

Victoria Point State High  
School **Student**  
**Code of Conduct**

**2024-2025**

***Equity and Excellence: realising the potential of every student***

*Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.*

Queensland Department of Education

*Victoria Point State High School Vision: Learn, Think, Perform*

*Victoria Point State High School Values: Respect, Integrity, Responsibility*

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Contact Person:	Dr Robyn Burton-Ree (Principal)

## Endorsement

Principal Name:	Dr Robyn Burton-Ree
Principal Signature:	
Date:	20.11.2023
P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	

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## Purpose

Victoria Point State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct 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.

## Principal's Foreword

*Our school is driven by three core values, which are embedded in all of our classrooms. Our teachers reinforce pro-social/positive student behaviours, and use pedagogical approaches that support holistic education.*

### **Our School**

Victoria Point State High School is a Queensland Secondary State School situated within the Bayside growth corridor of the Redlands community. We are a natural choice for secondary schooling to students living within our catchment but also an attractive and viable alternative for students who are subject to our Enrolment Management Plan but wish to participate in our Victoria Point State High School Academies.

At Victoria Point State High School we improve student outcomes by developing an expert teaching team and effective pedagogy practices, and drive cultural change through collaborative practices. Our school is values and outcomes driven, where quality personalised learning delivers schooling that is futures focused. Our four learning pathways of "Creative Industries" (CI); "Science, Technology, Engineering and Mathematics" (STEM); "Health, Humanities and Enterprise" (HHE); and school based Positive Behaviour for Learning (PB4L) are the key facets to our school's culture for learning.

Our focus is to provide opportunity for authentic learning that has rigour, is connected, relevant, and caters for difference. Core learning and specialised programs are designed to capture the imagination of learners; to motivate and inspire. Our school delivers an education that values respect, integrity and responsibility.

### **Intent**

Our Student Code of Conduct is designed to form the basis for promoting a positive school learning environment. The intent of the Code is to outline desired behaviours and inform pedagogy that is both innovative and effective in ensuring that students can successfully engage with our school community.

# Whole School Approach to Promoting a Positive School Learning Environment

Our focus at Victoria Point State High School is to provide our students' an opportunity for authentic learning that has rigor, is connected, is relevant, and caters for difference. Learning at Victoria Point State High School is designed to capture the imagination of learners, to motivate and inspire.

## Core Values – Respect, Integrity and Responsibility

The three core values are the basis for promoting a positive school learning environment.

PB4L VICTORIA POINT Schoolwide Expectations STATE HIGH SCHOOL			
	<b>RESPECT</b> I appreciate the feelings, opinions and property of all	<b>INTEGRITY</b> I do what is right without being told	<b>RESPONSIBILITY</b> I take ownership for my actions
<b>SELF AWARENESS</b>	<ul style="list-style-type: none"> <li>I take proactive steps to lower or <b>control my emotions</b>.</li> <li>I <b>reflect on my actions</b> to determine the best outcomes.</li> <li>I am <b>proactive in learning</b>.</li> <li>I treat myself and others with respect when emotions are heightened.</li> </ul>	<ul style="list-style-type: none"> <li>I am <b>honest</b> at all times.</li> <li>I recognise my emotional triggers and take appropriate action.</li> <li>I recognise social and academic needs and take proactive actions.</li> </ul>	<ul style="list-style-type: none"> <li>I reflect on and evaluate my <b>learning</b>.</li> <li>I recognise when my emotions are heightened and take proactive steps to take responsibility for deescalating.</li> <li>I recognise my successes and failures in learning and adjust accordingly.</li> <li>I recognise my behavioural and academic weaknesses and take actions to improve.</li> </ul>
<b>SELF MANAGEMENT</b>	<ul style="list-style-type: none"> <li>I use assertive, polite language choices to express myself.</li> <li>I maintain appropriate <b>personal space</b> at all times.</li> <li>I react appropriately to situations that involve threats, violence or intimidation.</li> <li>I set <b>goals</b> for my social and academic success.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>participate</b> and <b>contribute</b> to the best of my ability.</li> <li>I complete my set <b>homework</b> on time.</li> <li>I produce <b>original</b> assessment items.</li> <li>I <b>complete</b> all of my <b>assessment</b> by the due date.</li> </ul>	<ul style="list-style-type: none"> <li>I arrive <b>on time</b> and attend all timetabled lessons ready to learn.</li> <li>I take responsibility for my emotions, motivation and engagement.</li> <li>I am aware my level of engagement has an impact on teaching and learning.</li> <li>I always wear the <b>school uniform</b> with <b>pride</b> both inside and outside of the school grounds.</li> </ul>
<b>SOCIAL AWARENESS</b>	<ul style="list-style-type: none"> <li>I use words/actions/graphics/gestures that foster <b>kindness and safety</b>.</li> <li>I use respectful and <b>supportive language/gestures</b> toward peers.</li> <li>I ensure my actions enable <b>staff/adults to feel safe</b> in their working environment.</li> <li>I follow VPSHS "<b>Hands Off</b>" expectation.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>act kindly</b> towards staff/adults/students.</li> <li>I encourage and <b>support others</b> to be their best.</li> <li>I am aware of my <b>impact on others</b> when using words/graphics/gestures.</li> <li>I follow VPSHS <b>anti-bullying</b> policy.</li> </ul>	<ul style="list-style-type: none"> <li>I ensure my actions maintain <b>safety of others</b>.</li> <li>I remain in the allocated areas at all lunch times.</li> <li>I <b>follow the Safe Practices</b> guidelines in all specialty areas of the school.</li> <li>I support health and <b>safety</b> of others by <b>reporting</b> breaches of school policy.</li> </ul>
<b>SOCIAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>I <b>follow</b> staff/adult instructions straight away without discussion.</li> <li>I ensure school, staff and student <b>property</b> is kept in the same or better <b>condition</b>.</li> <li>I use <b>equipment</b> safely and for intended purposes.</li> <li>I ensure my actions enable everyone to <b>feel safe</b>.</li> <li>I use <b>appropriate words/tones/volumes/gestures</b> toward staff/adults/peers.</li> </ul>	<ul style="list-style-type: none"> <li>I use manners and <b>speak kindly</b> to others.</li> <li>I <b>allow teaching</b> to occur without interrupting.</li> <li>I <b>use</b> the school's and personal <b>devices appropriately</b> (including social media, pass words and access).</li> <li>I ensure that all <b>prohibited items</b> are left outside school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>complete</b> all <b>consequences</b> for my actions.</li> <li>I fulfil the requirements of my agreed Individual Behaviour Plan or Tracking Card to the best of my ability.</li> <li>I follow all <b>critical routines</b>.</li> <li>I maintain <b>socially acceptable behaviour</b> including abiding by the law, always.</li> </ul>

## STUDENT SERVICES - Student Wellbeing and Student Engagement



At Victoria Point State High School, it is universally appreciated that students need to be supported for a range of factors. Our Student Services Team, which incorporates Student Wellbeing and Student Engagement, fulfills this aim through:

- Creating an environment whereby uniform, attendance and student behavior standards are the norm
- Providing authentic leadership opportunities for students
- Analysing data to provide social and emotional support that is universal, targeted and intensive.
- Supplying students with practical strategies in dealing with mental health issues
- Engagement and liaising with external agencies, ensuring continuity of student support
- Delivering programs designed to provide career pathway advice and opportunities

### **School Policies**

Our Student Code of Conduct not only provides a basis for positive school culture, but also outlines an overview of the school's local policies, including mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

- Incl. PB4L Classroom
- Incl. VPSHS Attendance Policy
- Incl. VPSHS Student Dress Code
- Incl. Mobile Phone Process
- Incl. Red Card Referral
- Incl. Critical Routines
- Incl. Tiered Response to Behaviour – PB4L
- Incl. T/S Behaviour Pathway
- Incl. SWED

## P&C Statement of Support

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

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Victoria Point State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of

social media or text messaging. It is important that parents and children know that the school provides support and advice to help address problems of bullying.

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

Mrs Boon  
P & C President

## School Captains Statement

On behalf of the student body at Victoria Point State High School, we endorse the Student Code of Conduct 2024-2025. We have represented students on the Student Council committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Victoria Point State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

### **Junior Captains:**

Chloe Pollard  
Lachlan Mohr

### **Senior Captains:**

Britney Foxcroft  
Priscilla Stephens

## Culture and Inclusion

The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school.

This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings
- value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

## Data Overview

Victoria Point SHS provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

Opinions about the school, student learning, and student wellbeing are sought from parent/caregivers in all families and a sample of students.

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

There are three different confidential surveys included:

- Parents
- Students
- Staff

# School Opinion Survey

## Highlights report for (0234) Victoria Point State High School, 2023

  
**164**  
 Parents and Caregivers  
 (18.1%) participated.

Most positive items	Agreement
Teachers at this school expect my child to do his or her best.	94.2
This school is well maintained.	91.2
I can talk to my child's teachers about my concerns.	88.3

Least positive items	Agreement
This school asks for my input.	60.3
Student behaviour is well managed at this school.	62.1
This school takes parents' opinions seriously.	64.7

  
**39**  
 Students  
 (10.0%) participated.

Most positive items	Agreement
My teachers expect me to do my best.	91.9
I can access computers and other technologies at my school for learning.	89.2
The expectations and rules are clear at my school.	86.5

Least positive items	Agreement
Student behaviour is well managed at my school.	23.1
I am interested in my school work.	24.3
My school takes students' opinions seriously.	25.6

  
**74**  
 Staff  
 (52.1%) participated.

Most positive items	Agreement
I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0
I modify my teaching practice after reviewing student assessment data.	95.9
This school promotes gender equality.	95.4

Least positive items	Agreement
I am confident that poor performance will be appropriately addressed in this school.	51.6
Students value feedback about their schoolwork.	53.8
I feel that staff morale is positive at this school.	54.3

## Highlights report for (0234) Victoria Point State High School, 2023 (continued)

	Parent/Caregiver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
<b>Common items</b>												
...student behaviour is well managed...	62.1	-21.6	-17.5	-1.0	23.1	-42.7	-41.0	-9.5	56.8	-17.8	-16.2	18.7
...students are treated fairly...	75.2	-14.4	-12.3	-5.1	33.3	-41.7	-41.6	-25.3	90.1	0.6	1.8	5.8
...expectations and rules are clear...	87.2	-6.4	-5.0	1.0	86.5	-5.9	-5.6	2.6	89.2	2.0	2.5	9.2
...respectful student relationships fostered...	69.9	-20.8	-18.1	-4.4	71.1	-19.3	-18.6	-2.8	87.3	-4.4	-3.3	3.7
...gender equality at school...	83.7	-8.4	-6.7	1.4	27.0	-46.2	-45.7	-25.9	95.4	0.3	0.5	8.4
...this is a good school...	79.0	-13.5	-11.8	0.4	32.4	-49.0	-47.6	-19.2	78.9	-12.4	-12.1	-1.3
...opinions are taken seriously...	64.7	-18.7	-16.5	-1.6	25.6	-44.7	-43.7	-16.1	54.3	-23.6	-23.2	-15.9
...like being at school...	75.5	-16.1	-13.8	0.9	39.5	-36.4	-34.3	-7.8	83.1	-8.2	-7.8	3.9
...feel safe at school...	76.8	-13.7	-11.3	3.1	48.7	-33.9	-32.4	-17.2	80.6	-8.5	-7.8	-2.5
...students are interested in school work...	70.3	-17.9	-16.0	-6.9	24.3	-45.5	-44.1	-23.2	64.0	-23.1	-19.6	8.7
<b>Concepts</b>												
Fairness / Clarity of rules	74.9	-14.1	-11.6	-1.7	47.0	-30.8	-30.1	-11.4	80.8	-4.7	-3.7	7.6
Safety	80.4	-11.0	-9.0	4.3	53.9	-31.3	-30.5	-16.0	83.9	-7.4	-7.0	-1.3
Partnerships	78.6	-10.4	-8.8	1.7	51.8	-29.1	-28.3	-11.3	66.4	-18.9	-18.2	-8.1
School culture	77.0	-14.5	-12.8	-1.3	49.5	-32.2	-31.2	-10.3	82.7	-7.6	-7.2	-0.5
Teaching and learning	81.4	-8.9	-7.5	0.9	67.4	-18.7	-18.1	-5.8	81.4	-10.9	-9.7	1.2
Staff wellbeing									59.0	-17.6	-16.8	-2.6
Staff development									76.8	-8.1	-7.4	2.6
Workplace culture*									69.3	-11.8	-11.2	-3.1



## Consultation

Victoria Point State High School developed this Student Code of Conduct in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2014.

A Responsible Behaviour plan for students was formed as a result. Further review of school data sets from 2015-2019 also informed the development process of this reviewed 2020-2023 Student Code of Conduct. Consultation with P & C, School Leadership Team, Broader Staff and the Student Leadership Group during 2020 also informed the content development of the Student Code of Conduct.

In 2022, the school was subject to a Priority School Review. The reviewers highlighted several areas of opportunity. Staff, students and community were consulted via SOS and pulse surveys, and the school made the decision to prioritise behaviour as one of the areas of improvement. Across 2022 and 2023, the school adopted the following Improvement Strategy, which gave direction to not only the behaviour pathway, but the Student Code of Conduct – Quality assure the consistent and timely enactment of agreed behaviour management processes and practices across the school at all levels.

Semester 2, 2023 consultation was undertaken in line with the school's 2024-2027 Strategic Plan to inform the explicit direction of the school:

Parents:	Parents and Citizens Association (P&C) and P&C President
Students:	Student Council and School Captains
Staff:	Local Consultative Committee (LCC)

## Learning and Behaviour Statement

At the core of student academic success is the focus on ensuring the right conditions for learning. These conditions include regular attendance, active engagement, being well resourced and completing all assessment tasks, including drafts and actioning feedback.

