGS	• Accepts other's rights to teach or learn • Listens to others and speaks in turn • Maintains a clean working environment • Behave according to the specific expectations of the teacher and learning space	• Is prepared for and punctual to school and each lesson • Brings correct equipment/materials • Catches up on missed work • Shows consistent commitment to learning • Completes homework tasks	• Stays on task • Fulfills expectations of success by attempting all set tasks to best of ability and in the time provided • Participates actively in class • Seeks help when needed • Manages time appropriately to meet assessment deadlines • Accesses appropriate resources and teacher assistance to meet curriculum requirements • Work to achieve and maintain strong results in behavior and effort	
NON-CLASSROOM SETTINGS	• Treats own and other's property with care • Maintains a clean environment • Interacts with other students and school staff in a positive and respectful way	• Remain within school grounds during breaks	• Uses personal time in breaks to access toilet, food and drinks • Use personal time in breaks to interact positively with peers through recreation and rest • Uses personal time in breaks to access school resources to complete assessment items • Using personal time at home to complete homework and assessment tasks	
TO and FROM SCHOOL/ OFF CAMPUS ACTIVITIES	• Uses respectful and positive language in the wider community • Treats own and other's property with care • Accepts other's rights to teach or learn • Listens to others and speaks in turn • Is polite to all members of the community	• Is prepared and punctual to activity • Brings correct equipment/materials • Shows consistent commitment to learning • While in school uniform behave in a way that contributes • to the positive image of Maryborough State High School	• Stays on task • Attempts all set tasks to best of ability and in the time provided • Participates actively in the learning task • Seeks help when needed • Accesses appropriate resources and teacher assistance to meet curriculum requirements	

In addition the following processes operate to facilitate standards of behaviour:

- Improved teaching and learning with a focus on pedagogies which encourage engagement and facilitate success, based on Marzano's Art and Science of Teaching
- Essential Skills of Classroom Management
- Classroom Profiling, and Whole School Profiling
- Relevant curriculum
- Cyber bullying and Cyber Safety talks presented by external specialists to students, staff and parents. Regular Cyber Safety newsletter articles, subscription to Stymie website
- Junior Secondary Phase of Learning
- Teaching positive choices through Social & Emotional Learning Program Solid Ground

A three-tiered approach facilitates positive standards of behaviour and responds to unacceptable behaviour – Universal, Targeted, Intensive.

UNIVERSAL BEHAVIOUR SUPPORT

Expected behaviours and consequences for inappropriate behaviour clearly articulated through:

- Parent/Student/School enrolment agreement
- Student Planner
- Student induction process through pastoral care
- Explicit teaching of expected behaviours is covered in all classroom settings

The school promotes schoolwide consistent practices to support the development of acceptable standards of behaviour. Students are expected to take increasing responsibility for their own behaviour, taking into account the individual needs of students and their circumstances. Schoolwide positive reinforcement systems assist students to understand and meet the expectations for acceptable behaviour. Positive relationships are based on mutual respect – respect being the first of the school's expectations.

Classroom rules and expectations are visible in all classroom settings – this includes the 3Rs as the underpinning broad universal expectations, as well as clear rules and consequences, positive and negative. These align with the ASOT classroom non-negotiables.

Teaching schedule – each term explicit lessons and/or framework explicitly teaches the behaviour expectations of the school. This then forms the basis for the focus of the week which is communicated to students and reinforced in all classes throughout the week.

Induction of new staff – all staff new to the school participate in an induction program when they commence. At the beginning of every year a general overview/refresher is provided to staff in written format along with a staff presentation.

Induction of new students – Each student receives a Student Planner which includes information regarding expectations and positive and negative consequences. This information is supported and reinforced the explicit teaching of lessons and the weekly focus throughout the year.

Schoolwide systems of positive reinforcement – Systems used universally include postcards, merit points, stickers, effort certificates, attendance certificates, end of term reward activities. In addition, staff may develop their own personalised class rewards. This contributes to effective classroom management.

Schoolwide buddy system – A consistent approach to disruptive behaviour is established. Students persistently not meeting the classroom expectations and causing disruption to learning will be buddied to another class. All teachers have access to a buddy class and a referral process exists. This assists with effective classroom management.

Data analysis – Regular data analysis occurs regarding positive and negative behaviours and is communicated to staff. This data highlights areas of attention and assists with the behaviour case management of students requiring targeted or intensive support. It also provides the basis for celebration – once per term PALMA Day is allocated as a day of acknowledgement, a day to recognise the positive behaviours of the student body.

Referral process for managing unacceptable behaviour – Heads of Department case manage the students in a year level. This involves consistent application of expectations and consequences. Teachers refer students to the relevant HOD if the student requires additional support regarding behaviour.

TARGETED BEHAVIOUR SUPPORT

These may include a range of proactive and intervention programs including: Peer Mentoring, Drumbeat, Rock and Water, Shine, The Duke of Edinburgh Program and other individualised programs.

Alternative Learning Space - ALS

The Alternative Learning Space assists in positive behaviour, learning the keys to success and building self-confidence, maturity and development.

The Alternative Learning Space is used for:

- Repeated disruption to the learning of others
- Quiet reflection on appropriate classroom behaviour
- An alternative environment to the external suspension

Student Support Services Meeting

Early identification of students and emerging issues occurs through the fortnightly meeting attended by Administration, Year Level Coordinators, relevant HODs and other support personnel. A plan of action is developed and actions are reported at subsequent meetings.

Monitoring Sheets

Monitoring sheets are used to track improvements in behaviour (blue), attendance (yellow) and learning (green). See appendix 10, 11 and 12.

Detentions

Students may be required to attend detentions for misconduct. These detentions may be within school hours or outside of school hours. For outside normal school hours detentions, parents and

carers will be notified by a telephone call and provided with written notification if their child is required to attend an outside normal school hour detention. Sufficient notice of the detention will be given.

INTENSIVE BEHAVIOUR SUPPORT

In the event that Targeted Behaviour Support has not achieved the desired outcome/s and student behaviour continues to be unacceptable with the student presenting as "at risk of significant education underachievement". Intensive behaviour support is recommended and implemented. Students are referred to the appropriate year level administration by Behaviour Case Management HOD to determine the most appropriate behaviour support, taking into account analysis of relevant data.

Individual Behaviour Support Plan - IBSP

An IBSP is devised after reviewing the student history, their developmental stage and a variety of information from both within and outside the school. Details of the plan are communicated by an appointed case manager to the staff, parents and the student. See Appendix 9. The purpose of Individual Behaviour Support is to support and assist the student to reintegrate and to achieve positive learning outcomes and experience the school environment in a productive way, both educationally and socially.

The IBSP is reviewed at the next case management meeting or earlier if necessary. Ongoing recommendations and strategies are considered by the case management team after feedback about the success of recommended interventions. Possible interventions could be:

(1) Student Support Services – Integrated case management approach and identification and referral of students to Guidance Officer, Youth support worker, chaplain, nurse, CEC and HOSES
(2) Case Management by DP
(3) Alternative Learning Space (ALS)
(4) Support from Junior/Senior Secondary Deans
(5) Adjusted learning program
(6) GOIBS and School GO referral for IBSP creation and facilitation
(7) Referral to the Alternative Education Program (AEP)
(8) Intervention programs – Drum Beat, Shine, Peer Mentoring, Community service group
(9) Risk management plan if required
(1) Incentives to encourage positive behaviour

Discipline Improvement Plan

Discipline Improvement Plans are developed by schools with students and their parents to set out expectations for behaviour. These plans will include strategies to support students to change their behaviour.

