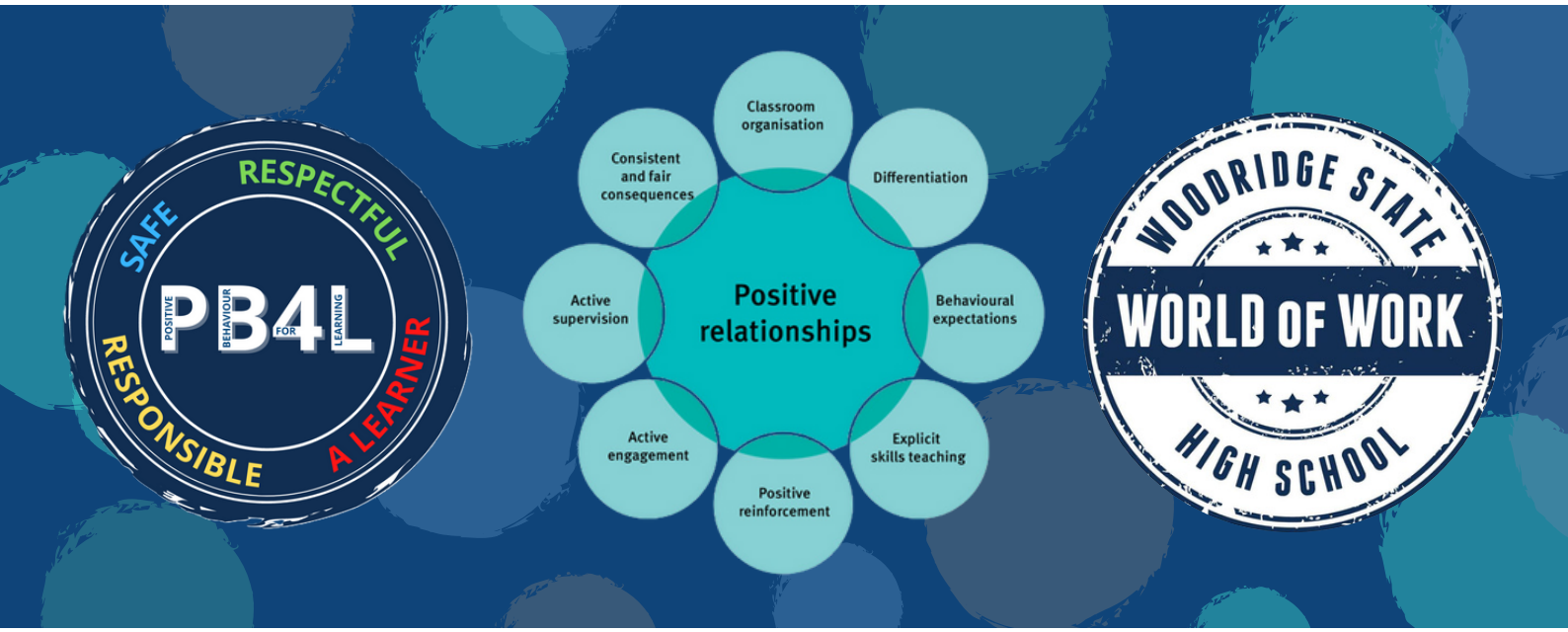
# Woodridge State High School

# Positive Behaviour for Learning (PB4L)

*and*

# Student Code of Conduct 2025-2028

***Empowered, Resilient... World Changing!***




Queensland Government

# Principal's Foreword

Woodridge State High School has a proud tradition of providing a safe, respectful and disciplined learning environment for students. As a Positive Behaviour for Learning (PB4L) school, we believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

In 1972 our school was established with a strong culture, and values we continue to uphold. They are *Knowledge, Faith and Understanding*.

Our school community has identified the following four behaviour expectations, reflective of our values, to promote high standards of behaviour across our community.

- We are Safe
- We are Respectful
- We are Responsible
- We are Learners.

Our values and behavioural expectations 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.

Woodridge State High School staff take an educative approach to discipline. We believe that behaviours can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps 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.

Over the course of 2024 a number of groups within our community contributed to the construction of our Student Code Of Conduct. I would like to acknowledge the students, teachers, parents and other members of the community for their work in establishing the Woodridge State High School Student Code of Conduct. 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.



Kathleen Janecek
Principal

# Acknowledgement of Country

As the Woodridge State High School community, we wish to Acknowledge and pay respect to the Traditional and continuing Custodians of the land upon which we are gathering today,

These lands, the sky and the waters, sustain, nourish and heal us. We would like to Acknowledge the Elders who have shared the knowledge, wisdom and culture, for their sacrifice and resilience has paved the way for each generation now and into the dreaming. We are honoured to continue the tradition of learning which has taken place on this land for more than 65,000 years.

## Contact Information

| | |
|---|---|
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| Phone: | (07) 3290 7222 |
| Email: | office@woodridgeshs.eq.edu.au |
| School website address: | www.woodridgeshs.eq.edu.au |
| Principal: | Kathleen Janecek |

## Endorsement

| | |
|---|---|
| Principal Name: | Kathleen Janecek |
| Principal Signature: |  |
| Date: | 19/11/2025 |
| P&C President Name: | Caroline Mott |
| P&C President Signature: |  |
| Date: | 19/11/2025 |

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# Positive Behaviour for Learning (PB4L) @ Woodridge State High School

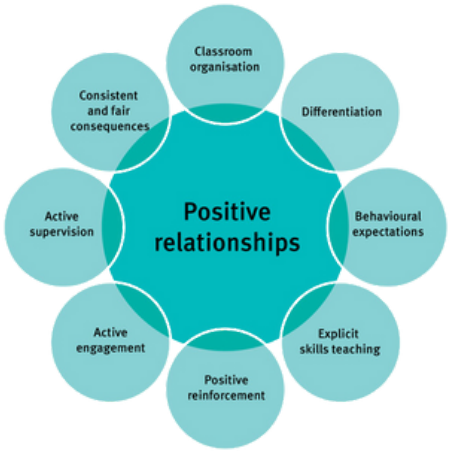
Woodridge State High School uses Positive Behaviour for Learning (PB4L) as one of the Multi-Tiered Systems of Support in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

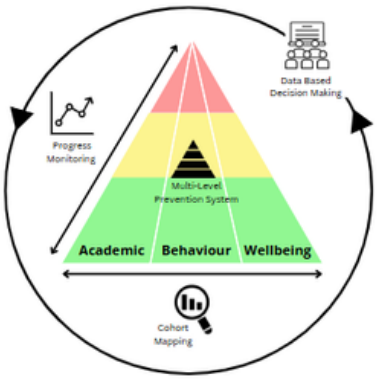
Positive Behaviour for Learning (PB4L) is a collaborative, educative, proactive and functional process used to develop effective interventions and supports for students.

PB4L is:

- **Collaborative** - team based
- **Educative** - teaching appropriate skills
- **Proactive** - encouraging corrective behaviours
- **Functional** - focused on the function of the behaviour
- **Process** - individualised




PB4L is an evidence-based framework used to:

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

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

## Our Shared Beliefs and Understandings

| | | | |
|---|---|---|---|
| All students can achieve high standards given the right time and right support. | All teachers can teach to high standards given time and the right assistance. | High expectations and early ongoing intervention are essential. | All staff and students can articulate what they do; and why they lead, teach, and learn the way they do. |

# Woodridge SHS Shared Vision & Belief:

WSHS utilises Multi-Tiered Systems of Support within the classroom and across the whole school to holistically support all learners through timely and focused interventions (Behaviour, Academic & Wellbeing), to maximise student outcomes across all learning areas and general capabilities of the Australian Curriculum.

## Multi-Tiered Systems of Support Framework

### Tier III Intensive Intervention

**Intensive Intervention - Individual Targeted Intervention**

Although most students respond to Tier 1 or Tier 2 instruction, a small percentage (i.e., 5%) will not and may require Tier 3 intervention. The main difference between Tier 2 and Tier 3 is the increase in intensity of support, monitoring and an individualized approach.

- Personalised Learning Sessions
- Functional Behaviour Assessment, QCIA and Individual Curriculum Plan
- Negotiated Timetable provisions
- Complex Case development and implementation
- 8 to 16 weeks in length and 3 to 5 sessions of additional instruction per week for remediation of skills e.g. Intensive intervention with IP
- Specialist assessment e.g. Cognitive assessment

### Tier II Focused Intervention

**Focused Intervention - Small Group Targeted Intervention**

Tier 2 Secondary prevention involves the delivery of evidence-based intervention(s) of moderate intensity to support students to master year level learning or behavioural expectations. Secondary instruction is provided “in addition to” and never “instead of” Tier 1 daily core instruction.

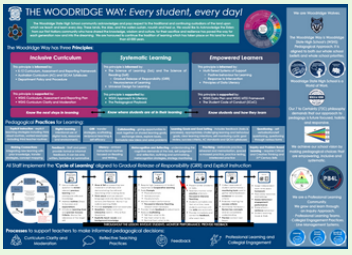
- Head of Department identifies Alternative Intervention Programs & Reviews Focused and Intensive Teaching in the CLASSROOM
- Targeted Professional Development & Meetings with Knowledgeable Others
- 6 to 9 weeks in length, 1 to 3 sessions of additional instruction per week on focused and specific skills e.g. Focused or intensive teaching in the classroom, flexible groupings across classes
- Teacher implementation of Individual Behaviour Management, Chill out, Check n Connect, Check In/Check Out, Mentoring and Communication Books

### Tier I Differentiated & Explicit Teaching

**School Wide Prevention - Evidence Based Core Instruction**

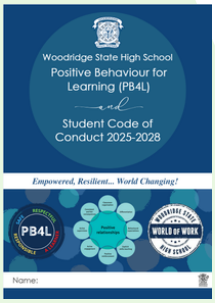
All students in Tier 1 receive high-quality essential year level standards and instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support within the academic, social-emotional, attendance and/or behaviour areas

- Know your students - Use of Data Cycles which can include Screeners, formative, summative, diagnostic assessment & moderation
- PB4L school initiatives – Essential Skills and Coaching
- Reasonable Adjustments, Universal Design for Learning & Differentiation strategies
- Explicit Teaching - Gradual Release & Effective Use of Teacher Aides
- Co Teaching & Meetings with Knowledgeable Others










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

# WOODRIDGE STATE HIGH SCHOOL

# WHOLE SCHOOL APPROACH TO BEHAVIOUR, SUPPORT & DISCIPLINE

## TEACHERS ACTIVELY ACKNOWLEDGE STUDENT POSITIVE BEHAVIOUR

Tier I 'differentiated and explicit teaching for all students', or school-wide interventions, are the critical foundation for PB4L. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning. The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom. Effective researched based instruction is foundational for the success of all students and is essential.




### Our Strategies:

- Non-verbal and visual cues (e.g. posters, hand gestures)
- Explicit Teaching - provide demonstration of expected behaviour & whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Essential Skills for Classroom Management (ESCMs)
  - Pre-correction (e.g. "Remember, walk quietly to your seat")
  - Corrective feedback (e.g. "Hand up when you want to ask a question")
  - Proximity, Redirection & Tactical ignoring
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Individual positive reinforcement for appropriate behaviour e.g. PB4L Stickers, phone call home
- Reminders of incentives or class goals
- 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?")
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom to a buddy class)
- Positive phone call or postcard home
- Monitor attendance and follow up with missed or incomplete school work - Homework Centre or curriculum catch up session
- Routinely collect evidence of student work

## STUDENT DEMONSTRATED INAPPROPRIATE MINOR BEHAVIOUR

If OneSchooling behaviour include the antecedent event/s and strategies used to de-escalate the behaviour, the motivation for the behaviour and the consequences applied. **Refer to the IPLC HOD FYI (For Your Information)**

### Our Strategies:

- Revised seating plan and relocation of student/s
- Call Parent or Caregiver
- Reprimand for inappropriate behaviour
- Brain break or movement break - class, small group or individual
- Reteach expectation or skill
- Give take-up time, use peripheral vision to monitor
- Give 1st then 2nd choice then follow through
- Removal from classroom to a buddy class
- Tactically Ignoring
- Restorative conversation
- Selective attending
- Redirect, offer of teacher assistance
- Detention
- Chill Out in the classroom
- Failure to complete assessment - call home

## STUDENT DEMONSTRATED CONTINUAL MINOR BEHAVIOUR - RECORD AS A MAJOR

When OneSchooling behaviour include the antecedent event/s and strategies used to de-escalate the behaviour, the motivation for the behaviour and if any consequences were applied. **Refer to IPLC HOD FYA (For Your Action)**

### Our Strategies:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills taught in small group eg Social Skills
- After school detention
- Behavioural contract (e.g. Discipline Improvement Plan)
- Counselling and guidance support
- Self-monitoring plan
- Stakeholder meeting with parent/carers and external agencies
- Check in - Check Out strategy
- Check 'n' Connect strategy
- Chill out card to assist with self and co regulating
- Play Plan (for lunch time implementation)
- Teacher coaching and debriefing
- Referral to year level tracking meeting for team based problem solving
- Individual Risk Management Plan

## STUDENT MINOR BEHAVIOUR CONTIUNES OR MAJOR BEHAVIOUR - RECORD AS A MAJOR

When OneSchooling behaviour include the antecedent event/s and strategies used to de-escalate the behaviour, and the motivation for the behaviour. **Refer to IPLC HOD FYI (For Your Information) and SPEC HOD FYA (For Your Action)**

### Our Strategies:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Referral to Intensive Needs Support Committee for problem solving
- Individual Curriculum Plan / QCIA Pathway
- AARA Processes implemented (permanently registered with QCAA, etc)
- Disciplinary Improvement Plan
- Stakeholder meeting with parent/carers and external agencies including regional specialists
- Short term or long term suspension
- Charge related suspension
- Suspension pending exclusion
- Cancellation of enrolment for students older than compulsory school age

## Expectations

Woodridge State High School uses Positive Behaviour for Learning (PB4L) as the multi-tiered system of support for behaviour in the school.

