

Moorooka State School



Student Code of Conduct 2022

Every student succeeding

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

Queensland Department of Education

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Endorsement

Principal Name:	Mrs Lisa Morrison
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Principal Signature

Date:	30-01-2022
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P/C President Name:	Sara Bremner
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P/C President Signature

Date:	28-02-2022
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Contents

Purpose	2
Whole School Approach to Discipline	3
PBL Expectations	4
Minor and Major Behaviours	6
Consideration of Individual Circumstances	8
Differentiated and Explicit Teaching	9
Focussed Teaching	10
Intensive Teaching	11
Disciplinary Consequences	12
School Policies	15
Temporary removal of student property	15
Use of mobile phones and other devices by students	17
Preventing and responding to bullying	19
Appropriate use of social media	27
Restrictive Practices	28
Critical Incidents	29
APPENDIX	
1. Be a learner, be respectful, be safe poster (Meerkats)	
2. Moorooka SS Communication Plan 2022	
3. Meerkat Merit award system. Classroom expectations example	
4. Reflection questioning tools (Prep-Year 2, Year 3-6)	
5. Behaviour Incident template and referral flowchart	

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 - to grow a community of curious, respectful and connected learners.
- VALUES – collaboration, curiosity, resilience and growth through challenge
- EXPECTATIONS – be a learner, be respectful, be safe

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-disciplined and 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:

- 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 – expectations poster

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, curiosity, resilience and growth through challenge.

<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 Deputy Principal or Principal 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.	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

Students

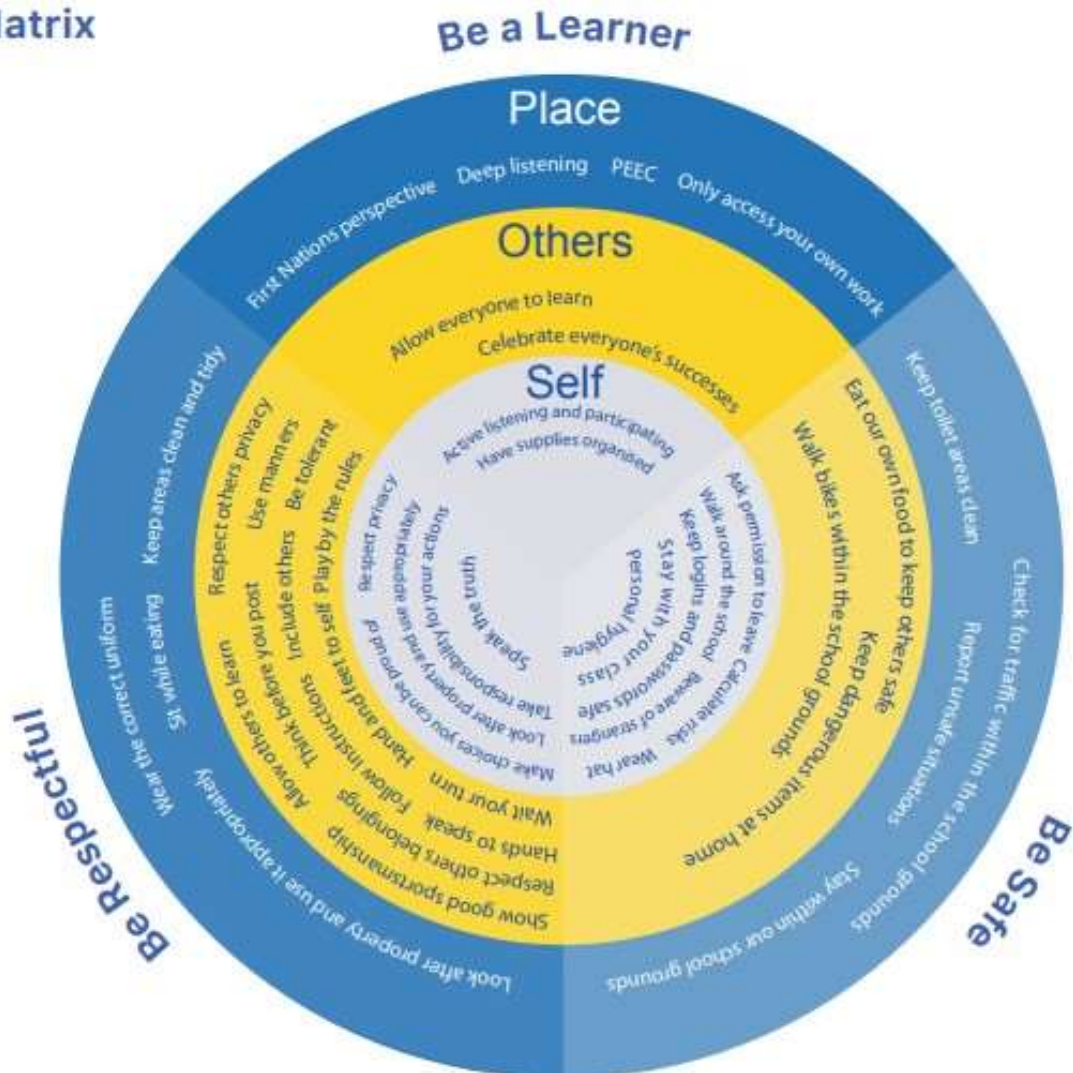
The matrix below provides examples of our three expectations for students. It is on display in each learning space, used to teach expectations and revisited regularly to address emerging issues.