Victoria Point State High School provides a progressive high performing education system realising the potential of every student. It is an expectation that students, with the support of their families and the school, meet their commitments with the intention to attain positive academic outcomes. Explicit targets in each of these areas have been set by the school to support students as they develop and embed their learning routines for continued success.

### TARGETS

	EXPLANATIONS	TARGET
<b>1. Attendance</b>	Students are at school <b>#ReadyToLearn</b> . They present in school uniform each day with the intention to ensure that every lesson counts.	92% attendance rate or higher (all absences justified and explained).
<b>2. Engagement</b>	Students attend each lesson and are <b>committed to learn</b> . Their behaviour and work ethic choices reflect their commitment to be the best they can be.	Very good behaviour and effort results (there has been no student disciplinary action).
<b>3. Resourcing</b>	Students are <b>resourced to learn</b> . They present at class with the necessary materials and equipment as outlined in stationery and student resource lists.	Access to all resources (provided through either financial membership of the SRS or by parents providing resources).
<b>4. Assessment</b>	Students take up the challenge of learning and <b>demonstrate this learning</b> through actively completing classwork and assessment tasks.	All assessment is completed and submitted (as per school policy).

As a community, we can be proud of the way the majority of our students already meet these expectations. The challenge is to avoid complacency and ensure that every child in every class, every day can be 'the best that they can be' by committing to attendance, engagement, resourcing and assessment. The Student Code of Conduct aligns to Education Queensland's Code of Behaviour, Learning and Wellbeing Framework and the National Values Education Framework.

All areas of Victoria Point State High 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. Our school-wide framework for managing behaviour is Positive behaviour for Learning **(PB4L)**. Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Victoria Point State High 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 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.

## Student Wellbeing and Engagement – Case Management

Victoria Point State High School aims to provide a caring community, and an environment that is safe, supportive and facilitates equitable learning for all young people. We aim to capture each student's progress through a comprehensive case management system, that identifies, analyses and responds to the wellbeing and engagement of each student.

The purpose of the case management team is to support improved student outcomes in relation to wellbeing, attendance, behaviour and academic success. Key personnel will collaborate through tracking meetings to identify, analyse and evaluate whole school trends, gaps and individual data to respond with appropriate tiered and timely intervention strategies to support improved student outcomes. The role of case managers is to manage students that have been referred to them by the Year Level Case Management Tracking teams. Case Managers will liaise with the Deputy Principals, Heads of Departments, Guidance Officers, Teachers and external support as required.

Case Managers will:

- Gather information on identified students;
- Liaise with staff to monitor progress of the student;
- Consult with relevant stakeholders, including students and family, as well as outside support personnel, if appropriate;
- Develop an individualised plan/program that addresses student needs and expected outcomes. This may include support plans such as Individual Behaviour Management/Support Plan, Part-Time-Education Plans, Personal Support Plans etc.
- Provide feedback on progress to stakeholders

# Restorative Practices

Victoria Point State High School's Student Code of Conduct is based on Restorative Practices where students and their community are active participants in processes that ensure equality and fairness. Those students who have been harmed (either physically and/or mentally) are empowered to have their needs met and to have their experience validated. Those students who have caused the harm, are able to tell their stories and be given the chance to make amends. And finally, our school community can seek ways to support both parties.

When an incident occurs, we ensure that a two-step process is applied-

1. Connect before you correct
2. Restorative Chat

Connect before you correct:

CONNECT – friendly greeting

CARE – *“I want you to be happy/safe...”*

VALUE – belonging/connecting statements – *“We want to work with you...”*

BELIEF – empowering statements

Restorative Chat

- WHAT – happened?
- WHAT- Were you thinking/what was going through your mind/what was your motivation?
- WHO – has been affected?
- HOW – can we fix this?

The Victoria Point State High School Student Code of Conduct outlines three rights that are essential for a safe, supportive and disciplined environment:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe

It is expected all members of the School community uphold these rights by displaying the following expected behaviours.

## PARENTS/CARERS

ROLE	RESPONSIBILITY
<p>To assist my child to 'realise their potential' I expect:</p> <ul style="list-style-type: none"> <li>• Teachers and staff to show an active interest in my child's schooling and progress</li> <li>• An inclusive and engaging curriculum</li> <li>• Best practice teaching</li> <li>• School staff to maintain a safe and respectful learning environment for all students</li> <li>• Constructive communication and relationships with school staff regarding my child's learning, wellbeing and behaviour</li> <li>• To be informed at regular intervals of my student's progress including prompt feedback of any problems or concerns</li> <li>• Systems and procedures are implemented within the school to address issues affecting people's rights and the acceptance of their responsibilities</li> </ul>	<p>To assist my child to 'realise their potential' I will:</p> <ul style="list-style-type: none"> <li>• Provide my child with an organised space to study at home</li> <li>• Encourage my child to strive for accuracy with their work</li> <li>• Develop my child's resilience through supporting them when they are challenged by their performance</li> <li>• Communicate regularly and positively with the school</li> <li>• Ensure my child attends school regularly and contact the school when they are absent.</li> <li>• Assist my child with presentation through supporting the school dress code. (See the dress code on the school website)</li> <li>• Sign off on the Student Code of Conduct agreement and support the school in the implementation of the code of conduct should my child have breached the Code.</li> <li>• Ensure my child attends school or provide the school with appropriate information regarding any absence</li> </ul>

## STAFF

ROLE	RESPONSIBILITY
<p>To assist our students to 'realise their potential' I expect:</p> <ul style="list-style-type: none"> <li>• A safe and supportive learning environment</li> <li>• To be free from discrimination</li> <li>• To be treated with respect and dignity</li> <li>• To be free from intimidation and harassment</li> <li>• To be free from threats and verbal and/or physical abuse</li> <li>• To have reasonable requests carried out promptly</li> <li>• Processes to support communication and relationships with students and parents/carers</li> </ul>	<p>To assist our students to 'realise their potential' I will:</p> <ul style="list-style-type: none"> <li>• Provide focussed lessons to develop students' social competencies.</li> <li>• Provide an engaging and relevant curriculum</li> <li>• Provide a wide range of extra-curricular activities to promote a supportive and fun environment.</li> <li>• Engage in professional development that is responsive to the students/staff needs and systemic requirements</li> <li>• Communicate positively with the parents/carers</li> <li>• Monitor students' attendance and contact parents/carers if students are regularly absent without explanation</li> <li>• Assist students with their presentation by implementing the Uniform Policy.</li> <li>• Implementing the Student Code of Conduct</li> <li>• Promote the skills of responsible self-management</li> </ul>

## Consideration of Individual Circumstances

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

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

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

## Statement of Wellbeing

Informed by Education Queensland's 'Learning and Wellbeing Framework', Victoria Point State High School staff support wellbeing by building a positive learning culture – providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Students support their own wellbeing by being actively involved in their school and community – and research on resilience shows a sense of belonging is critical for young people. Victoria Point State High School is committed to developing a rich school culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement. We embed social and emotional capabilities in the general curriculum and are committed to improving educational outcomes for all students.

This is aligned to NASOT (The New Art & Science of Teaching) in particular Design Questions 6, 7, 8 and 9 which relate directly to Relationships, Routines and High Expectations. This alignment ensures these values are embedded within our teaching/learning framework.

This work is underpinned by the research of “The Learner First”, a framework for measuring students’ self-understanding, sense of connection with others, academic knowledge, and competency - the outcomes that, together, help us contribute to people’s lives and the world.

Engaging students through self-understanding of who they are, how they fit into the world, developing goals and aspirations creates potential for success. Students use Identity, Place and Purpose to build Capacity.

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

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

## The Network of Student Support

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

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

STAFF	SUPPORT ROLE
Principal	Provide leadership and support to the personnel implementing the Code and associated student support  Review and monitor the effectiveness of school practices.  Accurately record events into OneSchool
Deputy Principals	Provide behaviour, social and emotional support to pre-determined year levels  Monitor the implementation of the Code by staff, parents/carers and students  Monitor the use One School

	<p>Provide professional development for staff about behaviour management</p> <p>Lead restorative conferences for students requiring intensive behaviour support</p> <p>Manage the Support Programs designed to assist students that require targeted or intensive behaviour support</p> <p>Access support and inter-agencies</p> <p>Engage parents/carers in partnership to create success for students</p> <p>Accurately record events into OneSchool</p>
<p>Student Engagement HOD and Support Team</p>	<p>Provide behaviour, social and emotional support to pre-determined year levels</p> <p>Monitor the implementation of the Code by staff, parents/carers and students through weekly meetings</p> <p>Monitor the use of One School</p> <p>Provide professional development for staff about behaviour management</p> <p>Lead restorative conferences for students requiring intensive behaviour support</p> <p>Manage the Support Programs designed to assist students that require targeted or intensive behaviour support</p> <p>Access support and inter-agencies Enter incidents into OneSchool</p> <p>Engage parents in partnership to create success for students</p>
<p>Curriculum HODs</p>	<p>Monitor the implementation of the Code by staff, parents/carers and students</p> <p>Provide behaviour support for teachers within their Faculty/Year Level</p> <p>Provide behaviour support for students unable to meet curriculum or behaviour requirements in their Faculty/Year Level</p> <p>Enter incidents into OneSchool</p> <p>Engage parents/carers in partnership to create success for students</p>

Year Level Lead Teachers	<p>Provide behaviour support for students persistently making minor offences</p> <p>Monitor the implementation of the Code in their year level</p> <p>Engage parents/carers in partnership to create success for students</p> <p>Accurately record events into OneSchool</p>
Guidance Officers	<p>Provide support for students disengaged from learning or 'at risk'</p> <p>Provide family and individual support for students requiring either social or emotional support or career guidance</p> <p>Develop and implement programs designed to assist students that require targeted or intensive behaviour support</p> <p>Provide individual and group counselling for behaviour/attitudinal modification</p> <p>Referrals to external agencies</p> <p>Accurately record events into OneSchool</p>
Youth Support Coordinator	<p>Provides individual and, at times, group support to students to assist their engagement with education and training</p> <p>Support students to overcome barriers to education such as</p> <ul style="list-style-type: none"> <li>• attendance at school</li> <li>• drug and alcohol support needs</li> <li>• QCE/learning support</li> <li>• suspension/exclusion/referral for behaviour support</li> <li>• relationships/social skills</li> <li>• conflict with family/peers/teachers</li> <li>• social/emotional/physical wellbeing</li> </ul>
Health Nurse	<p>Provide students with health, social and emotional support and information</p> <p>Develop and implements Support Programs designed to assist students who require targeted or intensive support</p> <p>Accurately record events into OneSchool</p>
Chaplain	<p>Provide support and spiritual guidance for students seeking assistance</p> <p>Provide family, and individual support</p>

	<p>Develops and implements Support Programs designed to assist students who require targeted or intensive support in collaboration with HoD, Student Engagement and Principals</p>
Teachers	<p>Facilitate proactive curriculum and non-curriculum programs</p> <p>Provide parents with feedback on students' progress and maintain communication with home</p> <p>Monitor student well-being and provide support to students within their class</p> <p>Enter behaviour incidents in One School and referred to relevant support staff when required</p> <p>Engage parents/carers in partnership to create success for student</p> <p>Accurately record events into OneSchool</p>
Students	<p>Student Leadership programs provide opportunities for groups of students to help and support others through peer support programs, running lunchtime activities and special events</p>
Parents	<p>Assist in the monitoring of student well-being</p> <p>Maintain positive communication with the school</p> <p>Sign off on the Student Code of Conduct</p> <p>Involve themselves in school activities such as the P&amp;C</p>

# PB4L Whole School Approach to Student Engagement

## Positive Behaviour for Learning (PB4L) - Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Victoria Point State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school values. The Schoolwide Expectations Teaching Matrix below outlines our agreed values and specific behavioural expectations in all school settings. Our School Values apply to the whole School Community – students, staff and adults:

<b>PB4L VICTORIA POINT STATE HIGH SCHOOL Schoolwide Expectations</b>					
<b>RESPECT</b> <small>I appreciate the feelings, opinions and property of all</small>		<b>INTEGRITY</b> <small>I do what is right without being told</small>		<b>RESPONSIBILITY</b> <small>I take ownership for my actions</small>	
<b>SELF AWARENESS</b>	<ul style="list-style-type: none"> <li>I take proactive steps to lower or <b>control my emotions</b>.</li> <li>I <b>reflect on my actions</b> to determine the best outcomes.</li> <li>I am <b>proactive in learning</b>.</li> <li>I treat myself and others with respect when emotions are heightened.</li> </ul>	<ul style="list-style-type: none"> <li>I am <b>honest</b> at all times.</li> <li>I recognise my emotional triggers and take appropriate action.</li> <li>I recognise social and academic needs and take proactive actions.</li> </ul>	<ul style="list-style-type: none"> <li>I reflect on and evaluate my <b>learning</b>.</li> <li>I recognise when my emotions are heightened and take proactive steps to take responsibility for deescalating.</li> <li>I recognise my successes and failures in learning and adjust accordingly.</li> <li>I recognise my behavioural and academic weaknesses and take actions to improve.</li> </ul>		
<b>SELF MANAGEMENT</b>	<ul style="list-style-type: none"> <li>I use assertive, polite language choices to express myself.</li> <li>I maintain appropriate <b>personal space</b> at all times.</li> <li>I react appropriately to situations that involve threats, violence or intimidation.</li> <li>I set <b>goals</b> for my social and academic success.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>participate and contribute</b> to the best of my ability.</li> <li>I complete my set <b>homework</b> on time.</li> <li>I produce <b>original</b> assessment items.</li> <li>I <b>complete</b> all of my <b>assessment</b> by the due date.</li> </ul>	<ul style="list-style-type: none"> <li>I arrive <b>on time</b> and attend all timetabled lessons ready to learn.</li> <li>I take responsibility for my emotions, motivation and engagement.</li> <li>I am aware my level of engagement has an impact on teaching and learning.</li> <li>I always wear the <b>school uniform</b> with <b>pride</b> both inside and outside of the school grounds.</li> </ul>		
<b>SOCIAL AWARENESS</b>	<ul style="list-style-type: none"> <li>I use words/actions/graphics/gestures that foster <b>kindness and safety</b>.</li> <li>I use respectful and <b>supportive language/gestures</b> toward peers.</li> <li>I ensure my actions enable <b>staff/adults</b> to <b>feel safe</b> in their working environment.</li> <li>I follow VPSHS <b>"Hands Off"</b> expectation.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>act kindly</b> towards staff/adults/students.</li> <li>I encourage and <b>support others</b> to be their best.</li> <li>I am aware of my <b>impact on others</b> when using words/graphics/gestures.</li> <li>I follow VPSHS <b>anti-bullying</b> policy.</li> </ul>	<ul style="list-style-type: none"> <li>I ensure my actions maintain <b>safety of others</b>.</li> <li>I remain in the allocated areas at all lunch times.</li> <li>I <b>follow</b> the <b>Safe Practices</b> guidelines in all specialty areas of the school.</li> <li>I support health and <b>safety</b> of others by <b>reporting</b> breaches of school policy.</li> </ul>		
<b>SOCIAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>I <b>follow</b> staff/adult instructions straight away without discussion.</li> <li>I ensure school, staff and student <b>property</b> is kept in the same or better <b>condition</b>.</li> <li>I use <b>equipment</b> safely and for intended purposes.</li> <li>I ensure my actions enable everyone to <b>feel safe</b>.</li> <li>I use <b>appropriate words/tones/volumes/gestures</b> toward staff/adults/peers.</li> </ul>	<ul style="list-style-type: none"> <li>I use manners and <b>speak kindly</b> to others.</li> <li>I <b>allow teaching</b> to occur without interrupting.</li> <li>I <b>use</b> the school's and personal <b>devices appropriately</b> (including social media, pass words and access).</li> <li>I ensure that all <b>prohibited items</b> are left outside school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>complete</b> all <b>consequences</b> for my actions.</li> <li>I fulfil the requirements of my agreed Individual Behaviour Plan or Tracking Card to the best of my ability.</li> <li>I follow all <b>critical routines</b>.</li> <li>I maintain <b>socially acceptable behaviour</b> including abiding by the law, always.</li> </ul>		

These expectations are communicated to students via a number of strategies, including:

- Targeted PB4L lessons conducted by family group teachers and then reinforced by classroom teachers
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- PB4L Artefacts displayed in classrooms and around the school's learning areas

Victoria Point State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Comprehensive induction programs in the Victoria Point State High School's Student Code of Conduct for Students delivered to new students during their interview as well as new staff in the form of the PB4L classroom.
- Individual support plans 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.

Specific policies have been developed 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).

### **Reinforcing expected school behaviour**

At Victoria Point State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition (PB4L) and monitoring system known as "Viking Points" and strategies to support positive student behaviour (Behaviour Toolkit) 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.

### **Victoria Point State High School – reinforcing positive behaviour**

Staff members distribute Viking points (with the identified positive behaviour outlined) when they observe students following school expectations in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day through both Viking points as well as verbal acknowledgement from staff. When they 'catch' a student following the expectations they can choose to give them Viking points or acknowledge the behaviour verbally or non-verbally. When students are given Viking points, those points are added to the students' Viking account. Student then can use those points to purchase a myriad of items including tuckshop vouchers and stationary.



### **Responding to unacceptable behaviour** – refer to the behaviour pathway & PB4L Classroom

If class expectations have been taught and regularly revisited and teachers maintain a high acknowledgement to correction ratio, the majority of classroom related problem behaviours will be successfully addressed using the strategies contained within the PB4L Classroom. Teachers should constantly monitor the effectiveness of negative consequences and make adaptations, as needed. In addition, teachers should collect data on the occurrence of problem behaviours in order to identify patterns and help generate solutions. When a student's behaviour does not improve, there may be some underlying reasons for the student's behaviour. Teachers may need to use classroom data to problem-solve with colleagues or mentors to develop a plan to support the student.

The way that teachers respond to problem behaviours has a large bearing on whether the behaviour will be reduced or escalated. Careful consideration needs to be given to body language, tone of voice, words and actions:

- Respond calmly and immediately
- Talk privately, away from others
- Use a calm, even tone
- Speak quietly, but firmly
- Keep interactions brief
- Allow processing time
- Move away and monitor
- Be prepared to follow up later.

Drawing attention to student misbehaviour may result in unintended consequences. In general, minimise attention to inappropriate behaviour and maximise attention to the appropriate. Public displays of student names such as on step charts, level systems and peg charts may seem like an effective way to signal misbehaviour and achieve consistency, but such systems are not in keeping with positive behaviour support practices because of the potential for emotional and psychological harm to the most vulnerable students in our care. Instead, focus on teaching, acknowledgement and accountability to build consistency and a positive classroom environment.

<b>Step</b>	<b>Example</b>
Identify the skill to be taught	Waiting your turn in a whole class discussion
Define the context	Whole class lesson – teacher asking for ideas; waiting your turn is part of being respectful
Explain the key steps or components	Put your hand up quietly and wait for the teacher to call on you
Show how the behaviour is used	Model of correct hand raising/non example of snapping fingers or calling out; role plays
Practise	Teacher poses questions and students practise raising hand and waiting
Monitor	Teacher scans and moves around the room, looking for students raising hands and waiting
Reinforce and reteach, as required	Teacher provides verbal acknowledgement for correct hand raising and reteaches, as required

Targeted Behaviour Support – managed by the Deputy Principal Inclusive Education, Guidance Officer or HOD Engagement. Targeted behaviour support occurs in a specific setting, on a specific issue, or an identified student/group of students. Development and implementation of targeted support is team-based and aims to develop strategies that prevent or minimise the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with the identified needs.

Students identified as requiring targeted behaviour support are able to participate in a number of programs to assist with their social skill development and academic engagement.

Internally and externally provided counselling and personal development programs are co-ordinated through both the Student Services Hub and/or the Student Engagement Team.

This includes the following staff:

Deputy Principal Inclusive Education, Year Level Lead Teachers, Guidance Officers, School-based Police Officer, HOD Student Engagement, Attendance Officer, Youth Support Coordinator, School Based Youth Health Nurse and Chaplain.

Access to community based organisations on an individual needs basis, depends on the individual student's needs and program availability. These programs are proactive and positive in nature.

Other school or classroom processes that assist students to achieve acceptable standards of behaviour are:

- A referral process from teacher to Curriculum HOD to access levels of support through the school
- Graduated entry programs for students with an opportunity to make a successful transition back into the classroom
- Behaviour Improvement Plan – part of the re-engagement process

### **Student Referral Process**

Students who cause disruption to teaching and learning or demonstrate non-compliance with the school's expectations and classroom rules are referred through a detailed process to Heads of Departments – Curriculum/ Engagement, Deputy Principals and Principal (as per Behaviour Pathway). Referral to support personnel or programs is actioned by the HOD Engagement/ Year Level Deputy Principals. Referral to the STAR team for more intensive intervention or support of student well-being can be made by any staff member using the One School referral process via contacts.

It is the responsibility of the classroom teacher to engage students in a range of graduated actions providing consequences for lack of adherence to classroom rules and procedures before referring to the relevant Head of Department. Curriculum Heads of Department aim to address disruptive students using a range of strategies aimed at re-engaging the student in the classroom learning by attempting to identify the function to the students' behaviour and overcoming these barriers through targeted intervention and strategies. Failure of the student to successfully engage with these strategies will result in referral to the HOD of Engagement/ Year Level Deputy.

### **Early Support and Intervention**

Early support and intervention is sought from parents and caregivers. Where areas of behavioural concerns are evident, the HOD Student Engagement will enlist the support of key personnel, including NCCD program managers, Guidance Officers, School-Based Health Nurse, School-Based Police Officer, School Chaplain, Heads of Department, Year Level Lead Teacher, sFamily Group teachers, Indigenous Support Group and appropriate outside agencies.

In some instances, an Individual Behaviour Management/Support Plan may be prepared for a student. In all instances, a Head of Department, the teacher, student, parents / caregivers are involved in the process of preparing and monitoring this plan and meeting agreed goals.

## **Consequences for Unacceptable behaviour:**

Victoria Point State High School makes systematic efforts to prevent problem student behaviour by 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.

### **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 to the Curriculum HOD, Deputy Principal Inclusive Education, Student Engagement HOD, Deputy Principal or Principal, as per the behaviour pathway

#### **Minor behaviours are those that:**

- are minor breaches 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.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

#### **Major behaviours are those that:**

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of a HoD, Deputy Principal or Principal, as per the behaviour pathway.

**Major** behaviours result in referral to the Curriculum HOD, Deputy Principal Inclusive Education, Student Engagement HOD, Deputy Principal or Principal, as per the behaviour pathway, because of their seriousness. When major incident 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 One School behaviour incident report and refers it to the Curriculum HOD, Deputy Principal Inclusive Education, Student Engagement HOD, Deputy Principal or Principal, as per behaviour pathway.

## Disciplinary Consequences

These examples are aligned to One School behaviour categories. They are indicative and they are not exhaustive. Each behaviour is considered to be discrete, and is addressed as an individual event.

Main Behaviour	Definition	Major	Minor
Abusive language	<i>The use of abusive language (offensive/profanity/racist) directed at staff or adults.</i>	Use of abusive language <b>directed at or directly used about staff</b>	Use of abusive language in conversation/ around with <b>staff</b>
Academic misconduct	<i>Misrepresenting authorship of work, plagiarism or cheating.</i>	Submitting an assessment completed by another student or from another sources, giving an assessment to another student or cheating in an assessment item.	Plagiarising sections of assessments, cheating or misrepresenting sections of work.
Bomb Threat/False Alarm	<i>Being party to or falsely communicating imminent dangers such as bombs, fires, intruders and so on that interferes with school process, activities or operation.</i>	Falsely communicating threats and dangers to the school that impact the teaching, learning or operation of the school.	
Bullying	<i>Bully staff, adult or student.</i>	Continued bullying or serious staff, adult or student bullying through verbal, digital, physical intimidation or other means.	Minor bullying of students through verbal, digital, physical intimidation and so on.
Defiance	<i>Refusing to follow staff instructions either verbally or in action <b>OR</b> refusing to follow school policy or schoolwide expectations (SWED).</i>	Refusing to follow SWED/school polices (I.E lateness, uniform) or staff instructions impacting the safety of staff, adults or students <b>OR</b> impacting the teaching, learning or operation of the school.	Refusing to follow SWED/school polices (I.E lateness, uniform) instructions that have a minor impact on staff, adults or students <b>OR</b> impacting teaching and learning.
Disrespect	<i>Being disrespectful towards staff or adult through digital, verbal, gesture or written communication.</i>	Showing serious or continued disrespect to staff or adults through digital means, words, actions, gestures or communication including but not limited to mimicking, mocking, insulting, hand gestures and so on.	Showing minor disrespect to staff or adults through digital means, words, actions, gestures or communication including but not limited to mimicking, mocking, insulting, hand gestures and so on.
Disruption	<i>Disrupting teaching, learning or activities of the school.</i>	Continued/persistent <b>OR</b> serious prevention of teaching and learning <b>OR</b> school activity.	Minor prevention of teaching and learning <b>OR</b> school activity.
Dress code	<i>Failing to follow the dress code.</i>	Continued and persistence refusal to follow dress code (after being supported) or wearing offensive clothing.	Refusal to follow staff direction to correct uniform issues such as jewellery, hair, shoes, nails, belt and other correctable items.

Falsifying documents	<i>Falsely misrepresenting documents or permissions</i>	Fraudulently writing or signing documents including school documents, permission notes, medical documents, uniform notes or attendance documents.	Minor misleading the school with false documentation around school documents, permission notes, medical documents, uniform notes or attendance documents and so on.
Fighting	<i>Being directly involved in, instigating, arranging, encouraging or participant in a physical fight on or off school grounds (while identifiable as a student of this school).</i>	Directly involved in a serious physical fight including recording, distributing, instigating or arranging.	Without good reason being directly involved in a minor physical altercation including instigating, arranging, distributing footage or encouraging.
Harassment	<i>Engaging in continued verbal, gestural, digital, following or written harassment of staff, adults or students.</i>	<b>Continued</b> (after support) incidents of harassment of staff, adult, students or members of the public inside or outside the school grounds or hours <b>OR</b> large <b>serious</b> single incident.	Limited or minor harassment of students or members of the public inside or outside the school grounds or hours <b>OR</b> large single incident.
Other - charge-related suspension	<i>Whilst in uniform or identifiable as a student of Victoria Point State High School the student has committed a criminal offence.</i>	Being identifiable as a student of VPSHS the student has committed a criminal offence such as theft, assault, a traffic offence and so on.	Being identifiable as a student of VPSHS the student has committed a minor offence not involving the police.
Physical aggression	<i>Use of or attempted use of bodily force or gesture to threaten, intimidate or assault another or property.</i>	Using physical aggression towards a member of staff, adult, student or property to threaten, intimidate or scare <b>OR</b> repeated offences.	Using minor or non-creditable physical aggression towards a member of staff, adult, student or property to threaten, intimidate or scare.
Property damage	<i>Damage to personal, school or public property.</i>	Malicious damage to student, staff or adult's property, school buildings, furniture, laptops and so on, or public property outside of the school.	Minor damage to property such as minor graffiti, vandalism, breakage to student or school property.
Property misuse causing risk to others	<i>The use of object/s that causes risk of damage to persons or property.</i>	Deliberate high risk and unsafe use of Manual Arts, HPE, Hospitality and Science equipment, or other actions like throwing objects into fans, throwing of objects such as sticks and rocks at staff, adults, students, facilities/ building or animals.	Deliberate/accidental low risk unsafe use of Manual Arts, HPE, Hospitality and Science equipment or other objects including throwing of objects into fans, throwing sticks and rocks at staff, adults, facilities/building, students or animals.
Refusal to participate in the educational program of the school	<i>Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.</i>	Student engages in unsafe or violent behaviours whilst refusing to participate in the learning.	Student refuses to participate in an activity that forms part of the school curriculum when the activity is at an appropriate level and support has been provided

