



Marian State School

# Student Code of Conduct 2020-2023

***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Marian State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. The Marian State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

## Contact Information

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Contact Person: Len Fehlhaber - Principal

## Endorsement

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Principal Name: Len Fehlhaber

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Principal Signature: 

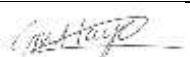
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Date: 11-11-2020

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P/C President: Mrs Emily Hayes

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

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Date: 11-11-2020

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# Principal's Foreword

## Introduction

The Marian State school community is a proud and tight knit member of the Pioneer Valley community dedicated to providing local students with a world-class education service. Highly trained staff, children loving learning and strong relationships with our families are part of our fabric.

We have a clear vision for our school's learning agenda that underpins the 21st Century teaching methods we employ every day allowing our students to flourish and succeed. We also offer a range of extra-curricular options and activities ensuring that children continue to grow their interests and talents.

We believe that social outcomes are achieved for students when our school, our community and families work together and communicate effectively to support the school's behaviour management practices. A collaborative home-school relationship provides students with a powerful message about the need for good behaviour within our school.

Marian State School has three core values, Be a Learner, Be Safe and Be Respectful.

### **Be a Learner**

- Completing class and homework tasks.
- Being in the right place, doing the right thing, at the right time.
- Following requests, instructions, directions.
- Accepting outcomes of behaviour choices.
- Being honest

### **Be Safe**

- Safe, respectful movement about our school.
- Safe play.
- Avoiding physical contact.
- Wearing correct uniform.
- Possession of safe materials

### **Be Respectful**

- Using appropriate language.
- Respecting Property.
- Caring behaviour towards others.
- Respecting others.
- Respecting authority.

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

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



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

## School Captains' Statement

On behalf of the student body at Marian State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Marian State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

**Boys' School Captain:** Owen Eckman

**Date:** 11-11-2020

**Girls' School Captain:** Maddison Schmalkuche

**Date:** 11-11-2020

**Boys' School Vice Captain:** Nate Harding

**Date:** 11-11-2020

**Girls' School Vice Captain:** Tori Troxell

**Date:** 11-11-2020

## P&C Statement of Support

As president of the Marian State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Len Fehlhaber and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Marian State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Marian State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Marian State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 35 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Marian State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Marian State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

## Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

# School Opinion Survey

## Parent opinion survey

Performance measure	2017	2018	2019
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100	95.6	100
this is a good school (S2035)	98.9	97.8	100
their child likes being at this school* (S2001)	100	100	94.3
their child feels safe at this school* (S2002)	100	95.6	100
their child's learning needs are being met at this school* (S2003)	94.6	95.6	100
their child is making good progress at this school* (S2004)	96.8	93.3	98.1
teachers at this school expect their child to do his or her best* (S2005)	100	97.8	100
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97.8	93.2	100
teachers at this school motivate their child to learn* (S2007)	100	88.9	94.3
teachers at this school treat students fairly* (S2008)	94.5	88.6	92.3
they can talk to their child's teachers about their concerns* (S2009)	98.9	95.6	94.3
this school works with them to support their child's learning* (S2010)	97.8	88.9	90.6
this school takes parents' opinions seriously* (S2011)	96.5	86.4	92.3
student behaviour is well managed at this school* (S2012)	95.6	84.4	88.2
this school looks for ways to improve* (S2013)	98.9	93.3	94.4
this school is well maintained* (S2014)	98.9	97.8	98.1

## Student opinion survey

Performance measure	2017	2018	2019
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	99.2	99.2	100
they like being at their school* (S2036)	96.9	99.2	99.2
they feel safe at their school* (S2037)	90.8	99.2	99.2
their teachers motivate them to learn* (S2038)	99.2	99.2	100
their teachers expect them to do their best* (S2039)	100	100	100
their teachers provide them with useful feedback about their school work* (S2040)	95.3	98.4	100
teachers treat students fairly at their school* (S2041)	90.7	96.7	97.5
they can talk to their teachers about their concerns* (S2042)	84.5	91.7	94.9
their school takes students' opinions seriously* (S2043)	85.8	90.2	93.2
student behaviour is well managed at their school* (S2044)	82	95.1	93.4
their school looks for ways to improve* (S2045)	93.8	97.6	99.2
their school is well maintained* (S2046)	96.1	97.3	98.3
their school gives them opportunities to do interesting things* (S2047)	89.9	94.3	98.3



## Staff opinion survey

Performance measure	2017	2018	2019
Percentage of school staff who agree* that:			
they enjoy working at their school (S2069)	100	100	97.6
they feel that their school is a safe place in which to work (S2070)	100	100	100
they receive useful feedback about their work at their school (S2071)	87.2	97.4	83.3
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)			
students are encouraged to do their best at their school (S2072)	97.4	100	100
students are treated fairly at their school (S2073)	100	100	100
student behaviour is well managed at their school (S2074)	97.4	100	97.6
staff are well supported at their school (S2075)	97.4	100	81
their school takes staff opinions seriously (S2076)	94.7	100	82.9
their school looks for ways to improve (S2077)	100	100	97.6
their school is well maintained (S2078)	97.4	100	100
their school gives them opportunities to do interesting things (S2079)	94.9	100	92.9

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

## School Disciplinary Absences (SDA)

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

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

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

MARIAN STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	9	8	10
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

## Consultation

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

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

In the second phase, we provided a survey to all parents on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

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

A communication strategy has been developed to support the implementation of the Marian State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails.

## Review Statement

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

# Learning and Behaviour Statement

## **School Beliefs about Learning:**

All staff and students at Marian State School have the right to work and learn in a safe and supportive environment free from disruption, abuse or threat. Students are expected to actively promote and model our school's motto ... "Success Crowns Effort". Our school strives to provide a learning environment where all students have the right to reach their potential, developing a sense of self-worth and self-discipline.

## **School Beliefs about Behaviour:**

It is recognised that all members of our school community must grow to be responsible for and manage their own behaviour. In this way each individual contributes to a safe, supportive environment in which good teaching and effective student learning can occur. All students at Marian State School must behave acceptably at school as this is the basic foundation upon which growth in student achievement is based. Ultimately, each individual must be responsible for his/her own actions without 'blaming others' for their unacceptable behaviour. The good citizenship behaviours we foster and promote are fair and encompass such qualities as respect, politeness, self-discipline and co-operation.

## Whole School Approach to Discipline

Marian State School uses a **Positive Behaviours Teaching Program** as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

The Positive Behaviours Teaching Program:

- provides clear instruction on behaviours that need to be explicitly taught
- ensure that only evidence-based practices are used correctly by teachers to support students
- Continually support staff members to maintain consistent school and classroom improvement practices.

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or **Positive Behaviours Teaching Program** are encouraged to speak with the class teacher or make an appointment to meet with the principal.

## **Consideration of Individual Circumstances**

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

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

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

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

## **Student Wellbeing**

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

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

### **Curriculum and pedagogy**

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



Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Marian State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; as well as modules on Healthy Relationships and Puberty delivered by Life Education (Year 5 & 6).

### **Policy and expectations**

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

#### *Drug education and intervention*

Marian State School is able to implement drug intervention measures, in the case of students being involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

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

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

#### *Medications*

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

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

Marian State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

#### *Mental health*

Marian 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 [Student Plan](#).

#### *Suicide prevention*

Marian 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.



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, Marian State School staff follow suicide intervention and prevention advice by ensuring:

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

#### *Suicide postvention*

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

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

## **Student Support Network**

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

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

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

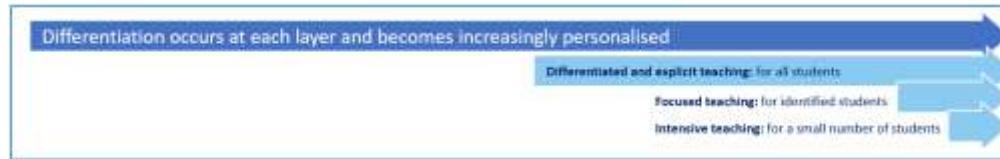
<b>Role</b>	<b>What they do</b>
Guidance Officer	<ul style="list-style-type: none"><li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li><li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li><li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li></ul>
Social Justice Team	<ul style="list-style-type: none"><li>• case manages and allocates support for identified students.</li><li>• arranges and provides wellbeing support for staff, students and community.</li><li>• organises and delivers effective transitions for all students.</li></ul>
School Nurse (regional access)	<ul style="list-style-type: none"><li>• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li><li>• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li></ul>



Class Teachers	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provides continuity of contact for students and their families through the seven years of schooling</li> <li>• ensures students feel safe and comfortable and want to come to school</li> <li>• nurtures a sense of belonging to their year level and school.</li> <li>• works with other key staff and parents in supporting student engagement.</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>• provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>• support students to overcome barriers to education such as <ul style="list-style-type: none"> <li>◦ attendance at school</li> <li>◦ relationships/social skills</li> <li>◦ conflict with family/peers/teachers</li> <li>◦ social/emotional/physical wellbeing.</li> </ul> </li> </ul>

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

## Differentiated and Explicit Teaching



## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Marian State School to provide focused teaching. Focused teaching is aligned to the **Positive Behaviours Teaching Program**, and student progress is monitored by the classroom teacher/s to identify those who:

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

Marian State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.



## 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 mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

# Legislative Delegations

## Legislation

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

## Delegations

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

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

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

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

# Disciplinary Consequences

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

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

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

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

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

## Differentiated

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

- Whole school positive behaviour rewards – ‘Platypus Points’
- 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”)
- Mindfulness strategies
- 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
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection

## Focussed

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

- Functional Behaviour Assessment
- Ready to Learn Plans (Berry Street) & chill out zones
- Individual Positive Behaviour Plans & Contracts
- Targeted skills teaching in small group
- Zones of Regulation
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

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

- Functional Behaviour Assessment based individual 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 particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

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

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

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

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

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

### **Re-entry following suspension**

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

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

### **Arrangements**

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

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



## **Structure**

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

### Agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up (if applicable)
- Revisit school expectations
- Thank student and parent/s for attending
- Walk with student to classroom

## **Reasonable adjustments**

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

# School Policies

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

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

## Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Marian 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

## Responsibilities

### State school staff at Marian State School:

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

### Parents of students at Marian State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Marian State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### Students of Marian State School:

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



## Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



### Responsibilities

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

All student mobile phones and other devices are to be handed into the school office upon arrival and collected on departure.