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.

Meerkat Merit rewards and weekly Assembly Certificates are used to encourage positive choices and classroom teachers and students create **classroom expectations** together to establish positive learning environments. Appendix 3

Behaviour Matrix



Minor or Major Behaviours

When responding to a behaviour incident, the staff member determines if the behaviour is minor or major, while taking into consideration a child's age, circumstance and individual needs, along with the following general guidelines: (see on page 7 for a **Minor/Major Behaviour Table**)

- minor problem behaviour is handled by staff members at the time it happens using Tier 1 and Tier 2 interventions.
- major problem behaviour requires the intervention of the leadership team with the possibility of using Tier 3 interventions.

Minor behaviours:

- 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

With minor behaviours staff may use these strategies to support a student:

- a redirection prompt where a staff member asks the questions below
- a minor consequence connected to the behaviour
- restorative practice (see questions below)
- a follow-up discussion with parents

Redirection/Restorative prompts

1. What did I do?
2. Which expectation did I not do?
 - be a learner
 - be safe
 - be respectful
3. How did this make others feel?
4. How did this make me feel?
5. What can I resolve this problem?
6. What will I do next time?

Major behaviours:

- 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 individual behaviour support plan
- staff may seek further support from the class teacher, an Inclusion Team member, the Deputy Principal or Principal with the **Behaviour Referral form** (Appendix 5)
- parents/carers are notified and
- the referring staff member ensures that the incident is recorded on OneSchool.

Minor or Major Behaviours

Minor and Major Behaviours and Responses		
Expectations	Minor Behaviour	Major Behaviour
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 	<p>(IT misconduct)</p> <ul style="list-style-type: none"> Inappropriate use of technology/data – adult content, repeated misuse
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 	<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
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 Throwing things Inappropriate contact sport Inappropriate use of nature 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 <p>(Physical Misconduct with an object)</p> <ul style="list-style-type: none"> Possession/use of a weapon <p>(IT misconduct)</p> <ul style="list-style-type: none"> Use of someone else's username or password

Consideration of Individual Student's 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 teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family.

This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

Staff at Moorooka State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of a differentiated approach to behaviour.

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

There are three tiers to differentiation, as illustrated in the diagram below. This model is used for academic and teaching differentiation.



These three tiers relate to the tiered approach in PBL and 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.

All staff in our school adopt the PBL Expectations Matrix (page 5). Using this matrix, teachers work with their students to explain exactly what each of the expectations look, sound and feel like in their learning space.

Focused Teaching

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

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

Support staff work collaboratively with Teachers at MSS to provide focused teaching aligned to the PBL Expectations Matrix, and student progress is monitored by the Teacher/s to identify those who:

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

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:

- Zone of Regulation <https://zonesofregulation.com/index.html>
- Berry Street Education <https://www.berrystreet.org.au/>
- Place responsive and outdoor learning pedagogies - Pullenvale EEC
- Accoras Programs (friendship skills)
- Essential Skills and Functional Behaviour Analysis

For more information about these programs, please speak with the Moorooka State School Inclusion Team or Guidance Officer.

Intensive Teaching

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. At Moorooka State School we provide these students with access to support through a variety of Regional Behaviour Support Team programs as required.

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised.

In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students 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 consequence.

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

On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary. 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

The differentiated responses to behaviour are organised into 3 tiers, with increasing intensity of support to address behaviour that endangers others or causes major interference with class or school operations.