Substance misconduct involving illegal substances	<i>The use, possession, transportation or sale of illegal or prohibited substances items.</i>	Being caught possessing, selling, transporting or using illegal drugs, or prescription medication (without permission).	Withholding information related to possessing, selling, transporting or using illegal drugs, or prescription medication (without permission).
Substance misconduct involving tobacco and other legal substances	<i>The use, possession, transportation or sale of tobacco or prohibited substances items.</i>	Being caught possessing, selling, transporting or using legal substances such as vapes, alcohol, tobacco products or prescription or non prescription medication (without permission).	Withholding information related to possessing, selling, transporting or using legal substances such as vapes, alcohol, tobacco products or prescription or non prescription medication (without permission).
Technology violation	<i>Inappropriate use of personal or school technology.</i>	Using a device recording, creating (i.e., social media posts/memes), circulating or promotion of inappropriate, offensive or illegal material <b>OR</b> major breach of phone policy.	Minor or singular using device in breach of phone <b>OR</b> ICT policy.
Theft	<i>Taking physical or intellectual property belonging someone else on or off school grounds (identifiable as a student) without permission or the intention to pay.</i>	A student unlawfully taking the property of staff, adult, canteen, school resources, other student property or other object or work without permission.	A student unlawfully taking the property of staff, adults, canteen, school resources, other student property or other object or work without permission.
Truancy (out of class)	<i>Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).</i>	Student is truant for at least 3 lessons in one day or have received 3 minors for truancy (out of class).	Student is truant for the entirety of the lesson but has been sighted on school grounds.
Truancy (out of school)	<i>Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).</i>	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason.	
Use/possession of combustibles	<i>The use or possession of items having capability to start or sustain flame or fire.</i>	A student's <b>use OR</b> possession fire starting or sustaining item such as but not limited to lighters, flint and steel, flares, matches, liquid accelerants (fuels) and alcohols, gases, aerosol cans and so on.	A student is caught with minor fire starting or sustaining item such as but not limited to lighters, flint and steel, matches, aerosol cans and so on.
Use/possession of weapons	<i>The use or possession of actual or replicate weapons on school grounds <b>OR</b> using an object as a credible weapon while being identifiable as a student.</i>	A student's <b>use, threat</b> or possession of real or replicate weapons such as knives, swords, firearms (including gelblasters) or using an object such as a large stick/pole as a weapon against persons or property.	A student's possession of a minor real or potential weapon such as butter knives, stick and so on.

**Red Card Process** is used in the following instances:

- A student is engaging in very serious or dangerous behaviours
- A student is refusing to take their phone to Student Reception
- A student is engaging in chronic disruption of the lesson (i.e., you have exhausted all strategies and can no longer teach effectively)

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to the expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school 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.

### **Supporting Students – Addressing student behaviour prior to escalation**

Rationale:

1. It is imperative that students present to Family Group with a learning mindset.
2. Teachers who take these lessons act as the barometer and use their professional judgement to decide if the student needs to be referred to GO, HOD Engagement, Deputy Principal to avoid escalation.
3. External factors may be the catalyst for students presenting at FMG and Lesson 1 in a heightening state.
4. An opportunity (for the identified student) to be able to defuse and reset, is preferred to an escalation of behaviour and possible SDA.
5. Behaviours demonstrated by the identified student may include: repeatedly refusing to follow instruction (entry routines), repeatedly being verbally aggressive, inciting violence amongst others, seeming to be under the influence, visibly tired and dangerous actions/risk taking.

### **Process for staff for identified student:**

1. Refer the student to Administration: DP, HOD Engagement, GO will triage.\*
2. Teacher to follow up with contact home, One School report as per behaviour pathway and STAR referral if a Student Protection matter.
3. Triage Team will use de-escalation strategies with the aim of re-engaging the student later in the day. If Inclusive Education Student emergent situation – Case Manager/ Deputy Principal Inclusive Education to be called.
4. Triage Team will send student home if support intervention provided indicates that the best support for the student is to be sent home.
5. Re-entry interview will be arranged for the following day prior to the student starting classes. If Inclusive Education – Case Manager to be present.
6. Triage Team to enter into One School contacts, refer back to referring teacher and STAR referral.
7. Teacher to continue to build relationship with student upon return to class.

\*Options include but not limited:

- a) De-escalation strategies
- b) Student sent home to de-escalate

- c) Student withdrawn from class to de-escalate in the Admin block and sent back at a later time
- d) Involvement of Engagement team, GO's, Inclusive Education case worker if required
- e) Admin meeting with parents
- f) Consequences in line with behaviour pathway

## Disciplinary Absences

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

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

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

Parents/carers and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 Victoria Point State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents/carers, back to the school.

### 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, and kept small with only the Principal or their delegate/s attending with the student and their parent/carers.

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

## Structure

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

## Reasonable Adjustments

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

## Policies

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

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

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students.

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

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco and vape juice or 'E' and any associated implements and products)
- 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

### School staff:

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

### Parents:

- ensure your children do not bring property onto School grounds or other settings used by the College (e.g. camp, sporting venues) that:
  - is prohibited according to the 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:

- 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 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.

## Differentiated and Explicit Teaching

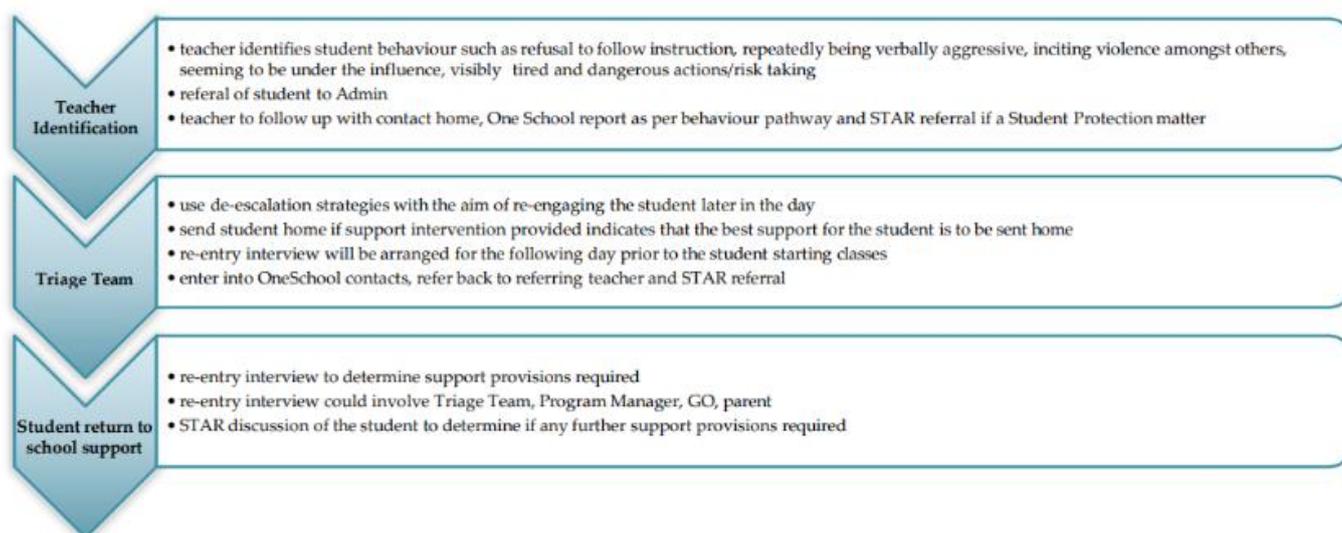
Victoria Point State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours,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

Teachers at Victoria Point State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

Victoria Point State High School promotes positive relationships by providing:

- Quality teaching and learning – Essential Skills for Classroom Management, Classroom Profiling
- Relevant and engaging curriculum
- Positive relationships, supportive programs and procedures – Restorative Practices

## Supporting Students Flowchart



### Ensuring consistent responses to problem behaviour

At Victoria Point State High 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.

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 – PB4L.

### Emergency or critical incident responses

It is important that all staff have a consistent understanding 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.

## Restrictive Practices

The Restrictive practices procedure, released on 23 January 2020, makes it explicit that state school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons. Restrictive practices describe the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include seclusion, physical restraint, containment, mechanical restraint, chemical restraint, and clinical holding.

It is essential that state school staff understand that they must not use restrictive practices as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint should not be used to respond to:

- a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person;
- a student leaving the classroom/school without permission, unless the leaving of the classroom or school causes a foreseeable risk to the safety of the student or another person;
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately;
- property destruction caused by the student unless the property destruction is placing any person at a risk of harm.

### **Use of seclusion and physical restraint**

State school staff may only use seclusion or physical restraint where:

- a) the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others
- b) the seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and
- c) there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

For the use of a seclusion or physical restraint to be "reasonable", the seclusion or physical restraint must be:

- a) proportionate to the risk of harm
- b) discontinued once the risk of harm has dissipated, and
- c) respectful of the student's dignity.

### **Containment**

Containment can be used as a short term planned strategy with individual students as part of:

- a) a period of initial assessment when a student is new to the school and there is evidence that the student presents a risk of harm to themselves or other people
- b) a period of settling into a new environment or reintegration to school after a period of absence when there is evidence that the student presents a risk of harm to themselves or other people
- c) intensive short term support in response to frequent behaviour presenting a risk of harm to the student or other people.

## **Mechanical restraint**

Mechanical restraint can be used as a planned restrictive practice for reducing or controlling a student's serious and repetitive self-injurious behaviour. Mechanical restraint should only be implemented when:

- a) there is a foreseeable risk of harm to the student through self-injurious behaviour
- b) the advice of an appropriately qualified health professional has been sought about the use of the device within the school or educational setting and they have prescribed the use of the device for responding to a specific behaviour
- c) other less restrictive approaches have been tried or considered for managing the risk of the behaviour and found to be ineffective at reducing risk
- d) parents have approved the use of mechanical restraint
- e) there is a plan for the use of the mechanical restraint that has been prepared in consultation with an appropriately qualified health professional and included in the student's Individual Student Safety Plan, and
- f) state school staff have received training in how to use the prescribed device from an appropriately qualified health professional or person/organisation nominated by the health professional.

## **Chemical restraint**

State school staff must not use any chemical restraint to control or subdue a student's behaviour. However, state school staff may administer medications that are prescribed by a health professional for the student in accordance with Administration of medications in schools procedure.

## **Clinical holding**

Clinical holding must not be used on a student unless:

- a) it is used in accordance with a Clinical Holding Plan that has been developed for the student
- b) there are no other alternatives that will enable state school staff to provide the necessary care to the student
- c) the use of clinical holding is appropriate and reasonable in the circumstances, and
- d) the state school staff potentially involved in the clinical holding have been trained by an appropriately qualified health professional or someone who the professional recommends to do the clinical holding in accordance with the Clinical Holding Plan.

## **Provision of first aid**

This procedure does not prohibit the provision of emergency first aid or care as detailed on a student's healthcare plan

## **Planned restrictive practices – physical restraint**

State schools may plan for the use of physical restraint in respect of a particular student to respond to certain behaviours. However, a plan for the use of physical restraint does not absolve state school staff from making an assessment about whether the use of the planned restraint is appropriate in the circumstances of each individual case (in accordance with this procedure). In other words, a plan to use physical restraint must not be considered the only and the most appropriate response on each occasion and staff consider the specific facts and circumstances of each case and use restrictive practices in a way that is reasonable and proportionate.

Any use of planned physical restraint must be:

- a) supported by an Individual Behaviour Support Plan that:
  - is informed by a Functional Behaviour Assessment, and
  - details the positive and proactive strategies that will be implemented prior to the use of any planned physical restraint
- b) undertaken on the basis of evidence and recorded in the Behaviour risk assessment tool – safety or wellbeing
- c) informed by a clear documented rationale for the planned use of physical restraint
- d) included in the student's Risk Management or Behaviour Manage Plan
- e) supported by a strategy for reducing the use of the planned physical restraint (that is documented in the Individual Student Safety Plan), and
- f) developed in consultation with the student's parents.

It must be emphasised that state school staff must not use plans for the use of physical restraint in a way that prevents school staff from taking into account the circumstances of each individual case and ensuring that their response is appropriate and reasonable. In cases where a student has a history of engaging in behaviour that risks causing harm to themselves or others, the school should include strategies that may prevent such behaviour in the student's Individual Behaviour Support Plan.

### **Reporting and oversight**

If, at any time, a principal is of the reasonable belief that a restrictive practice used by a state school staff member was not appropriate in the circumstances or otherwise not compliant with this procedure, the principal must, as soon as practicable (e.g. within 24 hours), provide details of the incident to the principal's supervisor or delegate.

### **Focused Review**

If a restrictive practice has been used on a student, a member of the school's leadership team should conduct a Focused Review of the incident as soon as practicable (e.g. within five school days).

The objective of a Focused Review is not to assign or apportion blame. It aims to:

- a) consider the safety and wellbeing of everyone
- b) consider the use of a restrictive practice
- c) determine whether the use was appropriate in the circumstances, and
- d) develop other strategies to potentially respond better to the student's behaviour in the future.

As part of the Focused Review, the member of the school's leadership team should consult:

- a) the staff member(s) involved in the incident
- b) the student who was the subject of the restraint (if possible), and
- c) any other relevant persons (i.e. witnesses, parents of other students involved).

