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TAMBORINE MOUNTAIN STATE SCHOOL

# STUDENT CODE OF CONDUCT

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2021 - 2024



# PURPOSE



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

This 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.

# CONTACT INFORMATION



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**CONTACT PERSON** | Jason Smith (Principal)

# ENDORSEMENT



**PRINCIPAL NAME** | Jason Smith

**PRINCIPAL SIGNATURE** |

**DATE** |

**SCHOOL COUNCIL CHAIR NAME** | Haydn Simmons

**SCHOOL COUNCIL CHAIR SIGNATURE** |

**DATE** |

**P&C PRESIDENT** | Matthew Lowing

**P&C PRESIDENT SIGNATURE** |

**DATE** |

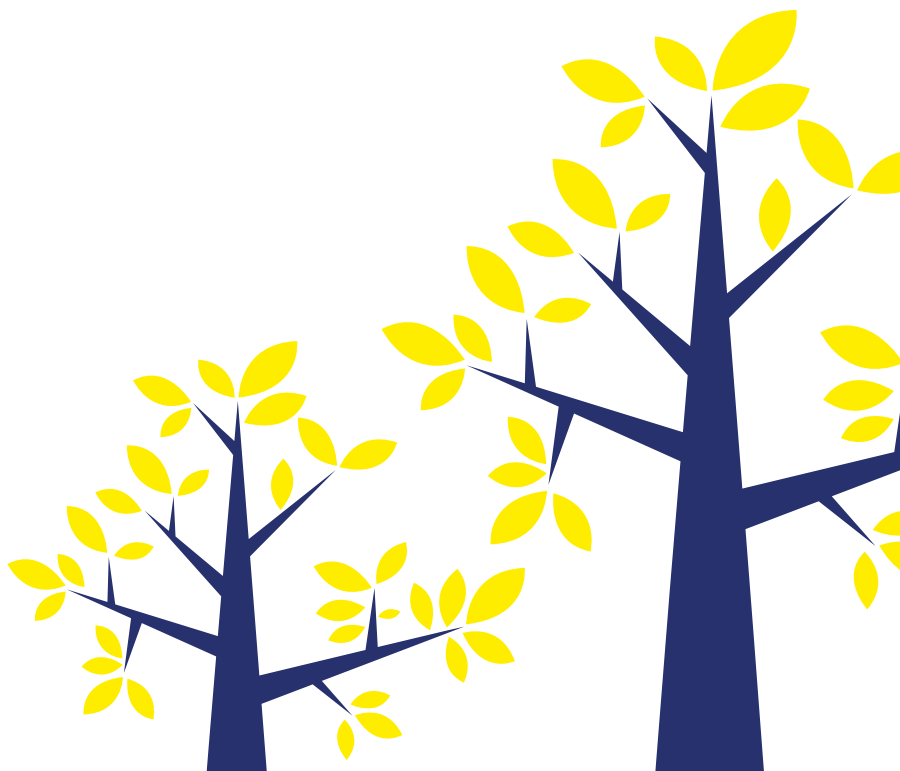
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# PRINCIPAL'S FOREWORD



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

Our Student Code of Conduct (SCoC) outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to challenging and/or unacceptable behaviours. Through our school plan, shared expectations for student behaviour are well known and agreed upon by everyone, assisting TMSS to create and maintain a positive and productive learning and teaching environment. This environment is one where all school community members have clear and consistent expectations and understandings of their role in the educational process.

TMSS has adopted the Positive Behaviour for Learning (PBL) philosophy. Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:



Be Safe

Be Respectful

Be a Learner

Our school expectations have been agreed upon and endorsed by all staff and our school Parents and Citizens' Association (P&C) and the School Council. They are aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline Procedure.

# P&C STATEMENT OF SUPPORT



Tamborine Mountain State School Parents and Citizens' Association (P&C) is a strong and active organisation that supports our school by making a positive contribution and difference in the educational outcomes for all students.

Our P&C aims to bring the community, including parents, citizens, students and Tamborine Mountain State School staff together to:

- Support and enable the development, innovation and management of school facilities, equipment and environment through fundraising and grants,
- Provide feedback on school policies and activities and
- Provide additional services to support the recreation and welfare of students and through them, our local community.

# DATA OVERVIEW



Tamborine Mountain State School (TMSS) is committed to the regular review of key measures related to student discipline, safety and wellbeing. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents/caregivers and staff about school climate, attendance and School Disciplinary Absences (SDAs). The School Opinion Survey is an annual collection of data designed to obtain the views of parents/caregivers, students and school staff about what is done well and how improvements can be made. Opinions about the school, student learning, and student wellbeing are sought annually from parents/caregivers.

Perceptions about the school as a workplace are sought from all staff. The totality of this information is central to the school's improvement agenda.

# LEARNING & BEHAVIOUR STATEMENT



Everyone brings their own set 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 beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and encourage 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.

## **SYSTEMS OF SUPPORT**

Tamborine Mountain State School (TMSS) uses multi-tiered systems of support (detailed in Whole School Differentiation) as the foundation for our integrated approach to learning and behaviour. Our positive support system is a preventative, differentiated model grounded in best practice theory, practical strategies, targeted planning and data-informed decision-making.

Our aim at TMSS is for all students to be able to learn in a supportive environment, underpinned by our core Values and Expectations (Appendix 8). The focus of TMSS is the implementation of our Guaranteed and Viable Curriculum (GVC) to all students. Our focus on Positive Behaviour for Learning (PBL) recognises the impact of disruptive behaviour on learning. We aim to minimise disruptions and maximise learning.

## PREVENTATIVE ACTIONS

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and clear behavioural expectations. This involves preventative acts as listed in detail within the Multi-Tiered Systems of Support component of this document.

## ADDITIONAL TARGETED BEHAVIOUR SUPPORT

Some students require more intense targeted instruction and support providing more time and specialised services from a range of school-based staff to enable them to meet the required academic and behavioural standards.

Targeted and intensive support continues to build on the lessons and supports provided to all students. The support becomes more individualised and more intensive until teams can identify what is needed for a student to be successful. This type of support is based on the underlying reasons for a student's behaviour and is detailed in Whole School Differentiation.

# STUDENT WELLBEING & SUPPORT NETWORK



Tamborine Mountain State School (TMSS) 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 (GO) 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](#) is central to creating a positive school culture and embedding student wellbeing in all aspects of school life. It creates a connected 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 of [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

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

## POLICY AND EXPECTATIONS

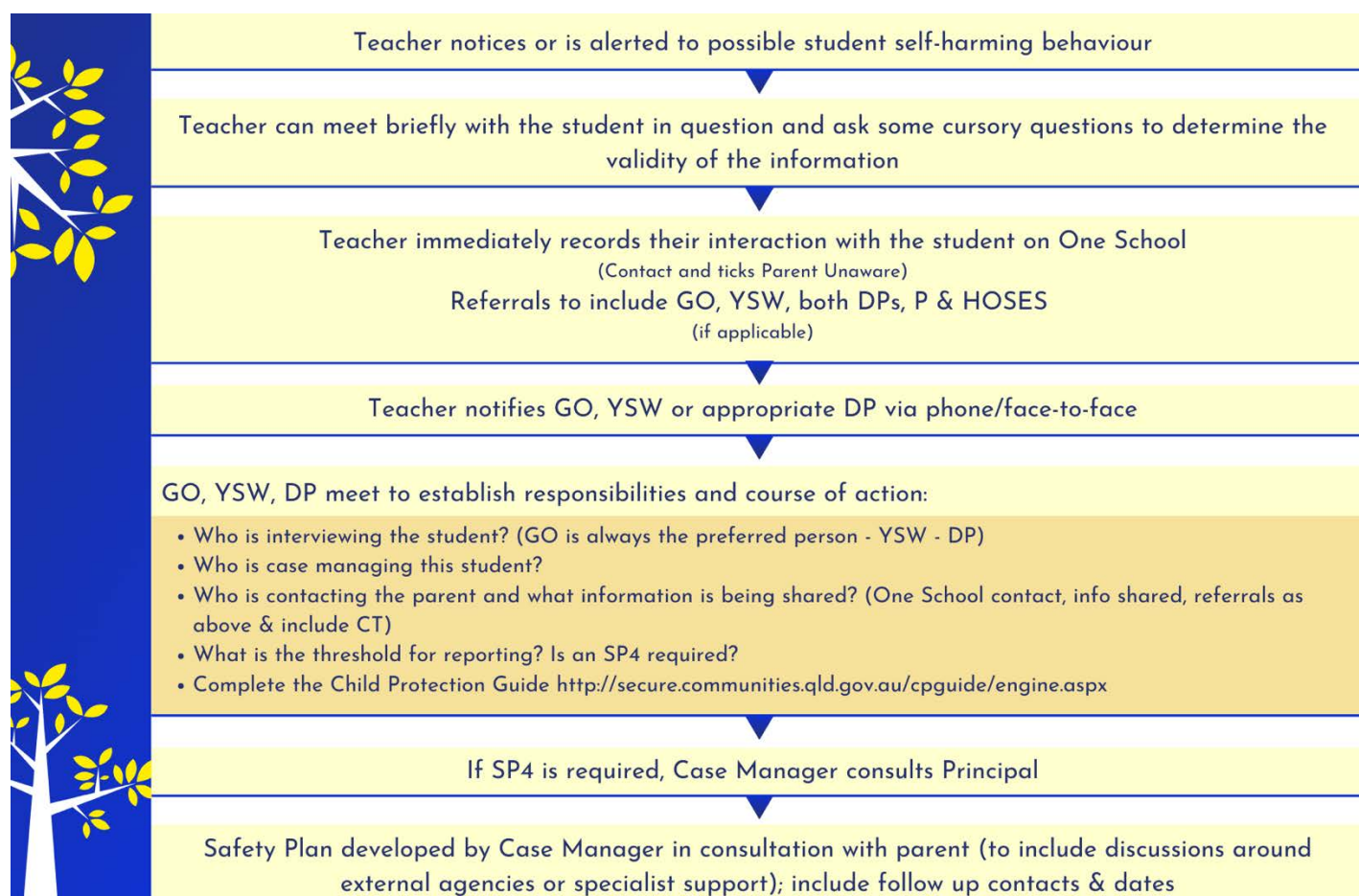
Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

	
POLICY	EXPECTATION
<b>Specialised Health Needs</b>	<p>Tamborine Mountain State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a standard of support for their health needs whilst attending school or school-based activities.</p> <p>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.</p>
<b>Medications</b>	<p>Tamborine Mountain 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.</p>

	<p>For students with a long-term health condition requiring medication, parents need to provide the school with a <a href="#">Request to administer medication at school</a> form signed by the prescribing health practitioner and where appropriate a Medical Action Plan (e.g. anaphylaxis and asthma).</p> <p>TMSS maintains a minimum of two adrenaline auto-injector and asthma reliever/puffer, stored in the school's First Aid Kit to provide emergency first aid medication if required.</p>
<b>Mental Health and Wellbeing</b>	<p>Tamborine Mountain State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a <a href="#">Student Plan</a> in conjunction with the Student Learning and Wellbeing Framework. The internal control measures following up on incidents of self-harm are detailed on the following page.</p>
<b>Drug Education and Intervention</b>	<p>Tamborine Mountain State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.</p>
<b>Suicide Prevention</b>	<p>Tamborine Mountain State School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff.</p> <p>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, TMSS staff follow suicide intervention and prevention advice by ensuring:</p> <ul style="list-style-type: none"> <li>• the student is not left alone</li> <li>• their safety and the safety of other students and staff is maintained</li> <li>• students receive appropriate support immediately</li> </ul>

	<ul style="list-style-type: none"> <li>• parents are advised</li> <li>• all actions are documented and reported</li> </ul>
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## INTERNAL CONTROL MEASURES - SELF HARMING BEHAVIOUR



## STUDENT SUPPORT NETWORK

Tamborine Mountain 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 to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school on 5545 5333 or via email [admin@tamborinemountainss.eq.edu.au](mailto:admin@tamborinemountainss.eq.edu.au).

