

# Toolooa State High School Student Code of Conduct

## 2021-2024

### ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023

## Purpose

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

Toolooa State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

## Contact Information

Postal address: PO Box 8109	South Gladstone 4680
Phone:	07 4971 4333
Email:	the.principal@toolooashs.eq.edu.au
School website address:	<a href="https://toolooashs.eq.edu.au">https://toolooashs.eq.edu.au</a>
Contact Person:	Justin Harrison

## Endorsement

Principal Name: **Justin Harrison**

Principal Signature:

Date: 03/12/2020

P/C President and-or School Council Chair Name: **Jenny Morris**

P/C President and-or School Council Chair  
Signature:

Date: 03/12/2020

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## Principal's Foreword

### Our Vision and Values

Toolooa State High School has a long and proud tradition of providing high quality education to students from across the Central Queensland Region. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Toolooa State High School has three core values: Respect, Achievement and Responsibility. These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Staff at Toolooa State High School take an educative approach to discipline, believing that behaviour can be taught and that mistakes are opportunities for learning. Our Student Code of Conduct provides an overview of the school's local policies, including mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught expected behaviours. Finally, it details the possible consequences that may apply when students breach these expected standards of behaviour, including the use of suspension or exclusion.

I thank the teachers, parents and other members of the community for their work in bringing this Student Code of Conduct together. Your interest and views, shared through the process of developing this document, have been invaluable in ensuring that it provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Justin Harrison  
Principal



## Parents and Citizens' Association (P&C) Statement of Support

As President of the Toolooa SHS Parents and Citizens Association, I am proud to support the newly developed Toolooa State High School Student Code of Conduct. An inclusive, transparent consultation process led by school Principal Mr Justin Harrison and his team has occurred to ensure that all parents have had multiple opportunities to contribute and provide feedback on this document. This consultation has been an integral aspect in the development of the Student Code of Conduct. The extensive consultation reflects the value the school team places on the involvement of parents in ensuring all adults in the school community are able to support the students at the school to establish and meet appropriate expectations.

We encourage all parents to familiarise themselves with the Toolooa State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. Please also take the time to develop an awareness and understanding of the systems in place to support students in relation to positive outcomes at school.

This document, in conjunction with best practice, evidence-based well-being tracking and monitoring systems and interventions and high quality curriculum planning, development and implementation, will continue to ensure that Toolooa State High School shines as a school who has students who are great learners and great citizens with great futures.



Jenny Morris

President - Toolooa State High School Parents and Citizens Association

## Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

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

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

There are four different confidential surveys for:

- Parents;
- Students;
- Staff;
- Principals.





## Parents/Caregivers survey for Toolooa State High School 2020

Parents/Caregivers were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I received communication and instruction from the school and teachers.	188	93.1%
Teachers were available to support my child with their lessons.	186	89.2%
Resources provided by the school were useful for me and my child while learning from home.	185	88.1%
My child found real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	72	75.0%
My child found pre-recorded videos and lessons, including on television useful.	83	86.7%
My child found online textbooks, workbooks or worksheets useful.	155	89.0%
My child found paper based books, workbooks or worksheets useful.	124	89.5%
My child found online education websites and apps useful.	148	88.5%
My school provided me useful information on how my child will stay COVID safe while at school.	176	94.9%
My school provided me useful information on changes to usual school routines (e.g. changes to drop off/pick up points, staggered lunch breaks etc).	172	90.1%
My child was supported to return to school and continue their lessons.	175	97.7%

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My child likes being at this school.	175	93.1%
My child feels safe at this school.	174	96.6%
My child's learning needs are being met at this school.	175	93.7%
My child is making good progress at this school.	175	95.4%
Teachers at this school expect my child to do his or her best.	175	98.3%
Teachers at this school provide my child with useful feedback about his or her school work.	175	94.3%
Teachers at this school motivate my child to learn.	174	93.7%
Teachers at this school treat students fairly.	172	90.7%
I can talk to my child's teachers about my concerns.	174	94.3%
This school works with me to support my child's learning.	174	94.3%
This school takes parents' opinions seriously.	164	92.7%
Student behaviour is well managed at this school.	171	86.5%
This school looks for ways to improve.	172	97.1%
This school is well maintained.	174	98.9%
This is a good school.	173	97.1%

## Parents/Caregivers survey for Toolooa State High School 2015 - 2019

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2003	My child's learning needs are being met at this school.	32	100.0	67	94.0	80	91.3	72	88.1	128	98.1
S2004	My child is making good progress at this school.	32	100.0	67	92.5	80	92.5	71	88.7	128	96.1
S2005	Teachers at this school expect my child to do his or her best.	32	100.0	67	94.0	78	98.7	71	95.8	128	98.4
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	32	100.0	66	93.9	80	91.3	72	95.8	127	94.5
S2007	Teachers at this school motivate my child to learn.	32	96.9	66	95.5	80	93.8	71	85.9	125	92.8
S2008	Teachers at this school treat students fairly.	31	87.1	61	90.2	77	90.9	70	91.4	120	85.0
S2009	I can talk to my child's teachers about my concerns.	32	90.6	63	95.2	77	93.5	70	97.1	125	97.6
S2010	This school works with me to support my child's learning.	32	93.8	61	91.8	77	92.2	69	91.3	122	94.3
S2011	This school takes parents' opinions seriously.	32	93.8	58	89.7	73	94.5	61	82.0	118	91.5
S2012	Student behaviour is well managed at this school.	30	93.3	65	87.7	78	93.4	68	77.9	123	83.7
S2013	This school looks for ways to improve.	31	96.8	64	89.1	75	97.3	66	90.9	122	95.9
S2014	This school is well maintained.	30	96.7	66	92.4	76	84.2	72	88.9	126	96.8
S2015	This school gives my child opportunities to do interesting things.	32	100.0	67	92.5	80	92.5	70	95.7	125	95.2
S2016	My child is getting a good education at this school.	32	96.9	67	95.5	79	97.5	73	91.8	127	98.4
S2017	My child's English skills are being developed at this school.	32	96.9	67	92.5	80	95.0	71	88.7	127	96.1
S2018	My child's Mathematics skills are being developed at this school.	32	96.9	67	94.0	80	92.5	71	90.1	127	91.3
S2019	I understand how my child is assessed at this school.	32	96.9	67	91.0	79	92.4	73	94.5	124	93.5
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	28	92.9	65	90.8	78	91.0	72	83.3	125	89.6
S2021	Teachers at this school are interested in my child's wellbeing.	32	90.6	65	93.8	78	96.2	70	87.1	125	95.2
S2022	Staff at this school are approachable.	31	90.3	65	98.5	80	96.3	72	95.8	124	96.8
S2023	Staff at this school are responsive to my enquiries.	31	90.3	63	96.8	79	93.7	69	92.8	123	96.7
S2024	This school asks for my input.	31	90.3	61	77.0	74	78.4	70	74.3	117	82.1
S2025	This school keeps me well informed.	32	87.5	66	87.9	80	87.5	73	83.6	125	90.4
S2026	This school encourages me to take an active role in my child's education.	32	87.5	65	83.1	80	78.8	71	81.7	121	88.4
S2027	This school encourages me to participate in school activities.	28	75.0	60	73.3	77	70.1	69	72.5	117	75.2
S2028	This school provides me with useful feedback about my child's progress.	32	87.5	65	87.7	80	88.8	72	87.5	125	92.0
S2029	This school provides useful information online.	28	89.3	64	85.9	77	90.9	69	85.5	121	91.7
S2030	This school is environmentally friendly.	24	91.7	52	84.6	67	95.5	56	92.9	90	93.3
S2031	This school is well organised.	31	96.8	65	92.3	75	96.0	69	91.3	115	92.2
S2032	This school has a strong sense of community.	29	96.8	61	95.1	74	94.6	66	90.9	119	92.4
S2033	This school celebrates student achievements.	31	96.8	66	97.0	77	100.0	69	97.1	124	96.0
S2034	I would recommend this school to others.	32	96.9	67	95.5	80	95.0	71	93.0	126	93.7
S2035	This is a good school.	32	96.9	67	95.5	80	96.3	71	93.0	125	94.4

## Students survey for Toolooa State High School 2020

Students were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My teacher(s) explained what was required with my school work.	496	84.5%
My teacher(s) was available to help me with my school work when I needed it.	500	82.4%
I found real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	99	55.6%
I found pre-recorded videos and lessons, including on television useful.	242	71.9%
I found online textbooks, workbooks or worksheets useful.	418	79.7%
I found paper textbooks, workbooks or worksheets useful.	353	78.5%
I found online educational websites and apps useful.	401	73.1%
My school gave me useful information on how to stay COVID safe while at school.	489	82.6%
My school supported me to return to classroom learning.	487	86.0%

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I like being at my school.	488	81.4%
I feel safe at my school.	485	86.0%
My teachers motivate me to learn.	488	85.9%
My teachers expect me to do my best.	490	95.7%
My teachers provide me with useful feedback about my school work.	487	90.8%
Teachers at my school treat students fairly.	483	78.5%
I can talk to my teachers about my concerns.	473	73.2%
My school takes students' opinions seriously.	476	73.1%
Student behaviour is well managed at my school.	483	75.2%
My school looks for ways to improve.	480	90.6%
My school is well maintained.	484	90.1%
My school gives me opportunities to do interesting things.	484	85.3%
This is a good school.	477	90.6%