The school leadership team member must maintain a written record of a Focused Review and any actions taken as a result. Actions that a principal might take after a Focused Review might include:

- a) amending the Individual Student Safety Plan of the student who was the subject of the restrictive practice
- b) arranging training for staff members in positive behaviour support, de-escalation strategies and if necessary the use of restrictive practices.

DEFINITIONS	
<b>Appropriately qualified health professional</b>	A qualified health professional employed by the Department of Education with the relevant skills and knowledge to assess, plan and evaluate healthcare. Health professionals are registered with AHPRA or eligible for membership with the relevant national professional body.
<b>Chemical restraint</b>	The use of medication to control or subdue a student's behaviour.
<b>Clinical holding</b>	Planned restrictive practice that occurs when staff employ, when necessary, pre-arranged strategies and methods (of physical restraint) that are necessary and in the best interests of the student, based upon an assessed need and agreed in advance in order to provide essential healthcare or personal care. Clinical holding is prescribed by the appropriately qualified health professional.
<b>Containment</b>	Planned restrictive practice that involves a single student in a room or area for the purpose of engaging in learning. The room is secured by a fob or similar system (or other mechanism) and the student's free exit is impeded. The student is always accompanied in the room, by at least one adult and the student is not left alone in that room or area.
<b>Focused Review</b>	Focused Review is a reflective, supportive process that is used to analyse incidents and does not seek to apportion blame. Focused Review will identify systems problems, address any practice issue and ensure future planning to support students is appropriate and effective. It provides an opportunity for continual improvement and evaluation of strategies with a focus on ensuring staff are supported.
<b>Individual Student Safety Plan (ISSP)</b>	Identifies a specific student and references the planned, evidence based, proactive and positive behaviour supports the school implements that are identified in the Individual Behaviour Support Plan. It identifies behavioural risk, and potential behaviour risk outcomes that may require a restrictive response to manage the immediate risk of harm to the student or other people.
<b>Mechanical Restraint</b>	The restraint of a student by the application of a device to the student's body, or a limb of the student to restrict the student's movement. Examples of mechanical restraints would include: a) special clothing or devices designed to prevent injury to a person b) soft wrist cuffs/ mittens, to prevent injuries that occur by hand biting c) helmets to prevent hair pulling, head banging or slapping, eye gouging or ear picking
<b>Physical Restraint</b>	The use of physical force to prevent, restrict or subdue movement of a student's body or part of their body
<b>Seclusion</b>	The solitary confinement of a student in a room or area from which their exit is prevented by a barrier or another person. Seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if physically possible

**Referring and Reporting – ‘Student at Risk’**  
**Student Protection Procedures**

REFERRING A ‘STUDENT AT RISK’ TO THE STAR TEAM	REPORTING A STUDENT WITH HIGH/EXTREME RISK
<p><i>Observation signs of a student at risk: <b>LOW-MED RISK</b> examples</i></p> <ul style="list-style-type: none"> <li>• Friendship/social issues</li> <li>• Excessive risk taking</li> <li>• Sudden change in moods/attitude</li> <li>• Sleep issues</li> <li>• Eating issues</li> <li>• School refusal due to mental health issues</li> <li>• Family issues</li> <li>• Financial issues</li> <li>• Possible Self Harm</li> </ul>	<p><i>Direct or Indirect Disclosures: <b>HIGH RISK</b> examples</i></p> <ul style="list-style-type: none"> <li>• Sexual Abuse</li> <li>• Physical Abuse</li> <li>• Suicidal / Suicide attempts</li> <li>• Self Harm</li> <li>• Homelessness</li> <li>• Pregnancy</li> </ul>
<p><i>How to Refer to STAR Team:</i></p> <ol style="list-style-type: none"> <li>1. All referrals to the STAR Team are through the Year Level Guidance emails. Year 7, 9, 11 – <a href="mailto:guidanceofficer_7_9_11@vpshs.eq.edu.au">guidanceofficer_7_9_11@vpshs.eq.edu.au</a> and Year 8, 10, 12- <a href="mailto:guidanceofficer_8_10_12@vpshs.eq.edu.au">guidanceofficer_8_10_12@vpshs.eq.edu.au</a></li> <li>2. Do NOT email an individual staff member to refer a STAR. You must use the generic Guidance Officer emails.</li> </ol>	<p><i>How to Report A Student with HIGH/EXTREME Risk:</i></p> <ol style="list-style-type: none"> <li>1. Report <b>IN PERSON</b> to either the School Principal or Year Level Guidance Officer. If the Year Level Guidance Officer is unavailable, please see the other Guidance Officers.</li> <li>2. Report needs to be completed on the <b>same day</b> as the disclosure as soon as humanly possible.</li> <li>3. Never leave your class/classroom unless it is a life and death situation.</li> <li>4. If you do need to leave your classroom, do not leave your students unattended – send a student to the nearest staffroom/office for assistance.</li> </ol>
<p><i>Feedback to Staff:</i></p> <ul style="list-style-type: none"> <li>• A STAR Team Member will contact you if the referred Student requires support within your classroom.</li> <li>• Guidance Officers will respond to your STAR to acknowledge receipt.</li> </ul>	<p><i>Additional Reporting to External Services:</i></p> <ol style="list-style-type: none"> <li>1. If a report to QPS and/or Child Safety (SP4 Report) is required the Principal or Guidance Officer will direct and assistance you with this.</li> <li>2. If you are required to record the disclosure on Oneschool (Contacts), the Principal or Guidance Officer will direct and assist.</li> </ol>
	<p><i>Feedback to Staff:</i></p> <ul style="list-style-type: none"> <li>• The Principal or Guidance Officer will contact you if the reported Student requires support within your classroom.</li> </ul>
	<p><i>Support for Reporting Staff Member:</i></p> <ul style="list-style-type: none"> <li>• Dealing with direct/indirect (High Risk) disclosures maybe confronting and stressful. If you require any support with managing your mental health after a high risk disclosure, the Principal or Guidance Officer can assist you in seeking the support.</li> </ul>

## **FLOW CHART**

### **Responding to a Mental Health, High Risk Situation**

**When assisting a Student in high risk Mental Health situation:**

**1. Gather information about the student and the situation:**

If you do not know the student, take the time to check Oneschool or ID Attend student photo.

**2. Alert a GO and inform Sudnet Reception :**

If available, take a Guidance Officer or another Student Services staff member with you. If possible also take your mobile phone, in the event that you need to call anyone for extra assistance.

**3. Assess the student and situation:**

Talk with the student – check that they are alert and assess the safety of the situation. If safe for the student, bring the student to the HUB or main office, whichever is closer.

If it is not safe for the student to move, call for administration assistance.

**4. Once the student is in a safe place (either HUB or main office):**

Talk with the student and assess the situation – complete mental health checklist and decide:

1. Can the student be calmed, supported and returned safely to class today?
2. Do you need to call a parent and have the student taken home or for a medical mental health assessment (i.e: GP)?
3. Is the student in such distress / disclosing high risk of harm to self or others and/or has significantly self harmed and therefore in need of emergency hospital (mental health) support?

**Options (C):**

1. Verbally inform Principal.
  2. Contact the Parent / Guardian and inform them of the situation. If it is a high risk (non-urgent) matter, Parent is given the option to collect student to bring to Emergency.
  3. High risk (urgent) matter and/or Parent has advised that they meet student at Hospital: Ambulance is to be called.
- When Student is ready to return to school:
    - Alert Parent that when the student has engaged in mental health support and able to return to school, they are to attend a Support Meeting with the Guidance Officer, before student returns to normal classes.
  - School Alert Notification:
    - In the event that the student was escorted via Ambulance to Hospital, the staff member that supported the individual student is to complete a School Alert Notification Form to be emailed to required EQ location. Form to be saved in individual student Oneschool Support Provisions, hard copy placed in student Administration file.
  - Debrief with your Line Manger:
    - Once the Student has been supported, ensure that you follow up with your Line Manager.
    - Discuss any support that you may need.

## **FLOW CHART**

### **VICTORIA POINT STATE HIGH SCHOOL First Response Team**

#### **In the event of a High Risk Behaviour Incident:**

The Staff Member will telephone #840, #820 or #830 and request assistance for a high-risk behaviour incident. In the event that the staff member is unable to reach a telephone, they may send another student or staff member to the Student Administration Reception for assistance.

#### **Student Administration Reception Action:**

1. Gather as much information as possible about the incident:
  - Location, building number or playground area
  - Student/s names of those involved
  - Staff members name
  - Any details of what has occurred – has anyone been harmed
2. Check if the student/s involved in the incident have an Individual Risk Management Plan:
  - If the student/s has an IRMP, refer to the contact/alert details re: support staff that need to be telephoned in the event of a high-risk incident. Proceed to contact the staff in order.
3. If the student does not have an Individual Risk Management Plan, proceed to contact the staff listed below in the VICTORIA POINT STATE HIGH SCHOOL First Response Team (FRT).
  - Deputy Principal
  - HoD Engagement
  - Guidance Officer

#### **Proceed to contact Year Level Deputy Principals and/or Principal in the event that the above FRT staff members are unavailable to assist you:**

- Principal
  - Deputy Principal
4. When communicating to the VICTORIA POINT STATE HIGH SCHOOL First Response Team Member: ensure to provide details
    - re: the staff member name (requesting support), location, student/s involved, if the student has an IRMP and details of the incident.
  5. Print a copy of the Individual Risk Management Plan (if the student/s has one) and have a staff member bring this document to the First Response Team Member.

## Understanding behavioural escalation

Behaviour escalates when a range of responses occurs in a sequential pattern in which successive responses are of increased severity or intensity (Shukla-Mehta, 2002).

Colvin and Sugai (2005, 2018) suggest that there are seven stages of behavioural escalation:

- 1. CALM**

The student is calm and cooperative.
- 2. TRIGGER**

The student experiences conflicts or situations that trigger their behaviour to escalate. These may be internal or external triggers.
- 3. AGITATION**

The student loses focus and they are more visibly upset. They might challenge authority or avoid situational factors they find stressful.
- 4. ACCELERATION**

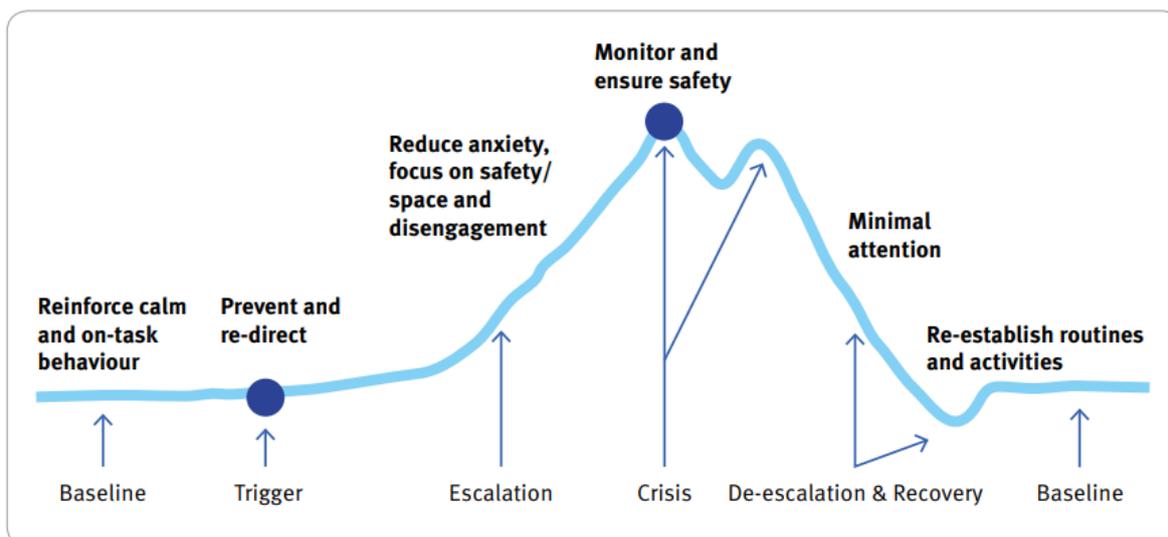
If the conflict continues to be unresolved, the behaviour of the student will escalate and may become more intense. The student will lose focus and find it very hard to engage in rational discussion.
- 5. PEAK**

The student will not be in control of their emotions or behaviour and will likely exhibit observable risk behaviour for example self-injury, shouting, swearing or destroying furniture.
- 6. DE-ESCALATION**

The student will start to calm and a drop in the intensity of the expressed emotion will be visible.
- 7. RECOVERY**

The student's behaviour drops to their usual baseline or even below that and they appear calmer. They may express regret or fear; some students have difficulty expressing their emotions when in this phase.

## When to use specific approaches



Source: adapted from Colvin & Sugai, 2005, 2018, Kaplan & Wheeler 1983

## 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 Victoria Point State High 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, using more forceful restraint.

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.

## Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx>

## Consideration of individual circumstances

To ensure alignment with the Student Code of Conduct 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.

## 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](#)
- [Workplace Health and Safety Act 2011](#)
- [Workplace Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

## Related Policy and Procedures

- [Statement of Expectations for a Disciplined School Environment Policy](#)
- [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 Departments Information, Communication and Technology 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](#)

## Related Resources

- [Bullying. No Way!](#)
- [Positive Behaviour for Learning](#)
- [Code of Conduct for School Students Travelling on Buses](#)

## Appendix 1

### THE USE OF MOBILE PHONES & 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 At School

Though technology now plays an important and growing role in education, students are advised that valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players known as 'bring your own device' or BYOD, to school are kept at their own risk. With use of such devices the school's expectations of Respect, Integrity and Responsibility apply. Such devices if used in breach of the guidelines outlined below 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 used contrary to this policy on school premises will be taken by the student and placed at Student Reception. The device will be made available for collection from Student Reception 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 offenses 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. If breaches of the policy continue, in negotiation with the parent, the student will not be permitted to have a personal technology device at school and for a period of time.