SUPPORT NETWORK POSITION	WHAT THEY DO
<b>ROLE  </b> Guidance Officer (GO)	<p>Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis, in a group setting or with classes.</p> <p>Assists students with specific learning and behavioural difficulties, acting as a mediator or providing information on other life skills.</p> <p>Liaises with parents, teachers, or other external health providers as needed as part of the diagnosis of learning difficulties and counselling processes. Oversees the Wellbeing Initiatives in the school.</p>
<b>ROLE  </b> Youth Support Worker (YSW)	<p>Works closely with the Guidance Officer, Chaplain, Deputy Principals and Principal to provide students and staff with social, behavioural and emotional support.</p>
<b>ROLE  </b> School Chaplain	<p>With a primary focus of nurturing and guiding, the School Chaplain provides individual emotional, social and spiritual support to students, parents and staff.</p>
<b>ROLE  </b> Embedding Aboriginal Torres Strait Islander Perspectives in Schools (EATSIPS) Team	<p>Provides academic monitoring and support services to Aboriginal and/or Torres Strait Islander students and communities. In addition, seeks to embed cultural perspectives and build understanding for the whole school community. The EATSIPS Team also encourage family and community engagement framed by TMSS Reconciliation Action Plan.</p>
<b>ROLE  </b> Head of Special Education Services (HOSES)	<p>Provides a comprehensive behavioural, social, emotional and academic support framework to students with disabilities and their families within the school environment.</p> <p>Liaises with parents, teachers, departmental specialist (Advisory Visiting Teachers (AVTs), Occupational Therapists (OTs), School Nurse, Physiotherapists and Speech Pathologists) and other external health support providers as needed as part of the support process.</p>

<b>ROLE  </b> Positive Behaviour Team (PBT)	<p>The Positive Behaviour Team consists of staff including Deputy Principals, Guidance Officer, HOSES and Special Education Program Centre (SEPC) staff, Youth Support Worker, class and specialist teachers. The team is responsible for supporting students and staff with implementing the school's Rewards and Positive Behaviour System. The PBT also supports students, parents and staff by developing Individual Behaviour Support Plans (IBSP), risk assessments and strategies to assist at school and at home.</p>
<b>ROLE  </b> Community Police Officer (Adopt-a-Cop)	<p>The Community Police Officer helps to build partnerships with the community and foster a positive relationship between police and students. They do this by attending school functions and events. The Adopt-a-Cop also assists with student and parent sessions on cyber safety. They offer advice regarding issues of safety and the law within the school and local community.</p>
<b>ROLE  </b> eSmart Website  <b>LINK  </b> <a href="http://www.esmart.org.au">www.esmart.org.au</a>	<p>The eSmart website offers a set of educational tools for schools and parents to help tackle school bullying and cyberbullying. It is designed to assist parents by giving advice on how to recognise the signs of bullying and where to get help so that students feel safer and more supported at school. It also helps schools to embrace the benefits of technology while reducing students' exposure to cyber risks, such as cyberbullying, online sexual predation, sexting, identity theft and fraud.</p>
<b>ROLE  </b> Administration Staff  <b>EMAIL  </b> <a href="mailto:admin@tamborinemountainss.eq.edu.au">admin@tamborinemountainss.eq.edu.au</a>	<p>Provides assistance to students and families on a variety of general school inquires. Contact the Administrative staff on 5545 5333.</p>
<b>ROLE  </b> School Nurse (off campus)	<p>Provides professional development for staff on a range of medical conditions and health issues. The School Nurse also supports families with the development of Individual Health Care Plans for students with complex medical needs.</p>

Support is also available through the following government and community agencies:

- [Department of Communities, Disability Services and Seniors](#)
- [Child and Youth Mental Health](#)
- [Queensland Health](#)
- [Department of Child Safety, Youth and Women](#)
- [Queensland Police Service](#)
- [Scenic Rim Regional Council](#)
- [Vonda Youngman Community Centre](#)
- [KTC \(Kids Therapy Club\)](#)
- [Family GP](#) and other medical and support referrals

## WHOLE SCHOOL APPROACH TO DISCIPLINE



At Tamborine Mountain State School (TMSS), we take a positive approach to behaviour management. It 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 learn.

The development of the TMSS Student Code of Conduct is an opportunity to explain the behavioural expectations with parents and students and gain their support to implement a consistent approach to teaching behaviour. Doing everything we can do to set students up for success is a shared goal of the school community.

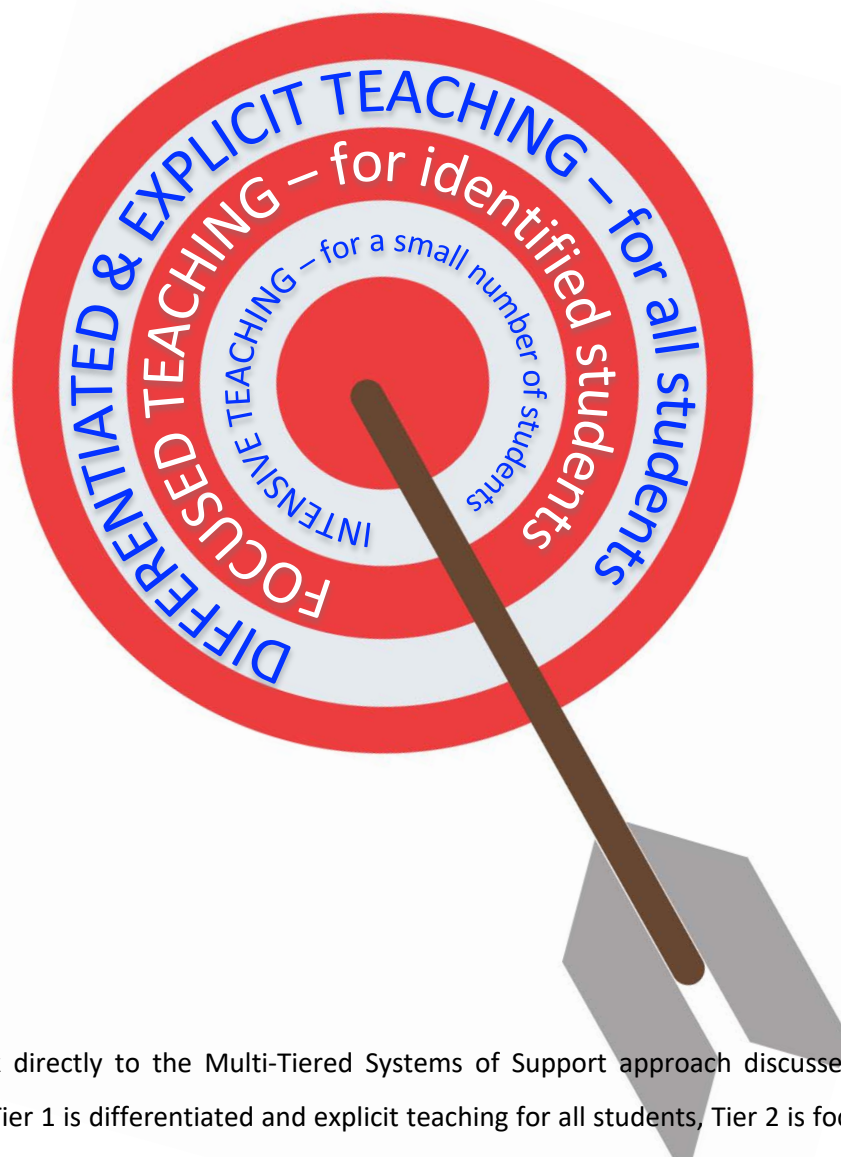
### **DIFFERENTIATED AND EXPLICIT TEACHING**

Tamborine Mountain State School is a supportive 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 model and reinforce expected behaviours, provide feedback and correction, and opportunities for practise. Teachers at TMSS 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. Our teachers 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 to follow. This model is the same used for academic and pedagogical differentiation.

Differentiation occurs at each layer and becomes increasingly personalised.



These three layers link directly to the Multi-Tiered Systems of Support approach discussed later in this section. For example, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused 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.

### **FOCUSED TEACHING - RESEARCH**

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 Tamborine Mountain State School to assist with focused teaching.

Focused teaching is aligned to our school expectation and student progress is monitored by the classroom teacher/s to identify those who:

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

TMSS has a range of care initiatives in place to deliver focused teaching to students who need additional support to meet their behaviour, social, emotional and academic needs. The school invests in the following evidence-based programs and support networks to address specific skill development for individual students:

- Individual Case Management – Selected Executive Team members, YSW
- Emotional Intelligence (EI) – Swinburne University
- Secret Agent Society (SAS) – GO and HOSES
- Feuerstein Cognitive Strategies

For more information about these initiatives, please speak with either of our Deputy Principals.

## **INTENSIVE TEACHING**

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student.

This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive teaching will be



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

## **MULTI-TIERED SYSTEMS OF SUPPORT**

At Tamborine Mountain State School, we promote positive behaviour, conflict resolution skills and character development through a wide range of activities and initiatives across all year levels and throughout the year. Teachers reinforce expected behaviours, provide feedback and correction and opportunities for practice.

TMSS uses a multi-tiered system of support as the foundation for our approach to learning and behaviour. This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.

The multi-tiered system of support at TMSS is a 3-tiered approach across the whole school. Tier 1 is aimed at all students. Tier 2 builds on support given at Tier 1. Finally, Tier 3 targets those students who require the most intensive support.

### **| TIER 1 – GENERAL BEHAVIOUR SUPPORT**

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation and explicit teaching of both the Australian Curriculum and behavioural expectations. This involves:

- weekly behaviour focus and value lessons
- behaviour lessons conducted by classroom teachers
- consistency when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- communicating with students and their families to gather their perspectives on school climate, instruction, reinforcement, and discipline so improvements in support may be made
- reinforcing the learning from behaviour lessons on school assemblies so consistent messages and expectations are received
- active supervision by staff during classroom and non-classroom activities.
- occasional reminders may be needed to ensure personal learning is at its best

Students in all year levels participate in programs designed to support optimism, self-control, conflict resolution, restorative justice, growth mindset, emotional intelligence and values education.

When a student exhibits low-level and/or infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to adjust their behaviour so that it aligns with our school's expectations:



**Be safe**

**Be respectful**

**Be a learner**

## **| TIER 2 - TARGETED BEHAVIOUR SUPPORT**

Response to Intervention: Positive Behaviour Team (PBT)

Tier 2 is targeted instruction building on support given 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 behaviour expectations.

A small number of students may be identified through our Positive Behaviour Team (PBT) as requiring additional targeted behavioural support. In most cases the concerning behaviours of these students may not be immediately regarded as severe, however, their frequency may put these students' learning and social success at risk if not addressed in a timely manner.

Teachers refer any concerns regarding behaviour, social emotional needs, welfare and learning to PBT. Interventions and adjustments are investigated and implemented as deemed necessary to provide the support required.

The types of interventions offered at this level will have certain things in common:

- 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.

### | TIER 3 - INTENSIVE BEHAVIOUR SUPPORT

Response to Intervention: Positive Behaviour Team (PBT)

Tier 3 is aimed at those students who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- **PREVENT** behaviour which does not meet the school's expectations
- **TEACH** the student an acceptable replacement behaviour
- **REINFORCE** the student's use of the replacement behaviour
- **MINIMISE** the incentive for inappropriate behaviour.

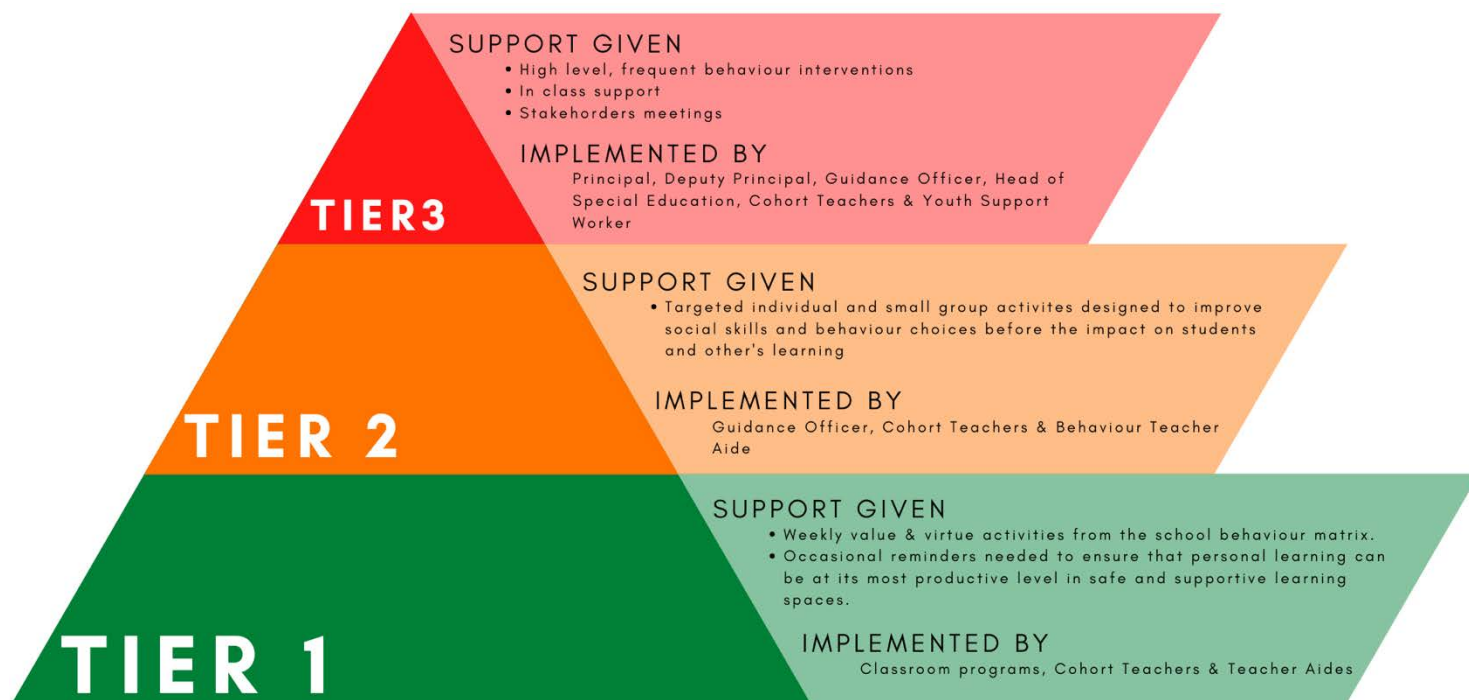
Tamborine Mountain State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Referral to the PBT may result in specific, specialised support and adjustments being made to student management as determined through referral and incident response. A Case Manager is appointed according to needs and actions. PBT also provides support by:

- working with other staff members to develop appropriate behaviour support strategies
- monitoring the impact of support for individual students through continuous data collection
- making adjustments (classroom, playground and learning through negotiation with other stakeholders) as required for the student.

