



# Albany Creek State High School

# Student Code of Conduct 2025-2028

## ***Equity and Excellence***

***We promote equity and excellence by our commitment to respect, protect and promote human rights.***

*Queensland Department of Education  
Strategic Plan 2023-2027*

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## Endorsement

Principal Name:	Derek Weeks
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	Shantelle Harridge
P/C President and-or School Council Chair Signature:	
Date:	

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## Purpose

Albany Creek State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. We want students to have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. We seek to develop in all students the personal attributes of Respect, Responsibility and Resilience in order for them to participate in and contribute positively to a harmonious school culture.

Albany Creek State High School's Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace. Through our Student Code of Conduct, shared expectations for student behaviour are clear to everyone and all community members have clear and consistent expectations and understandings of their role in the educational process.

## Consultation

The consultation process used to inform the development of the Albany Creek State High School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between February and May 2024. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous Student Code of Conduct, and areas for further development. From these discussions, our staff collaboratively developed a Draft 2025-2028 Student Code of Conduct.

In the second phase, a series of meetings were held with student and parent representatives along with members of the school's Behaviour Committee to make comment on the Draft which was then distributed for comment to all members of the school community. In this phase the Draft was shared with the P&C Association and the School Council for feedback. Staff considered all feedback provided and incorporated suggested changes into the Draft 2025 – 2028 Student Code of Conduct.

The third phase of consultation occurred with the finished version sent to the P&C Association meeting in October 2024 for endorsement. The P&C Association unanimously endorsed the Albany Creek State High School Student Code of Conduct for implementation in 2025.

## Review Statement

The Albany Creek State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. An extensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Data Overview

The school's Behaviour Committee, ACE Team, ACCESS Team and Leadership Team regularly utilise relevant school data including School Opinion Surveys, School Disciplinary Absences and behaviour data to analyse, evaluate and review systems and practices around the delivery of discipline and behaviour management at our school and to reflect on and amend practice.

Members of these groups provided input into the development of this Student Code of Conduct.

## Learning and Behaviour Statement

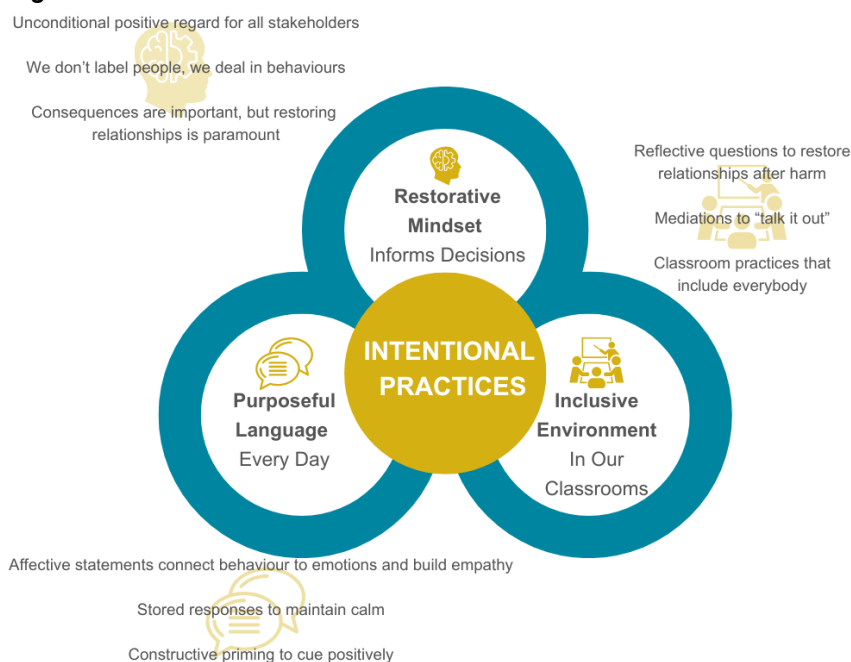
At Albany Creek State High School, we are committed to developing young people to achieve their potential as **innovative thinkers**, **successful learners** and a **connected community**. With the core values of **Respect, Responsibility and Resilience** at the heart of all that we do, we strive for excellence in the delivery of a world-class learning experience for all young people and consistently high standards of behaviour from all learners.

All areas of Albany Creek State High School are teaching and learning environments. Central to all learning environments are the relationships between the participants in the learning experience. Fundamental to the success of our whole-school approach to nurturing excellent behaviour are the relationships that are built and maintained among all members of our school community. The relationship between teacher and student and the teaching and learning process is central to productive classrooms and a safe environment.

Where there are issues or incidents, teachers help students avoid and/or resolve problems by engaging with them in intentional practices.

### Intentional Practices

*Intentional Practices are employed by teachers across all learning environments at Albany Creek State High School.*



***By engaging in intentional practices in all learning environments, our school community demonstrates our shared beliefs in:***

- Embedding excellence and equity in teaching and learning to achieve the best possible outcomes for all learners, preparing them for a positive future
- Embracing diversity to deliver welcoming, inclusive and accessible services
- Delivering a quality curriculum that meets and responds to the diverse needs of all students
- High standards of work habits, manners and personal presentation
- Continuous improvement through innovative, responsive and accountable leadership
- Positive management practices which empower students to accept responsibility for their learning and behaviour
- Supporting the wellbeing and achievement of students with disability through accessible and equitable education settings
- Supporting successful transitions throughout a student's education journey, including into further education or employment
- The development of self-esteem, teamwork, respect and positive interpersonal relationships
- Innovative, critical and creative teaching and learning practices enhanced through digital innovation
- The enhancement of learning opportunities through productive community partnerships

## **Student Wellbeing**

Albany Creek State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their Year Level Coordinator or a member of the ACCESS or ACE teams 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.

### **Curriculum and pedagogy**

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding self-awareness, self-management, social awareness and social management from the [personal and social capabilities](#) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Albany Creek State High School appreciates the vital impact that meaningful relationships between teacher and students can have on students' academic and social outcomes. The pedagogy that supports this practice at our school is the Intentional Practices framework for maintaining positive and effective learning relationships which complements Marzano's New Art and Science of Teaching and underpins the delivery of the Essential Skills for Classroom Management.

## **ACE Model**

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. Albany Creek State High School is proud to have a comprehensive team in place to help the social, emotional and physical wellbeing of every student. Under our ACE Model, three prongs of student support are in place to deliver provisions for students facing barriers to their learning:

**A = ACCESS** – students facing wellbeing & equity challenges and complex mental health

**C = Connections** – students with diagnosed disability and DDA

**E = Engagement** – students with behaviour needs

### **Albany Creek Centre for Equity and Student Support (ACCESS)**

Students can approach any trusted school staff member at Albany Creek 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 ACCESS Team.

Our ACCESS Hub houses members of our Albany Creek Centre for Equity and Student Support (ACCESS). This team includes the following roles:

<b>Role</b>	<b>What they do</b>
Deputy Principal Culture and Community	<ul style="list-style-type: none"> <li>• leads the strategic work undertaken by the ACCESS team</li> <li>• drives the development of a shared vision for the team</li> <li>• liaises with other Deputy Principals about students supported and additional support needed</li> <li>• monitors student engagement and stakeholder involvement</li> <li>• collaborates with the team and other providers to support the needs of the ACCESS team</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of this process</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process</li> </ul>
Social Worker	<ul style="list-style-type: none"> <li>• provides advisory and advocacy services to students</li> <li>• provides professional services to students, their families and carers for the purpose of assisting student's educational outcomes</li> <li>• assists with case management of students with Tier 2 needs</li> <li>• oversees some small group programs and drop-in programs</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>• assists the school community to provide pastoral care, social and emotional support for all students, irrespective of their faith or beliefs</li> <li>• oversees drop-in program "AC Light"</li> </ul>
First Nations Mentor	<ul style="list-style-type: none"> <li>• provides support services to Aboriginal and/or Torres Strait Islander students and communities</li> <li>• assists with some small group programs and drop-in programs</li> </ul>

Defence Mentor	<ul style="list-style-type: none"> <li>• monitors the social and emotional wellbeing of Defence students</li> <li>• enhances awareness and appreciation of the unique Defence lifestyle in schools and communities</li> <li>• oversees organization and delivery of ANZAC and Remembrance Ceremonies</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ mental health including feeling sad or stressed</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs</li> </ul> </li> </ul>
ACCESS Teacher Aide	<ul style="list-style-type: none"> <li>• oversees and supervises students in time-out</li> <li>• manages check-in and check-out of students to the ACCESS hub</li> </ul>

## Learning Connections

All students with needs that are identified in the Disability Discrimination Act as well as all those with a verified disability are supported by our Learning Connections team. This team includes:

Role	What they do
Deputy Principal Inclusion	<ul style="list-style-type: none"> <li>• leads the strategic work undertaken by the Learning Connections team</li> <li>• designs and refines the data processes to identify and track students supported by the Learning Connections team</li> <li>• drives the development of a shared vision for the team</li> <li>• liaises with other Deputy Principals about students supported and additional support needed at this level</li> <li>• monitors student engagement and stakeholder involvement</li> <li>• collaborates with the team and other providers to support the needs of the Learning Connections team</li> <li>• provides a comprehensive academic and well-being program through Learning Connections for students with a verified disability and student with needs that are identified in the Disability Discrimination Act</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of this process</li> </ul>
Learning Connections Case Manager	<ul style="list-style-type: none"> <li>• oversees the academic progress of students under the Learning Connections banner</li> <li>• monitors engagement and wellbeing of case managed students</li> <li>• liaises with parents, teachers, or other external health providers as needed</li> </ul>
Year Level Coordinators	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provides continuity of contact for students and their families through the six years of schooling</li> <li>• ensures students feel safe and comfortable coming to school</li> <li>• nurtures a sense of belonging to the home group, year level and school</li> <li>• monitors attendance and adherence to student dress code</li> </ul>



## Learning Engagement Centre

The work of the Learning Engagement Centre (LEC) focusses on guiding students to understand themselves, develop and learn strategies to manage their behaviours. It is also a place where students are supported to engage in reflective and restorative processes to acknowledge and repair the impact their behaviour has had on relationships with peers or staff.

The LEC is led by the Head of Student Services Years 9/10 and the team includes all Heads of Student Services, a team of Behaviour Support Teachers and a Teacher Aide. The LEC also accesses the services of the ACCESS Team to assist with supporting students in the development of skills to engage productively in their learning.

