Aramac State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	PO Box 92 Aramac QLD 4726
Phone:	07 4651 3177
Email:	principal@aramacss.eq.edu.au
School website address:	www.aramacss.eq.edu.au
Contact Person:	Tanya Bambling (Principal)

Endorsement

Principal Name:	Tanya Bambling
Principal Signature:	
Date:	4/11/2020

P/C President and-or School Council Chair Name:	Paul Jackson
P/C President and-or School Council Chair Signature:	
Date:	4/11/2020

Contents

Purpose

Aramac State School is committed to providing a safe, respectful and disciplined learning enviroinment for all students, staff, parents and visitors.

The Aramac State School 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.

It's 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.

Principal's Foreword

Introduction

Aramac State School has a long history and tradition of providing high quality education to our students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Aramac State School has five core values, Resilience, Acceptance, Creativity, Teamwork and Growth & Uniqueness. Our school and community are committed to successful learning for every student. Our vision is to empower every student to succeed in learning through a nurturing, inclusive environment. We aim to build resilience in our students by teaching them strong social skills, perseverance, optimism and self-efficacy. Providing them with the skills to overcome challenges.

All children, families and cultures are accepted at Aramac State School. We accept each other'spoints of view, our difference and our similarities. We are respectful of everyone in our school. We value the creativity of our students. We encourage and support them to be creative and innovative thinkers. Our goal is for students to take responsibility for their learning.

Everyone at Aramac State School is part of the school team. We work together to ensure that all students experience success at school. Each and every person is a valued member of our school te am. Every student is an individual with unique characteristics and strengths. We support all children to grow and develop at Aramac State School while acknowledging and understanding the uniqueness of individuals.'

As a Positive Behaviour for Learning school, staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to be successful at school. We explicitly teach expected behaviours and establish clear and consistent boundaries. Our school expectations are to Be Safe, Respectful and Responsble. These expectations along with our values have been used in the development of the Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these olicies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the xpected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing the Aramac State School Student code of conduct together over the year. Your interest and views shared through the process of developing this document has been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

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

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Aramac State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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

School Captains' Statement

On behalf of the student body at Aramac State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Aramac State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

Signature:

School Captain: Lilly Coulton

Date:

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

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

There are four different confidential surveys for
- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

School Opinion Survey

Parent Opinion Survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2017	2018	2019
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	85.7%	91.7%	100%
their child likes being at this school* (S2001)	71.4%	91.7%	92.3%
their child feels safe at this school* (S2002)	100%	83.3%	92.3%
their child's learning needs are being met at this school* (S2003)	100%	91.7%	100%
their child is making good progress at this school* (S2004)	100%	91.7%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	83.3%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	91.7%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	83.3%	100%
student behaviour is well managed at this school* (S2012)	100%	91.7%	100%
this school looks for ways to improve* (S2013)	100%	91.7%	100%
this school is well maintained* (S2014)	100%	91.7%	10%

Student Opinion Survey

Performance measure			
Percentage of students who agree# that:	**2017**	**2018**	**2019**
they are getting a good education at school (S2048)	100%	96.6%	100%
they like being at their school* (S2036)	89.5%	79.3%	86.7%
they feel safe at their school* (S2037)	94.7%	93.1%	86.7%
their teachers motivate them to learn* (S2038)	89.5%	89.7%	90%
their teachers expect them to do their best* (S2039)	100%	96.6%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94.7%	100%	90%
teachers treat students fairly at their school* (S2041)	94.7%	82.8%	63.3%
they can talk to their teachers about their concerns* (S2042)	94.7%	85.7%	73.3%
their school takes students' opinions seriously* (S2043)	84.2%	82.8%	80%
student behaviour is well managed at their school* (S2044)	89.5%	89.7%	76.7%
their school looks for ways to improve* (S2045)	100%	93.1%	96.7%
their school is well maintained* (S2046)	94.4%	89.7%	96.6%
their school gives them opportunities to do interesting things* (S2047)	94.7%	93.1%	93.3%

Staff Opinion Survey

Performance measure			
Percentage of school staff who agree# that:	**2017**	**2018**	**2019**
they enjoy working at their school (S2069)	94.4%	88.9%	94.4%
they feel that their school is a safe place in which to work (S2070)	100%	94.4%	94.4%
they receive useful feedback about their work at their school (S2071)	94.4%	88.9%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	88.9%	100%
student behaviour is well managed at their school (S2074)	100%	88.9%	94.1%
staff are well supported at their school (S2075)	88.9%	88.9%	100%
their school takes staff opinions seriously (S2076)	83.3%	83.3%	94.1%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	94.4%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

ARAMAC STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	0	1	0
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Consultation

The consultation process used to inform the development of the Aramac State School Student Code of Conduct occurred over the year. Staff were consulted during staff meetings, and data further investigated at the behaviour team meetings (Positive Behaviour for Learning – PBL team). 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 precious school behaviour plan, and areas for further development.

As we are a PBL school, we have a parent representative on our behaviour team who is involved in meetings. Students were included in the process through Student Council meetings and classroom discussions to gather feedback on strengths and areas of improvement. At P&C meetings during the year, we discussed our PBL action plan and our improvement focuses for the year.

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The consultation was completed in October, 2020 and the finished version incorporating suggested changes and feedback, was sent to the P& C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Aramac State School Student Code of Conduct for implementation in 2021.

Throughout 2021, the PBL team will review the implementation of the Student Code of Conduct and share information with parents and the community through the newsletter, website, facebook and information evenings. We will also provide information at P&C meetings each month.

Review Statement

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

Learning and Behaviour Statement

At Aramac State School, we are committed to providing a safe, respectful and disciplined learning environment for students and staff who demonstrate responsible practises, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our school is committed to providing a positive school environment which maximises the educational opportunities for all students by teaching them an inclusive and engaging curriculum and developing respectful relationships. To this end, we ensure that staff expertise is progressively developed and valued. Positive behaviour is the responsibility of the whole school community with all key stakeholders being actively involved.

Our whole school approach to discipline is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our school and wider community. These standards are linked to transparent, accountable and fair processes, interventions and consequences.

This approach outlines how positive behaviours are encouraged for all members of our school community and the process of how positive outcomes will be achieved.
Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

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

All areas of Aramac State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

This Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are made explicit to everyone, assisting Aramac State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

To be a learner, you should:

- **Be safe**
- **Be responsible**
- **Be respectful.**

Students, parents and guardians are clearly and regularly advised of all expectations with regards to the rules and consequences which apply during school related activities (including extra-curricular activities) and while students are representing the school. A behaviour section is included in the school newsletter each fortnight that outlines the whole school focus and breaks down the behaviour expectations.

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

PBL is an evidence-based framework used to:

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

At Aramac State School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Aramac State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Clear Expectations

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, is used as the basis of teaching expectations throughout the year and is revisited regularly to address any new or emerging issues.

