



Sandy Strait State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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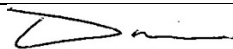
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Endorsement

Principal Name: David Hillhouse

Principal Signature:



Date: 10/11/20

P/C President: Tarnya Townsend

P/C President:



Date: 10/11/20

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Purpose

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

The Sandy Strait State School Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Essentially, this plan intends to enable strategies and processes that promote: Persistence; Organisation; Confidence, Getting Along and Emotional Resilience.

Principal's Foreword

At Sandy Strait State School, the '5 Keys to Success' (Organisation, Getting Along, Confidence, Resilience and Persistence) are the foundation of our purpose. By focusing on these core values, we are providing every opportunity for Sandy Strait students to succeed.

The keys to success 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.

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

The Student Code of Conduct provides a clear explanation of what we expect from students and how we will support them to meet those expectations. Our community's interest and views shared through the process of developing this document will continue to be invaluable.

Consultation

The consultation process used to inform the development of the Sandy Strait State School's Student Code of Conduct included holding a series of internal meetings with staff between October and November 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.

Finally, the Student Code of Conduct was prepared and distributed for comment to members of the P&C Association.

Any families who require assistance to access a copy of the Sandy Strait State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Sandy Strait State 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.

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.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
their child is getting a good education at school (S2016)	100%	97.9%	97.7%
this is a good school (S2035)	100%	93.8%	95.5%
their child likes being at this school* (S2001)	97.1%	95.8%	100%
their child feels safe at this school* (S2002)	97.1%	97.9%	97.7%
their child's learning needs are being met at this school* (S2003)	100%	93.8%	97.7%
their child is making good progress at this school* (S2004)	100%	93.6%	95.5%
teachers at this school expect their child to do his or her best* (S2005)	100%	97.9%	97.7%
teachers at this school provide their child with useful feedback about his or her schoolwork* (S2006)	97.1%	93.5%	90.7%
teachers at this school motivate their child to learn* (S2007)	100%	95.7%	95.5%
teachers at this school treat students fairly* (S2008)	91.2%	88.8%	90.9%
they can talk to their child's teachers about their concerns* (S2009)	94.3%	91.5%	95.5%
this schoolworks with them to support their child's learning* (S2010)	100%	91.7%	93.2%
this school takes parents' opinions seriously* (S2011)	93.9%	90.7%	88.1%
student behaviour is well managed at this school* (S2012)	94.3%	86.7%	93.2%
this school looks for ways to improve* (S2013)	100%	100%	93.2%
this school is well maintained* (S2014)	100%	97.9%	97.7%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2017	2018	2019
they are getting a good education at school (S2048)	98.3%	99.2%	100%
they like being at their school* (S2036)	98.3%	98.4%	98.5%
they feel safe at their school* (S2037)	98.3%	100%	99.2%
their teachers motivate them to learn* (S2038)	99.2%	100%	96.9%
their teachers expect them to do their best* (S2039)	99.2%	100%	100%
their teachers provide them with useful feedback about their schoolwork* (S2040)	99.2%	98.5%	96.1%
teachers treat students fairly at their school* (S2041)	98.3%	100%	93.8%
they can talk to their teachers about their concerns* (S2042)	94.1%	93.8%	91.3%
their school takes students' opinions seriously* (S2043)	94.1%	95.4%	98.4%
student behaviour is well managed at their school* (S2044)	84%	91.5%	95.3%
their school looks for ways to improve* (S2045)	98.3%	98.5%	98.5%
their school is well maintained* (S2046)	97.5%	97.7%	96.9%
their school gives them opportunities to do interesting things* (S2047)	97.5%	98.4%	91.5%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2017	2018	2019
they enjoy working at their school (S2069)	97.9%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	91.5%	94.7%	87.5%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96.7%	94.3%	93.9%
students are encouraged to do their best at their school (S2072)	100%	100%	98.2%
students are treated fairly at their school (S2073)	100%	100%	98.2%
student behaviour is well managed at their school (S2074)	97.8%	96.5%	96.4%
staff are well supported at their school (S2075)	97.9%	98.2%	92.9%
their school takes staff opinions seriously (S2076)	95.6%	94.6%	87.3%
their school looks for ways to improve (S2077)	97.8%	98.2%	98.2%
their school is well maintained (S2078)	95.7%	94.7%	94.6%
their school gives them opportunities to do interesting things (S2079)	91.5%	93%	91.1%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

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.