## Students survey for Toolooa State High School 2015 - 2019

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	72	93.1	110	82.7	107	92.5	68	91.2	104	82.7
S2037	I feel safe at my school.	74	95.9	110	90.0	107	88.8	69	91.3	104	83.7
S2038	My teachers motivate me to learn.	74	94.6	109	90.8	107	91.6	69	89.9	104	83.7
S2039	My teachers expect me to do my best.	73	100.0	107	95.3	107	95.3	69	95.7	104	95.2
S2040	My teachers provide me with useful feedback about my school work.	73	95.9	110	88.2	107	85.0	67	94.0	102	85.3
S2041	Teachers at my school treat students fairly.	73	89.0	110	80.9	107	72.0	69	84.1	104	74.0
S2042	I can talk to my teachers about my concerns.	71	91.5	110	73.6	105	79.0	67	80.6	103	68.9
S2043	My school takes students' opinions seriously.	70	87.1	108	74.1	106	67.9	69	79.7	101	75.2
S2044	Student behaviour is well managed at my school.	72	90.3	109	72.5	106	72.6	69	72.5	104	61.5
S2045	My school looks for ways to improve.	72	98.6	107	90.7	107	91.6	69	97.1	104	94.2
S2046	My school is well maintained.	73	94.5	110	86.4	107	84.1	69	88.4	104	87.5
S2047	My school gives me opportunities to do interesting things.	71	95.8	110	83.6	107	83.2	68	88.2	104	78.8
S2048	I am getting a good education at my school.	73	98.6	109	95.4	107	93.5	69	97.1	104	90.4
S2049	My English skills are being developed at my school.	73	94.5	108	90.7	107	92.5	68	97.1	103	89.3
S2050	My Maths skills are being developed at my school.	73	94.5	109	93.6	107	90.7	69	89.9	104	88.5
S2051	I understand how I am assessed at my school.	74	97.3	109	86.2	107	89.7	68	94.1	102	89.2
S2052	I can access computers and other technologies at my school for learning.	74	97.3	110	97.3	107	95.3	69	98.6	104	88.5
S2053	I am encouraged to use computers and other technologies at my school for learning.	71	93.0	109	88.1	107	84.1	69	89.9	104	83.7
S2054	I use computers and other technologies at my school for learning.	74	97.3	110	89.1	107	90.7	68	89.7	104	88.5
S2055	I enjoy using computers and other technologies at my school for learning.	74	90.5	108	86.1	107	90.7	69	92.8	103	82.5
S2056	I feel accepted by other students at my school.	74	90.5	110	80.0	107	71.0	68	86.8	102	71.6
S2057	My schoolwork challenges me to think.	74	97.3	109	90.8	107	94.4	69	94.2	104	90.4
S2058	My teachers challenge me to think.	73	94.5	109	94.5	106	92.5	69	95.7	104	89.4
S2059	My teachers encourage me to do my best.	74	94.6	109	95.4	107	91.6	69	95.7	104	91.3
S2060	My teachers clearly explain what is required in my school work.	73	97.3	110	85.5	107	79.4	69	91.3	103	79.6
S2061	My teachers help me with my school work when I need it.	73	98.6	108	88.0	107	87.9	68	92.6	103	84.5
S2062	My teachers use a variety of resources to help me learn.	72	93.1	110	90.9	107	84.1	68	91.2	102	89.2
S2063	My teachers care about me.	72	93.1	109	81.7	103	76.7	68	85.3	100	77.0
S2064	My school encourages me to participate in school activities.	73	94.5	109	88.1	106	87.7	68	88.2	103	84.5
S2065	My school encourages me to be a good community member.	72	91.7	110	84.5	104	83.7	68	94.1	102	85.3
S2066	My school celebrates student achievements.	73	100.0	109	92.7	105	93.3	69	95.7	103	90.3
S2067	I would recommend my school to others.	74	97.3	109	88.1	105	80.0	68	89.7	104	77.9
S2068	This is a good school.	74	100.0	105	91.4	104	84.6	66	89.4	104	84.6



## Staff survey for Toolooa State High School 2020

All staff were asked to think about the department's overall response to the COVID-19 pandemic this year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I felt supported in my role.	122	86.9%
I understood my roles and responsibilities.	123	91.1%
Communication from the department was clear and timely.	123	74.0%
I was informed about the impacts to my school.	123	90.2%
My school provided adequate supply of hygiene and cleaning resources such as soap and hand sanitiser.	123	84.6%
Resources were available to support my wellbeing.	120	75.0%
I knew how to access wellbeing support services.	119	87.4%
I had access to technology and resources required to do my job.	122	82.0%
I was able to carry out my role.	122	92.6%

Teaching staff were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
Support was available for student safety and wellbeing.	84	94.0%
Support was provided to ensure inclusive learning practices could be maintained.	83	83.1%
I found teaching using real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	36	63.9%
I found teaching using pre-recorded videos and lessons, including on television useful.	42	78.6%
I found teaching using online textbooks, workbooks or worksheets useful.	69	84.1%
I found teaching using paper textbooks, workbooks or worksheets useful.	76	73.7%
I found teaching using online educational websites and apps useful.	68	77.9%
I found online learning platforms positively influenced students' engagement in lessons.	80	55.0%
I was confident conducting learning using online channels.	75	80.0%
I was confident supporting students to learn through online channels.	76	73.7%
I was confident preparing digital resources for students' learning from home.	82	80.5%
I was confident preparing paper-based resources for students' learning from home.	81	85.2%
I was confident developing curriculum plans and resources that can be used for learning from home or supervision at school.	81	91.4%
I was confident creating a plan for ensuring that all students have access to resources for learning from home.	83	75.9%
I was confident transitioning students from learning from home to classroom-based instruction.	83	72.3%

## Staff survey for Toolooa State High School 2015 - 2019

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	61	95.1	103	96.1	94	97.9	76	100.0	103	100.0
S2070	I feel this school is a safe place in which to work.	61	100.0	103	98.1	94	97.9	75	100.0	103	99.0
S2071	I receive useful feedback about my work at this school.	61	85.2	102	84.3	94	85.1	76	90.8	103	91.3
S2072	Students are encouraged to do their best at this school.	61	98.4	99	99.0	93	100.0	76	100.0	103	100.0
S2073	Students are treated fairly at this school.	60	98.3	97	96.9	93	98.9	76	100.0	102	100.0
S2074	Student behaviour is well managed at this school.	60	96.7	100	91.0	92	93.5	76	93.4	103	98.1
S2075	Staff are well supported at this school.	59	83.1	101	89.1	93	89.2	76	93.4	102	96.1
S2076	This school takes staff opinions seriously.	57	82.5	100	84.0	91	87.9	75	94.7	101	90.1
S2077	This school looks for ways to improve.	61	98.4	102	97.1	93	96.8	75	96.7	102	100.0
S2078	This school is well maintained.	61	91.8	103	92.2	94	88.3	76	97.4	103	96.1
S2079	This school gives me opportunities to do interesting things.	60	83.3	101	84.2	91	89.0	76	92.1	102	96.1
S201*	Students with a disability are well supported at my school.	57	100.0	100	96.0	89	97.8	76	98.7	100	98.0
S202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	91	97.8	76	98.7	102	97.1
S203	People are treated fairly and consistently at my school.	0	NA	0	NA	94	88.3	76	92.1	103	95.1
S204	My school is well managed.	0	NA	0	NA	92	95.7	75	98.7	103	100.0
S207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	92	82.6	76	96.8	103	91.3
S208	I have choice in deciding how to do my job.	0	NA	0	NA	92	91.3	76	90.8	103	96.1
S209	I have the authority necessary to do my job effectively.	0	NA	0	NA	94	92.6	76	94.7	102	97.1
S210	My school inspires me to do the best in my job.	0	NA	0	NA	94	91.5	76	93.4	103	97.1
S211*	My school encourages me to take responsibility for my work.	60	100.0	102	95.1	94	95.7	76	97.4	103	99.0
S212*	My school encourages me to undertake leadership roles.	56	75.0	91	76.9	82	82.9	72	81.9	99	84.8
S213*	My school encourages coaching and mentoring activities.	58	84.5	94	80.9	88	88.6	72	98.6	102	92.2
S252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	103	89.3
S253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	99	96.0
S214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	86	82.6	73	83.6	101	86.1
S206	I have access to quality professional development.	58	77.6	98	80.6	91	85.7	73	90.4	102	85.3
S215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	85	81.2	73	86.3	99	87.9
S216*	I can access necessary information and communication technologies to do my job at my school.	61	90.2	101	92.1	94	90.4	76	96.1	103	92.2
S217*	Information and communication equipment is well maintained at my school.	58	84.5	102	88.2	93	82.8	76	93.4	103	85.4
S218*	My school provides useful information online.	57	87.7	98	87.8	88	90.9	72	98.6	101	97.0
S219*	My school keeps me well informed about things that are important to my work.	59	86.4	103	88.3	93	94.6	76	97.4	102	97.1
S220*	There is good communication between all staff at my school.	58	77.6	100	74.0	93	86.0	76	86.8	103	87.4
S221	Staff at my school work as a team to deliver improved outcomes.	0	NA	0	NA	93	93.5	76	97.4	103	99.0
S222*	I feel that staff morale is positive at my school.	59	86.4	101	83.2	94	87.2	75	89.3	103	89.3
S223*	Staff at my school are interested in my wellbeing.	60	86.7	101	90.1	93	90.3	75	93.3	103	93.2
S224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	94	87.2	75	93.3	103	90.3
S225	I can cope with the pressures of my workload.	0	NA	0	NA	93	87.1	75	93.3	102	92.2
S226*	I am aware of occupational health and safety procedures at my school.	61	100.0	100	99.0	92	97.8	75	100.0	102	100.0
S227	I am proud to tell others I work for my school.	0	NA	0	NA	93	96.8	75	98.7	103	99.0
S228	My work has a direct positive impact on the community.	0	NA	0	NA	87	96.6	74	95.9	103	98.1
S229	I feel a strong personal connection to my school.	0	NA	0	NA	91	93.4	75	96.0	103	97.1
S230	I am satisfied with my job at my school.	0	NA	0	NA	94	93.6	75	97.3	102	97.1
S231*	I would recommend my school as a good place to work.	61	96.7	102	95.1	91	94.5	75	97.3	103	96.1
S2108	This is a good school.	61	98.4	101	98.0	94	98.9	74	100.0	102	100.0
S232	My school has taken action as a result of last year's School Opinion Survey.	0	NA	0	NA	61	90.2	57	93.0	72	87.5
S233	The last week of a school term is generally as productive as the rest of the term.	0	NA	0	NA	93	95.7	73	93.2	97	90.7



