



The Code of School Behaviour

Better Behaviour
Better Learning



Moorooka State School

Responsible Behaviour Plan for Students based on The Code of School Behaviour



1. Purpose

Great things happen at Moorooka State School. We are committed to providing a safe, supportive, respectful and disciplined learning environment for students and staff. Aspiring to unlock each child's full potential in a collaborative community that promotes dynamic, innovative and robust learning.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Moorooka State School developed this plan in collaboration with our school community. Throughout Term Two and Three of 2017, consultation with students, staff and parents, was undertaken through survey distribution and community discussions to gauge expectations of standards. A review of school data sets from 2014-2016 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in November 2017.

Data review processes are built into the school system and assist the team to make informed decisions regarding future needs and actions, in regards to school policies and programs.

3. Learning and behaviour statement

All areas of Moorooka State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are committed to implementing a Positive Behaviour for learning (PBL) approach to the teaching and managing of student behaviour and are informed by systems, data and practices to bring about desired identified outcomes for each of our students.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

This proactive approach includes data tracking to identify areas for intervention; explicit teaching of school wide expectations and rules; the use of a positive incentive program to encourage and reinforce appropriate behaviours and the use of effective consequences to discourage inappropriate consequences. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Moorooka State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of *responsible* behaviour:



Be a Learner



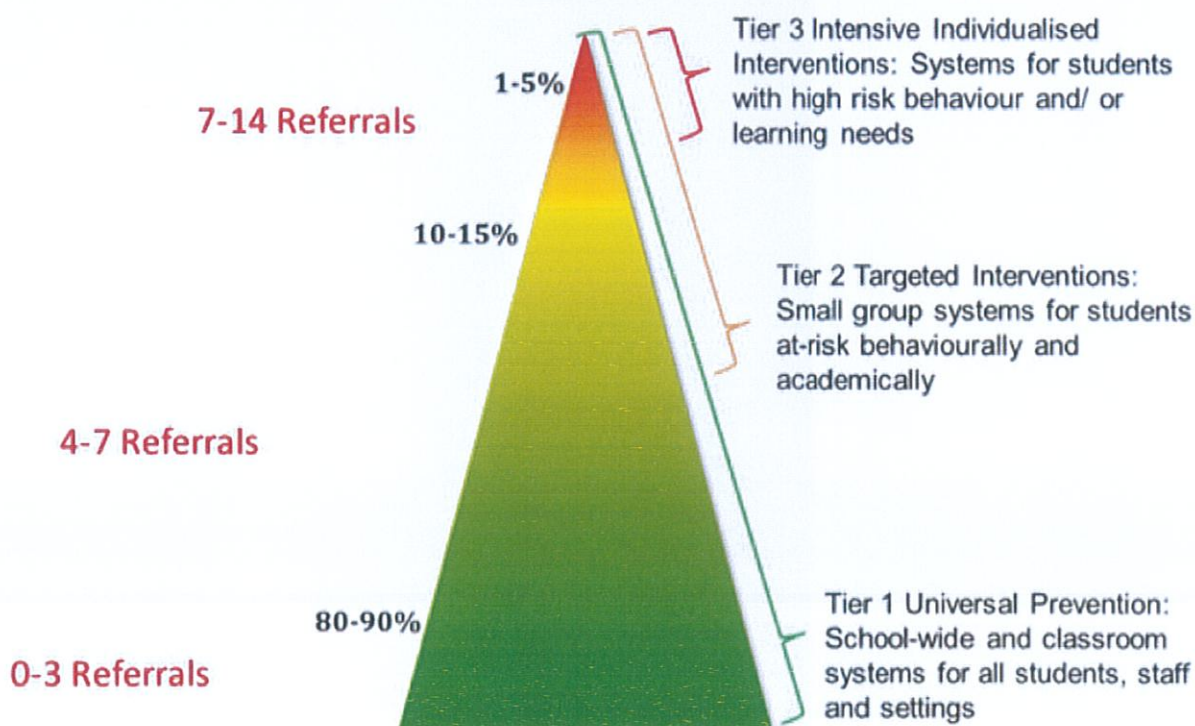
Be Safe



Be Respectful

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Our behaviour expectation goals are informed by school data and research around a 3-tiered approach to instructional positive behaviour support. The below diagram outlines school goals in relation to student Major Office Referrals (MOR) per term.



4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Moorooka State School uses a three-tiered approach to facilitate positive behaviour and respond to unacceptable behaviour, through the implementation of universal, targeted and intensive support systems.

Universal Behaviour Support

At Moorooka State School we implement the following proactive, preventative and reinforcing strategies and processes to support student behaviour.