SANDY STRAIT STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	26	32	28
Long Suspensions – 11 to 20 days	2	1	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Sandy Strait State School uses multi-tiered systems of support (MTSS) 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.

Sandy Strait State School community values student growth and development in not only the intended intellectual curriculum but also the social and emotional curriculum. Development in the areas of Persistence, Emotional Resilience, Organisation, Confidence and Getting Along is important to the education of the whole child. Sandy Strait explicitly teaches these Five Keys to Success, from “Program Achieve”, which provides the core of our Social and Emotional learning program.

In addition to the Program Achieve lessons the school has a reward program (Strive for 5) aligned with Program Achieve and rooted in the school’s “First Class Teaching and Learning” pledge to enable and encourage students to display exemplary behaviour that embodies the Five Keys to Success. (Refer to Appendix A for detailed information regarding “Strive for Five”.)

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. <p>Students at a Tier 1 level would be achieving a “Strive for 5” Level 3, 4 or 5 in this Tier.</p>

2

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 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.

Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. 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:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Students at a Tier 2 level would be achieving a "Strive for 5" Level 2 in this Tier.

3

Individualised services for **few students** (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.

Tier 3 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. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.

Students at a Tier 3 level would be achieving a "Strive for 5" 1 in this Tier.

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

Sandy Strait State 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 class teacher 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 curriculum 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.

At Sandy Strait State School, we develop meaningful social and emotional relationships through our designated “Mindful Moments” time when students engage proactively in reflecting on their own wellbeing. Teachers engage students in sessions that involve exploring the 5 Keys to Success and explore how these ‘Keys’ support healthy, positive mindsets.

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.

Specialised health needs

Sandy Strait State 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

Sandy Strait State 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 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.

Sandy Strait State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in Student Services to provide emergency first aid medication if required.

Mental health

Sandy Strait State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty through the Guidance Officer.

Suicide prevention

Sandy Strait State School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer or Principal.

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, Sandy Strait State 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, Sandy Strait State 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, Sandy Strait State 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

Sandy Strait State 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 Sandy Strait State 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 Head of Special Education Services on the school phone number.

Role	What they do
Indigenous Support Worker	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. • provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Principal / Deputy Principal	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Special Education Services	<ul style="list-style-type: none"> • works with special education teachers, students and stakeholders to develop and provide quality learning outcomes for all students.
Advisory Visiting Registered Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Chaplain	<ul style="list-style-type: none"> • provide pastoral care and personal support for students, staff and parents of the school community within a Christian framework in cooperation with the school's Guidance Officer and other support staff • provide pastoral care and support following Critical Incidents • assist in the development and support of the school's care program

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the 5 Keys to Success in place for students, being resilient, organised, persistent, confident and getting along.

Students

Below are examples of what the 5 Keys to Success look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Sandy Strait State School.

Resilient

- Willing to try something new
- Continues to learn / engage even when something is difficult
- Always works to the best of their ability
- Reacts reasonably to situations
- Copes with change
- Adapts to various learning approaches

Organised

- Is prepared and on time for class, including after breaks.
- Complete your homework and assignments on time.
- Follow teacher directions.
- Ask for help when you need.
- Takes responsibility for personal belongings
- Manages time effectively

Persistent

- Takes full advantage of every opportunity
- Remains focused
- Completes tasks
- Aims for mastery

Confident

- Respects self and uses appropriate conflict resolution skills when required
- Tries new challenges and is not afraid to make mistakes
- Acts appropriately despite pressure from peers or others to act otherwise
- Seeks and uses teacher feedback
- Contributes to class discussions and tasks
- Shows initiative

Getting Along

- Say “please” and “thank you” (use positive language at all times)
- Stick up for someone who needs it
- Make a new friend
- Give someone a compliment
- Sensitive to the needs of others
- Takes responsibility for their actions
- Follows instructions promptly
- Discourages bullying behaviours
- Keep hands and feet to yourself at all times

Parents and staff

The table below explains the 5 Keys to Success for parents when visiting our school and the standards we commit to as staff.

Resilient

<i>What we expect to see from parents / guardians</i>	<i>What you can expect from staff</i>
You work in a positive, timely manner to resolve issues involving your child.	We will ensure we actively listen and address your concerns in a timely manner.
You encourage your child to engage in new activities and not give up when something is difficult	We will ensure positive behaviours are role modelled for all students.
You positively support your child through any changes that occur such as a change of teacher, class, subject etc.	We will ensure transitions are smooth and decisions are made in the best interest of all students.