#### Personal Technology Device Etiquette

Personal devices are not permitted to be used at school. ***Please refer to Mobile Phone and Digital Device Policy.***

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

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

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act.

#### 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 Victoria Point State High 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.

A student at school who uses a personal technology device to record private conversations, ordinary school activities 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 involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or
- knowingly being a subject of a recording are in breach of this policy and may be subject to discipline, including suspension and recommendation for exclusion.

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

### **Recording Inappropriate Images**

Students must not record images anywhere (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. This extends to taking images of self or others of a salacious or sexual nature that does or potentially, cause offence to others. The transmission of such images to others via any communications device, the passing to another person or organisation whether or not for the purpose of posting to a social networking site or open internet site where the student or students are identifiable to the school will be regarded as gross misbehaviour.

The nature of the impact of this behaviour will be considered in the school's response of suspension and possible proposal to exclude the student or students involved. All such instances will be referred to the school's School Based Police Officer for assessment for dealing as a criminal matter and response by appropriate child safety agencies.

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or stalking as defined by criminal standards, and will subject the sender to discipline and possible referral to the Queensland Police Service. 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 administration Deputy Principal.

### **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.

## 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) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

\* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

## Appendix 2

### PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

#### Purpose

1. Victoria Point State High 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.
2. There is no place for bullying in Victoria Point State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Victoria Point State High 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.
4. Bullying may be related to:
  - Race, religion or culture
  - Disability
  - Appearance or health conditions
  - Sexual orientation • Sexist or sexual language
  - Young carers or children in care
5. At Victoria Point State High 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

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Victoria Point State High School are an addition to our already research validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

### **Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide 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 school rules and have been taught the expected behaviours in all areas of the school;
  - All students have been or are being taught the specific routines in the classroom and non classroom areas, from entering and exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas;
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following school routines, from all staff in the classroom and non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in classroom and non classroom areas. This means that playground duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The curriculum programs in the Family Group program and other subject areas include explicit learning activities on the anti-bullying process in order for students to work towards the acquisition of knowledge, skills and attitudes of the socially responsible and resilient citizen.
  10. Victoria Point State High School uses behavioural data for decision-making. This data is entered into our database at the time of the reported incident 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

<https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-gss>

### **Additional Resources**

- [Cyber Smart](#)
- [Stay Smart Online](#)
- [ThinkUKnow](#)
- [Computers and Your Child](#)
- [Who's Chatting to Your Kids?](#)
- [2023 Student BYOD Charter Agreement](#)

## Appendix 3

### Appropriate use of social media

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

No student of Victoria Point State High 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 Victoria Point State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Victoria Point State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Victoria Point State High 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 Victoria Point State High 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 Victoria Point State High 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.

Victoria Point State High 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 (Cth) 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:

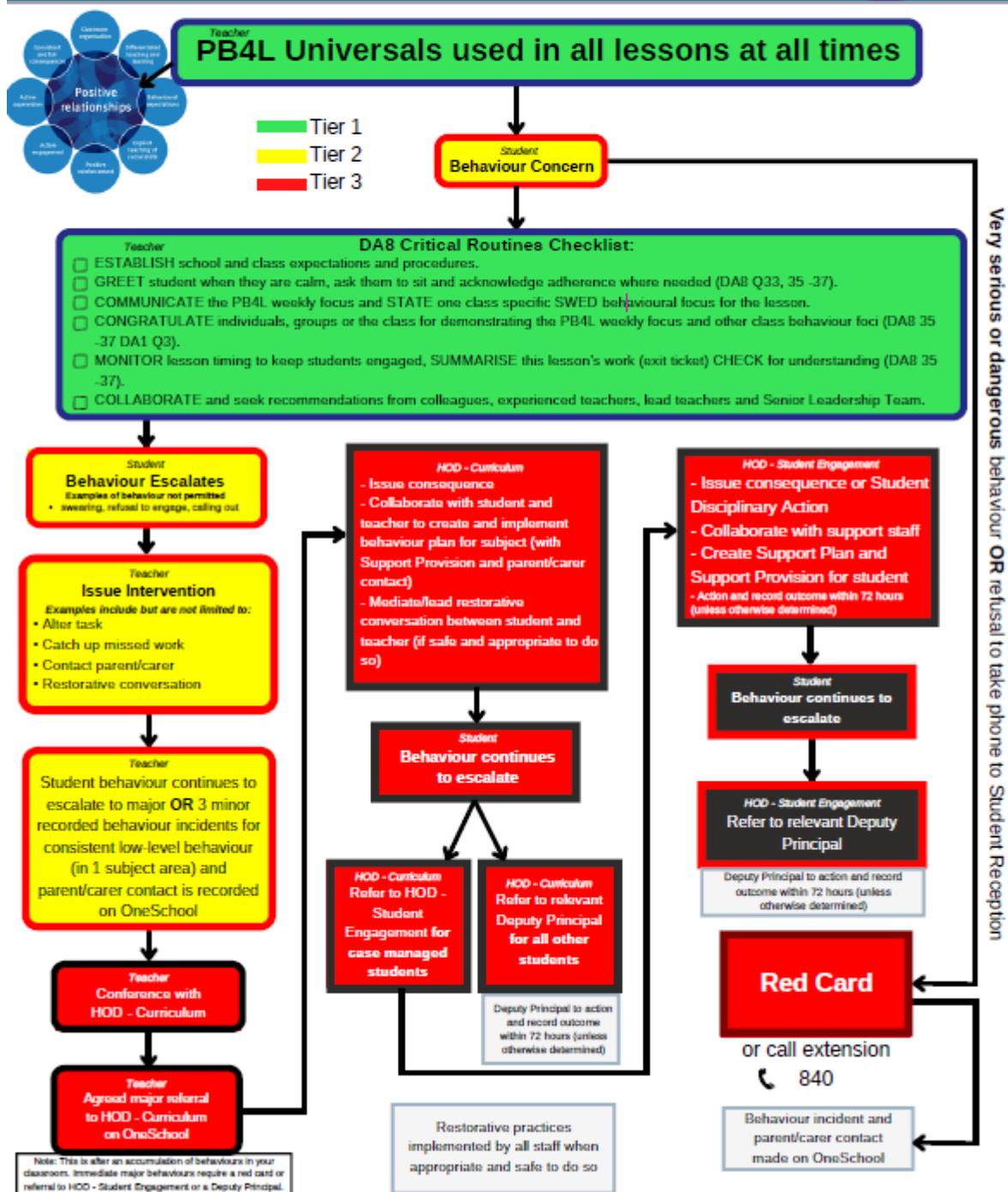
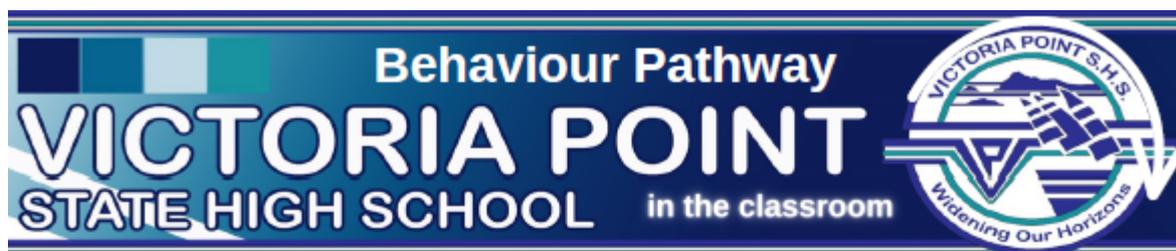
- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.

- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

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

# Appendix 4



## Appendix 5

### ICT RESPONSIBLE USE POLICY

This document defines the BYOD Charter Agreement and Responsible Use Policy for student use of the Victoria Point State High School Computer Systems. Its main purpose is to encourage the mature and responsible use of the facilities available to the students through the provision of clear usage guidelines. Students authorised to use the school's computer system also have Internet and Electronic Mail access.

The use of ICT devices and systems has been designed to help students keep up with the demands of the 21st century. Helping students become responsible digital citizens will enhance not only what we do in the classroom, but also give students skills and experiences that will prepare them for their future studies and career.

#### **The Queensland Department of Education, Training and Employment deems the following to be responsible use and behaviour by a student:**

- 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, journals, etc.
- Researching and learning through the Department's e-learning environment.

#### **The Queensland Department of Education, Training and Employment deems the following to be irresponsible use and behaviour by a student:**

- Use the IT resources in an unlawful manner
- Download, distribute or publish offensive messages or pictures;
- Insult, harass or attack others or use obscene or abusive language;
- Deliberately waste printing and Internet resources;
- Damage any electronic devices, printers or the network equipment;
- Commit plagiarism or violate copyright laws;
- Use unsupervised internet chat;
- Send chain letters or Spam e-mail (junk mail)
- Access private mobile networks during lesson time
- Knowingly download viruses or any other programs capable of breaching the Department's networks security.

#### **In addition to this, Victoria Point State High School states that:**

- Users are responsible for the security, maintenance and integrity of their individually owned devices and their network accounts. Victoria Point SHS does not accept liability for any loss or damage suffered to a personal BYOD as a result of using the department's facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.
- Users are required to create a password to protect their account. This password should be difficult enough so as not to be guessed by other users and under no circumstances should passwords be divulged to any other user on the system. If users have any reason to suspect that their account security may have been compromised or tampered with, it should be reported immediately to Technical Support.
- Information dispatched from the school network is a reflection on how the global community perceives the school. All students using the systems are encouraged to show

that they are positive ambassadors for Victoria Point State High School. No obscene, inflammatory, racist, discriminatory or derogatory language should be used in electronic mail or any other form of network communication.

- Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people's devices without their permission and without them present.
- Students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
- Students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- Students need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.
- The school will educate students regarding cyber bullying, safe Internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to behave in line with these safe practices.
- Any inappropriate material will be removed from personally owned devices before bringing the devices to school and such material will not be shared with other students
- It is recommended families are responsible for providing their own individual insurance on privately owned electronic devices, to assure to always have a working device. Other consequence may be deemed necessary following the school behaviour plan.
- Consequences of ICT Responsible Use Policy breach may result in Student EQ account/network suspension and referral to a Head of Department/ Deputy Principal.

**The following is to be READ and COMPLETED by both the STUDENT and PARENT/LEGAL GUARDIAN:**

- We have read and understood the Student BYOD Charter Agreement and the Student Code of Conduct .
- We agree to abide by the above guidelines outlined in this document.
- We accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by students.
- We understand that the school does not accept liability for any loss or damage suffered to a personal BYOD as a result of using the department's facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.
- We are aware that any breaches of the Student Code of Conduct may result in my child's immediate removal from the system for a specified period as per the school's Behaviour Management Policy and in relation to the severity of the offence.

## Appendix 6

### 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).

## Appendix 7

### EDUCATION (GENERAL PROVISIONS) ACT 2006: School Uniform

The Act now enables a school to develop a dress code to apply when students are attending or representing the school.

The dress code may stipulate standards of what is acceptable in relation to clothing, including headwear and footwear. It can also relate to other aspects of the personal presentation of the students.

Schools must consult with parents, staff and students in developing the dress code and must ensure the dress code is consistent with Departmental guidelines.

Permitted sanctions for non-compliance with the dress code include detention; preventing the student from attending or participating in any activity for which the student would have been representing the school; or any school activity that is not part of the essential educational program of the school.

### VICTORIA POINT STATE HIGH SCHOOL STUDENT UNIFORM

Victoria Point State High School is a uniform school. The Parents & Citizens Association has endorsed the school's School Dress Code and students are expected to meet this expectation which includes a Dress Standard that reflects and represents the school community whilst:

- attending and representing the school;
- travelling to and from school;
- engaging in school activities out of school hours.

#### PURPOSE

The School Dress Code contributes to a safe and supportive teaching and learning environment through:

- ready identification of students and non-students at school;
- fostering a sense of belonging;
- developing a mutual respect among students by minimising visible evidence of economic or social differences;
- accounts for health and safety risk/s in student participation in curriculum activities.

The School Dress Code reflects our school community ethos of:

- bringing divergent groups of individuals together as one identity;
- living our school's values of respect, integrity and responsibility;
- valuing and aspiring to excellence and the highest standards underlying attitude of success at school;
- a means for each and every student to have a strong sense of pride and belonging;
- identification regardless of social or economic difference that a dress standard conveys.

#### DRESS STANDARDS

The *Dress Standard* refers to quality assurance of students. The *Dress Standard* reflects and represents the school community's quest for the highest levels of personal esteem and high regard by the broader community.

Qualities	Behaviours
Aspirations for excellence and success by and for all students	Students who are aspirant carry themselves well and seek to promote qualities of, and align themselves to, the image of success and strive to be successful.
Values of respect, integrity and responsibility	Students who demonstrate personal modesty, cleanliness and pay attention to wearing the prescribed items of clothing convey personal attributes of self-discipline, belonging and striving for highest standards.
A school culture of high expectations and one identity	Regardless of social difference students wearing the prescribed items of clothing are assured of being consistent with occupational health and safety, anti-discrimination, and Sun Safety.
A universal school identity	Students do not subscribe or bow to common contemporary fashion, emerging or established cultural or sub-cultural identity, detracting from the aspirations or values of a united school community.
Students accept this dress standard, and items of clothing as exhaustive to what is acceptable	Students acknowledge that sufficient opportunity arises in social contexts outside school where personal and individual preference can be exercised. This includes their personal appearance such as jewellery, make-up and hair colours inconsistent with this dress standard.

The School Principal will assist any parent/caregiver upon personal application, with the provision of a loan uniform for parents/caregivers facing difficulty.

A published School Dress Code is available to all staff, students and parents/caregivers via the VICTORIA POINT STATE HIGH SCHOOL website.

