

OAKEY STATE HIGH SCHOOL



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 2019-2023

Student Code of Conduct 2024-2028

PARTICIPATION / RESPECT / EXCELLENCE / PARTICIPATION / PERSONALITY / SAFETY / RESPECT
PARTICIPATION / PERSONALITY / SAFETY /

Contact Information

Postal address: PO Box 319 Oakey Queensland 4401

Phone: 0746914100

Email: admin@oakeyshs.eq.edu.au

School website address: <https://oakeyshs.eq.edu.au/>

Contact Person: Mr Daniel Keenan (Principal)

Endorsement

Principal Name: Daniel Keenan

Principal Signature:

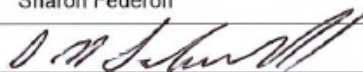


Date:

15 JUL 2024

P/C President Name: Sharon Federoff

P/C President Signature:



Date:

15/07/2024

Contents

Purpose	4
Principal's Foreword	5
P&C Statement of Support	6
School Captains' Statement	7
Consultation	8
Review Statement	8
Data Overview	9
School Opinion Survey	10
School Disciplinary Absences (SDA)	11
Learning and Behaviour Statement	12
Multi-Tiered Systems of Support	12
Restorative Practices	13
Consideration of Individual Circumstances	14
Student Wellbeing	15
Student Support Network	19
Whole School Approach to Discipline	21
PBL Expectations	24
School-wide Expectations Matrix	24
PBL Behaviour Management Process	24
Major Behaviour Classifications	25
Minor Behaviour Classifications	26
Differentiated and Explicit Teaching	28
Focussed Teaching	28
Intensive Teaching	29
Disciplinary Consequences	30
Differentiated	30
Focussed	31
Intensive	31
Possible Disciplinary Consequences	32
Detentions and After School Detentions	32
School Disciplinary Absences	35
Cancellation of Enrolment	37
Senior Student Agreement	38
Legislative Delegations	40
Legislation	40
Delegations	40
School Policies	41
Temporary removal of student property	41
Use of mobile phones and other devices by students	42
Preventing and responding to bullying	45
The SUSO Reporting Process	46
Cyberbullying	47
Appropriate use of social media	50
Restrictive Practices	54
Critical Incidents	56
Related Procedures and Guidelines	58
Resources	59
Acronyms	60
Conclusion	61

Purpose

Oakey State High School is committed to providing a safe, respectful and disciplined learning environment and workplace for all students, staff, parents and visitors.

The Oakey State High 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.

Its purpose is to:

- facilitate high standards of behaviour from all in the school community,
- ensure learning and teaching in our school is prioritised,
- create an environment where all students are able to experience success, and staff enjoy a safe workplace.

Principal's Foreword

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

Oakey State High School has five core values: Respect, Excellence, Participation, Personality and Safety.

Respect	For self and others.
Excellence	Achieve your potential.
Participation	Be positively engaged in the life of the school.
Personality	Believe in yourself.
Safety	Think before you speak or act.

These values have been used in the development of this 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.

Oakey State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. 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 policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Oakey State High School Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Principal:



Date:

15 JUL 2024

P&C Statement of Support

As president of the Oakey State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Danny Keenan and his 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 Oakey State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Oakey State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that 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 Oakey State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Oakey State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

President of the Oakey State High School P&C:

Date: 15/07/2024

School Captains/Leaders Statement

On behalf of the student body at Oakey State High 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 Oakey State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

Junior Secondary Captain: *N Knight*

Date: *16/7/24*

Junior Secondary Captain: *Brens chell*

Date: *16/7/24*

Indigenous Leader: *HSB*

Date: *16/7/24*

Senior School Captain: *Chloe White and Ralighien*

Date: *16/7/24*

Senior School Captain: *gmd*

Date: *16/7/24*

Senior School Captain: *CK*

Date: *16/7/24*

Consultation

The consultation and feedback process used to inform the development of the Oakey State High School Student Code of Conduct occurred in three phases. The three phases in the consultation process were:

1. drafting
2. consultation with staff, P&C, student body and parents who were given the opportunity to view and critique the document
3. editing / redrafting

After reflection on school data, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. This three stage process occurred in 2019. The feedback provided was utilised to improve the final draft. It was then sent to the P&C Association meeting in [date] for endorsement. The P&C Association unanimously endorsed the Oakey State High School Student Code of Conduct for implementation in 2021. As school and Education Queensland policies and procedures have changed, these changes have been reflected in updated versions of the Student Code of Conduct. Consultation, feedback and approval of changes has occurred when changes have been made.

A communication strategy has been developed to support the implementation of the Oakey State High School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. The Oakey State High School Student Code of Conduct has also been translated into a simplified English version and is available in Tagalog and Portuguese. Any families who require assistance to access a copy of the Oakey State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Oakey State High School Student Code of Conduct will undergo minor annual 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.

Data Overview

The Parent, Student and Staff Satisfaction data 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.

These indicators will be used to measure the school's performance over time, and inform any changes to policies and procedures which affect student behaviour and wellbeing.

For more information about the School Opinion Survey and its results, refer to [frequently asked questions](#) page.

