

Moorooka State School



Student Code of Conduct 2024

Equity and Excellence.

A progressive, high performing education system realising the potential of every student.

Queensland Department of Education
State Schools Strategy 2024-2027

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Endorsement

Principal Name: Lisa Morrison

Principal Signature



Date: 23/01/2024

P/C President Name: Nathan O'Brien

P/C President Signature

Date:

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Purpose

Moorooka State School is committed to providing a safe, respectful and disciplined learning environment for students, staff, families and visitors; where our students can engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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

We use a whole school positive behaviour for learning approach to enact our:

- VISION and VALUES – to inspire our next generation to collaborate, persist, innovate and achieve.
- MOTTO – honour before honours
- EXPECTATIONS – be safe, be respectful, be a learner

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build all of our students to be confident, self-regulated, kind young people.

Our school staff and community believe that communication and positive connections with other people are the most valuable skills our communities need now and into the future.

Thank you to the students, staff and community who provided feedback that helped to shape this work.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Moorooka State School we believe discipline is about learning, growth and positive choices. 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:

- unconditional positive regard
- making their expectations clear,
- providing supportive instruction about how to meet these expectations and
- striving to use behavioural incidents as opportunities to re-teach.

The development of the Moorooka State School Student Code of Conduct is an opportunity to explain the PBL framework to parents and students, and gain their support to implement a consistent approach to the teaching of positive behaviour.

The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and staff member.

We enact whole school positive behaviour with three behaviour expectations:

- **be a learner**
- **be respectful**
- **be safe**

(Appendix 1)

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to:

- speak with the class teacher,
- make an appointment to meet with the Principal and
- click on this link for detailed information

<https://behaviour.education.qld.gov.au/supporting-student-behaviour/positive-behaviour-for-learning>

PBL Expectations - adults

Adults

Our staff are committed to delivering a high quality education for every student, and believe all adults in the school, whether visiting or working, should also demonstrate our same three school wide PBL expectations:

- be a learner.
- be respectful and
- be safe.

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

Be a Learner – showing collaboration, persistence, innovation and achievement:

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents. Our Communication Plan outlines all modes of communication (Appendix 2)

Respectful – showing courtesy to others, objects and the environment

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment with the class teacher to discuss matters relating to your child and a follow up with the school leaders if required.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home and on social media about staff, students and families.	We will ensure positive behaviours are role modelled for all students.
You are respectful in your communication at school with staff and families. (Communication Plan)	We are respectful in our communication with students, families and the wider school community.
You are considerate of staff members' workload and work hours.	We are considerate of parent and caregiver's work hours and commitments.

Safe - ensuring the physical and mental health and wellbeing of ourselves and others.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You drop off and pick up your child from the designated area at the designated times.	We will give clear guidance about a designated area for parents to leave and collect students.
You park or use the Stop, Kiss and Go Zones when dropping off or picking up your child.	We will provide supervision at the Stop, Kiss and Go zones for before and after school drop off and pick up.
You adhere to the BSS Medication Policy and update school administration staff of any changes.	We will administer medication that has been signed off by the parent on the Administration of Medication form, has been prescribed by a qualified health practitioner (e.g. doctor, dentist), is in its original container and has an attached pharmacy label.
Encourage your child to adhere to the school expectations and processes.	We will provide explicit teaching of the school expectations and processes.
You ensure your child attends school every day and notify the school promptly of absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

PBL Expectations - students

All staff in our school adopt the PBL expectations matrix below. Using this matrix, staff work with students to explain exactly what each of the expectations look, sound and feel like in their learning or work space.


Students

The matrix below provides location specific behaviours for our three expectations. It is on display in each learning space, used to teach expectations and revisited regularly to address emerging issues. Our nature play passport also outlines expected behaviours (Appendix 11).

Teachers co-create their own class expectations with their students in child-friendly language based on this matrix.

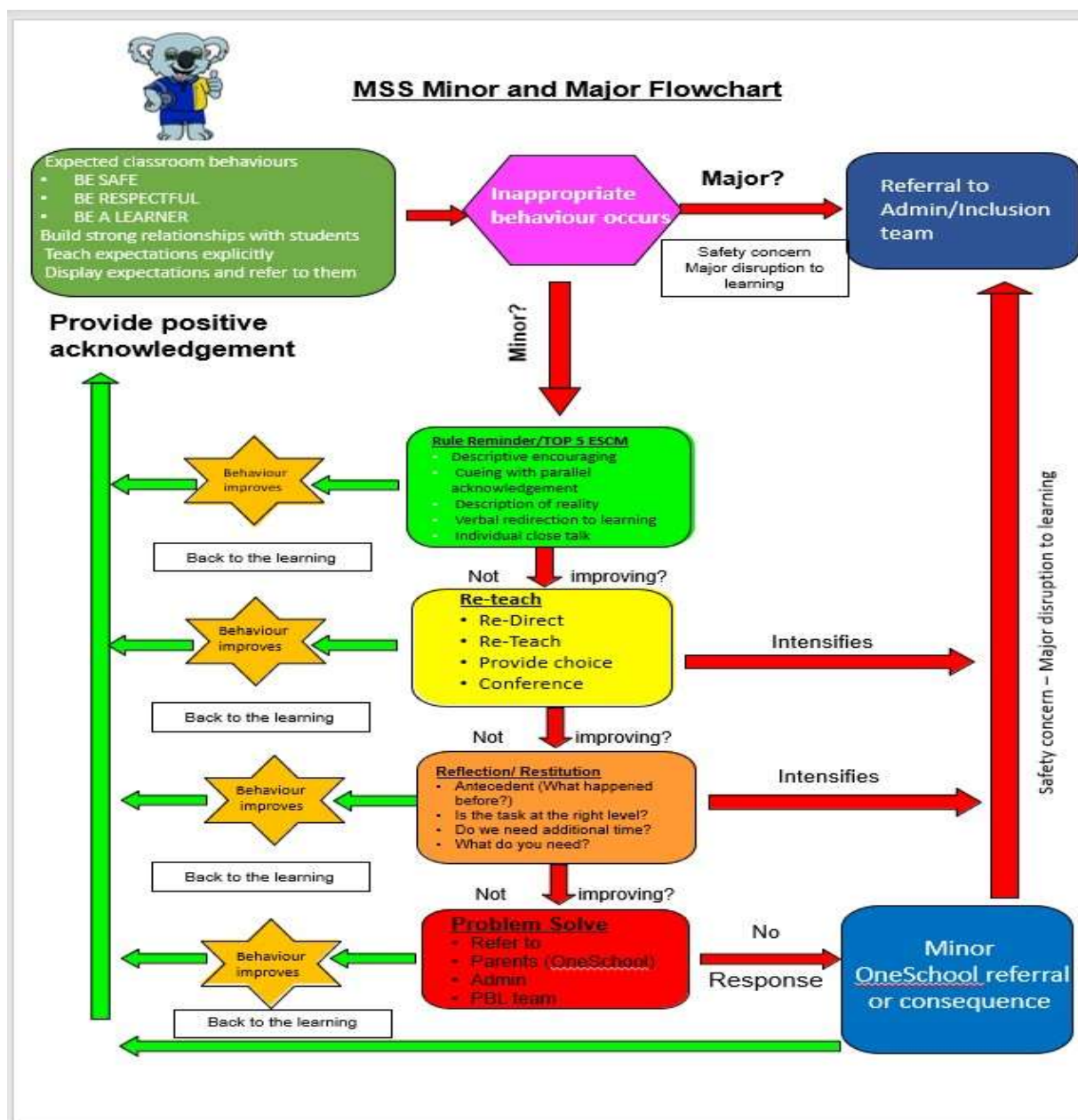
Each learning space has examples to help students and visitors understand the expectations we hold for everyone at Moorooka State School.