The LEC also welcomes and provides an Orientation Program for all students new to the school. Staff also monitor students through the Behaviour Monitoring Card process. These cards are monitored by the LEC staff each morning, checking on teacher feedback, parent or carer feedback and student reflections.

The Learning Engagement team includes:

Role	What they do
Deputy Principal Culture and Community	<ul style="list-style-type: none"><li>• leads the strategic work undertaken by the Learning Engagement team</li><li>• drives the development of a shared vision for the team</li><li>• liaises with other Deputy Principals about students supported and additional support needed</li><li>• monitors student engagement and stakeholder involvement</li><li>• collaborates with the team and other providers to support the needs of the Learning Engagement team</li><li>• liaises with parents, teachers, or other external health providers as needed as part of this process</li></ul>
Head of Student Services – Years 7/8	<ul style="list-style-type: none"><li>• coordinates transition to secondary for students moving from Year 6 to Year 7</li><li>• monitoring Academic performance of students in Years 7/8</li><li>• managing Gifted and Talented and Enrichment programs</li><li>• liaises with parents, teachers, Year Level Coordinators and Heads of Department to support students academically and with the well-being and engagement of students in Years 7/8</li><li>• manages restorative conversations</li><li>• ensures students with behavioural challenges are provided with opportunities to participate in restorative practices, reflective learning and monitoring where needed</li><li>• develops Behaviour Support Plans</li></ul>
Head of Student Services – Years 9/10	<ul style="list-style-type: none"><li>• Manages Learning Engagement Centre</li><li>• Monitoring Academic performance of students in Years 9/10</li><li>• Managing targeted support programs and behaviour intervention programs</li><li>• Lisases with parents, teachers, Year Level Coordinators and Heads of Department to supports students academically and with the well-being and engagement of students in Years 9/10</li><li>• manages restorative conversations</li></ul>

	<ul style="list-style-type: none"> <li>ensures students with behavioural challenges are provided with opportunities to participate in restorative practices, reflective learning and monitoring where needed</li> <li>develops Behaviour Support Plans</li> </ul>
Head of Student Services – Years 11/12	<ul style="list-style-type: none"> <li>coordinates transition to Senior Secondary for students moving through Senior phase of learning (Year 11/12)</li> <li>monitors academic data to identify areas of additional need to support QCE attainment and Next Step pathways</li> <li>liaises with parents, students, teachers and Heads of Department to support students academically and with the well-being and engagement of students in Years 11/12</li> <li>manages restorative conversations</li> <li>ensures students with behavioural challenges are provided with opportunities to participate in restorative practices, reflective learning and monitoring where needed</li> <li>develops Behaviour Support Plans</li> </ul>
Behaviour Support Teachers	<ul style="list-style-type: none"> <li>reviews each student's behaviour and engagement in learning.</li> <li>works with the student to identify strategies that will assist students to manage their behaviour.</li> <li>tracks and follows up when necessary through with the ACCESS Team involved where necessary</li> <li>communicates with the student's teachers to share strategies the student will try and to explain how the class teacher can help.</li> <li>focuses on assisting students to manage their behaviour by understanding themselves and strategies that work for them.</li> <li>helps students manage their behaviour so their engagement can be at a level where they can improve their learning outcomes.</li> <li>manages restorative conversations</li> <li>develops Individual Behaviour Support Plans</li> </ul>
LEC Teacher Aide	<ul style="list-style-type: none"> <li>liaises with teachers about work for students to complete whilst in the LEC</li> <li>monitor Responsible Behaviour Cards each day for students who are being monitored during break time or class times</li> <li>communicate with parents when needed to support student engagement in the LEC</li> <li>record data linked to the operations of the LEC</li> <li>ensures students on internal retrieval complete set work</li> </ul>

Regional and statewide support services are also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers, Metropolitan Behaviour Support Team and Senior Guidance Officers.

Support is also available through external agencies and the following government and community and non-government agencies:

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health Services
- Department of Communities
- Department of Child Safety
- Queensland Police Service
- Child Protection Investigation Unit

- Headspace
- Open Doors

## Whole School Approach to Discipline

Our staff take responsibility for making our school expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behaviour incidents as teaching and learning opportunities.

At Albany Creek State High School we directly teach 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 designed to prevent problem behaviour and which provides a framework for responding to unacceptable behaviour.

The School Wide Expectations Teaching Matrix (Attachment 1) outlines our agreed behaviour expectations attached to each of our three school values.

### Consideration of Individual Circumstances

Staff at Albany Creek 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. Some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual 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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behaviour incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please feel free to contact the teacher directly, or alternatively Head of Student Services for that Year Level or the Year Level Deputy Principal.

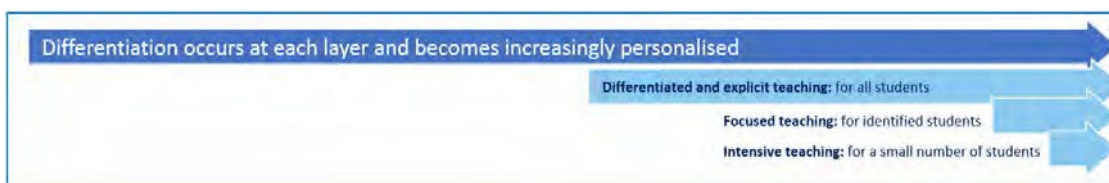
### Differentiated and Explicit Teaching

Albany Creek 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.

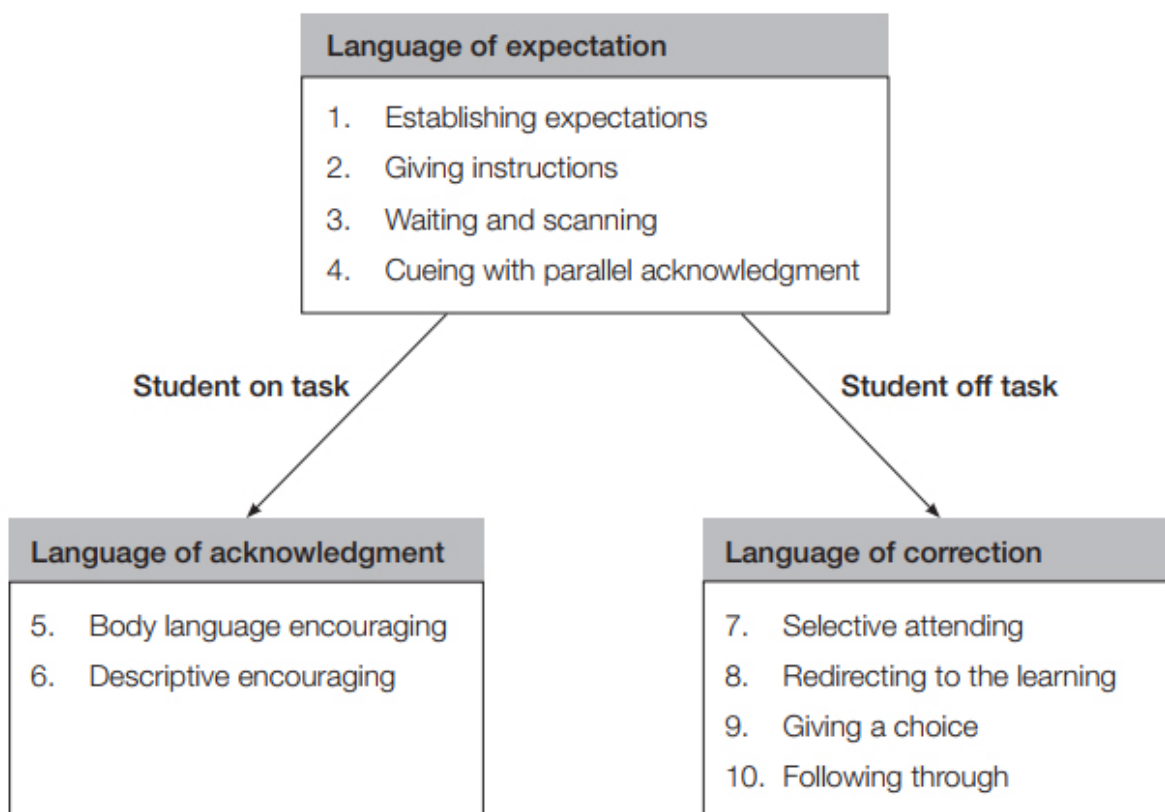
Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Albany Creek 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.



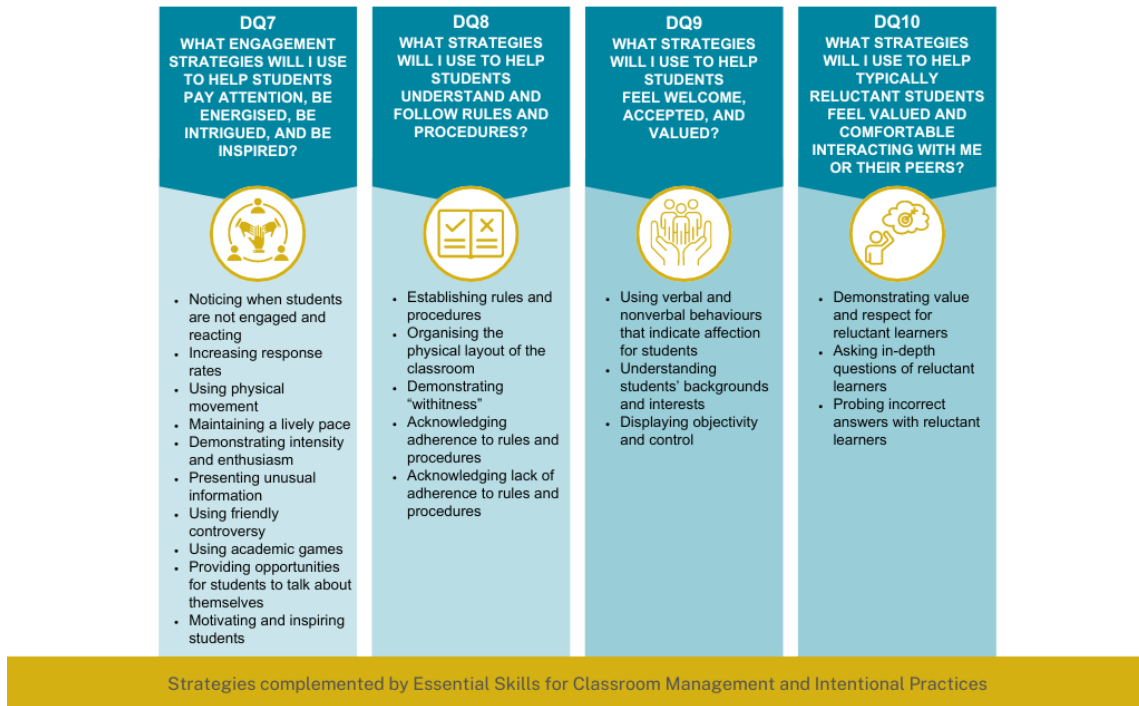
All teachers at Albany Creek State High School apply the Essential Skills for Classroom Management in their explicit teaching of positive behaviour and their management of unwanted behaviours.