At Woodridge State High 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 Woodridge State High School Student Code of Conduct is an opportunity to explain the PB4L framework with parent/carers and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PB4L 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/carer and school staff member.

Any staff, student or parent/carer that have questions or would like to discuss the Student Code of Conduct or PB4L are encouraged to make an appointment to meet with their Year Level Head of Department for Student Performance, Empowerment and Culture.

### Parent and Community Code of Conduct

**Supporting learning, wellbeing and safety in every Queensland state school**

At Woodridge State High School we welcome parents and other members of our diverse community into our school. Working together with our school community, school staff support the learning and wellbeing of every student and are entitled to a safe work environment. Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

| Elements of engagement | It is expected that parents and visitors to our school communities will: | Parents and visitors to our school communities demonstrate this by: |
|---|---|---|
| Communication  | • be polite to others<br>• act as positive role models<br>• recognise and respect personal differences<br>• use the school's communication process to address concerns | • using polite spoken and written language<br>• speaking and behaving respectfully at all times<br>• being compassionate when interacting with others<br>• informing staff if the behaviour of others is negatively impacting them or their family<br>• respecting staff time by accepting they will respond to appropriate communication when they are able<br>• requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited |

| | | |
|---|---|---|
| Collaboration | • (parents) ensure their child attends school ready to learn<br>• support the Student Code of Conduct | • taking responsibility for their child arriving and departing school safely on time every day<br>• reading and encouraging their child to understand and follow the Student Code of Conduct |
| School Culture | • recognise every student is important to us<br>• contribute to a positive school culture<br>• work together with staff to resolve issues or concerns<br>• respect people's privacy. | • valuing each child's education<br>• acknowledging staff are responsible for supporting the whole school community<br>• speaking positively about the school and its staff<br>• not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media<br>• understanding, at times, compromises may be necessary<br>• considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information. |

## Code of Conduct for the Queensland Public Service

### Supporting learning, wellbeing and safety in every Queensland state school

The Public Sector Ethics Act 1994 (Qld) (the Ethics Act) establishes four ethical principles which underpin public administration in Queensland and apply to all public service employees:

- integrity and impartiality
- promoting the public good
- commitment to the system of government
- accountability and transparency.

Each principle is supported by a set of values which describes the behaviour that will demonstrate that principle. The principles and values are both equally important. All public service entities and employees must demonstrate, promote and comply with these principles and values in their work.

| ***What you can expect from us – Respectful*** |
|---|
| We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. |
| We will ensure positive behaviours are role modelled for all students. |
| We will promote every child's individuality and build a cohesive, inclusive classroom and school culture. |

| ***What you can expect from us – Responsible*** |
|---|
| We will maintain confidentiality about information relating to your child and family. |
| We will create a safe, supportive and inclusive environment for all students, staff and community. |
| We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events. |
| We will check in with you about your child's needs or any support your family may require. |

| ***What you can expect from us – Safe*** |
|---|
| We will share relevant information with you about your child's learning, social and behavioural progress at school. |
| We will nominate a contact person for you to work with to resolve a school related complaint. |
| We will act quickly to address social media issues that affect staff, students or families. |

| ***What you can expect from us – A Learner*** |
|---|
| We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress. |
| We will use the electronic school newsletter as the primary means of notifying parent/carers about school news, excursions or events. |
| We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parent/carers. |

# Woodridge State High School
# PB4L Expectations Matrix

| I am: | Whole School | Classroom | Amenities / School Grounds | Transitions | Assemblies | Off Campus | Online Learning |
|---|---|---|---|---|---|---|---|
| **A Learner** | As a Learner I engage with the Woodridge World of Work by:<br>• Asking curious questions because I want to **discover** new learning and feel empowered to make informed decisions.<br>• Seeking opportunities to deepen my learning and to challenge myself to increase my **compatibility** for the work I aspire to.<br>• Choosing a growth mindset both personally and professionally and celebrate my **readiness** to launch.<br><br>As a Learner I develop my Personal and Social Capabilities by:<br>• **Being personally aware** – I know my personal qualities and my areas for growth. I acknowledge and assess my thoughts, feelings, actions and abilities.<br>• **Reflecting** – I reflect cyclically on feedback and self-assessment to evaluate my learning and the factors that influence my learning.<br>• **Setting goals** – I develop the organisational and planning behaviours I need to set, adapt and achieve goals.<br>• **Demonstrating Resilience** – I persist in the face of setbacks and frustrations. I review and modify my approaches when faced with challenges and to build strategies to complete tasks and overcome obstacles.<br>• **Leading** – I explore the ways that I can lead myself and others. I build my leadership capacity by examining a range of approaches and learn to select appropriate strategies in different situations. | • I ask curious questions.<br>• I challenge myself.<br>• I demonstrate a growth mindset.<br>• I am personally aware.<br>• I use the class Learning Goals and Success Criteria to assess my understanding.<br>• I reflect on my progress.<br>• I set goals.<br>• I am resilient.<br>• I take on leadership roles. | • I pursue opportunities by observing my environment.<br>• I follow procedures and directions outlined by signage.<br>• I engage in lunchtime activities. | • I talk to my peers about what I have just learnt.<br>• I discuss the upcoming lessons with my peers. | • I take notes from notices and presenters, in my diary.<br>• I engage with presenters when required.<br>• I ask questions to further my understanding. | • I engage and attempt learning activities.<br>• I pursue opportunities by observing the environment. | • I access QLearn each lesson.<br>• I sign into all lessons on time.<br>• I focus and stay engaged the entire lesson.<br>• I keep my camera on during lessons.<br>• I complete and submit all required all activities.<br>• I seek support from my teachers and peers while online.<br>• I check my emails and notices each morning. |
| **Safe** | As a Safe Student I demonstrate my Personal and Social Capabilities by:<br>• **Emotionally regulating** (self) – I constructively express, manage, monitor and evaluate my emotional responses.<br>• **Resolving conflict** (others) – I develop and apply strategies to prevent, defuse and resolve conflict to reach constructive outcomes.<br>• **Engaging in safe decision-making** (self, others and environment) – I choose safe possibilities to solve problems. I evaluate the outcomes of decisions. | • I use kind words.<br>• I solution seek with my peers.<br>• I am in the correct areas at the correct times.<br>• I keep mobile phones in my bag at all times.<br>• I keep my bag in the designated area in the classroom. | • I use equipment correctly.<br>• I am sun smart.<br>• I stay in the correct areas.<br>• I place litter in bins.<br>• I assess risk and report hazards.<br>• I keep mobile phones in my bag at all times. | • I walk on hard surfaces.<br>• I keep left on pathways.<br>• I keep mobile phones in my bag at all times.<br>• I walk straight to my next lesson. | • I keep mobile phones in my bag at all times.<br>• I sit with my class/group. | • I stay with my class / group.<br>• I wear safety equipment when required.<br>• I follow the rules of the venue I am visiting.<br>• I wear the correct uniform. | • I use appropriate websites.<br>• I report online bullying to a teacher.<br>• I sign into all lessons on time.<br>• I wear full school uniform while online.<br>• I ensure my offsite workspace meets safety requirements. |
| **Respectful** | As a Respectful Student I demonstrate my Personal and Social Capabilities by:<br>• **Displaying empathy** – I recognise the emotions, abilities, needs and concerns of others. I respect the perspectives, emotional states and needs of others.<br>• **Demonstrating relational awareness** – I participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities.<br>• **Communication respectfully** – I negotiate and communicate respectfully and effectively with others through verbal and non-verbal means.<br>• **Collaborating respectfully** – I cooperate in groups and constructively contribute. I initiate and manage successful personal relationships through participation in group activities. | • I wear the correct uniform.<br>• I treat others the way I want to be treated.<br>• I use kind words.<br>• I actively listen to others.<br>• I allow/ensure one person speaks at a time.<br>• I am patient.<br>• I cooperate in groups.<br>• I place rubbish in the bins. | • I move calmly around the school.<br>• I use manners with all visitors and guests to the school. | • I wait patiently when in line.<br>• I move calmly throughout the school.<br>• I speak quietly to my peers. | • I actively listen to the presenter.<br>• I sing the National Anthem.<br>• I applaud politely when required. | • I wear the correct uniform.<br>• I speak respectfully to members of the community.<br>• I follow the rules of the venue I am visiting. | • I wear full school uniform while online.<br>• I work effectively with my peers online.<br>• I am aware of my behaviours and how they may impact other people sharing my offsite workplace. |
| **Responsible** | As a Responsible Student I demonstrate my Personal and Social Capabilities by:<br>• **Demonstrating emotional awareness** – I explore what influences emotions in myself and in others, and how my emotional responses affect mine and others behaviour.<br>• **Demonstrating community awareness** – I advocate for others. I take responsibility for my social, physical and natural environments. | • I move to class on the first bell.<br>• I bring required equipment for each lesson.<br>• I use equipment correctly. | • I return to class promptly. | • I arrive to class on time.<br>• I go to the bathroom and get a drink during this time.<br>• I have all required equipment out of my bag, before entering the classroom. | • I arrive at assembly on time.<br>• I enter the hall/Forum quietly.<br>• I make sure my name has been marked by my teacher. | • I wear the correct uniform.<br>• I submit all permission notes and payments by the due date. | • I attend all online classes.<br>• I schedule my tasks in my diary.<br>• I ensure my device is charged.<br>• I check absent teacher lists each morning. |

## Consideration of Individual Circumstances

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

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

Staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parent/carers to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. We expect that parent/carers and students will respect the privacy of other students and families.

## Trauma Informed Practice & PB4:L

*What is trauma-informed practice?*
The PB4L framework supports schools to become trauma-informed by increasing awareness of the effects of trauma on students' learning, wellbeing and behaviour, including attendance, engagement, relationships with others, academic achievement and behaviour. This awareness includes being mindful of avoiding re-traumatisation and looking beyond the immediate or 'surface' behaviours.

Woodridge State High School uses the trauma-informed approach which provides universal support to all students and are sensitive to individual needs, addressing student needs holistically and working in partnership with caregivers and agencies to provide evidence-based interventions for students who are experiencing difficulties associated with complex trauma.

PB4L fosters safe, positive, consistent and predictable environments, which are foundational to a trauma-informed approach. Challenges in relation to behaviour, mental health, academic success and social issues are best addressed using an integrated approach focused on the whole child.

Research shows that many students have experienced or are still experiencing early trauma. The high prevalence of trauma underlines the importance of a whole-school approach, which assumes that all students will benefit from support, taking into consideration emotional, academic and behavioural responses. In addition, an awareness amongst all staff of the prevalence and effects of trauma, and the importance of a positive school environment, is the foundation for effective trauma-informed support.

Students who have experienced developmental trauma are more likely to present with problem behaviours, which may be externalising (e.g., aggression) or internalising (e.g., withdrawal). These behaviours are often adaptive, and perform a needed function for students. PBL uses a functional approach to behaviour support, which takes into account both the factors impacting on problem behaviour, and the skills needed to learn alternative behaviours which will still meet the necessary function for students. PBL places strong importance on the need to teach, practise and reinforce desired behaviours.

Students who have experienced trauma need to feel safe and secure. PBL helps schools to develop a safe and supportive school environment, with consistent and positive behavioural supports in place.

An understanding of the effects of trauma on students can help to inform implementation of PBL by increasing awareness of the need to provide safety and security in responding to problem behaviours by being predictable and respectful and taking into account that there may be hidden reasons for the misbehaviour.

All areas of Woodridge State High School are learning and teaching environments that make up our World of Work. We consider every experience to be an opportunity for valuable personal, professional and social learning.

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.

## Tier I Differentiated and Explicit Teaching ~ PB4L

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

There are three main layers to differentiation, as illustrated in the MTSS Framework. The PB4L model is the same as when used for academic and pedagogical differentiation. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PB4L Behaviour Expectations, as a basis for developing their behaviour standards. Using this, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The rules are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Five strategies to create a well-managed classroom

1. **Engagement** - foster and maintain student engagement by teaching interesting lessons that include opportunities for active student participation
2. **Rules** - establish and teach classroom rules to communicate expectations for behaviour
3. **Routines & Procedures** - build structure and establish routines to help guide students in a variety of situations
4. **Positive acknowledgement** - reinforce positive behaviours, using praise and other means
5. **Consequences** - consistently impose consequences for inappropriate behaviour







## Establishing Classroom Expectations and Rules

Expectations are the valued beliefs or attitudes that we want students to display whereas rules are the specific behaviours which define what students need to do to meet the expectations.

How to establish classroom rules

- Present the schoolwide expectations to students and brainstorm the classroom rules which are needed for each schoolwide expectation.
- Develop a process (for example, each student selects the Top 5) to select rules for the classroom.
- Word the rules positively, using age appropriate language.
- Check that each rule is observable and measurable.
- Add visuals for each rule.
- Display the rules in a highly visible part of the classroom.