## UNIFORM MANAGEMENT

Uniform Management is overseen by all school staff in some capacity. A written note is to be provided by a Parent/Caregiver if requesting a temporary exemption to the School Dress Code and signed off by either Head of Department – Engagement or a Deputy Principal. All requests will include the attempted provision of a loan uniform for the short-term period.

Requests, in writing for any period of length and special consideration of an individual student's uniform/presentation must be made to, and approved by, the Principal, through the Year Level Lead Teachers or Head of Department - Engagement. All requests will include the attempted provision of a loan uniform for the stated period. These requests may include:

- permanent or temporary damage to an item of the school uniform;
- on-going weather
- family situations
- medical reasons

Repeated patterns of requesting a temporary exemption may be deemed as no longer acceptable reasoning and referred to the Head of Department - Engagement.

The communication of an individual student's uniform/presentation infringement will be recorded in *Daymap* and either signed off by the classroom teacher for infringements requiring students to remain in class or sent down to Student Administration for correction of shoes, socks and non-uniform items. Where possible, loan shoes and uniform items will be provided for the day and students are expected to change into correct uniform and return the items at the end of the day to ensure the school's Dress Code is upheld.

If provisional uniform items are not available, Parents/Caregivers may be contacted to supply correct items for students to wear. If students are in incorrect socks, students will be provided with new socks and parents/carers will be invoiced for this amount. If the Parent/Caregiver is unable to correct the uniform item on that day, or unable to be contacted, the student may be withdrawn from classes and work for timetabled lessons will be provided and completed under either Head of Department - Engagement or Deputy Principal supervision.

Workplace Health and Safety impacts on all school activities. The School Dress Code accounts for health and safety risk/s in student participation in curriculum activities. Any student who breaches health and safety codes for participation in the learning environment must follow the guidelines of each Faculty's Management Plan.

**UNIFORM SHOP OPENING HOURS**  
8.00am – 11.00am Monday – Thursday

## VICTORIA POINT STATE HIGH SCHOOL DRESS CODE

FORMAL UNIFORM OPTIONS
<ul style="list-style-type: none"> <li>• Dress shirt (v-neckline) worn as an over-blouse or Dress shirt (shirt collar) to be worn tucked in at all times</li> <li>• Navy skirt, navy culottes or navy dress shorts/trousers (worn with a black leather belt)</li> <li>• Short navy socks with white binding or white socks with navy banding (as appropriate)</li> <li>• Tie to be worn by all Year 10, 11 and 12 students (as appropriate to v-neckline or collared shirt)</li> <li>• School Leaders may wear their blazer with the formal uniform</li> </ul>
WINTER UNIFORM OPTIONS
<ul style="list-style-type: none"> <li>• Navy jumper (with school branding) or Navy microfibre jacket (in school design)</li> <li>• Long navy tailored trousers (worn with a black leather belt)</li> <li>• Navy microfibre tracksuit pants in school design</li> <li>• Navy tights (not leggings) in a plain pattern (as appropriate)</li> </ul>
SPORTS UNIFORM
<ul style="list-style-type: none"> <li>• Polo Shirt in school colours</li> <li>• Unisex shorts in school colours</li> <li>• Worn by all students during practical lessons in Health and Physical Education (or specific days as listed below).</li> <li>• Students must return to their formal uniform prior to continuing their school day.</li> <li>• To be worn by all students travelling to and from, and during interschool sports events and inter-house carnivals.</li> </ul>
<p><b>Sports Uniform can also be worn by students on the following days:</b></p> <ul style="list-style-type: none"> <li>• Tuesdays for Years 07 &amp; 08</li> <li>• Thursdays for Years 09 &amp; 10</li> <li>• Wednesday Gala Days for Years 11 &amp; 12</li> </ul>
SENIOR JERSEY - Year 12 Students Only
<p>OPTIONAL – by special order</p> <ul style="list-style-type: none"> <li>• Can be worn daily by students except when representing the school at school and other formal functions.</li> <li>• When wearing the Year 12 jersey, inside or outside school hours and grounds, students are representing Victoria Point State High School and must abide by the expectations of the VPSHS Student Code of Conduct</li> <li>• Writing displayed on Year 12 jerseys will be First name or Last name as appears on OneSchool (alternative requests are at the discretion of the Principal).</li> <li>• It is expected that jerseys will clean and in a good state of repair.</li> </ul>
SPECIALIST UNIFORM
<ul style="list-style-type: none"> <li>• Endorsed performance uniforms for VPTV Crew, Instrumental Music, Dance Troupes and Vikings Sports students are only to be worn by performance members when representing the school in their specialist field at official performances, competitions and events.</li> <li>• Academy shirts are worn only by official members when representing their specialist field. The Academy shirt is to be worn as an alternative to the shirts of the formal uniform.</li> <li>• Students will wear their shirts to and from, and during official performances, competitions, location activities and events attended whether on school grounds or off-site, before and after school or during school hours.</li> <li>• Students engaged in physical lesson activities may wear the Academy shirt whilst in their specialist subject. It is expected that students will return to correct uniform prior to continuing their school day.</li> </ul>

*A written note is to be provided by a Parent/Caregiver if variations to the School Dress Code are required and signed off by the Head of Department – Engagement or Deputy Principal. Requests, in writing, for long term variations of an individual student's uniform/presentation must be made to, and approved by, the Principal, through the Head of Department – Engagement or Deputy Principal.*

## GENERAL DRESS CODE INFORMATION

SHOES	
<ul style="list-style-type: none"> <li>Students must wear plain black fully-enclosed leather type shoes <u>or</u> plain black fully-enclosed leather type joggers. Shoes must have no other visible markings or, white or coloured soles.</li> <li>Gym, suede, chuck, canvas and ballerina shoes and high ankle boots are <u>not acceptable</u>.</li> <li>Students or parents should contact the school directly should they have a query before making a purchase.</li> </ul>	
HATS	
<ul style="list-style-type: none"> <li>The school hat or cap must be worn when participating in any school organised outdoor activities, inclusive of oval and multi-purpose court facilities.</li> <li>Non-school hats are not permitted.</li> </ul>	
JEWELLERY	
<p><b>ACCEPTABLE</b></p> <p><b>Wrist watches</b></p> <ul style="list-style-type: none"> <li>Only plain watches may be worn.</li> </ul> <p><b>Piercings</b></p> <ul style="list-style-type: none"> <li>One pair of small, plain sleepers or studs in gold or silver worn only in the ear.</li> <li>One small facial stud (inclusive of tongue piercings) which is gold, silver, clear and is unobtrusive.</li> </ul> <p><b>Necklaces/Pendants</b></p> <ul style="list-style-type: none"> <li>A necklace/pendant may be worn only if it offers special medical information or is of recognisable religious or cultural significance.</li> <li>Such necklaces/pendants are to be of sufficient length so as to be worn inside the blouse of shirt and not be visible.</li> </ul>	<p><b>UNACCEPTABLE</b></p> <ul style="list-style-type: none"> <li>earlobe stretchers or extenders</li> <li>decorative earrings</li> <li>facial rings, piercing bars or pointed piercings</li> <li>bracelets / bangles</li> <li>watches (decorative)</li> <li>rings</li> <li>anklets.</li> </ul> <p>Students will be directed to hand Non-policy jewellery items into Student Services (or Student Administration if directed) for the entirety of the school day.</p>
<p>Please note: The School Administration reserves the right to determine which piercings are unacceptable based on Workplace Health and Safety Regulations and may request the piercing be removed specifically if the piercing is new and breaches the School Dress Code.</p>	
HAIR	
<ul style="list-style-type: none"> <li>Hair should be neat and tidy and natural in colour.</li> <li>Hair longer than shoulder length must be securely tied back.</li> <li>A ribbon, scrunchie or plain headband may be worn in the school colours (white, navy or teal).</li> <li>Male students are to remain clean shaven.</li> </ul>	
OTHER DRESS CODE FEATURES	
<p><b>Make-up</b></p> <ul style="list-style-type: none"> <li>Only natural look, skin-coloured foundation can be worn.</li> </ul> <p><b>Nails and Nail Polish</b></p> <ul style="list-style-type: none"> <li>Nails – natural or artificial - are to be short and clean.</li> <li>Clear or nude coloured nail polish is acceptable.</li> <li>Other coloured nail polish and nail embellishments are not to worn.</li> </ul> <p><b>Badges</b></p> <ul style="list-style-type: none"> <li>Only school approved badges are to be worn.</li> <li>All badges are to be worn on the school tie but not covering the school logo.</li> </ul> <p><b>Tattoos</b></p> <ul style="list-style-type: none"> <li>Tattoos must be covered at all times.</li> </ul>	

*A written note is to be provided by a Parent/Caregiver if variations to the School Dress Code are required and signed off by the Head of Department – Engagement or Deputy Principal. Requests, in writing, for long term variations of an individual student's uniform/presentation must be made to, and approved by, the Principal, through the Head of Department – Engagement or Deputy Principal.*

Approved at the P&C Meeting 18 October 2022 - (Updated 2 December 2022)



## Appendix 8

At Victoria Point State High School students are required to attend school on every day that it is open, unless otherwise advised. Student absence adversely affects the educational engagement and achievement for students. The school must account for every absence of every student and record the attendance data using Daymap. All students who are absent from school must provide a letter, a note, or a phone call from their parent or caregiver explaining the reason for the absence.

Research shows that the three building blocks for school success are attendance, attachment and achievement (National Centre for School Engagement). Students should want to come to school, and they are more likely to become engaged when:

- they have positive relationships with school personnel
- welcoming school climates exist school-based supports and resources are available
- they feel safe because issues of bullying and student harassment are effectively addressed.

Student Advocacy, 2008, 'Strengthening School Attendance Policies/Practices to Address Educational Neglect and Truancy.

The information which follows is designed to clarify aspects of attendance including:

- Acceptable and unacceptable reasons for absence.
- Responsibilities as a parent/caregiver.
- School procedures for following up student absences.
- School procedures for following up student lateness and early departure.

### REASONS FOR STUDENT ABSENCE

The school is responsible for monitoring student absence and accountable for establishing and recording the reason for student absence. This information is recorded in the school's Daymap system and Education Queensland's OneSchool system.

Acceptable reasons for student absences include:

- Sickness
- Danger of being affected by an infectious or contagious disease
- Temporary or permanent infirmity
- Unavoidable and sufficient cause e.g. bereavement within the family or of a close friend; or family trauma
- Attending a school organised activity, e.g. excursion, camp, work experience, sporting event, cultural event

Examples of unacceptable reasons for absence are:

- Truancy
- Leisure activities, such as shopping expeditions with or without caregiver
- Family arrangements, such as helping at home or at parent/caregiver's place of work
- Part-time or casual work, including travel to and from such work
- Appointments which could be made out of school hours, including driving lessons/tests, interviews

### REASONS FOR STUDENT LATENESS

The school is also responsible for monitoring student lateness and accountable for establishing and recording the reason for student lateness. This information is recorded in the school's Daymap data system and Education Queensland's OneSchool system.

Examples of acceptable reasons for lateness are:

- Transport difficulties on the way to school
- Other unavoidable family and personal reasons, as advised

Examples of unacceptable reasons for lateness are:

- Truancy
- Sleeping in
- No reason provided
- Appointments which could have been made out of school hours, including driving lesson/test, interview
- Other avoidable and insufficient reasons

NOTE: Lateness on compassionate grounds, e.g. family trauma, will be followed up by school Guidance Officers for the sake of the welfare of students. In these cases consequences will not be given.

## **PARENT AND CAREGIVER RESPONSIBILITIES**

### **PARENT AND CAREGIVER'S RESPONSIBILITIES**

It is the parents/caregiver's responsibility to ensure that their child/children, of any age, attend school every day unless there are acceptable reasons for their absence. For students under the age of sixteen (under 16) Compulsory Schooling is a legal requirement. For students over the age of sixteen (over 16) Compulsory Participation is a legal requirement for Youth Allowance, Abstudy, etc.

### **Left Student**

It is the parents/caregiver's responsibility to ensure that the school is notified of changed circumstances that impact on the enrolment of their child/children, of any age. Parents/caregivers are requested to provide an exit date and reason to enact the cease of a student's enrolment. This information will be recorded as a contact in the student's OneSchool profile and their enrolment status will be changed to left.

### **Short term absences – daily absences**

Parents/caregivers are asked to contact the school Attendance Line - 3820 5878 before 8.00am or after 3.45pm or email [student.absence@Victoria Point State High School.eq.edu.au](mailto:student.absence@Victoria Point State High School.eq.edu.au) on the day of the absence, or to provide a written note to be presented at Student Services on the day of return to school detailing the reason for the student's absence/s. A medical certificate or appointment card for specialists may be provided in order for the absence to not have an impact on the student's approved attendance rate.

### **Long term absences - 3 or more consecutive days**

Parent/caregivers are asked to contact the school Attendance Line - 3820 5878 before 8.00am or after 3.45pm or email [student.absence@Victoria Point State High School.eq.edu.au](mailto:student.absence@Victoria Point State High School.eq.edu.au) before the absence, if possible, or on the third day at the latest to explain the student's absence. In addition, a written note, stating the reason for the absence, needs to be presented at Student Services on the day of return to school.

If the reason is sickness, parents/caregivers must provide a Doctor's Certificate (for 3 days or more), regardless of the students age and/or year level where the absence has impacted on the completion or submission of student assessment (as detailed in the Assessment Policy – refer to the Student Planner).

### **Very long term absences**

Occasionally requests are made by parent/caregivers for students to be absent for very long periods, e.g. to accompany parent/caregivers on an overseas trip. Parent/caregivers are asked to discuss with the child/children's Year Level Deputy Principal, the implications of long term absences from the school, before plans are confirmed.

Final approval for any long period of student absence needs to be sought from the Principal in the form of an Approved Form Exemption from Compulsory Schooling and Compulsory Participation.