Murrumbidgee Merit rewards (Appendix 5) and **weekly assembly certificates** are used to encourage positive choices and classroom teachers and students create **classroom expectations** together to establish positive learning environments.

 Moorooka State School							
At MSS we make choices that we can be proud of... even when no one is watching.							
Everywhere we	Teaching Areas	Play Areas	Transitions	Before After School	Eating Area	Toilets	Digital Learning
<ul style="list-style-type: none"> • be a team player • include others • use manners • celebrate success 							
Be safe	<ul style="list-style-type: none"> ✓ Seek permission to leave ✓ Safe hands and feet 	<ul style="list-style-type: none"> ✓ Safe hands and feet ✓ Wear your hat ✓ Be in the right place at the right time 	<ul style="list-style-type: none"> ✓ Wear your hat ✓ Safe hands and feet 	<ul style="list-style-type: none"> ✓ Report unsafe situations ✓ Walk and watch for wheels on school grounds ✓ Hands and feet to yourself 	<ul style="list-style-type: none"> ✓ Wear your hat ✓ Sit while you eat ✓ Eat your own food 	<ul style="list-style-type: none"> ✓ Wash your hands ✓ Report any mess 	<ul style="list-style-type: none"> ✓ Keep logins and passwords safe ✓ Report unsafe online activity ✓ Use devices safely
Be respectful	<ul style="list-style-type: none"> ✓ Be responsible for your learning ✓ Look after and use all your belongings carefully ✓ Tidy your learning place 	<ul style="list-style-type: none"> ✓ Make positive choices even when no one is watching ✓ Tidy your play place 	<ul style="list-style-type: none"> ✓ Walk quietly, stay mindful. 	<ul style="list-style-type: none"> ✓ Be in the right place at the right time ✓ Make positive choices even when no one is watching ✓ Respect all belongings 	<ul style="list-style-type: none"> ✓ Wait to be dismissed ✓ Respect all belongings ✓ Tidy your eating place 	<ul style="list-style-type: none"> ✓ Make positive choices even when no one is watching ✓ Keep this place clean ✓ Respect privacy 	<ul style="list-style-type: none"> ✓ Think before you post ✓ Respect privacy
Be a learner	<ul style="list-style-type: none"> ✓ Celebrate success ✓ Active listening and participation ✓ Allow everyone to learn 	<ul style="list-style-type: none"> ✓ Be a team player 	<ul style="list-style-type: none"> ✓ Organise your things 				<ul style="list-style-type: none"> ✓ Access only your own work ✓ Be cybersafe

Minor or Major Behaviours

When responding to a behaviour incident, the staff member determines if the behaviour is minor or major, taking into consideration a child's age, circumstance, individual needs, and the general guidelines below:



Minor behaviours are:

- are able to be de-escalated
- do not cause serious harm to others
- do not seriously violate the rights of others
- are minor breaches of the school expectations, policies or procedures

Major behaviours are:

- put self or others at immediate risk of harm
- significantly disrupt the teaching and learning of others
- significantly violate the rights of others

What to do when major behaviour occurs:

- staff calmly support the student to de-escalate
- staff implement the strategies in a student's behaviour support plan
- staff may seek further support through a referral to the DLT
- the staff member observing the incident makes the OneSchool incident report. Relief teachers use the behaviour incident form (Appendix 8)
- parents/carers are notified.

Minor or Major behaviour and responses

Expectations	Minor Behaviour	Responses	Major Behaviour	Responses
I am a Learner	<p>(Refusal to participate in the program of instruction)</p> <ul style="list-style-type: none"> • Work refusal or leaving class without permission <p>(IT misconduct)</p> <ul style="list-style-type: none"> • Unauthorised use of electronic devices - playing games/listening to music/texting <p>(Non-compliant with routine)</p> <ul style="list-style-type: none"> • Failure to follow instructions 	<ul style="list-style-type: none"> • Welcome circle and practise of routines • Reinforce positive behaviour choices • Pause - 'take-up' time for student/s to process instruction/s • Quiet, calm, low adult voice for instructions • Break down tasks into smaller chunks • Prompt student to take a break in their safe place • Incentives and redirection 	<p>(IT misconduct)</p> <ul style="list-style-type: none"> • Inappropriate use of technology/data – adult content, repeated misuse 	<ul style="list-style-type: none"> • Buddy Class • Reflection (Appendix 7) • Targeted teaching • Functional Behaviour Analysis • Individual behaviour support plan
I am Respectful	<p>(Disruptive)</p> <ul style="list-style-type: none"> • Persistent talking/calling out <p>(Lying/Cheating)</p> <ul style="list-style-type: none"> • Lying <p>(non-compliant with routine)</p> <ul style="list-style-type: none"> • Bringing prohibited items to school • Out of Bounds <p>(verbal misconduct)</p> <ul style="list-style-type: none"> • Use of offensive language <p>(Property Misconduct)</p> <ul style="list-style-type: none"> • Stealing or Littering <p>(Physical Misconduct)</p> <ul style="list-style-type: none"> • Obscene gestures 	<ul style="list-style-type: none"> • Model appropriate language and verbalise thinking process • Proximity or quiet discussion with student about expected behaviour • Pre-correction (e.g. Remember to walk to your seat) • Non-verbal and visual cues (e.g. posters, hand gestures) • Ratio of 5 positive to 1 corrective feedback to class • Corrective feedback (e.g. "Hand up when you want to ask a question") • Reflection questions (Appendix 4) • Targeted teaching of skills small group/individually • A choice of tasks (e.g. using the Now - Then strategy) • Check in Check Out strategy • Token economy • Restorative justice • Teacher coaching and debriefing • Referral to the Moorooka SS RISE team for problem-solving 	<p>(Property Misconduct)</p> <ul style="list-style-type: none"> • Major Vandalism • Repeated instances of stealing <p>(Bullying/harassment)</p> <ul style="list-style-type: none"> • Bullying – verbal, emotional, physical, cyber <p>(Threats to students, staff, others)</p> <ul style="list-style-type: none"> • Significant threats towards students to cause harm • Significant threats towards staff to cause harm <p>(Physical Misconduct)</p> <ul style="list-style-type: none"> • Inappropriate sexual behaviour • Severe aggression - fighting/assault • Spitting at others <p>(Substance Misconduct)</p> <ul style="list-style-type: none"> • Substance use 	<ul style="list-style-type: none"> • Counselling support - GO • Teacher debrief and coaching • Refer to DLT for problem-solving • Stakeholder meeting with parents, external agencies, DoE specialists • Complex case management and review • Temporary removal of student property • Suspension • Charge related suspension • Exclusion • Cancel enrolment for students older than compulsory school age who refuse to participate in school programs provided at the school.
I am Safe	<p>(non-compliant with routine)</p> <ul style="list-style-type: none"> • Not returning to class • Refusing to wear a hat outside • Repeated Running on paths/concrete <p>(Physical Misconduct)</p> <ul style="list-style-type: none"> • Rough play 		<p>(non-compliant with routine)</p> <ul style="list-style-type: none"> • Leaving school grounds <p>(Physical Misconduct)</p> <ul style="list-style-type: none"> • Severe aggression – fighting/assault • Self-harm 	