## Establishing Classroom Routines & Procedures

When developing procedures, keep “Why, what, when, where, who, and how” in mind:

- Why is this routine needed?
- What is the routine?
- What are the steps for successful completion of the procedure?
- When will the procedure be taught?
- When will the routine be practised?
- Where is this routine needed?
- Who needs to be taught this procedure?
- Who will teach this procedure?
- How will successful use of procedures be recognised?
- How will I support students who require more time to learn the routine?

Handing in Homework or Assignments

Getting Attention

Managing and using equipment.

Entry & Exit Routines

Asking for Help

Further Info: https://www.edresearch.edu.au/sites/default/files/2024-02/rules-and-routines-aa.pdf



*“How are you Habit Stacking?”*

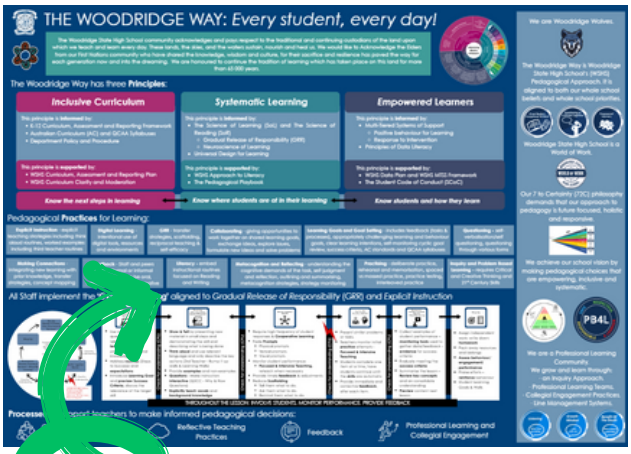
## Explicit Teaching

Each week a PB4L focus will be shared in the Weekly School Newsletter and will be the focus for the school community. Teachers are required to teach an explicit lesson (approx. 10-15 mins) as per the rotation decided by the PB4L committee, to further teach the rule and associated strategies or skills.

The focus is determined by the PB4L team as a response to behaviour data. Data will also be used by staff to identify and provide targeted teaching for individuals, small groups, whole class and year level cohorts.

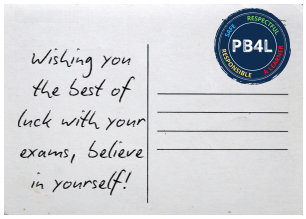
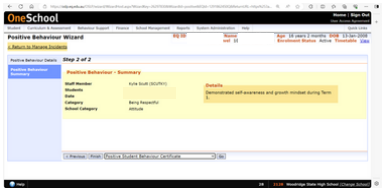
**Teaching Expectations**

Step 1: Identify the skills to be taught
Step 2: Define the context
Step 3: Explain the key steps or components
Step 4: Show how the behaviour is used
Step 5: Practice, Monitor and feedback
Step 6: Reinforce and reteach, as required




*“Are you familiar with our Whole School Pedagogical Approach ~ The Woodridge Way?”*

# Reinforcement & Rewards

| Type | Example | Expectations |
|---|---|---|
| Verbal Praise & Reinforcement | "Well done! Good to see your laptop out. I can see you are ready to learn!" | Fast and frequent praising of observed desired behaviours e.g. descriptive encouraging. |
| Positive Contact Home |  Phone, Email, Post | Consistent and frequent communication with key stakeholders e.g. parents and carers |
| PB4L Token |  | Fast and frequent acknowledgement of desired behaviours aligned to school expectations. Explicit use of school language e.g. 'Safe, Respectful, Responsible, A Learner'. |
| Postcard |  | At the end of a week staff may select 1 student per class to receive a positive post card to acknowledge positive growth in behaviour, wellbeing or academics. |
| Class Goal & Rewards | Class games | Negotiated with class, co-constructed to align with students' interests and content area. |
| Learner Behaviours and/or Attendance Certificate |  | Recognition of sustained / improved in learner behaviours and / or attendance, celebrated at Year Level Assemblies. |
| OneSchool Positive Behaviour Entry |  | At the end of a week staff may select 1 student per class to receive a Positive Behaviour Entry to acknowledge positive growth in student behaviour, wellbeing and academics. Staff members are to inform student of the OS entry and the reasons. |
| OneSchool Positive Behaviour Certificate |  | Generated through OneSchool, e.g. certificates can be generated after X amount of positive OS entries and mailed home or given on Assembly |
| PB4L Reward Shop |  | Communicated weekly e.g. Roll class, student notices, assemblies etc. Students earn PB4L stickers and exchange these for extrinsic motivators that are linked into their values. |

# Positive Behaviour for Learning: Universal Supports Classroom Systems for Learning

## Relationships

Creating a positive classroom climate requires attention to the interactions between teachers and students.

The preferred adult behaviours incudes

- Proximity
- Active listening
- Eye contact
- Pleasant tone of voice
- Smile and use student's name

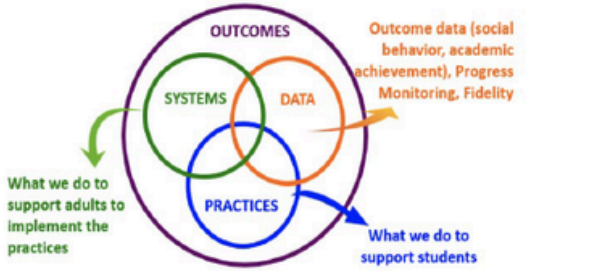
## Classroom Environment

Organising the physical space will include attention to:

- Layout of learning space to allow movement, access to resources and defined areas for working
- Seating arrangements and plans
- Storage of teacher, student and class resources
- Displays of student work
- Posting expectations and routines
- Schedules and timetables

## PBL Problem Solving Process and Continuum




## Classroom Expectations

To be effective, classroom behaviours/rules need to linked to the 4 school-wide expectations, student negotiated, clearly posted, explicitly taught, and specifically reinforced.

They should be:

- Observable
- Measurable
- Positively Stated
- Understandable
- Always applicable

## Encouraging Expected Behaviour

Effective encouragement at a rate of 4:1 will increase:

- On task behaviour
- Correct responses, work productivity and accuracy
- Attention and compliance
- Cooperative play
- Foster intrinsic motivation

Four components of effective recognition and encouragement of students:

1. Adult non-contingent and contingent behaviour
2. Effective specific reinforcement system
3. Use of tangible reinforcement system
4. A menu or continuum of reinforcers

## Opportunities to Respond

Definition: Is an instructional question, statement or gesture made by the teacher seeking an academic response from students

- Verbal Responses- orally answering a question, sharing their ideas, reviewing or summarising prior learning, repeating a new concept e.g. individual questioning, choral responding, peer share buddies.
- Non-verbal Responses- white boards, response cards, student response systems (technology devices, non-verbal e.g. thumbs up)
- Other practices- computer assisted instruction, class-wide peer tutoring, direct instruction

## Activity Sequence and Choice

Empowering students increases student engagement and personal motivation.

For students who ***can*** do assigned academic work but ***choose not to*** do it consider…

- **Activity sequencing**
  a. Task interspersal
  b. Behaviour momentum
- **Choice**
  a. Order of completion
  b. Materials used to complete task
  c. Whom they work with
  d. Where they will work
  e. What they can do once task is complete

Choice can be used class wide, to groups or with individual students

## Classroom Procedures and Routines

- Clarification of individual classroom routines/activities
- Explicitly teach using
  1. TELL
  2. SHOW
  3. PRACTICE
- Prompt or pre-correct regularly for success
- Continuously supported through monitoring and providing specific feedback

## Responding to Problem Behaviour

Staff manage MINOR behaviour errors by addressing and correcting just as they would an academic error.

General considerations:

- Consistency
- Active supervision
- Pre-corrects
- Calm, immediate response
- Specific, yet brief
- Quiet, respectful interaction with student
- Refocus class if needed

Remember the importance of prevention

## Active Supervision

3 components: moving, scanning and interacting

- Allows for the provision of immediate learning assistance
- Increases student engagement
- Reduces inappropriate and increases appropriate behaviour
- Provides knowledge of students' use of expectation
- Allows for encouragement of those using expectations or appropriate behaviour
- Allows for timely correction of learning errors (academic/ social-emotional)

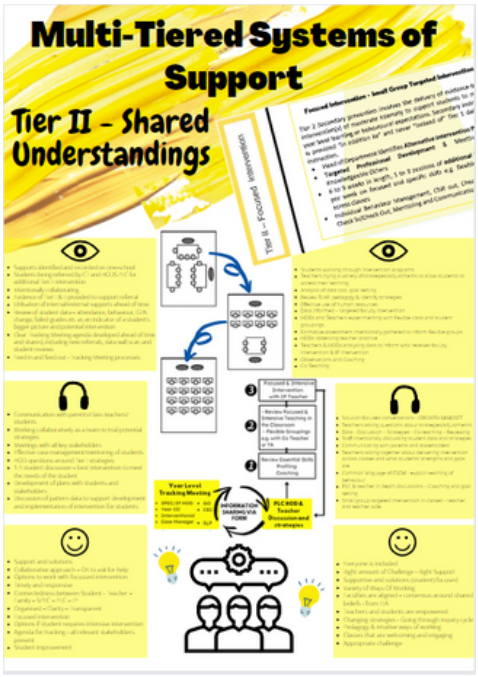
## Task Difficulty

Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths.

Adjustments can be made in 3 ways

- Assignment's length or time frame allotted
- The mode of task completion
- The extent of instruction or practice provided

# Tier II Focused Teaching ~ PB4L




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. Interventions should require little time of classroom teachers and are easy to sustain

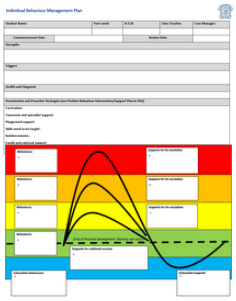
Support staff, including teacher aides, teachers with specialist expertise in learning, language or development, can work collaboratively with class teachers at Woodridge State High School to provide focused teaching. Focused teaching is aligned to the PB4L Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

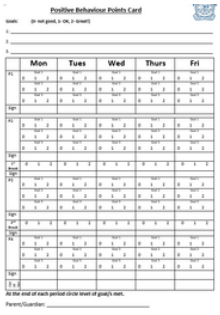
## Example Tier II Support Strategies and Plans



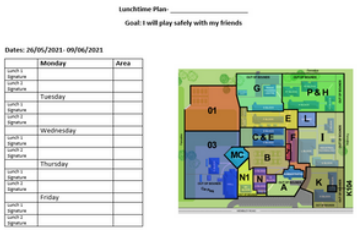

Chill Out



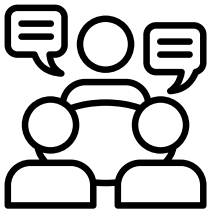
Individual Behaviour Management



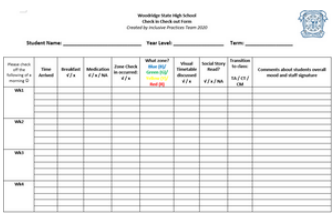

Check In/ Check Out



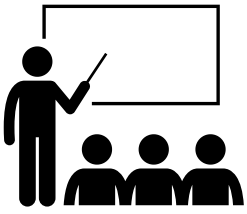

Play Plan



Parent Meeting



Check n Connect



Buddy Class




Restorative Conversation or Detention

Call Home



# Chill Out

Student is beginning to become dysregulated and/ or display inappropriate behaviours. **1st STEP - Strategies used:** Essential skills and 1:1 support to re-engage the student in the learning.

The student continues to be dysregulated

Ask student – "Do you need help from a teacher or aide so that you can keep working?"

YES → Continue working with assistance.

NO

Ask student – "Do you need to talk to a teacher or aide 1:1?"

YES → Allow student time out to talk to teacher or teacher aide. Support to Re-enter and continue to work

NO

Offer student brain break or movement break - can be whole class, small group or individual

YES → Allow student time for a brain break or movement break. Support to Re-enter and continue to work

NO

Ask student – "Do you need time to Chill Out in the classroom?" Set timer.