- Ongoing implementation of school processes through the Engagement Officer and PBL Team whereby staff review current practice and data to inform school direction, and share and celebrate successful practice with the entire school community.
- Comprehensive inductions programs delivered to new students at enrolment and ALL new staff and relief staff. Current staff will be inducted annually.
- Clear and concise school rules and expectations
- Explicit teaching of expectations
- Universal incentive program
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School (Appendix 1);
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
 - Appropriate Use of Social Media (Appendix 3)

Support Strategies:

- Meerkat Mates (Junior School)
- Peer Mentors
- Friendship chairs
- Reinforcement of learning from behaviour lessons at School Assemblies and through active supervision by staff during classroom and non-classroom activities.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Lunchtime activities: Students have access to the school chaplain for support with developing friendship groups and the school Zen Room for support with developing social skills

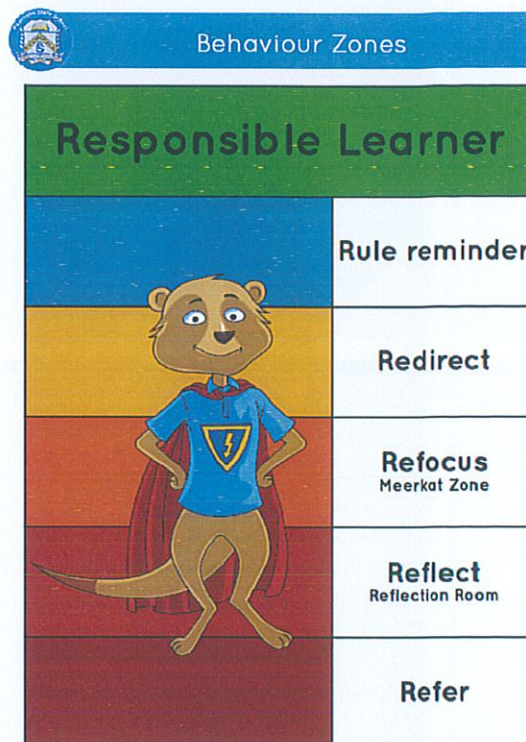
Behavioural Rubric

A set of behavioural expectations in specific set attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix (Appendix 4) outlines our agreed rules and specific behavioural expectations in all school settings.

Behaviour Zones

A behaviour zone procedure has been aligned with our school expectations and provides information to students, staff and parents about what to expect when students need support to remain on task. These zones are a continuum and students move between these zones throughout the day dependent on their behaviour. At the start of each session all students begin as Responsible learners (Appendix 5)

The zones are:



Target Behaviour Support

Moorooka State School implements the following strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behaviour data to accurately identifying students requiring targeted intervention and support.
- Internal, Student Support Plan referral process for staff to follow when seeking assistance to
- support identified students.
- Team approach to support students on targeted support programs and plans.
- Use of data-based criteria for evaluation and exit from targeted support program
- Frequent review of plans and processes to ensure appropriate adjustments are made to
- address individual student needs including, but not limited to, curriculum modifications, social skills program, buddy programs and adult support.

Intensive Behaviour Support

- Moorooka State School implements the following processes and strategies to respond to chronic problem behaviour:
- Individual support profiles developed for students with high behavioural needs, enabling
- staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- In-school referral via the Student Support Plan process, for teachers seeking assistance to support students with intensive-level needs
- Use of behaviour data to accurately identify students requiring individualised support

- Use of functional behaviour analysis (FBA) process to investigate patterns of behaviour
- Flexible and/or alternative learning options (minimised days for students in consultation with parents/carers)
- The provision of flexible consequences consisting of but not limited to: time out in office, send home, internal suspension and suspension, at the discretion of the Administration team.
- Use of district, regional and state behaviour support options
- Liaison with external agencies as required (e.g. Child Safety, CYMHS, Autism Australia).

Reinforcing expected school behaviour

At Moorooka State School, we acknowledge that learning is a behaviour and as such student achievement is driven towards rewarding active learning. Students learn expected behaviours through explicit instruction and frequent, targeted reinforcement which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Moorooka State School Incentive Program

Free & Frequent (Whole School) Moorooka Merits

Staff members hand out Moorooka Merits each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a Moorooka Merit.

Classroom rewards

Classroom teachers are encouraged to implement individual classroom reward systems that complement the school wide reward program and provide relevant acknowledgement of student success.

Active learning rewards

Moorooka State School acknowledges the value of delayed gratification and as such students who consistently display appropriate behaviours are rewarded for their achievement. Rewards are acknowledgement of appropriate behaviour at school and therefore will not be taken from students as a consequence for problem behaviour.

Merit Shop

Students collect their Moorooka Merits and can redeem them at the Merit shop (twice weekly).

Merit points are collated and contribute to House points to determine winning House for the year (Logan, Cook & Flinders).

Achievement awards

Moorooka State School is a collaborative community where dynamic, innovative and robust learning occurs. Achievement awards acknowledge students who consistently display these attributes.

Honour awards are presented fortnightly on parade. Students who demonstrate the school motto "Honour Before Honours" are eligible for an award.

Attendance Mac awards are presented weekly to the classes with the highest attendance rate above 95% during that week.

Marvellations

Attendance Celebrations

At the end of each term, students with 95% attendance are rewarded for excellent attendance.

Behaviour Celebrations

In the first week of each term, students with less than 3 MORs for the previous term are invited to participate in a behaviour celebration. These may include, but are not limited to: amazing race, dance lessons, rock climbing and sporting afternoon.

We acknowledge that key to a positive behaviour program is education. Students who do not attend the behaviour celebrations will participate in an alternate program where behaviour expectations will be revisited. These sessions will also include opportunities for students to learn essential skills, including social skilling and conflict resolution, required to behave appropriately.

5. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour through the provision of universal, targeted and intensive support (PBL processes).

Universal Behaviour Support – All Staff

Moorooka State School implements the following school-wide, proactive and preventative processes and strategies to support student behaviour (Appendix 6).