Expectation	All settings	Classroom settings	Parade	Playground / Oval	Staircase/Verandahs	Toilets	Gate / Bike Racks
Be Safe	We show consideration for the rights, feelings and property of others. We manage our emotions. We find help from someone we trust if feeling hurt or upset. We keep our hands and feet to ourselves.	We walk. We sit on all chairs. We use equipment appropriately. We enter and exit the room sensibly. We be on time.	We sit in designated areas. We keep our hands and feet to ourselves.	We wear shoes and socks. We use equipment appropriately. We play school approved games. We are sun safe and wear a school hat.	We keep passageways clear. We walk on one step at a time. We walk on paths.	We wash our hands. We walk in and out of the toilet area.	We walk our own bike / scooter in and out of the school grounds. We wear helmets. We wait inside the gate until our parent has arrived.
Be Responsible	We are ready and prepared. We participate appropriately and work collaboratively. We use supplies and equipment appropriately. We wear correct school uniform. We accept outcomes. We report bullying.	We are ready and prepared. We complete set tasks. We try our best. We are honest. We keep the classroom tidy. We challenge ourselves.	We sit quietly.	We respond to all bells immediately. We are tolerant. We use the sports shed appropriately. We eat our own lunch. We stay in our own areas.	We move around the school in lines. We use appropriate noise. We place our bags in port racks and lockers.	We use toilets during breaks. We use toilets during class time with permission. We use quiet voices. We turn off the taps.	We leave school promptly. We use the correct gate. We store bikes and scooters in the bike racks. We arrive at the correct time. We let someone know if our parent hasn't picked us up.
Be Respectful	We respect others' space. We ask permission. We be polite to others. We be tolerant of others. We follow instructions straight away. We respect the environment. We use appropriate language.	We listen actively and use the listening ladder. We raise our hands to speak. We respect each other's' right to learn. We appreciate others' opinions. We use ICT devices appropriately.	We listen. We applaud appropriately. We be thankful for recognition and recognise our achievements. We be respectful during the National Anthem.	We play fairly and show good sportsmanship. We invite others to join in. We follow the rules.	We walk quietly. We carry our own belongings. We respect our belongings by putting them in our own space.	We respect everyone's privacy. We respect school property. We take turns.	We use our own bike or scooter. We take care of our own and others belongings.

Australian Curriculum Personal and Social General Capability - KEY: Self-awareness element/Self-management element/Social awareness element/Social management element

The expectations within this matrix are explicitly taught by the classroom teacher in weekly behaviour lessons.

Consideration of Individual Circumstances

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

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

- promoting an environment which is responsive to the diverse needs of its students and parents/caregivers
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to most intrusive
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs,

Recognising and taking into account students' age, gender, disability, cultural background, socio/economic situation, previous behaviour record, severity of the incident, amount of reliable evidence, degree of provocation, intent of the action and emotional state.

Aramac State 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 class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Our 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.

Student Learning and Wellbeing Framework

At Aramac State School we value a safe, supportive and connected school community in which wellbeing is everyone's responsibility. We recognise the importance of developing healthy, confident and resilient young people. By supporting the health and wellbeing of our diverse students we are enabling them to respond positively and succeed in a changing world. **At Aramac State School, student wellbeing is supported across 3 domains:**

1. CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS...

- We provide safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised through our *shared beliefs* and *responsibility and accountability*.
- We have an approach to wellbeing that supports the collective action of parents, support services and the wider community by meeting for regular consultation with the *P&C, student support team* and *collaborative planning for teachers*.
- We demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community through the implementation of our *Student Code of Conduct, three school expectations (Safe, Respectful, Responsible* and *explicit teaching of behaviour aligned to Aramac State School PBL teaching matrix*.
- We recognise and reward positive behaviours for learning using tangible rewards that include *Whole school awards (stamps, Gotcha awards, Behaviour parties), Individual Classroom Awards (Student of the week, writer of the week, prize boxes)*.
- We explicitly teach and model social and emotional skills, values and expectations for behaviour through our *weekly PBL lessons, Heath and Physical Education Curriculum* and through consultation with the *Adopt-A-Cop* to support student wellbeing.
- We make sure the physical environment and school policies and practices are accessible and inclusive of students and families.
- We plan for opportunities to promote and celebrate the traditions, values and cultures of the school community including *NAIDOC week, Reconciliation week, Australia' biggest online safety lesson, "Hear and Say" day, "Bullying! No Way" day, ANZAC Day* and *Remembrance Day*.
- We provide learning opportunities and environments that promote healthy lifestyle choices particularly through our *HPE and Design and Technology curriculum*.
- We recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students using Differentiated-teaching practises, *Tier 2 support* through Student Service referrals.
- We plan and implement the cross curriculum priorities in the Australian Curriculum, promoting Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability.
- We celebrate the academic, sporting and cultural achievements of our students at *school assemblies* and with the community through the *newsletter, social media (Facebook and Qschools app)* and the *school website*.

2. BUILDING THE CAPABILITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY...

- We provide health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety through the HPE curriculum.
- We identify opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning including the support from the *CLaW Central Queensland PBL team, QuEST Professional Development Opportunities*.
- We communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through the *curriculum, participation in days of recognition, newsletter, social media (Facebook and Qschools app)* and the *school website*.
- We respond positively to the needs of different groups within the school community, including *transition programs (Into Kindy, Kindy to Prep, Year 6 to year 7 and year 10 to year 11)* and offering the *Play Group for children aged 0 to 5 years.*
- We strengthen connections with parents through *parent-teacher meetings* and weekly *"Keeping in Touch"*, phone calls home and Student Services meetings to provide and support early intervention for students whose wellbeing is at risk.
- We increase the visibility of local support services to families whose children have higher levels of need, sharing services and providing referrals where required through Outback Futures.
- We support staff health and wellbeing and recognise the resulting benefits for students.
- We are committed to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.
- We collect and analyse a range of data, including data from the *School Opinion Survey*, to identify areas for capability building.
- We encourage student participation and develop their wellbeing through their involvement in the *Student Council*.
- We participate in *school camps* that develop the confidence, resilience and teamwork of students.
- We seek out opportunities for our students to engage in the community, including through our *work experience program*.

3. DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION...

- We plan and document school processes to support staff to respond appropriately to students at risk, including *student protection training, suicide prevention and post-vention plans*.
- We recognise the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning and referring
  - Student services
  - sharing responsibility for supporting students at risk by: seeking support from Guidance Officers and the leadership team as first responders and the Adopt-A-Cop.
  - encouraging students and families to access support services such as Outback futures
  - using an integrated approach for students involving parents, school support services, health professionals and other agencies.
- We use the *Social and Emotional Learning Continuum* and PBL *school framework* to develop and monitor the effectiveness of social skills interventions.
- We integrate DoE support services to assist in planning and implementing practices that improve outcomes for students, including support from our *Speech and Language Pathologist, Physiotherapist, Occupational Therapist (Outback Futures)* and *Advisory Visiting Teachers*.
- We employ a *school Chaplain* through Scripture Union, to assist students' social and emotional wellbeing and development.
- We actively maintain partnerships with community medical services including *Local ambulance Committee, Primary Health Clinic*, and our *school based health nurse.*.
- We engage specialist organisations, including *Autism Queensland* and work with our *HOSES*, for student support.
- We refer students and families to support organisations, including *Lifeline, Headspace, Guidance Officer* and *Aramac Community Development Association*.
- We use our school chaplain and Guidance Officer as *Indigenous family liaison officer*, providing support and checking on family wellbeing.
- Teachers develop support plans for students, including *Personalised Learning, Individual Curriculum Plans, Health Management* and *Support Provisions*.
- We provide school staff with a role appropriate *school induction process* to support them to care for the wellbeing of students.