YES → Allow to chill out

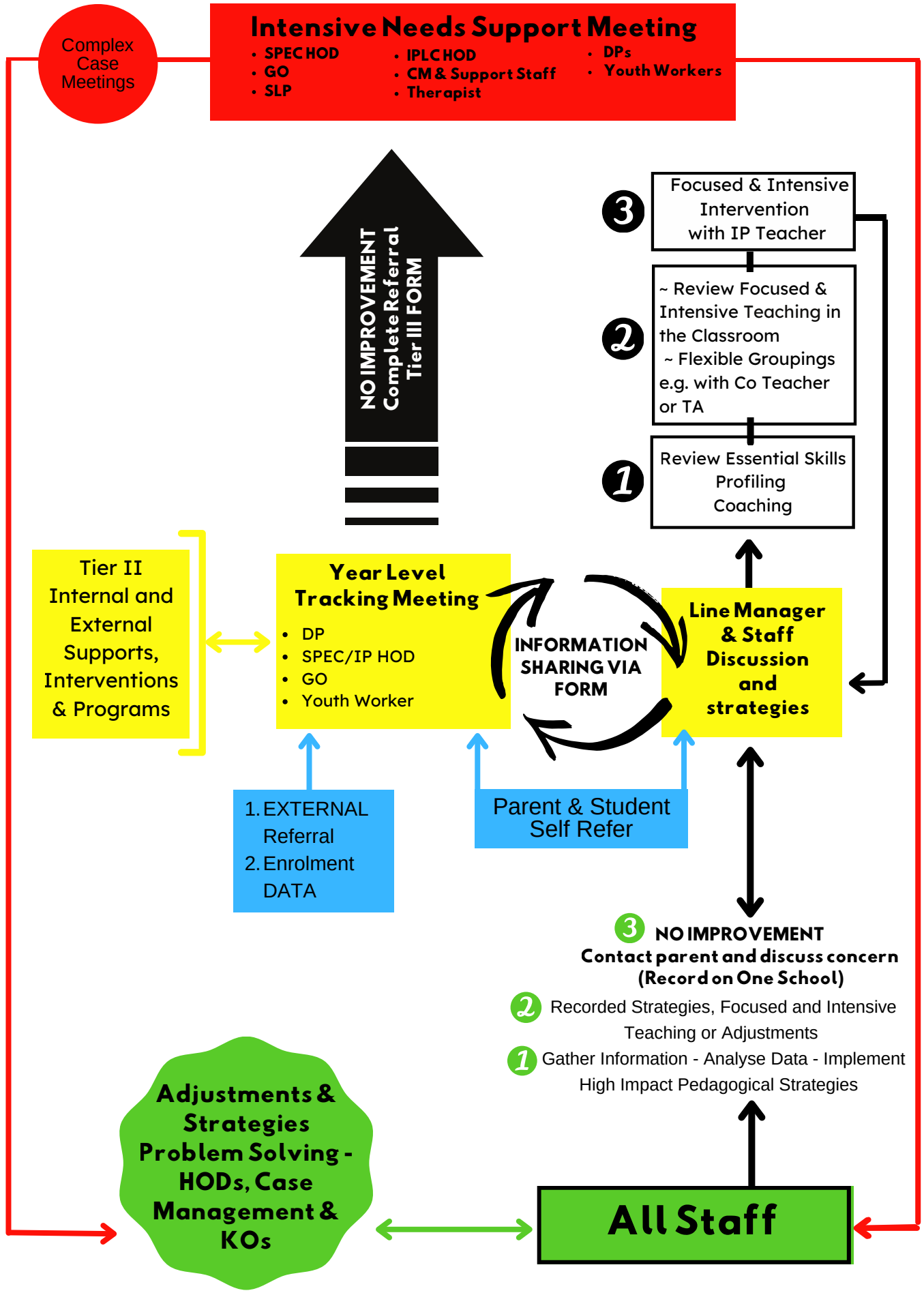
NO

Ask student – "Do you need to go to Chill Out?" Write in Diary.

YES → **CHILL OUT** Allow student to access Chill Out in K0.09

NO

OneSchool behaviour incident and refer to IPLC HOD/Case Manager




# Whole School Referral Process

For further Tier II Focused Supports and Strategies please speak to your Year Level HOD

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 may be assigned an IP Case Manager or SPEC HOD that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

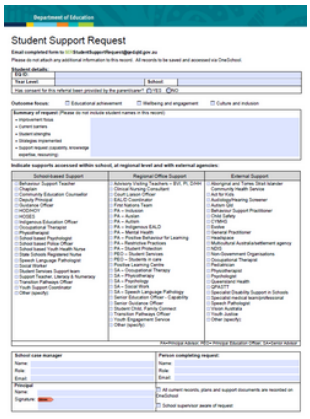
## Example Tier III Support Strategies and Plans


Behaviour Risk Assessment Tool
Safety or Wellbeing
Completed by Kylie Scutt | Woodridge State High School | Term 2, 2020
Contents

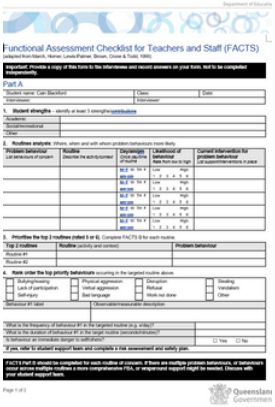
Individual Behaviour Risk Assessment Tool (IBRA)


Individual Student Safety Plan (ISSP)
For the use of planned use of physical restraint, mechanical restraint or containment.

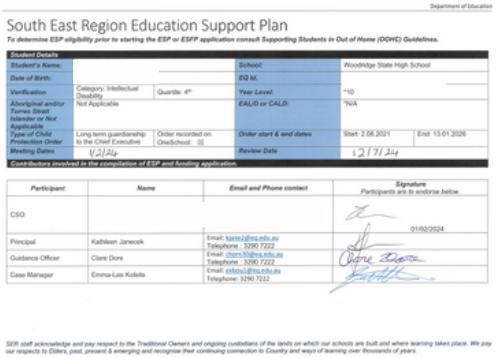
Individual Student Safety Plan (ISSP)


Student Support Request

DoE or External Referral


Functional Assessment Checklist for Teachers and Staff (FACTS)

Functional Behaviour Assessment


South East Region Education Support Plan

Education Support Plan (ESP)


Woodridge State High School
Individual Student Plan - I

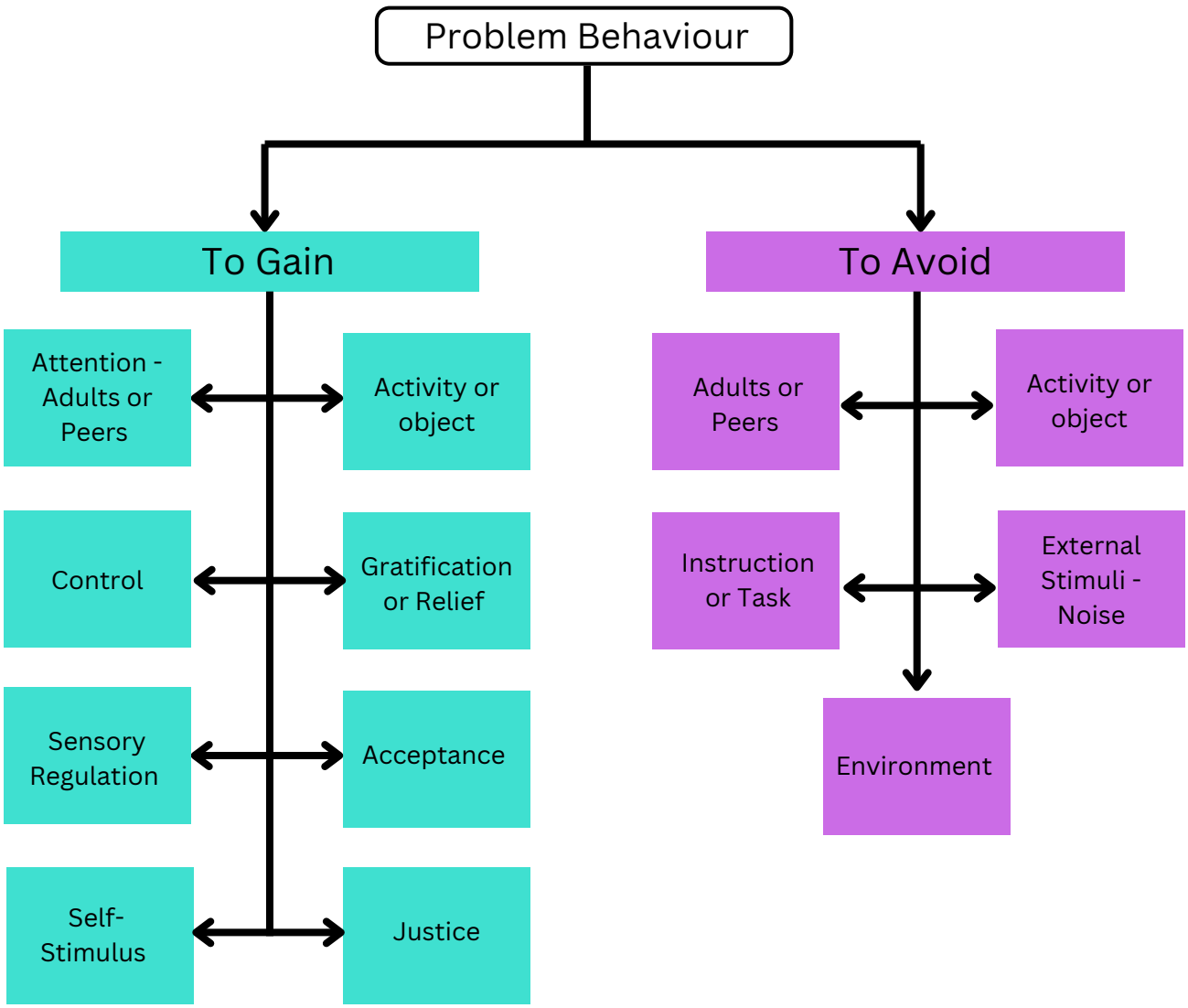
Tier III Social & Emotional Intervention

## Functional Approach to Behaviour

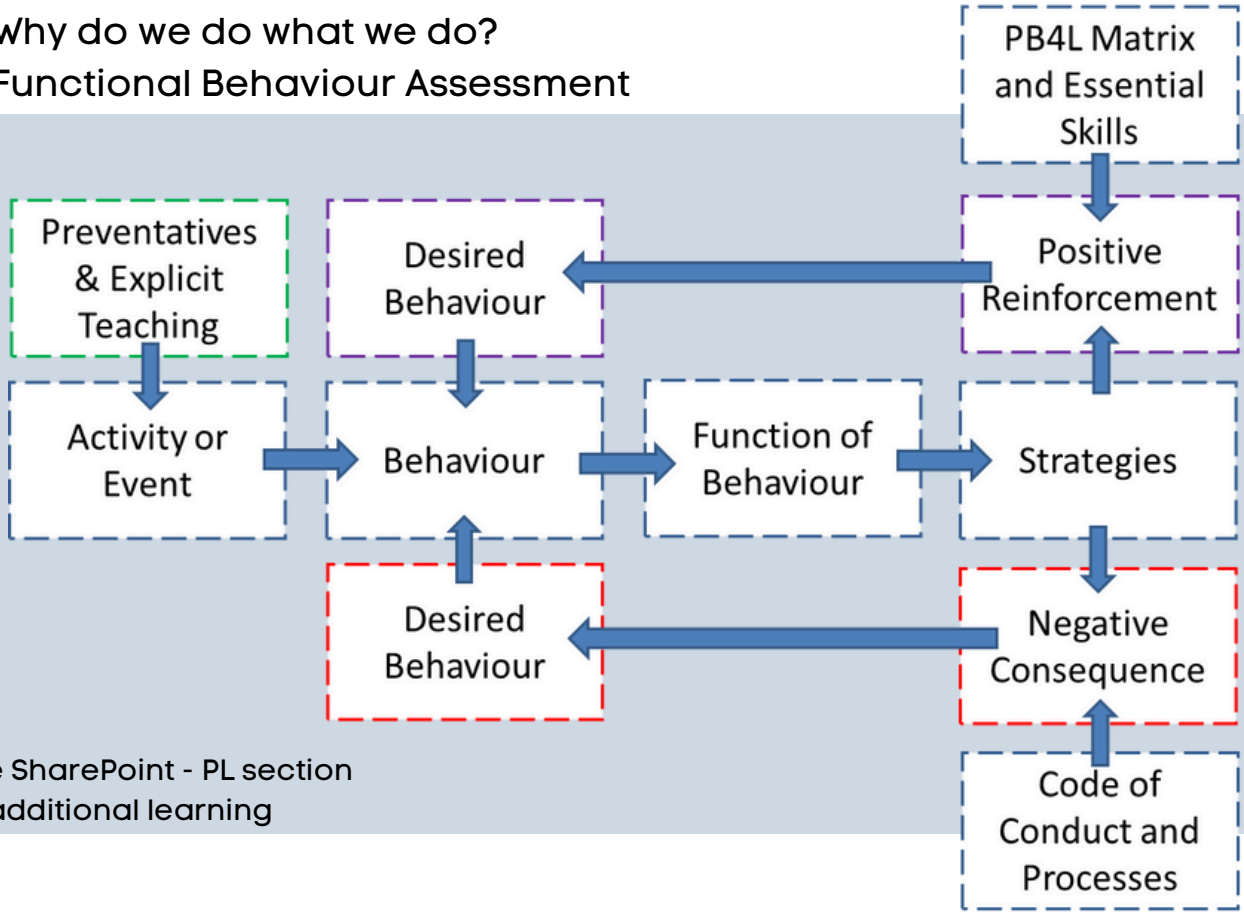
A functional approach to behaviour is a way of looking at behaviour as a means of fulfilling a need for a student. It asks the question, 'Why did the student do that?'. Behaviour is functionally related to the teaching environment. it does not occur in a vacuum. When a person acts, even when their behaviour is considered to be inappropriate, they do so to achieve a result. The result or desired outcome is viewed as the consequences or the function a behaviour. the function of behaviour is legitimate, but the form of the behaviour may be unacceptable in the setting. in this sense, behaviour is observable and measurable.