## School Disciplinary Absences (SDA)

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

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

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

Type	2016	2017	2018	2019
Short Suspensions - 1 to 10 days	269	267	347	327
Long Suspensions – 11 to 20 days	5	13	19	18
Charge related Suspension	0	0	0	1
Exclusions	12	19	23	15

## Consultation

The consultation process used to inform the development of the Toolooa State High School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between March and July 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we discussed school culture and climate with students, parents and staff. This included a request to respond to desired values and skills that they believe are desirable for student to possess when they finish school. Participants were asked to select values, qualities and skills that they believe are necessary for students to possess upon completion of high school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Toolooa State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Toolooa State High Student Code of Conduct, including promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Toolooa State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

## Review Statement

The Toolooa State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Learning and Behaviour Statement

All areas of Toolooa State High School are considered to be learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Toolooa State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

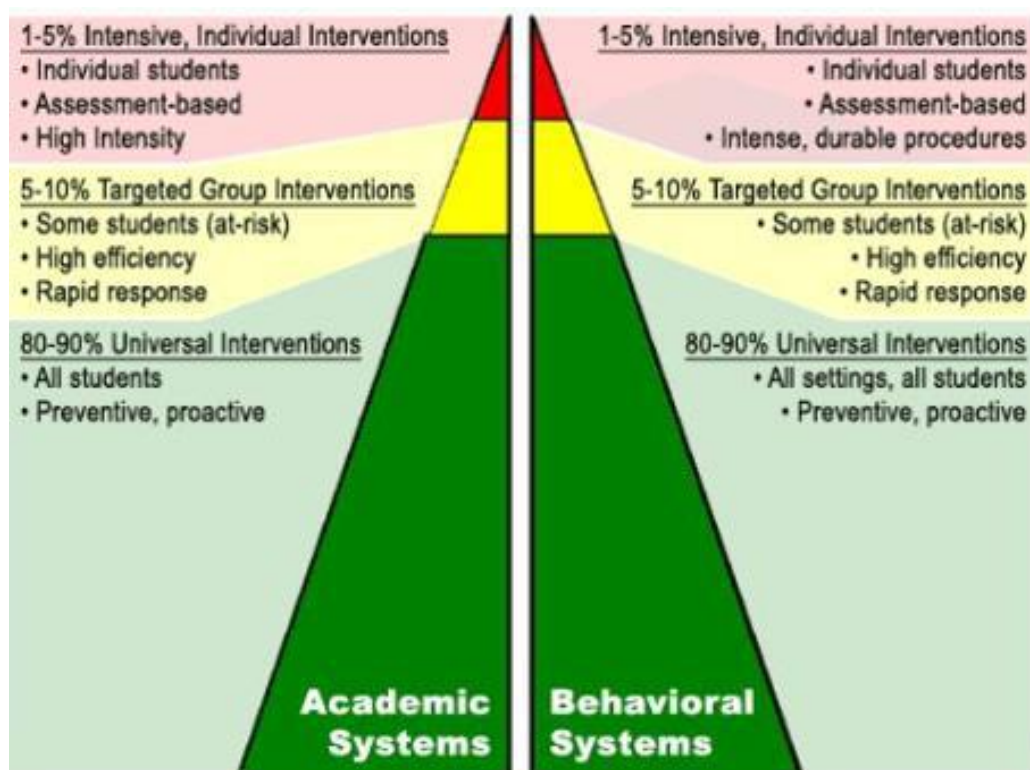
Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- We are **Respectful**;
- We are **Responsible**;
- We **Achieve** to the best of our ability.

Our Student Code of Conduct has been agreed to by the P & C.

## Multi Tiered Systems of Support (MTSS)

Toolooa State High School uses a multi-tiered approach to support as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.



## Proactive Strategies

<b>Whole School (Tier 1)</b>	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both Australian and SATE Curriculum (including the personal and social capabilities curriculum) and Toolooa State High School's expectations. This involves:</p> <ul style="list-style-type: none"> <li>• quality assured curriculum delivered at level;</li> <li>• teaching behaviours relevant to a range of settings;</li> <li>• consistently addressing student behaviours, while taking developmental norms, behavioural function and individual circumstances into account;</li> <li>• providing reminders and targeted recognition throughout the school year so skills are ready and likely to be used when students need them;</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement and discipline so improvements may be made.</li> </ul>
<b>Targeted (Tier 2)</b>	<p>Targeted instruction and support for <b>some students</b> (10-15%) are more intense than whole school services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Targeted supports build on the explicit teaching provided to the whole school and may prevent the need for more intensive interventions. Targeted supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the relevant curriculum or particular aspects of skills development. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations;</li> <li>• support is provided by relevant support staff based on student needs;</li> <li>• variations within each intervention are limited;</li> <li>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</li> </ul>
<b>Intensive (Tier 3)</b>	<p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis and could include alternate educational pathways at school.</p> <p>Intensive supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Intensive supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour;</li> <li>• TEACH the student an acceptable replacement behaviour;</li> <li>• REINFORCE the student's use of the replacement behaviour;</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <p>Intensive supports exist along a continuum. Many students can benefit from a simple behavioural assessment that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive assessment that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive assessment and wraparound plan that may include personnel from outside agencies and rigorous problem solving procedures. Some students may participate in Dialectic Behaviour Therapy to change behavioural patterns. These students will be identified by the wellbeing team, the year level co-ordinators and Deputy Principals.</p>



## Consideration of Individual Circumstances

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

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

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

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

## Student Wellbeing

Toolooa State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their form teacher, class teacher, year level coordinator or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Toolooa State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

### Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.



### *Drug education and intervention*

Toolooa State High School, in conjunction with external agencies, may offer drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

### *Specialised health needs*

Toolooa State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

### *Medications*

Toolooa State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school office can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

EPIPENS are located in the following places:

- First Aid Kits (for teacher use);
- First Aid Officer Kit 1 has 2;
- First Aid Officer Kit 2 has 2;
- Administration Office (1);
- School Resource Centre (1);
- Home Economics Staffroom (1).

### *Mental health*

Toolooa State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#) and referring to external agencies where necessary.

### *Suicide prevention*

Toolooa State High school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, deputy principal or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Toolooa State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone;
- their safety and the safety of other students and staff is maintained;
- students receive appropriate support immediately;
- parents are advised;
- all actions are documented and reported.

### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Toolooa State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Toolooa State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## Student Support Network

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

Students can approach any trusted school staff member at Toolooa State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> <li>Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>
Guidance Officers (3)	<ul style="list-style-type: none"> <li>Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting.</li> <li>Assists students with specific difficulties, acting as a mediator or providing information on other life skills.</li> <li>Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
State Schools Clinical Nurse	<ul style="list-style-type: none"> <li>Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs.</li> <li>Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>Provides individual health consultations with assessment, support, health information and referral options related to:               <ul style="list-style-type: none"> <li>healthy eating and exercise</li> <li>relationships</li> <li>personal and family problems</li> <li>feeling sad, worried and angry</li> <li>sexual health</li> <li>mental health</li> <li>smoking, alcohol and other drugs.</li> </ul> </li> </ul>
Year Level Coordinators (6)	<ul style="list-style-type: none"> <li>Responsible for student welfare at each year level.</li> <li>First contact for student bullying/harassment.</li> <li>Provide continuity of contact for students and their families.</li> <li>Ensure students feel safe, comfortable and want to come to school.</li> <li>Nurtures a sense of belonging to the year level and school.</li> </ul>



Youth Support Worker	<ul style="list-style-type: none"> <li>• Provides individual and, at times, group support to students to assist their engagement with education and training, social/emotional/physical wellbeing.</li> <li>• Supports students to overcome barriers to education such as: <ul style="list-style-type: none"> <li>○ attendance at school;</li> <li>○ drug and alcohol support;</li> <li>○ relationships/social skills;</li> <li>○ conflict with family/peers/teachers.</li> </ul> </li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>• Provides individual and, at times, group support to students to assist their engagement with education and training.</li> <li>• Supports students in the senior phase to overcome barriers to education such as: <ul style="list-style-type: none"> <li>○ attendance at school;</li> <li>○ drug and alcohol support needs;</li> <li>○ QCE/learning support;</li> <li>○ suspension/exclusion/referral for behaviour support;</li> <li>○ relationships/social skills;</li> <li>○ conflict with family/peers/teachers;</li> <li>○ social/emotional/physical wellbeing;</li> <li>○ Independent students.</li> </ul> </li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>• Provides group support to students to assist their engagement with education, social/emotional/physical wellbeing.</li> <li>• Facilitates structured break activities.</li> <li>• Support students to overcome barriers to education such as: <ul style="list-style-type: none"> <li>○ relationships/social skills;</li> <li>○ conflict with family/peers/teachers.</li> </ul> </li> </ul>

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the school.