Our school pedagogical framework is Marzano's New Art and Science of Teaching and this framework provides a comprehensive set of pedagogical strategies that teachers use to promote positive behaviours as well as when responding to unwanted behaviours from students. The "Context Domain" includes four "Design Questions" with strategies assigned to each. These are outlined in the table below.

# NASOT TO SUPPORT CLASSROOM MANAGEMENT

## DOMAIN: CONTEXT



The Essential Skills for Classroom Management and Marzano's New Art and Science of Teaching "Context Domain" are further underpinned by Albany Creek State High School's "Intentional Practices". Teachers apply all three of these principles in conjunction to support the teaching of positive behaviour as well as in effectively responding to unwanted behaviours.



Other positive strategies that staff practise at Albany Creek State High School include:

- Working collaboratively with staff members to resolve conflict
- Modelling the values which we espouse
- Knowing and understanding school policies, expectations, and how to discuss and explain their necessity in relation to students as individuals and as part of a very large school community
- Using positive reinforcement including:
  - Certificates
  - Positive communication with parents (eg. phone calls, recognition postcards)
  - Praise of student or group
- Public recognition of achievements (e.g. Assembly, Newsletter, Awards Events and Sport Awards Events, Principal Morning Teas) Referring regularly to and reinforcing our school values displayed on classroom walls
- Using least intrusive to most intrusive interventions
- Actively seeking parental assistance and cooperation through notes, emails, phone calls or conferencing in resolving issues with students
- Avoiding the concept of punishment for inappropriate behaviour and replacing it with the concept of logical consequences and learning
- Attempting to resolve issues with students before the situation requires more severe consequences
- School Buddy System (Attachment 2)

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

- Student Diary
- Enrolment interview with school leadership
- Enrolment Handbook
- Annual induction of students (Day 1 procedures, Wellbeing and Values Education (WAVE) lessons)
- School website
- Roll classes, WAVE classes and Year Level assemblies
- School Assemblies and during active supervision by staff during classroom and non-classroom activities
- School camps

## **Focused Teaching**

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

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

Staff in the ACCESS Team and the Learning Engagement Centre work collaboratively with class teachers. Focused teaching is aligned to the school values and student progress is monitored by the classroom teacher.

Teachers, Year Level Coordinators, ACCESS Team and Learning Engagement staff facilitate student monitoring and support. This is achieved by an ongoing review of attendance and

performance, Responsible Behaviour Cards, Individual Behaviour Support Plans and student feedback reports. OneSchool is used by teachers as the main tool to record and monitor students' behaviour.

These targeted students are identified by the following tools and processes:

- One School Incident Reports
- Referrals from staff, parents and external agencies
- Student profile information gained from feeder primary schools
- Weekly ACE and ACCESS meetings
- Student disclosures and self-referrals to ACCESS Team members
- Previous secondary school records

At Albany Creek State High School, we respond to identified targeted students as a priority, in the following ways:

<b>Curriculum Adjustment</b>	Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> <li>• adjusted class/assessment work</li> <li>• working with a teacher-aide or learning support teacher</li> <li>• working with a peer or older student</li> </ul>
<b>Timetable Modification</b>	A student's timetable will be modified to ensure that the student has the opportunity to experience success. This may involve: <ul style="list-style-type: none"> <li>• extra numeracy or literacy time</li> <li>• a change of class</li> <li>• accelerated subject selection</li> <li>• extra sessions in a targeted subject area</li> </ul>
<b>Increased Attention</b>	Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: <ul style="list-style-type: none"> <li>• one-on-one curriculum support with a teacher</li> <li>• teacher aide support</li> <li>• ongoing individual support from a member of the ACCESS team</li> </ul>
<b>Communication within the School Community</b>	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters, emails or phone calls home.
<b>External agency support/ programs</b>	Students may be referred to external agencies to attend programs which aim to modify unacceptable behaviour. Furthermore, students may be referred to individual case workers within agencies who provide a counselling role.
<b>Teacher Support</b>	Teachers are provided with necessary information to specifically adapt their approach to fit the needs of targeted students within their classrooms.
<b>Case Management</b>	Identified students are assigned a case manager, assigned according to the identified need of the student. This case manager will come from the most appropriate section of the ACE model and will apply a case management process according to our school's Case Management procedure. Case management processes are tailored to the identified needs of the student.

Students are identified for case management according to the tiered level into which they fall.

Tiers of support are identified in the following way:

Tier 1 Universal Support	Tier 1 Universal Support
All students are able to engage in a psychologically safe school environment.	<ul style="list-style-type: none"> <li>• A safe and supportive school/classroom environment</li> <li>• Clear boundaries and expectations</li> <li>• Staff model respectful and caring relationships, including emotional regulation</li> <li>• Expected behaviours and social-emotional competencies are explicitly taught (Respectful Relationships, Effort/behaviour matrix)</li> <li>• Responses to problem behaviours are consistent, instructional, respectful, restorative and inclusive</li> <li>• Academic instruction is differentiated and all students have opportunities to succeed</li> <li>• Identifying risks and concerns – referral of concern</li> <li>• Regular communication with students and parent/carer</li> </ul>
Tier 2 Targeted Intervention Tier 1 + ACCESS Team	Targeted Support Strategies
<p>Students who have challenges in relation to:</p> <ul style="list-style-type: none"> <li>• Emotional upset</li> <li>• Trauma</li> <li>• Negative peer interactions</li> <li>• Relationship issues – family or peer</li> <li>• Disability</li> </ul> <p>and have difficulty coping in the Tier 1 environment.</p>	<ul style="list-style-type: none"> <li>• Student and parent/carer engagement</li> <li>• QCAA Access Arrangement/s &amp; Reasonable Adjustment/s (AARA)</li> <li>• Support from Learning Connections/LEC</li> <li>• ACCESS Team <b>case management</b> (YLC, Chaplain, DSM, FN, SW, DP)</li> <li>• GO support</li> <li>• At school programs – eg. Top Blokes</li> <li>• External Programs – eg. Exchange Project</li> <li>• Student Plans (including support for IEP -Support Plan, PLP, ICP, IBSP)</li> <li>• Transition and Pathways</li> </ul>
Tier 3 Crisis and Intensive Support (Tier 2 + intensive support)	Intensive Support Strategies
<p>Students who have ongoing or critical challenges:</p> <ul style="list-style-type: none"> <li>• Self-harm/suicidal-ideation/student protection</li> <li>• Grief or loss</li> <li>• Complex Mental Health Diagnosis</li> <li>• School refusal</li> <li>• Support for clinical interventions               <ul style="list-style-type: none"> <li>• Eating Disorder</li> <li>• GAD, Depressive Disorder</li> <li>• Other mood disorders etc.</li> <li>• Child/Safety, QPS, or multiple stakeholders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Officer support</li> <li>• Social Worker engagement</li> <li>• External community support &amp; intervention (Eg. CYMHS/Evolve, Child Safety, Youth Justice)</li> <li>• Complex case management</li> <li>• Student plans (PTEP, FLP, ISSP, ESP)</li> <li>• Stakeholder meetings (including regular stakeholder communication)</li> </ul>

## Intensive Teaching

Research shows that even in an effective, well-functioning school there will always be a small number students who require intensive teaching to achieve behavioural expectations.



Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student and their family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

The ACCESS Team assists in the coordination of specialist services and is supported by the School Leadership Team. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as;

- School Guidance Officers
- School Based Youth Health Nurse
- School Transition Pathways Officer
- Learning Engagement Team
- Case Managers

Throughout the process of developing, reviewing and revising the student's individual needs an Individual Behaviour Support Plan (IBSP), Individual Learning Plan (ILP) or an Individual Safety Plan may be developed. Interagency groups are used to co-ordinate services to meet the needs of students identified with persistent or extreme problem behaviours including: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council and EQ. The individual plans continue to be reviewed and adjusted as required.

## Disciplinary Consequences

The disciplinary consequences model used at Albany Creek State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or

intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

## Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Establishing expectations (e.g. When we walk into the room, walk quietly to your seat)
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "What do we need to do when answering or asking a question?")
- Rule reminders (e.g. Indicating school rule to show expected behaviour)
- Explicit behavioural instructions
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection (e.g. questioning to redirect – "What question are you working on? Would you like some assistance with Q5?")
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour and reminders of expectations
- Cueing with parallel acknowledgement (e.g. It's great to see the students in the middle row with their books open and working on the first question.")
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour re: choice/consequence (e.g. "You can choose to start working on the questions, or to remain at the break to work on them.")
- Reprimand for inappropriate behaviour

- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## **Focused**

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## **Intensive**

The ACE team will work with the ACCESS Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- School disciplinary absence

Refer to Attachment 3 for categories and possible consequences for minor and major behaviours. (Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate. Consequences depend upon factors such as the prior history of the student, circumstances of situation with student and impact upon the good order and management of the school. Considerations may also include Individual Behaviour Support Plans.)

## **School Disciplinary Absences**

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

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

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

### **Re-entry following suspension**

Students who are suspended from Albany Creek State High School are invited to attend a re-entry meeting prior to their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the decision to suspend. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

## School Representation

Albany Creek State High School sets high expectations for students in relation to engagement in curriculum, personal presentation, attendance and behaviour. In order to support students in achieving these expectations, minimum benchmarks should be met for students to participate in extra or co-curricular activities or to undertake school representation. Those students who fail to reach these minimum benchmarks risk having permission to participate in such activities withdrawn until such time as they once again meet these benchmarks.

*School representation* includes any activity where the student represents the school. Examples include, but are not limited to representative sport, debating, forums, competitions, eisteddfods and performances.

*Extra or Co-curricular activities* include any activity which is additional to the core curriculum being delivered. Examples include: special events in or out of timetabled lessons, additional courses, some camps, school musicals and specialised excursions which do not relate to the direct delivery of curriculum programs. For Year 12 students this can include the end of year Formal.