Community Service Interventions

This intervention requires students to perform tasks out of school hours that are beneficial to the community. This exposes students to new challenging environments as well as encouraging teamwork, self-respect, commitment and confidence.

Functional Behaviour Assessment - FBA

In some intensive cases when the IBSP is not achieving appropriate student outcomes a qualified internal staff member or the Guidance Officer Intensive Behaviour Support (GOIBS) may be requested to complete an FBA on the student. The outcomes of this will be used when developing, reviewing and revising the student's IBSP.

From the Functional Behavioural Assessment and interagency input, the following supports may be put in place in the IBSP:

(2) Counselling with the school Guidance Officer
(3) Referral to the Youth Support Worker
(4) Modified timetable or attendance
(5) Teacher aide support through school or district behaviour funding
(6) Participation in alternate program
(7) Individual Learning Programs
(8) Recommendation to parent/caregiver to access outside agencies- Child Youth Mental Health Service, Headspace or GP

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. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. Staff training is provided. All emergency or critical incidents will be documented and parent/carer contacted.

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

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

Basic defusing strategies

- Avoid escalating the problem behaviour
  (Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

- Maintain calmness, respect and detachment
  (Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

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

- Follow through
  (If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind 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

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

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

Physical intervention can involve coming between students, 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 cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour

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

- property destruction (unless serious)
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

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

Record keeping

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

- OneSchool
- Workplace Health and Safety incident record
- Debriefing report where a formal debriefing was completed
- Incident statement

6. Consequences for unacceptable behaviour

At Maryborough State High School, the focus is on recognising positive student behaviour, through a variety of formal and informal means around the school expectations of Respect, Results and Responsibility. However, when the behaviour of students does not follow the school expectations it is important that all staff know the appropriate way to respond.

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 through OneSchool to the relevant Case Manager (HOD/DP)

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Behaviour Case Managers

The use of personal technology devices to record and/or publish materials that may tarnish the reputation of the school, or are meant to bully, harass or embarrass others will not be tolerated. The school acknowledges that often these messages, images and videos are created and published outside of normal school hours, however when the publication of these affects the good order and management of the school then the school will respond using the usual investigation and consequence procedures. Further details on this can be found in Appendix 3 “The Use of Personal Technology Devices at School”.

Major behaviours both inside and outside of the classroom may be responded to with suspensions, recommendation for exclusion, cancellation of enrolment or a behaviour improvement condition. Further information on these can be found in Appendix 7 “Suspensions and Exclusions”.

7. Case management process

At Maryborough State High School we follow a case management process for managing student behaviour. This model was developed in consultation with HODs. The case management approach enables positive and caring relationships to be established and ensures that parents also make strong relationships with case managers.

The student management structure and processes is one of a case management after teacher has used ESCM, parent contact and behaviour strategies.

HODs are allocated year levels to case manage.

HOD's case management year levels are published each year, or when changes occur.

After utilising behaviour strategies relevant teachers will refer students to Case Managers via OneSchool, indicating whether CASE management action is required.

HODs will record all their contacts with students who are referred to them on OneSchool, ALS referrals will also be documented in OneSchool

Data will be collected at the completion of each week, reviewed by the HOD and relevant Deputy /Principal in line management meetings with Year Level Co-ordinators.

Through this process, students will be identified as at risk of disengaging, disengaged and/or those with escalating behaviours or needs. These students are then referred to the student services committee and/or the relevant Deputy Principal.

Deputy Principals will work with student support personnel and parents to develop a support plan for high-level students. This could include access to a range of support, outside providers, GO, Behaviour Advisory team, boys/girls groups, flexible timetable and as a last cancellation of enrolment, measure cancellation of enrolment, the Alternative Education Program and exclusion.

Example of process:

- Student X is persistently disruptive in Science
- Teacher has; used ESCMs in class, put in place detentions and made phone calls home; **all of which are all recorded in OneSchool.**
- Teacher refers student to Case Manager. In this case, Susan Wallace is student X's case manager.
- Susan removes student from the class as a short term solution (ALS). She employs other strategies which may include discussing issues with student, phoning home/meeting with parents, developing a student contract, supervising negotiation and re-entry to classroom.
- Student continues to disrupt and disengage in class. Teacher refers to Case Manager again for further action who engages parents, support services – GO/ youth worker, Behaviour advisory team and possible flexible arrangement for disengaged students – AEP. For additional occurrences the HOD can internally or externally suspend the student.
- If students are disruptive in the ALS while they are on classroom withdrawal the Case Manager will externally suspend.
- All level three/serious behaviours should be immediately referred to the DP, as DP continues management of thee students.
- Data is collected at the completion of each week and is discussed in Student Services meetings; chaired by GO.

GUIDELINE FOR DISCIPLINARY DECISIONS

STAGE ONE

- Classroom teacher employs behaviour management strategies – non-negotiables, setting classroom expectations, ESCMs (Essential Skills in Classroom Management), SWPBS, explicit classroom expectations visible in all classrooms
- Differentiation of curriculum to address student needs
- Employ three reminders eg: either traffic lights for Year 8 or name on the board, followed by two ticks
- Students who get to strike three: Record on OneSchool under behaviour, buddy class if required
- Teacher negotiates a consequence (eg. seating plan, detention) and home contact made (Recorded on OneSchool)

REPEATED CONTINUATION OF STAGE ONE BEHAVIOUR ISSUES

STAGE TWO

- Refer to Case Manager
- Phone call home
- Case Manager to contact parent/carer **Case Manager interview**
- Case Manager to employ in school detention/ Monitoring Card/ALS
- **Re-entry with teacher and student back to class**

CONTINUATION OF INTERVENTION BY CASE MANAGER

STAGE THREE

- Parent and student contact/interview
- After school hours detention
- Internal suspension
- External suspension
- Referral to Student Services (Intervention group support- SHINE, Drumbeat, Peer Mentoring, Youth Coordinator, CEC support, Anger management, Resilience, GO, External specialist services

TREND OF CONTINUED AND/ OR REPEATED REFERALS TO ALS / SUSPENSIONS

STAGE FOUR

BACK TO CLASS AFTER TEACHER/CASE MANAGER NEGOTIATION

BACK TO CLASS AFTER ADMINISTRATION NEGOTIATION

STAGE FOUR

- Refer to relevant administration for DP Case Management
- Parent Interviews
- Internal/External Suspension
- Individual Behaviour Support Plan/ Discipline Improvement Plan/Community Service Intervention/ Outside normal school hours Detention
- Re-entry interview with teacher and administration

CONTINUED AND REPEATED SUSPENSIONS

STAGE FIVE

- Admin working with parent and student as part of case management
- Range of strategies employed- entered on OneSchool
- GO intensive behaviour support
- Guidance counsellor
- Youth connections
- Head Space
- CYMHS referral
- AEP

NO RESOLUTION OF ISSUES AFTER A RANGE OF STRATEGIES EMPLOYED

STAGE SIX

- Principal
- Recommendation to exclude/cancellation of enrolment

ALS Procedures

- Work provided by Curriculum Head of Department/teacher-returned to Head of Department/teacher for marking and feedback
- Parent contacted-by phone and/or email/letter for **interview**
- Report ALS in support section - on OneSchool
- Re-entry to class with teacher supervised by Case Manager
- Refusal to follow ALS process will result in suspension