Organised

<i>What we expect to see from parents / guardians</i>	<i>What you can expect from staff</i>
You ensure your child/ren attend school punctually every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school means including; newsletter, text messaging and social media as a means of notifying parents about school news, excursions or events.
You leave and collect your child/ren from the designated area at school on time.	We will give clear guidance about a designated area for parents to leave and collect students.
You provide your child/ren with all of the necessary resources to learn.	We will use those resources effectively to benefit your child's learning.

Persistent

<i>What we expect to see from parents / guardians</i>	<i>What you can expect from staff</i>
You support your child/ren to meet the learning and behavioural expectations of the school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You support your child/ren positively with any tasks they bring home ensuring learning opportunities are followed through.	We will ensure home tasks are purposeful and expectations are clear.
You inform your child's teacher if you are noticing any changes in ability to engage or any information relevant to your child's learning.	We will keep you informed if there are concerns regarding your child's engagement or ability to satisfactorily meet the standards.

Confident

<i>What we expect to see from parents / guardians</i>	<i>What you can expect from staff</i>
You support your child to try new and difficult tasks understanding that it is acceptable to make mistakes and learn from them.	We will provide your child with opportunities to experience success and failure, knowing that personal growth comes from challenges.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You encourage your child/ren to have independence over their own materials (e.g. bringing homework, lunch, school hat etc).	We will encourage independent behaviours to strive for independent learners.

Getting Along

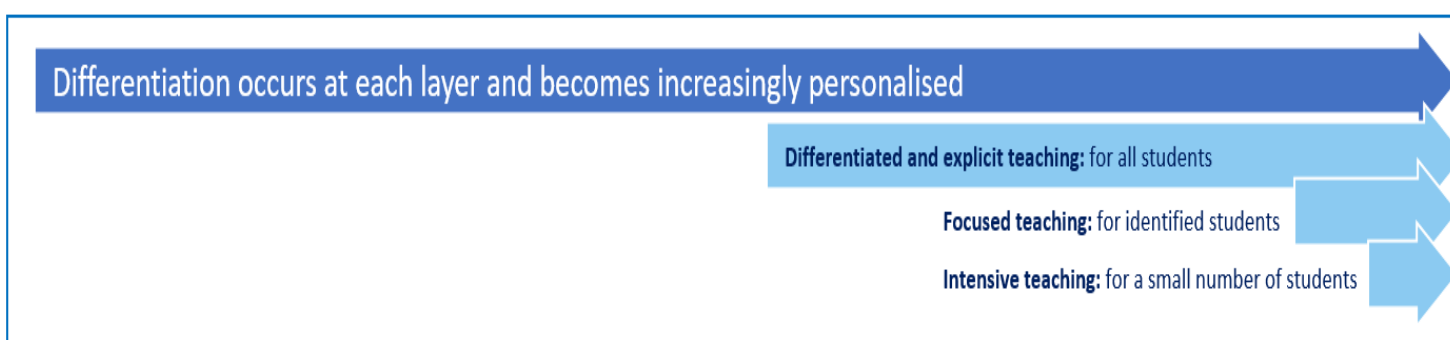
<i>What we expect to see from parents / guardians</i>	<i>What you can expect from staff</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You interact with staff in a respectful manner. You speak positively to your child about all aspects of school.	We will engage with your child/ren in a positive manner.