It is **acceptable** for students at Marian State School to:

- use a mobile phone or other device in approved classroom activities (e.g. curriculum support/access for diverse learner)
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek Admin approval where they wish to use a mobile device under special circumstances

It is **unacceptable** for students at Marian State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures



- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone 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 phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

# Preventing and responding to bullying

## Bullying response flowchart for teachers

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

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

**Prep to Year 6** – Class teacher

**Principal** – Len Fehlhaber, 07 49594444



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



## Appropriate use of social media (Mandated)

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

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

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

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

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

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

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

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



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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

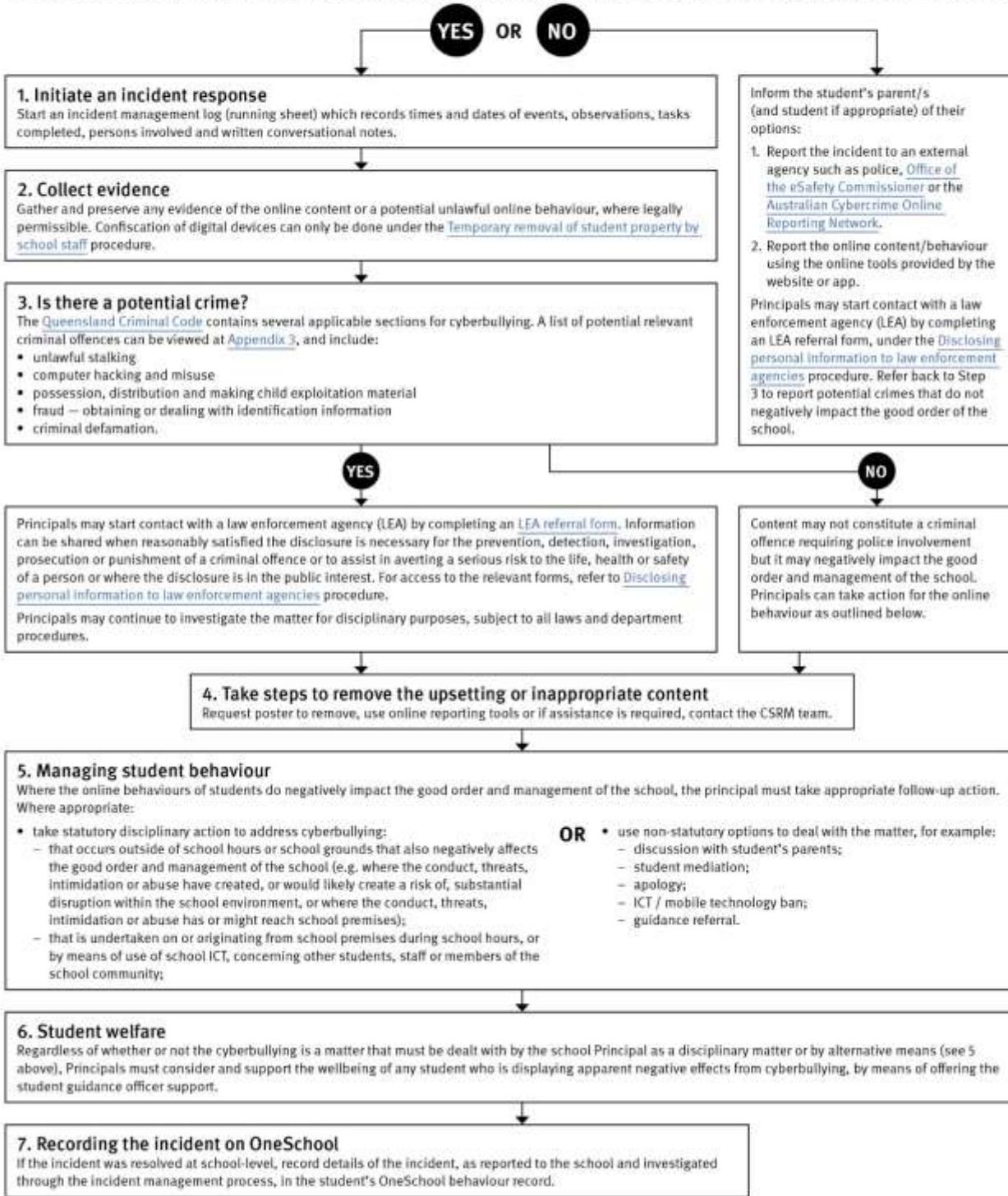
### Explicit images

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

### Help

Refer to the [Online Incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSR) 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?



# Restrictive Practices

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

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

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

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

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

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

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

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

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



## Critical Incidents

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

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

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

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

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

**Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with 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
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

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

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



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

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

# Resources

## Appendix 1

### The Use of Personal Technology Devices\* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they use personal technology devices.

#### **Personal Technology Devices Banned From School**

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. If it is essential students have such devices at school (ie for use after school), devices must be taken to the school office immediately the student arrives at school in the morning and be collected just prior to leaving the school in the afternoon. If students are found in possession of such devices, they will be confiscated by school staff and may be collected by the student's parents/carers from the school office. Breaches of this prohibition may result in disciplinary consequences.

#### **Confiscation**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office by parents/carers, unless required to be kept for purposes of Police and/or disciplinary investigation, when devices will only be returned to parents.

Devices potentially containing evidence of criminal offences will be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for any reason, for the rest of that term, or longer if deemed necessary by the Principal.

#### **Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and taken to the school office so they are out of sight. Personal technology devices may only be used without staff permission once a student has left the school grounds.

#### **Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Marian State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for any purpose including the dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) are unacceptably contributing to a culture of distrust and disharmony.

Students must not record images anywhere that recording would reasonably be considered inappropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).



Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

### **Text communication**

The sending of text messages that contain obscene language, name calling and/or threats may amount to bullying, harassment and/or stalking, and will subject the sender to discipline and possible referral to Queensland Police Service (QPS). Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools.

This includes bullying conducted by electronic means.



**Responsibility Outside School Hours:**

*Students who use Personal Technology Devices outside of school hours such that there is a negative impact on others in the school community, are considered to have negatively affected the good order and management of the school. Such behaviour will result in consequences as outlined on pages 6 & 7.*

\* Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, Ipads, Tablets, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

## **Appendix 2**

### **Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)**

#### **Purpose**

1. Marian State School strives to create positive, predictable environments for all students at all times. The disciplined teaching and learning environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures and academic growth
  - raising achievement and attendance
  - promoting equality and diversity, and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying at Marian State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying is generally considered to be deliberate behaviours aimed at having a negative impact upon victims. Behaviours that will not be tolerated at Marian State School include ...
  - name-calling
  - taunting, teasing or threatening
  - mocking, embarrassing
  - making offensive comments
  - kicking, hitting, pushing, etc
  - taking belongings
  - inappropriate text messaging
  - sending offensive or degrading images by note, phone or internet
  - producing offensive graffiti
  - gossiping
  - excluding people from groups
  - spreading hurtful and/or untruthful rumours
4. Bullying may be related to:
  - academic ability
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Marian State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as

a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

### **Rationale**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Marian State School are an addition to our school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Lessons on bullying and how to prevent and respond to it, is a subset of procedures that our students are accustomed to.

### **Prevention** (see also ‘Preventative Approaches to Bullying’ below)

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - Students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - Students have been or are being taught the 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, etc
  - Students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Anti-bullying and Cybersmart lessons are taught by teachers or other professionals (eg. Police) in classrooms with both a preventative and responsive intention. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. Lessons teach the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander (ie Ignore-Warn-Report but NO PAY BACK)
11. Lessons may focus on particular bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Marian State School attempts to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.
13. Marian State School uses behavioural data for decision-making. This data is entered into our One School database 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 may need to be revisited or revised in the instructional process.



## **Preventive Approaches to Bullying**

Preventive approaches include ongoing strategies designed to foster the active involvement of all students.

For all students all of the time, these include:

- Recognising the complexity of the problems of bullying and harassment
- Establishing a school culture that actively promotes non-violence
- Ensuring student voices are heard and they actively participate in meaningful decision making
- Recognising and celebrating diversity and promoting justice and equality
- Fostering the involvement of parents and the school community
- Instigating environmental scans and surveys to examine student perceptions of safety and the use of resources and spaces within the school
- Focusing on socialisation e.g. role models, leadership programs, peer support programs, group dynamics and cooperative learning
- Examining and challenging power structures within the classroom, school and wider society
- Investigating the school's role in social construction of race, gender and class, as a means of developing programs which celebrate diversity and promote equity, examining and challenging power structures within the classroom, school and wider society
- Developing effective behaviour management policies and programs

## **Staff are ...**

- role models in word and action at all times.
- observant of signs of distress or suspected incidents of bullying.
- minimizing occasions for bullying by active patrolling during playground supervision.
- at class on time.
- helping victims by treating all reports of bullying seriously and removing sources of distress without placing the victim at further risk.
- reporting suspected incidents to the appropriate staff member/s

## **This requires children to**

- IGNORE ... refuse to be involved in any bullying situation.
- WARN ... take some form of preventative or positive response action.
- REPORT the incident or suspected incident and help break down the code of secrecy.
- NEVER PAY BACK ...this only complicates the situation.

## **Marian State School recommends that parents**

- Watch for signs of distress in their children, e.g. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra pocket money, damaged clothes or bruising.
- Take an active interest in your child's social life and their acquaintances
- Advise your child/ren to tell a staff member (class teacher, teacher on duty) about incidents. If possible allow him/her to report and deal with the problem him/herself. They can gain much respect through taking the initiative and dealing with the problem without parental involvement. It is important to offer support to children at this point.
- Inform the school if bullying is suspected, whether your child is the bully or victim.
- Keep a written record of reports (who, what, when, where, why, how)
- Do not encourage your child to retaliate.
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.
- Be willing to attend interviews at the school if your child is involved in any bullying incident.
- Be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected.

When staff, students, parents and carers work together we create a safer and more enjoyable learning environment at Marian State School.

## **The following procedural steps could be followed when dealing with a report of bullying.**

This is a general plan for dealing with bullying. In specific cases administrators may be required to exercise discretion with regard to taking disciplinary action. The progression of steps through this plan can be terminated at any time the bullying ceases.

Significant bullying report received ...

1. Teacher investigates and discusses situation with students concerned and applies appropriate consequences as per Responsible Behaviour Plan for Students.