At Aramac State School, we monitor our school culture and student wellbeing and engagement through:

- Attendance rates
- Student retention data
- Days lost due to student disciplinary absences
- School Opinion Survey responses

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of our K–10 curriculum, assessment and reporting framework (P – 12 CARF).

We acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Aramac State School, we provide age-appropriate health and safety messages.

Policy and expectations
Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs
Aramac State School Works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications
Aramac State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, our school administration can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Our School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health
Aramac State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan on One School and engaging external support agencies such as Outback Futures, Central West Regional Health services and North West Regional Health to support students and their families.

Suicide prevention
Aramac State School staff who see suicide warning signs in a student should seek help immediately from the Prinicpal, Head of Department, school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Aramac State School staff follow suicide intervention and prevention advice by ensuring:
- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, Aramac State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Aramac State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Aramac State School has a student support network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the student support network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the School.

Role	What they do
Outback Futures	- provides educational counselling and support services - literacy intervention - speech testing and theropy
Guidance Officer	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

	• assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

North West Regional Health Services	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs
	• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
	• provides individual health consultations with assessment, support, health information and referral options related to:
	    o healthy eating and exercise
	    o relationships
	    o personal and family problems
	    o feeling sad, worried and angry
	    o sexual health
	    o smoking, alcohol and other drugs.

Central West Health Services	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs
	• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
	• provides individual health consultations with assessment, support, health information and referral options related to:
	    o healthy eating and exercise
	    o relationships
	    o personal and family problems
	    o feeling sad, worried and angry
	    o sexual health
	• smoking, alcohol and other drugs.

School Chaplain	• Support for spiritual, social, and emotional wellbeing of students.

It is also important for students and parents to understand there are regional and statewide support services 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 and Senior Guidance Officers. For more information about these services and their roles, please contact the school if you require any assistance.

For further information, please see attached Aramac SS Student Learning and Wellbeing Framework.

Whole School Approach to Discipline

At Aramac State School we are committed to providing a safe, respectful and disciplined learning environment for students and staff who demonstrate responsible practises, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Our school is committed to providing a positive school environment which maximises the educational opportunities for all students by teaching them an inclusive and engaging curriculum and developing respectful relationships. To this end, we ensure that staff expertise is progressively developed and valued. Positive behaviour is the responsibility of the whole school community with all key stakeholders being actively involved.

All areas of Aramac State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Therefore at Aramac State School we explicitly teach and reward positive behaviours, take a proactive approach to preventing problem behaviour and have a consistent approach to responding to unacceptable behaviours. Through our 'Behaviour Expectations Matrix' (see appendix 1) and 'Behaviour Flowchart' (see appendix 2), teachers have shared expectations for student behaviour, which are made explicit to everyone, assisting Aramac State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

At Aramac State School learners are:
- **Safe**
- **Respectful**
- **Responsible**

Students, parents and guardians are clearly and regularly advised of all expectations with regards to the rules and consequences which apply during school related activities (including extra-curricular activities) and while students are representing the school. Behaviour updates occur on the Aramac State School Facebook page monthly and a push notification of this is sent through to parents/ carers via the QSchools application.

Aramac State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Implementation of school-wide *Positive Behaviour for Learning* process (evidenced based approach).

- Regular review of behaviour data to develop behaviour strategies and plans for specific students and classes.

- School wide expectations: Be Safe, Be Respectful and Be Responsible are promoted in every setting across the school.

- Whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations.

- Sharing and acknowledging successes through weekly celebrations on parade: Student of the Week, Writer of the Week, Playground 'GOTCHA's', Classroom stamps, Classroom rewards, Individual behaviour celebration when reaching stamp goal, Whole school behaviour celebration when reaching stamp goal.

- Principal leads the explicit promotion of school culture.

- Weekly staff meeting opportunities to review current practise and to audit staff knowledge and understanding of behaviour strategies and procedures.

- Monthly PBL updates to families, enabling parents and guardians to be actively and positively involved in school behaviour expectations.

- PBL team's regular provision of information to staff and parents, and support to others in sharing successful practices.

- Comprehensive induction programs located in yearly Staff Handbooks, outlining how Positive Behaviour for Learning is delievered at Aramac State School.

- Individual learning plans and support provisions developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

- Specific policies have been developed to address:
  o The Use of Personal Technology Devices at School.
  o Procedures for Preventing and Responding to Incidents of Bullying.
  o Wellbeing Framework.
  o Drugs and Alcohol in School.
  o Appropriate Use of Social Media.

Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of **universal, targeted** and **intensive** supports.

- **Universal – Tier I (GREEN ZONE)**
  In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

- **Targeted – Tier II (YELLOW ZONE)**
  In a supportive and well-disciplined school approximately 10% to 15% of students may occasionally need additional targeted support, specific individualised learning plans and support provisions for program intervention. Targeted support is typically delivered in small groups to the identified population.

- **Intensive – Tier III (RED ZONE)**

In a supportive and well-disciplined school approximately 2% to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised learning plans and support provisions for students with highly complex and challenging behaviours.
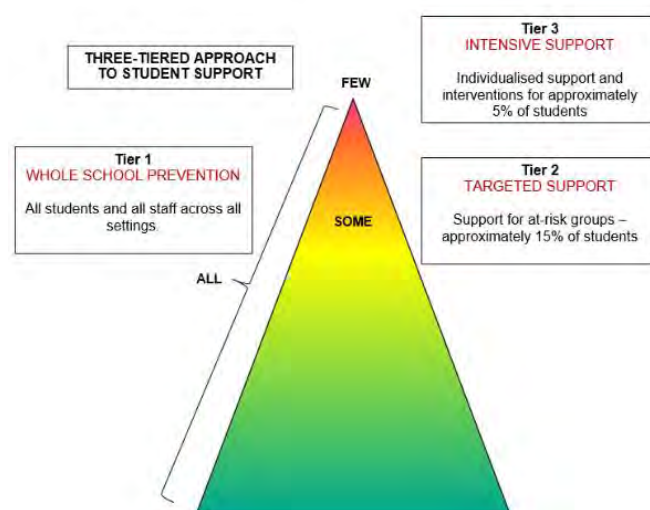
Reinforcing expected school behaviour

At Aramac State School, communication of our key messages about behaviour is supported through verbal reinforcement and directed repetition of appropriate behaviours, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to maintain the current quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards, in a classroom setting, which then translates to a whole school setting.

Universal behaviour support (Tier I)

A student reward system is an intrinsic part of any behaviour management system and must endeavour to meet both the needs of students and teachers. Class teachers implement their own classroom rewards program where class behaviour is monitored and rewarded. Teachers use sticker charts, prize draws or other age appropriate behaviours to reward positive behaviours in their classroom. Positive Behaviours and award recipients are recorded on OneSchool and monitored by the Positive Behaviour for Learning - Data Manager.