Differentiated and Explicit Teaching

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

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, illustrated 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 on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Expectation	Enter classroom	Group work	Individual work	Exit classroom	Playground	Communicating
Resilient	<ul style="list-style-type: none"> You are ready to engage with a positive mindset If the teacher / plan changes you are able to manage your reactions 	<ul style="list-style-type: none"> You work with all members even if you don't share the same ideas 	<ul style="list-style-type: none"> You use teacher feedback for improvement 	<ul style="list-style-type: none"> You leave the room with a positive attitude even if some things have not gone your way. 	<ul style="list-style-type: none"> You do not negatively react to games / issues You have a positive attitude towards everyone You manage your anger, disappointment and / or frustration 	<ul style="list-style-type: none"> You use clear, calm words to express feelings and emotions You do not refuse to engage
Organised	<ul style="list-style-type: none"> You have all of your equipment ready for the day Your personal space is neat and tidy Your bag is neatly on the bag rack and closed You are on time for the start of each day and after breaks 	<ul style="list-style-type: none"> You have all of your equipment ready You work hard to complete tasks You ensure you know your role / task. 	<ul style="list-style-type: none"> You are ready to complete tasks You manage your time effectively You know your plan of action to begin your task. 	<ul style="list-style-type: none"> You take all of your equipment that is needed You leave the classroom neat and tidy You have packed up your personal space. 	<ul style="list-style-type: none"> You take all equipment with you to the play area including a hat You put all equipment back at the end of play, including your hat in your bag You go to class promptly after getting a drink, going to the toilet and washing hands 	<ul style="list-style-type: none"> You let parent / guardian know if you need something for school e.g. new pencil / glue You let the teacher know if you do not have the equipment prior to or when the lesson starts
Persistent	<ul style="list-style-type: none"> You always complete home tasks and bring them in without being asked You promptly go to your learning area without being distracted 	<ul style="list-style-type: none"> You encourage others You positively engage in challenges You aim for mastery 	<ul style="list-style-type: none"> You never give up You use positive self-talk when faced with challenges You try new challenges You aim for mastery – you check your own work before seeking teacher feedback 	<ul style="list-style-type: none"> You leave class clearly understanding how to complete tasks OR ask for help if not understanding 	<ul style="list-style-type: none"> You stick with games even if it is not going your way 	<ul style="list-style-type: none"> You are an active listener You communicate new ideas You are willing to contribute positively to class discussions
Confident	<ul style="list-style-type: none"> You acknowledge other students and staff with a positive attitude (Hi-Wave) You come prepared to try new challenges and are not afraid to learn from mistakes 	<ul style="list-style-type: none"> You actively engage as an enthusiastic group member You share ideas / thoughts / answers readily You supports / encourage others in the group You celebrate the success of others 	<ul style="list-style-type: none"> You ask for assistance when needed You use feedback given by the teacher You try new and challenging concepts 	<ul style="list-style-type: none"> You leave focusing on the positive aspects of the day, sharing highlights with others (positive talk). 	<ul style="list-style-type: none"> You respect self and uses appropriate conflict resolution skills when required You act appropriately despite pressure from peers or others to act otherwise 	<ul style="list-style-type: none"> You show initiative to solve own problems in a positive way You express your ideas respectfully and confidently.
Getting Along	<ul style="list-style-type: none"> You use positive welcoming strategies (smile, wave, speaks positively) Throughout all of your day, you practise keeping your hands and feet to yourself 	<ul style="list-style-type: none"> You take turns You listen to others You wait for others to finish before speaking You use positive language 	<ul style="list-style-type: none"> You stay in your own learning space You raise your hand if you need help and wait for teacher You do not disturb others 	<ul style="list-style-type: none"> You promptly move to where you are supposed to be (e.g. after school – bus lines, car etc) You walk between classes quietly and efficiently 	<ul style="list-style-type: none"> You use positive language – please, thank you You include everyone You share equipment / space / friends You discourage negative behaviour You put ALL of your rubbish in the appropriate bins You eat and wait quietly to be let go from your eating area 	<ul style="list-style-type: none"> You use positive language to express yourself. You willingly share ideas / thoughts / feelings You do not use put downs You discourage negative behaviour of others You communicate concerns for self or others with the teacher

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 Sandy Strait State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- “Check and Connect” - Behaviour check-in book
- Functional Based Assessment.

For more information about these programs, please speak with the Principal.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned a 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 Sandy Strait State 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 Sandy Strait State 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 school administration team immediately 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 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.

Differentiated

Lower TIER 1 – Students (“Strive for 5” Level 3)

Teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention (a Letter of Concern may be issued by the Deputy Principal or Principal)

Focussed

TIER 2 – Students ("Strive for 5" Level 2)

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Referral to Student Support Network for team-based problem solving

Guidance Officer	Deputy Principal	Principal
<ul style="list-style-type: none"> • Functional Behaviour Assessment • Individual student behaviour support strategies (e.g. Student behaviour plan) • Counselling and guidance support • Stakeholder meeting with parents and external agencies 	<ul style="list-style-type: none"> • Detention (LOC may be issued) • Behavioural contract • Check and Connect Behaviour Book (self-monitoring plan) • Stakeholder meeting with parents and external agencies 	<ul style="list-style-type: none"> • Detention (LOC may be issued) • Teacher coaching and debriefing • Stakeholder meeting with parents and external agencies