Consequences for Inappropriate Behaviour Outside of the Classroom

MINOR

MAJOR

Teacher	Case Manager / HOD	Deputy/Principal
Level 1 Out of bounds Loitering between classes Swearing Minor conflict Water incidents Disobedience Not following teacher direction with electronic device **Action:** Verbal warning Give choices Pick-up litter Redirection Student to repair or rectify damage Call parent/carer The incident must be recorded on OneSchool	**Level 2** Refusal to comply with directions Minor breach of Electronic Device Policy Water fights Stealing Truancy Smoking Bullying Swearing at staff Property damage Refusal to give correct name Persistent Level 1 **Action:** Contact parent/guardian essential Interview with student Litter pick up detention Detention (recess/after school) Restitution ALS Suspension 1-10 days Incident must be recorded on One-School Submit electronic device to student services collect by student at end of day **Intervention:** Bullying – G.O./Chaplain Vandalism/property damage – restitution Smoking – stop smoking program (1) Return from suspension interview with Parent Cyber Bullying Workbook	**Level 3** Assault/violence Theft Persistent smoking Inciting/instigating potential violent situation Vandalism Possession of banned items (alcohol, drugs, weapons, pornographic material) Intimidation/sexual harassment Continued Bullying Major breach of Electronic Device Policy **Action:** Full One-School report must be provided as soon as possible for level 3 offences Suspension with parent/carer interview Restitution if applicable Deputy seeks approval from principal for any cases of exclusion or cancellation of enrolment Submit electronic device to Student Services to be collected by parent **Intervention:** On return from suspension Interview with Parent, work handed in and placed in Teacher's pigeon hole Conduct/behaviour sheet- 5 days Referral to welfare support team if required Written behaviour contract Weekly check in with G.O./HOD Junior/HOD Senior/ Chaplain/Nurse/Youth Worker if appropriate

Consequences for Inappropriate Behaviour in the Classroom

MINOR (Teacher)	MAJOR (Case Manager)
Eating in class, Chewing gum Failure to complete classwork Not completing homework Unprepared for class - No book, No pen Toilet/water breaks/ sick bay to avoid learning Late to class Litter Moving around class without permission Being dishonest , Deceitful actions, Lying Swearing or yelling at students Interrupting class - distracting questions, Answering back, Talking in class, Writing/passing notes, Inappropriate laughing, Throwing items Disruptive behaviour in class (prior to buddying out) Not following teacher direction with electronic device (IT misconduct in OneSchool) Action: Verbal warning Give choices Redirection Detention Contact parent/carer Incident must be recorded on OneSchool 3 Student Buddy Class	Leaving class without permission Rude and disrespectful behaviour Challenging behaviour, Argumentative behaviour Refusing to follow instructions Swearing at teacher, Yelling at teacher Truancy Persistent breaches of the Electronic Devices Policy Aggressive actions Bullying Referral to Buddy Class Disrupting Buddy Class, Not presenting at Buddy Class, Refusing to go to Buddy Class Physical assault, Threatening physical assault Spitting Anti-social online comments, threatening social consequence Racist/sexist comments Vandalism, Graffiti Smoking Theft Anything harmful to health and safety of others Action: Contact parent/carer Interview with student Detention (recess/after school/Saturday) Monitoring Restitution Restorative Practice ALS Suspension Removed from BYOX Program Total ban on electrical devices for individual Intervention: On return from suspension, interview with parent, behaviour monitoring for 5 days Referral to Student Support Services if required Behaviour Contract, Individual Behaviour Support Plan, Flexible Arrangement, Discipline Improvement Plan Referral to AEP

7. Network of student support

Students are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teacher
- Year Level Coordinators
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Industry Liaison Officer
- Community Education Counsellor (CEC)
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator
- Alternate Education Program Coordinator (AEP)

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/Community Solutions/TESS
- Red Cross

8. Consideration of individual circumstances

Educational outcomes for the diverse needs of students are maximised through such programs as:

- Gifted and Talented opportunity through the GEM program
- Primary Enrichment Programs
- Literacy intervention groups
- Sports Academy class
- Class allocation according to student needs
- Student leadership opportunities in all year levels
- Learning for Life
- Dukes/Leos

When applying individual behaviour support or applying consequences for inappropriate behaviour, Maryborough State High School staff take into consideration the individual circumstances of students. This includes context, emotional well-being, culture, gender, race, socioeconomic situation and impairment to ensure that responses are fair and equitable.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

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 Act 1995
- 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

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland(www.education.qld.gov.au/curriculum/values/)

- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)

- Code of Conduct for School Students Travelling on Buses
  http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome
- The Rite Journey
  http://theritejourney.com.au/

Endorsement

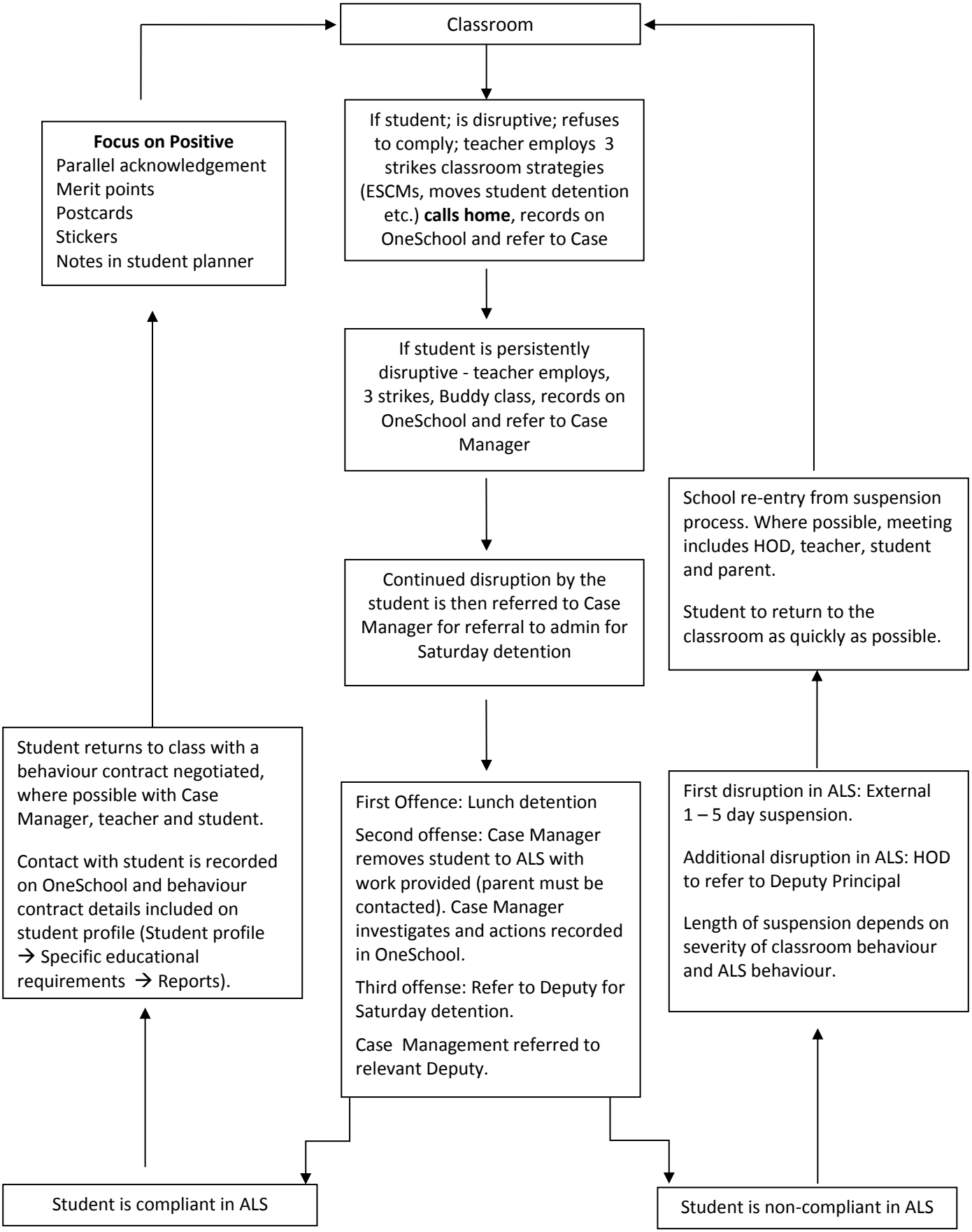
_____	_____	_____
Principal	P&C President or Chair, School Council	Regional Executive Director or Executive Director (Schools)