## Toolooa State High School Wellbeing Framework



## Whole School Approach to Discipline

Toolooa State High School uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Toolooa's behaviour support structure is an evidence-based framework used to:

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

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

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

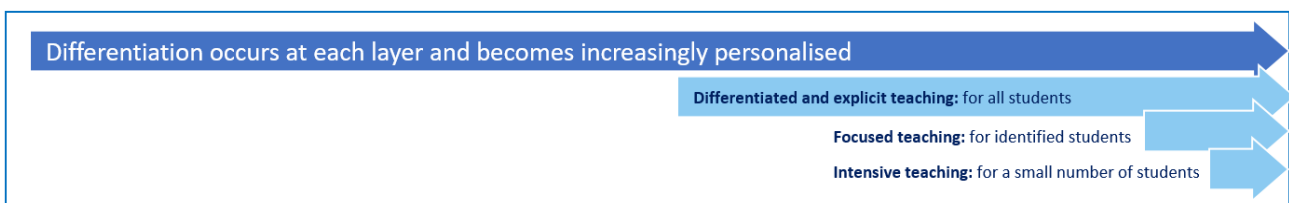
Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the administration team or make an appointment to meet with the Principal.

## Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, wellbeing framework, whole school (Tier 1) is differentiated and explicit teaching for all students, targeted (Tier 2) is focussed teaching for identified students is intensive (Tier 3) teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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



Expectation	School wide	Classrooms	Transitions	Playground	Arriving and leaving school
<b>Respect</b>	<ul style="list-style-type: none"> <li>Use polite / courteous language</li> <li>Listen actively and wait for turn to speak</li> <li>Speak to each other respectfully</li> <li>Follow staff directions</li> <li>Respect personal space and people's belongings</li> <li>Display physical behaviours appropriate for school</li> <li>Remove my hat inside</li> <li>Respect and appreciate people's differences</li> <li>Interact appropriately</li> <li>Resolve conflict without violence; be solution focused, seek staff assistance if conflict cannot be resolved</li> </ul>	<ul style="list-style-type: none"> <li>Enter classroom as expected by your teacher</li> <li>Put my hand up to ask questions</li> <li>Ask permission to leave the classroom (out of class pass)</li> <li>Respect the rights of all students to learn</li> <li>Use manners</li> <li>Don't talk over other students</li> <li>Show respect for school equipment and facilities and report damage (computer rooms)</li> <li>Return the classroom to order at the end of each lesson</li> </ul>	<ul style="list-style-type: none"> <li>Allow others to move to class in a timely manner (around the school safely)</li> <li>Arrive on time and be prepared</li> <li>Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Keep my hands to myself as per the keep safe / hands off policy</li> <li>Keep our school environment free from litter, graffiti and vandalism</li> <li>Follow all staff instructions during lunch times</li> <li>Stay out of the gardens and look after the natural flora/fauna</li> </ul>	<ul style="list-style-type: none"> <li>Act in a way that reflects positively on the school whilst in uniform</li> <li>Adhere to social norms to show respect to members of the greater community</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Wear the school uniform appropriately</li> <li>Use and return resources respectfully &amp; appropriately</li> <li>Report any damage or equipment problems</li> <li>Demonstrate punctuality (moves to class on the first bell)</li> <li>Ensure my own and others safety</li> <li>Accept consequences for my actions</li> <li>Report issues / concerns problems to appropriate staff members</li> <li>Place rubbish in bins</li> <li>Adhere to routines/procedures</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help</li> <li>Bring the required equipment to class</li> <li>Be organised</li> <li>Adhere to the Communication Device Policy</li> <li>Do your best</li> <li>Be assessment literate</li> </ul>	<ul style="list-style-type: none"> <li>Line up quietly in two lines ready to learn</li> <li>Go to the toilet during the break</li> <li>Move promptly to my next class</li> <li>Be on time</li> <li>Move safely</li> <li>Enter the classroom only on teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>Stay 'in bounds'</li> <li>Follow the agreed 'rules of the game'</li> <li>Adhere to staff instructions</li> <li>Make sure any borrowed equipment is returned</li> <li>Report any inappropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions for boarding buses</li> <li>Follow bus company rules</li> <li>Walk bikes, scooters, skateboards through school and across the crossing</li> <li>Use designated gates when entering and exiting school</li> <li>Follow staff directions when entering and exiting school</li> <li>Move into the school grounds when arriving at school</li> <li>Leave the school grounds in an orderly fashion</li> <li>Follow road, traffic and rail safety rules</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>Attend school everyday</li> <li>Set academic goals and work hard to achieve them</li> <li>Identify my personal strengths and weaknesses</li> <li>Use positive 'self-talk'</li> <li>Positively acknowledge the achievement of myself and others</li> <li>Complete all tasks to a high standard</li> <li>Meet due dates as per the school's assessment policy</li> <li>Seek assistance both in and outside of class when necessary</li> <li>Complete full drafts to receive feedback</li> <li>Communicate with parents about important information e.g. assessment timelines</li> <li>Proactively seek AARA application and assistance as required</li> </ul>	<ul style="list-style-type: none"> <li>Know my current level of achievement and what is required to improve or maintain it</li> <li>Know the WWS and Success Criteria for the lesson</li> <li>Actively listen</li> <li>Complete set tasks on time</li> <li>Use the school success journal to record homework, assessment, level of achievement, attendance and focused correction areas</li> <li>Seek and apply constructive feedback</li> <li>Proactively catch up on missed work</li> <li>Arrive to class on time</li> <li>Actively participate in learning</li> <li>Be assessment literate, know your assessment demands and due dates</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Access homework club or maths tutoring for assistance with homework</li> </ul>	N/A

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Toolooa State High School to provide focused teaching. Focused teaching is aligned to our expectation matrix, and student progress is monitored by the classroom teacher/s, wellbeing teams members, to identify those who:

- no longer require the additional support;
- require ongoing focussed teaching;
- require intensive teaching.

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

- Seasons for Growth;
- Rock and Water;
- Cert II Self Awareness;
- Social Personal Learning at Toolooa;
- Flexible Learning Centre Program;
- Junior Support Program;
- Brave.

For more information about these programs, please speak with a member of the wellbeing team.

## Intensive Teaching

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

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

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

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

## Legislative Delegations

### Legislation

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

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

### Delegations

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

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Toolooa State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the Head of Department or school administration team for determination of a disciplinary consequence.



For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the deputy principal in consultation with staff and other relevant stakeholders. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Toolooa 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 possible consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent, proportionate to the nature of the behaviour and reflect individual student circumstances. Behaviours, classified as either minor or major, and their associated contact are required to be entered into One School. Major behaviours are referred to the appropriate staff member for support and/or application of consequences.

### **Minor and Major behaviours**

When responding to problem behaviour, the staff member first determines if the behaviour is minor or major, 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 HODs and/or School Administration.

**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 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:

- are part of a pattern of problem behaviours; and/or
- significantly violate the rights of others;
- put others/self at risk of harm; and/or
- require the involvement of Heads of Department and/or School Administration.

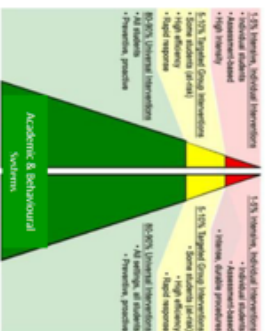
**Major** behaviours result in an immediate referral to Heads of Department and/or Administration because of their seriousness. When major a behaviour occurs, staff members must complete a behaviour incident on OneSchool, contact home and refer the incident to the appropriate Head of Department and/or School Administration for action or information.

### **Ensuring consistent responses to problem behaviour**

At Toolooa State High School, all staff members who issue consequences for a problem behaviour are provided with appropriate professional development and/or training. Through this, and the behaviour level system, we work to ensure consistent responses to problem behaviour across the school.

At Toolooa State High School, staff members are provided with professional development in the implementation of Essential Skills for Classroom management. Teachers are also provided with the opportunity to be profiled to receive feedback on their management strategies. All staff are provided with training in the support levels at the beginning of each school year. Reminders are provided each term and staff are provided with the opportunity to meet with Guidance Officers and Deputy Principals to gain specific information about individual student management plans. Intensive student support lists are sent out weekly and teachers are provided with the plans to assist in managing these students.

## Wellbeing support for students



All students require tier 1 universal strategies. Tier strategies to be in conjunction with previous tiers.