2. School administration involved in counselling and/or applying appropriate consequences as per Responsible Behaviour Plan for Students. Problem may be brought to the attention of relevant staff.
3. Parents of students involved are contacted for support.
4. Guidance Officer may be involved with students.
5. Other measures such as intervention by the school's *Adopt-a-Cop* (in the case of serious assaults) and confrontation of the bully by the parents of the victim may be effective and appropriate if conducted with the agreement of the parents concerned and under the supervision of the Principal.
6. Disciplinary action (suspension and/or exclusion) may be taken against those deemed responsible for bullying.

### **Appendix 3**

## **NO WEAPONS/KNIVES AT MARIAN STATE SCHOOL**

### **WORKING TOGETHER TO KEEP MARIAN STATE SCHOOL SAFE**

We can work together to keep knives out of school. At Marian State School ...

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

If a student has a weapon/knife at school, they can expect serious consequences, school based consequences such as Suspension or Exclusion but also criminal consequences such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a weapon/knife during an assault.

#### **What kinds of knife are banned?**

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

Our Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as Suspension and/or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their school bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.



## How can parents help to keep Marian State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact our school Principal.

## Appendix 4

### Marian State School Responsible Behaviour Cards

#### GREEN OR BLUE Positive Recognition Cards:

Students may be issued with Green or Blue Cards in recognition of their positive behaviour. Cards are signed by parents, returned to school & then returned to the student. Our weekly '**Green Card Draws**' provide an opportunity for students who have earned Green Cards to win a Tuckshop voucher.

Students may be issued a **Blue "Improvement Card"** when their behaviour changes from unacceptable to acceptable. An "Improvement Card" acknowledges the student's efforts towards more positive behaviours and encourages them to continue in this manner

**Rewards Day** – At the end of each term, all students who were not issued Yellow, Orange or Red Consequence Cards, are entered into an end of term draw for a small prize (one for each year level). Students who have avoided any Orange or Red Consequence cards are automatically invited to participate in their class Rewards Day Activities in recognition of their consistent good behaviour.

#### YELLOW, ORANGE OR RED Negative Behaviour Cards:

Should a student's behaviour be unacceptable according to this Responsible Behaviour Plan, a Yellow Warning Card, or an Orange or Red Consequence Card is issued so that parents are aware of incidents that occur at school. Cards are signed by parents/guardians and returned so that school staff know parents are aware of the incident.

Rarely does a consequence result from the issuing of a **Yellow Warning Card**. A series of Yellow Warning cards indicates a possible pattern of less serious but never the less unacceptable behaviour. In such cases it is possible that any future behaviour cards issued that term would be upgraded to a Consequence Card.

**Orange Consequence Cards** usually indicate a 'lunch time' detention, while **Red Consequence Cards** usually results in an 'after school' detention. Other consequences may be imposed depending on the severity of the student's transgression (e.g. withdrawal from co-curricular, extra-curricular or recreational activities or suspension).

Students who receive **more than one Orange or a Red Consequence Card** in any one school term **may not be invited to participate in the following activities for that term ...**

- co-curricula activities such as Friday representative **inter-school sport**.
- a **P&C Disco**
- extra-curricular activities such as School **Excursions and/or Camps especially** if their behaviour is such that they may be regarded as a safety risk to themselves or others.
- end of term **Rewards Day Activities**. Missing out on Rewards Day is not considered an additional punishment for those who have excluded themselves due to past behaviour. For these children Rewards Day is just another school day where they participate in learning programs planned by their teachers. (i.e. there is no additional consequence or punishment for these children on that day)

Following a 'Behaviour Management Meeting' (Admin and Class teacher), children who have been **issued only one orange Consequence Card** may be invited to attend Rewards Day activities ...

- depending on the reason for the Consequence Card (e.g. children who were issued cards for serious misdemeanors such as physical aggression, blatant dishonesty, theft, etc automatically exclude themselves from rewards activities).
- if there has been an improvement in attitude or behaviour after the issuing of a consequence card
- if the student's overall behaviour for the term has generally been positive.

A OneSchool record is made for incidents where a student has been issued a Consequence Card (Orange or Red).



## Appendix 5

### Debriefing Report ... Restrictive Practices

Debriefing may be led by a staff member who has not been involved in the event. The goals of debriefing are to:

- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide accurate & factual information on:

- Who was involved
- What happened - before/during/after
- Where it happened
- What people involved indicated were reasons for the behaviour
- What we learned

The specific questions we want to address through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were attempted?
- What worked and what did not?
- What might be done differently next time?
- How might physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for student

- What was it that you wanted?
- What upset you most?
- What was helpful?
- What got in the way?
- What can be done better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could be done to avoid physical intervention ?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.



## Appendix 6



## Marian State School ... ALWAYS BE A LEARNER

	L1. Teacher Teaching	L2. Supervised Activities	L3. Unsupervised Activities	L4. Support Staff	L5. Other Situations
<b>Looks Like</b>	<ul style="list-style-type: none"> <li>Sitting quietly</li> <li>Sitting still at desks/on carpet</li> <li>Looking at teacher – good 'eye contact'</li> <li>Students listening, thinking, paying attention, concentrating</li> <li>Hands up to talk.</li> <li>Children are actively participating.</li> <li>Students ignoring any distractions.</li> <li>Teacher or student may demonstrate a learning concept</li> </ul>	<ul style="list-style-type: none"> <li>Sitting correctly at desk/table.</li> <li>Students at the right place.</li> <li>Working quietly – writing, reading</li> <li>Hand up, waiting patiently for teacher assistance.</li> <li>Students helping others if finished their own work.</li> <li>Teacher moving about helping students.</li> <li>Students cooperating, sharing ideas</li> <li>Hard work being done, work being completed</li> <li>Students persisting</li> <li>Students listening, enjoying learning,</li> <li>People following class rules</li> </ul>	<ul style="list-style-type: none"> <li>Working co-operatively &amp; productively, independently or in groups.</li> <li>Students staying in their work place.</li> <li>Students moving as directed by teacher.</li> <li>Teacher checking on and helping as they move around the class.</li> <li>Students concentrating, focused, busy, heads down</li> <li>Students being creative</li> <li>Student talk is about their activity</li> <li>People staying with their group, sharing equipment</li> <li>Students doing what the teacher asks</li> <li>100% effort</li> </ul>	<ul style="list-style-type: none"> <li>Respecting support staff.</li> <li>Working cooperatively</li> <li>Working the same as they would with their class teacher.</li> <li>Students focusing on their work, concentrating</li> <li>Students looking for assistance, help, feedback</li> <li>Students paying attention</li> <li>People using manners</li> <li>Students working as hard as they can</li> <li>Groups working together</li> <li>Using equipment properly</li> <li>Sitting on chairs properly</li> </ul>	<ul style="list-style-type: none"> <li>People respecting others</li> <li>Uniform worn neatly with pride</li> <li>Students cooperating</li> <li>People being sensible and safe</li> <li>Good behaviours</li> <li>Students following instructions, on task</li> <li>People using manners</li> <li>Children engaged in learning</li> <li>Same behaviours as in class</li> <li>People asking for help if needed</li> <li>Places are tidy and organised</li> </ul>
<b>Sounds Like</b>	<ul style="list-style-type: none"> <li>One voice only.</li> <li>Teacher explaining.</li> <li>Teacher is easily heard.</li> <li>Students answering questions, discussing</li> <li>Students taking turns to speak.</li> <li>Books open.</li> <li>Student talk is work related.</li> <li>May be able to hear noises outside your classroom</li> <li>Typing at keyboards</li> </ul>	<ul style="list-style-type: none"> <li>Teacher giving instructions, providing explanations.</li> <li>Students making no noise or using quiet voices, whispering, low level noise</li> <li>People getting along</li> <li>Students engaged in learning</li> <li>Teacher praising good behaviour</li> <li>People using polite words</li> <li>People encouraging others</li> </ul>	<ul style="list-style-type: none"> <li>Students talking/working quietly.</li> <li>Teachers voice</li> <li>Students reading, writing</li> <li>Whispering voices, 'inside' voices</li> <li>People using manners</li> <li>Quiet when instructed to</li> </ul>	<ul style="list-style-type: none"> <li>Support staff directing and helping students.</li> <li>Quiet communications</li> <li>Sharing of ideas, discussion</li> <li>Cooperation</li> <li>Questioning others</li> <li>Adults helping</li> <li>Teacher aide talking</li> <li>People using manners</li> </ul>	<ul style="list-style-type: none"> <li>Respectful discussion</li> <li>Quiet talk</li> <li>Students helping others</li> <li>Silence if required for instructions, intercom, lock down, etc</li> <li>Best manners being used</li> <li>Others listening to experts</li> <li>Teacher giving rule reminders</li> <li>Quiet but excited voices</li> <li>People sharing, turn taking</li> <li>People using computers</li> </ul>
<b>Feels Like</b>	<ul style="list-style-type: none"> <li>Excited about learning activities.</li> <li>Enthusiastic to engage in activities.</li> <li>Proud of their achievements.</li> <li>Smart, learning</li> <li>Enjoyment</li> <li>Welcoming</li> <li>Supported</li> <li>Happy</li> <li>Having fun</li> <li>Great, lovely</li> <li>Comfortable</li> <li>Responsible</li> <li>Proud</li> <li>Well mannered</li> <li>Educated, intelligent</li> <li>Awesome, brilliant</li> </ul>	<ul style="list-style-type: none"> <li>Happy to be able to complete tasks and be successful.</li> <li>Busy learning.</li> <li>Happy</li> <li>Excellent</li> <li>Attentive</li> <li>Proud</li> <li>Exciting</li> <li>Enthusiastic</li> <li>Sense of accomplishment</li> <li>Good, awesome</li> <li>Calm and relaxed</li> <li>Excited</li> <li>Responsible, trusted</li> <li>Great, having fun</li> <li>Warm, friendly</li> <li>comfortable</li> </ul>	<ul style="list-style-type: none"> <li>Responsible and trusted</li> <li>Respected and productive</li> <li>Calm</li> <li>Responsible, mature, independent</li> <li>Sore hands from writing so much</li> <li>Amazing</li> <li>Proud, happy, glad</li> <li>Time goes quickly</li> <li>Brave to try hard challenging work</li> <li>Important</li> <li>Good helping others</li> <li>Organized, orderly</li> <li>Comfortable</li> <li>Supported, Friendly</li> <li>Fun, exciting, Enthusiasm</li> <li>Job done well</li> </ul>	<ul style="list-style-type: none"> <li>Grateful for the help from support staff.</li> <li>Respectful</li> <li>Interested</li> <li>Enthusiastic</li> <li>Confident</li> <li>Positive</li> <li>Passionate</li> <li>Pride</li> <li>Responsible</li> <li>Being watched</li> <li>Comfortable</li> <li>Being treated fairly</li> <li>Relaxed</li> <li>confident</li> </ul>	<ul style="list-style-type: none"> <li>Working safely.</li> <li>Exciting</li> <li>Apprehensive</li> <li>Energetic</li> <li>Having a go</li> <li>Being responsible</li> <li>Looking after yourself</li> <li>Enthusiastic</li> <li>Different from classroom learning</li> <li>Proud</li> <li>Happy to be there</li> <li>Responsible</li> <li>Lucky</li> </ul>