- Ongoing implementation of Behaviour Processes through the Moorooka State School PBL team
- where members meet each term to review current practice, student behaviour data, identify and
- celebrate success stories and provide support to staff.
- Induction Programs in the Moorooka State School Behaviour Plan delivered to new students and
- families on enrolment and all new and relief staff. Current staff will participate in annual
- refresher training.
- Explicit teaching of expectations and behaviour zones
- Moorooka State School incentive program
- Student PBL Plan
- Development of specific policies including:
 - The Use of Personal Technology Devices at School
 - Procedures for Preventing and Responding to Incidents of Bullying
 - Staff protocols and procedures will undergo continual update in response to our Triangle data.

Targeted behaviour support – PBL Team

Each year a small number of students at Moorooka State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. (Appendix 6)

Students on an ENGAGE Plan attend their normal scheduled classes and activities with appropriate adjustments if required, however, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches, attendance plans and behaviour plans and increased opportunities to receive positive

reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The ENGAGE Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the ENGAGE Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support - Behaviour Support Team

Moorooka State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The *Intensive Behaviour Support Team* (including Principal, Deputy & Engagement Officer) develops and Individual Behaviour Plan which includes:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the PBL Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* will recommend for teachers to refer identified students to SSS (Appendix 7). Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

6. Consequences for inappropriate or unacceptable behaviour

Moorooka State School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A behaviour referral form (Appendix 8) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Depending on the severity of the incident, Major behaviours result either a detention or an immediate referral to Administration, as per the Moorooka M&M card (Appendix 9).

When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the behaviour referral form and the student is escorted to Administration. The Administration team will investigate the incident and issue a consequence relevant to the seriousness of the behaviour.

Major problem behaviours may result in the following consequences:

Initial: Time in office, withdrawal from classroom, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Engage Program;

Referral: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or

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

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. At Moorooka State School, staff will use the Moorooka Behaviour Rap.

Moorooka Behaviour RAP

Review expected school behaviour (what is the expected behaviour and compare to student behaviour)

Ask student to describe consequences of behaviour

Promote the expected behaviour

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Moorooka State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. At Moorooka, each staff member and student follows the same procedures in regards to behaviour.

Consistency is maintained through explicit instruction and visual signage. Each learning zone within the school will display the Moorooka rules, Behaviour Zones, Referral Process and all staff will carry pink slips, M&M card and minor infraction card.

Students also receive training in how to respond appropriately when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. Emergency situation or critical incident responses

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

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

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

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.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Moorooka State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, trained staff may enact Non-Violent Crisis Intervention techniques. These techniques are aimed at ensuring safety of all staff and students.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Basic defusing strategies

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.

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.

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.

Follow through

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

All students and staff that are involved, will be provided opportunity to discuss the situation and in some cases Restorative Justice may be initiated (Appendix 10).

Record keeping

Each instance involving the use of physical intervention must be formally documented and uploaded onto OneSchool.

8. Network of student support

Staff and Students at Moorooka State School are able to access support with regards to issues relating to school behaviour both within the Department of Education and Training and through the community. An outline of some of these support services include:

| Internal Support | External Support | |
|--|---|--|
| School Based | District & Other EQ Services | Community Services |
| <ul style="list-style-type: none">• School teaching and support staff• School administration• Guidance Officer• Engagement Officer• Special Education staff• Parents• Chaplain | <ul style="list-style-type: none">• District Advisory Visiting Teacher for Behaviour Support (BAT)• Senior Guidance Officers• Access to Behaviour Management• Funds• District Office staff• Positive Learning Centres• Alternative Learning Sites | <ul style="list-style-type: none">• Department of Child Safety• Child and Youth Mental Health Service• Counselling Services (Lifeline, St Vincent de Paul's) |

9. Consideration of individual circumstances

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

Moorooka State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and

- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural
 - background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision
 - making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student,
 - consistent with the rights of the rest of the community.

10. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

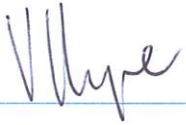
11. Related procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

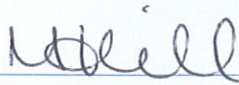
12. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
 - [\(ncab.nssfbestpractice.org.au/resources/resources.shtml\)](http://ncab.nssfbestpractice.org.au/resources/resources.shtml)
- [National Framework for Values Education in Australian Schools](#)
 - [\(www.valueseducation.edu.au\)](http://www.valueseducation.edu.au)
- [Behaviour Foundations](#)
 - [\(www.learningplace.eq.edu.au/cx/resources/file/ef1b8f6c-8158-4ca0-966d-18ba4fa2c1f9/1/index.html\)](http://www.learningplace.eq.edu.au/cx/resources/file/ef1b8f6c-8158-4ca0-966d-18ba4fa2c1f9/1/index.html)

13. Endorsement



Principal



P&C President

Effective Date: **January 2018 to December 2020**

Appendix 1.

The use of personal technology devices at school

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

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices (iPads®) used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Consequences for bringing a banned item to school:

First offence: Confiscated and student must collect from office.

Second offence: Confiscated and parent and student must collect from office.

Third offence: Device banned for one month.

Further offences: Suspension at the discretion of the Administration

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and signed in at the office, where it will be stored in a safe place for the duration of the day. Students may collect their device at the end of the school day.