	<ul style="list-style-type: none"> • Throwing things • Inappropriate contact sport • Inappropriate use of nature play 		(Physical Misconduct with an object) <ul style="list-style-type: none"> • Possession/use of a weapon (IT misconduct) <ul style="list-style-type: none"> • Use of someone else's username or password 	
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Consideration of individual student circumstances

When teaching expectations or responding to problem behaviour, Moorooka SS staff take into account students' individual circumstances such as:

- mental health and wellbeing
- home and care arrangements
- disability and religious or cultural considerations.

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. This means:

- some students need additional support to interpret or understand an expectation
- others may need more opportunities to practise a 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.

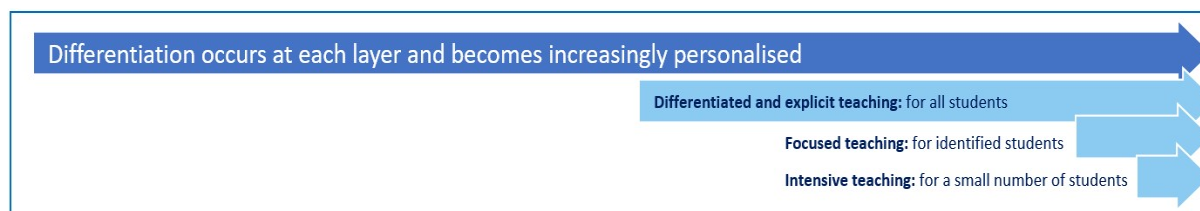
Our staff are obliged by law to respect and protect the privacy of individual students, so while we understand other students, staff and parents may wish to know what consequence another student might have received, we will not disclose this information to anyone but the student's family.

This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the school leaders to discuss the matter.

Differentiated and Explicit Teaching Tier 1

MSS Staff vary what students are taught, how they are taught and how students can demonstrate what they know as part of a differentiated approach to teaching and learning.

Decisions about differentiation are made in response to student data and day-to-day monitoring that indicates the student learning needs. This enables staff to purposefully plan a variety of ways to engage students, assist them to achieve and demonstrate their learning.



PBL has a three-tiered approach which matches our school inclusion model:

- Tier 1 is differentiated and explicit teaching for all students
- Tier 2 is focussed teaching for identified students and
- Tier 3 is intensive teaching for a small number of students.

Each tier provides progressively more personalised supports for students. Click this link for more information: <https://www.youtube.com/watch?v=4C1S7ooFvIU>

Each tier provides progressively more personalised supports for students.

Differentiated and explicit teaching with the following pedagogies:

- Essential Skills
- Gradual Release of Responsibility model
- Growth mindset (the power of YET, Grit)
- Risk benefit philosophy (Appendix 11 – nature play)
- Berry Street Education <https://www.berrystreet.org.au/>
- 6 Levels of Engagement (Fisher D.) – whole class and individual student level
- Zones of Regulation – introduce at whole class level, on-going focussed teaching for individual/small groups on a needs' basis

Focused Teaching Tier 2

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

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

Support staff work collaborate with teachers to provide focused teaching aligned to the PBL expectations matrix. Student progress is monitored by teachers to identify students who:

- no longer require the additional support
- may require ongoing focussed teaching (Tier 2)
- may require intensive teaching (Tier 3)

MSS has access to a range of support staff to plan and deliver focussed teaching to students who do not yet meet expectations. The school invests in the following evidence-informed programs to address specific skill development for students:

- Essential skills (Appendix 9)
- Functional behaviour analysis
- Berry Street Education <https://www.berrystreet.org.au/>
- Zone of Regulation <https://zonesofregulation.com/index.html>
- Accoras Programs (friendship skills)
- Wellbeing worker programs

For more information about these programs, please contact your class teacher to speak with our Diverse Learning Team.

Intensive Teaching Tier 3

Research evidence shows that even in an effective, well-functioning school there may be students 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.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program and communicate with all stakeholders.

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 student behaviour data, and consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, 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.

In response to these needs MSS staff refer students to our Diverse Learning Team for collaborative decision-making on the next steps for students' success. These include seeking access to targeted programs and services within the school environment or community-based, as required.

Disciplinary Responses

The disciplinary responses model used at Moorooka State School follows the same differentiated approach (Tiers 1, 2 and 3) used in the proactive teaching of expectations.

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

Some students may experience difficulty with meeting the stated expectations, and even with focussed teaching, corrective feedback, sanctions and rule reminders, continue to display low-level problem behaviour. A persistent pattern of low-level behaviour can interfere with teaching and learning for the whole class, and the teacher will use the minor/major behaviour matrix to decide on a response.

For a very small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet expectations. This may be needed on a continuous basis. The determination of the need will be made by the principal or deputy principal in consultation with class teachers, DLT and other relevant stakeholders.

On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary. This course of action is taken when the behaviour warrants immediate removal of the student for the safety of themselves or others, or no other alternative discipline strategy is considered sufficient to deal with the behaviour.

Differentiated responses to support learning Tier 1

The differentiated responses to behaviour are organised into the three tiers, with increasing intensity of support to address behaviour that endangers others or causes major interference with class or school operations.