Aramac State School's strategies for whole-school behaviour support include:
- A clear and documented Enrolment Agreement signed by parents/carers, students and the enrolling officer;
- A set of positively stated expected behaviours through the Positive Behaviour for Learning Expectations Matrix;
- Induction program for new staff and students to provide them with a basic understanding of behavioural expectations for Aramac State School;
- Weekly Positive Behaviour for learning lessons to teach expected behaviours;
- A clear process of support from the Administration team, Senior Teachers, Classroom Teachers, HOSES and Guidance Officer in a supporting role;
- providing teachers with training in:
  - *Essential Skills in Classroom Management*
  - *Understanding the difference between Low level, Minor and Major Behaviours.*
  - *Following the Behaviour Flow Chart when managing behaviour*
  - *Natural consequences*
  - *Restorative justice practices*
  - *Building positive relationships with students*

Targeted behaviour support (Tier II)

If students breach the Student Code of Conduct at Aramac State School, supportive discipline is applied. They are to have a natural consequence or restorative justice session with their respective teacher. The behaviour is also to be filled out on a *yellow (minor) or red (major)* slip in accordance with the Aramac State School Behaviour Matrix (see appendix_3). For major behaviours, teachers will complete a *Student Reflection Sheet* (see appendix 4) and send this form home for the parent or guardian to sign. Within 24 hours of the incident, the teacher must consult a PBL team member about the incident, and upload the incident and scanned in documentation to OneSchool. Any disciplinary

consequences, are responsive to student needs and take into account individual circumstances. The goal of disciplinary consequences is to teach students to act in accordance with the rules.

In fortnightly Positive Behaviour for Learning meetings, the Data Manager compiles the records of information placed on OneSchool including positives, minors and majors. If behaviour patterns or trends have been identified, weekly behaviour focuses are created as targeted intervention in school environments. During this data analysis, students can also be tracked and if behaviour concerns arise, the classroom or specialist teacher is referred to have collegial discussions with the Head of Department – Curriculum and Inclusion (HOD-C), Head of Special Education Services (HOSES), or Guidance Officer (GO) to generate ideas of differentiation / support for at least 4 weeks. During this time, the classroom teacher documents adjustments in a Personalised Learning Plan (PLP) or Support Provision with progress notes. If the behaviour does not improve, the student is referred on to Student Services for Tier II support. In the student referral process, a behaviour team member will fill out the referral form with the classroom teacher, and contact the parent or guardian of the student to inform them of how Aramac State School will use targeted intervention to support their child.

When receiving Tier II support, the student will work with the HOD–C and Check In, Check Out (CICO) Champion (typically the classroom teacher, or favoured staff member), to support the child with making appropriate behaviour choices. Additional support networks can be accessed depending on the type of support the child needs - as all circumstances are individual and seek catered programs to the students strengths. The networks offered at Aramac State School include, but not limited to: Outback Futures – stay with me program, GO, HOSES and The Emerald Centre of Learning and Wellbeing. All supporting networks will write progress notes to be uploaded on OneSchool under the students behaviour PLP/Support Provision. Staff members are also trained in programs catered to support students with managing their behaviour and emotions. These programs include: Rock and Water, Managing the Bull and Rhythm to Recovery. The implementation of these programs can occur in small groups, at a targeted level or as universal behaviour support with a whole class. Prior to the implementation of these programs, the purpose and duration must be outlined at a Student Services meeting.

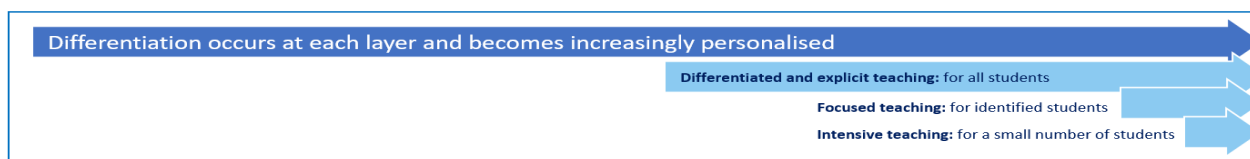### Intensive behaviour support (Tier III)

If the behaviour escalates or doesn't improve during Tier II support, the student is referred on to Tier III support via Student Services. When receiving Tier III support, the student is placed on an Individual Behaviour Plan, where adjustments are made to the students routine or environment to support the inclusion of the student at school, while reducing the risk of a behaviour episode to occur. This is a negotiated process that involves a high level of support services to the student of need and continual parent or guardian involvement to support the students engagement at Aramac State School. Every circumstance is individual and therefore the Individual Behaviour Plan must be catered to the students strengths to ensure safe and supportive learning environments for all stakeholders at school.

Differentiated and Explicit Teaching

Aramac State 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 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.

Differentiation occurs at each layer and becomes increasingly personalised
Differentiated and explicit teaching: for all students
Focused teaching: for identified students
Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the positive behaviour for learning, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Aramac State School to provide focused teaching. Focused teaching is aligned to student progress and is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Aramac State School has a range of student support network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population 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's 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.

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

Legislative Delegations

Legislation

In this section of the Aramac State School Student Code of Conduct are links to legislation, which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

The disciplinary consequences model used at Aramac State 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 focussed 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.

Students come to school to learn. Behaviour support represents an important opportunity for learning how to communicate, work and play with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour (minor behaviours), the response of school staff members is to choose a natural consequence starting from least intrusive to most intrusive, as outlined in the Behaviour Matrix, to assist students to change their behaviour so that it aligns with our school's expectations. Consequences ordered from least to most intrusive are displayed in each classroom in the school to assist teachers to understand and use this process. Minor or low-level behaviour incidents are all recorded on OneSchool.

Differentiated Disciplinary Responses

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

- 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. "Hand up when you want to ask a question")
    - Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
    - Explicit behavioural instructions (e.g. "Pick up your pencil ready for learning")
    - Proximity control
    - Tactical ignoring of inappropriate behaviour (not student)
    - Revised seating plan and relocation of student/s
    - Individual positive reinforcement for appropriate behaviour
    - Class wide incentives
    - Reminders of incentives or class goals

- Redirection
- 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
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Removal from classroom to 'Buddy Class' for a maximum of 20minutes with classroom work to complete

Focused Disciplinary Responses

At times, groups of students or individuals are identified needing targeted behaviour support through the analysis of OneSchool behaviour data. Behaviour of these students may not be immediately regarded as severe, however, the frequency of their behaviours may put students' learning and social success at risk if not addressed in a timely manner.

Targeted behaviour support occurs where children consistently breach Aramac State School's Responsible Behaviour Plan for Students and school and classroom rules. Aramac State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- use of OneSchool behavioural data to accurately identify students requiring targeted support;
- in-school referral process for teachers seeking assistance to support students with targeted-level needs.
- team approach to supporting students on targeted support programs.
- use of data-based criteria for evaluation and exit from targeted support program;
- making adjustments as required to address individual students' needs;
- whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations;
- using Essential Skills in Classroom Management (example in Appendix to be added)
- whole school commitment to dealing with inappropriate behaviours
- referrals made for students requiring additional support e.g. Guidance Officer, Advisory Visiting Teachers, EQ specialists and other agencies;
- consultation with parents;
- structured lunchtime activities.

Check in, Check out (CICO)

The Check in, Check out (CICO) is a second tier support program that is a part of Aramac State School's Positive Behaviour for Learning Support program. It is a program that supports individual students to make appropriate behaviour choices.

Students at Aramac State School have their minor and major behaviour incidents recorded onto OneSchool and the behaviour team analyses this data, along with the data about positive incidents on a quarterly basis at their meetings. Students who have had problem behaviours recorded five or more times during a term are to be referred to CICO. Teachers can also refer students to CICO based on their own professional judgement through Student Support meetings.