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## Marian State School ... ALWAYS BE SAFE

	<b>S1 ... in Classrooms</b>	<b>S2 ... about Buildings</b>	<b>S3 ... in the Playground</b>	<b>S4 ... going to or from school.</b>
<b>Looks Like</b>	<ul style="list-style-type: none"> <li>• Hands and feet to yourself at all times</li> <li>• Correctly use equipment – safe use of scissors, careful computer use</li> <li>• Always walk sensibly , even when in a hurry</li> <li>• wash your hands with soap after using the toilet</li> <li>• Walking on all cement paths</li> <li>• Follow adult instructions</li> <li>• Wear closed in shoes, tie up laces</li> <li>• Sit correctly on chairs, push them in when not in use</li> <li>• People sharing &amp; co-operating</li> <li>• Use electrical equipment safely – turn off at power point</li> <li>• Cover your mouth when yawning, coughing or sneezing</li> <li>• People in the right place doing the right thing</li> </ul>	<ul style="list-style-type: none"> <li>• Hands and feet to yourself at all times</li> <li>• Correctly use equipment</li> <li>• Always wear a hat &amp; shoes</li> <li>• Stay seated while eating</li> <li>• Always walk, even when in a hurry</li> <li>• wash your hands with soap after using the toilet</li> <li>• always walk in toilets and drink tap areas</li> <li>• toilets are not play areas</li> <li>• keep toilets clean and healthy</li> <li>• Never run on any cement</li> <li>• Keep to the left on walkways &amp; stairs</li> <li>• Follow adult instructions</li> <li>• Walk without climbing or swinging from poles &amp; beams</li> <li>• Watch where you are walking, especially near corners</li> <li>• Following correct procedures during 'evacuation' and 'lock down' drills</li> <li>• Children walking in pairs during school time</li> <li>• Carry a 'Break Card' as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands and feet to yourself at all times</li> <li>• Correctly use equipment</li> <li>• Throw nothing but sports balls (no sticks, sand, etc)</li> <li>• Playing by the rules - rough play &amp; 'mucking around' is unsafe</li> <li>• Climbing trees is unsafe</li> <li>• Always wear a hat &amp; shoes - stay under cover if no hat</li> <li>• Only play games in play areas.</li> <li>• Wash your hands before eating</li> <li>• All play stops immediately at bell</li> <li>• Always walk on any pathways</li> <li>• Follow adult instructions</li> <li>• Head directly for cover if it starts raining.</li> <li>• Play in your own year level areas</li> <li>• Avoid known dangers – plovers, magpies, broken equipment, etc</li> <li>• Ask for permission before leaving school grounds (ie. to collect ball)</li> </ul>	<ul style="list-style-type: none"> <li>• Hands and feet to yourself at all times</li> <li>• Correctly use equipment – always wear helmets</li> <li>• Always wear a hat &amp; shoes</li> <li>• Never run on any cement</li> <li>• Follow adult instructions</li> <li>• Walking across road crossings under supervisor's directions – look both ways before crossing</li> <li>• Stay inside school grounds until the car stops outside to pick you up.</li> <li>• Leave shoes on until you get home</li> <li>• Obey all road rules – walk on footpaths, riding bikes, scooters and skateboards safely</li> <li>• People travelling together – no-one by themselves</li> <li>• Travel directly to and from school</li> <li>• Stay away from strangers, tell adults if you feel threatened</li> <li>• Respect neighbours property and others travelling along</li> <li>• Walk bikes and carry scooters or skateboards in school grounds.</li> </ul>
<b>Sounds Like</b>	<ul style="list-style-type: none"> <li>• Students being keen &amp; productive workers</li> <li>• Noise appropriate to activities – sometimes silent individual work, people listening to instructions, other times quiet respectful task related talk in pairs/groups</li> <li>• Teachers praising appropriate behaviour</li> <li>• People co-operating, using positive language</li> <li>• Quiet, orderly movement</li> </ul>	<ul style="list-style-type: none"> <li>• Noise appropriate to activities – sometimes silent individual work, other times quiet respectful task related talk in pairs/groups.</li> <li>• Walking quietly in two lines as classes move about the school so as to not disturb other learners</li> <li>• Asking permission to leave</li> <li>• People following instructions</li> <li>• Teachers praising appropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• People and teams co-operating, working together</li> <li>• Cheerful, happy chatter &amp; laughter amongst friends</li> <li>• Laughter</li> <li>• Teachers praising appropriate behaviour</li> <li>• People encouraging &amp; reminding others to be safe, do the right thing, be a positive by-stander</li> <li>• People using their manners, talking positively</li> </ul>	<ul style="list-style-type: none"> <li>• Cheerful, happy chatter &amp; laughter amongst friends</li> <li>• Telling appropriate adults where you will be</li> <li>• People using their manners – thanking the Crossing Supervisor</li> </ul>
<b>Feels Like</b>	<ul style="list-style-type: none"> <li>• Calm, secure, no danger</li> <li>• Happy belonging to a team</li> <li>• Content, organised</li> <li>• Confident, comfortable</li> <li>• Proud - responsible following rules, co-operating</li> </ul>	<ul style="list-style-type: none"> <li>• Safe, orderly, calm</li> <li>• Secure use of equipment</li> <li>• Content, happy, enjoyable</li> <li>• Mature, independent, confident</li> <li>• Responsible</li> <li>• Proud of my school</li> </ul>	<ul style="list-style-type: none"> <li>• Fun, safe, comfortable</li> <li>• Protected, confident people know rules and won't bully</li> <li>• Independent, responsible, confident</li> <li>• Inviting, welcoming, challenging, co-operating</li> </ul>	<ul style="list-style-type: none"> <li>• Safe, happy – never walking alone</li> <li>• Confident, self assured</li> <li>• A great place to be</li> <li>• Responsible, independent, important, mature</li> <li>• Good exercise</li> </ul>





## Marian State School ... ALWAYS BE RESPECTFUL

	R1 ... of Yourself	R2 ... of Other Students	R3 ... of Staff and Adults	R4 ... of Buildings & Property
<b>Looks Like</b>	<ul style="list-style-type: none"> <li>• Actions don't hurt yourself.</li> <li>• Eating healthy food</li> <li>• Eat your fresh foods first</li> <li>• Take responsibility for your own rubbish</li> <li>• Speaking appropriately to adults and students</li> <li>• Listen to instructions</li> <li>• Go to the toilet at correct times</li> <li>• Return promptly to class</li> <li>• Be punctual</li> <li>• Take care of your property</li> <li>• Have your equipment ready for use</li> <li>• Make positive choices</li> <li>• Use manners, talk pleasantly</li> <li>• Take pride in your appearance - Wear a clean neat uniform, comb and tidy hair, shoelaces done up</li> <li>• Take pride in your school work, complete to the best of your ability &amp; work neatly</li> <li>• Helping others, sharing</li> <li>• Treat others as you want to be treated</li> <li>• NED ... Never Give Up + Encourage others + Do your best</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns when playing</li> <li>• Hands up to speak</li> <li>• Actions don't hurt others</li> <li>• Being helpful to others</li> <li>• Allowing others to join in</li> <li>• Learning the Marian rules for games before playing</li> <li>• Eat only your food</li> <li>• Take responsibility for your own rubbish</li> <li>• Respect privacy in toilets</li> <li>• Leave toilets clean for others</li> <li>• Move quietly (walk in two lines about the school) about the school to respect other learners</li> <li>• Walk around people who are talking</li> <li>• Be punctual</li> <li>• All play stops at first bell</li> <li>• Keep to the left on walkways &amp; stairs</li> <li>• Make positive choices</li> <li>• Include others in your games and activities</li> <li>• Smiling faces</li> <li>• Respecting others property</li> <li>• Use manners, don't interrupt others, minding your own business</li> <li>• Welcoming new comers</li> </ul>	<ul style="list-style-type: none"> <li>• actions don't hurt others</li> <li>• Hands up to speak, being polite, paying attention</li> <li>• Being helpful to others, smiling</li> <li>• Take responsibility for your own rubbish</li> <li>• Respect cleaners &amp; groundsman</li> <li>• Go to the toilet at correct times</li> <li>• Return promptly to class</li> <li>• Show respect for Crossing Supervisors, tuckshop workers, parent volunteers</li> <li>• Be punctual</li> <li>• Walk around people who are talking</li> <li>• Walk in two lines about the school</li> <li>• Walk on the left side of paths</li> <li>• All play stops at first bell</li> <li>• Keep to the left on walkways &amp; stairs</li> <li>• Follow adult instructions &amp; requests</li> <li>• Make positive co-operative choices</li> <li>• Respecting others property</li> <li>• Use manners, don't interrupt others, look at and listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Take your lunch box home every day</li> <li>• Don't touch others property without their permission</li> <li>• Keep walkways clear</li> <li>• Walk only on pathways</li> <li>• Make positive choices</li> <li>• Return sports equipment at the end of play time.</li> <li>• Return borrowed equipment and library books on time</li> <li>• Put your rubbish in bins, help clean up untidy areas</li> <li>• Tidy your classroom daily</li> <li>• Tidy your belongings daily</li> <li>• Turn off lights, fans, air-conditioning, computers, when not in use</li> <li>• Use recycling bins</li> <li>• Clean and tidy environment – buildings, paths, gardens, grassed areas</li> <li>• Turn off lights, fans and computers when leaving the Computer Room.</li> </ul>
<b>Sounds Like</b>	<ul style="list-style-type: none"> <li>• Speaking positively using a friendly voice at an appropriate level &amp; tone</li> <li>• Saying "NO" to inappropriate suggestions</li> <li>• Being an active listener</li> <li>• Encouraging self talk - no 'put downs'</li> <li>• Asking permission before doing things</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language, polite talk</li> <li>• Speaking positively, no put downs, threats, racial comments</li> <li>• Words don't hurt others</li> <li>• Speak quietly and appropriately to others, complimenting others</li> <li>• Always flush the toilet</li> <li>• Inviting others to join in</li> <li>• People being truthful, honest</li> <li>• People using others correct names to greet others</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate polite language</li> <li>• Speaking positively</li> <li>• Words don't hurt others</li> <li>• Speak quietly and appropriately to others</li> <li>• Wait to speak without interrupting others</li> <li>• People asking to help, greeting others</li> </ul>	<ul style="list-style-type: none"> <li>• asking others for permission to touch their property</li> <li>• caring &amp; trusting voices</li> <li>• rule reminders from teachers and friends</li> </ul>
<b>Feels Like</b>	<ul style="list-style-type: none"> <li>• knowing the Marian rules for games before playing</li> <li>• pride in respecting self and others</li> <li>• being trustworthy, mature</li> <li>• happy, positive, safe</li> <li>• keeping personal space for everyone</li> <li>• good about yourself, doing your best</li> <li>• happy to be at school</li> <li>• positive attitude, achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>• pride in respecting self and others, showing leadership skills</li> <li>• being co-operative, including others</li> <li>• acceptance of others, their opinions</li> <li>• appreciated, worthwhile</li> <li>• trusted, happy, enthusiastic</li> <li>• keeping personal space for everyone</li> <li>• good about helping others</li> <li>• making new friendships</li> <li>• happy to be at school</li> </ul>	<ul style="list-style-type: none"> <li>• pride in respecting self and others</li> <li>• people using good manners</li> <li>• people being listened to and included</li> <li>• keeping personal space for everyone</li> <li>• responsible, stress-free, mature</li> <li>• positive, helpful, appreciated</li> <li>• happy to be at school</li> </ul>	<ul style="list-style-type: none"> <li>• pride in respecting self and others property</li> <li>• people co-operating</li> <li>• keeping personal space for everyone</li> <li>• responsible</li> <li>• safe to bring my things to school, comfortable</li> <li>• grateful to others for helping you</li> <li>• Proud of our school</li> </ul>