The function of behaviour is:

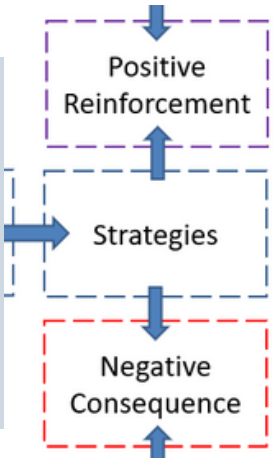
- **To access something** - a behaviour has an increased likelihood of occurring in the future if something (object or event) is given or presented after the behaviour occurs.
- **To avoid or escape something** - a behaviour has an increased likelihood of occurring in the future if something (object or event) is avoided, escaped or removed after the behaviour occurs



## Why do we do what we do?
## Functional Behaviour Assessment




*See SharePoint - PL section for additional learning




### Strategies

- Feedback on achievement of goals
- Privilege provided
- Tangible reward
- Targeted positive behaviour specific feedback
- Consistent responses to problem behaviour
- Problem-solving conference
- Restorative chat

### Preventatives & Explicit Teaching




- Pre-correction
- Positive greetings
- Providing choice
- Modifying task difficulty
- Transition routine
- High probability requests
- Student self-monitoring
- Establish-maintain-restore
- Prompts – visual and verbal
- Non-contingent attention
- Behaviour contract

- Teach and practise the social skills needed to be successful
- Teach and practise the academic skills needed to engage with tasks
- Teach a replacement behaviour

## Restrictive Practice

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.

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 and are only implemented by a trained staff member.

The planned use of restrictive practices will be recorded in the student's behaviour plan and individual safety plan. 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.

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 parent/carers and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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.

Teachers who foster a sense of empathy for and with their students are able to promote positive student behavior and engagement.

# Student Behaviour Flowchart

| Staff Actions | | Student Actions |
|---|---|---|
| Individual positive reinforcement for appropriate behaviour e.g. PB4L Stickers, phone call home. | **Great!**  | Student continuously demonstrates PB4L expectations. |
| Staff proactively manage student behaviour and explicitly teach PB4L expectations. | **Ready to Learn**  | Students demonstrate - I am:<br>• A Learner<br>• Safe<br>• Respectful<br>• Responsible |
| Staff use ESCMs, reteach and reinforce high expectations with PB4L language. PB4L reminders and redirections are given. | **Reminders & Redirection**  | Students make a choice to follow PB4L Expectations and is ready to learn. |

**If you are disrupting yours or others learning**

| | | |
|---|---|---|
| Staff offer support strategy or issue consequence.<br>Staff can record parent contact & behaviour incident on OneSchool as a MINOR - Refer: FYI IPLC HOD<br>TA refers to classroom teacher. | **Consequences from Teacher**  | Student accepts support or consequence and participates in a restorative conversation with staff.<br>Student follows PB4L expectations and is ready to learn. |
| Consistent MINOR referrals = MAJOR.<br>All Staff offer support strategy and record behaviour incident on OneSchool as a MAJOR - Refer: FYA IPLC HOD.<br>IPLC HOD issues consequence and records parent contact and consequence on OneSchool. | **Referral to IPLC HOD**  | Student accepts planned support and consequence and participates in a restorative conversation with staff.<br>Student follows PB4L expectations and is ready to learn. |
| MAJOR BEHAVIOUR: Staff call emergency line for support (if required)<br>All Staff record support strategies and behaviour incident on OneSchool as a MAJOR - Refer: FYA SPEC HOD & FYI IPLC HOD<br>SPEC HOD issues consequence and records parent contact and consequence on OneSchool | **Referral to SPEC HOD**  | Student accepts planned support and consequence and participates in a restorative conversation with staff.<br>Student reflects and uses resilience to make a plan to move forward.<br>Immediate MAJOR behaviours - emergency line called and referred to DPs or SLT |

# WOODRIDGE STATE HIGH SCHOOL

Listening — 'What I hear you saying...'

Growth Mindset — '...yet! ...and...so...'

Benefit Of The Doubt — 'What supports could help?'

# Engagement and Learning Choices

## Consider

I think about my behaviour.
Reflect: What am I doing?
What should I be doing?

Consider how my behaviour is impacting myself and others. I refocus on my learning!

## Choice

I think carefully about my choice.

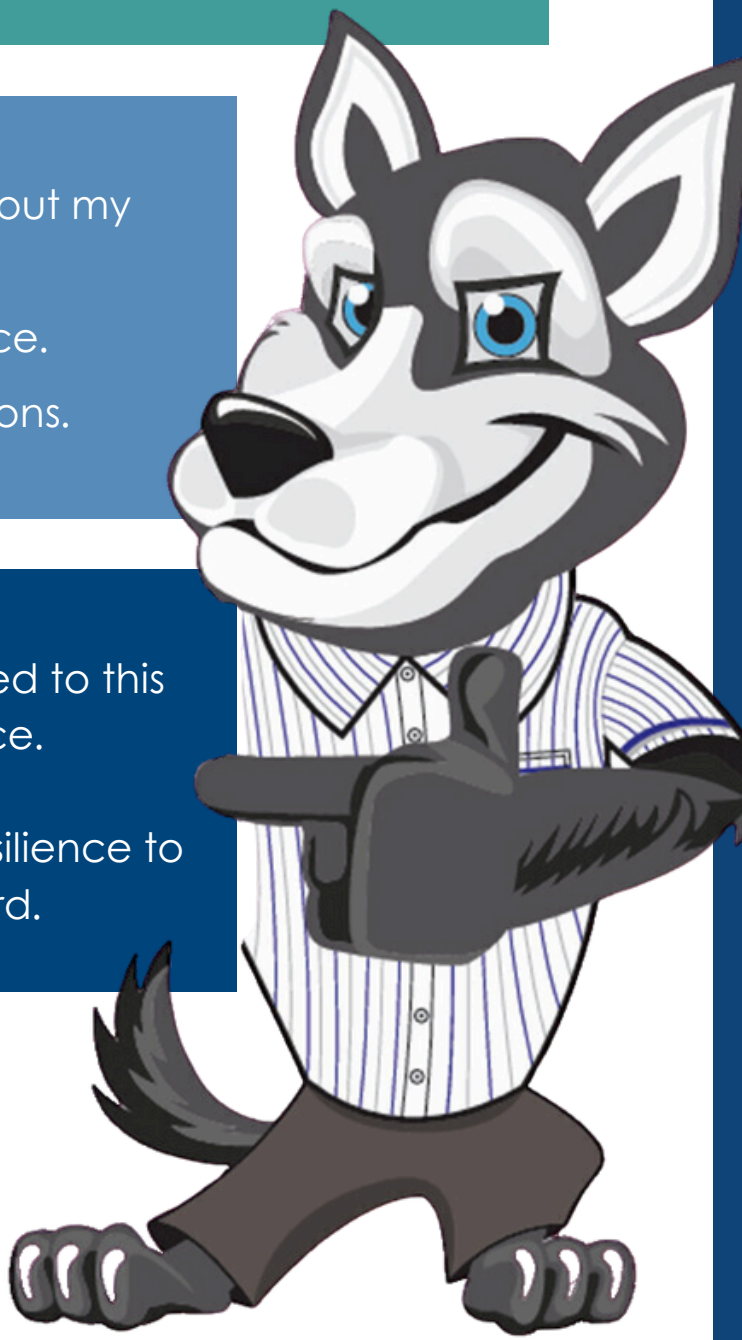
I make a choice.

I follow instructions.

## Consequence

My actions have led to this consequence.

I reflect and use resilience to move forward.



PB4L — Positive Behaviour for Learning — Safe, Respectful, Responsible, A Learner

Woodridge State High School — World of Work

*Empowered, Resilient... World Changing!*

# Understanding Detentions at Woodridge State High School

## Minor Behaviour

Short restorative chat with your teacher (under 5 minutes) after class

- "Who has been affected by this?"
- "How can I make things right?"
- "What steps will I take to catch up?"

## Repeated Minor Behaviour

Behaviour e.g. late to class referred to IPLC HOD for **Action (FYA)** and SPEC HOD for **Monitoring (FYI)**

Lunchtime detention K1.03 Issued

- Reflect on behaviour
- Catch up on missed work

## Ongoing Major Behaviour

**Ongoing behaviour and detentions** managed by SPEC

- You may have an individual behaviour or attendance plan
- You might take part in activities like Community Service, Breakfast Club, Gardening, or Rubbish Duty
- You may be asked to join a Restorative Conference with your parents/carers

Positive Behaviours are acknowledged to celebrate your efforts and improvements.

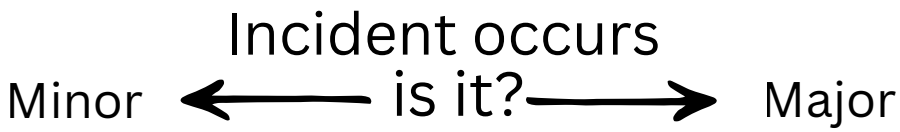
Restorative process to help you take responsibility for your learning and behaviour.

## Ensuring consistent responses to inappropriate and unacceptable behaviour

We actively work to prevent inappropriate or unacceptable behaviour through education and positive behaviour for learning (PB4L). Our students are confident and able to meet the set expectations, and they usually aim to do so. When behaviour issues arise, it's essential that consequences are clear and foreseeable. Our school strives to ensure that responses to such behaviours are consistent and proportionate to the behaviour in question.

Some behaviour incidents may be required to be referred to another staff member e.g. gaining additional supports and/or to enact a disciplinary process. Staff are to use to following referral codes when referring behaviour incidents in OneSchool:

- FYA (For your action) - when used, the staff member referring the incident is requesting an action from the staff member being referred.
- FYI (For your information) - when used, the staff member referring the incident is requesting that the staff member being referred, gain an understanding of the incident in order to support the staff or student, if required.




Minor behaviour are handled by staff members at the time it happens.

Minor behaviours are those that:

- are minor breaches of the school rules.
- do not seriously harm self/ others or cause the staff member to suspect that.
- do not violate the rights of others in any serious way.
- are **not** part of a patterns of inappropriate behaviours
- do **not** require supports from specialist support staff, Heads of Department or Deputy Principals.

Minor problem behaviours may result in using 1) ignore/attend/praise, 2) re-direct, 3) re-teach, 4) providing choice, or 5) a student conference.

A restorative learning process could include a staff member taking the student aside to:

- ask if they are 'ok' and name the behaviour the student is demonstrating,
- ask the student to identify the appropriate school behaviour, or state and explain the expected school behaviour, if needed, and then
- give positive feedback for demonstrating the expected school behaviour.

Major behaviours require additional supports from the relevant Head of Department (IPLC and/or SPEC) or Deputy Principal depending on their seriousness.

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.
- are a pattern of minor behaviours

When a Major behaviour occurs, the staff member is to seek support from the appropriate Head of Department (IPLC - classrooms SPEC - outside of classrooms) and remain calm with the intent to de-escalate the behaviour. A report of the student's behaviour is completed on OneSchool with relevant referrals

The behaviours listed below are considered inappropriate or unacceptable at Woodridge State High School. Each behaviour is defined, along with a non-example, minor example, major example and possible consequences. Each incident will be assessed individually and unbiasedly, by taking into account the specific circumstances before any consequences are applied. Staff will determine based on evidence, the appropriate consequences from the possible options (not an exhaustive list or necessarily in an order). When there is a choice of consequences or extenuating circumstances, the Principal has the final say in the decision.

| Category | OneSchool Definition | Non-examples of behaviours | Minor observable behaviours | Major observable behaviours |
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| Abusive language | Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way | • A student exclaims sh*t in reaction to a situation of their own making e.g. kicking their toe<br>• A student says "I hate this, I feel like sh*t" | Examples:<br>• A student drops their pencil in class and says 'f*ck!' in reaction<br>• A student says 'I hate this sh*t' during an activity in class<br><br>Possible Consequences:<br>• Restorative conversation or support<br>• Detention<br>• Contact home | Examples:<br>• A student says 'f*ck you' at another person<br>• A student says 'I'm going to kill you' towards another person<br>• A student says 'you're a fag' at another person<br><br>Possible Consequences:<br>• Admin follow-up<br>• Stakeholder meeting<br>• Functional Behaviour Assessment based individual support plan<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days) |
| Academic Misconduct | Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism. | • A student discusses general study strategies with a classmate, sharing tips on how to manage time and organise notes, without sharing specific answers or assessment information. | Examples:<br>• A student intentionally shares a draft or complete version of an assessment task with a peer in order for them to gain advantage<br><br>Possible behaviour consequences:<br>• Admin follow-up<br>• Detention<br>• QCAA integrity modules<br>• Discipline Improvement Plan<br>• Short suspension (1-10 days)<br><br>Possible academic consequences determined by relevant HOD:<br>• Resubmit the entire task<br>• Plagiarised section will not be marked | Examples:<br>• A student is caught using unauthorised notes or devices during an exam to gain an unfair advantage.<br>• A student plagiarises significant portions of their essay or report from online sources or other students, without proper citation.<br><br>Possible behaviour consequences:<br>• Admin follow-up<br>• QCAA integrity modules<br>• Discipline Improvement Plan<br>• Short suspension (1-10 days)<br>• Long term suspension (11-20 school days for repeat behaviour)<br>Possible academic consequences determined by relevant HOD:<br>• Resubmit the entire task |