Similarly, when it comes to incidents related to bullying, Aramac State School takes a 'zero tolerance' policy. Upon investigation by Administration staff, a student may be referred to the CICO program after one incident.

To refer a student to CICO, teachers must discuss the concerns and data with the teacher responsible for the tier two program. This teacher will respond to the referral within 1 week. If adequate supports and universal strategies have been put in place for the student, they will commence CICO.

The tier two co-ordinator, along with the teacher/s, parent or guardian and the student, will create two or three goals for student, based on their relevant data. It is the student's and their coach's responsibility to ensure that they check in and check out (CICO) each day, have their daily progress report signed by their parent/guardian and return it the next day. The student will then receive a score for each lesson that the goal is attempted and they will target 80% achievement of their goals. Once this target has been achieved for a number of consecutive days, the student receives a mutually agreed reward and finishes the program.

If the student is consistently unable to present their CICO card, or damages the card with intent, further consequences will follow. This is at the discretion of the Tier II coordinator and must remain in line with the Responsible Behaviour Plan. This can include afternoon or weekend detention, or further intensive behaviour support.

The referral forms, daily progress reports and other documentation for CICO have been created in primary and secondary school versions and can be found in the tier two folder in the staff room, or in the Aramac PBL Folder on G: Drive.

Intensive Disciplinary Responses

Aramac State School's intensive intervention and behaviour support processes and programs facilitate and promote standards of behaviour in students who have not responded to the universal and targeted behaviour processes and other strategies employed by the school.

OneSchool behaviour data is analysed to accurately identify students requiring individualised support through:

- whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations, individual education plans;
- counselling and consultation with student and parents;
- Risk Assessment/Individual Behaviour Support Plans developed for students with high behaviour needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- in-school referral process for teachers seeking assistance to support students with intensive-level needs;
    - flexible and/or alternative learning options;
  - use of regular behaviour support options
  - liaising with external agencies as required.

Aramac State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Positive Behaviour for Learning Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection (recorded in One School)
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Positive Behaviour for Learning Team has a simple and quick referral system in place for those students requiring support higher than Tier Two. Following referral, a team member contacts parents to discuss outcome of referral and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

Aramac State School has 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 Devices
- Preventing and responding to bullying
- Aramac State School's Social Media Guide

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 policy 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 Aramac State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Aramac State School:
- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;

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

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

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

Use of mobile phones and other devices by students

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

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

Responsibilities

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

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

- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Aramac State 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.

Preventing and responding to bullying

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 Aramac State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Aramac State School Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:
Kindy to Year 6 – Class teacher
Year 7 to Year 10 – Junior Secondary Coordinator
Principal – Tanya Bambling 4651 3177

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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.

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

Aramac State School - Cyberbullying response flowchart for school staff
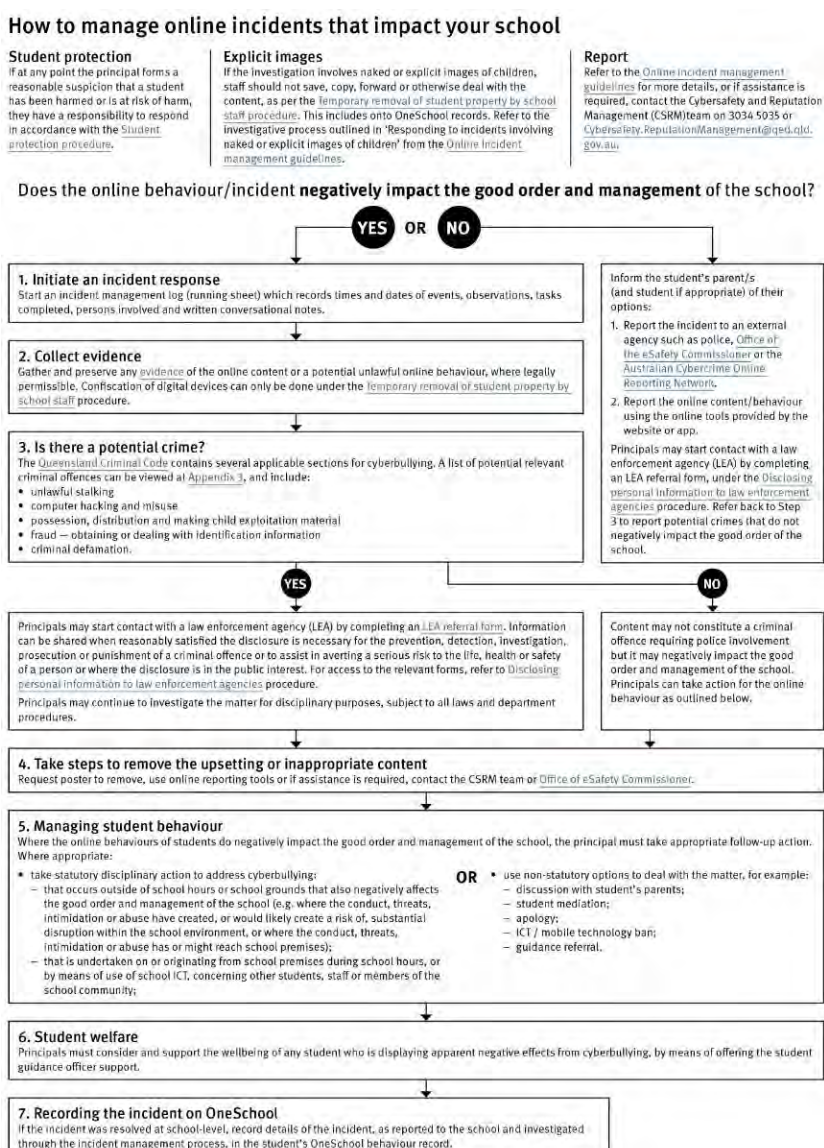
Cybersafety and Reputation Management (CRM)

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 has created a guide for parents called 'Online awareness: Information for parents and caregivers' 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 and 'Managing your online reputation' (Appendix 8) to assist students, staff and parents with prevention of reputation degrading.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the school who can provide further assistance with the support of the CRM team.

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the student support network 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. All staff at Aramac State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more 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.

Aramac State School - Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Aramac State School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Aramac State School - Anti Bullying Contract

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

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

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

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

Student's signature

Parent's signature

Principal's signature

Date

Aramac SS Social Media Guide

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

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

Being aware of a few simple strategies can help keep the use of social media positive and constructive:
- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.

- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While 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. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1.   Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2.   Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3.   Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4.   Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem

behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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](#)

Conclusion

Aramac State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:
- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:
- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.
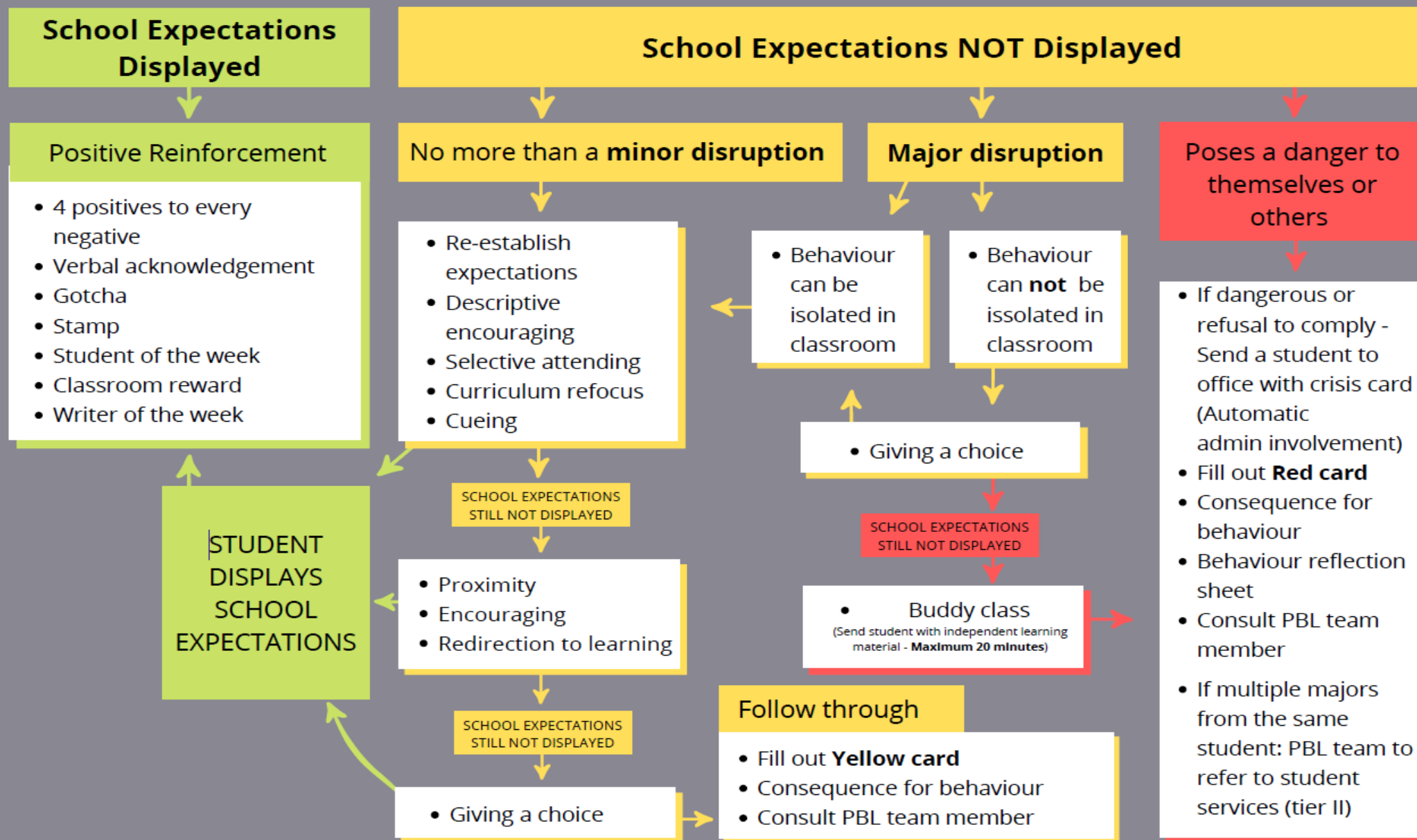
Aramac State School
PBL TEACHING MATRIX

Be Safe	We show consideration for the rights, feelings and property of others. / We manage our emotions. / We find help from someone we trust if feeling hurt or upset. / We keep our hands and feet to ourselves.	We walk. / We sit on all chairs. / We use equipment appropriately. / We enter and exit the room sensibly. / We be on time.	We sit in designated areas. / We keep our hands and feet to ourselves.	We wear shoes and socks. / We use equipment appropriately. / We play school approved games. / We are sun safe and wear a school hat.	We keep passageways clear. / We walk on one step at a time. / We walk on paths.	We wash our hands. / We walk in and out of the toilet area.	We walk our own bike / scooter in and out of the school grounds. / We wear helmets. / We wait inside the gate until our parent has arrived.
Be Responsible	We are ready and prepared. / We participate appropriately and work collaboratively. / We use supplies and equipment appropriately. / We wear correct school uniform. / We accept outcomes. / We report bullying.	We are ready and prepared. / We complete set tasks. / We try our best. / We are honest. / We keep the classroom tidy. / We challenge ourselves.	We sit quietly.	We respond to all bells immediately. / We are tolerant. / We use the sports shed appropriately. / We eat our own lunch. / We stay in our own areas.	We move around the school in lines. / We use appropriate noise. / We place our bags in port racks and lockers.	We use toilets during breaks. / We use toilets during class time with permission. / We use quiet voices. / We turn off the taps.	We leave school promptly. / We use the correct gate. / We store bikes and scooters in the bike racks. / We arrive at the correct time. / We let someone know if our parent hasn't picked us up.
Be Respectful	We respect others' space. / We ask permission. / We be polite to others. / We be tolerant of others. / We follow instructions straight away. / We respect the environment. / We use appropriate language.	We listen actively and use the listening ladder. / We raise our hands to speak. / We respect each other's right to learn. / We appreciate others' opinions. / We use ICT devices appropriately.	We listen. / We applaud appropriately. / We be thankful for recognition and recognise our achievements. / We be respectful during the National Anthem.	We play fairly and show good sportsmanship. / We invite others to join in. / We follow the rules.	We walk quietly. / We carry our own belongings. / We respect our belongings by putting them in our own space.	We respect everyone's privacy. / We respect school property. / We take turns.	We use our own bike or scooter. / We take care of our own and others belongings.

Australian Curriculum Personal and Social General Capability - KEY: Self-awareness element/Self-management element/Social awareness element/Social management element

Appendix 2 – Aramac State School Behaviour Response Flowchart

Aramac State School - Behaviour response flow chart

School Expectations Displayed

Positive Reinforcement

- 4 positives to every negative
- Verbal acknowledgement
- Gotcha
- Stamp
- Student of the week
- Classroom reward
- Writer of the week

STUDENT DISPLAYS SCHOOL EXPECTATIONS

School Expectations NOT Displayed

No more than a minor disruption

- Re-establish expectations
- Descriptive encouraging
- Selective attending
- Curriculum refocus
- Cueing

SCHOOL EXPECTATIONS STILL NOT DISPLAYED

- Proximity
- Encouraging
- Redirection to learning

SCHOOL EXPECTATIONS STILL NOT DISPLAYED

- Giving a choice

Follow through

- Fill out **Yellow card**
- Consequence for behaviour
- Consult PBL team member

Major disruption

- Behaviour can be isolated in classroom

- Behaviour can **not** be issolated in classroom

- Giving a choice

SCHOOL EXPECTATIONS STILL NOT DISPLAYED

- Buddy class
  (Send student with independent learning material - **Maximum 20 minutes**)

Poses a danger to themselves or others

- If dangerous or refusal to comply - Send a student to office with crisis card (Automatic admin involvement)
- Fill out **Red card**
- Consequence for behaviour
- Behaviour reflection sheet
- Consult PBL team member
- If multiple majors from the same student: PBL team to refer to student services (tier II)

Appendix 3 – Behaviour Record Sheet

ARAMAC STATE SCHOOL – YELLOW SLIP (MINOR)