Recording voice and images

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

We uphold the value of trust and the right to privacy at Moorooka State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student

body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

Text communication

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

Assumption of cheating

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

Recording private conversations and the *Invasion of Privacy Act 1971*

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

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

Special circumstances arrangement

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

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Appendix 2.

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Moorooka State School practices a “zero tolerance” approach to bullying in all its forms, in line with (State Policies) and the provisions of the (Child Protection) Act. Our school and school community endorses the right to safety of all school community members. Bullying undermines this right, and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, and can damage the supportive environment of the class and of the school in general. For these reasons, it cannot be tolerated and must be addressed with immediacy and consistency. This will occur through implementation of our behaviour zones.

As defined in Education Queensland’s Child Protection Act, “Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and /or sexual in nature.”

Students who are involved in bullying: i.e. Bullying others or a bystander who does not report the bullying to an adult may receive a suspension. The amount of days involved in the suspension will depend on the severity of the incident and number of incidence that have occurred.

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 still need to be addressed and resolved.

Cyberbullying refers to bullying that is carried out through information and communication technologies.

All students at Moorooka State School will assist with stamping out bullying by following our Bullying Process: **SW&T**

Step 1: STOP



This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim’s control over handling the situation.

Step 2: WALK



If the bullying continues after a student has told the bully to stop. We encourage them to walk away with a buddy (where possible) who witnessed the incident too.

Step 3: TALK



If the Bully does not stop, Students (victim and witnesses) are required to report incidents to a teacher. Principal, Deputy Principal or Engagement Teacher will investigate the incident. All students involved in the incident, will be asked for statements (written or verbal). Adequate evidence is used when deciding on amount of days of suspension to be applied to bully or bystanders

Purpose

Moorooka State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Moorooka State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Moorooka State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to (but not limited to):

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Moorooka State School, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses

to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures listed above are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and will be taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times, simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Bullying research suggests that school programs should be focussed on supporting victimised students, given psychologically vulnerable children may be a prime target for bullying. As such the Moorooka State School Bullying Program will consist of lessons about what bullying is, the differences between bullying and other forms of harassment and strategies for victims, bystanders and the perpetrator. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming.

The anti-bullying process at Moorooka State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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

Appendix 3.

Appropriate use of social media

Moorooka State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Moorooka State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Moorooka State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Moorooka State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Moorooka State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Moorooka State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Moorooka State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Moorooka State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Moorooka State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Moorooka State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Moorooka State School expects its students to engage in positive online behaviours.



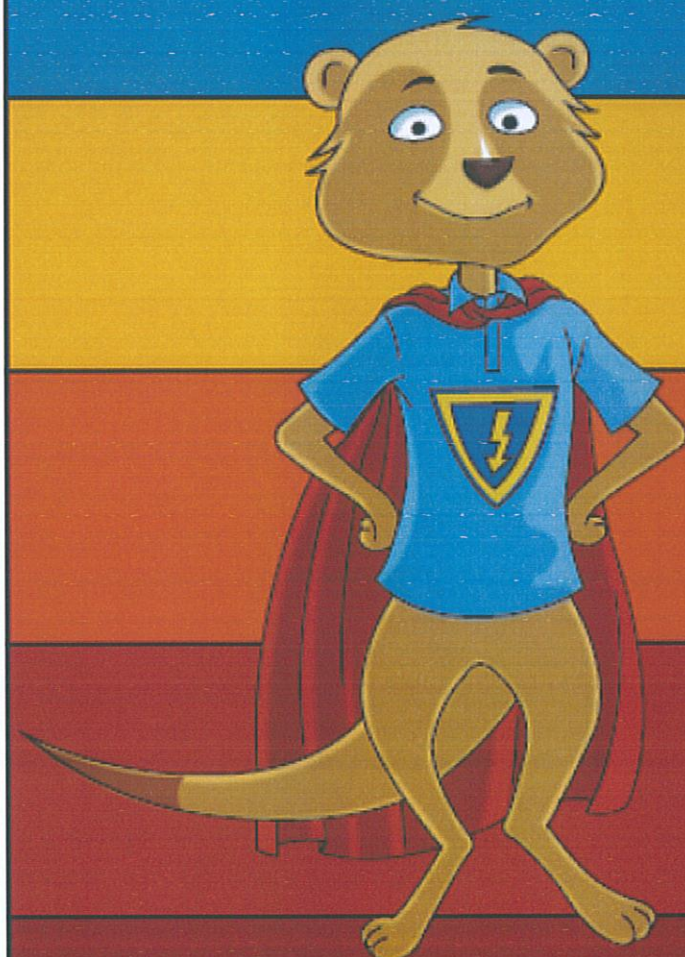
Appendix 4. Moorooka State School – Behaviour Matrix