Intensive

TIER 3 – Students (“Strive for 5” Level 1)

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

Guidance Officer	Deputy Principal	Principal
<ul style="list-style-type: none"> • Functional Behaviour Assessment • Complex case management and review • Stakeholder meeting with parents and external agencies including regional specialists • Stakeholder meeting with parents and external agencies 	<ul style="list-style-type: none"> • Complex case management and review • Stakeholder meeting with parents and external agencies including regional specialists • Temporary removal of student property (e.g. mobile phone) • Short term suspension (up to 10 school days) as authorised by Principal • Long term suspension (up to 20 school days) as authorised by Principal 	<ul style="list-style-type: none"> • Complex case management and review • Stakeholder meeting with parents and external agencies including regional specialists • Temporary removal of student property (e.g. mobile phone) • Authorises Deputy Principals to undertake suspension (refer to “<i>Instrument of Authorisation</i>”) • Short term suspension (up to 10 school days) • Long term suspension (up to 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 refuse 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 (or by Principal authorised Deputy Principals – see “*Instrument of Authorisation*”) as a consequence to address poor 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 Sandy Strait State 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 (11 to 20 school days), 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 Sandy Strait State 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, 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 punishment 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. If the student and parent are invited but unable to attend the re-entry meeting the school requires the parent to notify the school of their intention not to attend prior to the students return to school.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. 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-meeting should follow a set agenda, shared in advance with the student and their family. 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
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

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

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

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

Uniform Policy

This school, supported by its P&C Association, requires all students to wear our school uniform. Sandy Strait aims to instil pride in the school and what it represents and, a major factor in this, is the wearing of our school uniform.

Our school community believes that it is good preparation for life and future employment that students recognize and understand that the community has standards of conduct and dress which are appropriate for various situations and occasions.

For these reasons we outline **the expected standards below**:

- (1) On all occasions students should be clean, neatly attired and dressed in uniform. This includes the school day shirt, sports shirt or senior shirt (for Year 6 students), grey shorts (this does not include the wearing of Urangan State High School shorts) and white or black ankle length socks. During cooler periods, a school jacket or plain green or grey jumper and green or grey track pants are acceptable.
- (2) Hair - should be clean and neatly presented. Shoulder length hair is to be kept tied up or tied back away from the face. Inappropriate hair colouring (bright artificial colours e.g. red, green, orange) is not acceptable.
- (3) Footwear – Closed shoes or sneakers are essential for safety and socks must be worn for health reasons. Students without approved footwear will not be permitted to participate in sport or outside playground activities.
- (4) Hat – Broadbrimmed hats are crucial for sun safety. Preference is the official school hat which are available for purchase at school. Visors and caps are not acceptable.
- (5) Jewellery – Loose and unnecessary jewellery (long earrings and necklaces etc.) are considered dangerous in school play and should not be worn. This contravenes the Workplace Health & Safety directives for schools. Inappropriate body piercing, especially facial piercing is not permitted. Multiple ear piercings should be avoided (unless Principal approval is sought). Standard sleepers and small studs are acceptable. Rings should not be worn as they are dangerous in play. Students wearing inappropriate jewellery will not be permitted to participate in sport or outside school activities including excursions, gala days, camps etc.
- (6) Nail polish and make up are not acceptable.

Exemptions

The only exemptions to this policy are students whose impairments prevent their ability to conform to the Dress Code or students whose families have religious or cultural grounds for conscientious objection. In such cases, these parents of these students will need to discuss their situation with the principal who will review the issues involved. Newly enrolled students or families experiencing genuine hardship may contact the principal to make arrangements for the loan of clothing for a limited period.

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 Sandy Strait State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco and prescribed / non-prescribed medications that are in the student's possession – all medication must be on the school's medical register)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Sandy Strait State School

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

Parents of students at Sandy Strait State School

- ensure your children do not bring property onto schools' grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Sandy Strait State 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 Sandy Strait State School

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

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.

Strait State School has determined that explicit teaching of responsible use of school 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

Students may bring their personal mobile phone or smart watch to school, however it **MUST** be signed into Student Services upon arrival at school and signed out at the completion of the school day, not to be used until off school grounds.