### Tier 3 – Admin and external involvement

- Comprehensive FBA
- Seeking support from other stakeholders
- Individual Behaviour Plan devised
- One on one intensive support

### Tier 2 – Referral and Support needed from outside learning environment

- Referred to student well-being support team
- Support plan devised (strategies may include CICO, withdrawal, environment modified, ICP, small group teaching, etc)
- Risk assessment and risk reduction plan if required
- Data assessed

### Tier 1 – Management within learning environment

#### Essential Skills for Classroom Management

1. Establish and explicitly teach expectations and routines	5. Body language encouraging	-visual/verbal support	-choices/limits/consequences	-time to calm (TI)
2. Give instructions	6. Descriptive encouraging	-calm talk and debrief	-stop-think-do	-natural consequence
3. Waiting and scanning	7. Selective attending	-success reminder	-tactical ignoring	-community service
4. Cue with parallel acknowledgement	8. Redirecting to the learning	-redirection/distraction	-withdrawal offered	-restorative justice
	9. Giving a choice	-processing time	-reassurance	-RBR if required
	10. Follow through	-humour	-negotiation	

#### Strategies:

#### Teacher and Student Support Flowchart

**Tier 3: Admin and external involvement – INTENSIVE**

1. Student Well-being to refer to admin
2. Complete FBA
3. ICP devised with appropriate stakeholders
4. Support to continue, modified and reviewed

**Tier 2: Referral and Support needed from outside learning environment – TARGETED**

1. Teacher to fill out referral form and email to support team
2. One school data, work examples and other evidence to be assessed – discuss options
3. Practical FBA if needed
4. Contact parent or caregiver
5. Liaise with wider network
6. Decision around support to be made (CICO, Social skill support, academic support, etc)
7. Monitor progress and review with support team and teacher – continue, fade or modify
8. If no change or intensifies – refer to Tier 3

**Tier 1: Management within learning environment – UNIVERSAL**

1. Universals of Tier 1 are in place within the classroom – ECOM
2. Incidents are recorded on one school
3. Teacher self assessment completed, using the ratios to ensure Tier 1 universals are covered
4. Expectations are clear and identifiable within the room
5. Problems talking with PE, team or other staff member
6. PE, coach and teacher to notify the support team if Tier 2 may be required in the future
7. 4 week monitor to see progress (continuous support and fade out when no longer needed. No change – refer to Tier 2)

## Behaviour which may result in disciplinary consequences

Behaviour	Definition	Possible Consequence
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> <li>Detention (with classroom teacher)</li> <li>Removal from the learning environment (e.g. sent to buddy class)</li> <li>Restorative conversation</li> </ul>
		<ul style="list-style-type: none"> <li>Restorative Mediation</li> <li>Self monitoring sheet</li> <li>Behaviour monitoring card</li> <li>Detention (with Head of Department /Deputy Principal)</li> <li>After school detention</li> <li>Parent /Caregiver letter</li> </ul>
		<ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> </ul>
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	<ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Possible police involvement</li> <li>Charge related suspension suspended from school until the charge has been dealt with by the relevant justice authorities)</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Bullying	The delivery of ongoing, in-person or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	<ul style="list-style-type: none"> <li>Removal from the learning environment (e.g. sent to buddy class)</li> <li>Restorative chat (student &amp; teacher or student &amp; student)</li> <li>Restorative Mediation</li> <li>Detention (with classroom teacher)</li> </ul>
		<ul style="list-style-type: none"> <li>Behaviour Contract</li> <li>Check-in/Check-out strategy</li> <li>Harassment letter 1</li> <li>Harassment letter 2</li> <li>After school detention (Head of Department /Deputy Principal)</li> </ul>
		<ul style="list-style-type: none"> <li>Short term suspension – 1-10 school days</li> <li>Long term suspension – 11-20 school days</li> <li>Possible police involvement</li> <li>Charge related suspension</li> <li>Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>Exclusion</li> </ul>
Defiance	Student refuses to follow adult directions.	<ul style="list-style-type: none"> <li>Detention (with classroom teacher)</li> </ul>
		<ul style="list-style-type: none"> <li>Detention (Head of Department / Deputy Principal)</li> <li>Restorative Agreement</li> <li>Behaviour Contract</li> <li>Restorative Mediation</li> <li>Self monitoring sheet</li> <li>Behaviour monitoring card</li> <li>Check-in/Check-out strategy</li> <li>Subject withdrawal</li> </ul>

Defiance (cont.)	Student refuses to follow adult directions. (cont.)	<ul style="list-style-type: none"> <li>• Withdrawal from all classes</li> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> <li>• Cancellation of enrolment for students older than compulsory school age who refuses to participate in the educational program provided at the school.</li> </ul>
Disrespect	Student delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> <li>• Detention (class teacher)</li> <li>• PGD Detention</li> <li>• Parent /Caregiver letter</li> </ul> <ul style="list-style-type: none"> <li>• After school detention (Head of Department / Deputy Principal)</li> <li>• Restorative Agreement</li> <li>• Behaviour Contract</li> <li>• Restorative Mediation</li> <li>• Self monitoring sheet or Behaviour monitoring card</li> <li>• Check-in/Check-out strategy</li> <li>• Subject withdrawal</li> </ul> <ul style="list-style-type: none"> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> <li>• Cancellation of enrolment for students older than compulsory school age who refuses to participate in the educational program provided at the school.</li> </ul>
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> <li>• Detention (with classroom teacher)</li> </ul> <ul style="list-style-type: none"> <li>• Behaviour Contract</li> <li>• Restorative Mediation</li> <li>• Self monitoring sheet or Behaviour monitoring card</li> <li>• Check-in/Check-out strategy</li> <li>• Subject withdrawal</li> <li>• Exit to Head of Department or Buddy Class</li> <li>• After school detention (Head of Department / Deputy Principal)</li> </ul> <ul style="list-style-type: none"> <li>• Withdrawn to office</li> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> <li>• Cancellation of enrolment for students older than compulsory school age who refuses to participate in the educational program provided at the school.</li> </ul>
Dress code	Student wears clothing that is near, but not within, the dress code guidelines defined by the school and endorsed by the P&C.	<ul style="list-style-type: none"> <li>• Detention (Year Level Co-ordinator)</li> <li>• Restorative Agreement</li> <li>• Check-in/Check-out strategy</li> </ul> <ul style="list-style-type: none"> <li>• Detention (Deputy Principal)</li> <li>• Withdrawn from student population (Seniors)</li> </ul> <ul style="list-style-type: none"> <li>• Short Suspension</li> </ul>



Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> <li>• Restorative Agreement</li> <li>• Behaviour Contract</li> <li>• Restorative Mediation</li> <li>• Physical harassment letter</li> <li>• Detention</li> </ul> <ul style="list-style-type: none"> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible police involvement</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	<ul style="list-style-type: none"> <li>• Harassment letter sent</li> <li>• Detention/s during breaks</li> <li>• After school detention (Head of Department / Deputy Principal)</li> <li>• Restorative Agreement</li> <li>• Restorative Mediation</li> <li>• Check-in/Check-out strategy</li> </ul> <ul style="list-style-type: none"> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible police involvement</li> <li>• Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Physical aggression	Student engages in actions involving physical contact with other children where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of other students to undertake physical aggression.	<ul style="list-style-type: none"> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible police involvement</li> <li>• Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Plagiarism / Academic Misconduct (see school Assessment Policy)	Student has signed another person's name and/or claims someone else's work as their own.	<ul style="list-style-type: none"> <li>• Part /whole assignment not marked</li> <li>• Grade adjusted accordingly</li> <li>• Not Rated;QCE credit implication</li> </ul> <ul style="list-style-type: none"> <li>• Short term suspension – 1-10 school days</li> </ul>

Property misuse	Student engages in misuse of property. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> <li>• Restorative Agreement</li> <li>• Restorative Mediation</li> <li>• Detention/s during breaks</li> <li>• After school detention (Head of Department / Deputy Principal)</li> </ul>
		<ul style="list-style-type: none"> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> <li>• Detention/s during breaks</li> <li>• After school detention (Head of Department / Deputy Principal)</li> <li>• Restorative Agreement</li> <li>• Restorative Mediation</li> <li>• Repair of damage costs</li> </ul>
		<ul style="list-style-type: none"> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible police involvement</li> <li>• Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements in school uniform or on their way to or from school.	<ul style="list-style-type: none"> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is under the influence of illegal drugs/substances/implements.	<ul style="list-style-type: none"> <li>• Temporary removal of student property</li> <li>• Participation in drug diversion program</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Police Involvement</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>