## Marian State School ... UNIVERSAL BEHAVIOUR EXPECTATIONS MATRIX

Expectations	U1 ... Playground	U2 ... Eating Area	U3 ... Toilets	U4 ... Transition/Walkways
<b>Always be Respectful</b>	<ul style="list-style-type: none"><li>• Use appropriate language</li><li>• Take turns when playing</li><li>• Speak positively</li><li>• Make sure your actions and words don't hurt others</li><li>• Be helpful to others</li><li>• Allow others to join in</li></ul>	<ul style="list-style-type: none"><li>• Take responsibility for your own lunch/ rubbish</li><li>• Speak quietly and appropriately to each other</li><li>• Listen to instructions</li><li>• Respect cleaners and groundsmen</li></ul>	<ul style="list-style-type: none"><li>• Respect others privacy</li><li>• Respect property – no graffiti</li><li>• Always flush</li><li>• Leave toilets clean for others</li></ul>	<ul style="list-style-type: none"><li>• Move quietly to respect other learners</li><li>• Show respect to lollipop ladies/ visitors/ teachers</li><li>• Be punctual</li><li>• Walk around adults talking</li></ul>
<b>Always Be Safe</b>	<ul style="list-style-type: none"><li>• Hands and feet to yourself at all times</li><li>• Correct use of equipment</li><li>• Rough play is unsafe</li><li>• Climbing trees is unsafe</li><li>• Always wear a hat</li><li>• Only play in play areas</li></ul>	<ul style="list-style-type: none"><li>• Stay seated while eating</li><li>• Always walk</li><li>• Wash your hands before eating</li><li>• Eat only your own food</li><li>• Take your lunch box home everyday</li></ul>	<ul style="list-style-type: none"><li>• Wash hands with soap</li><li>• Use toilets appropriately</li><li>• Walk in toilet/drink areas</li><li>• Toilets are not play areas</li></ul>	<ul style="list-style-type: none"><li>• Walkways are for moving between areas , keep clear</li><li>• Hands and feet to yourself</li><li>• Walk only on paths</li><li>• Walk quietly in two lines</li><li>• All play stops at first bell</li><li>• No running on cement</li></ul>
<b>Always Be a Learner</b>	<ul style="list-style-type: none"><li>• Learn new games</li><li>• Learn the rules</li><li>• Know the school rules for your games</li></ul>	<ul style="list-style-type: none"><li>• Eat healthy food</li><li>• Eat fresh food first</li></ul>	<ul style="list-style-type: none"><li>• Remember to go to the toilet at the correct time</li><li>• Return promptly to class</li></ul>	<ul style="list-style-type: none"><li>• Walk sensibly</li><li>• Learn to keep to the left on all walkways and stair areas</li><li>• Follow teacher's instructions</li><li>• Make good choices</li></ul>



## Appendix 7



### Marian State School ... Specific Behavioural Procedures

Supplementing these general expectations are specific behavioural procedures students are taught to follow in regard particular situations and circumstances such as ...

1. Ignore, Warn, Report but NO PAY BACK Strategy
2. On the Way To & From School
3. Parade/Assembly
4. Using the Tuckshop
5. Moving About the School as a Group/Class
6. Moving About the school by myself
7. Entering a classroom as a member of a group
8. Entering a room by myself (eg with a message)
9. Leaving a Classroom as a member of a group
10. Leaving a room by myself
11. Crossing the Road Under direction of Crossing Supervisor
12. Getting an adult's attention
13. Waiting for the bus
14. Waiting to be picked up by car
15. Before School ... in school grounds
16. After school ... in school grounds
17. Playing on playground equipment
18. Playing a ball game as a member of a group/team  
Marian SS Rules for Break Time Games
19. If I don't have a hat
20. Eating time
21. In the Library
22. Working with computers
23. Working with Teacher Aides
24. Working with a teacher other than my class teacher
25. Answering the phone.
26. Walking on paths and stairs
27. Using the toilets
28. Mobile phones
29. Bicycles, scooters and skateboards
30. Money at school
31. Caring for our Animals (a) at the Farm (b) about our School.
32. Audience Skills
33. Excursions (includes Swimming)



## Marian State School – Manual of Expected Behaviours

All staff are expected to be aware of the following Expected Behaviours and explicitly teach students these expectations. Staff should model, reinforce/reward/acknowledge and teach these expectations.

Class teachers will be reminded via the weekly What's Happenings of the Rules/Procedures that should be taught in classes each week. In this way each Rule will be taught to all students at least once a term as a proactive behaviour management strategy.

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>1. Ignore, Warn, Report but NO PAY BACK</b></p> <p><b>When something happens at school and I don't like it.</b> It could be something said or done to you, in the classroom or the playground.</p> <p>Discussion Point: “Expressing Your Opinion” Everyone has the right to express their opinion.</p> <ul style="list-style-type: none"> <li>• Practice saying it in your head first</li> <li>• Pick a good time to say it (don't interrupt)</li> <li>• Use a friendly voice and speak clearly</li> <li>• Stay on the topic</li> <li>• Don't get upset if people disagree with you – remember. They have a right to an opinion too.</li> </ul>	<p><b>NEVER PAY BACK.</b> Fighting, paying back or swearing only prolongs an argument and continues and complicates the problem.</p> <p>Pay Back only makes a problem worse and does not solve the problem as the offender gets lots of attention from you.</p>	<p>Children only have three choices when something happens that they don't like ...</p> <ol style="list-style-type: none"> <li>1. <b>Ignore</b> it as something unimportant and get on with their learning or play (it might have been a joke or an accident not meant to harm you)</li> <li>2. Talk with the offender/s and <b>Warn</b> them. Tell them what they did you don't like and tell them which teacher you will report to if this problem occurs again.</li> <li>3. <b>Report</b> the problem to an adult who can help solve the problem.</li> </ol> <p><b>Never ‘pay back’.</b></p>



Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>2 . On the Way To and From School</b>	<p>Not coming directly from home to school.</p> <p>Visiting friends houses without parent permission.</p> <p>Going to the shop before school.</p> <p>Interfering with others property – eg. going into other people's yards, looking in letter boxes, picking flowers, etc</p> <p>Not walking on footpaths.</p> <p>Not riding on bike tracks or safely on left side of the road.</p> <p>Using inappropriate language in public places.</p> <p>Bullying, threatening or touching others.</p>	<p>Travel directly from home to school using the shortest and safest route.</p> <p>Only visit friends or the shop after school with your parent's permission.</p> <p>Keep hands and feet to yourself. Never interfere with other people's property.</p> <p>Stay on footpaths or bike paths where ever possible.</p> <p>Be aware of 'stranger danger' .... Report any incidents to staff or parents.</p> <p>Talk quietly to your friends – avoid loud shouting or mucking about.</p> <p>Wear your uniform proudly and let your actions be a good advertisement for your school.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>3. . Parade / Assembly</b></p> <p>Know the school Rules &amp; Pledge.</p> <p><b><i>Always Be A learner</i></b></p> <p><b><i>Always Be Safe</i></b></p> <p><b><i>Always be Respectful</i></b></p> <p><b><i>For my country and school, I promise that I will believe in myself, respect others and always remember 'Success Crowns Effort'.</i></b></p>	<p>Talking or distracting others on parade is disrespectful.</p> <p>Walking out of the class line and walking too slowly will not get the class to parade on time.</p> <p>Not standing still during the playing of the national Anthem. If you are late to assembly, don't walk and join your class until the end of the Anthem.</p>	<p>Make sure your uniform is neat.</p> <p>In two lines walk quickly and quietly to the parade area. Wait for the teacher to direct you to your correct seating area.</p> <p>Sit in your two lines, facing the front and with your legs crossed.</p> <p>During the National Anthem, have your hands by your side, face the flag and join in singing our anthem.</p> <p>Join in when we say our school rules and pledge.</p> <p>Listen while others are speaking on parade.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>4. Using the Tuckshop</b>	<p>Pushing or shoving while waiting in line.</p> <p>Letting others into the line with you.</p> <p>Being rude to tuckshop workers.</p> <p>Buying for or sharing food with others.</p>	<p>Tuckshop orders to be written on a brown paper bag with child's name, class, choice 1<sup>st</sup>/2<sup>nd</sup> break PRIOR to 8.50am). Brown paper bags may be purchased at the tuckshop for 5 cents.</p> <p>Tuckshop to be collected from tuckshop monitors by lining up at the break in a sensible manner.</p> <p>Wait patiently, be polite and use your manners ("Please" &amp; "Thank you")</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>5. Moving about the school as a group or class</b>	<p>Not looking where you are going.</p> <p>Pushing, tripping, touching others.</p> <p>Yelling, talking loudly.</p> <p>Walking in the middle or on the right hand side of paths or stairways.</p>	<p>Line up quietly in two straight lines.</p> <p>Make sure you are standing directly behind the person in front of you.</p> <p>Stand quietly and wait for teacher directions.</p> <p>When directed, walk quietly and sensibly to the designated area.</p> <p>Walk on the left hand side of paths and stairs.</p> <p>Keep hands and feet to self.</p> <p>Wait for teacher directions.</p>



Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>6. Moving about the school by myself</b>	<p>Running</p> <p>Making unnecessary noise.</p> <p>Being absent from class longer than you need to be (ie. stopping to talk or look at display boards etc.)</p>	<p>Walk the shortest route ... stay on the left hand side of paths and stairs.</p> <p>Go directly to your destination.</p> <p>When returning to your classroom, follow steps 1 &amp; 2.</p> <p>If you can't do what you planned (eg. can't find the person you need to), immediately return to your classroom.</p> <p>When you return to your classroom, report to your teacher so they know (a) you are back safely and (b) if your mission was accomplished</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>7. Entering a classroom as a member of a group</b>	<p>Entering a room where no adult is present.</p> <p>Continuing to talk or play as you might in the playground.</p>	<p>WALK to the room as a group, straight from where you have come. (no drinks or toilet)</p> <p>KNOCK then WAIT quietly outside the door until you are told to enter. Listen for directions.</p> <p>If there is no adult in the room, you MUST NOT enter.</p> <p>Walk quickly &amp; quietly to your desk – hands and feet to yourself.</p>



Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>8. Entering a classroom by myself or with a buddy (for example, to deliver a message)</b>	<p>Walking into the room uninvited.</p> <p>Talking without being invited to do so.</p> <p>Calling out to children in the class, distracting or disturbing the class.</p>	<p>Knock on the door and step into the room and wait until you are acknowledged by the teacher.</p> <p>When acknowledged by the teacher start with “Excuse me....” and explain your purpose.</p> <p>When finished say, “Thankyou...” and quietly close the door.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>9. Leaving a classroom as a member of a group (for example, at the end of a Music or PE lesson)</b>	<p>Running, pushing past others.</p> <p>Loud behaviours – eg calling out to others.</p>	<p>Put items away.</p> <p>Stand quietly behind desk with chair in.</p> <p>Wait for direction to exit and then do so in an orderly manner.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>10. Leaving a room by myself</b>	<p>Leaving without permission</p> <p>Running from room or around the school</p> <p>Disrupting class when leaving</p> <p>Speaking / requesting permission loudly or rudely</p>	<p>Always ask teacher before leaving either by putting your hand up or approaching the teacher.</p> <p>Leave quietly and avoid disrupting class.</p> <p>Walk quickly and quietly keeping hands and feet to yourself when moving around the school.</p>

Rule or Procedure	Behaviours you don't want to see	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>11. Crossing the Road Under direction of Crossing Supervisor</b>	<p>People running, riding bikes or scooters or skate boards.</p> <p>Back chatting the crossing supervisor</p> <p>Crossing away from the crossing</p> <p>Crossing before the whistle</p>	<p>Wait patiently at the right place on the footpath.</p> <p>Walk across the crossing wheeling bikes or scooter and carrying skate boards.</p> <p>Pay attention to what the crossing supervisor says.</p> <p>Only cross the road using the crossing.</p> <p>Wait for the whistle to cross the road.</p>
<b>12. Rules of etiquette for getting an adult's attention</b>	<p>Behaviours you don't want to see.</p> <p>There is no need to continually call out the teacher's name.</p> <p>There is no need to leave your desk.</p> <p>Don't bang hands or ruler on the desk or make any other noise that would distract others.</p>	<p>For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule</p> <p>If an adult is engaged in a conversation with either another adult or a child then WAIT QUIETLY and PATIENTLY away from them to respect their privacy.</p> <p>When conversation has ended, approach the adult and address them politely and correctly by their name, for example; Mr _____, Mrs _____, or Miss _____.</p> <p>Speak in a clear, audible voice, loud enough for only the adult to hear.</p> <p>Stand still and look at the adult as you are speaking to them.</p> <p>If adult is speaking to you, then wait your turn, do not interrupt whilst they are speaking.</p> <p>If you are wanting the teacher's attention during class time then raise your hand and wait quietly.</p>



Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>13. Waiting for the Bus</b>	<p>Missing the bus because you were in the wrong place.</p> <p>Pushing past others or shoving in line.</p> <p>Inappropriate language</p> <p>Playing games or on equipment when should have been in Covered games Area.</p>	<p>Be on time ... from class go to the toilet, have a drink etc then go directly to the bus waiting area.</p> <p>SIT &amp; Wait quietly in your correct 'bus line'. Listen for adult instructions.</p> <p>Walk in line when making your way to the bus. Have your bus pass or money ready. Form a single file line and wait your turn when boarding the bus.</p> <p>Be respectful to those on the bus, including the driver. Follow all driver instructions.</p>
<b>14. Waiting to be picked up by car</b>  <b>Sounds like...</b> Quiet happy voices  <b>Feels like...</b> Tired after a learning day Excited Expectant waiting	<p>Taking too much time getting from classroom to pick up place.</p> <p>Not being at the correct place parents want you to be.</p> <p>Playing games or playing on equipment.</p> <p>Waiting outside the school fence.</p> <p>Walking across the road without a responsible adult.</p> <p>Running to your car.</p>	<p>Students are to wait patiently inside the fence line.</p> <p>Students must be watching for car pick up arrival in an alert manner.</p> <p>Students are to remain in the area arranged for pickup at all times.</p> <p>Students waiting at front of the school may wait in covered shelter.</p> <p>If students are to meet their car pick up in the car park or across the road, they must walk across the road using the pedestrian crossing, under the supervision of the crossing supervisor or walk across other roads only with a responsible adult.</p> <p>Students should sit whilst waiting.</p>



Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>15. Before School...in school grounds</b>	<p>Loitering outside the school.</p> <p>Paying on play equipment or in grounds</p> <p>Playing ball games.</p> <p>Being anywhere other than the Covered Play Area before 8:30am.</p> <p>Being anywhere other than drink taps, toilets, library, tuckshop or your classroom area after 8:30am.</p> <p>Returning to drink taps, toilets, etc after making your way to your classroom.</p>	<p>Bring your school bag with you and sit in under cover area quietly until 8.30am bell</p> <p>When 8.30am bell goes, go to the toilet, get a drink and put in tuckshop orders.</p> <p>Then go straight to your classroom and prepare for the day. Stay in or about your classroom.</p> <p>If you arrive after 8:30am bell ... go to the toilet, wash hands, get a drink, place your order at the Tuckshop, then go to and stay in or about your classroom.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>16. After School .... In school grounds</b> <ul style="list-style-type: none"> <li>• <b>Always be Safe</b></li> <li>• <b>Always be Respectful</b></li> </ul>	<p>Running, jumping climbing</p> <p>Playing on school playground equipment</p> <p>Playing in the toilets or other areas of the school.</p> <p>Leaving the school grounds with people not authorised to collect you</p> <p>Shouting, swearing and inappropriate language</p> <p>Entering classrooms or other areas after school without permission to collect homework or other items</p>	<p>Walk carefully through the school grounds.</p> <p>Go directly to where you are being picked up and wait.</p> <p>Only leave with people who are authorised to collect you.</p> <p>Move quietly around the school grounds</p> <p>Make sure you have your homework and any other equipment you may need before you leave the school grounds</p>



Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>17. Playing on playground equipment</b>	<p>Pushing, pulling, shoving or tickling others who are on equipment – they may fall.</p> <p>Climbing on very top of equipment Climbing up a slippery slide. More than one student on a flying fox. Hanging upside down</p> <p>Running amongst the playground equipment</p> <p>Being selfish - “hogging” the equipment or preventing others from using it</p> <p>Not wearing your hat.</p> <p>Playing on equipment before or after school.</p>	<p>Share with others.</p> <p>Take your turn, wait patiently.</p> <p>Keep your hands and feet to yourself.</p> <p>Play on equipment for your age level.</p> <p>Bend knees to jump down from play equipment</p> <p>If you want to chase, do it on the grass not on play equipment.</p> <p>Only go on the equipment under staff supervision</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>18. Playing a ball game as part of a group or team</b></p> <p>Marian SS ... Our Student Council is developing “Rules for Break Time Games” such as ...</p> <ul style="list-style-type: none"> <li>• Handball</li> <li>• Soccer</li> <li>• Touch Football</li> <li>• Tiggy/Tag</li> </ul>	<p>Not allowing others to join in.</p> <p>Bringing your own sports equipment and then bossing others about – eg. Choosing who can play.</p> <p>Not playing by agreed rules.</p> <p>Changing rules to suit yourself or your team.</p> <p>Rough play.</p> <p>Being ‘out of bounds’.</p> <p>Being too competitive – going all out to win being too serious.</p>	<p>Follow the rules according to the Marian State School game rules (as determined by Student Council).</p> <p>Take turns and play co-operatively.</p> <p>Behave in a sensible manner.</p> <p>Be considerate to other students in the area.</p> <p>Include other students in your game and encourage positive game playing, even when you bring your own equipment to school.</p> <p>Respect others and show good sportsmanship .</p> <p>Play to have fun, not to win.</p>



Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<p><b>19. Wearing Hats at Marian State School</b></p> <p><b>Hats are to be worn when outdoors, before school, break times and P.E. lessons</b></p>	<p>No hat, No play ... don't walk from buildings to a covered play area without a hat on your head.</p> <p>Sharing hats (headlice warning)</p> <p>Taking, throwing others hats.</p> <p>Flicking others with your hat.</p> <p>Leaving hats at home to avoid PE lessons.</p> <p>Having to contact parents if you continually fail to bring a hat to school.</p>	<p>Take hat out of bag at break time – go back to your bag and get your hat if you have forgotten it.</p> <p>Take to eating area and place on head</p> <p>Hats are to stay on head during game playing. If your hat comes off when you are running, collect it &amp; put it on your head again.</p> <p>If no hat, stay under a covered shelter or walkway.</p> <p>Place hat in school bag for the following day.</p>
<p><b>20. Eating Time</b></p> <p>Staff: On bell the teachers on duty do a walk around to check for rubbish. Require children to clean up all rubbish before dismissing them and supervising an organised departure from the eating area.</p> <p>There should be no mess left behind as children make their way to class.</p>	<p>Continuing to play after the bell.</p> <p>Children leaving the area before being given direct permission by the teacher.</p> <p>Rubbish being left by departing children.</p> <p>Children running under covered areas or cement pathways.</p> <p>Children playing around the tuckshop.</p> <p>Children are not using the pathway, taking short cuts or walking through gardens.</p> <p>Leaving lunch boxes in eating area.</p>	<p>Stop play immediately when the bell rings. Walk and collect your food from your bag.</p> <p>Only take what you are going to eat from your lunch box. Always return your lunch box to your bag.</p> <p>Sit and eat your food. Talk quietly.</p> <p>Children leave the eating area only when given permission by the teacher.</p> <p>The area being left clean and tidy.</p> <p>Children waiting patiently and SITTING in an orderly fashion waiting for teachers.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>21. In the Library</b>	Noisy or disturbing behaviour  Running feet  Prep – Yr 3 ... No Bag – no book  Crowd chaos – too many people in the library.  Going to the library to play – not intending to read.	Always use your walking feet  Always use your quiet voice (“Be quiet like mice”)  Always have clean hands  Always have clean library bag  Line up quietly before entering and leaving the library  Returned books go in the “Return Basket”  Have a good reason to be in the library.
<b>22. Working with computers, computer lab and computer trolleys.</b>  <ul style="list-style-type: none"> <li>• <b>Always be a learner</b></li> <li>• <b>Always be safe</b></li> <li>• <b>Always be respectful</b></li> </ul>	Students accessing inappropriate websites or playing games when they have tasks to complete  Students with food or drink near computers.  Computers left logged on at the end of the lesson/activity – computers are then unable to be used by other students  Touching others computers.  Sharing your user name and password.  Using someone else's user name or password.  Students being rough with computers (eg banging keys rather than tapping them) Not reporting problems to teachers.	Students completing tasks as required, asking for help when needed.  Students with the necessary equipment (pencils, eraser, books etc...)  Always have clean hands  Use computers carefully and gently.  Leave the computers ready for the next group of students to use ... log off or shut down safely.  Students walking near computers  Only use websites teachers want you to use.  Report problems immediately to teachers.

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>23. Working with Teacher Aides</b>	<p>Not respecting teacher aides the same way you would your class room teacher.</p> <p>See also – Rule 24. “Working with a teacher other than my teacher”</p>	<p>Do as asked by teacher aides in classrooms and in the playground.</p> <p>See also – Rule 24. “Working with a teacher other than my teacher”</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>24. Working with a teacher other than my class teacher</b>	<p>Negative attitude; verbal or body language</p> <p>Not having correct equipment</p> <p>Loud, inappropriate behaviours</p> <p>Not in line</p> <p>Rudeness – speaking when teacher has begun the lesson</p> <p>Disregard any established rules set by teacher</p> <p>Disrespect for specialist or visiting teachers</p>	<p>Begin lesson with a positive attitude - smiling faces – positive body language</p> <p>All equipment ready at hand</p> <p>Be waiting quietly and be attentive.</p> <p>Listen for first instructions</p> <p>Be ready to listen, ready to learn.</p> <p>Be respectful &amp; co-operative.</p> <p>Behave as you would for your classroom teacher.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>25. Phone Etiquette</b>  <b>One child to be allocated the role as phone answerer</b>	More than one child going to answer the phone	<p>One person to answer the phone</p> <p>Introduction should be as follows: “Good Morning. This is (say your name) from (say which class you are from – eg 2B). How can I help you?”</p> <p>Listen carefully to what the other person is saying.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>26. Walking on paths and stairs.</b>	<p>Running</p> <p>You and your friends taking up the whole pathway or stairway.</p> <p>Jumping up and touching or hanging from the roof structure. Swinging around posts and columns.</p>	<p>Always WALK on the left hand side.</p> <p>Move to the left when passing others.</p> <p>Walk and talk quietly as you WALK along.</p> <p>SIT down if ever waiting.</p>
<b>27. Correct behaviour in and around Toilets</b>	<ul style="list-style-type: none"> <li>Children should be reminded to go to the toilet during before school and break/play times... not after the bell has gone.</li> <li>Children should be encouraged to immediately report any inappropriate play or use of the facilities.</li> <li>Children who are regularly caught not using the facilities correctly or after serious breaches of behaviour, may be instructed to use other facilities, for example, disabled toilet or have to gain individual permission every time they need to use toilets.</li> <li>Certain children should be not allowed to visit the toilet with other identified children at the same time (eg. groups of friends who regularly go to the toilet as a social outing or a work avoidance technique).</li> </ul>	<p>Children loitering around the outside or using the facility as a social gathering area.</p> <p>Children running in and out of the toilets.</p> <p>Large numbers of children going into the toilet.</p> <p>Regularly going to toilets to avoid class work.</p> <p>Loud verbal noises or slamming of doors.</p> <p>Wet toilet paper being thrown on floor or the ceiling.</p> <p>Soap and paper being wasted.</p> <p>Inappropriate play in the area (eg hiding from others).</p> <p>Locking of toilet doors and leaving unoccupied..</p> <p>Not washing hands.</p> <p>Boys not standing on the urinal step.</p> <p>Children taking equipment, writing implements, or lunch into the toilet area.</p> 

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>28. Mobile Phones, electronic devices and games.</b>  • <b>Hand mobile phones, electronic devices etc. into the office ...</b> such equipment will be confiscated if students are found in possession	<p>Leaving mobile phones in school bags, in pockets or in underwear.</p> <p>Phones being used at school (eg. taking photos/video, sending messages, making calls)</p> <p>Phones not being labelled in some way</p> <p>Phones being taken to class and then taken to the office</p> <p>Trying to collect phone earlier than 3.00pm</p>	<p>Phone/device is only for use on the way and to from school once outside school grounds.</p> <p>Name clearly stated on the phone/device (or some identifying feature)</p> <p>Hand phone/device into office as soon as you arrive. Do not go to class first</p> <p>Collect phone/device from office at 3.00pm.</p> <p>If necessary, use your phone after school with permission and under supervision of staff.</p>

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>29. Bikes, Skateboards &amp; Scooters</b>	<p>Students gathering in the bike area in the morning</p> <p>Gathering in the bike area in the afternoons</p> <p>Riding bikes, skateboards and scooters anywhere in the school grounds or while crossing the road.</p> <p>Touching other peoples bikes, scooters or skateboards.</p> <p>Don't bring any equipment that you are worried about getting damaged, lost or stolen.</p>	<p>Hop off bike/scooter/skateboard at the school gate ... walk bikes to bike racks, carry scooters/skateboards.</p> <p>Walk bikes, carry scooters/skateboards to the school gate when leaving in the afternoon.</p> <p>Lock bike up, secure scooters/skateboards.</p> <p>You must leave these storage areas straight away after you have secured your bike/scooter/skateboard.</p> <p>Have your name on your skateboard, bike or scooter.</p> <p>Cross roads by walking bikes or carrying scooters/skateboards only at designated crossings.</p>



Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>30. Money at school.</b> <ul style="list-style-type: none"><li><b>No Responsibility will be taken for money not being handed in to a responsible adult. Money must not be left in tidy boxes in classrooms or in bags left on port racks or seats etc.</b></li></ul>	Giving or sharing money with others.  Telling or showing others that you have money.  Leaving money in school bags or desks.  Not handing in money you have found to a responsible adult.	All money brought to school MUST be in a sealed envelope.  Money envelopes to be MARKED CLEARLY with the students <ul style="list-style-type: none"><li>• name</li><li>• class</li><li>• amount</li><li>• designated activity or purpose for which the money has been brought to school</li></ul> The money (in the sealed envelope) MUST be handed in immediately upon arrival at school to the class teacher, Tuckshop or the Red Collections Box in the office.

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>31. (a) Caring for our animals at the school Farm</b>	Being at the farm without adult permission or without a responsible adult being present.  Hurting or frightening animals – chasing, squeezing, dropping, yelling at animals.  Not washing hands before returning to school/class.	Only be at the farm with a responsible adult or with permission.  Handle animals with care – handle them gently/safely.  Listen to and follow adult directions.  Wash hands immediately after being at farm or helping with farm animals.
<b>31. (b) Caring for animals about our School.</b>	Hurting or frightening animals – throwing things at animals, chasing, kicking, yelling at animals.  Feeding or leaving food about the school.	Looking at but not touching animals.  Report unsafe animal behaviour to an adult (eg animals chasing children, taking food).

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>32. Audience Skills</b>  <b>Always be Respectful</b>  ...show respect for adults who may be sharing messages or information with you.  ... show respect to those who have prepared performances by being a good audience member.	Talking when someone is speaking or performing.  Not paying attention when someone is speaking or performing.  Moving about when someone is speaking or performing. Don't enter the room/hall if a performance has begun.  Using 'talking to my parents' as an excuse to be rude during a performance.	Listen in silence when someone is speaking or performing.  Use body language or quick reminder if others are not using respectful audience skills.  Talk quietly to others only in between performances. Stop talking immediately someone begins speaking or performing.  Wait at the edge of the room/hall if a performance has begun. Walk to your sitting area in between acts.  Leave the performance area if you have to talk with someone. If you have permission, take your conversation outside.

Rule or Procedure	Behaviours you don't want to see.	For each behaviour you do not want to see, write what you would like to see instead – these become your explicit expectations for each rule
<b>33. Excursions</b>	Not following usual school rules and behaviour expectations just because you are away from school.  Not listening to safety and information announcements from adults.  Being unsafe, showing off.  Not showing respect to guest speakers and unfamiliar adults you meet during the excursion.	Represent your school with pride – neat uniform, hats on, quiet discussion, orderly movement, excellent bus behaviour.  Listen for adult information and directions.  Use your manners.  Respect property.  Stay with your group – eg. ask permission to go to toilets, go back to collect something you forgot, etc  Immediately report problems to adults.