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

It is **acceptable** for students at Sandy Strait State School to:

- use SCHOOL 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 schoolwork
 - 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
- seek teacher's approval where they wish to use a mobile device under special circumstances.
- have their parent / guardian seek permission from the Principal for 'Special Consideration' to use an electronic device (other than mobile phone or smart watch) during class instruction only as a learning aide.

It is **unacceptable** for students at Sandy Strait State School to:

- use a mobile phone on the school grounds – all phones, home devices and smart watches must be signed into Student Services when arriving at school and signed out at the completion of the school day.
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or 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 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-phone / iPad 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 a school device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Sandy Strait State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - 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 mobile 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.

Preventing and responding to bullying

Sandy Strait State 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.

Sandy Strait State School has a **Student Leadership Forum** meeting regularly with 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 Forum 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 Sandy Strait State 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 Sandy Strait State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. Parents / students can report incidents of bullying either face to face or through Stymie reporting online <https://www.stymie.com.au/>

The following flowchart explains the actions Sandy Strait State 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.

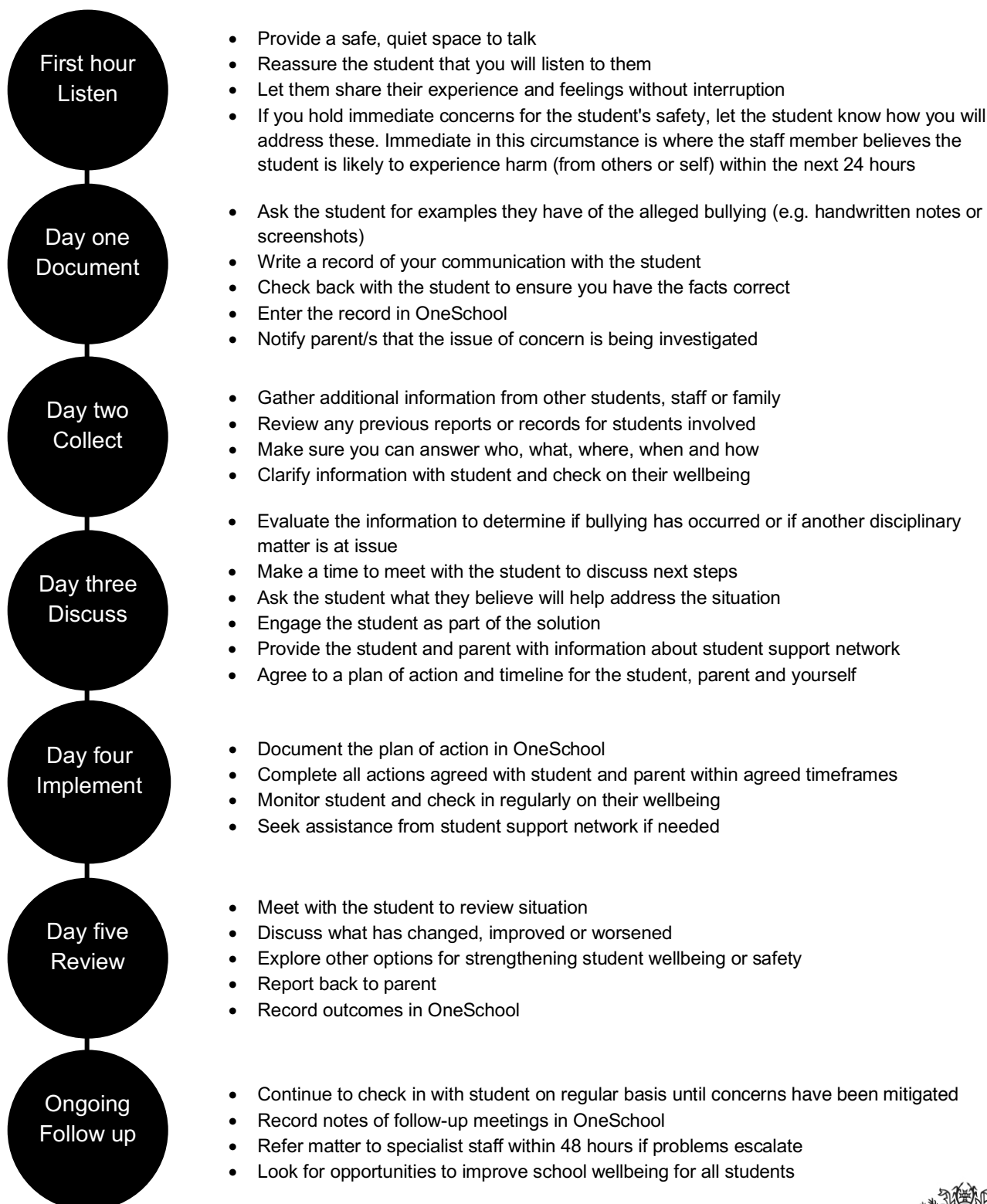
Sandy Strait State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal or Principal – 41 970 333