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

- Learning circle for whole class learning and practise of routines
- Reinforce positive behaviour choices
- 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)
- Ratio of 5 positive to 1 corrective comment or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")

Focussed responses to behaviour

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
- Restorative justice
- Teacher coaching and debriefing
- Referral to the Moorooka SS Student Success Team for problem-solving
- A stakeholder meeting with parents and external agencies

Intensive responses to behaviour

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 DET regional specialists
- Temporary removal of student property (e.g. mobile phone)
- 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. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from 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 narrowly 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)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at 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
 - 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:

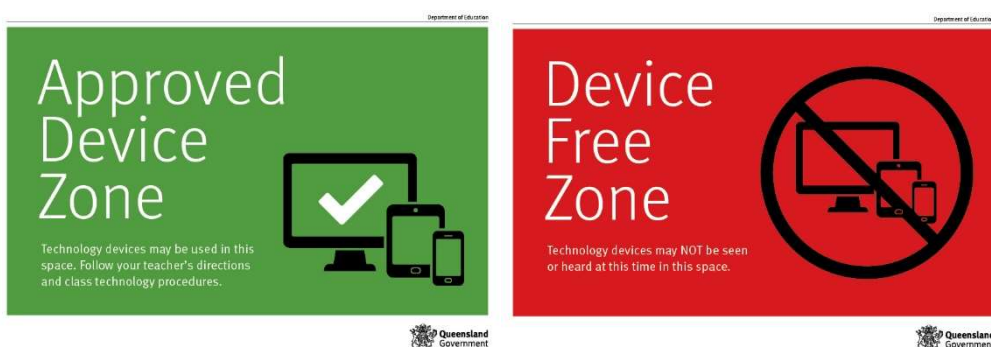
- is prohibited according to the Moorooka State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon 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 mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

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



Responsibilities

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

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 [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Moorooka State School has a **Student Council**, meeting regularly to promote strategies to improve student wellbeing, safety and learning. The Student Council work is focussed on the core elements of the Australian Student Wellbeing Framework:



1. **Leadership** - Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
2. **Inclusion** - All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
3. **Student voice** - Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships** - Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
5. **Support** - School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for our Student Council 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.

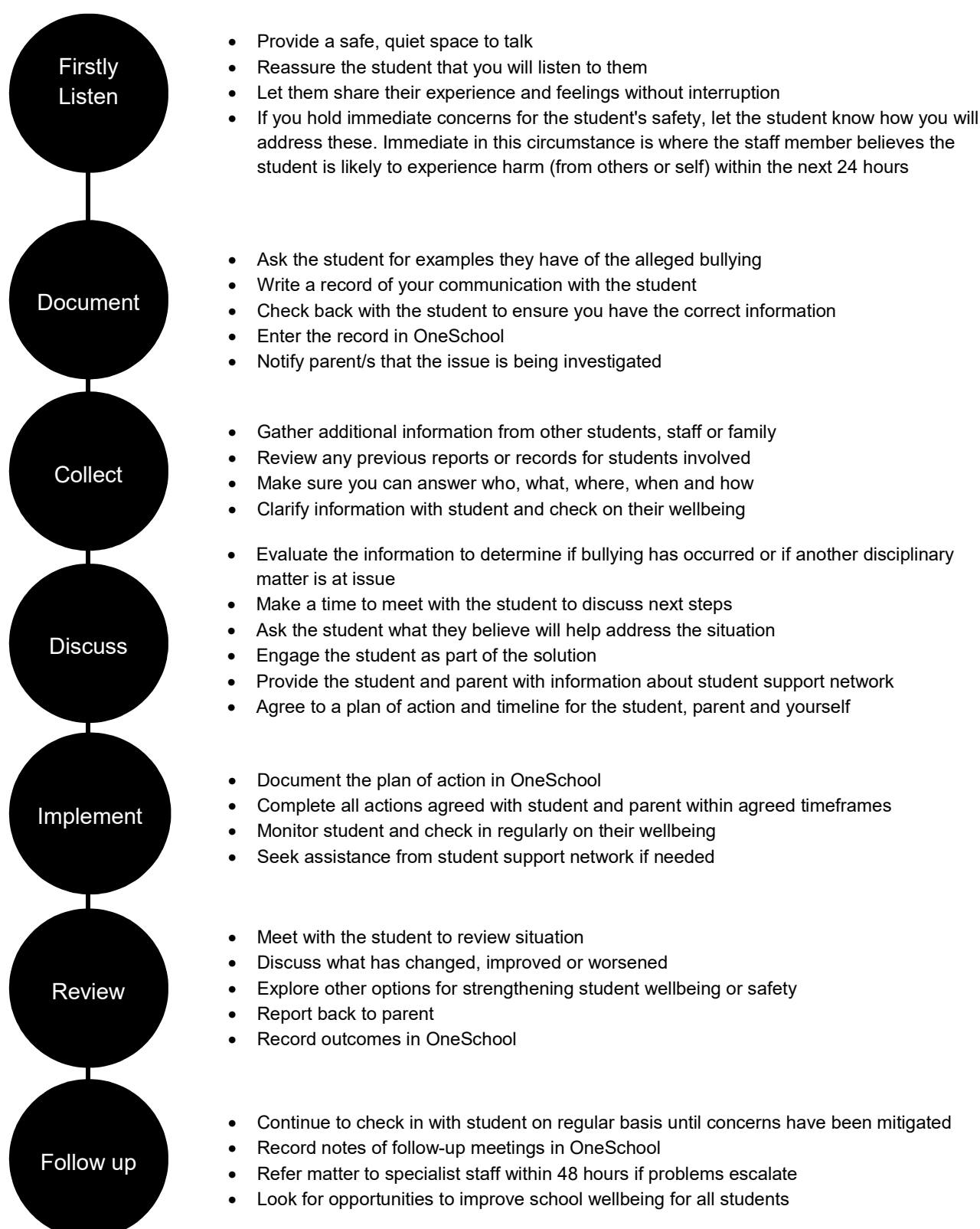
The following flowchart explains the actions Moorooka State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional 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.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Teachers