Teachers provide responses to low-level or minor behaviour. These may include:

- the 10 ESCM skills (Appendix 9)
- Ratio of 5 positive to 1 corrective comment or feedback to class
- Reinforce positive behaviour choices
- Learning circle for whole class learning and practise of routines
- Pause - 30 second 'take-up' time for student/s to process instruction/s
- Quiet, calm, low adult voice for individual instructions
- Break down tasks into smaller chunks
- Prompt student to take a break in their safe place
- Incentives and redirection
- Model appropriate language and verbalise thinking process
- Proximity or quiet discussion with student about expected behaviour
- Pre-correction or reminders (e.g. remember to walk to your seat)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Corrective feedback (e.g. "hand up to talk")

Focussed responses to behaviour Tier 2

Teachers are supported by other school-based staff to address behaviour. This may include:

- Reflection questions (Appendix 4)
- Targeted teaching of skills in small group or individually
- Functional behaviour analysis
- Individual student behaviour support plan
- Counselling and guidance support
- A behavioural contract
- A choice of tasks (e.g. using the Now - Then strategy)
- Check in Check Out strategy
- Token economy
- Teacher coaching and debriefing
- Referral to the Diverse Learning Team for problem-solving
- A stakeholder meeting with parents and external agencies

Intensive responses to behaviour Tier 3

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

- Functional behaviour assessment based individual student support plan
- Complex case management and review
- Stakeholder meeting with parents, external agencies and DoE regional specialists
- Temporary removal of student property
- Short term suspension or long term suspension
- Charge related suspension (student charged with a serious criminal offence is suspended from school until the charge has been dealt with by authorities)
- Suspension pending exclusion (student is suspended from school pending a decision about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence for a student behaviour incident. 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 Moorooka State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of themselves or others.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision

made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family.

Re-entry following suspension

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

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

Arrangements The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, including any notes or discussions occurring during the meeting.

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains) and imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco) and 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 Moorooka State School:

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

Parents of students at Moorooka State School

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

Students of Moorooka State School

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

Use of mobile phones and other devices by students

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

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

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

Responsibilities

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

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

- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.
- use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning on DET's eLearning environment

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

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

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

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

Preventing and responding to bullying

Moorooka State School uses the Berry Street Education resources, the 6 Levels of Engagement and Bullying No Way resources to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school.

Enhancing the wellbeing of students and their educators delivers our school vision of the next generation who collaborate, persist, innovate and achieve.

A priority for our school is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter bullying in online and physical spaces. At Moorooka State School we believe students should work closely with staff and parents to address emerging issues with practical solutions.

Bullying (what is and what is not)

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

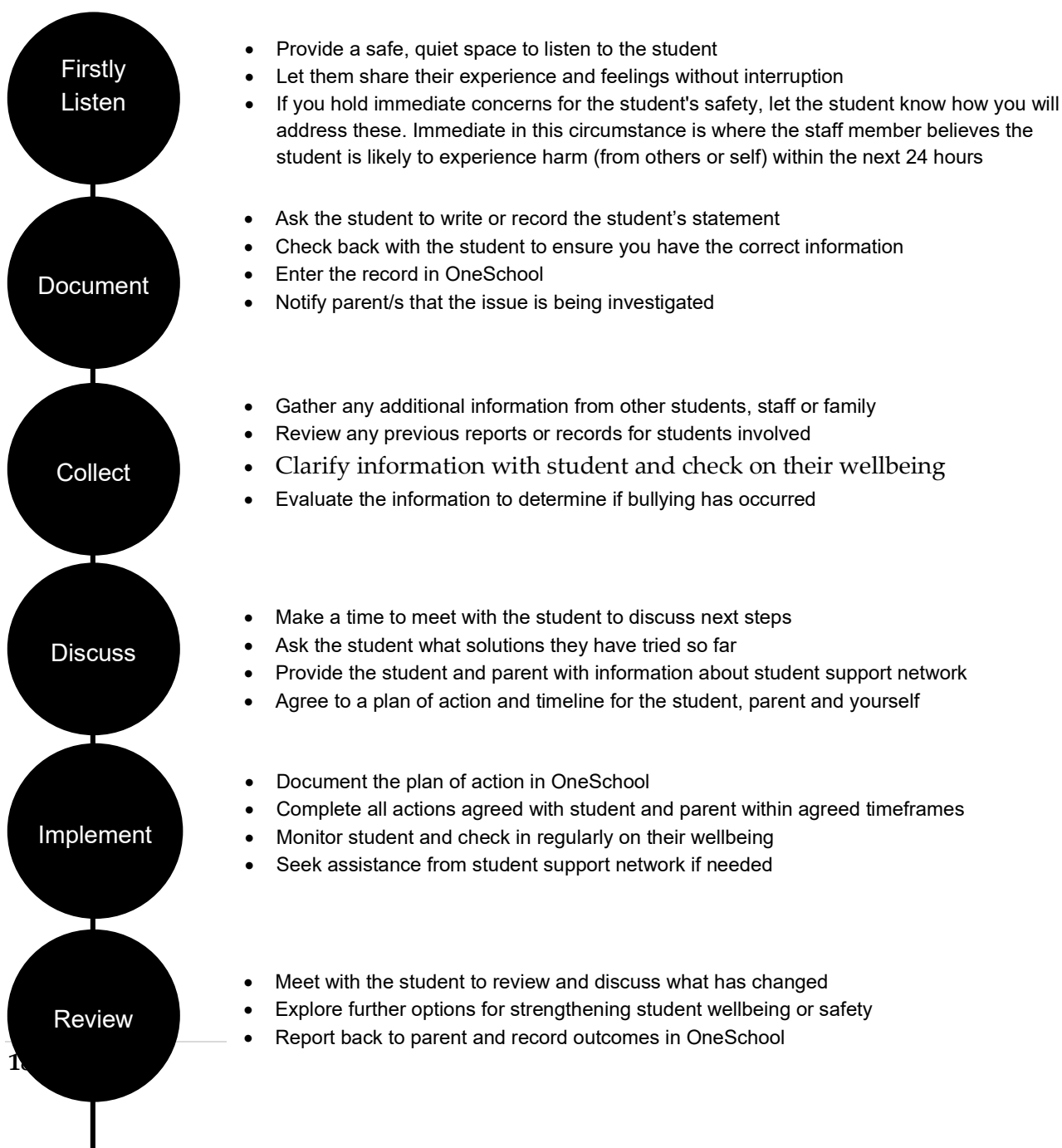
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

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

Moorooka State School - bullying response flowchart

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



Cyberbullying

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

Students and staff access the following resources to teach and learn appropriate ways to interact online:

- Bullying No Way resources
- Esafety commissioner website
- student, staff and parent/carer e-safety information sessions.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their regular class teacher.