Date effective:

from _____ to _____

Appendix 1

Managing Classroom Disruptions



Maryborough STATE HIGH SCHOOL

APPENDIX 2

School Case Management Structure 2017

			Hoses	Junior Secondary	Maths	HPE/Science	English	Arts / Humanities	Technology	Senior Secondary
Year 7/8/9	Deputy	**Junior Secondary**	SEP	Year 7	Year 9	Leadership		Year 8		
			SEP							
Year 10/11/12	Deputy	**Senior Secondary**	SEP				Year 10		Year 11	Year 12
			SEP							
	Principal		SEP							

Level One Behaviour – Teacher's Responsibility
Level Two Behaviour – Case Manager's Responsibility
Level Three Behaviour – Admin Responsibility

APPENDIX 3

DAILY ATTENDANCE FLOWCHART

Connect Teachers mark rolls during
Connect Time 8:45 – 9:00am
After 9:00am students to go to Student Services

Student Unexplained Late
Student issued with detention in the ALS for Recess 1
(Non-attendance at ALS referred to Year Coordinators)

Student Whole Day Absent
Weekly reports to identify students at risk of less than 80% attendance
Parental contact by
Year 7, 8 & 9
Year Coordinators

Year 10, 1 & 12
Year Coordinators
Parents contacted about high level of absent days
OneSchool contact

Continued Lateness
Monitored by:
Year 7, 8 & 9
Year Coordinators

Year 10, 11 & 12
Year Coordinators
To Contact home
OneSchool contact

No Improvement
Refer Administration for Formal Attendance Process
Year 7, 8 & 9
Deputy Principal
Year 10, 11 & 12
Deputy Principal

No Improvement
Refer Administration for Formal Attendance Process
Year 7, 8 & 9
Deputy Principal
Year 10, 11 & 12
Deputy Principal

APPENDIX 4

The Use of Personal Technology Devices at School

Rationale

In recent years, there have been several significant court cases in which students and ex-students of Queensland schools have been charged and convicted of offences involving the use or misuse of electronic devices.

The offences all involved the unauthorized recording and distribution, via the internet or by other means, of audio and video material containing acts of bullying, intimidation, physical violence, or cyber bullying.

It is necessary for the safety and protection of students and staff that a clearly-stated set of rules exist and is communicated to students regarding the use of electronic devices within and outside the school, before, during and after school, at any time while in school uniform, and involving any other students, staff or members of the public.

Aim

- To allow students/staff access to the digital world
- To provide a workplace for staff and students that is safe and free from any unwanted intrusion into privacy or student learning time.
- To alert students of the legal consequences of the misuse of electronic devices.
- To encourage appropriate digital citizenship.
- To reduce the risk of students facing legal consequences for the misuse of electronic devices.

Policy Guidelines / Student Responsibilities

- It is the responsibility of students to display courtesy, consideration and respect for others whenever they are using a mobile phone or electronic device;
- The use of mobile phone or electronic devices in any manner or place that is disruptive to the normal routine of the school is not permitted;
- In class, all student mobile phones and electronic equipment are to be switched off, unless these devices are being used in a teacher-directed activity to enhance learning; Texting or receiving text messages during lessons is not permitted;
- Student's use of mobile phones or electronic equipment before or after school, or during recess and lunch breaks must comply with the **Responsible Behaviour Plan for Students**.
- Students must negotiate with relevant staff when they are wishing to use these devices in special circumstances;
- The primary contact for parents with students during school hours should still be via the school office for student accountability.
- The misuse of electronic devices can attract legal penalties and consequences including potential police involvement.
- The recording of sounds or taking video or still images of people inside or outside the classroom, including changing rooms, toilets and the school playground, is not permitted.
- Displaying images or playing sounds recorded inside or outside the classroom, of students or teachers, without their permission, on any electronic device or social media or other website is not permitted.
- The use of electronic devices to bully or harass is not permitted as per the schools Responsible Behaviour Plan for Students.

Consequences for Policy Breach

- Major breaches of the mobile phones and electronic device policy will require students to hand in their device at student services, with collection/return to occur at the end of the school day provided the device is not required for further investigation.
- Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in disciplinary action according to the Responsible Behaviour Plan for Students; it also contravenes the Invasion of Privacy Act 1971.
- The sending of text messages or posting to websites/social media of data that contains obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will be subject to disciplinary action according to the Responsible Behaviour Plan for Students and, potentially, police investigation.
- Continued breaches of the policy may result in the restriction of the student/staff member's access to external devices including withdrawal from the BYOx program.

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 be subject the sender to discipline and possible referral to the Queensland Police Service. 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.

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.

APPENDIX 5

Procedures for Preventing and Responding to Incidents of Bullying (Including Cyber Bullying)

PREAMBLE

At Maryborough State High School, we have an expectation that students, staff and the community are treated with dignity and respect. Everyone should feel safe and valued and it is everyone's responsibility to ensure this happens.

When we feel angry, embarrassed, frightened, humiliated, or uncomfortable as a result of someone's deliberately hurtful actions or words, it affects our self-confidence. If it persists we find it difficult to concentrate on our work, to enjoy going to school, and to keep good relationships with others.
Everyone must be protected from all forms of bullying.

DEFINITION OF BULLYING

Bullying may be defined as the repetitive, wilful, conscious action to hurt, threaten, intimidate or embarrass someone. Intimidation and violence have no place in our school and will not be accepted under any circumstances.

Bullying involves a person being hurt, distressed, pressured or victimised by repeated intentional attacks by another individual or group. Bullies abuse less powerful individuals by intimidation and/or harassment. Bullying may involve physical, verbal/textual, psychological or social behaviour. For example:

- **Physical** e.g. hitting, punching, pushing, scratching, tripping.
- **Verbal/Textual** e.g. name calling, teasing, putdowns, sarcasm, passing notes, writing on desks, SMS email, chat room, website.
- **Social/ Psychological** e.g. ignoring, excluding, mimicking, spreading rumours, defaming, dirty looks, intimidation extortion, stealing, hiding or breaking possessions.
- **Cyber** The use of information and communication technologies as a medium to verbally or socially bully, or to threaten physical bullying.

RIGHTS AND RESONSIBILITIES

This anti-bullying policy has been developed in collaboration with the school community and will be revised regularly, in order to reflect the emerging needs of the Maryborough State High School Community.