Following referral, the PBT may contact parents if appropriate and any relevant staff members to form a support team and begin the assessment, observation and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's Executive team and behavioural support staff.

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.



## POSITIVE BEHAVIOUR EXPECTATIONS

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Tamboorine Mountain State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations, in the attached Positive Behaviour Posters (Appendix 16), outlines our agreed procedures and processes and specific behavioural expectations in all school settings.

These expectations are communicated to students in a variety of ways, however, not limited to:

- behaviour lessons conducted by classroom teachers,
- reinforcement of learning from behaviour lessons on School Assemblies, and
- active supervision by staff during classroom and non-classroom activities.

TMSS implements the following proactive and preventative processes and strategies to support student behaviour:

- Positive Behaviour Team (PBT) committee members regularly provide information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Tamboorine Mountain State School's Student Code of Conduct is delivered to new and relief staff

- Individual support profiles developed for students with high behavioural needs as referred through the PBT enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

## **REINFORCING EXPECTATIONS OF SCHOOL BEHAVIOUR**

At Tamborine Mountain State School, communication of our key messages about behaviour is supported by regular reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and celebrations.

## **COLLECTIVE RESPONSIBILITY**

Collective Responsibility (CR) is the philosophy whereby individual members of the class have a shared accountability for the actions and decisions of the class as a whole. Students are encouraged to influence other students in the class to meet or exceed the behaviour expectations that the class has nominated as a weekly focus. Students will nominate a behaviour for the class to focus on each week as described in the *Attributes of a Successful Learner*.

All students will have a marker to represent themselves on the class CR chart and start above the mid-point line, which means they are eligible for class reward. If a student demonstrates behaviours that contravenes the behaviour focus of the week they are required to move their marker below the line, until such time as they have redeemed themselves, when they will then be invited to move their marker back above the mid-point line and once again be eligible for the class reward.

Student voice and advocacy underpins this philosophy. Teachers are the passengers, while students are the drivers.

Class rewards will be varied between classes and cohorts. The class must have at least 90% of the class above the mid-point line to attend class reward. Any students below the mid-point line at time of class reward will be sent to another class for the duration of the activity.

# Attributes of a Successful Learner ...



## ACKNOWLEDGING DESIRABLE BEHAVIOUR

All Teachers use a range of strategies to promote positive and desirable behaviours in students in keeping with the Student Code of Conduct that recognises the significance of appropriate and meaningful relationships within their classrooms. Teachers may select a range of strategies as suggested and/or their own using their professional judgement and knowledge of their students as well as through the negotiation of the class behaviour code completed early in the school year.

## BEHAVIOUR RECOGNITION AGREED PRACTICES

In keeping with the concept of acknowledging desirable behaviour, the whole school community recognises and promotes desirable behaviour through behaviour recognition agreed practices (TMSS Behaviour Overview - Appendix 1) including Gotcha Cards and Gotcha Tokens (Appendix 15), Gotcha Reward Sheets (Appendix 15) and Reward Days for Years 1-6 (Appendix 3) once per term. This data is then transferred to the Gotcha Excel Tracking Sheet - Year 1-6 (Appendix 6C) and to OneSchool.

Positive behaviour is also recognised with Student of the Week Awards (Appendix 14) presented on assemblies and Specialist Teacher Weekly Awards (Appendix 14). In Prep, positive behaviour choices are modelled and discussed at great length. More formal behaviour recognition practices begin in Term 2. In Years 1 and 2 Gotcha Rewards Sheets (Appendix 15) are used to assist younger students to track their weekly progress.

Classroom teachers (Year 1-6) are responsible for tracking behaviour indiscretions on the Weekly Behaviour Recording Charts (Appendix 4) and recording the frequency/level of indiscretions. Indiscretions tracked on

Weekly Behaviour Recording Charts through the week, may result in consequences aligned with the Behaviour Placemat (Appendix 6A) and if appropriate recorded on OneSchool.

When outside the classroom, in the playground or in specialist lessons Purple Referral Slips (Appendix 13) are used to notify classroom teachers of behaviour indiscretions to include on Weekly Behaviour Recording Charts. Purple Slips are also used if students are referred to the Behaviour Buddy Class or to a member of the Executive team.

## BEHAVIOUR EXPECTATIONS

Our Behavioural Expectations Matrix (Appendix 2), ensures consistency of language across the school.

The 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 same three expectations:



**Be safe**

**Be respectful**

**Be a learner**


## BEHAVIOUR EXPECTATIONS | STUDENTS

Below are *some* examples of what these behaviour expectations look like for students across the school. The Positive Behaviour Recognition Table (Appendix 5) and Positive Behaviour Posters (Appendix 16) have a detailed description of the values promoted across the school.

BE SAFE		
BE SAFE	BE RESPECTFUL	BE A LEARNER
<ul style="list-style-type: none"> <li>• Use the High 5 strategy to solve problems.</li> <li>• Use equipment safely.</li> <li>• Walk on the paths.</li> <li>• Keep hands and feet to myself.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect other students' right to learn.</li> <li>• Use Focus and Self Control.</li> <li>• Be punctual for all lessons.</li> <li>• Be a role model to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Be an active learner.</li> <li>• Learn from your mistakes.</li> <li>• Use a Growth Mindset.</li> <li>• Be a role model to younger students.</li> </ul>

## BEHAVIOUR EXPECTATIONS | PARENTS AND STAFF

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

	
WHAT WE CAN EXPECT FROM YOU	WHAT YOU CAN EXPECT FROM US
You make an appointment to speak with the class teacher or Deputy 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 are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school 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 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 support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
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 newsletter, emails, Facebook and SMS texts as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.



You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
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 respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
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 notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

## CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Staff at Tamborine Mountain 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 equity, 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 the Deputy Principals 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/caregivers to know what consequence another

student might have received, we will not disclose or discuss this information with anyone other than 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/caregivers and students will respect the privacy of other students and families.

## DISCIPLINARY CONSEQUENCES



Disciplinary consequences used at Tamborine Mountain State School follows the same differentiated approach used in teaching and support of student behavioural expectations.

The Behaviour Placemat (Appendix 6A) outlines our agreed procedures and specific behavioural expectations in all school settings to ensure consistency in the administration of consequences by staff.

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

Some students will need additional support, time and opportunities to practise expected behaviours. 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 Positive Behaviour Team (PBT) for determination of support strategies. PBT will monitor these students as part of the review processes and gather feedback regarding effectiveness of strategies.

For a small number of students, 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 principal, in consultation with staff and other relevant stakeholders, will make the determination of the need. 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 appropriate 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, or no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

### **DIFFERENTIATED RESPONSES**

The differentiated responses to behaviour can be organised into the following three categories:

## | ESTABLISHING CLEAR EXPECTATIONS USING A VARIETY OF STRATEGIES

The teacher provides in-class or in-school disciplinary responses to low-level or minor behaviour transgressions. 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
- Reprimand for inappropriate behaviour
- 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
- Provide positive reinforcement of other students who are meeting expectations
- 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)

## | **FOCUSED**

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

- Individual student behaviour support strategies (e.g. Individual Behaviour Support Plan (IBSP))
- Targeted skills teaching in small group
- Token economy - Gotchas
- Buddy class
- RTR (Reflective Thinking Room) – using focused teaching of Feuerstein cognitive strategies, understanding brain function, breathing as a relaxation tool and exercise
- Behavioural agreement
- Counselling and guidance support
- Self-monitoring plan
- Check In-Check Out strategy
- Teacher coaching and debriefing
- Referral to PBT for team-based problem solving
- Stakeholder meeting with parents and external agencies

## | **INTENSIVE**

The PBT work to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment (FBA) in conjunction with Individual Behavioural Support Plan
- 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)
- 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 designated 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 ABSENCE (SDA)**

School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address 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).

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 or
- all support offered to the student and the family has not led to a change in behaviour.

At Tamborine Mountain State School, the focus is on moving forward and learning from making mistakes.

### **| APPEAL PROCESS**

Parents/caregivers and students may appeal a long suspension, charge related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school 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. 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 Tamborine Mountain State School are required to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of the meeting is to:

- welcome the student, with their parents/ caregivers back to the school
- set the student up for future success
- assist in their successful re-engagement in school following suspension
- check in on student wellbeing

- discuss any recent changes to school routine or staffing
- offer information about supports available (e.g. GO, YSW, HOSES) and
- strengthen home-school communication.

The invitation to attend the re-entry meeting is included in the suspension letter. Re-entry meetings are short, taking approximately 10-15 minutes, with the Principal or their delegate(s) attending with the student, their parents/caregivers and student support staff as required. A record of the meeting is saved in OneSchool.

## | 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 may include:

- selecting an appropriate and accessible meeting space
- the provision of written and/or pictorial information and other relevant accommodations
- the attendance of support staff, such as the HOSES or GO
- organising translation or interpretation services or supports (e.g. AUSLAN).

# CRITICAL INCIDENT RESPONSE



## EMERGENCY OR CRITICAL INCIDENT RESPONSES

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

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

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

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



## 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.

## OVERVIEW

The Principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service (QPS). The following items are explicitly prohibited at Tamborine Mountain State School and will be removed if found in a student's possession:

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.



**\*\*** 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 (e.g. adrenaline [epinephrine] autoinjectors). Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

## **RESPONSIBILITIES OF SCHOOL STAFF**

School staff at Tamborine Mountain State School:

- do not require the student's consent to search school property such as desks, chair bags, iPads 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 (e.g. a knife) in their school bag, prior to seeking consent to search from a parent/caregiver or calling the police
- are required to gain consent from the student or parent/caregiver 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
- may, in emergency circumstances, search a student's property without the student's consent or the consent of the student's parents/ caregivers (e.g. to access an adrenaline [epinephrine] autoinjector for an anaphylactic emergency)
- are required to gain consent from the student or parent/caregiver 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/caregivers should be called to make such a determination.

## **RESPONSIBILITIES OF PARENTS AND CAREGIVERS**

Parents and caregivers of students at Tamborine Mountain State School ensure that children do not bring property onto school grounds or other settings (e.g. camp, sporting venues) used by the school that:

- is prohibited according to the Tamborine Mountain 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.

Parents and caregivers of students at TMSS 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.

### **RESPONSIBILITIES OF STUDENTS**

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

- is prohibited according to the Tamborine Mountain 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.

Students of TMSS 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 POLICY

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.

## CONSULTATION

In consultation with the broader school community, at Tamborine Mountain State School it has been agreed technology should not be permitted at school during school hours, rather students are encouraged to engage in other social learning and development activities. TMSS is a personal technology\* (mobile phone, smart watch or other devices that connect to the internet/network) free zone from 8:30am to 3:05pm each school day. Please respect the community agreed expectations for our school site and behaviours.

## INDIVIDUAL RESPONSIBILITY

The responsibilities for students using mobile phones or other devices at school or during school activities are outlined below:

- Hand the mobile phone to the office staff as soon as the student arrives at school and then retrieve it from the office at the end of the school day.
- Be courteous, considerate and respectful of others when using a mobile device after 3:05pm each school day.
- Seek teacher's approval to use a mobile device under special circumstances during other times.

It is unacceptable for students at Tamborine Mountain State School to:

- Use a mobile phone, smart watch or other devices between 8:30am – 3:05pm (Monday to Friday) without direct teacher consent on site.
- Use a mobile phone, smart watch or other devices in an unlawful manner which can include filming another without consent and/or filming on school grounds without written consent.
- 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 chats.
- 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 cameras or laptop cameras on the school site without the consent of a teacher.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use) of such material.
- Use a mobile phone or smart watch (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 Information Communication Technology (ICT) facilities and devices supplied by the school, will be required to act in line with the requirements of the Tamborine Mountain State School Student Code of Conduct.

### **COLLECTIVE RESPONSIBILITY**

In addition, students and their parents/caregivers 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, however, avoiding or reducing access to harmful information requires responsible use by the student.

## **EXCURSIONS**

This policy also applies to students during excursions and extra-curricular activities. Some excursions may permit the use of mobile phones and smart watches for security reasons. Parents/caregivers will be notified via letter of any such permission.

## **LOSS OF DEVICE**

No liability will be accepted by the school in the event of the loss, theft or damage of any device.

## **DEFINITION**

\* Personal Technology Devices include, however, is not limited to, games devices such as portable gaming devices, Tamagotchi's®, laptop computers, Personal Digital Assistants (PDAs), Blackberry's®, cameras and/or voice recording devices (whether or not integrated with a mobile phone, smart watch or MP3 player), mobile telephones, iPods®, iPads and devices of a similar nature.



## PREVENTING AND RESPONDING TO BULLYING

Tamborine Mountain State School (TMSS) strives to create positive, predictable and safe environments for all students at all times. TMSS 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.

## PREVENTION

The anti-bullying procedures at Tamborine Mountain State School are embedded into the school wide positive behaviour support processes. This means that all students are explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so.

Students are also explicitly taught the High 5 Anti-Bullying Model (Appendix 7) to develop problem solving strategies to use in the classroom and playground for bullying and perceived bullying incidents.

Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing of bullying behaviour. Preventing bullying behaviours is embedded in several ways into the school culture and environment.

1. All students know the 3 school expectations (Be Safe, Be Respectful and Be a Learner) and have been taught the expected behaviours attached to each expectation in all areas of the school.
2. All students are taught specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.