Students enrolled at Moorooka State School may face in-school disciplinary action, such as a removal of privileges, or more serious responses such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents 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.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Moorooka State School - Cyberbullying response flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

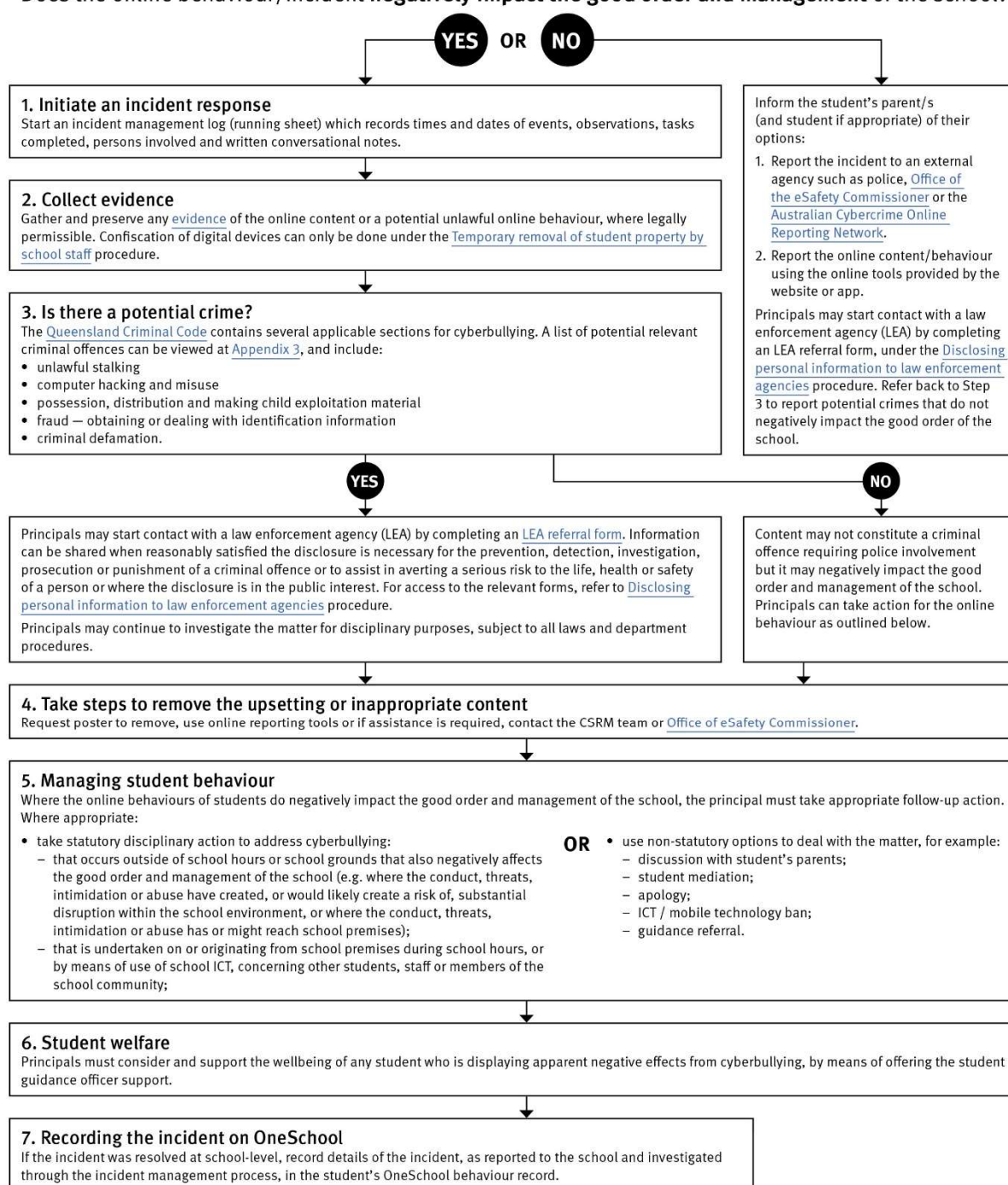
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of support staff in the Diverse Learning Team. Students are also encouraged to approach any staff member with whom they feel comfortable to share their concerns. All staff 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 appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or a restorative justice strategy.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations, 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 parents can be permanently

damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Here are a few strategies that 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 and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum. While we use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, a complaint or an enquiry due to privacy considerations. If you have a concern or a query, please raise it with the school and not on social media. Keep comments calm and polite. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school Principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

- refrain from responding, take a screenshot or print a copy of the concerning online content
- if you consider the 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. Provide the URL to the police and Principal for escalation of serious concerns
- block the offending user and report the content to the social media provider.

Restrictive Practices

School staff at Moorooka State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On rare 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 regulate their emotions and behaviour.

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

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

The department's [Restrictive practices procedure](#) (school staff access only) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six principles:

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

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

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

Critical Incidents

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

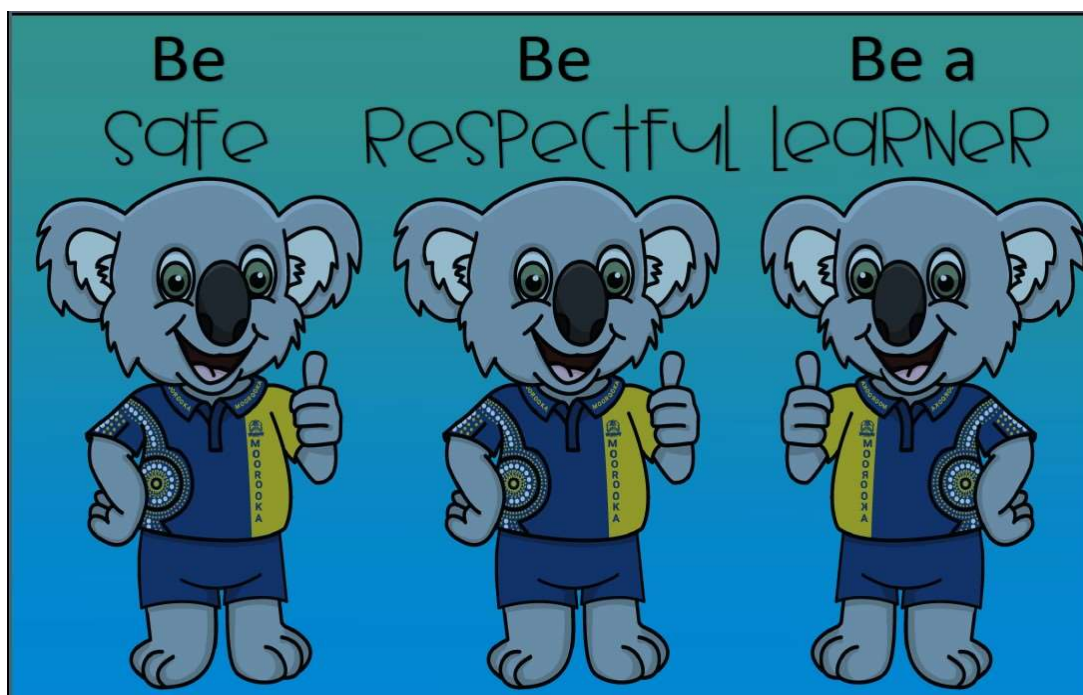
A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and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

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

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

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

Appendix 1 Expectations poster (PBL wall)



Co-constructed with students



1. Be in the right place at the right time
2. Listen and take turns
3. Respect yourself, others and belongings
4. Choose to be kind
5. Follow instructions

Appendix 2 Location posters (PBL wall)

Teaching Areas

Make choices that we can be proud of... even when no one is watching

Be Safe


Be Respectful

Be a Learner

- ✓ Ask permission to leave
- ✓ Safe hands, safe feet
- ✓ Be Cybersmart

- ✓ Take responsibility for your learning
- ✓ Look after belongings
- ✓ Tidy your learning place
- ✓ Be a team player
- ✓ Use appropriate words and body language

- ✓ Celebrate success
- ✓ Active Listening
- ✓ Participate
- ✓ Allow everyone to learn



Additional Location posters

Moorooka State School

At MSS we make choices that we can be proud of... even when no one is watching.