*Curriculum activities* such as subject excursions which relate to assessment, or camps where the focus is leadership and team development are not impacted by this policy.

Students who are impacted will be notified in writing of their ineligibility to participate in extra or co-curricular activities or school representation. Students who meet any of the following criteria may become ineligible to represent the school for a designated period:

- Any student awarded an N or U in effort and behaviour across two or more subjects
- Students with persistent behaviour breaches that impact the safety, wellbeing or good order and management of the school
- Students whose attendance falls below 85% and have unexplained absences
- Students with persistent uniform breaches

Each circumstance will be considered on an individual basis by the Executive Leadership Team and others as appropriate.

## School Policies

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

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

### Temporary Removal of Student Property

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

respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

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

- illegal items and/or potential weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains, lasers)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco, e-cigarettes and vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters, matches)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

## Responsibilities

**State school staff** at Albany Creek State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;

- require consent from the student or parent 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;
- may search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency) where it is necessary to in emergency circumstances;
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

**Parents** of students at Albany Creek State High School must:

- ensure your children 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 Albany Creek State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

**Students** of Albany Creek State High School must

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

## Use of Mobile Phones and Other Devices by Students

Albany Creek State High School is committed to reducing the distraction of mobile phones, wearable and personal electronic devices to provide optimal learning environments for all students. From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours. 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.

'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as

cyberbullying, accessing harmful content or breaches of personal privacy.

### **Implementation**

This policy applies to all personal technology devices including mobile phones, smartwatches, cameras, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet. These devices are not required as a learning tool and are not to be used at school.

School-owned devices and personal devices (ie iPads and laptops) approved for educational use as part of the school's Bring Your Own Device (BYOD) policy are managed through the school ICT Acceptable Use Policy.

On occasion, specific devices may be deemed appropriate for educational use in the school environment and their use would be strictly supervised. Prior permission from the Principal is required in these instances. Cameras will be provided to students when they are required for curriculum use.

This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Students may only use their mobile phone or have wearable device notifications enabled during the school day if they are participating in a teacher-led educational activity that has been approved by the Principal (or delegate) or have an approved exemption for medical, disability and/or wellbeing reasons.

### **Bringing Mobile Phones and Wearable Devices to School**

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of the school day, and
- be contacted about their own child or person under their care.

While students may bring devices to school, they are not to be used during the school day without prior approval from the Principal (or delegate).

Mobile phones brought to school must:

- be switched off and securely stored with the student from 8.45am to 2.50pm. Devices must not be visible or audible during the school day.
- not to be used to hotspot a device to their mobile phone data as this is a breach of the ICT Acceptable Usage Policy.
- not to be used to make direct contact with parent/carer during the day. Contact should be made from the school office with permission from a staff member. Should a student choose to use their phone to contact parents/carers between 8.45am and 2.50pm, this will be considered a breach of this policy.

Students will ensure that devices/phones are not visible or used in any way, at any time during the school day. The school accepts no responsibility for loss/damage of valuable items and will not invest time in investigating the loss or theft of such items. Like all

valuables brought to school, the onus is on the student/parent to ensure that they are kept secure. Phones/devices may be stored in students' school bags, pockets or lockers.

### **Headphones and Earbuds**

Headphones and earbuds are not required in classrooms unless the curriculum requires that students listen individually to subject specific content located on computers. Where students are required to listen to curriculum content using headphones, they may use their own or alternatively the school will supply these. In these instances, approval must be given by the Principal.

Students are not permitted to wear headphones or earbuds at any other time or have them visible while, including when representing the school in their uniform. Students are discouraged from using headphones and earbuds when travelling to and from school as students can lose situational awareness and may place themselves and others in dangerous situations.

### **Personal Assistive Technology**

Students who require the use of a personal assistive technology device may negotiate a special circumstances arrangement with the Principal or Deputy Principal, if its use is inconsistent with this policy. Special circumstances will be negotiated on a case-by-case basis.

Students requiring assistive technology that utilises personal devices will be given permission by the Principal or Deputy Principal and staff will be notified. The student will also be issued with a card indicating this. Such situations may include the use of an app on a mobile phone to monitor blood glucose levels. Please see Exemptions section of this policy for more information.

### **Photographs and Filming**

Albany Creek State High School does not permit unauthorised photographs, videos or recordings of students, staff or visitors to be taken. Unauthorised means no formal permission has been granted for a photograph, video or recording to be taken as part of the school program.

Where a student takes an unauthorised or unsolicited photograph, video or recording the school will apply consequences in line with the school's Student Code of Conduct. The severity of the consequence will depend on the nature of the photograph, video or recording and how it has been used/distributed. The motivation/s of the photographer, videographer or recorder will also be taken into account.

### **ICT Facilities and Devices**

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by



students on departmentally-owned student computers or mobile devices

- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

### **Exemptions**

Students with an approved exemption must only use their mobile phone / wearable device for the intended, approved purpose.

#### ***Consideration of Individual Circumstances***

Consideration of individual circumstances has been given to students who require temporary or ongoing exemptions to the school's local implementation approach, including where:

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure)
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment eg navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or
- students are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

The Principal or Deputy Principal (Curriculum and Pathways) will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, the Principal or Deputy Principal (Curriculum and Pathways) may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.

Approved exemptions, including details of how and when a student may access their mobile phone or wearable device, will be documented in the student's OneSchool Support Provisions tab and communicated to school staff, including temporary relief staff. Students will be issued with an exemption card that can be produced for staff on request.

In making a decision not to approve an exemption, the Principal or Deputy Principal (Curriculum and Pathways) will undertake an assessment of the human rights that may be impacted by the decision and consider whether the limit placed on those human rights is reasonable and justified. The assessment will be documented appropriately.

Where an exemption is not approved and the student or their parent expresses

dissatisfaction with the decision, information about how to make a customer complaint and how a complaint will be managed should be made available in accordance with the Customer complaints management procedure.

### **School specific exemptions (at principal discretion)**

The Principal approves the use of mobile phones and wearable devices to make payments at the tuckshop. This decision was made after consultation with the school community. Students are only permitted to switch on devices after they have entered the tuckshop and the device must be switched off immediately after payment is made. Failure to do so will be considered a breach of this policy.

### **Supporting responsible use of mobile phones and other devices**

Every Queensland state school is required to develop a Student Code of Conduct that details staff responsibilities to support students to understand and meet behavioural expectations of the school, and guidance on the application, where required, of disciplinary consequences.

### **Consequences**

Expectations with regard to this policy will be clearly articulated to students. Should a student be found with a visible or audible mobile phone, wearable device or other personal electronic device between 8:45am and 2:50pm the possible consequences include:

- Student will be directed to surrender the device to the office and may collect after 2:50pm that day. Mobile phones and wearable devices that have been temporarily removed from the student will be stored and retained in accordance with the department's Temporary Removal of Student Property by School Staff Procedure.
- Parent/carer will be notified by email by the office staff with the Policy attached detailing the consequences.
- The student may also complete an after-school detention.
- The student may be referred to the Learning Engagement Centre.
- The student may be invited to a re-entry meeting before the student returns to regular classes.
- Persistent failure to comply with school policies and procedures may result in more serious consequences, including suspension, in accordance with the school's Student Code of Conduct.

This policy applies to students while they are on the grounds of Albany Creek State High School and while off site participating in school activities such as school sport, camps and excursions.

## **Preventing and Responding to Bullying**

At Albany Creek State High School, we have an expectation that everyone will be treated with respect. Everyone should feel safe and valued at our school and it is everyone's responsibility to ensure that this happens.

Albany Creek State High School encourages this through our values of:

**RESPECT**  
**RESPONSIBILITY**  
**RESILIENCE**

We consider that these values are important for us to have a caring school community. When we feel embarrassed, frightened, humiliated or uncomfortable, as a result of someone's deliberately hurtful actions or words, it affects our self-confidence. If it persists, we find it hard



to concentrate on our work, to enjoy going to school and to keep good relationships with others.

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

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

## Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

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

## Cyberbullying

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

Students or parents who wish to make a report about cyberbullying should approach the Year Level Coordinator. Students, parents or staff may approach the ACCESS Team for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

## **Student Intervention and Support Services**

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the ACE section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. The school also provides students the opportunity to confidentially report bullying through an email Something's Not Okay, which is monitored by Deputy Principals.

All staff at Albany Creek State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

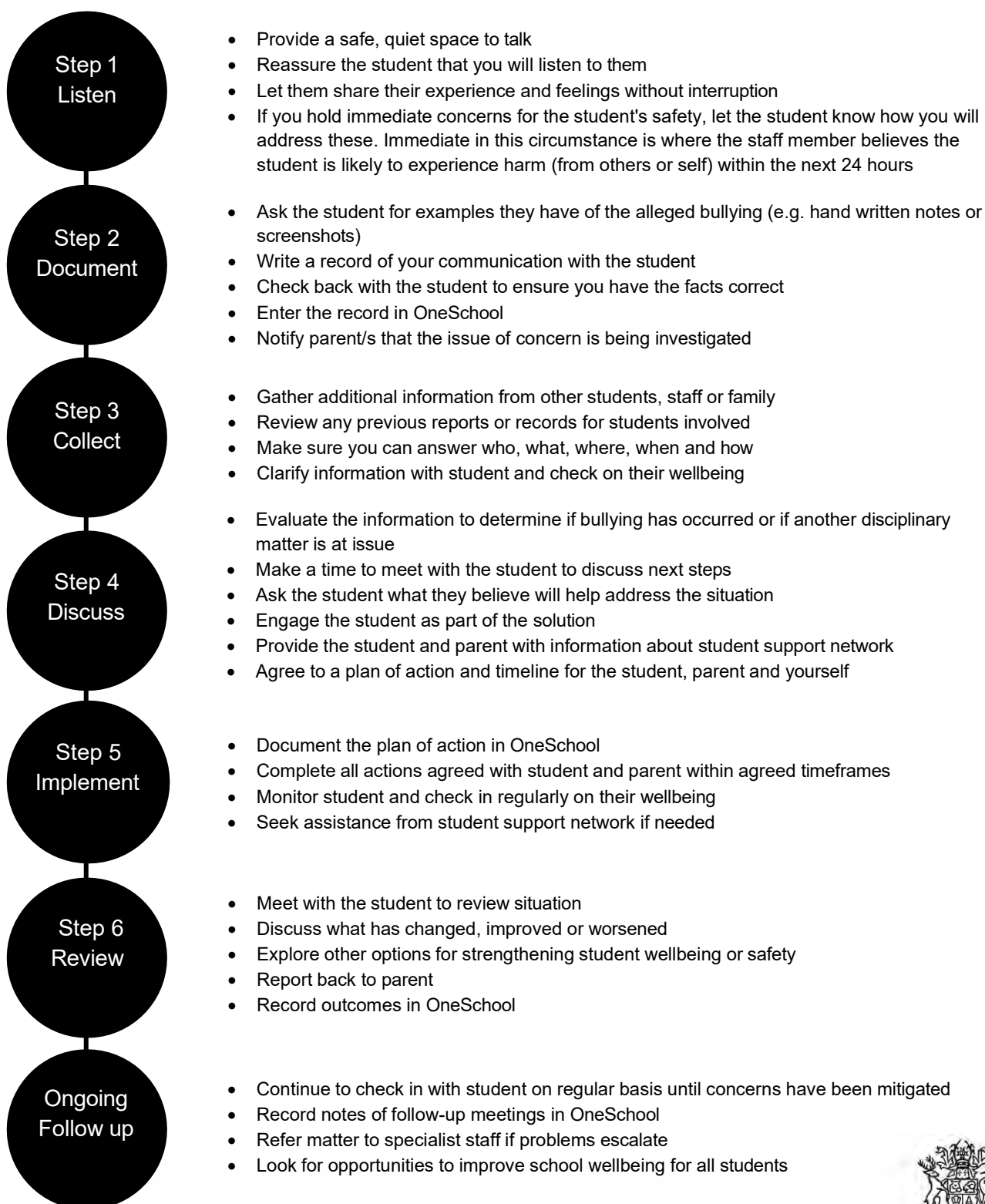
## Albany Creek State High School – Bullying response flowchart for teachers