<p><b>33. (b) Swimming</b></p> <p><b>We go swimming to learn to swim or improve our swimming skills. These lessons are not a 'social occasion'.</b></p>	<p>Unsafe bus behaviour – standing up or moving about the bus.</p> <p>Noise on the bus.</p> <p>Making noise in change rooms – talking when you should be changing.</p> <p>Not listening to direction or instructions.</p> <p>Unsafe behaviour – running on cement areas.</p>	<p>Excellent bus behaviour ... sit, talk quietly, listen for directions.</p> <p>Change quickly when in change rooms – talk QUIETLY if at all.</p> <p>Care for your clothing – place in bag.</p> <p>Listen to directions and lesson instructions.</p> <p>WALK everywhere ... quickly and quietly.</p>
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**Appendix 8: MARIAN STATE SCHOOL  
AN INTRODUCTION TO OUR SCHOOL'S CODE OF CONDUCT FOR STUDENTS**



A full copy of our school's **STUDENT CODE OF CONDUCT** is available upon request.

Our school aims to create the conditions for each learner to achieve good academic outcomes and progress towards responsible self-management. **We accept that a child's background and experiences may influence their behaviour and while this may help staff understand a student's behaviour, this will not excuse unacceptable behaviours within our school.**

When determining positive acknowledgement or applying consequences for unacceptable behaviour, individual circumstances, actions of the student and the rights & responsibilities of all school community members are taken into consideration.

**Our key messages for all students are ...**

- Everyone must accept their responsibilities before they exercise their rights.
- Positive behaviours will be encouraged and acknowledged in a number of ways.
- In a school community, we need more team ("WE") behaviours than selfish ("ME") behaviours.
- Children only have three choices when something happens that they don't like ...
  1. **Ignore** it as something unimportant & get on with their learning.
  2. Talk with the offender/s and **Warn** them that the problem will be reported if it occurs again.
  3. **Report** the problem to an adult who can help solve the problem.
- **NO PAY BACK.** Fighting, paying back or prolonging an argument only continues and complicates the problem.
- **Bystanders** are expected to take some positive action to assist in resolving difficulties.
- **Parents will be informed via Responsible Behaviour Cards** of their child's positive or unacceptable behaviours. This may result in positive acknowledgement or the imposition of consequences as detailed by our Responsible Behaviour Plan for Students.
- **Behaviour Cards of all types should be signed by parents and returned to school** so that staff know parents are aware of the behaviour reported to them.

**School Beliefs About Learning:** All staff and students at the Marian State School have the right to work and learn in a safe and supportive environment free from disruption, abuse or threat. Students are expected to actively promote and model our school's motto ... "**Effort Crowns Success**". Our school strives to provide a learning environment where all students have the right to reach their potential, developing a sense of self-worth and self-discipline.

**School Beliefs About Behaviour:** It is recognised that all members of our school community must grow to be responsible for and manage their own behaviour. In this way each individual contributes to a **safe, supportive environment** in which good teaching and effective student learning can occur. **All students of the Marian School must behave acceptably at school as this is the basic foundation upon which growth in student achievement is based.** Ultimately, each individual must be responsible for his/her own actions without 'blaming others' for their unacceptable behaviour. The good citizenship behaviours we foster and promote are fair and encompass such qualities as respect, politeness, self-discipline and co-operation.

**Rights, Responsibilities & Rules:** Children are required to **1. Always Be A Learner 2. Always Be Safe 3. Always Be Respectful.**

**Processes For Recognising and Encouraging Positive Behaviour:**

Positive social outcomes are achieved for students when families support the school's behaviour management practices. A collaborative home-school relationship provides students with a powerful message about the need for good behaviour within our school. A central component of Marian State School's whole school approach to positive behaviour support is a focus on – Getting Along, Organisation, Confidence, Persistence, & Resilience These skills aim to assist students develop self-esteem through understanding themselves and getting to know how they can best relate to others. A range of support techniques are utilised so as to acknowledge positive behaviour. We believe our school community encourages & maximizes positive behaviour that focuses on learning and achievement while minimising the attention paid to unacceptable behaviours.

**Acceptable Behaviours:** Students are taught school expectations with regards ...

**Safety:**

- Safe, respectful movement about our school.
- Safe play.
- Avoiding physical contact.
- Wearing correct uniform.
- Possession of safe materials.

**Learning:**

- Completing class and homework tasks.
- Being in the right place, doing the right thing, at the right time.
- Following requests, instructions, directions.
- Accepting outcomes of behaviour choices.

**Respect:**

- Using appropriate language.
- Respecting Property.
- Caring behaviour towards others.
- Respecting others.
- Respecting authority.



- Being honest.

### **Positive Behaviours are Recognised and Supported by:**

- **Verbal reinforcement, acknowledgement, thanks - Formal & Informal private & public recognition, including Parent/Teacher discussions**
- **Parental contact** - Parents are notified so that they too can acknowledge their children' achievements (e.g. home rewards) and share in our pride when students perform or behave creditably.
- **Privileges** – Students who consistently demonstrate self-discipline and responsibility are given opportunities to involve themselves in extra curricular (e.g. school sporting teams, Student Council), co-curricular (e.g. excursions, school camps, Peer Tutoring, Peace Patrol, Buddy programs) and/or recreational (e.g. school discos, etc.) activities.
- **Awards** – Individuals are accorded special recognition via the presentation of classroom or school and class awards (e.g. Student Of The Week, Class Awards, Principal Awards, Annual Awards). Various communication channels publicly recognise positive student contributions to our school community.
- **GREEN OR BLUE Positive Recognition Cards**- Cards are signed by parents, returned to school & then returned to the student. Our weekly 'Green Card Draws' provide an opportunity for students who have earned Green Cards to win a Tuckshop voucher
- Students may be issued a Blue "Improvement Card" when their behaviour changes from unacceptable to acceptable. An "Improvement Card" acknowledges the student's efforts towards more positive behaviours and encourages them to continue in this manner.
- **Rewards Day** – At the end of each term, all students who were not issued Consequence Behaviour Cards, are entered into an end of term draw and are automatically invited to participate in their class Rewards Day Activities in recognition of their consistent good behaviour.



**Processes For Responding To Unacceptable Behaviour:** Our whole school behaviour management process focuses on each student becoming aware of the need to be responsible for their own behaviour. If necessary, students are assisted to identify the skills of self-management and are encouraged to constantly use self-evaluation to develop a desire for self-improvement and self-discipline. Staff implement planned strategies in the classroom or playground to teach effective work habits, to develop social skills and to build a good rapport with students. Strategies used will be **Preventative** (action taken to prevent or minimise unacceptable behaviour), **Supportive** (action taken to support students and teachers) or **Corrective** (actions teachers take when unacceptable behaviour occurs).

**Consequences for Unacceptable Behaviour:** Encouraging responsible student behaviour requires a range of provisions that include fair and just consequences for breaches of our Responsible Behaviour Plan for Students. Parents will be informed of the circumstances and consequences for their child, but must understand that privacy legislation restricts staff in what information they can share about other students. Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally the school Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour.

#### **Phase One Consequences:**

- 'time out', withdrawal from class, removal from class (eg. when disruptive of teaching or other students' learning),
- break time detention (The Qld Ed Act states that a student may be detained during the recess as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline)
- redirection to alternate lunchtime activities (eg Options Room, Library Courtyard)
- loss of privilege (eg 2 or more consequence cards means student is not invited to school or P&C disco (or other such activities) that term unless their parent will also be present and accept responsibility for their supervision,
- withdrawal from excursions and/or camps (ie. 2 or more consequence cards in that term signals that a student's past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety)
- restitution or compensation. Where personal or school property is damaged, a student's parents may be asked to provide some form of monetary or material restitution to compensate for the damages incurred.
- warning regarding future consequence (ie. suspension) for repeated offence,
- teacher & student "Plan of Action": If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral for additional behaviour support from the Justice and Equity Team.
- Formal parent contact - When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator and/or Guidance Officer may be an integral part of this process

#### **Phase Two Consequences:**

- Phase One consequences and/or
- withdrawal from co-curricular activities for that term (ie. 2 or more consequence cards in that term signals that a student's past behaviour is considered a threat to the good discipline & management of the whole group, and/or a threat to their own or others safety at interschool sport, Rewards Day activities, and /or Yr 7 Social),

- after school detention (The Queensland Education Act states that a student at a State School may be detained for a period of one half hour after school as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline. Every effort will be made to notify parents of an impending after school student detention)
- behaviour contracts: As a result of a conference with a Teacher, Administrator and/or a Guidance Officer, a negotiated written contract to meet certain behavioural conditions is agreed upon. Parents may be involved in this process. The school's Principal, Deputy Principal and/or Guidance Officer assists students and parents to accept their responsibilities as co-operative members of the school community.
- parent interview and agree 'Plan of Action'
- referral to Intensive Behaviour Support Team (may include referral to Guidance Officer)
- suspension from school. Students who choose not to accept other consequences imposed as a result of unacceptable behaviours (eg refuses to attend detention) or who engage in serious breaches of this plan, may be suspended. Suspension from school for up to twenty days is recognised as a most serious consequence, which can be imposed by the school Administration. Suspensions are implemented in line with the Education Queensland policy: SM-16 Student Disciplinary Absences.
- students are not likely to be eligible for any Yr 6 or 7 Student Feature Awards if they have been suspended from school during the Year 6 or 7 school year.

**Phase Three Consequences:**

- Phase One or Two consequences and/or
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

**Intensive and Extended Behaviour Support:** Students who are considered to be "seriously at risk" of significant educational underachievement due to their inappropriate behaviours are supported using a co-ordinated 'team' approach. It is essential that parents are involved in this process if positive outcomes are likely to result. When a student's inappropriate behaviours continue despite school interventions, or when infringements move to more serious breaches of the school's behaviour expectations, more extensive targeted support is put into place. This may include support from the Mackay Student Support Centre and/or other government agencies.

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

**BEFORE & AFTER SCHOOL:** There is no formal playground supervision before or after school hours. Therefore parents are advised that children (including children under school age) are not allowed to play in school grounds or on school play equipment before or after school. Unless engaged in a staff supervised activity (e.g. Instrumental music lesson), there is no need for students to arrive before 8:30am in preparation for our 8:50am bell. When students arrive at school, they should use any time available to prepare for the day's lessons and activities. This time should not be regarded as a "play" period. Students arriving before 8:30am must report to and sit in the Covered Games Area.

**SAFETY TO AND FROM SCHOOL:** Students are answerable to their parents, our school and the Police for their behaviour on the way to and from school. Therefore students are subject to school disciplinary processes for unacceptable behaviour while travelling to and from school .