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| | | | | • Plagiarised section will not be marked |
| Bomb Threat/False Alarm | Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion. | • A student mentions in a history class discussion that a historical figure used explosives in warfare, without any intent to suggest a real threat. | | Examples:<br>• A student writes a note or sends a message claiming that there is a bomb or an explosive device in the school.<br>• A student calls emergency services to report a false bomb threat, causing panic and disruption.<br><br>Possible Consequences:<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion<br>• Referral to Police and/or Child Safety |
| Bullying | Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden. | • A student teases a friend in a playful and mutually understood manner, with both parties laughing and no harm intended or perceived. | | Examples:<br>• A student physically pushes another student multiple times over several weeks with the intent to intimidate or harm.<br>• A student engages in cyberbullying by sending repeated threatening messages like, "You better watch out tomorrow," or "Everyone hates you," causing significant psychological distress.<br><br>Possible Consequences:<br>• Mediation<br>• Referral to Youth Worker, GO or external support<br>• Discipline Improvement Plan<br>• Community Service Intervention/Non School Day Detention<br>• Admin follow-up<br>• Afterschool detention<br>• Short-term suspension (1-10 Days) |

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| | | | | • Long term suspension (11-20 school days)<br>• Suspension pending exclusion |
| Defiance | Student refuses to follow directions given by school staff. | • A student respectfully asks for clarification on a direction given by a teacher, stating that they do not understand what is being asked of them. | Examples:<br>• A student does not immediately follow a teacher's instruction to be quiet and continues talking for a few moments before complying.<br>• A student takes a long time to start an assigned task after being told to begin.<br><br>Possible Consequences:<br>• Support and Intervention<br>• Contact home<br>• Classroom teacher detention<br>• Behaviour contract | Examples:<br>• A student outright refuses to follow a direct instruction from a teacher, such as refusing to leave the classroom when asked.<br>• A student repeatedly and loudly argues with a teacher about a given direction in front of the class, causing a disruption.<br>• A student walks away or turns their back on a staff member while being given instructions, showing clear defiance and disrespect.<br><br>Possible Consequences:<br>• Admin follow-up<br>• Afterschool detention<br>• Functional Behaviour Assessment based individual support plan<br>• Discipline Improvement Plan<br>• Positive Improvement Plan (PIP)<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion |
| Disrespect | Student intentionally delivers socially rude or dismissive messages to adults or students. | • A student forgets to say "thank you" after receiving help from a teacher | Examples:<br>• A student makes a sarcastic comment like, "Sure, whatever you say," in response to a peer's suggestion during a group activity.<br>• A student ignores a teacher's greeting in the hallway, looking away deliberately but not engaging in further rude behaviour. | Examples:<br>• A student sticks their middle finger up at a teacher and states "You're useless, and nobody likes you," in front of the class.<br>• A student loudly ridicules a classmate's presentation by saying, "That was the most boring presentation ever. You're terrible at this." |

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| | | | Possible Consequences:<br>• Contact home<br>• Detention<br>• Restorative conversation or support | Possible Consequences:<br>• Admin follow-up<br>• Afterschool detention<br>• Referral to Youth Worker, GO or external support<br>• Functional Behaviour Assessment based individual support plan<br>• Short-term suspension (1-10 Days) |
| Disruption | Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour. | • A student drops a book by accident during class, creating a brief noise, but quickly apologises and resumes their work. | Examples:<br>• A student frequently talks to their neighbours during instruction, causing occasional interruptions.<br>• A student gets out of their seat without permission a few times during a lesson but returns quickly and quietly.<br><br>Possible Consequences:<br>• Restorative conversation<br>• Warning<br>• Movement in seating plan<br>• Buddy Class<br>• Behaviour contract<br>• Detention | Examples:<br>• A student has over multiple lessons engages in loud, sustained talking or yelling during a class activity, making it difficult for others to hear the teacher.<br>• A student continuously banging on the desk for an extended period, disrupting the learning environment.<br>• A student repeatedly leaves their seat and runs around the classroom, ignoring instructions to stop.<br><br>Possible Consequences:<br>• Referral to external support<br>• Admin follow-up<br>• Afterschool detention<br>• Functional Behaviour Assessment based individual support plan<br>• Short-term suspension (1-10 Days) |
| Dress code | Student wears clothing that is not within the dress code guidelines defined by the school. | • A student wears a slightly faded school uniform shirt | Examples:<br>• A student wears a non-uniform jacket over their school uniform.<br><br>Possible Consequences:<br>• Uniform support<br>• Lunchtime or afterschool detention | Examples:<br>• A student consistently wears non-uniform items.<br>• A student wears a nose ring and will not remove it when asked.<br><br>Possible Consequences:<br>• Admin follow-up<br>• Discipline Improvement Plan |

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| | | | | • Afterschool detention<br>• Short-term suspension (1-10 Days) |
| Falsifying documents | Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission. | • A student accidentally fills out the wrong date on a homework assignment but corrects it immediately without trying to deceive anyone. | Examples:<br>• A student creates a fake toilet pass in their diary or on a piece of paper.<br>• A student copies a parent's signature on a low-risk document such as a maths workbook log<br><br>Possible Consequences:<br>• Contact home<br>• Restorative conversation<br>• Corrective feedback<br>• Lunchtime or afterschool detention | Examples:<br>• A student forges a teacher's or parent's signature on a significant or high-risk document, such as a permission slip for an excursion.<br>• A student creates a false document, such as a fake doctor's note, to avoid school or to gain an advantage in some way.<br><br>Possible Consequences:<br>• Admin follow-up<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Referral to external support |
| Fighting | Student is involved in mutual participation in an incident involving physical violence. | • Two students are discussing a disagreement verbally and manage to resolve it without any physical contact.<br>• A student is aware that a fight is planned to occur and reports it to a staff member. | Examples:<br>• Two students engage in a brief pushing match on the sports field but stop immediately when told to by a teacher.<br><br>Possible Consequences:<br>• Mediation<br>• Warning<br>• Detention<br>• Referral to GO or external support | Examples:<br>• Two students have arranged a fight on the oval and exchange punches, requiring staff intervention to break up the fight.<br>• Student encourages other students engaging in physical aggression e.g. yelling "Fight!"<br><br>Possible Consequences:<br>• Referral to GO or external support<br>• Restorative conversation and mediation<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion |
| Harassment | Student engages in the delivery of harmful | • A student participates in a class discussion about | Examples: | Examples: |

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| | messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics. | different cultures, expressing curiosity and asking respectful questions about a classmate's cultural background. | • A student makes an insensitive joke about a classmate's appearance without intending to cause harm but causing discomfort.<br>• A student uses a stereotype in a conversation, not realizing it may be offensive to others.<br>• A student makes an offhand comment about someone's accent or manner of speaking without understanding its potential impact.<br><br>Possible Consequences:<br>• Mediation<br>• Detention<br>• Contact home<br>• Referral to chaplain, youth worker or external support | • A student states 'you're a fu*king nigger' (derogatory language) to a person<br>• A student repeatedly sends harmful messages or posts about a peer's identity characteristics on social media.<br>• A student engages in targeted and sustained bullying behaviour focused on a classmate's physical features or other identity characteristics, causing significant emotional distress.<br><br>Possible Consequences:<br>• Mediation<br>• Admin follow-up<br>• Referral to chaplain, youth worker or external support<br>• After school detention<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion |
| Other - charge-related suspension | Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff | • A student is charged with a minor traffic violation that does not impact their suitability for attending school or pose a risk to the school community. | | Examples:<br>• A student is charged with assault and the Principal determines that the nature of the offence poses a significant risk to the safety of other students and staff<br>• A student is charged with armed robbery and the Principal decides that the student's presence in school poses an unacceptable risk.<br><br>Possible Consequences:<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion<br>• Referral to Child Safety |

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| Physical aggression | Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna. | • A student accidentally bumps into a classmate while playing a game and immediately apologizes without any intent to harm. | Examples:<br>• A student pushes another student out of the way in line, causing the student to stumble but not fall or get injured.<br>• During a disagreement, a student flicks a pen cap at another student, causing minor annoyance but no injury.<br>• A student gives a sharp poke to a classmate's back to get their attention, causing temporary discomfort.<br><br>Possible Consequences:<br>• Restorative conversation and mediation<br>• Contact home<br>• Detention | Examples:<br>• During an argument, a student punches another student in the face, causing a visible bruise or injury.<br>• A student kicks another student in the shins repeatedly during a dispute.<br>• A student pulls a classmate's hair violently.<br>• A student intentionally stomps on a school garden plant, breaking its stem and causing damage.<br><br>Possible Consequences:<br>• Restorative conversation and mediation<br>• Referral to GO or external support<br>• Functional Behaviour Assessment based individual support plan<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion |
| Property Damage | Student participates in an activity that results in destruction, damage or disfigurement of property. | • A student accidentally bumps into a classroom desk, causing it to move slightly but not resulting in any damage. | Examples:<br>• A student scratches a desk with a pencil, causing a minor mark that does not significantly damage the desk.<br><br>Possible Consequences:<br>• Restorative conversation or support<br>• Warning<br>• Detention | Examples:<br>• A student deliberately throws a chair against a wall, causing significant damage to both the chair and the wall.<br>• A student vandalises a classroom by spray painting offensive graffiti on the walls, resulting in extensive damage.<br><br>Possible Consequences:<br>• Discipline Improvement Plan<br>• Community Service Intervention/Non School Day Detention<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days) |

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| Property misuse causing risk to others | Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury. | • A student drops a pencil case by accident, causing items to scatter, but quickly and calmly picks them up without any intent to harm or cause risk to others. | Examples:<br>• A student throws a small object, like an eraser, across the classroom, narrowly missing a classmate's head.<br>• A student stands on a chair improperly, causing it to wobble and potentially fall, posing a risk of injury.<br><br>Possible Consequences:<br>• Mediation<br>• Warning<br>• Behaviour contract<br>• Detention | Examples:<br>• A student throws a chair in anger during an argument, hitting another student and causing injury.<br>• A student intentionally breaks lab equipment, causing a hazardous spill that endangers classmates and staff.<br>• A student uses sports equipment, like a bat or a ball, to hit another student intentionally, leading to injury.<br><br>Possible Consequences:<br>• Referral to youth worker or external support<br>• Community Service Intervention<br>• Discipline Improvement Plan<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion |
| Refusal to participate in the educational program of the school | Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school. | • A student does not join a single group activity due to a temporary discomfort but continues to engage in other class activities and completes their assignment. | Examples:<br>• A student does not join a HPE class fitness activity<br>• A student refuses to attend the school assembly<br><br>Possible Consequences:<br>• Restorative conversation or support<br>• Contact home<br>• Warning<br>• Behaviour contract<br>• Detention | Examples:<br>• A student repeatedly refuses to engage in science lab experiments<br>• A student does not attend and participate a maths exam and provides no reason as to why they did not attend<br>• A student does not submit a draft for their English assignment and provides no reason as to why<br><br>Possible Consequences:<br>• Discipline Improvement Plan<br>• Stakeholder meeting<br>• Afterschool detention<br>• Positive Improvement Plan (PIP)<br>• Referral to youth worker or external support |

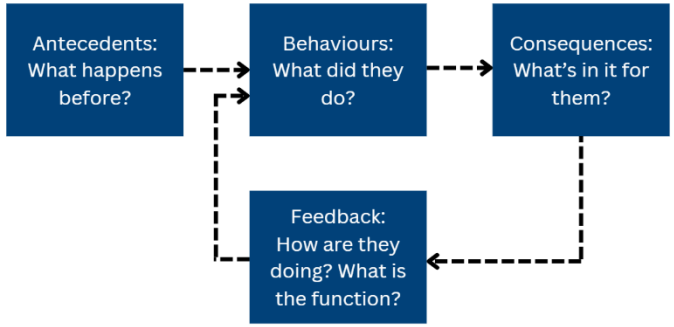
| | | | | |
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| | | | | • Short-term suspension (1-10 Days) |
| Substance misconduct involving illegal substances | Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements. | • A student takes a prescribed medication at school, administered by the school nurse and authorized by their parents and a doctor. | | Examples:<br>• A student is found in possession of illegal drugs, such as marijuana or cocaine, on school property.<br>• A student is caught supplying or attempting to supply illegal substances to other students.<br><br>Possible Consequences:<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion<br>• Referral to Police and/or Child Safety |
| Substance misconduct involving tobacco and other legal substances | Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements. | • A student is seen holding a bottle of water during a break, which is allowed and does not involve any prohibited substances. | Examples:<br>• A student brings Panadol or antibiotics to school and keeps it in their bag<br><br>Possible Consequences:<br>• Contact home<br>• Support and intervention | Examples:<br>• A student is caught smoking a cigarette in the toilets<br>• A student is found to have alcohol hidden in their school bag<br><br>Possible Consequences:<br>• Support and counselling<br>• Referral to SBYHN or GO<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion |
| Technology violation | Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal | • A student is gathering equipment for their class and their phone accidentally falls out of their bag. | | Examples:<br>• A student attempts to hack into the school's computer network or other students' accounts, compromising security.<br>• A student uses a smartwatch or camera to record or broadcast classroom |

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| | activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students. | | | activities or other students without consent.<br>• A student under 16 using a social media account on platforms restricted for under-16s<br><br>Possible Consequences:<br>• Support and counselling<br>• Detention<br>• Afterschool Detention<br>• Temporary removal of student property (e.g. mobile phone)<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days) |
| Theft | Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property | • A student finds a pencil on the ground and keeps it | | Examples:<br>• A student steals a mobile phone from another student's bag<br>• A student steals a box of matches during a science experiment.<br><br>Possible Consequences:<br>• Support and counselling<br>• Item returned/reimbursed by family<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion<br>• Referral to Police |
| Truancy (out of class) | Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e., an unauthorised absence). | • A student has been given permission to go to the library to print an item. | Examples:<br>• A student truants a lesson during the school day<br>• A student leaves class to go to the toilet without a movement pass<br><br>Possible Consequences: | Examples:<br>• A student repeatedly leaves a class to wander the school, missing multiple classes in a day without providing any acceptable reason or having an authorized pass. |