Members of the school community have a **right** to:

- Be safe at school, free from fear of bullying, harassment and intimidation
- Know that their concerns will be responded to
- Be provided with appropriate support

Members of the school community have a **responsibility** to:

- Refrain from engaging in bullying behaviours
- Report bullying of self and/or others
- Assist in implementing the school's anti-bullying plan

RESPONDING TO BULLYING

School Responses

The school has and will continue to respond to bullying in the following ways:

- Provide a range of curriculum materials across faculties to promote respect, results, responsibility and build an anti-bullying culture. These include school developed activities, HPE curriculum materials and specific programs such as anti-bullying drama groups, bullying surveys and internet and intranet based support materials such as "Help When You Need It"
- Review anti-bullying policy and procedures in response to need and feedback from the school community. This may also involve working with consultants to review practices and provide training and support to staff
- Provide support from school admin and support staff to members of the school community who have been bullied and to provide disciplinary action and other interventions as required
- Work collaboratively with parents to respond to specific incidents of serious bullying

PROCEDURE FOR DEALING WITH BULLIES

Student Responses

To prevent bullying students need to:

- Work to create a happy school environment for all
- Respect yourself and others
- Learn to tolerate and accept individual differences
- Stand up against bullying behaviour – don't be a bystander
- Support the school policy on bullying

If you are bullied YOU need to:
- Tell the bully to stop
- Seek help and talk about it to someone you trust
- Report it to a teacher

If you know someone who is being bullied YOU need to:
- Tell a teacher or parent
- Don't be a bystander

Parent Responses
If your child **is bullied** you need to:
- Work with the school to support your child
- Call the school not the other child's parents
- Report the incidents even if your child does not want this
- Tell your child:
    - That bullying is wrong
    - They have the right to attend school without fear
    - The problem is unlikely to stop without adult intervention
- Help your child learn to stand up against bullying behaviour
- Use the net, books and ask the school for resources to support your child
- Support the school policy on bullying

If your child **bullies** another student you need to:
- Tell them it is wrong and to stop
- Know that the profile of bullies includes:
    - Both boys and girls
    - Often popular outgoing and successful students
    - Students who may have also been victims of bullying
- Work with the school and support the school policy on bullying

If your child sees **another child bullied** by another student you need to tell them:
- It is wrong and not to support the bully
- To support a friend who is bullied
- To report it to a teacher
- Help them to make a report by leaving an envelope at the office for a teacher, student advisor, deputy or a guidance officer

PROCEDURES FOR TEACHERS
Teachers will respond to all episodes of bullying in order to send a clear message that it is unacceptable. Different responses may be appropriate depending on the nature and degree of bullying. All incidents should be OneSchooled.

Step 1: Case Manager – What level of seriousness is the bullying incident? (high/low)

Teachers will decide if the incident is a low or high level incident using the following guidelines.

Low Level

- Victim is not typically teased or harassed and/or
- Bully is not a repeat offender and/or
- Bullying behaviour is causing distress or harm

High Level

- Victim is often harassed and/or
- Bully often engages in such behaviour and/or
- Bullying behaviour is causing distress or harm

Step 2: Decide to refer to Junior/Senior Secondary HOD or DP

OUTCOMES

Maryborough State High School will deal seriously with those who bully other people. All incidents will be dealt with. For students who bully others, severe penalties including suspension or exclusion may be imposed if those students do not satisfactorily address the problem of bullying.

First Stage

Details of the bullying are discussed between the student and the person to whom this was reported.

Options for strategies are discussed and a warning is issued.

Second Stage (if bullying continues)

Student/s must show cause as to why he/she should not be suspended and/or excluded.

ADVICE TO PARENTS

- Watch for signs that your child might be bullied (wanting to miss school, tension, unhappiness, bruising, disappearance of property, damaged clothing)
- If you think you child is being bullied, inform your child's connect teacher/Year Level Coordinator/member of school
- Do NOT encourage your child to hit back
- Support your child in developing their talents that will build confidence
- If bullying involves physical abuse, you have a right to consider police action

ADVICE FOR STUDENTS

- Refuse to "go along with the crowd"
- Refuse to watch bullying in the school
- Report bullying incidents, don't be a bystander
- Use distraction with either the bully or the victim

APPENDIX 6

Knives at School Policy

We can work together to keep knives out of school. At Maryborough 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.

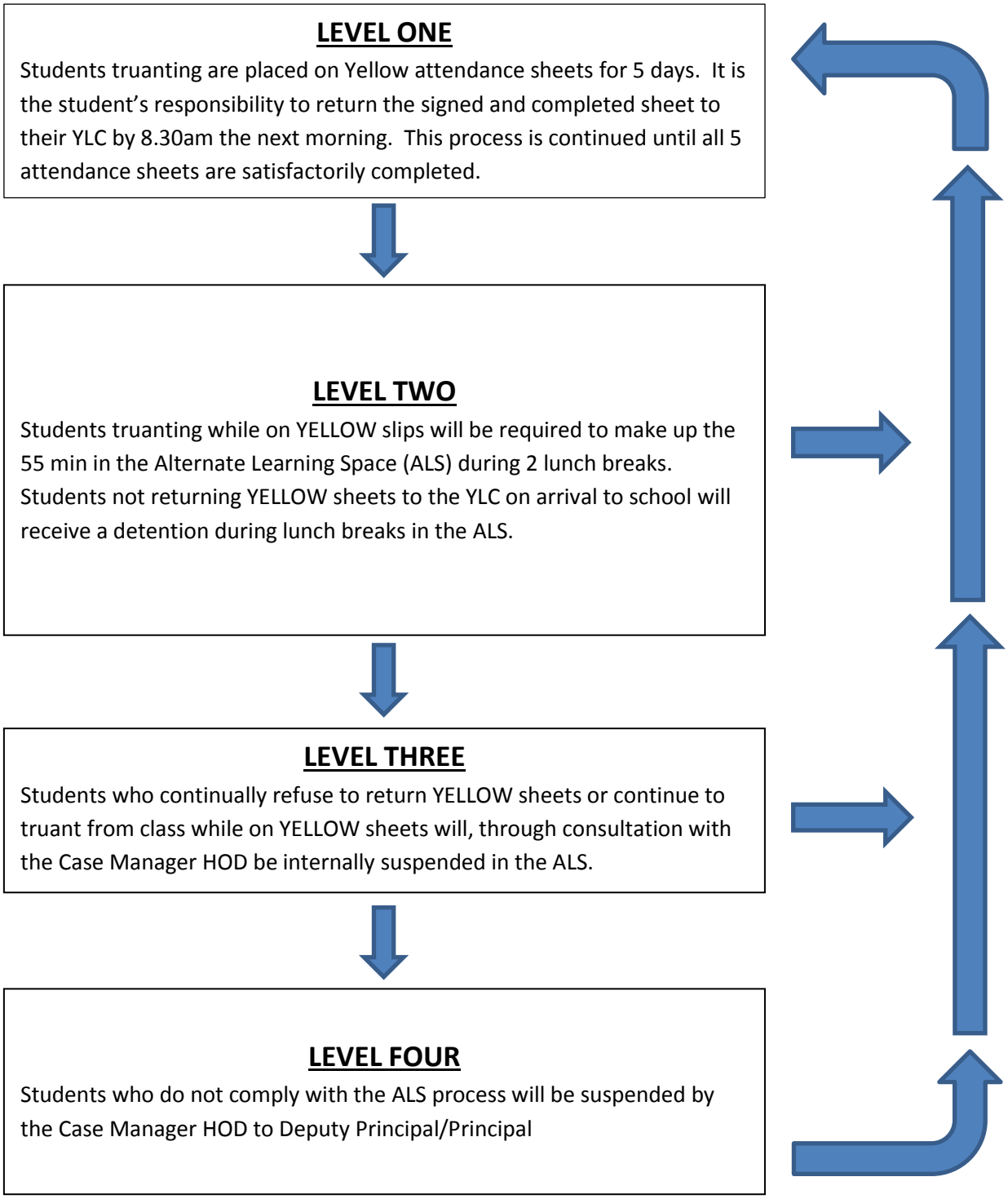
What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, 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.
  A member of the school's administration 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 recommendation for 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.