3. All students receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.

4. The Health and Wellbeing Curriculum consists of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. Active learning and extensive role-play are two strategies used to teach and consolidate skills. The lessons explicitly teach skills related to:

- resiliency
- confidence
- social competence
- eSmart safety
- process to follow if bullying occurs

Tamborine Mountain State School uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that need to be revised in the instructional process.

## **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, however, are not limited to:

- 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 Tamborine Mountain State School, our staff will work quickly to respond to any matters raised of this nature in collaboration with students and parents/caregivers.

## **RESPONDING TO INCIDENTS OF BULLYING**

The following flowchart explains the actions Tamborine Mountain 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. The Major Incident Report (Appendix 12) and Debriefing Report (Appendix 11) should be used as part of this process. 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.

The Positive Behaviour Team conducts Professional Development (PD) during the Student Free Days (SFD) at the beginning of the year and through staff meetings and PLT meeting dedicated to behaviour. Data analysis and student/staff feedback also influence our PD program. Communicating behaviour concepts to parents and students on a regular basis also enables us to provide PD to our whole school community.

It should be note that the timelines, listed over the page, 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.





## LISTEN

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



## DOCUMENT

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



## COLLECT

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



## DISCUSS

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



## IMPLEMENT

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



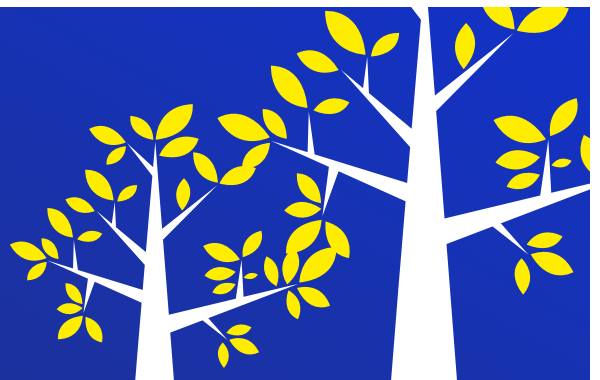
## REVIEW

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



## FOLLOW UP

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



## KEY CONTACTS FOR STUDENTS AND PARENTS AND CAREGIVERS TO REPORT BULLYING



### **Prep – Year 6**

Class Teacher | p: 5545 5333

### **Deputy Principal (P-3)**

Joanne de Bruyn | e: [jdebr3@eq.edu.au](mailto:jdebr3@eq.edu.au) | p: 5545 5333

### **Deputy Principal (4-6)**

Nick Kennon | e: [nkenn8@eq.edu.au](mailto:nkenn8@eq.edu.au) | p: 5545 5333

### **Principal**

Jason Smith | e: [jsmit246@eq.edu.au](mailto:jsmit246@eq.edu.au) | p: 5545 5333

## CYBERBULLYING

Cyberbullying is treated at Tamborine Mountain 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/caregivers who wish to make a report about cyberbullying should approach the Deputy Principals or Principal. They can be contacted directly by students, parents/caregivers or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents/caregivers 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/caregivers 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 (QPS).

Students enrolled at TMSS may face in-school disciplinary action, such as RTR, internal suspension 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/caregivers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/caregivers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to a member of our school Administration Team.

### **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/caregivers 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.

### **STUDENT INTERVENTION AND SUPPORT SERVICES**

Tamborine Mountain 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. Staff at TMSS are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling,

social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, RTR, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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.

# How to manage online incidents that impact your school

## Student protection

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

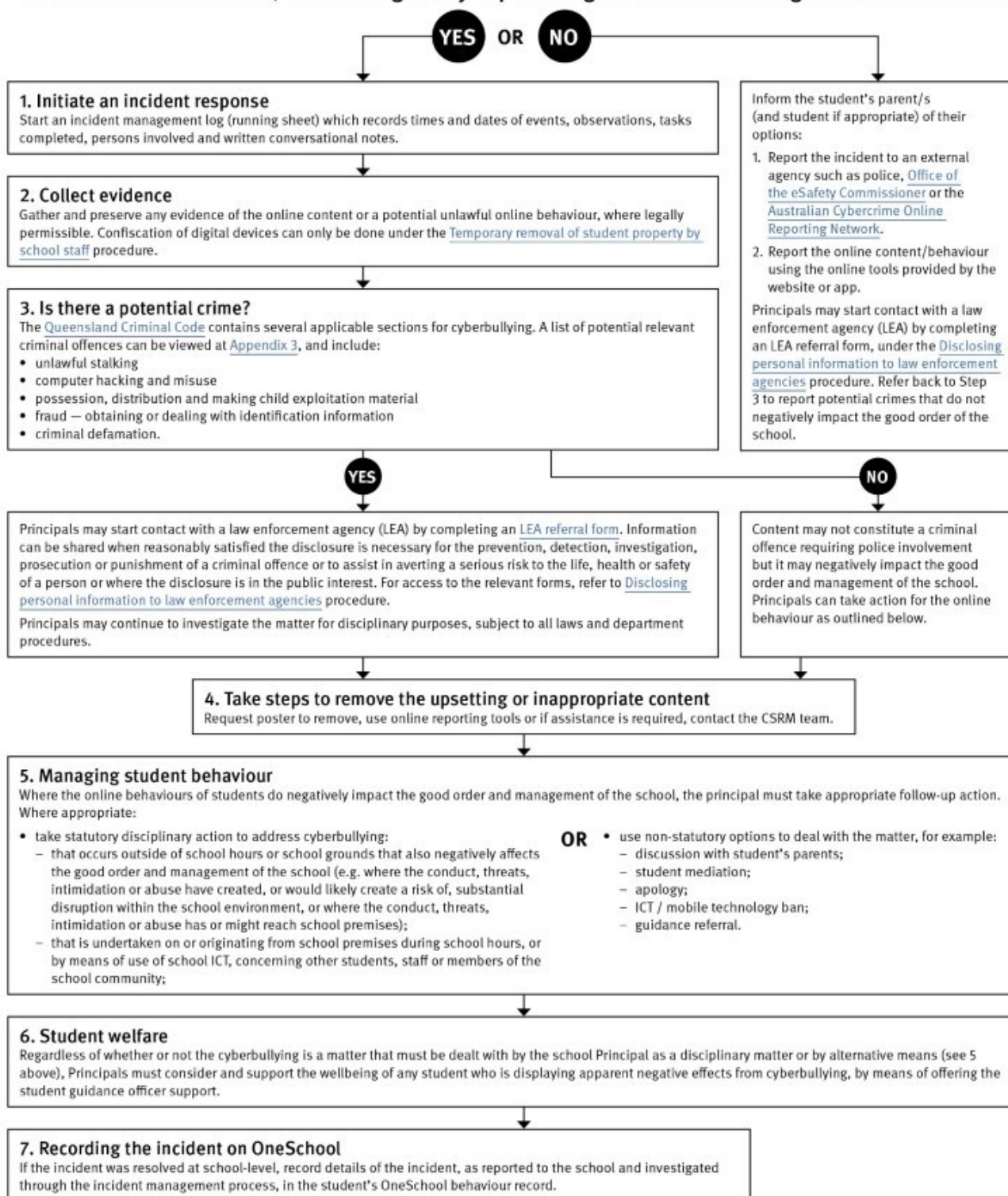
## Explicit images

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

## Help

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

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





## GENERAL PROTOCOLS

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

## GENERAL EXPECTATIONS

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

## ACCEPTABLE/APPROPRIATE USE/BEHAVIOUR BY A STUDENT ENGAGED IN ONLINE LEARNING

It is acceptable for students to:

- use mobile devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device

- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school
- seek teacher's approval where they wish to use a mobile device under special circumstances.

#### **UNACCEPTABLE/INAPPROPRIATE USE/BEHAVIOUR BY A STUDENT ENGAGED IN ONLINE LEARNING**

It is unacceptable for students to:

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





The Student Welfare Action Team (SWAT) is a dynamic group designed to work collaboratively and responsively as areas of need are identified in the school. Students requiring academic, social and/or emotional support who have additional and individual needs are referred to SWAT or PBT. Members of the SWAT team provide clear policies and processes where students and staff access a range of support mechanisms that have a common goal of creating a quality, supportive learning environment. The Tamborine Mountain State School's Wellbeing Team includes the Guidance Officer, Youth Support Worker and Chaplain. The SWAT team includes Deputy Principals, Guidance Officer, Heads of Department – Curriculum and Differentiation, Head of Special Education Services and Class Teachers (by cohort invitation). The PBT includes Deputy Principals, Guidance Officer, Head of Special Education Services, SEPC Teacher and Class Teacher representatives. Parents and/or carers and external specialist health professionals are consulted when required as part of our whole student wrap-around support model.

Support strategies may include intervention, counselling, external agency referrals, social skills programs, individual or small group wellbeing sessions, peer mediation, restorative practices, individual support plans and internal referrals to positive support groups such as the Positive Behaviour Team or Wellbeing Team.

## **STUDENT SUPPORT | LOOKING OUT FOR YOUR MENTAL HEALTH**

It is normal for students to feel stressed, sad, angry, worried or down sometimes especially during times of uncertainty or following a traumatic event. There are many things that can be done to support mental health, including:

- getting regular exercise
- doing enjoyable things
- doing activities that support wellbeing
- eating healthy and nutritious food
- getting enough sleep

However sometimes, even if everything above is done, some extra help may be needed. It is important to know how and when to ask for help.

## **SUPPORT AT SCHOOL**

Teachers and staff at TMSS care about everyone's wellbeing. If someone is not feeling great, talk to a trusted teacher outside of class time or arrange a time to talk to the Guidance Officer. The Guidance Officer is there to provide advice and support and can also help students and families access mental health support outside of school.

## **SUPPORT OUTSIDE OF SCHOOL**

Sometimes students may wish to talk with someone unknown to them. Alternatively, they may be more comfortable talking about personal feelings over the phone or online while a parent is at home with them.

There are many trusted organisations that are specifically available to support children and young people's mental health. Whatever the need, help is available through many organisations. Click on the links below to find out more about each organisation and how to get in touch.

- [Kids Helpline](#) provides information and advice for children and young people. This site is linked to the telephone counselling service.
- [Say NO to Bullying](#) (login required) provides information for students on bullies and their victims, and a range of useful links.
- [Bullying. No way!](#) provides a range of useful information to assist students create a learning environment where every student and school community member is safe, supported, respected, valued and free from bullying, violence, harassment and discrimination.



In rare situations staff at Tamborine Mountain State School (TMSS) 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 at-risk 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.

## **FUNDAMENTAL PRINCIPLE**

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 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:

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

## **ACTION | A RARE OCCURANCE**

Very rarely restrictive practices will be planned, and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance.

The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive Practices procedure. Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

## **DEBRIEFING AND RECORDING**

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.



Tamborine Mountain State School (TMSS) is committed to providing all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

As a school community we value, celebrate and respond to diversity. It is underpinned by respectful and collaborative relationships with parents and communities through transparent policy communication, learning partnerships, participation and consultative decision-making.

Inclusive education means that every day, in every classroom, every student is learning and achieving in a safe, supportive, inclusive and disciplined learning environment.

At Tamborine Mountain State School, we will:

- provide high-quality education for all students
- respond constructively to the needs of educationally disadvantaged/marginalised students
- view difference as a resource to support learning
- ensure that all school community members feel safe and free from discrimination, bias and harassment
- promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration.

## **GENDER DIVERSITY**

Children are entitled to respect and to flourish regardless of gender. It is unlawful to discriminate against a person on the basis of sex, gender or gender-identity.

### **| AIM**

To ensure all students are provided with equal opportunities to reach their potential, irrespective of gender, gender variance or expectations about gender.

### **| IMPLEMENTATION**

- TMSS works to ensure all students receive equal respect and equal opportunities to succeed.
- Learning and teaching programs are inclusive and enhance the capacity of gender diverse children to participate in all aspects of schooling.

- Professional development provided for staff on topics including gender-equity and gender identity.
- Students are encouraged to express and celebrate their individuality, whether or not it conforms to gender stereotypes.
- Inclusive and non-sexist language is used within the school, and gender-based segregation will generally be avoided. Any segregation on the basis of gender (e.g. for sports teams) will respect the child's gender identity.
- Students are entitled to use the bathroom associated with their gender identity.
- Students will be supported in their choice of personal pronoun in school records and everyday usage.
- TMSS supports the right of each child to dress in accordance with their gender identity. The student dress code provides all students with safe and comfortable uniforms with unisex options.
- TMSS acts on any identified incidents of discrimination, harassment or bullying, including gender-based bullying.

This policy is to be read in conjunction with TMSS's Student Code of Conduct.

## **| EVALUATION**

This policy will be reviewed collaboratively with the P&C Association as part of TMSS's four-year review cycle.



## LEGISLATION

In this section of the Tamborine Mountain State School's Student Code of Conduct are links to relevant legislations that inform the overall Queensland State School Student 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 \(Cwth\)](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Working with Children \(Risk Management and Screening\) Act 2000](#)

## DELEGATIONS

Delegations support effective and accountable decision making across the department and promote an appropriate balance of risk management and efficiency.

Principals are afforded several legislative powers under the *Education (General Provisions) Act 2006* and by the Director-General (DG) to support them to control and regulate student discipline. These provisions cannot be delegated to other staff who report to the principal.

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently

- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently.