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, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

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

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

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

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed 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](#).

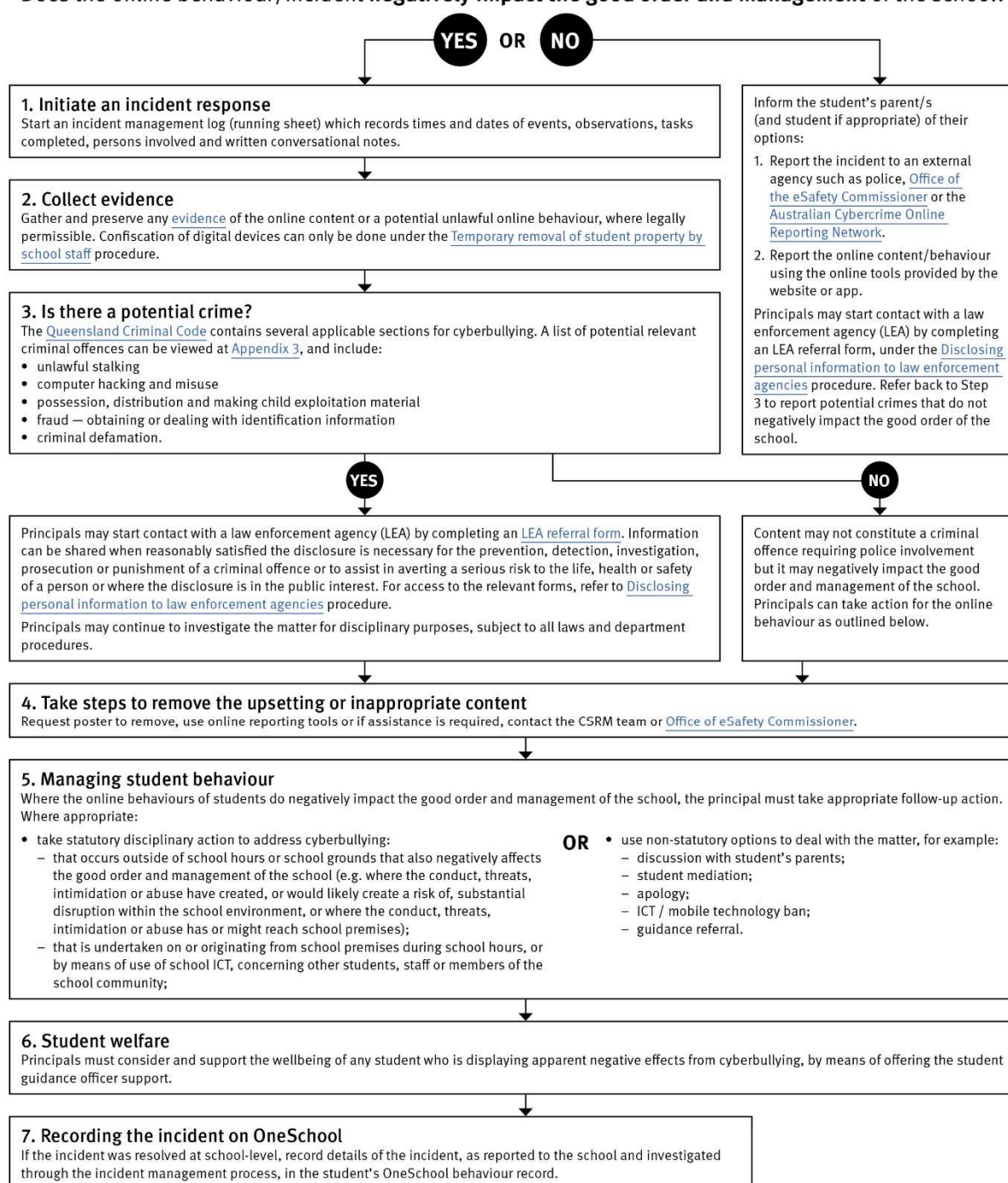
Explicit images

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 Student Success Team. Students are also encouraged to approach any staff member with whom they feel comfortable to share their concerns. All staff at Moorooka State 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 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.

Moorooka State School – Say no to Bullying Agreement

This Agreement provides an outline of the way our school community works together to establish a safe, supportive and disciplined school environment. It is provided to students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.



Moorooka State School – Say no to Bullying Agreement

We agree to work together to improve the quality of relationships in our community at Moorooka State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature _____

Parent's signature _____

School representative signature _____ Date _____

Appropriate use of social media

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

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

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

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

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

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

While 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 contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

- refrain from responding
- take a 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
- 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 some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Expectations Poster



Moorooka SS Expectations

Be a learner




Be respectful

Be safe



Appendix 2


Communication Plan


 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?
School Office and Electronic Sign phone (07) 3426 5333 Monday to Friday 8:00am - 4:00pm	<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.
QParents A secure, online portal giving all State School Parents/Carers 24 hour access https://qparents.qld.edu.au	<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.
QSchools App Quick, easy access to school information	<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.
Text Messaging Service SMS	<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
Moorooka SS website www.moorookass.eq.edu.au	<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