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

### Key contacts for students and parents to report bullying:

Initial Report – Year Level Coordinator

Ongoing concerns – Year Level Deputy Principal



## Appropriate Use of Social Media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### Possible civil or criminal ramifications of online commentary

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

### **Cybersafety and Reputation Management (CRM)**

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

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

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

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

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



# Cyberbullying and Social Media response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

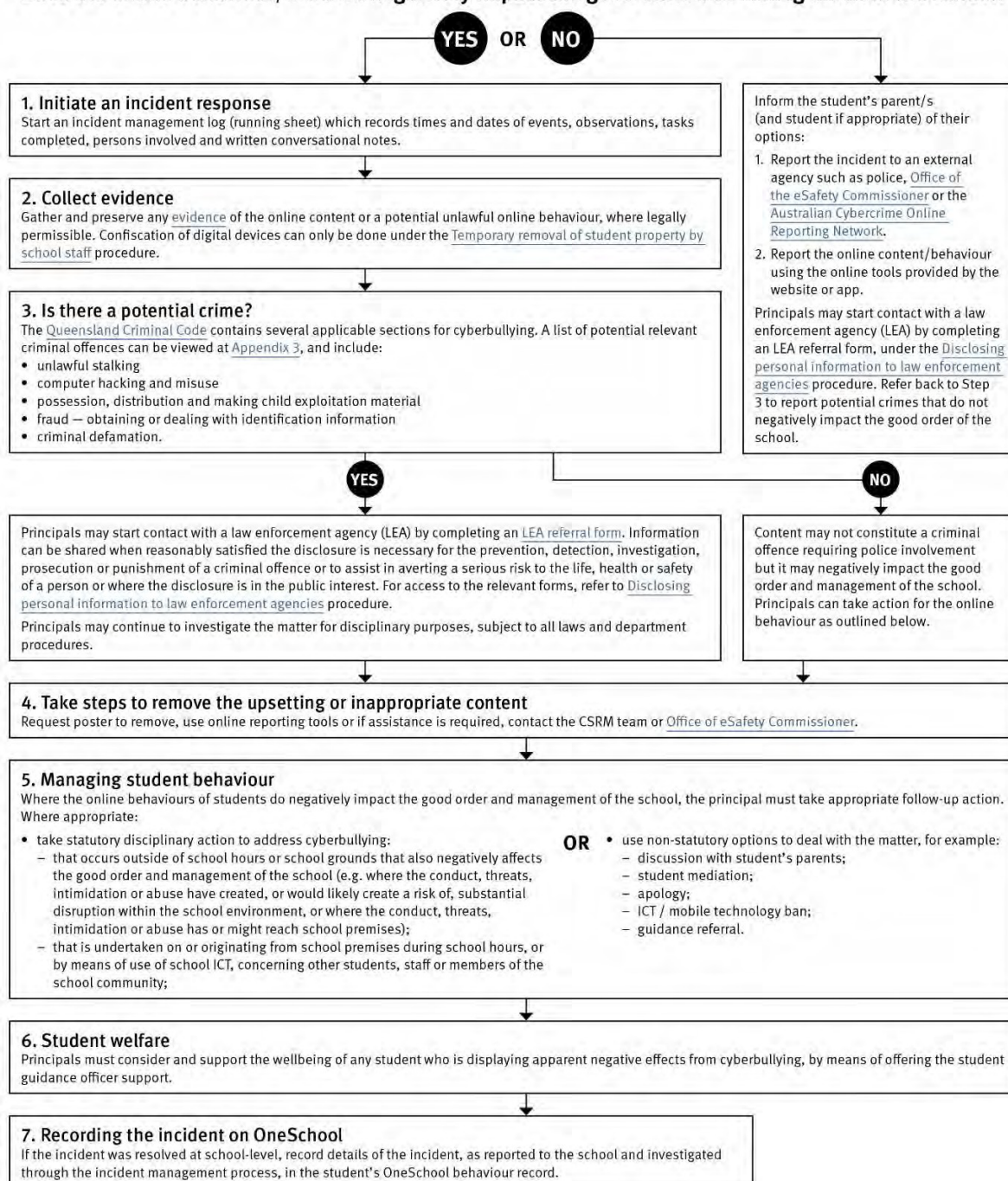
### Explicit images

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

### Report

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

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





## Restrictive Practices

School staff at Albany Creek State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Attachments

- Attachment 1: School Wide Expectations Teaching Matrix
- Attachment 2: Buddy System
- Attachment 3: Matrix Guide to Categories of Behaviour and Possible Consequences
- Attachment 4: Managing Behaviour Incidents Flowchart
- Attachment 5: NASOT Context Domain
- Attachment 6: Essential Skills for Classroom Management
- Attachment 7: Intentional Practices

# Attachment 1: School Wide Expectations Teaching Matrix

	ALL AREAS	LEARNING ENVIRONMENTS	SCHOOL GROUNDS	BEFORE, AFTER and BEYOND SCHOOL (includes excursions/camps)
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>• Look, listen and follow staff instructions</li> <li>• Use appropriate language</li> <li>• Be accepting of others and their opinions</li> <li>• Help others when appropriate</li> <li>• Show courtesy and consideration for others, their privacy, their property and the school environment</li> <li>• Show pride in our school and represent it positively, especially when in school uniform</li> <li>• Adhere to all school policies including the guidelines about the use of mobile phone and other devices policy</li> <li>• Show sensitivity to the needs and feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit learning environments in an orderly manner</li> <li>• Ask permission to leave the learning environment</li> <li>• Raise your hand and wait your turn to speak</li> <li>• Use a respectful voice and manner</li> <li>• Be a good listener</li> <li>• Respect other's rights to learn and teach</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in school approved activities</li> <li>• Keep areas clean</li> <li>• Move purposefully between classes</li> <li>• Respect the personal space of others</li> </ul>	<ul style="list-style-type: none"> <li>• Treat all community members with respect</li> <li>• Use respectful language when communicating on social media and via email</li> <li>• Don't act on assumptions or indirect information</li> </ul>
<b>RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>• Complete all tasks to the best of your ability</li> <li>• Bring required equipment and be prepared</li> <li>• Be in the right place at the right time</li> <li>• Wear uniform correctly</li> <li>• Use equipment for intended purpose</li> <li>• Keep valuables in a safe place</li> <li>• Look after property and our school environment</li> <li>• Practice self-regulation and show self-control</li> <li>• Follow the safety rules of activities</li> <li>• Sit, stand and move in a calm orderly manner.</li> <li>• Care for your laptop/ipad and resources</li> <li>• Be honest and take ownership for your actions</li> <li>• Return all resources on time</li> <li>• Carry your ID card and student diary at all times</li> <li>• Keep all areas tidy</li> <li>• Wear a school hat when outside</li> <li>• Stop and consider if your actions will cause harm</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the safety rules of activities</li> <li>• Line up quietly at the beginning of each lesson</li> <li>• Arrive prepared to learn with all your equipment</li> <li>• Complete assessment tasks to the best of your ability and submit them on time</li> <li>• Attend all lessons</li> <li>• Show initiative and catch up on missed work</li> <li>• Complete all homework</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in approved areas</li> <li>• Stay alert to unauthorised visitors and inform a staff member</li> <li>• Follow safe practices</li> <li>• Report hazards to staff</li> <li>• Keep to the left of the walkways and stairs</li> <li>• Queue in a safe manner</li> <li>• Access toilets and drinking facilities during breaks</li> <li>• Play ball games in approved areas</li> <li>• Participate in organised activities</li> <li>• Use your break time effectively</li> <li>• Make healthy choices</li> <li>• Maintain personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Have your bus pass/money ready</li> <li>• Obey road rules</li> <li>• Remain in the school grounds until dismissed or have signed out</li> <li>• Exit the school promptly and safely when dismissed</li> <li>• Wait inside the gate until the bus stops</li> <li>• Board your bus in an orderly fashion</li> <li>• Go directly into the school grounds on arrival</li> <li>• Use your own bike and wear a helmet</li> <li>• Travel to and from school directly</li> <li>• Follow road safety rules</li> <li>• Represent our school well</li> </ul>
<b>RESILIENCE</b>	<ul style="list-style-type: none"> <li>• Be solution focused</li> <li>• Actively seek support</li> <li>• Display high expectations for yourself and others</li> <li>• Participate in all activities and try new things</li> <li>• Keep an open mind and a positive attitude</li> <li>• Create and maintain positive relationships</li> <li>• Show acceptance and display inclusive practices</li> <li>• Set yourself goals and regularly review your progress</li> <li>• Be curious – ask questions, seek information, learn new things</li> <li>• Keep your sense of humour, be generous and be grateful</li> <li>• Set healthy boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Have a positive approach to learning</li> <li>• Seek opportunities to learn new skills</li> <li>• Demonstrate a growth mindset</li> <li>• Use prior knowledge to support new learning</li> <li>• Always try your best</li> <li>• Ask for help with your learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for help when needed</li> <li>• Support your friends to ask for help</li> <li>• Engage with your friends in a safe and respectful manner</li> <li>• Join in organised activities</li> <li>• Be a role model for younger students by having a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Positively adjust your behaviours and speech to suit the circumstances</li> <li>• Accept challenges as opportunities for personal growth</li> <li>• Be an encourager not a critic</li> </ul>



## Attachment 2: Buddy System

Teachers and HOSSEs can consider a 1 lesson or a 3 lesson buddy depending on the severity of the behaviour.