| | CLASSROOM | PLAYGROUND | TOILETS | EATING AREA | TUCKSHOP | TRAVEL | CYBER | |
|---------------|---|--|--|--|--|---|--|--|
| BE RESPECTFUL | Show good manners, using appropriate language, volume and tone. Follow directions the first time Look after property and use it appropriately Respect others' privacy Speak the truth, lying has consequences Allow others to engage in learning Hands up to speak, move or ask for help Accept consequences, your choices belong to you Respect others' belongings, stealing has consequences Play by the rules – wait your turn Get along and be tolerant of others | Show good manners, using appropriate language, volume and tone. Follow directions the first time Look after property and use it appropriately Respect other's privacy Speak the truth, lying has consequences Accept consequences, your choices belong to you Respect others' belongings, stealing has consequences Play by the rules – wait your turn Get along and be tolerant of others | Show good manners, using appropriate language, volume and tone. Follow directions the first time Look after property and use it appropriately Respect others' privacy Speak the truth, lying has consequences Accept consequences, your choices belong to you Respect others' belongings, stealing has consequences Get along and be tolerant of others | Show good manners, using appropriate language, volume and tone. Follow directions the first time Look after property and use it appropriately Respect others' privacy Speak the truth, lying has consequences Hands up to speak, move or ask for help Accept consequences, your choices belong to you Respect others' belongings, stealing has consequences Get along and be tolerant of others | Show good manners, using appropriate language, volume and tone. Follow directions the first time Look after property and use it appropriately Respect others' privacy Speak the truth, lying has consequences Accept consequences, your choices belong to you Respect others' belongings, stealing has consequences Play by the rules – wait your turn Get along and be tolerant of others | Show good manners, using appropriate language, volume and tone. Follow directions the first time Look after property and use it appropriately Respect others' privacy Speak the truth, lying has consequences Accept consequences, your choices belong to you Respect others' belongings, stealing has consequences Get along and be tolerant of others | Show good manners, using appropriate language, volume and tone. Look after property and use it appropriately Respect others' privacy Speak the truth, lying has consequences Allow others to engage in learning Hands up to speak, move and ask for help Accept consequences, your choices belong to you Respect others' belongings, stealing has consequences Get along and be tolerant of others | |
| | Keep hands and feet to yourself Always walk except during designated play or class activities Classes travel together in two lines on the left-hand side of the path Keep dangerous items at home Be in the right place at the right time Wear correct school uniform and hat | Keep hands and feet to yourself Always walk except during designated play or class activities Walk bikes into the school grounds Keep dangerous items at home Be in the right place at the right time Wear correct school uniform and hat Play appropriately – right time, right way, right place | Keep hands and feet to yourself Always walk except during designated play or class activities Keep dangerous items at home Be in the right place at the right time Wear correct school uniform and hat Use toilet in a timely and appropriate manner Demonstrate good personal hygiene | Keep hands and feet to yourself Always walk except during designated play or class activities Keep dangerous items at home Be in the right place at the right time Wear correct school uniform and hat Stay seated while eating Demonstrate good personal hygiene Ask permission to leave an area Keep area clean and tidy We eat our own food in a sensible way Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link | Keep hands and feet to yourself Always walk except during designated play or class activities Classes travel together in two lines on the left-hand side of the path Walk bikes into the school grounds Keep dangerous items at home Be in the right place at the right time Wear correct school uniform and hat Follow traffic rules to and from school | Keep hands and feet to yourself Always walk except during designated play or class activities Classes travel together in two lines on the left-hand side of the path Walk bikes into the school grounds Keep dangerous items at home Be in the right place at the right time Wear correct school uniform and hat Follow traffic rules to and from school | Keep dangerous items at home Be in the right place at the right time Wear correct school uniform and hat Follow traffic rules to and from school Ask permission to leave an area Keep area clean and tidy Beware of strangers Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link | |
| | Demonstrate good personal hygiene Ask permission to leave an area Keep area clean and tidy Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link | Demonstrate good personal hygiene Ask permission to leave an area Keep area clean and tidy Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link | Demonstrate good personal hygiene Ask permission to leave an area Keep area clean and tidy Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link | Demonstrate good personal hygiene Ask permission to leave an area Keep area clean and tidy We eat our own food in a sensible way Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link | Demonstrate good personal hygiene Keep area clean and tidy Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link | Follow traffic rules to and from school Ask permission to leave an area Keep area clean and tidy Beware of strangers Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link | Follow traffic rules to and from school Ask permission to leave an area Keep area clean and tidy Beware of strangers Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link | Follow traffic rules to and from school Ask permission to leave an area Keep area clean and tidy Beware of strangers Telling is not dobbing SW&T Take a stand, lend a hand Stop and think, make the link |
| | Active listening and participation Have Supplies organised Show Persistence Be confident Be resilient Celebrate Success | Active listening and participation Show sportsmanship and follow rules of the game Be confident Be resilient Celebrate Success | Active listening and participation | Active listening and participation Be confident Be resilient | Active listening and participation Be confident Be resilient | Active listening and participation Be confident Be resilient | Active listening and participation Be confident Be resilient Celebrate Success | |
| BE A LEARNER | | | | | | | | |
| BE SAFE | | | | | | | | |