Student Name: _____ Class: _____ Date: _____

Reported By: _____ Witness(es) _____

Time: _____ Subject: _____

Location:

Classroom		Eating Area		Playground	
Excursion		Toilets		Bike Racks	
Gates		Verandahs		Out of school grounds	

Please tick *(for repeated and consistent offences):*

Y1	Defiant/threat/s to adults (Aggressive language)		Y6	Misconduct involving object	
Y2	Disruptive		Y7	Non-compliant with routine	
Y3	IT misconduct		Y8	Physical misconduct	
Y4	Late		Y9	Refusal to participate in program of instruction	
Y5	Lying/Cheating		Y10	Verbal misconduct	
Y11					

Behaviour:

_____

_____

_____

Corrective Action – Strategies used to support appropriate behaviour:

_____

_____

Strategies

ESCM 1 - Establish Expectations		ESCM 2 - Giving instructions	
ESCM 3 - Waiting and Scanning		ESCM 4 - Cueing with parallel acknowledgement	
ESCM 5 - Body Language encouraging		ESCM 6 Descriptive Encouraging	
ESCM 7 - Selective attending		ESCM 8 - Redirecting to learning	
ESCM 9 - Giving a choice		ESCM 10 - Follow through	
Time Out		Natural Consequence	
Restorative Justice		Other	

Motivation for behaviour: Select "***Don't know***" unless FBA trained.

ARAMAC STATE SCHOOL – RED SLIP (MAJOR)

Student Name: _____ Class: _____ Date: _____

Reported By: _____ Witness(es) _____

Time: _____ Subject: _____

Location:

Classroom		Eating Area		Playground	
Excursion		Toilets		Bike Racks	
Gates		Verandahs		Out of school grounds	

Please tick:

R1	Bullying/harassment		R6	Defiant/threat/s to adults (swearing)	
R2	IT misconduct		R7	Substance misconduct involving tobacco and other legal substances	
R3	Misconduct involving object		R8	Truant/skip class	
R4	Possess prohibited items		R9	Verbal misconduct	
R5	Substance misconduct involving illicit substance				
R10	Other:				

Behaviour:

_____

_____

_____

Corrective Action – Strategies used to support appropriate behaviour:

_____

_____

Strategies:

ESCM 1 - Establish Expectations		ESCM 2 - Giving instructions	
ESCM 3 - Waiting and Scanning		ESCM 4 - Cueing with parallel acknowledgement	
ESCM 5 - Body Language encouraging		ESCM 6 Descriptive Encouraging	
ESCM 7 - Selective attending		ESCM 8 - Redirecting to learning	
ESCM 9 - Giving a choice		ESCM 10 - Follow through	
Time Out		Natural Consequence	
Restorative Justice		Buddy Class	

Motivation for behaviour: Select "***Don't know***" unless FBA trained.

Aramac State School Behaviour Plan.

Name _____ Class _____ Date ...../...../..........

What did I do?

_____

_____

_____

_____

What were other responsible people around me doing?

_____

_____

What value did I forget? (Safe, Responsible, Respectful).

_____

What happened to the people around me as a result of my action?

_____

What have I done / can I do to try to fix things up?

_____

What other choices could I have made?

_____

What will I do next time?

_____

_____

Student's signature   Teacher's signature

Administrator's signature   Parent's signature

Aramac State School
Teaching Expected Behaviours

PBL Teaching Matrix 2020							
Term 1		**Term 2**		**Term 3**		**Term 4**	
Week 1 & 2	• Introduce 3 school rules • Establish classroom rules and routines; Identify inbound and out of bounds areas in the school	**Week 1**	• Review the 3 school rules and behaviour matrix.	**Week 1**	• Review the 3 school rules and behaviour matrix • Be there or be square. We are ready and prepared.	**Week 1**	• Be ready and prepared
Week 3	• Be Safe • Rights and responsibilities	**Weeks 2 - 10**	*Based on one school data and derived from school's matrix.*				
Week 4	• Be respectful • Rights and responsibilities • Be prepared	**Week 2**	Use ICT devices appropriately.	**Week 2**	• Keep your cool and follow the rules.	**Week 2**	• No hat, no shoes, no play
Week 5	• Be responsible • Rights and responsibilities • Try your best	**Week 3**	• We be on time.	**Week 3**	• If you don't know, you just have to ask!	**Week 3**	• We participate appropriately.

Week		Week		Week		Week	
Weeks 6 – 10	***Based on one school data and derived from school's matrix.***	Week 4	• We be ready and prepared	Week 4	• We wait our turn, keeping on task while we learn.	Week 4	• We work collaboratively.
Week 6 & 7	• Sharing in classroom discussions appropriately.	Week 5	• Sharing in group activities appropriately.	Week 5	• Extend the conversation in the classroom.	Week 5	• We follow instructions straight away
Week 8	• Be ready and prepared.	Week 6	• Settling into routine. • Routines are as easy as ABC!	Week 6	• We keep our hands, feet and words to ourselves.	Week 6	
Week 9	• We complete set tasks	Week 7	• Display on task behaviour.	Week 7	• We respect others rights to learn	Week 7	
Week 10	Student Free Days	Week 8	• No put down zone! • We show consideration for the rights, feelings and property of others.	Week 8	• We find help from someone we trust when we are hurt or upset.	Week 8	
		Week 9	• We accept outcomes	Week 9	• We accept outcomes.	Week 9	
		Week 10	• What goes online stays online! - Use ICT wisely	Week 10	• We be polite, we do not shout when we are out and about.		

Australian Curriculum – Personal and Social Capability.

These capabilities are to be taught to support Positive Behaviour for learning. These are reflected in our teaching matrix. When focusing on one behaviour, teach the general capability that supports it.