### Hot Buddy

Teachers can consider a 1 lesson buddy if a student's behaviour is affecting the learning of others and or the good management of the classroom, and persists after implementation of teacher managed behaviour strategies. This includes not having suitable equipment for the lesson (practical subjects only).

### 3 Lesson Buddy

Teachers can consider a 3 lesson buddy – usually following a 1 lesson buddy or refusal to leave when buddied for 1 lesson – if a student's behaviour significantly affects the learning of others and or the good management of the classroom, and persists after implementation of classroom management techniques. This includes repeatedly not having suitable equipment for the lesson (practical subjects only).

### 3 Lesson Buddy Checklist:

It is expected that teachers use the ESCMs and Intentional Practices prior to a buddy class being used.

#### Lesson prior to buddy:

- ☐ Discuss the behaviour with the student, referring to your classroom rules and consequences.
- ☐ Inform the student when they will be buddied out.

#### Before the buddy lesson:

- ☐ Record the incident(s) on OneSchool, selecting one category only (the initial behaviour).
- ☐ Select “*student sent to buddy class*” in strategies
- ☐ Refer the incident to the Year Level HOSS
- ☐ Contact parents/caregivers to advise of the buddy and to discuss the student's behaviour. Phone call preferred if possible.
- ☐ Record the contact on OneSchool
- ☐ Find a buddy class using OneSchool timetable, preferably not the same year level.
- ☐ Contact the buddy teacher to arrange buddy.
- ☐ Complete the *1 Day or 3 Day Buddy Form* and *Return to Class Contract Booking Slip*
- ☐ Organise a suitable amount of work for the student that is at their ability level, to complete it during their buddy lesson.
- ☐ Discuss the buddy with the Year Level HOSS and give them the buddy form to approve and sign.

#### At the start of the buddy lesson:

- ☐ Send student to buddy class with *Buddy Form* and *Return to Class Contract*, noting the time they were sent to the buddy class.
- ☐ Remind the student they need to return to you at the end of the lesson.

### **If a student refuses to go to their buddy class:**

- ☐ Remind them that there will be further consequences for refusing to attend a buddy class.
- ☐ If they continue to refuse, seek assistance from the Year Level HOSS. If your Year Level HOSS is unavailable, seek support from a DP or HOD.
- ☐ If they do not attend the Buddy Class despite support to do so, the teacher will refer to the Year Level HOSS through OneSchool, which will result in follow up consequences that may include further buddy class lessons, LEC time or possible suspension and will include contact with parents/carers.

### **At the end of the buddy lesson:**

- ☐ Collect the *Buddy Form* from the student.
- ☐ Remind the student of the time and location of their re-entry meeting.

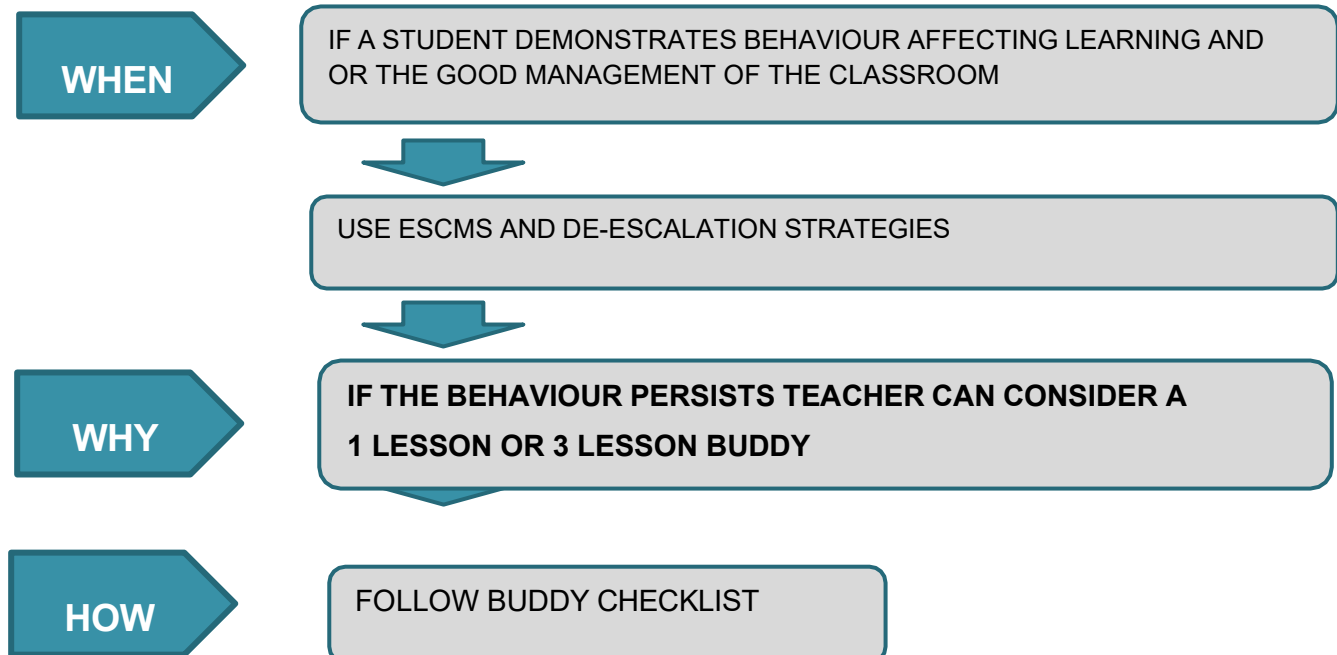
### **After the final buddy lesson:**

- ☐ Conduct classroom re-entry meeting, including the *Return to Class Contract*. For SWD, invite the case manager to the re-entry meeting.

### **If a student fails to attend their re-entry meeting:**

- ☐ Buddy the student again for the next lesson. Students can be buddied for a maximum of 3 lessons in succession.
- ☐ Record failure to attend re-entry meeting on OneSchool and refer to Year Level HOSS.
- ☐ Discuss the additional buddy lesson(s) with your Year Level HOSS and give them the buddy form(s) to approve and sign.
- ☐ Contact parents/caregivers to keep them informed.

## **BUDDY SYSTEM**



### **IMPORTANT STEPS**

- HOSS AND PARENT CONTACT
- RE-ENTRY CONTRACT AND CONVERSATION WITH STUDENT

### Attachment 3: Matrix Guide to Categories of Behaviour and Possible Consequences (not an exhaustive list)

**Minor Behaviours**  
Teacher-managed

**Major Behaviours**  
serious one-off behaviours or persistent minor behaviours which  
continue despite substantial teacher intervention

Category of Behaviour	Minor Teacher Managed	Major Head of Department (Curriculum) Managed	Major Head of Student Services Managed	Major Deputy Principal Managed
Abusive Language	<ul style="list-style-type: none"> <li>Inappropriate language (not directed at staff or students)</li> </ul>		<ul style="list-style-type: none"> <li>Inappropriate, obscene or abusive language directed towards staff or students</li> <li>Persistent use of inappropriate language (not directed at staff or students) despite teacher interventions</li> </ul>	
Academic Misconduct	<ul style="list-style-type: none"> <li>Incomplete classwork/ homework</li> <li>Incomplete assessment (in line with Assessment Policy)</li> <li>Failure to submit assessment (in line with Assessment Policy)</li> <li>Failure to comply with the requirements of the area of study currently undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Persistent failure to submit assessment (in line with Assessment Policy)</li> <li>Having a phone or other electronic device in exam conditions</li> <li>Persistent failure to comply with the requirements of the area of study currently undertaken</li> <li>Cheating</li> <li>Using AI</li> <li>Plagiarism</li> </ul>		
Bomb Threat/False Alarm				<ul style="list-style-type: none"> <li>Making bomb threats or setting off false alarms</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>Isolated or infrequent low level inappropriate behaviours targeted toward a specific student or students</li> </ul>		<ul style="list-style-type: none"> <li>Cyber-bullying</li> <li>Ongoing targeting of another/other student/s including through the use of name-calling, isolation, intimidation,</li> </ul>	<ul style="list-style-type: none"> <li>Continued ongoing targeting of another student including through the use of name-calling, isolation, intimidation, threats or physical misconduct</li> </ul>



			threats or physical misconduct	
Defiance	<ul style="list-style-type: none"> <li>• Incomplete classwork/homework</li> <li>• Failure to bring learning materials to class</li> <li>• Failure to follow instruction</li> <li>• Disobedience of teacher directions</li> <li>• Failing to attend detention</li> <li>• Failure to follow health and safety procedures</li> <li>• Refusal to participate in class activities</li> </ul>		<ul style="list-style-type: none"> <li>• Persistent incomplete classwork / homework</li> <li>• Persistent and/or repeated failure to follow instruction</li> <li>• Persistent disobedience of teacher instructions</li> <li>• Persistent refusal to participate in class activities</li> <li>• Persistent incidences of not bringing materials to class</li> </ul>	<ul style="list-style-type: none"> <li>• Continued refusal to participate or follow reasonable teacher and/or HOD requests despite interventions from Head of Student Services</li> </ul>
Disrespect	<ul style="list-style-type: none"> <li>• Being out of bounds (general)</li> <li>• Eating/drinking in classrooms or foyers</li> <li>• Running on concrete or around buildings, stairwells</li> <li>• Playing in toilets during break times</li> <li>• Unsafe behaviours</li> <li>• Public displays of affection</li> <li>• Interfering with the property of other students or staff</li> <li>• Littering</li> </ul>		<ul style="list-style-type: none"> <li>• Dacking</li> <li>• Persistent interfering with the property of other students or staff</li> <li>• Persistent littering</li> <li>• Inappropriate conduct while travelling to or from school</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate intimacy or sexual acts including continued dacking after interventions from Head of Student Services</li> <li>• Bringing the school, staff or other students into disrepute in the school or community</li> </ul>
Disruption	<ul style="list-style-type: none"> <li>• Classroom disruption and/or disobedience</li> <li>• Refusal to respect the learning of others</li> </ul>		<ul style="list-style-type: none"> <li>• Major classroom disruption and/or disobedience</li> <li>• Persistent refusal to respect the learning of others</li> </ul>	
Dress Code	<ul style="list-style-type: none"> <li>• Breaches of Student Dress Code</li> </ul>		<ul style="list-style-type: none"> <li>• Persistent breaches of Student Dress Code</li> </ul>	
Falsifying Documents			<ul style="list-style-type: none"> <li>• Forging signatures or creating false notes for permission purposes</li> </ul>	
Fighting				<ul style="list-style-type: none"> <li>• Engaging in physical fighting with other students</li> </ul>
Harassment			<ul style="list-style-type: none"> <li>• Discriminatory language / behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Major harassment / bullying / cyber bullying</li> </ul>