APPENDIX 7

ENCOURAGING POSITIVE ATTENDANCE IN THE CLASSROOM FLOWCHART

Year Level Coordinators (YLC) check "Daily Attendance Report" to highlight any UA or UNJ students from the previous day. Students found truanting will then choose to follow the below consequences for their behaviour.



APPENDIX 8

Suspensions and Exclusions

Suspension will be a consequence (often combined with other consequences) for serious misconduct. Some examples are listed below. In any given situation, the HODs, Deputy Principals and Principal will confer and will make judgements about the length of the suspension on the circumstances.

1 – 10 Day Suspension: Examples may include but are not limited to:

Swearing at adult or loud abusive language, violence, fighting, dishonesty, disrespect to property, theft, persistent failure to follow directions, bus misconduct, smoking cigarettes, ICT misuse, bullying, sexual harassment, racial harassment cyber bullying, breach of "no contact" policy, encouraging others to disobey the school rules, other misconduct, disobedience or conduct which is prejudicial to the good order and management of the school.

11 – 20 Day Suspension: Examples may include but are not limited to:

In the case of more serious examples of the above, alcohol and some illegal substance offences, bringing weapons to school, more serious incidences of bullying and harassment including cyber bullying.

Recommendation for Exclusion: Examples may include but are not limited to:

Very serious examples of the above such as serious drug/substance misconduct (large quantity of drugs, supply of drugs or alcohol, weapon use, criminal activity or threatened criminal activity, immoral activity, persistent misconduct and failure to respond to support.

Cancellation of Enrolment: (post compulsory age students only)

Refusal to participate in the educational program provided at the school as evidenced by non-attendance at class or failure to complete work or continued failure to submit assessment.

Naturally, high level incidents are dealt with by the Deputy Principals and or the Principal in consultation with Guidance Officer, Case Manager HODs and other support agencies within the school if appropriate.

APPENDIX 9

Maryborough STATE HIGH SCHOOL

Individual Behaviour Support Plan

Student:	**Year level:**	**Commencement Date:**
EQ ID Number:	**Date of Birth:**	**Review Date:**
School:	**Case Manager:**	

Student Profile:

Behaviours of Concern:

Goals for this plan:

Environmental Adjustments: *Reducing the likelihood of the problem behaviour*

What	Who	When
Curriculum adjustments *(What we teach. How we teach it)*		
Communication adjustments *(How we ensure the message we send is the one received by the student)*		
Learning Environment adjustments *(inc. playground, classroom and non-classroom settings)*		
Organisational adjustments *(inc. transitions, arrivals, departures and supervision)*		

Replacement Behaviour Teaching: *Increasing the student's range of acceptable behaviours*

What	Who	When

Response Adjustments: *Effective staff responses to student behaviour*

What	Who	When
Problem Behaviour		
Desired Behaviour		

Crisis Management Strategies: *Bringing unsafe behaviour under safe and rapid control*

What	Who	When

Measures of Success: *How will we know the plan is working?*

What	Who	When

Other Information: *Relevant case issues not noted above*

Risk Management Template attached: Yes / No

This Individual Behaviour Support Plan is aligned with the school's Responsible Behaviour Plan for Students and meets the requirements of Education Queensland policy.

Principal	**Classroom Teacher**	**Parent**
Student (if appropriate)	**Case Manager**	**Behaviour Support staff**

Signature Date:

_ _ / _ _ / _ _

APPENDIX 10

Maryborough STATE HIGH SCHOOL

Design Question 6 – What will I do to establish or maintain classroom rules or procedures?

NON NEGOTIABLE ROUTINES AND PROCEDURES

STUDENTS	TEACHERS	Routine
BEFORE CLASS		
Take out all the necessary learning equipment- books, pens and pencils, ruler and student planner	Be at class on time	Management
Place hats in bags and bags in the bag rack	Greet students outside the classroom in a positive manner	Housekeeping
Line up prior to entering	Ensure students have stored hats and bags in the correct place	Housekeeping
Orderly entry into the classroom	Ensure students are lined and enter in an orderly fashion showing the planner	Management
Seated in seating plan	Ensure that students are seated in seating plan	Management
DURING CLASS		
Students sit in designated seat and commence introductory activity	Teacher has a seating plan or routine for seating Teacher displays date and has an introductory activity	Management Thinking
Planners to be shown on student desk		Housekeeping
Students are aware of the learning goals	Teacher refers to the learning intention which is on the learning goal	Thinking
Students raise their hand to gain teacher's attention	Teacher reinforces the routine with the students	Management
Students respond to teacher's signal to gain their attention after independent or group activities	Teacher has a standard signal which means that students are to stop their activity and pay attention to the teacher	Management
Students neatly and orderly maintain their classwork	Teachers regularly sight student classwork – teacher signature and date	Management
Students participate in various activities may require various grouping and regrouping	Teacher uses a variety of activities and grouping strategies	Management
Students reflect on assessment tasks	Teacher hands back assessment in a timely manner and provides feedback	Thinking
Keep environment neat		
EXITING CLASS		
Students participate in an activity to check for understanding prior to exit	Teacher has an exit strategy to check for understanding of learning goal	Thinking
Students wait for teacher instruction to pack up and collect rubbish off floor or desk	Teacher provides clear instruction for students to pack up and check for rubbish	Management
Students remain in their designated seating area and wait quietly to be dismissed	Teacher dismisses students once routine has been completed and bell has rung	Management
Students are aware of the routine if they wish to see the teacher individually	Teachers have a positive farewell and remain if students want to see them	Discourse

DQ7 What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?