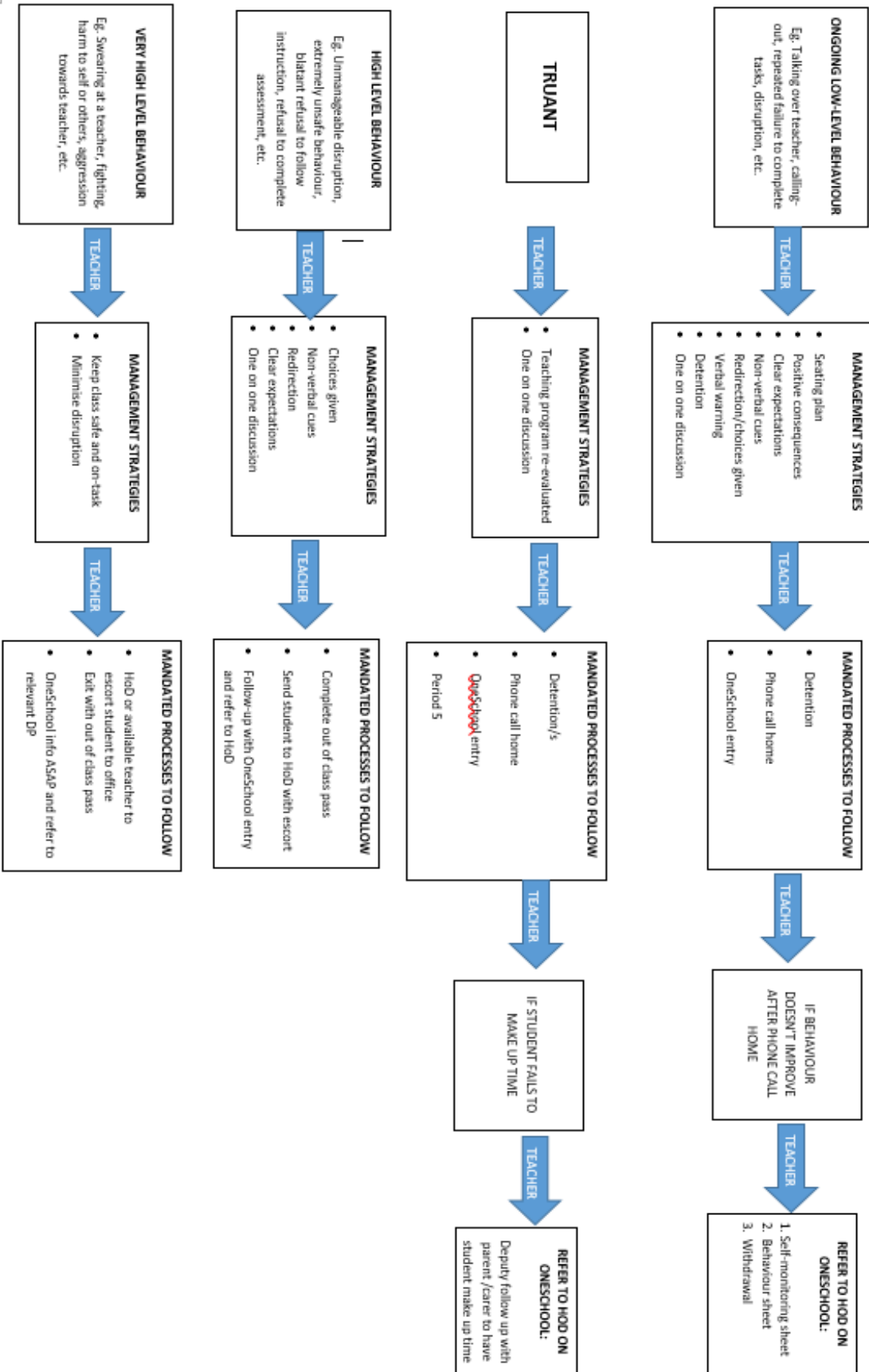
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> <li>• Detention/s during breaks</li> <li>• After school detention (Head of Department / Deputy Principal)</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible police involvement</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.	<ul style="list-style-type: none"> <li>• Property returned to student</li> <li>• Detention/s during breaks</li> <li>• After school detention (Head of Department / Deputy Principal)</li> <li>• Restorative Agreement</li> <li>• Restorative Mediation</li> <li>• Check-in/Check-out strategy</li> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible police involvement</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Use / possession of combustibles	Student is, or was, in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	<ul style="list-style-type: none"> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>
Use / possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<ul style="list-style-type: none"> <li>• Temporary removal of student property</li> <li>• Short term suspension – 1-10 school days</li> <li>• Long term suspension – 11-20 school days</li> <li>• Possible Police involvement</li> <li>• Charge related suspension</li> <li>• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)</li> <li>• Exclusion</li> </ul>

# Behaviour Management Flowchart



**Toolooa State High School**

## Behaviour Management Flowchart





## Possible Strategies to proactively manage inappropriate behaviour

### Whole School (All Students)

- ESCM – Essential Skills for Classroom Management
- Individual positive reinforcement for appropriate behaviour (e.g. Free & Frequent stamps)
- Fortnightly year level parade rewards
- Termly year level parade rewards
- Gold and silver academic awards
- Excellence in Effort and Behaviour awards
- 100% attendance awards
- Revision of seating plan/arrangement of learning environment
- Brain breaks in class to promote engaged learning time
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what the next step is, who can help me?”)
- Warning of more serious consequences
- Detention to make up learning missed (with classroom teacher)
- Restorative chat to rebuild learning relationship (student & teacher or student & student)
- Removal from the learning environment (e.g. sent to buddy class)
- Parent contact

### Targeted (10-15% of Students)

Class teacher is supported by Head of Department for curriculum area, Guidance Officer and Year Level Deputy Principal to address in class problem behaviour. This may include:

- Targeted skills teaching in small groups
- Positive incentives
- Detention to make up learning missed (with classroom teacher, Year Level Coordinator or Head of Department)
- Restorative Agreement
- Check-in/Check-out strategy
- Counselling and guidance support
- Restorative Mediation
- Self monitoring sheet
- Behaviour monitoring card
- Period 5 attendance
- Afterschool detentions
- Parent /Caregiver letter
- Withdrawal from class for agreed period
- Referral to Wellbeing Team for problem solving
- Stakeholder meeting with parents and/or external agencies

### Intensive (2-5% of Students)

Toolooa State High School Administration works in consultation with relevant stakeholders to address persistent or ongoing serious problem behaviour. This may include:

- Individual student behaviour support strategies (Individual Behaviour Support Plan – IBSP)
- Temporary removal of student property
- Short term suspension – 1-10 school days
- Long term suspension – 11-20 school days
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refused to participate in the educational program provided at the school

## School Disciplinary Absences

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### Re-entry following suspension

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

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### Arrangements

The invitation to attend the reentry meeting will be communicated via telephone and in writing, usually via letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

### Structure

The structure of the re-entry meeting should follow a set agenda which focuses solely on support for the student moving forward. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school and check on student wellbeing;
- Discuss any recent changes to school routine or staffing;
- Restate/reiterate expectations and reflect on strategies to use in future;
- Offer information about supports available (e.g. guidance officer);
- Set a date for follow-up if required;
- Thank student and parent/s for attending.

### Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

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

- Temporary removal of student property;
- Safe, responsible and respectful online;
- Use of mobile phones and other devices by students;
- Preventing and responding to bullying;
- Appropriate use of social media;
- Uniform.

### Temporary removal of student property

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

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

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

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

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

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

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

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

## Rights

**State school staff** at Toolooa State High School:

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

**Parents** of students at Toolooa State High School ensure your child/ren do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Toolooa State High School Student Code of Conduct;
- is illegal;
- puts the safety or wellbeing of others at risk;
- does not preserve a caring, safe, supportive or productive learning environment;
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

**Students** of Toolooa State High School do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Toolooa State High School Code of Conduct;
- is illegal;
- puts the safety or wellbeing of others at risk;
- does not preserve a caring, safe, supportive or productive learning environment;
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.



## Safe, Responsible and Respectful Online

### Students of Toolooa State High School

In the event that you are engaging in remote learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

### General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

### Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to use mobile devices for:

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school, or during recess and lunch breaks (if allowed by the school)
- seek teacher's approval where they wish to use a mobile device under special circumstances

## Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff

## Preventing and responding to bullying

Toolooa State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.



Toolooa State High School has a **Junior and Senior Student Leadership Team**, with diverse representatives from each year level meeting regularly with members of the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

## 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

## 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

## 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

## 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

## 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Teams is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Toolooa State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Toolooa State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

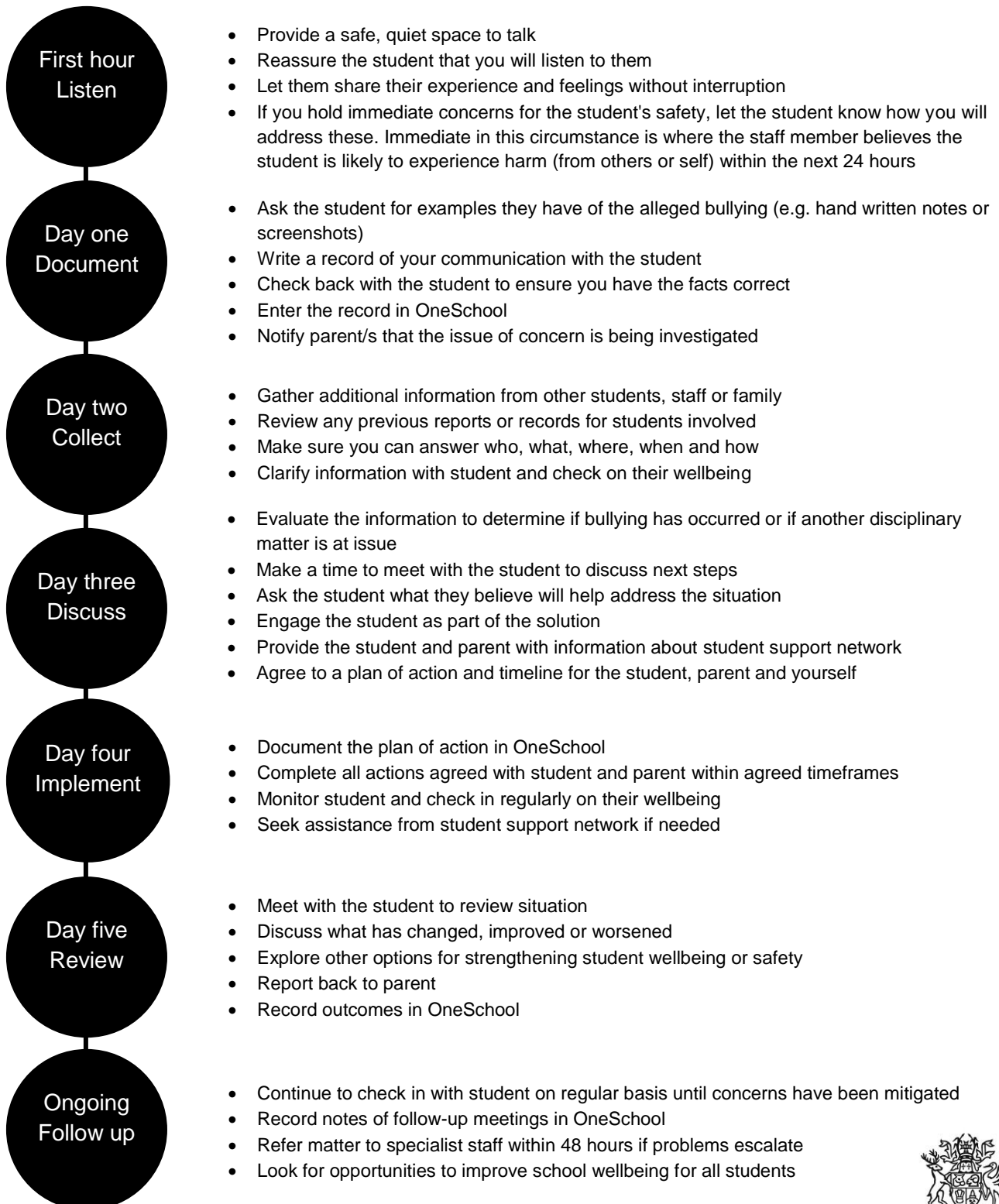
The following flowchart explains the actions Toolooa State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Toolooa State High School - Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