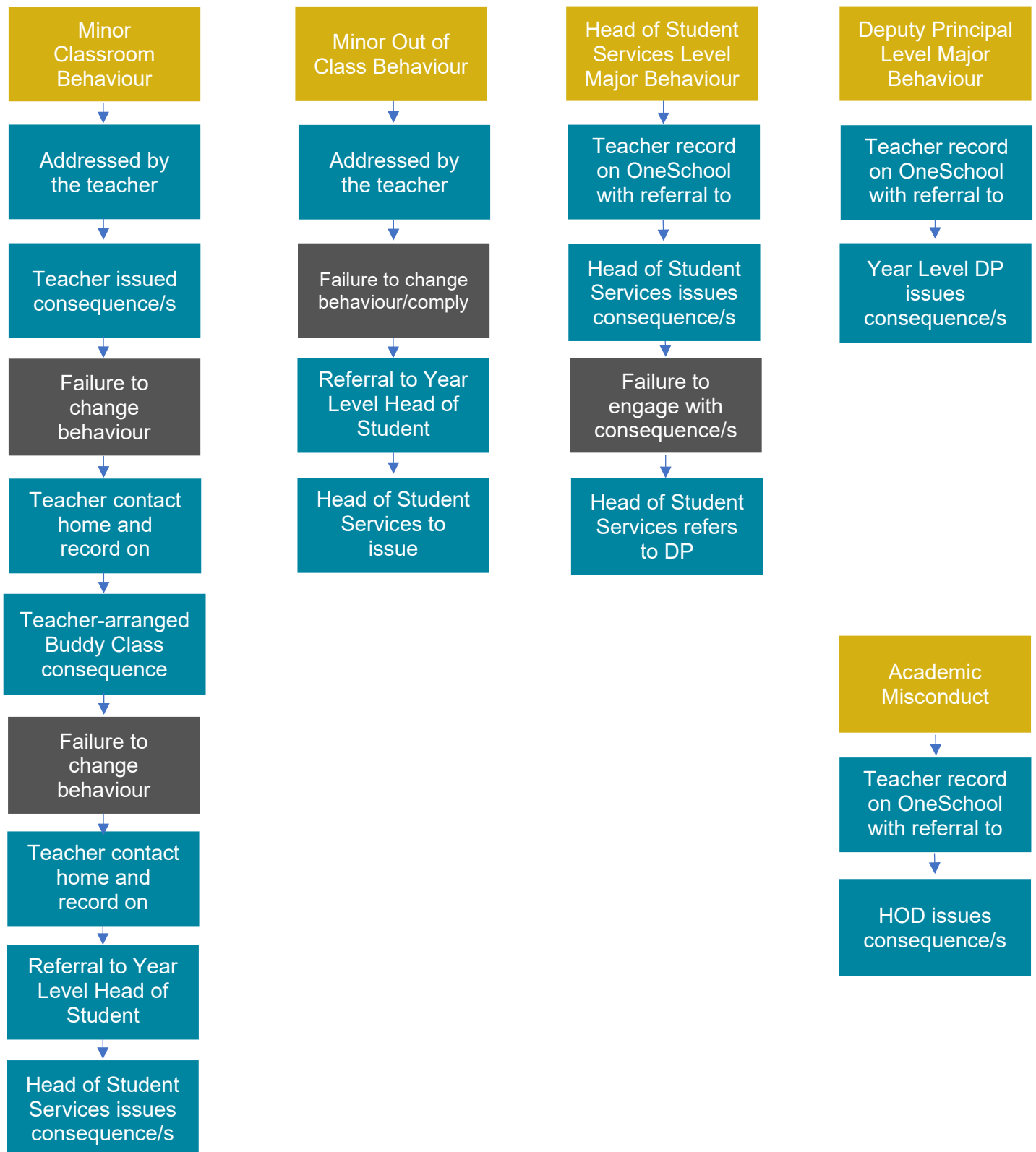
			<ul style="list-style-type: none"> <li>• Intentional use of racial and/or discriminatory language against staff and/or student</li> <li>• Abuse of teachers on a website or via social media</li> <li>• Abuse of other students on a website or via social media</li> <li>• Minor harassment / bullying / cyber bullying</li> <li>• Minor intimidation of staff or students</li> </ul>	<ul style="list-style-type: none"> <li>• Major intimidation of staff or students</li> <li>• Direct verbal, written or online abuse or defamation of staff</li> <li>• Sexual harassment / misconduct</li> </ul>
Other – Charge-related suspension				<ul style="list-style-type: none"> <li>• Dealt with by Deputy Principal</li> </ul>
Physical Aggression	<ul style="list-style-type: none"> <li>• Minor inappropriate physical contact with staff / students without potential to cause harm</li> </ul>		<ul style="list-style-type: none"> <li>• Rough physical play</li> </ul>	<ul style="list-style-type: none"> <li>• Physical misconduct with potential to cause harm, including physical assault of staff / students or any violent assault</li> </ul>
Property Damage	<ul style="list-style-type: none"> <li>• Low level destruction of classroom resources or property</li> <li>• Graffiti on self, own or others property</li> </ul>		<ul style="list-style-type: none"> <li>• Deliberate damage of school property</li> <li>• Vandalism/graffiti</li> </ul>	
Property Misuse causing risk to others	<ul style="list-style-type: none"> <li>• Bringing prohibited items to school (low risk)</li> <li>• Inappropriate use of electronic device or school resources</li> <li>• Misuse of equipment (low-risk)</li> <li>• Interfering with the property of other students or staff</li> </ul>		<ul style="list-style-type: none"> <li>• Persistently bringing banned items to school (low risk)</li> <li>• Persistent misuse of equipment (low-risk) including tampering with classroom and/or school safety equipment</li> <li>• Possession of pornography</li> </ul>	<ul style="list-style-type: none"> <li>• Misuse of equipment (high-risk) including safety equipment</li> </ul>
Refusal to Participate in the Educational Program of the School			<ul style="list-style-type: none"> <li>• Lack of engagement with the program of instruction across multiple classes</li> </ul>	<ul style="list-style-type: none"> <li>• Continued lack of engagement with the program of instruction across multiple classes</li> </ul>
Substance Misconduct Involving Illegal Substances				<ul style="list-style-type: none"> <li>• Possessing / selling / distributing illicit drugs or other medications or substances</li> </ul>

				<ul style="list-style-type: none"> <li>• Possession of implements for the use of illicit drugs</li> <li>• Presenting under the influence of drugs</li> </ul>
Substance Misconduct Involving Tobacco and other Legal Substances				<ul style="list-style-type: none"> <li>• Smoking / possession of tobacco-related products or e-cigarettes/vapes</li> <li>• Use of e-cigarettes or vapes, or refills for these items</li> <li>• Consumption / possession of alcohol</li> <li>• Presenting under the influence of alcohol</li> </ul>
Technology Violation	<ul style="list-style-type: none"> <li>• Inappropriate use of electronic device or school resources</li> <li>• Inappropriate use of personal technology devices or social networking sites</li> <li>• Low level destruction of classroom resources or property</li> <li>• Littering</li> <li>• Graffiti on self, own or others property</li> </ul>		<ul style="list-style-type: none"> <li>• Use of electronic device for harassment / filming or photographing without permission</li> <li>• Serious or continued inappropriate use of personal technology devices or social networking sites</li> <li>• Persistent inappropriate use of electronic device</li> <li>• Misuse of the internet / social networks including uploading of unauthorised digital content on the internet</li> <li>• Unauthorised access of computer systems including hacking, password stealing and loading unauthorised software</li> </ul>	
Theft			<ul style="list-style-type: none"> <li>• Theft / stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Continued theft / stealing</li> </ul>
Truancy (out of class)	<ul style="list-style-type: none"> <li>• Lateness to class</li> <li>• Truancy from class (with Attendance Officer)</li> </ul>		<ul style="list-style-type: none"> <li>• Persistent lateness to class</li> <li>• Class truancy / leaving class without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent and/or repeated truancy from lessons</li> <li>• Persistent lateness to class after interventions</li> </ul>
Truancy (out of school)				<ul style="list-style-type: none"> <li>• Leaving school grounds without permission</li> </ul>

				<ul style="list-style-type: none"> <li>• Truancy from school for whole-days</li> </ul>
Use/possession of Combustibles			<ul style="list-style-type: none"> <li>• Bringing lighters, deodorant cans, combustibles to school</li> </ul>	<ul style="list-style-type: none"> <li>• Using lighters, deodorant cans, combustibles in ways which pose risk of harm to self or others</li> </ul>
Use/possession of weapons				<ul style="list-style-type: none"> <li>• Bringing of banned items to school (high risk)</li> <li>• Bringing of any item that can be considered a weapon (includes replica items)</li> </ul>
<b>Possible Consequences</b>	<ul style="list-style-type: none"> <li>• Classroom economy (points system)</li> <li>• Reminder of classroom expectations</li> <li>• Give choices</li> <li>• Give warning</li> <li>• Move student in class</li> <li>• Official change of seating plan</li> <li>• Removing privileges (eg. ending fun activity early)</li> <li>• Verbal negotiation and reinforcement</li> <li>• Removal from classroom for one-on-one resolution</li> <li>• Teacher-managed detention</li> <li>• Apology and/or restitution</li> <li>• Buddy class (one lesson)</li> <li>• Buddy class (three lessons)</li> <li>• Student contract/agreement with class teacher</li> <li>• Assign student to accompany teacher on playground duty</li> <li>• Parent/carer contact/interview</li> <li>• Record on OneSchool</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact home</li> <li>• LEC time</li> <li>• Suspension</li> <li>• Academic consequences (failing assessment piece)</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour monitoring card</li> <li>• Restorative conference supported by Learning Engagement Centre</li> <li>• Peer mediation</li> <li>• Lunchtime or after-school detention</li> <li>• Restitution</li> <li>• Removal from network access</li> <li>• LEC Time</li> <li>• Removal from School Representation</li> <li>• Student contract/agreement with HOD</li> <li>• Referral to ACCESS team</li> <li>• Parent/carer contact/interview</li> </ul>	<ul style="list-style-type: none"> <li>• Student interview with Executive Member</li> <li>• Student contract/agreement with DP</li> <li>• Parent/carer contact/interview</li> <li>• Lunchtime or after-school detention</li> <li>• LEC Time</li> <li>• Referral for school-based assessment and specialist support with parent/carer agreement</li> <li>• Referral to outside agency with parent/carer support</li> <li>• Referral to alternative education program</li> <li>• Referral to a school-based support program</li> <li>• Restorative conference</li> <li>• Behaviour monitoring card</li> <li>• Community Service Interventions</li> <li>• Removal from School Representation</li> <li>• Individual Behaviour Support Plan</li> <li>• Suspension</li> <li>• Exclusion</li> <li>• Cancellation of Enrolment</li> </ul>