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](#)

## **RELATED PROCEDURES AND GUIDELINES**

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

- 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
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student protection

## **NOTIFICATION AUTHORISATION**

- A Principal is not able to delegate their authority to make decisions about suspension or exclusion, however, they may authorise a Deputy Principal, Head of School and/or Head of Campus to tell a student and their parent/s about the suspension or exclusion decision. Written notification, on the approved form, for the decision must still be signed and sent by the Principal (or Acting Principal in their absence).



- Principals must document authorisation they give to a Deputy Principal, Head of School and/or Head of Campus for evidentiary purposes, should any challenge be made. An Instrument of Authorisation could either be a standing or one-off authorisation.
- A copy of the Instrument of Authorisation is available on written request to the principal.



## CLASSROOM LEVEL BEHAVIOUR MANAGEMENT | POSITIVE BEHAVIOURS

The Positive Behaviour Recognition Table (Appendix 5) lists a selection of frequent, short-term and long-term strategies the school uses to acknowledge positive behaviour. As part of recognising students who display positive behaviours, the school awards Gotchas in the classroom, specialist classes and playground. Gotchas are tracked each week and recorded on individual student Gotcha Reward Sheets (Appendix 15). The weekly Gotcha totals are then transferred to an Excel Spreadsheet (Appendix 6C). An overview of the Gotcha Reward system, including Rewards Days, Certificates and Prizes is outlined in Appendix 6B. Student of the Week (classroom award) and a selection of specialist area awards (Appendix 14), including: Musician of the Week (Music class), Star of the Week (Dance class), Sportsperson of the Week (PE class) and Super Scientist of the Week (Science class) are awarded to student who demonstrate their commitment to maintaining the high expectations of the school.

## CLASSROOM LEVEL BEHAVIOUR MANAGEMENT | INAPPROPRIATE BEHAVIOURS

At Tamborine Mountain State School (TMSS) behaviours are identified as either minor or major as outlined on the Behaviour Placemat (Appendix 6A). All Year 1-6 classrooms use the Weekly Behaviour Recording Chart (Appendix 4) to track behaviours across the week. This chart is used to assist with the monitoring of student behaviour. For major behaviour, the Executive team can be contacted for support. The chart outlines the following steps:

- **Verbal Reminder** - Students not meeting expectations may be given a verbal reminder. The number of verbal reminders is differentiated and dependent on the individual student.
- **Warning** - Students not meeting expectations after several verbal reminders will have their name recorded in the Warning part of the chart. Three (3) Warnings in a week will equate to a referral to the Reflective Thinking Room (RTR). This information is recorded by the class teacher on a student's OneSchool behaviour record.
- **Behaviour Buddy Class** (Appendix 13 – Purple Referral Slip) - Students not meeting expectations may be sent to a buddy class with a Behaviour Buddy Class Referral detailing the duration of the stay and the work the student needs to complete. Students who receive two (2) Behaviour Buddy Class Referrals in a week are to be referred to the Executive Team using the Executive Referral – Purple Slip (Appendix 13 – Purple Referral Slip). This information is recorded by the class teacher on a student's OneSchool behaviour record. Parents/carers are notified through an email or a phone call by the class or specialist teacher.

- **Reflective Thinking Room (RTR)** - Students who continue not meeting expectations for a variety of reasons will attend RTR in first break. This attendance is recorded on their OneSchool behaviour record by the class teacher or specialist teacher. Staff completing a OneSchool entry must ensure that the RTR supervisors are referred into the entry. Parents are notified by email of the RTR.
- **Playground Referral** (Appendix 13 – Purple Referral Slip) - Students who contravene playground expectations will have the incident noted on the Playground Referral section of the Purple Slip. This form is returned to the classroom teacher and noted on the Weekly Behaviour Recording Chart (Appendix 4). Three (3) Playground Referral in a week will equate to an RTR. The Class Teacher to record the RTR on OneSchool.
- **Specialist Referral** (Appendix 13 – Purple Referral Slip) - Students who do not meet behavioural expectations in specialist classes will have this behaviour recorded on the Specialist Referral section of the Purple Slip. This information is returned to the class teacher who will record the information in either the Warning and/or Behaviour Buddy Class sections of the Weekly Behaviour Recording Chart (Appendix 4). The specialist teacher will record on OneSchool, both the Warning and/or Behaviour Buddy Class referral.
- **Executive Referral** (Appendix 13 – Purple Referral Slip) – Using the Behavioural Placemat as a guide, students not meeting behavioural expectations may be referred directly to the Executive using the Executive Referral section of the Purple Slip. The names of students receiving an Executive Referral are not to be recorded on the Weekly Behaviour Recording Chart (Appendix 4) for privacy reasons. The outcome for students referred to the Executive will be recorded on OneSchool by an Executive team member.
- All Purple Referral Slips (Playground, Specialist and Behavioural Buddy Class) are to be retained by the class teacher, except Executive Referrals (Executive – Purple Referral Slip).

The table below details Tamborine Mountain State School's Behaviour Overview across the cohorts.

	PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	SEPC
Behaviour Matrix	✓	✓	✓	✓	✓	✓	✓	✓
Gotchas	✓	✓	✓	✓	✓	✓	✓	✓
Behaviour Recording Chart		✓	✓	✓	✓	✓	✓	
Purple Referral Slips	✓	✓	✓	✓	✓	✓	✓	✓
RTR	✓	✓	✓	✓	✓	✓	✓	✓
Buddy Class	✓	✓	✓	✓	✓	✓	✓	✓
Reward Days		✓	✓	✓	✓	✓	✓	✓
Certificates	✓	✓	✓	✓	✓	✓	✓	✓
Student of the Week	✓	✓	✓	✓	✓	✓	✓	✓
Principal's Awards	✓	✓	✓	✓	✓	✓	✓	✓
Specialist's Awards	✓	✓	✓	✓	✓	✓	✓	
Positive Behaviour Recognition Table	✓	✓	✓	✓	✓	✓	✓	✓



	In the learning spaces I will:	In the school grounds I will:	In the community I will:	Online or using ICTs I will:	Self and others I will:
	<ul style="list-style-type: none"> <li>*Have clean and sanitised hands before I enter a learning space</li> <li>*Take care of equipment and put it away safely</li> <li>*Wear my own school hat when required</li> <li>*Use furniture and equipment for the intended purpose</li> <li>*Enter the learning space with teacher permission</li> <li>*Transition to other learning spaces safely and respectfully</li> <li>*Line up quietly without pushing in</li> <li>*Move around safely</li> <li>*Seek permission to leave the learning space</li> </ul>	<ul style="list-style-type: none"> <li>*Enter and exit through the correct gates at the correct time</li> <li>*Go to the office if I am not collected at the end of the day</li> <li>*Be aware of Stranger Danger and alert an adult immediately after school</li> <li>*Remember the expectation about playing on school forts before and after school</li> <li>*Remain in the school grounds once I have entered</li> <li>*Attend before and after school activities I am enrolled in</li> <li>*Walk on the paths, beside the paths, in the undercover areas and around buildings</li> <li>*Play appropriate games in the undercover area (handball and floor games)</li> <li>*Keep my hands and feet to myself</li> <li>*Use equipment safely</li> <li>*Use the High 5 strategies to solve problems</li> <li>*Stay in designated areas</li> <li>*Wear my own school hat</li> <li>*Report safety issues to staff immediately</li> <li>*Only purchase food for myself</li> <li>*Be aware that others may have food allergies and therefore not share food</li> <li>*Sit in an eating area to eat purchases from the tuckshop</li> <li>*Use bathrooms appropriately for its intended purpose (not to play)</li> </ul>	<ul style="list-style-type: none"> <li>*Report any unsafe or disrespectful behaviour promptly</li> <li>*Sit in my seat on the bus with my seatbelt on</li> <li>*Follow the bus rules as displayed in the bus</li> <li>*Cross the road safely after the bus has departed</li> <li>*Use designated crossing areas to enter and exit the school</li> <li>*Wait until I am seated on the bus to use my device</li> </ul>	<ul style="list-style-type: none"> <li>*Keep my password private</li> <li>*Only use school approved apps</li> <li>*Hand in my phone on arrival to school</li> <li>*Report cyberbullying to an adult</li> <li>*Only open apps/programs that the classroom teacher has instructed me to use</li> </ul>	<ul style="list-style-type: none"> <li>*Report unsafe behaviours</li> <li>*Use the High 5 strategy to solve problems</li> <li>*Talk with an adult if I (or my friends) feel distressed or unsafe</li> </ul>
	<ul style="list-style-type: none"> <li>*Speak to and listen to my peers and to all adults respectfully</li> <li>*Use an appropriate voice in learning spaces (volume and tone)</li> <li>*Respect other students' right to learn</li> <li>*Use Focus and Self Control</li> <li>*Be punctual to all lessons</li> <li>*Bring borrowed books back on time</li> <li>*Return books and equipment to the correct place</li> </ul>	<ul style="list-style-type: none"> <li>*Follow the instructions of all staff on duty</li> <li>*Walk on the left side of the path and stairs</li> <li>*Greet and give way to adults around the school</li> <li>*Walk quietly while walking past classrooms</li> <li>*Hold equipment (and not play with it) when walking</li> <li>*Wait for my turn on the equipment</li> <li>*Be a good sport when playing with others</li> <li>*Be inclusive when playing</li> <li>*Stop and listen to the 'ding dong' message</li> <li>*Listen and speak respectfully to my peers and to adults at all times</li> <li>*Hand in any money and/or property that I find</li> <li>*Put my own and any other rubbish in the correct bin</li> <li>*Sit when eating and wait to be dismissed</li> <li>*Wait patiently for teachers to hand out the tuckshop order and return the tuckshop basket to the tuckshop when asked</li> <li>*Be careful with water</li> <li>*Not engage in graffiti</li> </ul>	<ul style="list-style-type: none"> <li>*Remember I am representing my school and follow expectations when I am in school uniform</li> <li>*Be a role model to others</li> <li>*Line up in the bus line calmly, safely and respectfully by following staff instructions</li> <li>*Be respectful in the community and use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>*Only use respectful comments and images on all online platforms</li> <li>*Only use images of others when I have permission</li> <li>*Shut down technology as instructed by my teacher</li> <li>*Respect all equipment and treat devices with care</li> </ul>	<ul style="list-style-type: none"> <li>*Be kind to myself and others</li> <li>*Respect other people's opinions even when they differ from mine</li> <li>*Use my manners when interacting with my peers and adults (please, thank you, excuse me)</li> <li>*Accept and respect others' differences and diversity</li> <li>*Use appropriate language and tone</li> <li>*Be respectful of my own property</li> </ul>
	<ul style="list-style-type: none"> <li>*Arrive to all learning spaces prepared with the correct equipment</li> <li>*Use a Growth Mindset and Persevere to complete tasks (try everything and take on new challenges)</li> <li>*Follow adult instructions the first time they are given</li> <li>*Be an active learner</li> <li>*Use school resources to help me learn</li> </ul>	<ul style="list-style-type: none"> <li>*Know the expectations for before and after school and will be a role model to younger students</li> <li>*Learn from my mistakes</li> <li>*Manage my disappointment or ask for help when things don't go my way</li> <li>*Use correct handwashing techniques</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrate the same behaviour expectations on the bus and in the community as I do at school</li> </ul>	<ul style="list-style-type: none"> <li>*Know my username and password</li> <li>*Understand and use cybersafety knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>*Use a Growth Mindset and know it is okay to make mistakes and learn from them</li> <li>*Accept feedback from my peers and staff as help rather than criticism</li> </ul>

# APPENDIX 3 | TMSS BEHAVIOUR REWARDS



## SAMPLE OF BEHAVIOUR REWARDS DAY - YEAR VIEW

	PREP	YEAR 1 - 3	YEAR 4 - 6
<b>TERM 1</b> WEEK 10	Prep students will be rewarded throughout the year at various milestone markers	Water World	Water World
<b>TERM 2</b> WEEK 10		Amazing Race	Amazing Race
<b>TERM 3</b> WEEK 10		Nerf Battle	Nerf Battle
<b>TERM 4</b> WEEK 10	Jumping Castle	Water Skirmish	Water Skirmish

Other options to be considered:

- Obstacle Course
- Old Style Games
- Capture the Flag
- NAIDOC Yulanga Games
- Rotational Activities