Moorooka SS Facebook Page https://www.facebook.com/moorookastateschool	<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.
School Newsletter emailed via Australian Newsletter Publishing	<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.
MSS Parents' and Citizens' Association https:// email: pandc@moorookass.eq.edu.au	<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.

Email for all formal communication with Parents and Carers The Office email office@moorookass.eq.edu.au	<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.
Contact with your child's Teachers	<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/carers evenings and in class newsletters.
Student Support Services referral and follow up communication	<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.
Parental Permission for excursions, incursions and events	<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
Curriculum Newsletter	<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.
Class communication	<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.
Reporting on your child's progress Report Cards and formal Interviews	<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
School Assembly	<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.
Annual School Opinion Survey Administered by the Department of Education	<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 3

Moorooka Merit rewards – each student has an individual passport with rows of 10 boxes. Each box is stamped each time a student achieves a merit. 10 merits are used to purchase a prize at the Merit Store in the office. A second chance draw of merits also takes place on the weekly assembly.

Moorooka Merit	
	Name: _____ Class: _____
	<input type="checkbox"/> being safe
	<input type="checkbox"/> being responsible
	<input type="checkbox"/> being respectful
	House: Cook Flinders Logan
Teacher: _____	

Moorooka Merit	
	Name: _____ Class: _____
	<input type="checkbox"/> being safe
	<input type="checkbox"/> being responsible
	<input type="checkbox"/> being respectful
	House: Cook Flinders Logan
Teacher: _____	

Classroom Expectations example



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 4

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.



Classroom Behaviour Reflection Sheet Years 3-6

Student Name: _____ **Class:** _____ **Date:** _____

What did I do?

Which expectation did I not do?

- ☐ be a learner
- ☐ be safe
- ☐ be respectful

How did this make others feel?

How did I feel?

What can I do to resolve this problem?

Next time I will ...

Student's Signature: _____

Parent/Guardian Signature: _____



Moorooka State School – Behaviour Reflection Sheet

Classroom Behaviour Reflection Sheet Years Prep, Year 1 and 2

Student Name: _____ Class: _____ Date: _____

What did I do?



What expectation did I not do?

Be a learner	Be safe	Be respectful

How did it make others feel (circle)?