Cyberbullying

Cyberbullying is treated at Sandy Strait State 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 approach the regular class teacher. Alternatively, the Deputy Principal, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Sandy Strait State 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 the school's Principal.

Sandy Strait State School - Cyberbullying response flowchart for school staff

Below is an image of the process that is followed. For links to the working document go to this page:

<https://behaviour.education.qld.gov.au/supportingStudentBehaviour/BullyingCyberbullying/Documents/cyberbullying-school-aged-students-fact-sheet.pdf>

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](#).

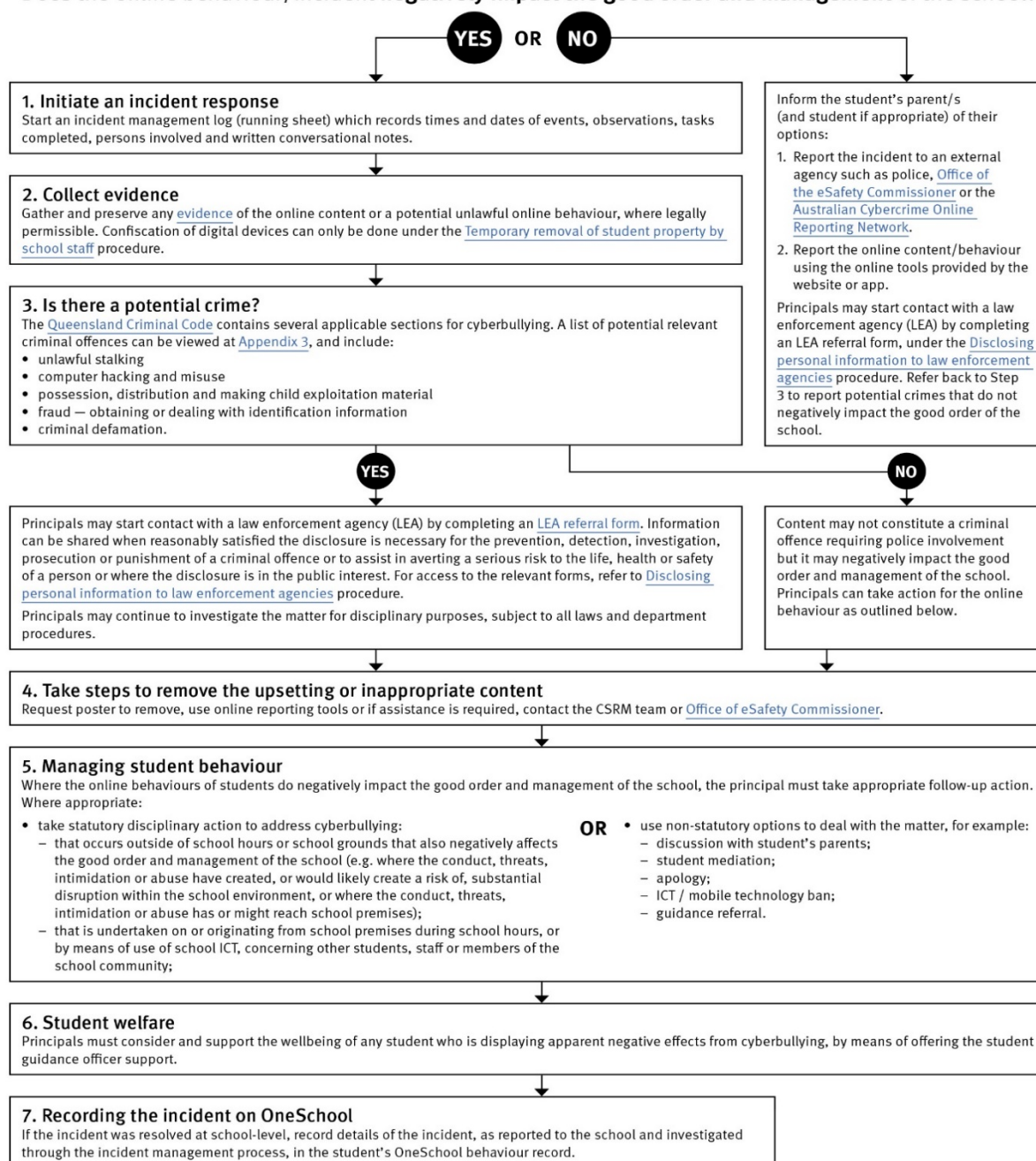
Explicit images

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.