# APPENDIX 4 | WEEKLY BEHAVIOUR RECORDING CHART

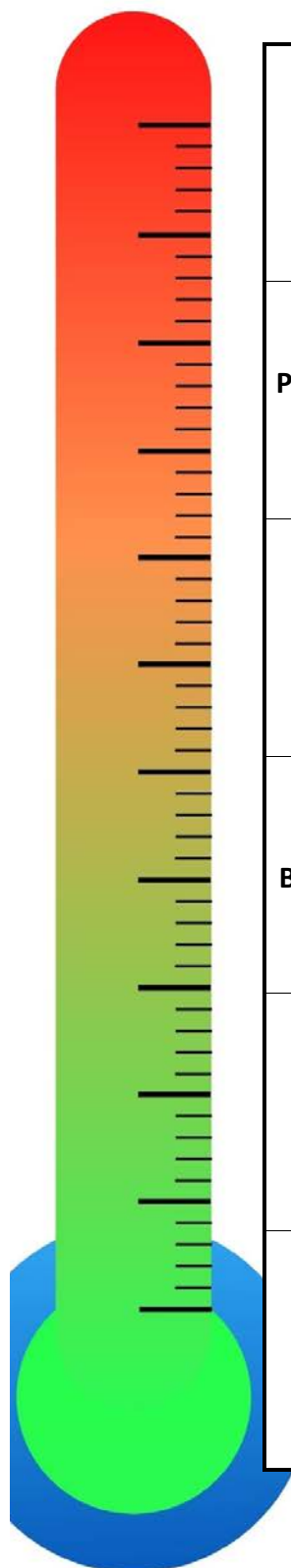


EXAMPLE OF WEEKLY BEHAVIOUR RECORDING CHART | YEARS1-6



## YEAR 1-6 WEEKLY BEHAVIOUR RECORDING CHART

CLASS \_\_\_\_\_ TERM \_\_\_\_\_ WEEK \_\_\_\_\_



<b>EXECUTIVE REFERRAL</b> Purple Slip					
<b>PLAYGROUND</b> Purple Slip					
<b>RTR</b>					
<b>BEHAVIOUR BUDDY CLASS</b> Purple Slip					
<b>WARNING</b>					
<b>VERBAL REMINDER</b>					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

# APPENDIX 5 | POSITIVE BEHAVIOUR RECOGNITION TABLE



<b>FREQUENT AND REPETITIVE</b>	<ul style="list-style-type: none"> <li>• Verbal praise, high fives, non-visual signs</li> <li>• Gotchas to earn reward points (25 – 200)</li> <li>• Postcards sent home to students and parents</li> <li>• Individual class rewards systems</li> <li>• Phone calls to parents by Principal, Deputy Principal(s) and class teachers</li> </ul>
<b>SHORT TERM</b>	<ul style="list-style-type: none"> <li>• Student of the Week certificates presented on whole school assemblies and photos displayed in the office</li> <li>• Star of the Week awards presented in specialist classes (PE, Music, Science, Dance and LOTE)</li> <li>• Principal's Lunch</li> <li>• Name/achievements published in the newsletters</li> <li>• Work displayed in the foyer of the office</li> <li>• Work shown to the Principal/Deputy Principal(s)</li> <li>• Class collective rewards negotiated with class teacher</li> <li>• Behaviour Reward Days/activities</li> </ul>
<b>LONG TERM</b>	<ul style="list-style-type: none"> <li>• Principal's Award</li> <li>• Bronze/Silver/Gold/Diamond certificates</li> </ul>

# APPENDIX 6A | BEHAVIOUR PLACEMAT



## PLACEMAT TO GUIDE RESPONSES TO STUDENTS NOT MEETING EXPECTATIONS

Minor		Major	
<ul style="list-style-type: none"> <li>Dishonesty</li> <li>Inappropriate language- not directed at others (written / verbal)</li> </ul>		<ul style="list-style-type: none"> <li>Major dishonesty</li> <li>Offensive, aggressive or abusive language including references to age, gender, race or ethnic background directed towards another person</li> <li>Inappropriate physical gestures with intent</li> </ul>	
<ul style="list-style-type: none"> <li>Minor physical contact (e.g. rough play)</li> <li>Minor harassment and being mean</li> </ul>		<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> <li>Spitting / biting with intent</li> <li>Encouraging others to fight or bully including / encouraging bystander behaviour</li> <li>Throwing objects with intent to harm others</li> <li>Using items as weapons, including sticks, with intent to harm others</li> <li>Bullying / harassment</li> </ul>	
<ul style="list-style-type: none"> <li>Possession of banned objects including trading cards</li> <li>Incorrect use of equipment</li> <li>Lack of care for the environment</li> </ul>		<ul style="list-style-type: none"> <li>Possession of weapons</li> <li>Possession or selling of drugs/alcohol or other banned substances</li> <li>Dangerous use or misuse of items/property</li> <li>Stealing / major theft</li> <li>Vandalism / wilful property damage</li> </ul>	
<ul style="list-style-type: none"> <li>Inappropriate use of ICT equipment.</li> </ul>		<ul style="list-style-type: none"> <li>Use of a mobile phone or other recording devices in any part of the school for voicemail, email, text messaging or filming purposes without direct authorisation</li> <li>Cyber bullying: Posting offensive material on social network sites or video sharing sites and / or sending inappropriate / offensive emails.</li> </ul>	
<ul style="list-style-type: none"> <li>Encouraging others to cause disruption / interfere with teaching and learning</li> <li>Minor disruption to class</li> <li>Leaving the classroom without permission</li> <li>Refusing to work and / or complete tasks</li> <li>Calling out</li> </ul>		<ul style="list-style-type: none"> <li>Repeatedly encouraging others to cause disruption / interfere with teaching and learning (prior OneSchool entries required)</li> <li>Major disruption to class</li> <li>Leaving school grounds without permission</li> <li>Blatant disrespect / defiance</li> </ul>	
<ul style="list-style-type: none"> <li>Disrespectful attitude/ tone</li> <li>Non compliance</li> <li>Playing in bathrooms</li> <li>Running on or beside paths, undercover areas or around buildings (without direct supervision)</li> <li>Playing in an out of bounds area/zone</li> <li>Uniform breach – hat, school shoes etc.</li> <li>Riding bike / scooter / skateboard in school grounds</li> <li>Littering</li> <li>Playing non-approved school games</li> <li>Being a bad sport</li> <li>Not playing fairly / inclusively</li> <li>Being late to class (e.g. lateness after breaks)</li> </ul>		<ul style="list-style-type: none"> <li>Persistent non-compliant / misbehaviour / refusal to work over a period of time despite interventions and consequences (prior OneSchool entries required)</li> <li>Persistent breach of uniform policy</li> </ul>	
Other as determined by Executive team		Other as determined by Executive team	
Possible Actions		Possible Actions	
<ul style="list-style-type: none"> <li>Record behaviour chart entry</li> <li>Purple slip</li> <li>OneSchool entry (Refer to both DPs and HOSSES when req and refer to RTR staff if RTR is a consequence)</li> <li>Parent contact (RTR email)</li> <li>Support plan as required</li> <li>Referral to PBL team</li> </ul>		<ul style="list-style-type: none"> <li>OneSchool entry (refer to P and both DPs and HOSSES when required)</li> <li>Parent contact (phone call, meeting or RTR email as discussed with Executive)</li> <li>Support plan as required</li> <li>Referral to Executive</li> <li>Guidance Office / YSW / Chappy / SEPC</li> </ul>	
Possible Consequences		Possible Consequences	
<ul style="list-style-type: none"> <li>Discussion</li> <li>Warning</li> <li>Litter Duty</li> <li>Make up time</li> <li>Buddy classroom</li> <li>Verbal agreement / plan</li> </ul>	<ul style="list-style-type: none"> <li>Playground support plan</li> <li>Behaviour plan</li> <li>Community service</li> <li>Playground withdrawal</li> <li>In class / office withdrawal</li> <li>RTR</li> </ul>	<ul style="list-style-type: none"> <li>RTR</li> <li>Restorative Justice</li> <li>Community service</li> <li>Subject withdrawal</li> <li>Office withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>After School Detention</li> <li>Suspension</li> <li>Police Contact</li> <li>Exclusion</li> </ul>



# APPENDIX 6B | REWARDS



## 2021 GOTCHA REWARDS & CERTIFICATES

Prep	Gotchas	Y1-2	Y3-6	REWARDS DAY
Gotcha Reward System	25	Rubber	Icy Pole	50 GOTCHAS in Term 1 Water Games
	50	Bronze Certificate	Bronze Certificate	
	75	Pencil	Friday Cohort Game/Activities	50 GOTCHAS in Term 2 Amazing Race
	100	Silver Certificate	Silver Certificate	
	125	Icy Pole	DP Prize Box	50 GOTCHAS in Term 3 Nerf Battle
	150	Gold Certificate	Gold Certificate	
	175	Bouncy Ball	P&C Tuckshop Voucher	50 GOTCHAS in Term 4 Water Skirmish
	200	Diamond Certificate	Diamond Certificate	

Certificates are awarded to students in classrooms or at assembly once their Gotcha points are achieved (50, 100, 150 and 200)

Students need to achieve 50 Gotchas in a term to attend Rewards Day

Gotchas are recorded on a class Excel spreadsheet in blocks of 25 to keep track of rewards and House points

Gotchas are reset to zero each term and a new Gotcha Reward Sheet issued each term

If fewer than 50 Gotchas are received in a term, the short fall is denoted by a marker on the new individual Gotcha Reward Sheet - For example if the student only achieves 40 Gotchas in Term 1, a marker is placed on the 10 (40+10=50) on the Term 2 chart to signify the point at which the student has earned their Certificate.



# APPENDIX 6C


## GOTCHA EXCEL TRACKING SPREADSHEET



Student Name	Class	House	Total												
				25	50	75	100	125	150	175	200	225	250	275	300
Roll Class		House		Gotchas	Bronze Certificate	Gotchas	Silver Certificate	Gotchas	Gold Certificate	Gotchas	Diamond Certificate	Gotchas	Gotchas	Gotchas	Gotchas
				0	0	0	0	0	0	0	0	0	0	0	0
	1/2R	Joalah	0												
	1/2R	Palm	75	X	X										
	1/2R	Palm	25	X											
	1/2R	Zamia	25	X											
	1/2R	Joalah	25	X											
	1/2R	Zamia	25	X											
	1/2R	Guanaba	0												
	1/2R	Palm	0												
	1/2R	Joalah	0												
	1/2R	Zamia	0												
	1/2R	Zamia	0												
	1/2R	Guanaba	0												
	1/2R	Joalah	0												
	1/2R	Joalah	0												
	1/2R	Guanaba	0												
	1/2R	Guanaba	0												
	1/2R	Joalah	0												
	1/2R	Guanaba	0												
	1/2R	Joalah	0												
	1/2R	Palm	0												
	1/2R	Zamia	0												
	1/2R	Zamia	0												
	1/2R	Zamia	0												
	1/2R	Zamia	0												
	1/2R	Zamia	0												

# APPENDIX 7 | HIGH 5 ANTI-BULLYING MODEL



<b>WHAT IS HIGH 5?</b>	<ul style="list-style-type: none"> <li>• It is an effective strategy to develop problem-solving strategies for our students.</li> <li>• A whole school approach that can also eradicate bullying.</li> <li>• It is a 5-step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.</li> </ul>
<b>THE STRATEGY</b>	<p>The strategy taught is based on the 5 fingers of a hand as a visual prompt. It teaches the 5 steps sequential steps dealing with bullying or perceived bullying. The 5 steps are Ignore, Talk Friendly, Walk Away, Talk Firmly and Report.</p> 
<b>IGNORE</b>	<p>Strategies for Step 1:</p> <ul style="list-style-type: none"> <li>• Pretend you didn't hear it.</li> <li>• Do not make eye contact.</li> <li>• Maintain positive body posture (calm, confident).</li> <li>• Think positive self-esteem statements.</li> <li>• Count to five in your head slowly.</li> <li>• Take deep breaths.</li> <li>• Use role play to show what ignoring looks like, sounds like and may feel like.</li> </ul>

<b>TALK FRIENDLY</b>	<p>Strategies for Step 2:</p> <ul style="list-style-type: none"> <li>• Use a calm voice.</li> <li>• Maintain eye contact.</li> <li>• Confident body language.</li> <li>• Maintain relatively close body proximity.</li> <li>• Use "I" statements - I feel ..... when you..... because.....</li> <li>• "Please leave me alone."</li> </ul>
<b>WALK AWAY</b>	<p>Strategies for Step 3:</p> <ul style="list-style-type: none"> <li>• Stand tall, head up high.</li> <li>• Mouth closed.</li> <li>• Look confident.</li> <li>• Do not use eye contact.</li> <li>• Walk somewhere, preferably towards a congested area or to a safety zone (teacher).</li> <li>• Do not look back. Walk confidently, however, don't run.</li> </ul>
<b>TALK FIRMLY</b>	<p>Strategies for Step 4:</p> <ul style="list-style-type: none"> <li>• As per Talk Friendly.</li> <li>• Use an assertive voice, slightly raised.</li> <li>• Tell them to stop it.</li> <li>• Re-state your "I" statement, e.g. I said.....</li> <li>• "I asked you to leave me alone."</li> </ul>
<b>REPORT</b>	<p>Strategies for Step 5:</p> <ul style="list-style-type: none"> <li>• Walk away and tell a staff member.</li> <li>• Go to a safety zone.</li> <li>• Bystanders - support and report.</li> <li>• Report, report, report until somebody listens.</li> </ul>
<b>REPORTING VS DOBBING</b>	<p>Students need to know the difference between reporting and dobbing.</p> <ul style="list-style-type: none"> <li>• <b>Reporting</b> is keeping yourself or someone else safe.</li> <li>• <b>Dobbing</b> is trying to get someone in trouble.</li> </ul>

<b>REPORTING</b>	<ul style="list-style-type: none"> <li>• Students should, in most circumstances, attempt to problem-solve first.</li> <li>• If unsuccessful after doing Hi 5 steps, see staff member.</li> <li>• If the issue involves threats to a student's <b>health</b> or <b>safety</b> - students to report <b>immediately</b> to a staff member.</li> <li>• Students are not to solve problem themselves if there is immediate danger e.g. a child running out of school gates.</li> <li>• <b>Success occurs when children can not only <u>talk the talk</u> however, <u>walk the walk</u>.</b></li> </ul>
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# APPENDIX 8 | VALUES & EXPECTATIONS