Everywhere we

- be a team player
- include others
- use manners
- celebrate success

Teaching Areas	Play Areas	Transitions	Before After School	Eating Area	Toilets	Digital Learning	
Be safe	<ul style="list-style-type: none">✓ Seek permission to leave✓ Safe hands and feet	<ul style="list-style-type: none">✓ Safe hands and feet✓ Wear your hat✓ Be in the right place at the right time	<ul style="list-style-type: none">✓ Wear your hat✓ Safe hands and feet	<ul style="list-style-type: none">✓ Report unsafe situations✓ Walk and watch for wheels on school grounds✓ Hands and feet to yourself	<ul style="list-style-type: none">✓ Wear your hat✓ Sit while you eat✓ Eat your own food	<ul style="list-style-type: none">✓ Wash your hands✓ Report any mess	<ul style="list-style-type: none">✓ Keep logins and passwords safe✓ Report unsafe online activity✓ Use devices safely
Be respectful	<ul style="list-style-type: none">✓ Be responsible for your learning✓ Look after and use all your belongings carefully✓ Tidy your learning place	<ul style="list-style-type: none">✓ Make positive choices even when no one is watching✓ Tidy your play place	<ul style="list-style-type: none">✓ Walk quietly, stay mindful.	<ul style="list-style-type: none">✓ Be in the right place at the right time✓ Make positive choices even when no one is watching✓ Respect all belongings	<ul style="list-style-type: none">✓ Wait to be dismissed✓ Respect all belongings✓ Tidy your eating place	<ul style="list-style-type: none">✓ Make positive choices even when no one is watching✓ Keep this place clean✓ Respect privacy	<ul style="list-style-type: none">✓ Think before you post✓ Respect privacy
Be a learner	<ul style="list-style-type: none">✓ Celebrate success✓ Active listening and participation✓ Allow everyone to learn	<ul style="list-style-type: none">✓ Be a team player	<ul style="list-style-type: none">✓ Organise your things			<ul style="list-style-type: none">✓ Access only your own work✓ Be cybersafe	

Appendix 3 6 Levels of Engagement (PBL wall)

What's my level of engagement?

Active ← Passive → Active

	Disrupting	Avoiding	Withdrawing	Participating	Investing	Driving
Engaging in the activity	Distracting others Disrupting the learning	Looking for ways to avoid work Off-task behaviour	Being distracted Physically separating from the group	Doing work Paying attention Responding to questions	Asking Questions Feeling like what you are learning is important	Setting goals Seeking feedback Self-assessment
Engaging with peers	Arguing with peers Trying to distract	Looking busy to avoid work Finding reasons to leave the group	Sitting with the group, but not interacting with the group	Working with others when directed to do so	Sharing ideas and thinking with peers Following shared interests	Collaborating with others towards a shared goal Challenging each other to drive improvement
	Disengaged			Engaged		



Appendix 4 Zones of Regulation poster (PBL wall)

Blue Zone	Green Zone	Yellow Zone	Red Zone
<p>I am feeling:</p> <ul style="list-style-type: none"> bored tired sad 	<p>I am feeling:</p> <ul style="list-style-type: none"> ready to learn calm helpful kind 	<p>I am feeling:</p> <ul style="list-style-type: none"> wiggly fast silly frustrated 	<p>I am feeling:</p> <ul style="list-style-type: none"> loud angry mad mean
<p>Draw a picture</p> <p>Hug</p> <p>Think happy thoughts</p> <p>Have a snack or drink</p>	<p>Feel proud</p> <p>Do your work</p> <p>Help others</p> <p>Reach your GOALS</p>	<p>Fidget</p> <p>How can I fix it?</p> <p>Deep breaths</p> <p>Hug</p> <p>Talk to an adult</p>	<p>Deep breaths</p> <p>Size of the problem</p> <p>Take a break</p>

Appendix 5 Murrumbee Merits and Assembly Certificate

1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
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1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
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1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
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1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures
1	2	3	4	5	6	7	8	9	10	Merit Store Signatures

Murrumbee Merit Multiplier 2024



Name: _____

Class: _____



Weekly assembly award certificate

Certificate of Recognition

Presented to

For

Honour before Honours Award

For demonstrating increased learning behaviours and participation with outstanding results.

On

Monday, 21 August 2023



Moorooka State School

Teacher



Queensland Government

Principal

Appendix 6 Communication Plan – home-school-community



Moorooka State School School-Community Communication – 'growing a community of curious, respectful and connected learners.'


Updated 30/01/22

How do we communicate?	What do we communicate?
<p>School Office and Electronic Sign phone (07) 3426 5333</p> <p>Monday to Friday 8:00am - 4:00pm</p>	<ul style="list-style-type: none"> For Urgent matters always phone the school office Enrolment inquiries, student absences or to change your contact details Book a meeting with teachers, the Principal or Deputy Principal Contact is not made via staff personal mobile phones. Electronic Sign (corner of Sherley St and Beaudesert Rd) information, updates, reminders for school events, activities and initiatives.
<p>QParents A secure, online portal giving all State School Parents/Carers 24-hour access https://qparents.qld.edu.au</p>	<ul style="list-style-type: none"> Update your child's address and medical conditions Notify of your child's absence and update for unexplained absences Make online payments against school invoices Once registered, parents/carers login to the portal using their secure account details Access QParents through a smartphone (mobile browser or download the QParents app from the iTunes App Store or Google Play Store), on a tablet or your personal computer.
<p>QSchools App Quick, easy access to school information</p>	<ul style="list-style-type: none"> Download the QSchools app to access information about every Queensland State school with live links to each school's website event calendar, documents, google maps address, contact details and the school Facebook.
<p>Text Messaging Service SMS</p>	<ul style="list-style-type: none"> An automated SMS is sent by 10 am daily to notify parents and carers of unexplained student absences. You will receive this SMS if your child has not yet attended school and the school has not been notified of their absence via phone, QParents or any other means. Generally the text message is sent to one parent or carer per student. The SMS may also be used to contact Parents/Carers for other urgent matters; e.g. school closure due to an extreme weather
<p>Moorooka SS website www.moorookass.eq.edu.au</p>	<ul style="list-style-type: none"> School contact details and policies Calendar of upcoming school events – check this regularly for updates and changes Our School Handbook provides an overview of school policies and procedures Student reporting information and links to school resources including Year Level Book Lists
<p>Moorooka SS Facebook Page https://www.facebook.com/moorookastateschool</p>	<ul style="list-style-type: none"> Updates for school events and activities e.g. changes due to extreme weather Access via the school website, the QSchools App or our school newsletter Follow the Department of Education Acceptable Use and Social Media Guidelines Click Here This Facebook page is not used for complaints – phone the school office if you have a concern or an issue to be resolved.
<p>School Newsletter emailed via Australian Newsletter Publishing</p>	<ul style="list-style-type: none"> Distributed electronically each fortnight in the odd weeks (Weeks 1, 3, 5, 7, 9) The School Newsletter includes – celebrations, School and P&C information, date claimers and events It features a translation service to accommodate the needs of our diverse community language backgrounds.
<p>MSS Parents' and Citizens' Association https:// email.pandc@moorookass.eq.edu.au</p>	<ul style="list-style-type: none"> The P&C Association consists of Parents, Carers and community members It is a key forum for consultation with the school community and operates the Uniform Shop, Marlins Swim Club and Tuckshop Facebook: https://www.facebook.com/moorookastateschoolpac Qkr (pronounced – Quicker) is used by the P&C for parents to make tuckshop, uniform and event payments with a smartphone.