Teacher, YLC, DP, Wellbeing Team

STYMIE Notification system See Student Success journal





## Cyberbullying

Cyberbullying is treated at Toolooa State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should contact the teacher, year level coordinator, deputy principal, a member of the wellbeing team or STYMIE it.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Toolooa State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the school administration team.

## STYMIE

Toolooa State High School uses STYMIE to assist with reporting any form of bullying or concerns for the safety and /or wellbeing of the school community. STYMIE provide students with the ability to report any concerns anonymously from any device connected to the internet.

*stymie.com.au encourages you to support your peers by making anonymous notifications through their site. These notifications will be about other students who you see being bullied or experiencing harm at Toolooa State High School. You can also make notifications about illegal activity and any other kind of harm to your school community. The notifications can include evidence such as screen shots of social media conversations or text messages and are automatically forwarded to the appropriate adult here at Toolooa State High School. The first conversation we have, will be with the student who is experiencing harm – they will know they are not alone. Toolooa State High School is committed to supporting all of you in being able to make positive choices about bullying and harm in our community. Please use it. Use it responsibly and thoughtfully and know that you can make a difference.*

To report go to: **[www.stymie.com.au](http://www.stymie.com.au)**



# Toolooa State High School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

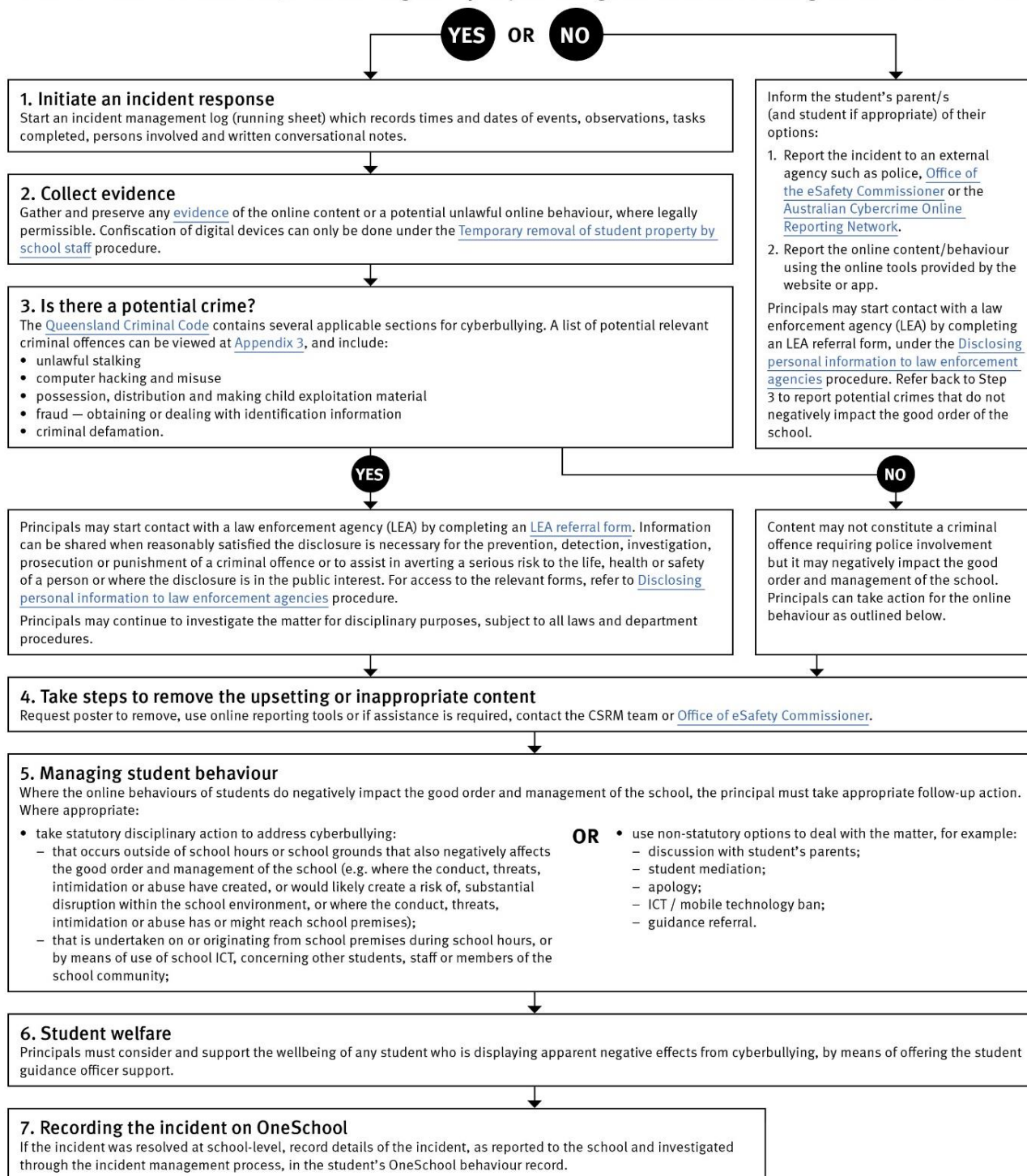
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

## Student Intervention and Support Services

Toolooa State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject, or witness, to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Toolooa State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

## Toolooa State High School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Toolooa State High School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

We agree to work together to improve the quality of relationships in our community at Toolooa State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
  - involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
  - happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
  - having immediate, medium and long-term effects on those involved, including bystanders.
- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.



We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature \_\_\_\_\_

Parent's signature \_\_\_\_\_

School representative's signature \_\_\_\_\_

Date \_\_\_\_\_

## **Toolooa State High School ICT Responsible Use Policy**

This document defines the Responsible Use Policy for student use of the Toolooa SHS computer systems. Its main purpose is to encourage the mature and responsible use of the facilities available to the students through the provision of clear usage guidelines. Students authorised to use the school's computer system also have internet and e-mail access.

The use of ICT devices and systems has been designed to help students keep up with the demands of the 21st century. Helping students become responsible digital citizens will enhance not only what we do in the classroom, but also give students skills and experiences that will prepare them for their future studies and career.

**The Queensland Department of Education, Training and Employment deems the following to be responsible use and behaviour by a student:**

- Developing appropriate literacy, communication and information skills.
- Authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school.
- Conducting general research for school activities and projects.
- Communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork.
- Accessing online references such as dictionaries, encyclopaedias, etc.
- Researching and learning through the department's e-learning environment.
- Users are responsible for the security, maintenance and integrity of their BYOD and their network accounts.
- Users are required to register their personally owned device/s with the school, prior to connecting to the school network and to create a password to protect their account. This password should be difficult enough so as not to be guessed by other users and under no circumstances are passwords to be divulged to any other user on the system. If users have any reason to suspect that their account security may have been compromised or tampered with, it should be reported immediately to the school's technical support.
- Students will provide their device for inspection for compliance with school and legal requirements when requested. It is the students' responsibility to ensure that their device complies with the school's ICT responsible use policy and BYOD guidelines.
- Families are responsible for providing their own individual insurance on privately owned electronic devices brought to school.

**The Queensland Department of Education, Training and Employment deems the following to be irresponsible use and behaviour by a student:**

- Use the IT resources in an unlawful manner.
- Download, distribute or publish offensive messages or pictures.
- Insult, harass or attack others or use obscene or abusive language.
- Deliberately waste printing and Internet resources.
- Damage any electronic devices, printers or the network equipment.
- Commit plagiarism or violate copyright laws.
- Use social media.
- Send chain letters or Spam e-mail (junk mail).
- Access 3G/4G networks during lesson time (Hot spotting devices at school).
- Knowingly download viruses or any other programs capable of breaching the Department's network security.
- No obscene, inflammatory, racist, discriminatory or derogatory language should be used in electronic mail or any other form of network communication.
- Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people's devices without their permission and without them present.
- Students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
- Any inappropriate material must be removed from personally owned devices before bringing the devices to school and such material will not be shared with other students.