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| | | | • Attendance monitoring process<br>• Detention<br>• Contact home<br>• Behaviour contract | • A student has been absent from several scheduled classes throughout the week without notifying teachers or providing appropriate excuses, showing a pattern of unauthorized absences.<br><br>Possible Consequences:<br>• Attendance monitoring process<br>• Afterschool detention<br>• Stakeholder meeting<br>• Functional Behaviour Assessment based individual support plan<br>• Discipline Improvement Plan<br>• Community Service Intervention/Non School Day Detention<br>• Short-term suspension (1-10 Days) |
| Truancy (out of school) | Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e., an unauthorised absence). | • A student is absent from school due to a pre-approved family event, with appropriate documentation provided to the school. | Examples:<br>• A student leaves school early without permission and does not provide a legitimate reason for the early departure<br>• A student is late to school and misses the first lesson but attends the remaining classes for the day<br><br>Possible Consequences:<br>• Attendance monitoring process<br>• Detention<br>• Contact home<br>• Behaviour contract | Examples:<br>• A student is absent from school for an entire day without any prior notification or valid excuse, repeatedly missing lessons<br>• A student is caught leaving school grounds without permission multiple times<br><br>Possible Consequences:<br>• Attendance monitoring process<br>• Afterschool Detention<br>• Discipline Improvement Plan<br>• Community Service Intervention/Non School Day Detention<br>• Functional Behaviour Assessment based individual support plan<br>• Short-term suspension (1-10 Days) |
| Use/possession of combustibles | Student is/was in possession of substances/objects | • A student has a small can of deodorant in their | Examples: | Examples: |

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| | readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols). | backpack for personal use, which is not being used on school grounds or handled in a way that could cause harm. | • A student is found with a small lighter in their bag but has no intention of using it inappropriately and is instructed to dispose of it immediately.<br><br>Possible Consequences:<br>• Contact home<br>• Support and intervention<br>• Detention | • A student is caught using a lighter to start a small fire in a classroom, creating a safety hazard.<br>• A student uses aerosol spray to create a cloud of flammable mist in a classroom, posing a significant fire hazard.<br><br>Possible Consequences:<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion<br>• Referral to Police and/or Child Safety |
| Use/possession of weapons | Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm. | | | Examples:<br>• A student is found with a real knife or gun on school property, posing a clear safety risk to others.<br>• A student displays a look-alike gun or knife, causing alarm among peers and staff.<br><br>Possible Consequences:<br>• Short-term suspension (1-10 Days)<br>• Long term suspension (11-20 school days)<br>• Suspension pending exclusion<br>• Referral to Police and/or Child Safety |

**The ABC Model**



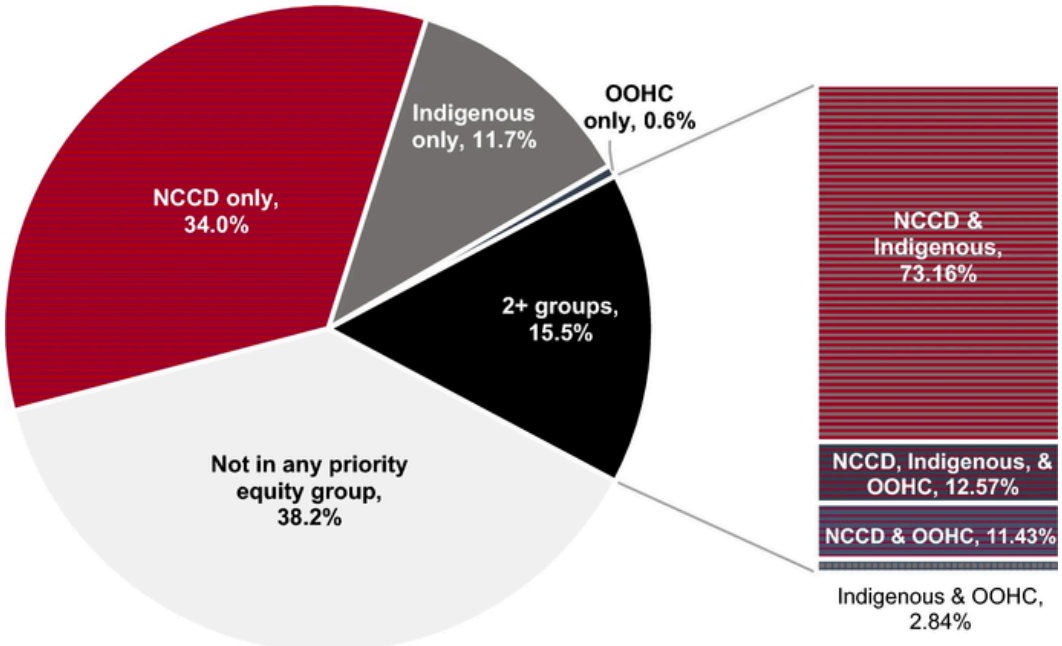
## School Disciplinary Absences

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 Woodridge State High School, the use of any SDA is considered a very serious decision. It is typically only used by 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.

Parent/Carers 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.




Suspensions in QLD state schools, 2016–2020: overrepresentation, intersectionality and disproportionate risk

*Re-entry following suspension*

The main purpose of a re-entry meeting is to welcome the student, with their parent/carer/s, back to the school and to develop a plan for successful re-entry. 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.

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

*Structure*

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

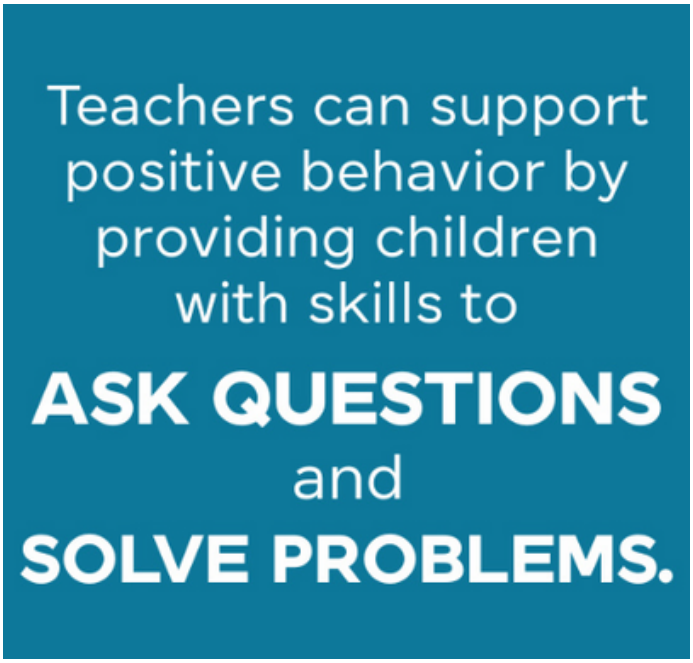
Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Develop goals for success
- Identify strategies for the student
- Set a date for follow-up
- Engage with any additional support measures/plans that have been enacted
- Thank student and parent/carer/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, 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.

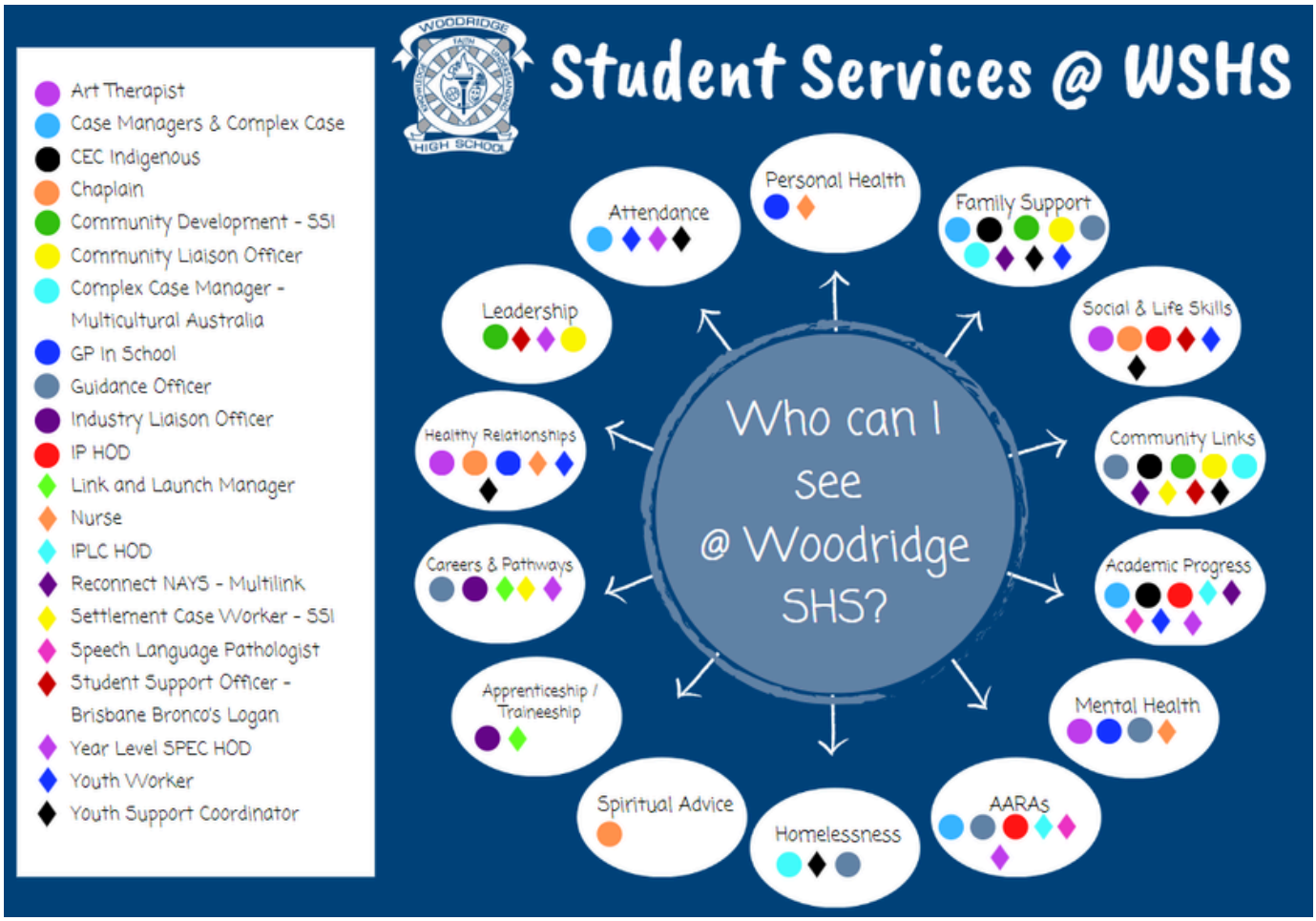


## Student Support Network

Woodridge State High School is proud to have a comprehensive Student Services team and 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 Woodridge State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate support. Parent/Carers who would like more information about the student support roles and responsibilities are invited to contact their child's Year Level Head of Department for Student Performance, Empowerment and Culture (SPEC).




It is also important to understand there are regional and state-wide 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 to your Line Manager or Head of Department for Student Performance, Empowerment and Culture (SPEC).or Head of Department for Inclusive Practices.

STAY POSITIVE

## Student Wellbeing




Woodridge State High School offers a range of programs and services to support the wellbeing of students in our school. 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. 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*

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

*Specialised health needs*

Woodridge State High School works closely with parent/carers 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*

Woodridge State High School requires parent/carer 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. Please contact our administration team for assistance.

For students with a long-term health condition requiring medication, parent/carers need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

Woodridge State High 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*
Woodridge State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

## School Policies

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

- Temporary removal of student property
- 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 Woodridge State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons and 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 Woodridge State High 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/carer or calling the police;
- consent from the student or parent/carer 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 parent/carers (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent/carer 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 parent/carers should be called to make such a determination.

Parent/Carers of students at Woodridge State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - o is prohibited according to the Student Code of Conduct
    - o is illegal
    - o puts the safety or wellbeing of others at risk
    - o does not preserve a caring, safe, supportive or productive learning environment
    - o 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 Woodridge State High School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - o is prohibited according to the Student Code of Conduct
    - o is illegal
    - o puts the safety or wellbeing of others at risk
    - o does not preserve a caring, safe, supportive or productive learning environment
    - o 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, smart watches and headphones by students

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours.

Wearable devices, such as smartwatches, can be worn however notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This approach is being implemented in all Queensland state schools to help:

- reduce distractions in the classroom
- increase face-to-face interactions between students
- promote student health and wellbeing
- reduce the potential for student exposure to negative impacts of the digital world, such as cyberbullying.

If your child chooses to bring a phone to school, they will be responsible for the mobile phone during the school day. Woodridge State High School requires all students to store their mobile phones in their school bags from the time they enter the school grounds until they leave.

School payments for such things like tuckshop or uniforms received by students will only be cash or debit or credit card.

Mobile phones and wearable devices are not to be used during school activities such as representative sport, camps and excursions, unless an exception is made by the principal. If this is the case, information will be included in the excursion permission form.