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Self-awareness element							
Recognise emotions	recognise and identify their own emotions	identify a range of emotions and describe situations that may evoke these emotions	compare their emotional responses with those of their peers	describe the influence that people, situations and events have on their emotions	explain how the appropriateness of emotional responses influences behaviour	examine influences on and consequences of their emotional responses in learning, social and work-related contexts	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
Recognise personal qualities and achievements	express a personal preference	identify their likes and dislikes, needs and wants, and explore what influences these	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	describe personal strengths and challenges and identify skills they wish to develop	describe the influence that personal qualities and strengths have on their learning outcomes	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	assess their strengths and challenges and devise personally appropriate strategies to achieve future success
Understand themselves as learners	select tasks they can do in different learning contexts	identify their abilities, talents and interests as learners	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	identify and describe factors and strategies that assist their learning	identify preferred learning styles and work habits	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required
Develop reflective practice	recognise and identify participation in or completion of a task	reflect on their feelings as learners and how their efforts affect skills and achievements	reflect on what they have learnt about themselves from a range of experiences at home and school	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Self-management element							
Express emotions appropriately	recognise and identify how their emotions influence the way they feel and act	express their emotions constructively in interactions with others	describe ways to express emotions to show awareness of the feelings and needs of others	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	explain the influence of emotions on behaviour, learning and relationships	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Develop self-discipline and set goals	make a choice to participate in a class activity	follow class routines to assist learning	set goals in learning and personal organisation by completing tasks within a given time	explain the value of self-discipline and goal-setting in helping them to learn	analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts
Work independently and show initiative	attempt tasks with support or prompting	attempt tasks independently and identify when and from whom help can be sought	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	consider, select and adopt a range of strategies for working independently and taking initiative	assess the value of working independently, and taking initiative to do so where appropriate	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
Become confident, resilient and adaptable	identify people and situations with which they feel a sense of familiarity or belonging	identify situations that feel safe or unsafe, approaching new situations with confidence	undertake and persist with short tasks, within the limits of personal safety	persist with tasks when faced with challenges and adapt their approach where first attempts are not successful	devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
				**Social awareness element**			
Appreciate diverse perspectives		acknowledge that people hold many points of view	describe similarities and differences in points of view between themselves and people in their communities	discuss the value of diverse perspectives and describe a point of view that is different from their own	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
Contribute to civil society	show an awareness for the feelings, needs and interests of others	describe ways they can help at home and school	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify the various communities to which they belong and what they can do to make a difference	identify a community need or problem and consider ways to take action to address it	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
Understand relationships		explore relationships through play and group experiences	identify ways to care for others, including ways of making and keeping friends	describe factors that contribute to positive relationships, including with people at school and in their community	identify the differences between positive and negative relationships and ways of managing these	identify indicators of possible problems in relationships in a range of social and work related situations	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
				**Social management element**			
Communicate effectively		identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication in a variety of situations	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Work collaboratively	respond to the feelings, needs and interests of others	share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks
Make decisions		identify options when making decisions to meet their needs and the needs of others	practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	contribute to and predict the consequences of group decisions in a range of situations	identify factors that influence decision making and consider the usefulness of these in making their own decisions	assess individual and group decision-making processes in challenging situations	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
Negotiate and resolve conflict		listen to others' ideas, and recognise that others may see things differently from them	practise solving simple interpersonal problems, recognising there are many ways to solve conflict	identify a range of conflict resolution strategies to negotiate positive outcomes to problems	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Develop leadership skills	respond to the feelings, needs and interests of others	identify ways to take responsibility for familiar tasks at home and school	discuss ways in which they can take responsibility for their own actions	discuss the concept of leadership and identify situations where it is appropriate to adopt this role	initiate or help to organise group activities that address a common need	plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

Student Learning and Wellbeing Framework

At Aramac State School we value a safe, supportive and connected school community in which wellbeing is everyone's responsibility. We recognise the importance of developing healthy, confident and resilient young people. By supporting the health and wellbeing of our diverse students we are enabling them to respond positively and succeed in a changing world. **At Aramac State School, student wellbeing is supported across 3 domains:**

1. CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS…

- We provide safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised through our *shared beliefs* and *responsibility and accountability*.

- We have an approach to wellbeing that supports the collective action of parents, support services and the wider community by meeting for regular consultation with the *P&C, student support team* and *collaborative planning for teachers*.

- We demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community through the implementation of our *Student Code of Conduct, three school expectations (Safe, Respectful, Responsible* and *explicit teaching of behaviour aligned to Aramac State School PBL teaching matrix*.

- We recognise and reward positive behaviours for learning using tangible rewards that include *Whole school awards (stamps, Gotcha awards, Behaviour parties), Individual Classroom Awards (Student of the week, writer of the week, prize boxes)*.

- We explicitly teach and model social and emotional skills, values and expectations for behaviour through our *weekly PBL lessons, Heath and Physical Education Curriculum* and through consultation with the *Adopt-A-Cop* to support student wellbeing.

- We make sure the physical environment and school policies and practices are accessible and inclusive of students and families.

- We plan for opportunities to promote and celebrate the traditions, values and cultures of the school community including *NAIDOC week, Reconciliation week, Australia' biggest online safety lesson, "Hear and Say" day, "Bullying! No Way" day, ANZAC Day* and *Remembrance Day*.

- We provide learning opportunities and environments that promote healthy lifestyle choices particularly through our *HPE and Design and Technology curriculum*.

- We recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students using *Differentiated-teaching practises, Tier 2 support* through Student Service referrals.

- We plan and implement the cross curriculum priorities in the Australian Curriculum, promoting *Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia*, and *Sustainability*.

- We celebrate the academic, sporting and cultural achievements of our students at *school assemblies* and with the community through the *newsletter, social media (Facebook and Qschools app)* and the *school website*.

2. BUILDING THE CAPABILITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY…

- We provide health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety *through the HPE curriculum*.

- We identify opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning including the support from the *CLaW Central Queensland PBL team, QuEST Professional Development Opportunities*.

- We communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through the *curriculum, participation in days of recognition, newsletter, social media (Facebook and Qschools app)* and the *school website*.

- We respond positively to the needs of different groups within the school community, including *transition programs (Into Kindy, Kindy to Prep, Year 6 to year 7 and year 10 to year 11)* and offering the *Play Group* for children aged 0 to 5 years.

- We strengthen connections with parents through *parent-teacher meetings and weekly "Keeping in Touch"*, phone calls home and Student Services meetings to provide and support early intervention for students whose wellbeing is at risk.

- We increase the visibility of local support services to families whose children have higher levels of need, sharing services and providing referrals where required *through Outback Futures*.

- We support staff health and wellbeing and recognise the resulting benefits for students.

- We are committed to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.

- We collect and analyse a range of data, including data from the *School Opinion Survey*, to identify areas for capability building.

- We encourage student participation and develop their wellbeing through their involvement in the *Student Council*.

- We participate in *school camps* that develop the confidence, resilience and teamwork of students.

- We seek out opportunities for our students to engage in the community, including through our *work experience program*.

3. DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION…

- We plan and document school processes to support staff to respond appropriately to students at risk, including *student protection training, suicide prevention and post-vention plans*.

- We recognise the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning and referring
  - Student services
  - sharing responsibility for supporting students at risk by: seeking support from Guidance Officers and the leadership team as first responders and the Adopt-A-Cop.
  - encouraging students and families to access support services such as Outback futures
  - using an integrated approach for students involving parents, school support services, health professionals and other agencies.

- We use the *Social and Emotional Learning Continuum and PBL school framework* to develop and monitor the effectiveness of social skills interventions.

- We integrate DoE support services to assist in planning and implementing practices that improve outcomes for students, including support from our *Speech and Language Pathologist, Physiotherapist, Occupational Therapist (Outback Futures)* and *Advisory Visiting Teachers*.

- We employ a *school Chaplain* through Scripture Union, to assist students' social and emotional wellbeing and development.

- We actively maintain partnerships with community medical services including *Local ambulance Committee, Primary Health Clinic*, and our *school based health nurse*.

- We engage specialist organisations, including *Autism Queensland* and work with our *HOSES*, for student support.

- We refer students and families to support organisations, including *Lifeline, Headspace, Guidance Officer* and *Aramac Community Development Association*.

- We use our school chaplain and Guidance Officer as *Indigenous family liaison officer*, providing support and checking on family wellbeing.

- Teachers develop support plans for students, including *Personalised Learning, Individual Curriculum Plans, Health Management* and *Support Provisions*.

- We provide school staff with a role appropriate *school induction process* to support them to care for the wellbeing of students.

At Aramac State School, we monitor our school culture and student wellbeing and engagement through:

- Attendance rates
- Student retention data
- Days lost due to student disciplinary absences
- School Opinion Survey responses