Use simple verbal and nonverbal acknowledgement	Catch a student being good – every 15 – 30 mins or 2 – 3 times a class
Use tangible recognition when appropriate	Points, vouchers, passports, raffle ticket
Involve home in recognising of positive student behaviour	Phone call , text, postcard, email
Strategies that acknowledge lack of adherence to rules and procedures	Being "with it" – proactive attention to situations /potential problems Occupy entire space- move around all quadrants Use graduated actions; looking, moving in direction
Direct –cost consequences	Time out, Over correction – restorative, HOD & buddy teacher referral
Use group contingency	Use whole class – "it's everyone's problem"
Use Home contingency	Phone home, make a meeting time – purpose is to agree on negative behaviours that need to stop and agree on positive behaviours to start
Have a strategy for High Intensity Situation	When student is calm, verbally request to >>
Design overall plan for disciplinary problems	Balance approach – Acknowledge both positive and negative behaviours
EXAMPLES OF GOOD PRACTICE FOR ALL TEACHERS	
Frequent revising of expectations	Review previous lessons at the beginning of lessons to remind students of previous learning.
Clear learning goals (The WALT- What are we learning today) communicated and displayed at the beginning of lessons and reviewed at the end.	Feedback is vital for student improvement. This does not need to be only at the end of tasks. Regular feedback throughout units by giving students checklists, rubrics and peer conferencing.
Literacy goal also included. Making connections and being relevant are 2 vital aspects of engaging the teenage brain. (Why are we learning this?)	Visual prompts displayed in rooms, including vocabulary walls.
Graphic organiser to be used to assist young teenagers to organise tasks - Scaffolding tasks are vital	Learning needs to be meaningful to move from short-term to long-term memory.
Blooms Taxonomy (Higher order thinking) incorporated into all tasks This may be simply by clever questioning and 'comma' thinking where students are challenged to think at the next level.	The use of a student's senses increases their ability to recall information. Cater for different learning styles by having a variety of activities – audible, kinaesthetic etc. (incorporate group rotations into pedagogy)
Lessons should be structured and purposeful; link to something relevant in students' lives.	Positive relationships and a calm, safe environment established in all classrooms before learning can begin.
Gather student's prior knowledge and check for understanding at the end of activities.	Teachers model enthusiasm for their subject.
Teachers will be data informed and use this analysis to differentiate for all students in their classroom.	Student/teacher self-reflection journals should be utilised.
Literacy coach and STaLN will be accessed regularly.	Sharing of best practices in staff briefings and staffrooms.
A variety of assessment tools used to gather as much information as possible about the child.	Clear and high expectations in standards and Behaviour Management communicated regularly.
Maximising the use of our teacher aides and including them in planning stages.	Common language used throughout Junior Secondary.

APPENDIX 11

(BLUE)

Day:..... Date:.....

CONNECT (Please √ or X)	RESPONSIBILITY
	arrived on time
	in uniform
Signature:.....	RESPECT
	followed directions

LESSON	1	2	3	4	5
SUBJECT					
Please indicate ✓ X N/A					
RESPECT					
Followed teacher directions					
Respected others					
Complied with rules					
RESPONSIBILITY					
Arrived on time					
Had learning materials book/folder/ textbooks					
Had pens, pencils, ruler					
Had school diary					
Other materials					
RESULTS					
Completed set tasks					
Homework completed					
Teachers initials					

Period 1 comments

Signature:.....

Period 2 comments

Signature:.....

Period 3 comments

Signature:.....

Period 4 comments

Signature:.....

Period 5 comments

Signature:.....

Parent/guardian signature:.....

Issuer signature:.....

Day:..... Date:.....

CONNECT (Please √ or X)	RESPONSIBILITY
	arrived on time
	in uniform
Signature:.....	RESPECT
	followed directions

LESSON	1	2	3	4	5
SUBJECT					
Please indicate ✓ X N/A					
RESPECT					
Followed teacher directions					
Respected others					
Complied with rules					
RESPONSIBILITY					
Arrived on time					
Had learning materials book/folder/ textbooks					
Had pens, pencils, ruler					
Had school diary					
Other materials					
RESULTS					
Completed set tasks					
Homework completed					
Teachers initials					

Period 1 comments

Signature:.....

Period 2 comments

Signature:.....

Period 3 comments

Signature:.....

Period 4 comments

Signature:.....

Period 5 comments

Signature:.....

Parent/guardian signature:.....

Issuer signature:.....

Maryborough State High School

MONITORING CARD

Respect
Responsibility
Results

NAME:.....

FORM:.....

ISSUED BY:.....

DATE:.....

- Please ensure that this card is given to your teacher on arrival at class.
- This needs to be signed by the person who issued it before 9.00 the following day. It is the responsibility of the **student** to ensure the card is signed by the issuer. If a parent/carer is concerned that this has not been done, please contact the school.

Day:..... Date:.....

CONNECT (Please √ or X)	RESPONSIBILITY	
	arrived on time	
	in uniform	
Signature:	followed directions	

LESSON	1	2	3	4	5
SUBJECT Please indicate ✓ X N/A					
RESPECT					
Followed teacher directions					
Respected others					
Complied with rules					
RESPONSIBILITY					
Arrived on time					
Had learning materials book/folder/ textbooks					
Had pens, pencils, ruler					
Had school diary					
Other materials					
RESULTS					
Completed set tasks					
Homework completed					
Teachers initials					

Period 1 comments

Signature:.....

Period 2 comments

Signature: .....

Period 3 comments

Signature: .....

Period 4 comments

Signature: .....

Period 5 comments

Signature: .....

Parent/guardian signature:.....

Issuer signature:.....

Day:..... Date:.....

CONNECT (Please √ or X)	RESPONSIBILITY	
	arrived on time	
	in uniform	
Signature:	followed directions	

LESSON	1	2	3	4	5
SUBJECT Please indicate ✓ X N/A					
RESPECT					
Followed teacher directions					
Respected others					
Complied with rules					
RESPONSIBILITY					
Arrived on time					
Had learning materials book/folder/ textbooks					
Had pens, pencils, ruler					
Had school diary					
Other materials					
RESULTS					
Completed set tasks					
Homework completed					
Teachers initials					

Period 1 comments

Signature:.....

Period 2 comments

Signature: .....

Period 3 comments

Signature: .....

Period 4 comments

Signature: .....

Period 5 comments

Signature: .....

Parent/guardian signature:.....

Issuer signature:.....

Day:..... Date:.....

CONNECT (Please √ or X)	RESPONSIBILITY	
	arrived on time	
	in uniform	
Signature:	followed directions	

LESSON	1	2	3	4	5
SUBJECT Please indicate ✓ X N/A					
RESPECT					
Followed teacher directions					
Respected others					
Complied with rules					
RESPONSIBILITY					
Arrived on time					
Had learning materials book/folder/ textbooks					
Had pens, pencils, ruler					
Had school diary					
Other materials					
RESULTS					
Completed set tasks					
Homework completed					
Teachers initials					

Period 1 comments

Signature:.....

Period 2 comments

Signature: .....

Period 3 comments

Signature: .....

Period 4 comments

Signature: .....

Period 5 comments

Signature: .....

Parent/guardian signature:.....

Issuer signature:.....

(YELLOW)

DAILY ATTENDANCE SHEET

Student's Name: _____

Form: _____ Date: _____

PERIOD	SUBJECT	ON TIME ✓ x	TEACHER'S SIGNATURE
FORM			
1			
2			
3			
4			
5			

Parent's Signature: _____

DAILY ATTENDANCE SHEET

Student's Name: _____

Form: _____ Date: _____

PERIOD	SUBJECT	ON TIME ✓ x	TEACHER'S SIGNATURE
FORM			
1			
2			
3			
4			
5			

Parent's Signature: _____

APPENDIX 13

Learning Monitoring Card (GREEN)

Name: _____ Connect Class: _____ Date:

Per:	Class:	Student to rate:				Teacher to rate:				
		Did I arrive on time?	Did I have all my equipment?	How well did I work this lesson?	Did I complete all the work that was set?	Equipment:	Industry:	Work Completed:	Home-work?	Teacher Sign:
1		Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	
2		Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	
3		Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	
4		Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	
5		Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	VG G S UN	Yes / No	Yes / No	

VG – Very Good
G – Good
S – Satisfactory
UN - Unsatisfactory

Parent Sign: _____

Date: _____

If student hasn't completed all work set for the lesson, student needs to detail on the back of this sheet work remaining to be completed at detention

BUDDY TEACHER REFERRAL

Student_____ Class Teacher: _____

Subject: _____ Date/Period: _____ Time left: _____

Buddy Teacher: _____ Room: _____

Have 3 warnings been given **this lesson**? ☐ Yes ☐ No

Other strategies tried **this lesson**:

☐ Move student in the room ☐ Individual close talk

☐ Give choices ☐ Expectations restated

☐ Verbal redirection to learning ☐ Questioning to redirect ☐ **Student to return at end of lesson**

Work to be completed and sent: _____

Buddy teacher to place this sheet into referring teachers pigeon hole at end of lesson

APPENDIX 14

Maryborough
STATE HIGH SCHOOL

PARTICIPATION POLICY

Variation to School Routine – Excursions

Variations to school routine in the form of excursions, camps, work placement, or sporting events are offered at Maryborough State High School to supplement and extend the range of learning experiences and activities normally offered at the school for students.