**CONSEQUENCES**

All inappropriate use of technology (school owned or BYOD) will be managed as per the Student Code of Conduct. Other consequences may be deemed necessary as determined by the school's Student Code of Conduct.

**Use of mobile phones, and other devices, by students**

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

In consultation with the broader school community, Toolooa State High School has determined that explicit teaching of responsible use of approved devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

**Responsibilities**

The responsibilities for students using approved devices at school or during school activities, are outlined below.

It is **acceptable** for students at Toolooa State High School to:

- ensure that during class time devices are always switched off (not on silent mode) and kept out of view. It is the responsibility of the student to ensure the device is not seen or heard during designated learning time.
- use approved devices (e.g. BYOD) for assigned class work and assignments set by teachers.
- appropriately use communication devices before or after school and during lunch times in the school grounds.
- display courtesy, respect and consideration for others when using communication devices in the school, under certain conditions (see below).
- remind their parents that urgent contact during the school day must be made through the front office and that staff will ensure that students receive messages during class time.
- develop appropriate literacy, communication and information skills.
- conduct general research for school activities and projects.



- communicate or collaborate with other students, teachers, parents or experts in relation to schoolwork.
- access online references such as dictionaries, encyclopaedias, etc.
- research and learn through the department's eLearning environment.
- be courteous, considerate and respectful of others when using a device.
- be required to act in line with the requirements of the Toolooa State High School Student Code of Conduct at all times while using ICT facilities and devices supplied by the school or connected to the school network.
- understand the responsibility and behaviour requirements that come with accessing the department's ICT network facilities (ICT Responsible Use Agreement).
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.

It is **unacceptable** for students at Toolooa State High School to:

- use communication devices for any purpose (e.g. phoning, texting, taking photos or videos, listening to music etc.) during class time.
- use camera and video recording functions on communication devices at ANY time, unless with the express written permission of a teacher (e.g. English oral, Art /Photography, HPE video analysis etc.).
- make their own arrangements with parents to leave school early during the school day. Students who feel unwell **MUST** contact home via the front office, and **NOT** use their mobile phones. This allows first aid staff to monitor the sick person while they wait to be collected.
- use any electronic device in an unlawful manner.
- breach the Communication Device Policy (See Policy).
- download, distribute or publish offensive messages or pictures.
- use obscene, inflammatory, racist, discriminatory or derogatory language.
- use language, and/or threats of violence, which may amount to bullying and/or harassment or even stalking.
- insult, harass or attack others or use obscene or abusive language.
- deliberately waste printing and internet resources.
- damage computers, printers or network equipment.
- commit plagiarism or violate copyright laws.
- ignore teacher directions for the use of online email and internet chat.
- knowingly download viruses or any other programs capable of breaching the department's network security.
- use device cameras anywhere on school grounds/school activity to record or photograph members of the school community unless expressly permitted by school staff for curriculum purposes.
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.
- use devices (including those with Bluetooth functionality) to cheat during exams or assessments.
- take into, or use, devices during exams or assessment unless expressly permitted by school staff.

Be aware that:

- students bringing communications devices to school do so at their own risk, and Toolooa State High School takes no responsibility for their loss, damage or theft;
- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs;
- the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices;

- schools may remotely access departmentally owned student computers or devices for management purposes;
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access;
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed;
- teachers will always exercise their duty of care but avoiding or reducing access to harmful information also requires responsible use by the student.

## Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

### **Is it appropriate to comment or post about schools, staff or students?**

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

## Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

## What about other people's privacy?

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

## What if I encounter problem content?

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

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

## Uniform Policy

### UNIFORM POLICY

Toolooa State High School is a "uniform school" because the Parents' and Citizens' Association, consulting with the parents of this school, decided at the outset to support the wearing of school uniforms. The Minister for Education has stated that the advantages of wearing school uniforms include, "developing a sense of belonging to a group, pride in membership of that group and identification of students travelling to and from school". He also stated that "where uniforms are supported by the majority of parents, he would expect all parents to ensure their children wear the school uniform." This is our expectation and we require all parents to support the accepted standard of dress as detailed below, by ensuring that their students wear the correct and appropriate Toolooa High School uniform at all times.

### UNIFORMS – GENERAL

The school uniform is advocated by the school and the P & C Association for the following reasons:

- a) It gives all students a sense of personal pride in their own appearance.
- b) It encourages identification with the school and promotes school spirit.
- c) Distractions caused by variations of dress and grooming are avoided.
- d) Visitors to the school are easily identified.

**FOOTWEAR:** Education Department instructions on safety procedures to be adopted by schools clearly state that students' footwear must provide adequate protection which means **footwear must cover the entire foot**. Footwear such as thongs, open-heeled sandals and openwork shoes shall not be worn by the students. This regulation will be enforced. Students who do not comply will be withdrawn from classes as necessary and appropriate. More stringent rules apply in Workshop/Laboratory areas and during physical activities.

### NOTES ON GENERAL APPEARANCE OF STUDENTS

- 1) Hair must be neat and clean. In the interest of safety and good health, students will be required to tie long hair back when working in some curriculum areas.
- 2) Safety, security and other reasons demand that only plain sleepers and studs may be worn for pierced body parts. Neck chains or religious medals must be worn against the skin out of sight. Watches may be worn.

## THE EVERYDAY SCHOOL UNIFORM IS AS FOLLOWS:

**COLOURS** Maroon, Black and Grey

**POLO SHIRT (BOYS AND GIRLS)** These are available at the School Uniform Shop

**SHORTS (BOYS AND GIRLS)** Plain black shorts with logo available at the uniform shop

**SKIRT** Plain black skirt with logo available at the uniform shop

**SHOES** Closed in shoes

## WINTER UNIFORM (BOYS AND GIRLS)

### Slacks and Tracksuit Pants

Plain black slacks or tracksuit pants of fade resistant material may be worn in winter. Jeans or jeggings (no matter what the colour) are not to be worn at any time.

### Pullover and Jacket

A school jacket is available for purchase through the office. Alternatively a **plain black pullover or zip-up jacket** may be worn in winter. The Capricornia representative or Queensland sporting jackets (obtained through school sporting teams), are also acceptable. Girls are allowed to wear plain black stockings under a skirt during winter. The wearing of tights at school is not acceptable even under a skirt or shorts.

### Headwear

Baseball/bucket hat styles are acceptable. Students must have a hat on if out in the sun. No hat – no play. Dispensers of sunscreen are available at the office and HPE staffroom if sunscreen is needed. Hats showing bad taste (language/signs) are not acceptable.

## UNIFORM – SUN SAFETY

In the interests of sun safety, students must wear a hat to play on the oval or hard courts. Sunscreen is provided for outdoor activities and can be obtained from the office and the HPE staffroom. Shelter in the form of pergolas, shades, trees, and the multi-purpose shelter are supplied around the school. Where it is possible, outdoor lessons are scheduled for the cooler parts of the day.

## UNIFORM INFRINGEMENT PROCEDURES

If a student is unable to follow the above requirements then he/she must present a signed note from a caregiver explaining the reason for being out of uniform on each occasion. The form or class teacher will then issue a uniform pass for that day. For repeated uniform breaches that are explained with a note, administration will be informed and a decision in consultation with caregivers will be made. For students who cannot supply their form teacher with a note explaining the reason for being out of uniform, a detention at first break on that day will be issued. For those students who arrive late to school, a compulsory meeting with a member of administration will be held before they go to class. In this time, uniform infringements and reasons for being late will be addressed. Uniform detentions occur in the allocated area and require students to report with their uniform infringement notice to the staff member on duty. Failure to attend uniform detention will result in referral to year coordinator and possibly administration.

## FORMAL UNIFORM

The Formal Uniform of the school is distinctive and can be worn by any student irrespective of their year level as an alternative to their everyday uniform. The Formal Uniform of Toolooa State High School is as follows:

- Maroon Toolooa State High School buttoned shirt/blouse available from our School Uniform shop.
- Approved Black trousers or shorts/skirt with logo available from our School Uniform shop.
- White socks/black stockings
- Black shoes (any sort of black shoe). **Footwear must cover the entire foot.**
- Shoes such as ballet flats are not acceptable to wear at school.
- A school tie may be worn with the formal uniform but is optional.

## Senior Jersey (Year 12, Term 2)

As this is an optional part of the uniform there is an expectation that students will wear the uniform IN FULL.



## JEWELLERY / COSMETICS POLICY

Heads of Department and teachers will do risk assessments for activities where they believe the wearing of jewellery, the amount and position of jewellery worn could increase the level of risk of injury to the person or others, for example manual arts, sewing or cooking, physical education, science labs, to an unacceptable level. If the risk level is assessed as unacceptable, students will be asked to remove the jewellery, or teachers may choose to supply masking tape to cover up or to hold the jewellery in a fixed position for the duration of the activity.

### Restrictive Practices

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

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

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

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

There are six fundamental principles:

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

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

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

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

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



## Critical Incidents

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

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

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

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

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



## Related Policies, Procedures and Guidelines

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

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)



## Conclusion

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution;
- provide all the relevant information when making the complaint;
- understand that addressing a complaint can take time;
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated;
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

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

**1. Early resolution:** discuss your complaint with the school:

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

**2. Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

**3. External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