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

Sandy Strait State 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 Sandy Strait State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed.

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 may include support by personnel outlined in the Student Support Network (earlier in document) 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 punishments such as suspension or exclusion from school.

Sandy Strait State School – Anti-Bullying Compact

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

Sandy Strait State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Sandy Strait State 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 signature

Date

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.

Restrictive Practices

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

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

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

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

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

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

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

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

Resources

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

Conclusion

Sandy Strait State 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.

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](#).

Appendix A

“Strive for Five” Rewards Program

A Reward program to acknowledge exemplary student behaviour.

Sandy Strait State School community values student growth and development in not only the intended intellectual curriculum but also the social and emotional curriculum. Development in the areas of Persistence, Emotional Resilience, Organisation, Confidence and Getting Along is important to the education of the whole child. Sandy Strait explicitly teaches these Five Keys to Success from “Program Achieve” and this program provides the core of our Social and Emotional learning program.

In addition to the Program Achieve lessons the school has a reward program (Strive for 5) aligned with Program Achieve and grounded in the school’s “First Class Teaching and Learning” pledge to enable and encourage students to display exemplary behaviour.

Details of the Program:

Strive for 5 provides a list of behaviour standards expressed in terms that exemplify the 5 Keys to Success in action. The standards are arranged into the 5 Keys to Success and displayed as a criteria sheet. Standards range from “5 star” (exemplary behaviour) to “1 star” (at risk behaviour). Throughout the school term teachers provide regular feedback to their students about how they are tracking on the “Strive for 5” standards criteria. At the end of each term, after an audit process, students are allocated a final “Strive for 5” rating.

Students who are allocated a “Strive for 5” rating of level 4 or level 5 at the end of each term are rewarded, with an opportunity to participate in an activity or event; referred to as the “Strive for 5 Reward”. All students commence a new term on “Strive for 5” level “3”.

Whenever a student accumulates 4 terms of level 5 “Strive for 5” ratings they become eligible to receive a “Strive for 5” badge that they are encouraged to wear as part of their uniform attire.

Below is an example of a Criteria Sheet outlining “5-star behaviour” (i.e. Exemplary Behaviour).

5 star behaviour the student consistently demonstrates exemplary behaviour across a wide range of school contexts				
<i>Getting Along</i>	<i>Confidence</i>	<i>Organisation Indicators</i>	<i>Persistence</i>	<i>Emotional Resilience</i>
Sensitive to the needs of others and respects the rights of others	Respects self and uses appropriate conflict resolution skills when required	Is punctual for all school activities	Has a try at doing all of the school activities on offer	Works to the best of their ability
Seeks to include everybody	Tries new challenges and is not afraid to make mistakes	Sets own learning goals and strives to achieve these goals	Remains focused	Willing to try something new
Actively discourages bullying behaviours	Acts appropriately despite pressure from peers or others to act otherwise	Takes responsibility for personal belongings	Applies effort and aims for mastery	Continues with learning / work even when it gets difficult
Trustworthy and respects the property of others and reports any school damage	Self-assesses own work	School materials and equipment are ready for each lesson	Completes set tasks	Reacts to situations reasonably
Follows instructions given by supervising adults	Seeks and uses teacher feedback	Keeps own area / equipment tidy		Copes with change
Plays appropriate games in play areas only	Contributes to class discussions	Presents work neatly		
Keeps hands, feet and objects to themselves	Uses humour appropriately	Manages time effectively		Adapts to various learning approaches
Eats in the specified eating areas and using bins to ensure a clean, tidy environment	Shows initiative	Starts tasks promptly		
Moves quietly around the school and knocks on doors before entering		Never needs reminders / redirection to tasks		
Enters and leaves by appropriate gateways				
Travels to and from school safely				
Is polite and courteous				