<b>OVERVIEW</b>	The school values the <b>desire to learn, respectful behaviour</b> and <b>attitudes</b> and <b>high personal expectations</b> .
<b>FOCUS</b>	Be Safe, Be Respectful, Be a Learner
<b>VALUES</b>	<ul style="list-style-type: none"> <li>• <b>Care and Compassion</b> - Care for self and others</li> <li>• <b>Doing Your Best</b> - Seek to accomplish something worthy and admirable, try hard, pursue excellence</li> <li>• <b>Fair Go</b> - Pursue and protect the common good where all people are treated fairly for a just society</li> <li>• <b>Freedom</b> - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others</li> <li>• <b>Honesty and Trustworthiness</b> - Be honest, sincere and seek the truth</li> <li>• <b>Integrity</b> - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds</li> <li>• <b>Respect</b> - Treat others with consideration and regard, respect another person's point of view. Respect the school by wearing your school uniform with pride</li> <li>• <b>Accountability</b> - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment</li> <li>• <b>Understanding, Tolerance and Inclusion</b> - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others</li> </ul>

# APPENDIX 9 | BUS BEHAVIOUR CODE



## QUEENSLAND TRANSPORT CODE of CONDUCT

<b>OVERVIEW</b>	<p>To promote consistency in responding to breaches of the Bus Behaviour Code, behaviour problems have been divided into four categories.</p> <p>The lists below are not intended to be exhaustive, however, rather to be used as an indicator of the types of behaviours under each category. They are intended to be used as a guide by drivers and bus operators in relation to management of behaviour on their buses.</p>
<b>UNACCEPTABLE BEHAVIOUR</b>	<p>Unacceptable behaviour includes behaviours which may be irritating, unpleasant however, not physically dangerous behaviours:</p> <ul style="list-style-type: none"> <li>• failing to show a bus pass where required</li> <li>• eating on the bus (unless for medical reasons or with the permission of the driver)</li> <li>• using offensive language</li> <li>• inappropriate interactions by students with bus drivers</li> <li>• inappropriate use of mobile phones or cameras on the bus</li> <li>• excessive movement from seat to seat.</li> </ul>
<b>DANGEROUS BEHAVIOUR</b>	<p>Dangerous behaviour includes behaviours where there may be some physical danger to individuals:</p> <ul style="list-style-type: none"> <li>• distracting drivers by use of persistent noise</li> <li>• allowing any part of their body to protrude from the bus</li> <li>• grabbing trees through the windows</li> <li>• spitting</li> <li>• harassing and bullying other passengers</li> <li>• pushing and shoving when boarding or exiting the bus</li> <li>• stopping others from disembarking at their stop</li> <li>• verbally threatening drivers</li> <li>• standing on steps</li> <li>• pressing the stop button continually</li> <li>• swinging on bus handrails</li> <li>• repeated failure to wear a seatbelt where fitted</li> <li>• smoking</li> </ul>

	<ul style="list-style-type: none"> <li>distracting drivers through use of mobile phones or hand-held computer games</li> <li>using a mobile phone to send threatening messages, photographing others without consent.</li> </ul>
<b>DANGEROUS AND DESTRUCTIVE BEHAVIOUR</b>	<p>Dangerous and destructive behaviour includes behaviours which are very dangerous to individuals, or very destructive:</p> <ul style="list-style-type: none"> <li>throwing objects that have the potential to cause harm or damage</li> <li>fighting</li> <li>marking or damaging bus property (breaking windows, slashing seats)</li> <li>using a seat belt as a weapon</li> <li>destruction of bus property</li> <li>being under the influence of illegal drugs and/or alcohol.</li> </ul>
<b>LIFE-THREATENING BEHAVIOUR</b>	<p>Life-threatening behaviour – this includes highly dangerous behaviours:</p> <ul style="list-style-type: none"> <li>physically attacking drivers or other passengers</li> <li>pushing students out through the doors or windows</li> <li>recklessly or negligently endangering the safety of other passengers or themselves</li> <li>lighting a fire on the bus</li> <li>interfering with the safe mechanical operation of the bus</li> <li>threatening physical harm with a dangerous weapon.</li> </ul>
<b>REPORTING</b>	<p>If appropriate, bus drivers/operators should report any incident involving dangerous, destructive or life-threatening behaviour to the police for appropriate action.</p> <p><a href="https://translink.com.au/travel-with-us/school-travel/school-travel-info/code-of-conduct">https://translink.com.au/travel-with-us/school-travel/school-travel-info/code-of-conduct</a>.</p>



# APPENDIX 10 | UNIFORM POLICY



(REVIEWED AND APPROVED BY P&C SEPTEMBER 2020)

<b>UNIFORM REQUIREMENTS</b>	<p>The official school colours of Tamborine Mountain State School (TMSS) are royal blue, gold and sky blue. The school uniform reflects these official school colours. The TMSS uniform comprises a range of items for summer and winter wear. This range includes:</p> <ul style="list-style-type: none"> <li>• School blue &amp; House colour hat - Prep will have a yellow ribbon (first one provided for you)</li> <li>• School polo shirt with emblem                         <ul style="list-style-type: none"> <li>- Year 6 students may purchase and wear a senior shirt in place of the polo shirt (except for formal events)</li> </ul> </li> <li>• School shorts - unisex, royal blue</li> <li>• School skirt - royal blue with gold trim OR royal blue "skort"</li> <li>• Culottes - royal blue</li> <li>• School dress - sky blue dress fabric</li> <li>• School tights - navy blue, black</li> <li>• School tracksuit pants - royal blue</li> <li>• School jumpers and jackets - royal blue</li> <li>• School sports T-shirts (to be worn on designated sports days)</li> <li>• School socks - navy blue or black</li> <li>• Shoes - Solid black (no coloured trims), fully enclosed (Workplace Health and Safety Regulations require all students to wear footwear with substantial uppers i.e. not sandals, thongs, canvas slip-ons etc).</li> </ul> <p>All of these items (excluding shoes) may be conveniently purchased through the school uniform shop or via Flexischools. The Uniform Shop accepts cash/cheque or EFTPOS payments. (Second-hand items are also available.)</p>
<b>RESTRICTED ITEMS</b>	<p>The TMSS uniform policy places certain restrictions on what may be worn at school:</p> <ul style="list-style-type: none"> <li>• Jeans are not an acceptable part of the school uniform at any time</li> <li>• Jewellery is to be restricted to any/all of the following: a watch, two pairs of sleepers/studs for pierced ears, and any medical bracelets</li> <li>• Make-up and nail polish are not appropriate for use at school.</li> </ul>

<b>UNIFORM - OUTSIDE SCHOOL EVENTS</b>	<p>The TMSS uniform policy requires students to wear an appropriate uniform at school-based events outside the school. As a guideline, this would include:</p> <ul style="list-style-type: none"> <li>• For excursions, at least the normal 'core' uniform worn at school</li> <li>• For more formal activities, a full school uniform, with any variations to be decided by the Principal or Deputy Principal</li> <li>• For choir and band performances - band uniform (including music shirt, black trousers, black shoes and black socks).</li> </ul>
<b>LOAN UNIFORM</b>	<p>Loan uniforms are available for students whose uniforms become unwearable during the day as well as to those who do not comply with the uniform requirements.</p>
<b>ADMINISTRATION OF THE POLICY</b>	<p>There will be a two-week period of grace at the beginning of the school year to allow for any late purchase of uniforms. Students who are out of school uniform for any legitimate reason should bring a note to the office. Students will receive a uniform "breach" slip. If students are frequently out of uniform, a note will be sent home advising of the school policy.</p>
<b>HAIR POLICY</b>	<p>Hair longer than shoulder length is to be tied up with a band or blue/yellow ribbon. Mohawk styles, shaved tracks and undercuts are not acceptable. Colouring of hair is to be of natural tones.</p> <p>Hair ties are to be worn with hair longer than shoulder length. P&amp;C Uniform Shop sells school coloured hair ties.</p>

# APPENDIX 11 | DEBRIEFING REPORT



## DEBRIEFING – AFTER AN INCIDENT

<b>GOALS OF DEBRIEFING</b>	<p><b>A staff member trained in the process who has not been involved in the event should lead formal debriefing. The goals of debriefing are to:</b></p> <ul style="list-style-type: none"> <li>• Reverse or minimise the negative effects of physical intervention</li> <li>• Prevent the future use of physical intervention</li> <li>• Address organisational problems and make appropriate changes</li> </ul> <p>Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made (on OneSchool), that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).</p>
<b>INFORMATION TO OBTAIN</b>	<p>Debriefing should provide information on:</p> <ul style="list-style-type: none"> <li>• Who was involved</li> <li>• What happened</li> <li>• Where it happened</li> <li>• Why it happened</li> <li>• What we learned</li> </ul> <p>The specific questions we want to answer through the debriefing process are:</p> <ul style="list-style-type: none"> <li>• <b>FACTS:</b> what do we know happened?</li> <li>• <b>FEELINGS:</b> how do you feel about the event that happened?</li> <li>• <b>PLANNING:</b> what can/should we do next?</li> </ul>
<b>QUESTIONS FOR STAFF</b>	<ul style="list-style-type: none"> <li>• What were the first signs?</li> <li>• What de-escalation techniques were used?</li> <li>• What worked and what did not?</li> <li>• What would you do differently next time?</li> <li>• How can physical intervention be avoided in this situation in the future?</li> <li>• What emotional impact does using physical intervention have on you?</li> <li>• What was your emotional state at the time of the escalation?</li> </ul>

<b>DEBRIEFING</b>	<ul style="list-style-type: none"> <li>• What was it that you needed?</li> <li>• What upset you most?</li> <li>• What did we do that was helpful?</li> <li>• What can we do better next time?</li> <li>• Would you do something differently next time?</li> <li>• What could we have done to make the physical intervention less invasive?</li> </ul> <p><b>For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.</b></p>
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# APPENDIX 12A | ACCOUNT OF INCIDENT



## TMSS ACCOUNT OF INCIDENT

NAME

YEAR LEVEL

POSITION

☐

Student

☐

Teacher

☐

Other

(Please Specify)

ASSISTED BY

The following assistance was provided in writing this statement:

DATE OF INCIDENT

TIME OF INCIDENT

am/pm

PLACE OF INCIDENT

PEOPLE PRESENT

ENSURE THE STATEMENT COVERS THE FOLLOWING POINTS

Where I was... What I saw and heard... What I did... Any other information relevant to the incident...

SIGNATURE

DATE

ASSISTANCE PROVIDED BY (if applicable)

Name

Signature

Date

# APPENDIX 12B | MAJOR INCIDENT REPORT



DATE		PERSON COMPLETING FORM	
DATE OF INCIDENT		TIME INCIDENT STARTED	TIME INCIDENT ENDED
NAME OF STUDENT			
Where was the student when the incident occurred?			
Who was working with the student when the incident occurred?			
Where were staff when the incident occurred?			
Who was next to the student when the incident occurred?			
Who else was in the immediate area when the incident occurred?			
What was the general atmosphere like at the time of the incident?			
What was the student doing at the time of the incident?			
What occurred <b>immediately</b> before the incident? Describe the activity/task/event.			
Describe what the student did during the incident.			
Describe the level of severity of the incident. (e.g. damage, injury to self/others)			
Describe who or what the incident was directed at.			
What action was taken to de-escalate or re-direct the problem?			
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing.)			

# APPENDIX 13 | PURPLE REFERRAL SLIPS



## SAMPLE OF PURPLE REFERRAL SLIP FRONT PAGE



## REFERRAL | Purple Slip

PLAYGROUND REMINDER NOTICE – Retain in Behaviour Folder				
STUDENT'S NAME			CLASS	
DUTY TEACHER			TIME (circle option)	
TERM	WEEK	Mon   Tues   Wed   Thurs   Fri	1 <sup>st</sup> Break Eating	
<input type="checkbox"/> Minor physical contact (rough play) <input type="checkbox"/> Incorrect use of equipment <input type="checkbox"/> Disrespectful attitude/tone <input type="checkbox"/> Non-compliance <input type="checkbox"/> Running on or beside paths, undercover areas or around buildings (without direct supervision)		<input type="checkbox"/> No hat/shoes <input type="checkbox"/> Littering <input type="checkbox"/> Playing non-approved school games <input type="checkbox"/> Being a bad sport <input type="checkbox"/> Not playing fairly/inclusively <input type="checkbox"/> Playing in an out of bounds area/zone	1 <sup>st</sup> Half Play 2 <sup>nd</sup> Half Play 2 <sup>nd</sup> Break Eating 2 <sup>nd</sup> Break Play	

Place in classroom teacher's pigeonhole at the end of break/day. Reminder slips to be recorded on the Weekly Behaviour Recording Chart.