Sad



Angry



Scared



Worried




Next time I will ...

Student's Signature: _____

Parent/Guardian Signature: _____

Appendix 5

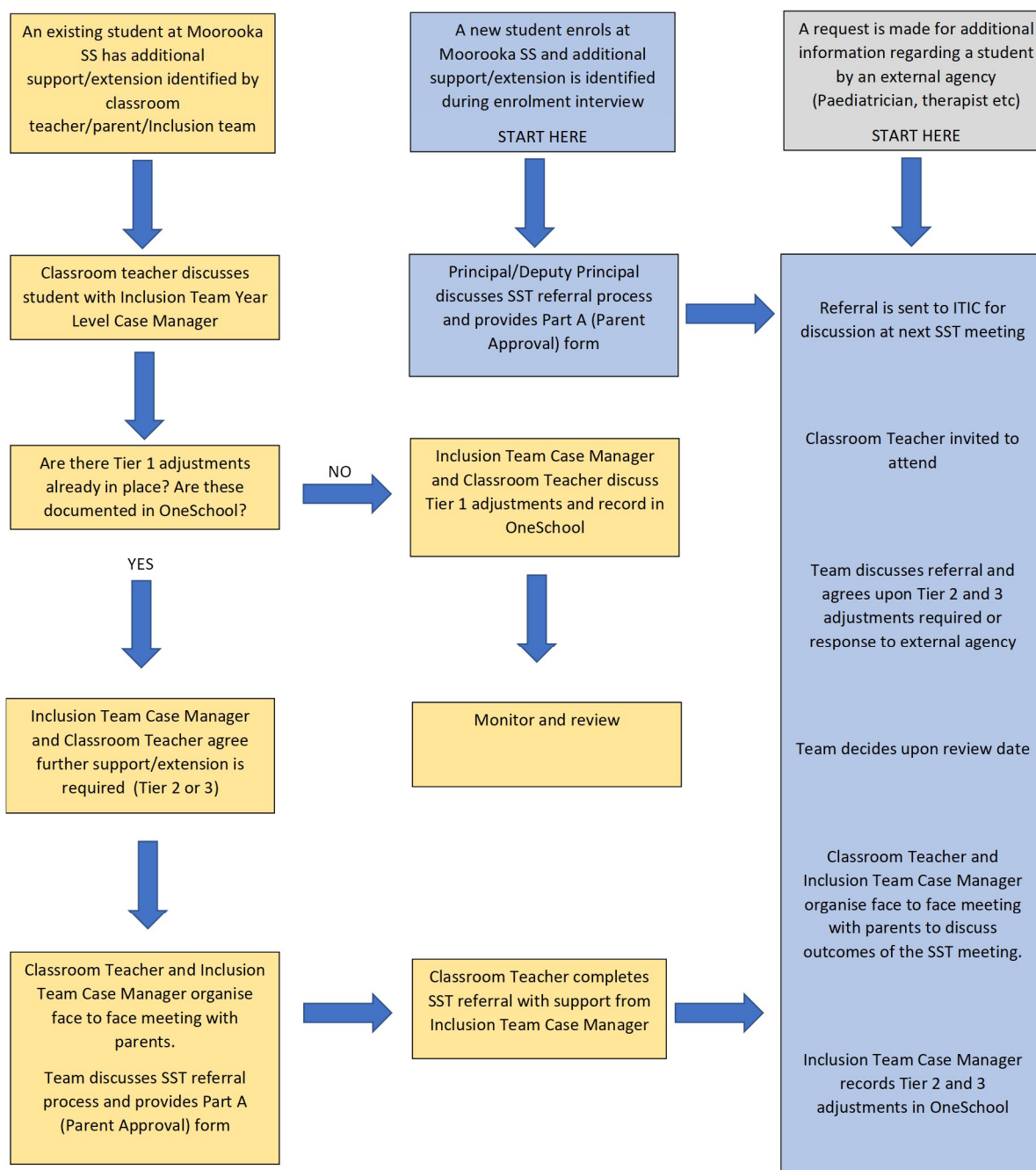
Student Referral Process and Behaviour Incident template – students are referred to the Student Success Team and/or to the Deputy or Principal after consideration of the minor/major behaviour matrix.

 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?			



Moorooka State School- Student Success Team

Student Referral Process 2022



The Student Success Team meets weekly on Tuesday mornings at 8:00 am in the D Block Conference Room

Collaboration – Curiosity – Resilience – Growth through Challenge