Behaviour Zones

Responsible Learner



Rule reminder

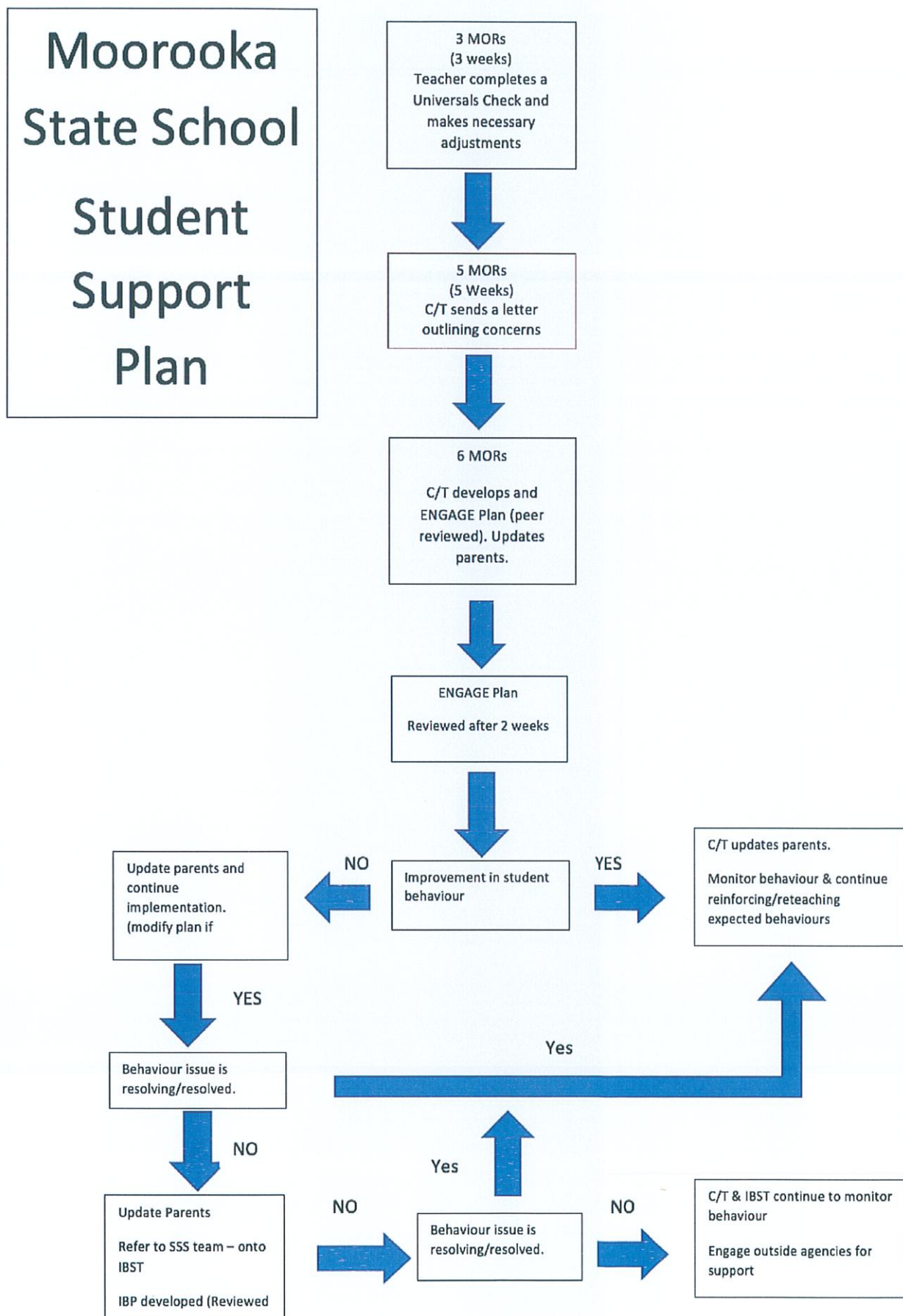
Redirect

Refocus
Meerkat Zone

Reflect
Reflection Room

Refer

Appendix 6.



Appendix 7.

Moorooka State School
Individual PBL Plan

Student: Class:
Teacher: Date:

Step 1: To be completed if teacher is concerned about an individual student’s behaviour and/or student exhibits inappropriate behaviour (3-5 Major Office Referrals)

| |
|--|
| What skill do you want to teach the student? <ul style="list-style-type: none">• Long term –• Short term - |
| How will I teach this skill? <ol style="list-style-type: none">1. Teach appropriate behaviour2. Rehearse scenarios with student3. Prompt student to use specific strategies when problem behaviour arises4. Reinforce appropriate use of strategies when chosen5. Monitor strategies to ensure they are motivating and rotated regularly |
| How will I teach this skill? |

Step 2: To be completed if student does not respond to explicit teaching of desired behaviour. (7 Major Office Referrals)

ENGAGE the student in learning

| | |
|--|--|
| Explain – What is the problem behaviour? | |
| Need – What is the student's motivation? (avoidance, gain) | |
| Goal – What do you want the student to do instead? | |
| Action – What can you do to set the student up for success? | |
| Guidance – Do you or the student need help to set this up? | |
| Evaluate – How will you know if this plan works? | |

Step 3: To be completed if student does not respond to the ENGAGE plan (10 Major Office Referrals)
SSS Referral Form (add link)

Mooroka State School

Student Support Service Referral

*If Attendance is below 85% please see Admin before obtaining parental consent.