<p>Email for all formal communication with Parents and Carers</p> <p>The Office email office@moorookass.eq.edu.au</p>	<ul style="list-style-type: none"> Each staff member has a Department of Education email and usually checks this daily during school hours. Staff are not required to check emails outside of the school operating hours of 8am-4pm. School Leaders and the office staff check emails at various times in their day. They respond to emails within 24 hours. Teachers respond to Parent/Carer emails within 48 hours. Families provide their email address at enrolment. Please keep this updated by contacting the School Office or using QParents. Newsletters and invoices for excursions and other school activities are distributed to families by email Parents/Carers may choose to use email or QParents to advise of short-term student absences.
<p>Contact with your child's Teachers</p>	<ul style="list-style-type: none"> Parent/Carer-Teacher Information Evening - Week 3, Term 1. Teachers share procedures, expectations and the curriculum Book a meeting with your child's Teacher via email with the Teacher or through the School Office. Teachers are busy with the students from 8:40am to 3:00pm so meeting times are outside these times Teacher emails are provided at the beginning of the year, at parent/carer evenings and in class newsletters.
<p>Student Support Services referral and follow up communication</p>	<ul style="list-style-type: none"> If a child requires support for their learning progress, the class teacher and Parents/Carers work together. They may also complete a referral to the MSS Student Support Service's team. After the Student Support Service's team meet, a follow up letter is sent to Parents/Carers with the meeting outcomes and recommendations for their child's learning.
<p>Parental Permission for excursions, incursions and events</p>	<ul style="list-style-type: none"> School excursions, incursions and events require a signed Parent/Carer permission form Payment of an invoice does not replace the signed permission form for these activities
<p>Curriculum Newsletter</p>	<ul style="list-style-type: none"> Provided to Parents/Carers via email by the end of Week 1 each term, from your child's class teacher and specialist teachers. Features current curriculum, excursions/incursions, timetables for swimming and library, Parent/Carer opportunities to participate in or volunteer for school activities.
<p>Class communication</p>	<ul style="list-style-type: none"> Class Dojo messaging and class story may be used with student information or images only with parent consent. Conversation between Parents/Carers and class teachers is to be via teacher EQ email or phone. A standard message to inform Parents/Carers of this arrangement is to be shared on each Class Dojo. Relevant parent-teacher email or phone discussions are recorded in Qoneschool. General whole class messages from the teacher are not recorded in Qoneschool.
<p>Reporting on your child's progress Report Cards and formal interviews</p>	<ul style="list-style-type: none"> Report cards are emailed twice yearly at the end of Terms 2 and 4. Report cards are also accessible via QParents. Parent/Carer-Teacher interviews are provided in Terms 1 and 3 to share student progress, learning goals and next steps. Parents/Carers book these interviews online via the SOBS tab on our school website www.moorookass.eq.edu.au
<p>School Assembly</p>	<ul style="list-style-type: none"> Students participate in a weekly assembly. They learn to be an audience member, public speaking and celebrate their schoolmates Held each Friday at 2:15pm – check the school calendar on the school website for any changes Parents/Carers of students receiving an award on assembly are notified prior to the day of the assembly by the class teacher Parents/Carers are welcomed at assemblies to engage with celebrations, information, learning and performances.
<p>Annual School Opinion Survey Administered by the Department of Education</p>	<ul style="list-style-type: none"> Obtains the views of Parents/Carers, students and school staff on what the school does well and how we can improve Key survey results are used to plan for school improvement and are shared with the community via the School Newsletter

Appendix 7 P-2 and Year 4-6 reflection tool

Reflection questioning tools (Prep-Year 2, Year 3-6) – these tools are used to support student learning and growth in understanding choices that lead to positive behaviours.



MSS Reflection Tool

Tier 2 - Prep, Year 1 & 2




☐ Parent contacted
☐ Entered in OneSchool
 Date entered _____

Student Name: _____ Class: _____ Date: ____/____/____

What did I do?





What happened next?

What expectation was not met?

Be safe	Be respectful	Be a learner
		

How did it make YOU feel? (put a X)

How did it make others feel? (circle)

sad	scared/worried	angry	frustrated
			

Next time I will:

Parent signature: _____



MSS Reflection Tool

Tier 2 - Year 3, 4, 5 & 6

Office Use

☐ Parent contacted

☐ Entered in OneSchool

Date entered _____

Student Name: _____ Class: _____ Date: ____/____/____

What did I do?

What happened next?

What expectation was not met?

- ☐ Be safe
- ☐ Be respectful
- ☐ Be a learner

How did this make others feel?

How did this make YOU feel?

What can I do to resolve this problem?


Next time I will...

Parent signature: _____ Date: ____/____/____



Appendix 8 Incident referral form

Student Referral Process for visiting staff (optional for school staff as they are required to complete the OneSchool incident report) – students are referred to the Diverse Learning Team and/or to the Deputy or Principal after consideration of the minor/major behaviour matrix.

 Moorooka SS Behaviour Incident template (for OneSchool incident reports)		Date:	
Who - staff	Referring staff member	Refer to staff member	
Who – student/s			
When			
Where			
Problem behaviour? Specific details of what the student/s did.			
What strategies were used to support the student/s to resolve this issue? Specific details of the resolution strategies.			
Additional information	e.g, behaviour plan strategies, learning difficulty that may impact choices,		
What is the follow up?			