When students are unavoidably absent for a long period of time, where possible the school will provide details of work for students to go on with, if requested.

If a student has a very long term absence due to medical reasons, then a medical certificate must be provided at Student Services, stating all days absent from school, with the reason from the medical practitioner, on the first day of return to school. No academic exemptions or assessment extensions will be approved without a medical certificate.

### **Lateness and Early Departure**

It is the parents/caregiver's responsibility to ensure that their child/children, of any age, are in attendance as per the school's scheduled hours of operation – unless there are acceptable reasons for their absence. At Victoria Point State High School the school hours for class attendance are Monday to Friday - 8.45am to 2.45pm - for all year levels, unless a flexible learning agreement is approved for individual students or the student's timetable advises otherwise e.g. off campus.

Please refer to legislation governing schooling in Queensland, the Education (General Provisions) Act 2006, Chapter 9: Part 1 - Division 1 - Section 176 which explains the parents' obligations for compulsory school attendance.

### **SCHOOL RESPONSIBILITIES – MONITORING STUDENT ATTENDANCE AND LATENESS**

It is the responsibility of the school to monitor students' absence from school or class, their engagement in their studies and their academic achievement.

Students who have been absent from school are required to report to Student Services on the first day of their return to school with a letter or note in their Student Planner if the parent/caregiver has not previously contacted the school regarding the reason for the student's absence. The student may also have to present a Doctor's certificate if academic exemptions or assessment extensions are being requested. A medical certificate or appointment card for specialists may be provided in order for the absence to not have an impact on the student's approved attendance rate. The Student Services administrator will update Daymap to record reason for the absence.

Students who are late to school are required to report to Student Services immediately on their arrival at school with a letter or note in their Student Planner if the parent/caregiver has not previously contacted the school regarding the reason for the student's lateness. A medical certificate or appointment card for specialists may be provided in order for the absence to not have an impact on the student's approved attendance rate. The Student Services administrator will record in Daymap the arrival time and reason for lateness, and issue the student with a Late Slip.

The student is to immediately report to the relevant subject on their timetable. Before entering the classroom the student is to present their Late Slip to the class teacher. This is to be done with minimal disruption to the classroom learning environment.

Students who are to leave school before the scheduled school finish time of 2.45pm are to report to Student Services immediately on their arrival at school with a letter or note in their Student Planner if the parent/caregiver has not previously contacted the school regarding the reason for the student's early departure. The Student Services administrator will record in Daymap the requested time and reason for early departure, and issue the student with a Leave Request.

The student is to present the Leave Request to the class teacher at the beginning of the scheduled subject from which they are to make an early departure. The student is to exit the class at the time indicated on the Leave Request with minimal disruption to the classroom learning environment, and report immediately to Student Services to sign out and be issued with a Leave Pass. The student must then promptly exit the school grounds.

Student attendance is recorded during Family Group class at the beginning of each day and throughout the day by teachers of timetabled classes. All student attendance data is electronically recorded in Daymap. Text messages are sent to parent/caregivers' mobile phones by 11am if a student is recorded as an Unexplained Absence during Family Group, i.e. the parent/caregiver has

not previously advised the school of the reason for the student's absence or the student is not in their timetabled class for Family Group.

The Engagement team and Attendance Officer will monitor student patterns of attendance and contact parents/caregivers where concern may arise with a student's attendance and engagement in their studies. Where a pattern of regular or chronic absenteeism is identified the Year Level Lead Teacher, Youth Support Coordinator, HOD Engagement and/or relevant Year Level Deputy Principal will be advised. The school may also begin the Enforcement of Compulsory Schooling and Compulsory Participation Provision process as per the Queensland Education (General Provisions) Act 2006, Reprint current from 1 January 2018.

### **UNACCEPTABLE WHOLE DAY STUDENT ABSENCES**

Where a whole day absence is proposed, or has occurred, and the reason is not acceptable, the following will occur:

#### **Short term absences – daily absences**

Students have a timetabled Family Group class each school morning where attendance is officially recorded. Text messages are sent to parent/caregivers' mobile phones by 11am if a student is recorded as an Unexplained Absence during Family Group, i.e. the parent/caregiver has not previously advised the school of the reason for the student's absence or the student is not in their timetabled class for Family Group.

Parents or Caregivers of Student's whose approved attendance is sitting below 50% and are absent that day (and do not have a re-engagement plan in place with the school) will be contacted by the Youth Support Coordinator for Engagement to clarify current circumstances and offer available support where required.

#### **Long term absences - 3 or more unexplained days**

The Engagement team and Attendance Officer will review each year level's attendance records ongoing. Parents/caregivers of any student that has unexplained Absence/s from school for 3 or more days will be contacted by the Attendance Officer using Daymap. Parents/caregivers will be asked to provide a responsible explanation for their child/s unexplained absences. This contact with the parent/caregiver will be recorded in OneSchool and Daymap.

Where a pattern of regular or chronic absenteeism is identified by the Attendance Officer, Youth Support Coordinator and or HOD Engagement will be notified to follow up these students. The classroom teacher will be advised and make arrangements to contact the Parent/Caregiver to follow up with missed work and discuss options to catch up on their return. This may include attending tutorials in the students own time.

Where a parent/caregiver has reported school avoidance or school refusal the individual student may be referred to the STAR (Students at Risk) Team to be followed up with the relevant support staff for that individual's circumstances and/or situation.

#### **Very long term absences**

Repeat offenders will be referred to the relevant Deputy Principal. For students over the age of sixteen (over 16) and Compulsory Schooling, the Year Level Deputy Principal will issue individual students the first letter in the process of Cancellation of Enrolment. Failure to attend a school meeting and continual whole day unexplained absences may result in a second letter in the Cancellation of Enrolment process. Failure to again attend the school meeting within five (5) days will result in the individual student's enrolment being cancelled.

For students under the age of sixteen (under 16) and governed by Compulsory Schooling, the Year Level Deputy Principal will begin the Enforcement of Compulsory Schooling and Compulsory Participation Provisions: Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age, as per the Queensland Education (General Provisions) Act 2006, Reprinted as in force on 5 November 2010, Reprint No. 3. Under these provisions parents/caregivers failing to follow

recommendations and the student's attendance fails to improve as stated on each letter may result in higher authorities being alerted, such as the Director General of Education who will be asked to consent to prosecution.

### **Very long term absences - 15 or more consecutive days and contact is unable to be made**

For students under the age of sixteen (under 16) and governed by Compulsory Schooling, any student that has Unexplained Absence/s from school for 15 or more consecutive days and contact is unable to be made with Parents/caregivers, the student's enrolment will be marked Inactive. The student may apply for re-enrolment at the school under the established enrolment process.

### **UNACCEPTABLE PART-DAY STUDENT ABSENCES**

The classroom teacher is responsible for marking a roll at the beginning of each lesson and monitoring all students attendance enrolled in the specific subject area. If a student has missed 3 or more consecutive lessons or is having continual sporadic absences from the lesson, then the classroom teacher may use their professional discretion to contact the parent/caregiver in order to forward class work to be completed by the student before return to school. This contact with the parent/caregiver is to be recorded in OneSchool.

The Engagement team will track chronic unacceptable part-day absences of students through STAR referrals as well as attendance reports. Contact with the parent/caregiver will be made and possible referral back to the Wellbeing Team for further investigation if required.

Repeat offenders, who are over the age of Compulsory Schooling (i.e. over 16) will be referred to the Year Level Deputy Principal and will be issued with the first letter in the Cancellation of Enrolment process. Failure to attend the school meeting and continual whole/part-day unexplained absences may result in a second letter in the Cancellation of Enrolment process being issued. Failure to again attend the school meeting within seven (7) days will result in the individual student's enrolment being cancelled.

For students under the age of Compulsory Schooling (i.e. under 16), the Deputy Principal may wish to issue Compulsory Schooling Letters. Parents/caregivers failing to follow recommendations stated on each letter may result in high authorities being alerted (i.e. Queensland Police Services, Department of Child Safety, etc.).

### **UNACCEPTABLE REASON AND NO PERMISSION FOR LATENESS TO SCHOOL**

Students arriving late to school, with or without a note from their parent/caregiver outlining the reason for being late to school are required to report directly to Student Services on arrival at school. Students will be issued with a Late Slip and may be asked to contact home to inform their parent/caregiver that they are late. A consequence may be applied.

The student is to then immediately attend the relevant subject on their timetable. Before entering the classroom the student is to present their Late Slip to the class teacher. This is to be done with minimal disruption to the classroom learning environment.

Persistently late students (more than two times per term) will be referred to the Youth Support Co-ordinator for the student to contact home. Once a student reaches more than five lates per term the student will be referred to HOD Engagement or the Year level Deputy Principal.

### **UNACCEPTABLE REASON AND NO PERMISSION FOR LATENESS TO CLASS**

Students arriving late to class, without appropriate permission, are to be managed at an appropriate time during the lesson so as to minimize disruption to the teaching/learning process, marked on Daymap along with the time of arrival and issued with a consequence by the classroom teacher. This may include a lunch-time detention or an activity to catch up on work missed or to ensure completion of a class task.

Repeat offenders or those who fail to comply with the consequences issued by the class teacher's scheduled lunchtime detention or catch-up activity will be referred to the Head of Department – Curriculum as per the Responsible Behaviour Pathway.

The Head of Department – Curriculum will further explore consequences with the student. The parent/caregiver will be contacted via telephone and this contact recorded by the Head of Department in OneSchool. If this behaviour continues then the student will be referred to the HOD Engagement as per the Responsible Behaviour Pathway.

Students who are late to class with genuine reason, e.g. student had a Guidance Officer or a Deputy Principal appointment, are to show their Appointment Slip to the classroom teacher upon arrival to class. This is to be done with minimal disruption to the classroom learning environment.

## **RELATED LINKS**

Queensland Education (General Provisions) Act 2006, Reprint current from 1 January 2018  
<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2006-039>

Queensland Child Employment Act 2006, Reprint current from 1 March 2017 to date  
<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2006-002>

Managing Student Absences and Enforcing Enrolment and Attendance at State Schools  
<http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-andAttendance-at-State-Schools.aspx>

Education Queensland, What is meant by “compulsory schooling”.  
<http://ppr.det.qld.gov.au/pages/search.aspx?k=compulsory%20participation>

Education Queensland, What is meant by the “Compulsory Participation Phase”.  
<http://ppr.det.qld.gov.au/pages/search.aspx?k=compulsory%20participation>

Education Queensland, Application for Exemption from Compulsory Schooling for up to 1 school year (state school), <http://ppr.det.qld.gov.au/pages/search.aspx?k=exemption>



## Appendix 10

## MOBILE PHONE AND DIGITAL DEVICE POLICY



SWITCH OFF   
TO SWITCH ON

Victoria Point State High School is committed to promoting a safe environment that aligns with the school's three core expectations: Respect, Integrity and Responsibility. Research indicates that personal mobile phones and digital devices are closely associated with unacceptable behaviour across all digital platforms. The use of these devices compromises the integrity of our school's expectations, and they are therefore required to be switched off and out of sight during school hours.

This policy has been introduced to ensure that Victoria Point State High School's duty of care is adhered to for the safety and privacy of all students, staff and visitors and is aligned with Education QLD's 'Away for the day' mobile device policy. From the beginning of Term 1 2024, all Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Implementation of this policy is to increase student performance and reduce factors such as bullying, stalking and harassment.

Personal mobile phones and digital devices are required to be kept out of sight at all times throughout the school day on school premises. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. If a student is required to contact their parent/carer they are permitted to do so through Student Reception. In case of emergency, illness or other factors relating to a student, Victoria Point State High School staff will ensure contact is made and the necessary arrangements are coordinated.

### EVERY STUDENT EVERY DAY

- Personal mobile and digital devices must not be visible at any time (including break times) inside the school premises
- Personal earphones and headphones must not be visible at any time unless permitted by teacher with BYOD device or school device
- Hotspot and VPN use not permitted at any time
- Approved BYOD devices are allowed with staff approval and permission (not to be accessed during lesson times without permission)

### BREACH OF POLICY

- If a mobile phone or digital device is not off and out of sight a staff member will ask the student to hand their phone in at Student Reception.
- If a student refuses to hand their device in, a Red Card will be issued for a Deputy Principal to visit the class and issue consequences
- 2 breaches of policy will result in the student being required to hand their phone in for the entirety of each school day for a period of time determined by the relevant Deputy Principal
- Continual breach of policy will result in a Student Disciplinary Action

### PERSONAL MOBILE AND DIGITAL DEVICES INCLUDE BUT ARE NOT LIMITED TO

- |                           |                            |
|---------------------------|----------------------------|
| • Mobile phones           | • Media Players            |
| • Earphones               | • Unapproved Laptop        |
| • iPods/MP3 Players       | • Unapproved iPads/Tablets |
| • Cameras/Voice Recorders |                            |

Smart watches must be switched to "do not disturb"

### EXTENUATING CIRCUMSTANCES

Students with extenuating circumstances who require a device for medical illness or other needs must negotiate an approved arrangement with the Principal.



**I am #ReadyToLearn**  
I refer to and follow VPSHS  
Classroom Routines poster  
in my learning space



Reminder of expectations  
**I need to think about my actions**  
**My teacher will issue intervention**  
Head of Department may become involved to support you with re-engaging in the learning

Example Intervention: Detention, Phone call home, Tracking Card

Continued breach of expectations  
**My actions require high-level support**  
A Deputy Principal may become involved  
to support you in managing your engagement

Example Intervention: Withdrawal from class or extra curricular activity, Suspension/Exclusion

## RESPECT - INTEGRITY - RESPONSIBILITY

**ENGAGED  
and FOCUSED**  
Displaying my  
school values

**OFF-TASK**  
Requiring  
redirection to  
the learning

**DISENGAGED**  
Being unsafe and  
impacting on  
teaching and learning