| Student Details | | | | | |
|---|--|---|--|--------------------------------------|------------------|
| Name: | | D.O.B: | | Class: | Attendance Rate: |
| Class Teacher: | | Support Staff: | | | |
| Previous School/s: | | | | | |
| Please Indicate any known previous Medical/Educational assessments and dates: | | | | | |
| Assessment | Date | Assessment | Date | Assessment | Date |
| <input type="checkbox"/> Health Nurse | | <input type="checkbox"/> Paediatrician | | <input type="checkbox"/> Optometrist | |
| <input type="checkbox"/> Psychologist | | <input type="checkbox"/> Speech Pathologist | | <input type="checkbox"/> CYMHs | |
| <input type="checkbox"/> Behaviour | | <input type="checkbox"/> Audiologist | | | |
| Outcomes of Assessments: | | | | | |
| Reason for Referral: | | | | | |
| <input type="checkbox"/> Academic | <input type="checkbox"/> Speech/ Articulation | <input type="checkbox"/> Social/ Emotional | <input type="checkbox"/> Attendance & Engagement | | |
| <input type="checkbox"/> Behaviour | <input type="checkbox"/> Communication/ Language | <input type="checkbox"/> Health & Physical | <input type="checkbox"/> Other (complete comment) | | |
| Comment: | | | | | |

| | |
|--|-------|
| I _____ am requesting _____ in my class as requiring assistance from Student Support Services. | |
| Discussions about _____ current progress were held with his/her parents/caregivers on ____/____/____. | |
| Teacher Signature: | Date: |
| I/We _____ give permission for my child _____ to see the relevant educational personnel e.g. Learning Support Teacher, SWD Teacher and EALD Teacher to conduct educational and/or behavioural assessment where information obtained is considered necessary. | |
| Parent / Caregiver Signature: | Date: |
| <input type="checkbox"/> One School Record of contact completed. | |

| Outcome | | | | |
|--|---|--|--|-----------------|
| Submitted to SSS by: | | | | Date Submitted: |
| Internal Assessment: <input type="checkbox"/> Yes <input type="checkbox"/> No | | Action: | | |
| Continue to monitor & advise: <input type="checkbox"/> Yes <input type="checkbox"/> No | | Action: | | |
| Forms to be completed: <input type="checkbox"/> Yes <input type="checkbox"/> No | | Action: | | |
| Case Manager is: | | | | |
| <input type="checkbox"/> Guidance Officer | <input type="checkbox"/> Community Hub Leader | <input type="checkbox"/> School Nurse | <input type="checkbox"/> Welfare Officer | Action: |
| <input type="checkbox"/> Community Education Counsellor | <input type="checkbox"/> Behaviour/ SWPBS | <input type="checkbox"/> Speech Language Pathologist | <input type="checkbox"/> Other | |

Mooroka State School

Student Support Service Referral

*If Attendance is below 85% please see Admin before obtaining parental consent.



| | |
|---|---|
| <input type="checkbox"/> Playground | |
| Antecedents | |
| Behaviours | <input type="checkbox"/> Be RESPONSIBLE <input type="checkbox"/> Be SAFE <input type="checkbox"/> Be RESPECTFUL |
| Consequences | |
| Positive Behaviour Strategies | |
| Target Behaviour | |
| Desired outcome | |
| Attendance & Engagement (should not be primary reason for referral) See Deputy/Principal first | |
| Area | Comments |
| <input type="checkbox"/> Frequently Late | |
| <input type="checkbox"/> High Absenteeism | |
| <input type="checkbox"/> Settling into school | |

| Social/Emotional | |
|---|-----------------|
| Area | Comments |
| <input type="checkbox"/> Appropriate use of Emotions-emotional regulation | |
| <input type="checkbox"/> Understanding Emotions | |
| <input type="checkbox"/> Types of Emotions | |
| <input type="checkbox"/> Peer Interaction | |
| <input type="checkbox"/> Organisation & Self direction | |
| <input type="checkbox"/> Compliance | |
| <input type="checkbox"/> Attention | |
| <input type="checkbox"/> Social skills | |
| <input type="checkbox"/> Impulsivity | |
| <input type="checkbox"/> Safety | |
| <input type="checkbox"/> Narrow range of interests | |
| <input type="checkbox"/> Coping with change/ stress | |
| <input type="checkbox"/> Self-stimulatory behaviour | |
| <input type="checkbox"/> Fears | |
| <input type="checkbox"/> Emotional regulation | |
| <input type="checkbox"/> Other | |

| Other significant Factors (that were not options above) |
|--|
| Comments |
| |

Mooroka State School
Student Support Service Referral

*If Attendance is below 85% please see Admin before obtaining parental consent.



| English | | | Maths | | |
|--------------------------------------|---------|------------------------|--|---------|------------------------|
| Assessment | Outcome | Year Level Expectation | Assessment | Outcome | Year Level Expectation |
| Early Start | | | Early Start | | |
| PM/F&P | | | PAT – M | | |
| Sound Waves | | | Words Their Way | | |
| PAT - S | | | Comments | | |
| PAT – R | | | | | |
| Letter ID | | | | | |
| Magic 100/200 Words | | | | | |
| Writing Sample | | | | | |
| Comments | | | | | |
| Developmental Milestones Information | | | Latest Report Card Results (as on OneSchool) | | |
| Comments | | | Comments | | |

| Speech & Language – Please fill out the SLP Teacher Form only | |
|---|----------|
| Area | Comments |
| <input type="checkbox"/> Communication/ Language | |
| <input type="checkbox"/> Speech/Articulation | |
| <input type="checkbox"/> Expressive | |
| <input type="checkbox"/> Receptive | |

| Health & Physical | |
|--|----------|
| Area | Comments |
| <input type="checkbox"/> Fine Motor | |
| <input type="checkbox"/> Gross Motor | |
| <input type="checkbox"/> Mobility | |
| <input type="checkbox"/> Copying from the board | |
| <input type="checkbox"/> Tracking left to right | |
| <input type="checkbox"/> Bookwork | |
| <input type="checkbox"/> Perceptual difficulties | |
| <input type="checkbox"/> Eating and dietary | |
| <input type="checkbox"/> Self -care | |
| <input type="checkbox"/> Toileting | |
| <input type="checkbox"/> Hygiene | |
| <input type="checkbox"/> Medical Conditions | |

| Behaviour – One School Behaviour record to be attached. Front page to be countersigned by Admin. | |
|--|----------|
| Area | Comments |
| <input type="checkbox"/> Classroom | |

Mooroka State School

Student Support Service Referral

*If Attendance is below 85% please see Admin before obtaining parental consent.