Appendix 9 ESCM – Essential Skills

THE 10 ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

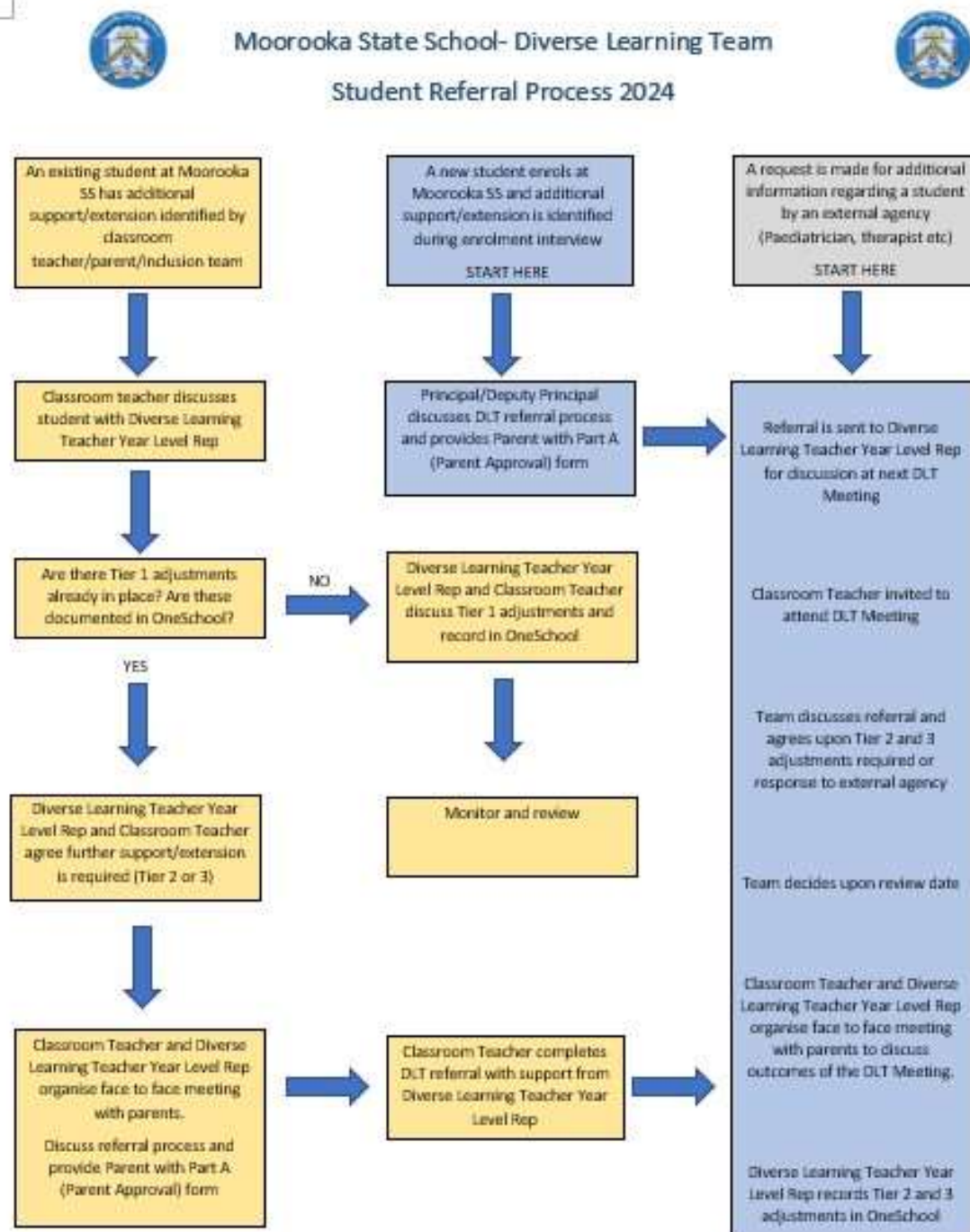
The Foundation Behaviour Management Skills

Successful learning requires three core elements:
*setting clear expectations,
 acknowledging appropriate behaviour and
 timely correction of inappropriate behaviour.*

No.	Skill Name	Definition
1	Establishing Expectations <i>'making rules'</i>	To clearly articulate and demonstrate the boundaries of pro-social behaviour.
2	Giving Instructions <i>'telling students what to do'</i>	To give a clear direction about what students are to do.
3	Waiting and Scanning <i>'stopping to assess what is happening'</i>	To wait and look at your students for 5-10 seconds after you give an instruction.
4	Cueing with Parallel Acknowledgement <i>'praising a particular student to prompt others'</i>	To acknowledge students' on-task behaviour with the intention of encouraging others to copy.
5	Body Language Encouraging <i>'smiling, nodding, gesturing and moving near'</i>	To intentionally use your body gestures and facial expressions to encourage students to remain on-task. Positive feedback is included here.
6	Descriptive Encouraging <i>'praise describing behaviour'</i>	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7	Selective Attending <i>'not obviously reacting to certain behaviours'</i>	To deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8	Redirecting to the Learning <i>'prompting on-task behaviour'</i>	To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9	Giving A Choice <i>'describing the student's options and likely consequences of their behaviour'</i>	To respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10	Following Through <i>'doing what you said you would'</i>	Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment.

By using the ESCM, teachers will be able to reduce time spent on managing conversations and increase the time spent on learning conversations

Appendix 10 Diverse Learning Team referral flowchart



The Diverse Learning Team meets weekly on Tuesday mornings at 8:00 am in the A Block Conference Room.

Inspiring our next generation to collaborate, persist, innovate and achieve.



MY NATURE PLAY PASSPORT

NAME:

CLASS:



Come and play.
There's lots to
explore!

COLOUR IN MURRUMBEE!

Play area expectations:

- ☐ Safe hands, safe feet, safe voice.
- ☐ Wear your hat.
- ☐ Be in the right place at the right time.
- ☐ Make positive choices, even when no one is watching.
- ☐ Keep equipment in the correct play area and tidy your play space.
- ☐ Leave all fruit, leaves, branches and animals on the plants.
- Be a team player.



Chicken Club expectations:

- ☐ Wait outside until a staff member checks the chicken pen.
- ☐ Work with the staff member and other students to care for the chickens.
- ☐ Read the signs to learn what chickens need to eat.
- ☐ Sit down to give your chicken a cuddle.
- ☐ Always walk and use a quiet voice near the chickens.



Low ropes, high ropes and swings expectations:

- ☐ Check the space is clear of people and objects.
- ☐ Swing to a height where you don't fall off.
- ☐ Wait at a safe distance while others are swinging.
- ☐ One child at a time on all tyre swings and slack lines (low or high).
- Use the 'hand over hand' technique on the high ropes.

Loose Parts Play expectations:

- ☐ Use loose parts for building, creating and imaginative play.
- ☐ Wait outside until a staff member checks the loose parts area.
- ☐ Keep all loose parts inside the loose parts boundary.
- ☐ Look before you lift.
- ☐ Be respectful of others' play by sharing loose parts.
- ☐ Each break is a fresh start for new creations.



Stick Play expectations:

- ☐ Use sticks for building, creating and imaginative play.
 - ☐ When playing on the ovals, keep stick play to the edges.
 - ☐ Choose a stick that is no taller than your waist.
 - ☐ Check your stick for splinters.
 - ☐ Be careful when walking with your stick.
- Be respectful of others by sharing sticks.