EXECUTIVE REFERRAL				
STUDENT'S NAME		CLASS		
TEACHER'S NAME				
TERM	WEEK	Mon   Tues   Wed   Thurs   Fri	TIME	
TO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Principal	DP	HOD	GO
			HOSES	Other
REASON FOR REFERRAL				
Recorded on OneSchool by Teacher? Yes <input type="checkbox"/> No <input type="checkbox"/>				
EXECUTIVE ACTION				
Follow up action recorded on OneSchool				Completed <input type="checkbox"/>
Teacher referred into OneSchool entry				Completed <input type="checkbox"/>
EXECUTIVE SIGNATURE			TIME RETURNED FROM OFFICE	
			/ /	

# SAMPLE PURPLE REFERRAL SLIP BACK PAGE



## REFERRAL | Purple Slip

BUDDY CLASS REFERRAL – Retain in Behaviour Folder			
STUDENT'S NAME		CLASS	
TERM	WEEK	Mon   Tues   Wed   Thurs   Fri	TIME
REASON FOR REFERRAL			
WORK TO BE COMPLETED			
DURATION OF STAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
	½ Hour	Remainder of Session	Until Work is Completed Other
CLASSS TEACHER TO RECORD ON ONESCHOOL			Completed <input type="checkbox"/>
SIGNATURE			
_____		_____	
Class Teacher		Buddy Class Teacher	

Return to Class Teacher once completed. Referral slips to be recorded on the Weekly Behaviour Recording Chart.

SPECIALIST REFERRAL – Retain in Behaviour Folder			
STUDENT'S NAME			CLASS
SPECIALIST TEACHER'S NAME			
TERM	WEEK	Mon   Tues   Wed   Thurs   Fri	TIME
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOTE	Dance	Science	Music
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT/DT	PE	Other	
INCIDENT RESULTING IN			
<input type="checkbox"/> Verbal Reminder			
<input type="checkbox"/> Warning			
<input type="checkbox"/> Buddy Class   OneSchool entry to be completed by Specialist			Completed <input type="checkbox"/>
<input type="checkbox"/> RTR   OneSchool entry to be completed by Specialist			Completed <input type="checkbox"/>

Place in classroom teacher's pigeonhole at the end of session/day. Referral slips to be recorded on the Weekly Behaviour Recording Chart.



# APPENDIX 14 | STUDENT OF THE WEEK



## STUDENT OF THE WEEK CERTIFICATE EXAMPLE



Presented to

**Tamborine Mountain State  
School**

Teacher

Student of the Week

Principal

*5W - for a great start to a new year in a  
new school. Well done!*

Monday, 10 February 2020



## SPECIALIST EXAMPLE | MUSICIAN OF THE WEEK CERTIFICATE





# APPENDIX 15 | GOTCHA REWARDS



## EXAMPLE INDIVIDUAL GOTCHA REWARDS SHEET | PREP

GOTCHA STICKER SHEET			SRL	REWARDS PRIZE	#
NAME			PREP		
 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>	 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>	 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>			
 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>	 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>	 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>			
 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>	 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>	 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>			
 <p><b>GOTCHA!</b></p> <p><input type="radio"/> I am being a learner   <input type="radio"/> I am being safe</p> <p><input type="radio"/> I am being respectful</p> <p>Name _____</p> <p>Date _____</p> <p>CONGRATULATIONS</p>					

GOTCHA REWARD SHEET

NAME |










				


GOTCHA REWARD SHEET

NAME |










				

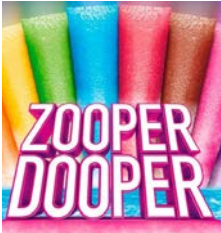
GOTCHA REWARD SHEET

NAME |




















				



# SAMPLE GOTCHA CARDS | YR1-2

 <div> <h2>GOTCHA!</h2> <p> <input type="radio"/> I am being a learner    <input type="radio"/> I am being safe  <input type="radio"/> I am being respectful         </p> <p>Name _____</p> <p>Date _____</p> <p> <input type="radio"/> G <input type="radio"/> J  <input type="radio"/> P <input type="radio"/> Z         </p> </div>	 <div> <h2>GOTCHA!</h2> <p> <input type="radio"/> I am being a learner    <input type="radio"/> I am being safe  <input type="radio"/> I am being respectful         </p> <p>Name _____</p> <p>Date _____</p> <p> <input type="radio"/> G <input type="radio"/> J  <input type="radio"/> P <input type="radio"/> Z         </p> </div>
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 <div> <h2>GOTCHA!</h2> <p> <input type="radio"/> I am being a learner    <input type="radio"/> I am being safe  <input type="radio"/> I am being respectful         </p> <p>Name _____</p> <p>Date _____</p> <p> <input type="radio"/> G <input type="radio"/> J  <input type="radio"/> P <input type="radio"/> Z         </p> </div>	 <div> <h2>GOTCHA!</h2> <p> <input type="radio"/> I am being a learner    <input type="radio"/> I am being safe  <input type="radio"/> I am being respectful         </p> <p>Name _____</p> <p>Date _____</p> <p> <input type="radio"/> G <input type="radio"/> J  <input type="radio"/> P <input type="radio"/> Z         </p> </div>
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BE		BE			BE A	
SAFE		RESPECTFUL			LEARNER	
1	2	3	4	5	6	7
8	9	Name			10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25



SAMPLE GOTCHA REWARD TOKENS | YR3-6 | COLOUR



SAMPLE GOTCHA REWARD TOKENS | YR3-6 | BLACK & WHITE







**BE**

**S**AFE

**BE**

**R**ESPECTFUL

**BE A**

**L**EARNER







| OUR EXPECTATIONS



In the learning spaces I will:

Have clean and sanitised hands before I enter a learning space.

Take care of equipment and put it away safely.

Wear my own school hat when required.

Use furniture and equipment for the intended purpose.



| OUR EXPECTATIONS



In the learning spaces I will:

Enter the learning space with teacher permission.

Transition to other learning spaces safely and respectfully.

Line up quietly without pushing in.

Move around safely.

Seek permission to leave the learning space.



| OUR EXPECTATIONS



In the learning spaces I will:

Speak to and listen to my peers and to all adults respectfully.

Use an appropriate voice in learning spaces (volume and tone).

Respect other students' right to learn.

Use Focus and Self Control.

Be punctual to all lessons.

Bring borrowed books back on time.

Return books and equipment to the correct place.



| OUR EXPECTATIONS



In the learning spaces I will:

Arrive to all learning spaces prepared with the correct equipment.

Use a Growth Mindset and Perseverance to complete tasks (try everything and take on new challenges).

Follow adult instructions the first time they are given.

Be an active learner.

Use school resources to help me learn.







| OUR EXPECTATIONS



In the school grounds I will:

Enter and exit through the correct gates at the correct time.

Go to the office if I am not collected at the end of the day.

Be aware of Stranger Danger and alert an adult immediately.

Remember the expectation about playing on the school forts before and after school.

Remain in the school grounds once I have entered.

Attend before and after school activities I am enrolled in.



| OUR EXPECTATIONS



In the school grounds I will:

Walk on the paths, beside the paths, in the undercover areas and around buildings.

Play appropriate games in the undercover area (handball and floor games).

Keep my hands and feet to myself.

Use equipment safely.

Use High 5 strategies to solve problems.

Stay in designated areas.



| OUR EXPECTATIONS



In the school grounds I will:

Wear my own school hat.

Report any issues to staff immediately.

Only purchase food for myself.

Be aware that others may have food allergies and therefore not share food.

Sit in an eating area to eat purchases from the tuckshop.

Use bathrooms appropriately for its intended purpose (not to play).



| OUR EXPECTATIONS



In the school grounds I will:

Follow the instructions of all staff on duty.

Walk on the left side of the path and stairs.

Greet and give way to adults around the school.

Walk quietly while walking past classrooms.

Hold equipment (and not play with it) when walking.





# BE RESPECTFUL

| OUR EXPECTATIONS



In the school grounds I will:

Wait for my turn on the equipment.

Be a good sport when playing with others.

Be inclusive when playing.

Stop and listen to the 'ding dong' message.

Listen and speak respectfully to my peers and to adults at all times.

Hand in any money and/or property that I find.



# BE RESPECTFUL

| OUR EXPECTATIONS



In the school grounds I will:

Put my own and any other rubbish in the correct bin.

Sit when eating and wait to be dismissed.

Wait patiently for teachers to hand out the tuckshop order and return the tuckshop basket to the tuckshop when asked.

Be careful with water.

Not engage in graffiti.



# BE A LEARNER

| OUR EXPECTATIONS



In the school grounds I will:

Know the expectations for before and after school and will be a role model to younger students.

Learn from my mistakes.

Manage my disappointment or ask for help when things don't go my way.

Use correct handwashing techniques.



# BE SAFE

| OUR EXPECTATIONS



In the community I will:

Report any unsafe or disrespectful behaviour promptly.

Sit in my seat on the bus with my seatbelt on.

Follow the bus rules as displayed in the bus.

Cross the road safely after the bus has departed.

Use designated crossing areas to enter and exit the school.

Wait until I am seated on the bus to use my device.





# BE RESPECTFUL

| OUR EXPECTATIONS



In the community I will:

Remember I am representing my school and follow expectations when I am in school uniform.

Be a role model to others.

Line up in the bus line calmly, safely and respectfully by following staff instructions.

Be respectful in the community and use appropriate language.



# BE A LEARNER

| OUR EXPECTATIONS



In the community I will:

Demonstrate the same behaviour expectations on the bus and in the community as I do at school.



# BE SAFE

| OUR EXPECTATIONS



Online or using ICTs I will:

Keep my password private.

Only use school approved apps.

Hand in my phone on arrival to school.

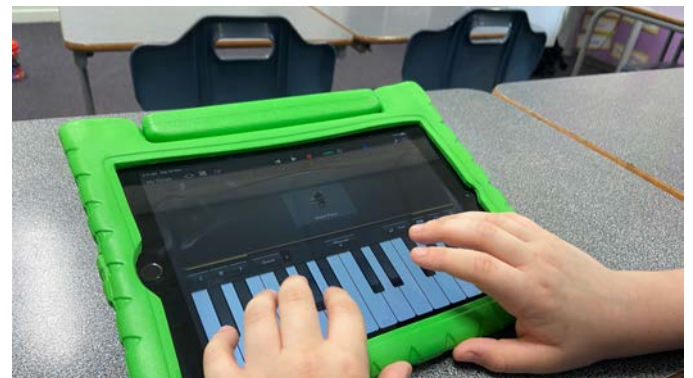
Report cyberbullying to an adult.

Only open apps/programs that the classroom teacher has instructed me to use.



# BE RESPECTFUL

| OUR EXPECTATIONS



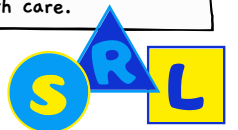
Online or using ICTs I will:

Only use respectful comments and images on all online platforms.

Only use images of others when I have permission.

Shut down technology as instructed by my teacher.

Respect all equipment and treat devices with care.





# BE A LEARNER

| OUR EXPECTATIONS



Online or using ICTs I will:

Know my username and password.

Understand and use cybersafety knowledge and skills.



# BE SAFE

| OUR EXPECTATIONS



Self and others I will:

Report unsafe behaviours.

Use the High 5 strategy to solve problems.

Talk with an adult if I (or my friends) feel distressed or unsafe.



# BE RESPECTFUL

| OUR EXPECTATIONS



Self and others I will:

Be kind to myself and others.

Respect other people's opinions even when they differ from mine.

Use my manners when interacting with my peers and adults (use please, thank you, excuse me)

Accept and respect others' differences and diversity.

Use appropriate language and tone.

Be respectful of my own property.



# BE A LEARNER

| OUR EXPECTATIONS



Self and others I will:

Use a Growth Mindset and know it is okay to make mistakes and learn from them.

Accept feedback from my peers and staff as help rather than criticism.



# RESOURCES



Support is also available through the following government and community agencies:

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Department of Communities, Disability Services and Seniors](#)
- [Child and Youth Mental Health](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [TMSS Parent and Community Engagement Framework](#)
- [Parentline](#)
- [Queensland Department of Education Student Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

# CONCLUSION



Tamborine Mountain 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 they 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 Deputy Principal or Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

**2. INTERNAL REVIEW:** [contact the local Regional Office](#)

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

**3. EXTERNAL REVIEW:** contact a review authority

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

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

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



# GLOSSARY



WORD/S OR ACRONYMS	DEFINITION
<b>A</b>	
ADG	Assistant Director-General
AUSLAN	Australian Sign Language
AVT	Advisory Visiting Teacher
<b>D</b>	
DDA	Disability Discrimination Act
DDG	Deputy Director-General
DG	Director-General
<b>E</b>	
EATSIPS	Embedding Aboriginal Torres Strait Islander Perspectives in Schools
EI	Emotional Intelligence
<b>F</b>	
FBA	Functional Behaviour Assessment
<b>G</b>	
GO	Guidance Officer
GOTCHA	Illustrated Reward Token
GVC	Guaranteed and Viable Curriculum
<b>H</b>	
HOSES	Head of Special Education Services
<b>I</b>	
IBSP	Individual Behaviour Support Plan
ICT	Information Communication Technology
<b>O</b>	
OT	Occupational Therapist
<b>P</b>	
P&C	Parents & Citizens Association
PBL	Positive Behaviour for Learning
PBT	Positive Behaviour Team
PD	Professional Development
PDA	Personal Digital Assistants
PLC	Positive Learning Centre
<b>Q</b>	
QCAT	Queensland Civil and Administrative Tribunal
QPC	Queensland Police Service
<b>R</b>	
RTR	Reflective Thinking Room
<b>S</b>	
SAS	Secret Agent Society
SCoC	Student Code of Conduct
SDA	School Disciplinary Absence
SEPC	Special Education Program Centre
SFD	Student Free Day
SGO	Senior Guidance Officer
SWAT	Student Welfare Action Team
<b>T</b>	
TMSS	Tamborine Mountain State School
<b>Y</b>	
YSW	Youth Support Worker