What have you currently put in place in the classroom setting to support the child you are referring?

Comments:

Listed below are examples of how you may be currently differentiating for this child.....(please tick or write others)

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> ○ Learning contracts ○ Visual Cues ○ 1 step-2 step instructions ○ providing key vocab ○ allowing extra time to complete tasks ○ Choice boards | <ul style="list-style-type: none"> ○ Repeated instruction ○ Sitting at front of the class ○ Adjusting questions ○ Tiered activities ○ Access to sensory tool to assist with concentration ○ Pre-teaching | <ul style="list-style-type: none"> ○ Small group instruction ○ Aligned assessment with student interest ○ Buddy system ○ Alternative homework <p>Other: _____</p> |
|--|--|---|

What Supports is this student currently accessing at the school?

| Support | Term (1-4) | Support | Term (1-4) | Support | Term (1-4) |
|---------|------------|---------|------------|----------|------------|
| EALD | | LLI | | SWD | |
| IBP | | ICP | | ISP | |
| SLP | | GO | | Chaplain | |

ACTIONS (SOUGHT BY CLASS TEACHER)

Comments

Meeting Actions:

Case Manager allocated (name and role):

Details:

Student exiting SSS Meeting cycle:

Date:

- Awaiting verification
- Left the school
- Issue/ concern resolved
- referred to outside agency/ agencies
- classroom/ playground managed
- other:



ABN: 65 083 658 850
Where great things happen ...

MOOROOKA STATE SCHOOL

Sherley Street, Moorooka Qld 4105, Australia

Ph: 07.34265333 | Fax: 07.34265300
the.principal@moorookass.eq.edu.au
http://moorookass.eq.edu.au

Student Individual Behaviour Plan

Student Name:

Class:

Start Date:

Review Date:

| | | |
|--|------------|--------------|
| Target Behaviour (what is the concern?) | | |
| Anecdotal Reason for Behaviour (Escaping or Avoiding) | | |
| Replacement Behaviour (Recommendations to change target behaviour) | | |
| What do we want to teach the Student | Strategies | Who and When |
| | School: | School: |
| | Home: | Home: |

How to speak to (Name):

| | |
|-----------------------|--|
| Direction/Instruction | |
| Re-direction | |
| Praise | |

School Classroom Steps:

| Steps | Current School Steps | (Name) School Steps |
|-------|----------------------|---------------------|
| 1 | Rule Reminder | |
| 2 | Redirect | |

| | | |
|---|---|--|
| 3 | Refocus | |
| 4 | Reflect | |
| 5 | Refer | |
| 6 | Send home or Suspension (depending on severity of incident) | |

School Playground Steps:

| Steps | Current School Steps | (Name) School Steps |
|-------|----------------------|---------------------|
| 1 | Rule Reminder | |
| 2 | Meerkat Time Out | |
| 3 | Detention | |

Parent Signature: _____ Date: _____

Class Teacher Signature: _____ Date: _____

Sector Deputy: _____ Date: _____

Appendix 8.

Moorooka State School Behaviour Referral

- Entered into OneSchool
- Entered into Detention Book (if applies)

[illegible]

PLAYGROUND REFERRAL FORM

MINOR INFRACTIONS FORM

NAME: _____ CLASS: _____ DATE: _____



STAFF ON DUTY: _____ WITNESSES: _____

LOCATION (CIRCLE): Pirate Playground Junior Oval Senior Oval Prep Playground
Front Playground Courtyard Toilets Out of Bounds

INCIDENT

Swearing at students
Defiance/Disrespect
Obscene Gestures
Rough Play
Lying/Cheating
Other

☐
☐
☐
☐
☐
☐
☐

ACTION

Rule Meminder
Redirection
Meerkat Zone
Reflection Room
Refer

☐
☐
☐
☐
☐

Additional Information:

Major Office Referrals

| Direct to office (one occurrence) | Direct to Reflection Room |
|--|--|
| <ul style="list-style-type: none"> • Refusal to attend Reflection Room • Inappropriate sexual behavior • Severe aggression (fighting/assault) • Possession/use of weapon • Vandalism • Smoking/drug offences • Inappropriate internet/computer use • Insolence to adults/swearing at staff/threatening staff • Spitting at others | <ul style="list-style-type: none"> • Swearing directly at students/obscene gestures • Refusal to comply with safety directions • Not returning to class • Persistent teasing |
| Other Office Referrals | Other Reflection Room Referrals |
| <ul style="list-style-type: none"> • As per IBP • As per Behaviour Zones • High level bullying/harassment • Patterns of anti-social behavior (theft/lying) | <ul style="list-style-type: none"> • As per IBP • As per Behaviour Zones |

Appendix 10.

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

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

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

Questions for staff

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

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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