*Exemptions*

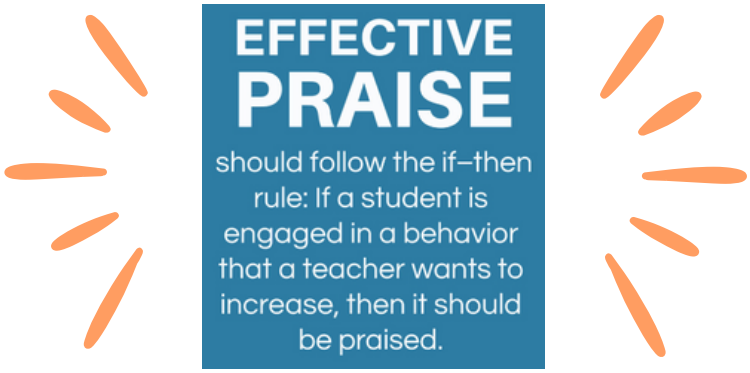
Applications for exemption can be made in writing to the Principal. Grounds for exemption includes for students who require access to their mobile phone or wearable device for learning, medical, disability and/or wellbeing reasons. All exemptions would be outlined in the relevant student plan.

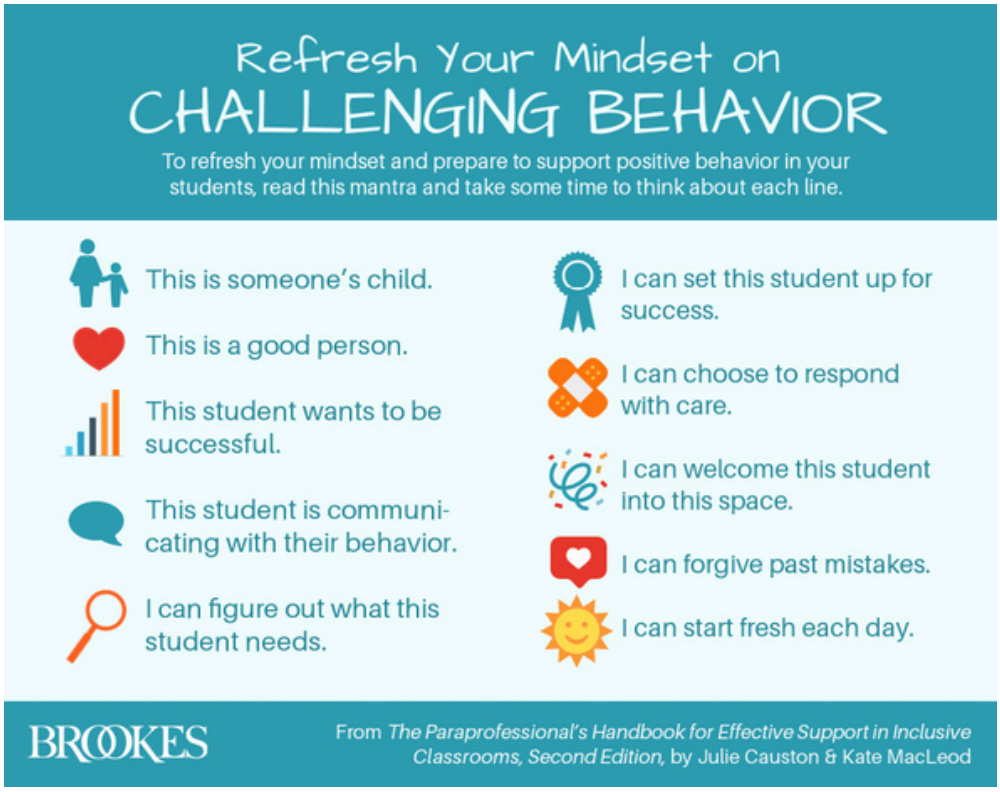
This may include scenarios where:

- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment e.g. navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect.

*Consequences*

- In the first instance, mobile phone/smart watch/headphones surrendered to the office until the end of the school day. Detention issued with a focus on education and support.
- In the second instance, mobile phone/smart watch/headphones surrendered to the office and parent contacted. Parent/Carer to collect the phone from the office. After-school detention issued.
- Repeat misuse, contact Parent/Carer 3+ days suspension.
- Failure to surrender mobile phone/smart watch/headphones will result in consequences outlined under: Wilful and persistent refusal to follow a reasonable direction, within the Guidelines for Minors and Majors table.






# Mobile Phone, Smartwatch & Headphones Behaviour Referral Process

## In the classroom:

Student engages mobile phone/smart watch/headphones misuse (phone is used or is visible (not stored in school bag) and student does not have an exemption).

### Option 1

Staff member directs the student to the K Block Student Services Office with a note and a responsible student buddy to surrender the device and **student follows this instruction**.

Staff member records incident as a Major Behaviour on OneSchool and refers their PLC HoD and relevant SPEC HoD.

K Block Student Services Office Staff issue student with a receipt for device (through ID Attend), takes a photo of the device and device receipt, attaches copy of receipt to device and stores in secure device cupboard. K Block Student Services Office Staff review OneSchool behaviour record for student and...

- In the **first** instance of device misuse K Block Student Services Office Staff issue student with lunch time detention (through ID Attend).
- In the **second** instance of device misuse K Block Student Services Office Staff issue student with after school detention (through ID Attend) and contacts parent/carers via text message (ID Attend), advising that they will need to collect the device from the school.
- For **repeat** behaviours, K Block Student Services Office Staff contacts SPEC HoD and signs student into the Student Foyer. SPEC HoD to enact consequences as outlined under 'Defiance' in the Student Code of Conduct.

### Option 2

Staff member directs the student to the K Block Student Services Office with a note and a responsible student buddy to surrender the device and **student DOESN'T follows this instruction**.

Staff member contacts the emergency line via phone or student runner, requesting assistance of SLT member.

Administration Office Staff contact staff members Line Manager in the first instance or alternate SLT Member to support staff member in the classroom.

Staff member records incident as a Major Behaviour on OneSchool and refers their PLC HoD and relevant SPEC HoD.

SPEC HoD to enact consequences as outlined under 'Defiance' in the Student Code of Conduct.

## Outside of the classroom:

Student engages mobile phone/smart watch/headphones misuse (phone is used or is visible (not stored in school bag) and student does not have an exemption).

Staff member contacts the emergency line or contacts the Administration Office requesting assistance of SLT member, OR Staff member walks student to Administration Office or Student Support Office.

Staff member records incident as a Major Behaviour on OneSchool and refers relevant SPEC HoD.

SLT Member accompanies student to the K Block Student Services Office and facilitates submission.

## Preventing and responding to bullying

Woodridge State High School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Woodridge State High School has a Student Voice Forum, with diverse representatives from each year level meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes. The Student Voice Forum consider the core elements of the Australian Student Wellbeing Framework during their forum activities:

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




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

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

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

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

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

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved.

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



## Bullying Response Flowchart for Staff

This flowchart guides staff members on how to respond to a report of bullying. The timeframes between each stage should be clearly discussed and agreed with between the student, staff and family. Please note that each individual case may have different timelines depending on the unique circumstances and risk associated with each situation.

**Key contacts for students and parent/carers to report bullying:** Classroom Teachers, Case Managers, Student Support Services Team, IPLC Heads of Department, Administration Team or Year Level SPEC Head of Department.

**Initial Stage (Reporting)**

- Provide a safe and 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

**Step 1 (Document)**

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

**Step 2 (Collect)**

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

**Step 3 (Discuss)**

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

**Step 4 •Implement)**

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

**Step 5 (Review)**

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

**Ongoing follow up**

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

I am Safe ~ I am Respectful ~ I am Responsible ~ I am A Learner

# High 5 @ WSHS




## How to respond to negative attention




WOODRIDGE STATE HIGH SCHOOL

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# Ignore

Picture a stop sign to help you remember to think before you act. Ignore the negative behaviour – avoid eye contact and turn your back and walk away. Act unimpressed or pretend you don't care what they say or do to you.




# Talk Friendly

Use an 'I' message:
I feel ... when you .... because ... I need ...




# Walk Away

Move away from the situation e.g. You could say 'okay, whatever' and walk away.




# Talk Firmly

Use strong, assertive, respectful statements, starting with the word 'I'; tell the other person 'I want you to stop that' in a strong confident voice. Practice this with your friends. Use 'fogging' which means making a joking or funny comment that makes the other person think you don't care about what they say – but make sure to be respectful! Ask your friends to speak up for you. And remember to do the same for them!

# Report

Talk to someone about it. Find a trusted friend, teacher or carer who will listen to how you feel, be supportive, and perhaps even help you work out what to do.




- Talk to your friends - they can help you tell a teacher, your parents or just to feel better.
- Talk to your parents - tell them all about what's been happening.
- Talk to your teacher or another school staff member - tell them about what's been happening. If you don't want to do this in public, make an excuse to see the teacher about something else, for example your homework, at lunchtime.

If you can't talk to someone face-to-face go online at Kids Helpline http://www.kidshelp.com.au/ or call 1800 55 1800.

## Preventing and responding to cyberbullying

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

In the first instance, students or parent/carers who wish to make a report about cyberbullying should approach the Year Level Head of Department.

It is important for students, parent/carers and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parent/Carers and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

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



# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

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

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

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

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

**YES** OR **NO**

**1. Initiate an incident response**
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

**2. Collect evidence**
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

**3. Is there a potential crime?**
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

**YES**

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

**NO**

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

**NO**

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

**4. Take steps to remove the upsetting or inappropriate content**
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

**5. Managing student behaviour**
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

**OR**

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

**6. Student welfare**
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

**7. Recording the incident on OneSchool**
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a guide for parent/carers with important information about cybersafety and cyberbullying, and suggestions about what parents can do if their child is a target or responsible for inappropriate online behaviour.

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

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

*Student Intervention and Support Services*
Woodridge State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

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

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

## Appropriate use of social media

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

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parent/carers 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 parent/carers 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/carer 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. Parent/Carers 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?*
Parent/Carer 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 parent/carers of school notices, the department prefers that parent/carers 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.

*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 parent/carers are not. If you are tagging or naming students, consider that other parent/carers 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.

## Education Queensland Related Policy, Procedures and Guidelines

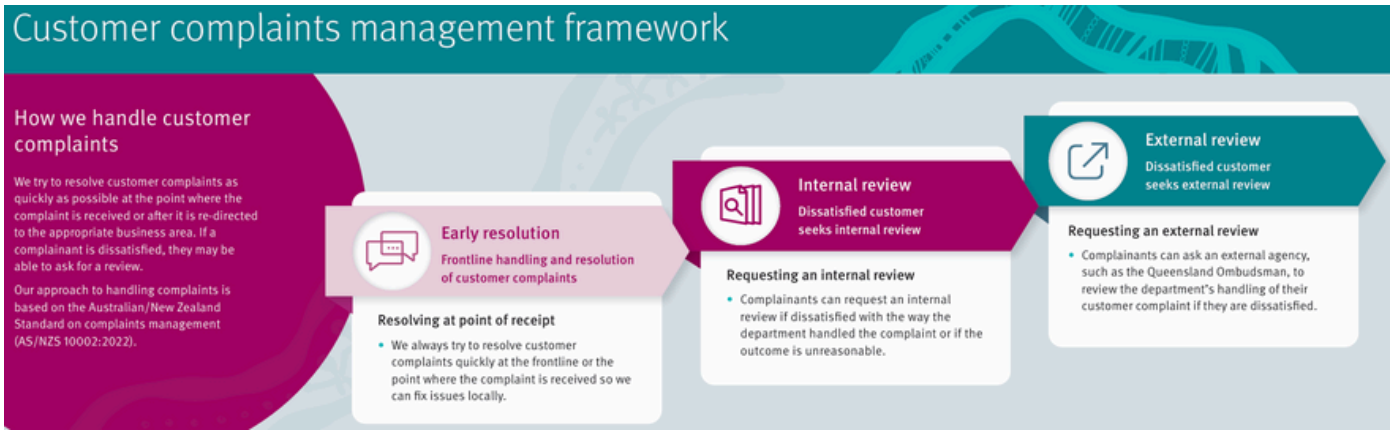
These are related procedures or guidelines (Policy and Procedure Register) which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning.

- Cancellation of enrolment
- Principal guidelines – Student discipline
- 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.

## Complaints Management

Woodridge State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. 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.

*Making a complaint about a state school—for parents, carers and students*
Parents or carers 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 parent/carers 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, a member of administration or the principal. You are also welcome to lodge your complaint in writing or over the phone.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory. Alternatively, you can make a complaint by contacting Queensland Government on 13 74 68 or via the online form. If you are a student, you can use the child and student complaint form.

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.

## Legislative Delegations

Legislation

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

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

*Delegations*

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

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

*Additional School Policies*

- Woodridge State High School Uniform Policy
- Individual Curriculum Plan

## Resources

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent/Carer and community engagement framework
- Parent/Carerline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub
- Teaching and Learning Hub (school employees only)
- Assessment and Moderation Hub (school employees only)
- Woodridge State High School SharePoint (school employees only)
- Classroom Management Hub (school employees only)

# NOTES

# NOTES


SAFE
RESPECTFUL
RESPONSIBLE
A LEARNER
POSITIVE BEHAVIOUR FOR LEARNING
PB4L


WOODRIDGE
WOLVES


WOODRIDGE STATE
WORLD OF WORK
HIGH SCHOOL