	<ul style="list-style-type: none"><li>Referral to Head of Department</li></ul>			<ul style="list-style-type: none"><li>Police notification (if illegal behaviour)</li></ul>
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#### Attachment 4: Managing Behaviour Incidents Flowchart



## Attachment 5: NASOT Context Domain

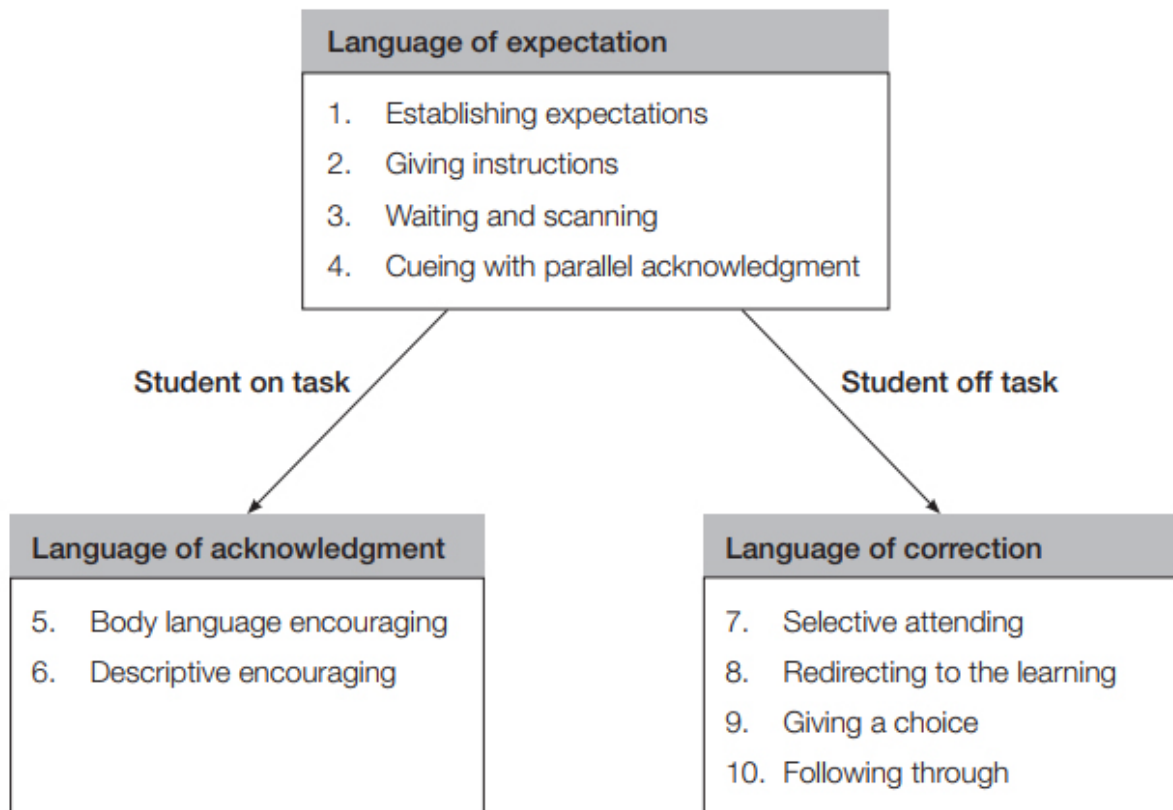
# NASOT TO SUPPORT CLASSROOM MANAGEMENT

## DOMAIN: CONTEXT

<p><b>DQ7</b> WHAT ENGAGEMENT STRATEGIES WILL I USE TO HELP STUDENTS PAY ATTENTION, BE ENERGISED, BE INTRIGUED, AND BE INSPIRED?</p>  <ul style="list-style-type: none"><li>• Noticing when students are not engaged and reacting</li><li>• Increasing response rates</li><li>• Using physical movement</li><li>• Maintaining a lively pace</li><li>• Demonstrating intensity and enthusiasm</li><li>• Presenting unusual information</li><li>• Using friendly controversy</li><li>• Using academic games</li><li>• Providing opportunities for students to talk about themselves</li><li>• Motivating and inspiring students</li></ul>	<p><b>DQ8</b> WHAT STRATEGIES WILL I USE TO HELP STUDENTS UNDERSTAND AND FOLLOW RULES AND PROCEDURES?</p>  <ul style="list-style-type: none"><li>• Establishing rules and procedures</li><li>• Organising the physical layout of the classroom</li><li>• Demonstrating "withitness"</li><li>• Acknowledging adherence to rules and procedures</li><li>• Acknowledging lack of adherence to rules and procedures</li></ul>	<p><b>DQ9</b> WHAT STRATEGIES WILL I USE TO HELP STUDENTS FEEL WELCOME, ACCEPTED, AND VALUED?</p>  <ul style="list-style-type: none"><li>• Using verbal and nonverbal behaviours that indicate affection for students</li><li>• Understanding students' backgrounds and interests</li><li>• Displaying objectivity and control</li></ul>	<p><b>DQ10</b> WHAT STRATEGIES WILL I USE TO HELP TYPICALLY RELUCTANT STUDENTS FEEL VALUED AND COMFORTABLE INTERACTING WITH ME OR THEIR PEERS?</p>  <ul style="list-style-type: none"><li>• Demonstrating value and respect for reluctant learners</li><li>• Asking in-depth questions of reluctant learners</li><li>• Probing incorrect answers with reluctant learners</li></ul>
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Strategies complemented by Essential Skills for Classroom Management and Intentional Practices

## Attachment 6: Essential Skills for Classroom Management



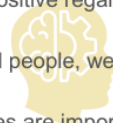


## Attachment 7: Intentional Practices

Unconditional positive regard for all stakeholders

We don't label people, we deal in behaviours

Consequences are important, but restoring relationships is paramount



Reflective questions to restore relationships after harm

Mediations to "talk it out"

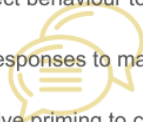
Classroom practices that include everybody



Affective statements connect behaviour to emotions and build empathy

Stored responses to maintain calm

Constructive priming to cue positively



## Attachment 8: Parent and Community Code of Conduct

Albany Creek State High School welcomes and seeks the engagement of parents/carers and other members of our school community\*.

Albany Creek State High School staff work together with parents/carers and the wider school community to support the learning and wellbeing of every student, and are entitled to a safe work environment as they do so.

Parents/carers and other Albany Creek State High School community members support and contribute to a safe work environment by ensuring their telephone and email communication, as well as conduct while at the school and at school activities, upholds the school's values.

Albany Creek State High School Values	It is expected that parents/carers and Albany Creek State High School community members will:	Parents/carers and Albany Creek State High School community members demonstrate this by:
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>• recognise and respect personal differences</li> <li>• be polite to others</li> <li>• model an attitude of respect towards school staff in both words and actions</li> <li>• respect people's privacy</li> </ul>	<ul style="list-style-type: none"> <li>• using polite spoken and written language</li> <li>• understanding that abusive language or threatening behaviour is never acceptable</li> <li>• behaving respectfully at all times</li> <li>• being compassionate when interacting with others</li> <li>• recognising that staff are entitled to do their job free from harassment, prejudice and belittlement</li> <li>• respecting staff time by accepting they will respond to appropriate communication when they are able</li> <li>• not making negative comments or gossiping about other school community members — in person, in writing or on social media</li> <li>• considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information</li> <li>• appreciating that staff decisions are not arbitrary but are based on a number of elements, not all of which may be readily apparent</li> </ul>
<b>RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>• use the school's communication protocols by contacting relevant staff to address concerns</li> <li>• ensure their child attends school each day</li> <li>• ensure their child presents at school with the required equipment, ready to learn</li> <li>• read, understand and support the Student Code of Conduct</li> <li>• engage with forums to provide both positive and constructive feedback</li> <li>• sign-in via the office when they enter school grounds at any time during a school day</li> <li>• contribute to and actively demonstrate support for a positive school culture</li> <li>• work together with staff to resolve issues or concerns</li> <li>• reinforce the school values of respect, responsibility, and resilience at home</li> </ul>	<ul style="list-style-type: none"> <li>• requesting a meeting to discuss any concerns about their child's education — allowing staff the requisite time to prepare and appreciating their time may be limited</li> <li>• taking responsibility for their child arriving and departing school safely and on time every day</li> <li>• requiring their child to abide by the Albany Creek State High School Student Code of Conduct</li> <li>• acknowledging staff are responsible for supporting the whole Albany Creek State High School community including all students</li> <li>• fostering a positive attitude towards learning</li> </ul>
<b>RESILIENCE</b>	<ul style="list-style-type: none"> <li>• ensure students engage fully with the school curriculum</li> <li>• ensure students engage in all relevant school events</li> <li>• stay abreast of school news and information through active engagement with school communications</li> </ul>	<ul style="list-style-type: none"> <li>• encouraging students to participate and do their best</li> <li>• encouraging students to accept and meet challenges</li> <li>• using the shared language of our school values</li> <li>• supporting the school's Dress Code Policy</li> <li>• understanding, at times, compromises may be necessary</li> <li>• understanding that the school community is comprised of people from different backgrounds who may have different but equally valid viewpoints</li> </ul>

\*The term 'school community' refers to staff, students, parents, local businesses, community organisations and visitors to the school.