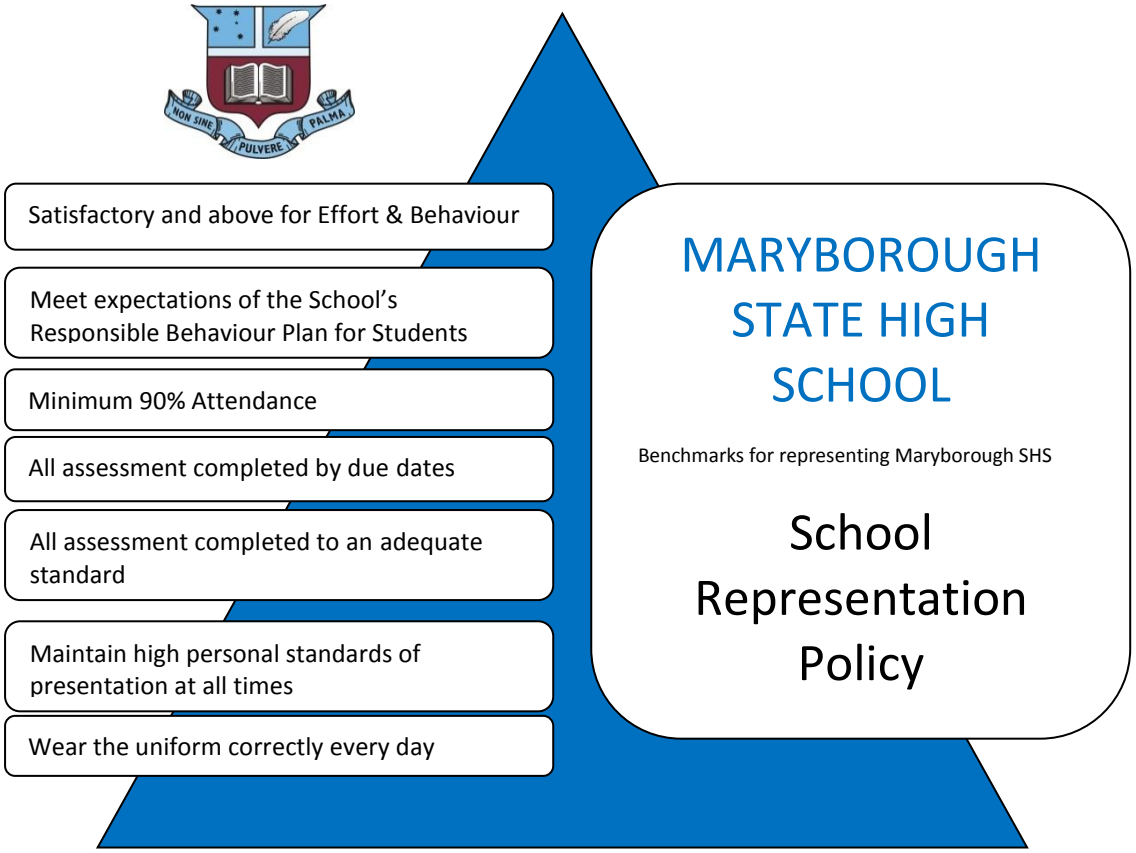
As such, the school offers variations to student under the following terms and conditions:

- They are not compulsory therefore alternative arrangements are always planned and operated at school. Non-involvement does not mean time off.
  NOTE: Some Senior subjects require participation to complete course (see Subject Selection Handbook for details)
- Students can be excluded from participating if:
  - deadlines for payment and return dates of forms are not met;
  - standards of behaviour have not met school expectations;
  - uniform requirements are not met (ie uniform not worn consistently);
  - risk assessment excludes them from the activity

In all instances the school is the starting and finishing point of each activity unless notified.
Students who cannot comply with the above terms and conditions should not seek to participate in the activity.

School Representation Policy

In order to maximise achievement of students, the school has introduced the School Representation Policy which asks student to achieve minimum benchmarks in order to participate in and undertake school representation. Students who meet the following categories will be able to represent our school.



APPENDIX 15

Maryborough State High School

Parent and Student Partnership Agreement

At Maryborough State High our vision is working together towards success.

Agreement for Students

I will:

1. Communicate between school and home by taking notes home.
2. Respect and show tolerance towards all members of the school community.
3. Work at learning (attend, participate, bring required equipment, and complete assessment, class work and home work).
4. Always wear full and correct uniform, including fully enclosed black footwear. Undergarments will not be exposed.
5. Attend school every day.
6. Comply with Government regulations regarding potentially harmful substances
7. Behave safely and responsibly in the school grounds and classrooms
8. Conduct myself in a manner with Respect and Responsibility.
9. Abide by the school policy on computer usage.
10. Abide by the school policy on electronic devices.

Student's name: _____

Signature: _____

Date: _____Form: _____

Agreement for Parents/Caregivers

To help my child at school, I will:

1. Make sure that my child upholds the values of respect for, and tolerance of, others.
2. Make sure that my child arrives at school on time and is work ready.
3. Make sure that my child attends regularly and informs the school of the reason for any absence.
4. Support my child in abiding by all school policies, including the Responsible Behaviour Plan.
5. Support my child with homework and assignments.
6. Maintain appropriate contact with the school.
7. Ensure that my child follows the school's uniform policy.
8. Let the school know if there are any problems that may affect my child's ability to learn.
9. Support compliance with student's computer usage policy.
10. Support compliance with student's electronic device usage policy.

Parent/Caregiver's name: _____

Signature: _____

Date: _____

Agreement for the School

To assist the achievement of educational outcomes for students, we will:

1. Encourage student to do their best at all times.
2. Expect the best from students in behaviour and their studies.
3. Offer a broad and flexible curriculum which meets the needs of students.
4. Ensure that each student is taught at an appropriate and challenging level.
5. Inform parents and carers regularly about their child's progress.
6. Take reasonable steps to ensure the safety, happiness and self-confidence of all students.
7. Be open and welcoming at all times and offer opportunities for parents and carers to become involved in the daily life of the school.
8. Clearly articulate the school's expectations regarding behaviour management, the dress code policy, and computer usage policy.
9. Set and monitor homework when appropriate.
10. Contact parents and carers as soon as is possible if there is concern about the child's school work, behaviour, attendance or punctuality.
11. Deal with complaints in an open, fair and transparent manner.
12. Treat students and parents with respect and tolerance.
13. Teach and model responsible behaviour.

School Representative's name: _____

Signature: _____

Date: _____