School Opinion Survey

PARENT / CAREGIVER OPINION SURVEY

The percentage of parents / caregivers who agree that:**	2020	2021	2022	2023
My child feels safe at this school.	School Opinion Survey not undertaken due to Co-VID19 School Closure	84.0	88.6	84.7
My child's learning needs are being met at this school.		85.3	89.9	89.3
My child is making good progress at this school.		88.7	89.9	90.5
Teachers at this school expect my child to do his or her best.		99.0	93.6	92.8
Teachers at this school provide my child with useful feedback about his or her school work.		95.8	92.1	89.0
Teachers at this school motivate my child to learn.		89.6	92.3	84.3
Teachers at this school treat students fairly.		87.0	87.3	82.4
I can talk to my child's teachers about my concerns.		93.9	92.4	92.8
The school works with me to support my child's learning.		87.9	89.5	88.1
This school takes parents' opinions seriously.		80.2	86.1	78.2
Student behaviour is well managed at this school.		78.0	86.1	71.8
The school looks for ways to improve.		93.7	87.7	86.8
The school is well-maintained.		94.6	94.7	88.6
The expectations and rules are clear at this school.		92.9	96.2	95.3
This is a good school.		87.5	88.6	88.9

STUDENT OPINION SURVEY

The percentage of students who agree that:**	2020	2021	2022	2023
I like being at my school.	School Opinion Survey not undertaken due to Co-VID19 School Closure	75.9	65.7	54.0
I feel safe at my school.		82.1	73.2	76.6
My teachers motivate me to learn.		89.4	81.3	77.8
My teachers expect me to do my best.		95.8	91.0	93.4
My teachers provide me with useful feedback about my work.		92.3	80.6	85.0
Teachers at my school treat students fairly.		74.5	66.7	64.1
I can talk to my teachers about my concerns.		72.1	68.3	69.8
My school takes students' opinions seriously.		73.4	70.0	55.6
Student behaviour is well managed at my school.		69.4	61.4	46.9
My school looks for ways to improve.		93.7	86.2	82.5
My school is well maintained.		57.4	64.6	80.9
My school gives me opportunities to do interesting things.		89.5	80.0	84.1
The expectations and rules are clear at this school.		96.5	88.7	92.2

STAFF OPINION SURVEY

The percentage of teachers who agree that:**	2020	2021	2022	2023
Students are encouraged to do their best at this school.	School Opinion Survey not undertaken due to Co-VID19 School Closure	98.6	96.9	98.5
Students are treated fairly at this school.		94.0	98.5	98.6
Student behaviour is well-managed at this school.		91.4	90.8	86.6
Staff are well-supported at this school.		95.7	90.3	93.9
This school takes staff opinions seriously.		95.7	92.2	92.5
This school looks for ways to improve.		100.0	98.4	100.0
This school is well maintained.		92.9	93.8	98.5
This school gives me opportunities to do interesting things.		94.2	82.3	92.4
Students with a disability are well supported at my school.		97.1	96.9	100.0
My school has an inclusive culture where diversity is valued and respected.		97.1	96.8	95.4
The expectations and rules are clear at this school.		98.6	100.0	98.5

** 'agree' represents the percentage of respondents who 'somewhat agree', 'agree' or 'strongly agree' with the statement.

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.

Oakey State High School's School Disciplinary Absences				
TYPE	2020*	2021	2022	2023
Short Suspensions: 1 - 10 days	93	149	105	178
Long Suspensions: 11 - 20 days	3	6	10	17
Charge related Suspensions	0	0	0	0
Exclusions	1	9	7	7

*figures affected by CoVID-19 closure

Learning and Behaviour Statement

Oakey State High School is proudly a PBL (Positive Behaviour for Learning) school. As a PBL school, we acknowledge that everyone brings their own sets of personal beliefs and values to a school community, and may need to be explicitly taught the behaviour expectations specific to Oakey State High School. The beliefs and values of individuals influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Oakey State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in an MTSS school, staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. Oakey State High's school-wide expectations can be found on page 24 of this document. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and support for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 support is provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none">a) There is a clear connection between the skills taught in the interventions and the school-wide expectations.b) Interventions require little time of classroom teachers and are easy to sustain.

	<p>c) Variations within each intervention are limited.</p> <p>d) Interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).</p> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for the few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 support types continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Restorative Practices

In 2019, Oakey State High School introduced restorative practices to its collection of strategies for managing relationships and behaviour.

Restorative practices are part of the school’s response to harm caused by not meeting behavioural expectations. When an incident occurs that causes harm or loss to students, staff members or members of the wider community, one of the options is for students and other stakeholders to engage in either a Restorative Chat or a Restorative Conference.

A Restorative Chat is a **semi-formal** meeting between parties which is designed to:

- 1) acknowledge and discuss the incident – with parties given an opportunity to express their point of view and their interpretation of what has happened
- 2) identify the harm caused by the incident to the parties involved
- 3) identify any steps that need to be taken to repair the harm that has been caused, and
- 4) come to an agreement about how parties will interact or act after the incident.

Restorative Conferences are a **formal** meeting between parties which is designed to:

- 1) acknowledge and discuss the incident – with parties given an opportunity to express their point of view and their interpretation of what has happened
- 2) identify the harm caused by the incident to the parties involved
- 3) identify any steps that need to be taken to repair the harm that has been caused, and
- 4) come to an agreement about how parties will interact or act after the incident

Restorative conferences can involve teachers, caregivers, the Principal or other school leaders and students, and are usually more lengthy than Restorative Chats.

Restorative Chats and Conferences have been used at Oakey State High School with great success to:

- repair relationships between teachers and students where a student has been sent to a Buddy Class or the Hub due to their behaviour
- repair relationships between students in conflict
- respond to bullying incidents

Consideration of Individual Circumstances

When teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence, a range of factors are taken in to account by staff at Oakey State High School. These factors include the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care.

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

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

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

Student Wellbeing

Oakey State High School offers a range of programs and services to support the wellbeing and social development of students in our school. To enable students and their families to access support in the easiest way possible, Oakey State High School has established “The Hub”.

The Hub

The Hub is the first port of call for students who are looking for support or assistance of any kind beyond what is offered by teachers.

Students can self-refer to The Hub, or can be referred by teachers who have become aware - through their interactions with students - that a student requires support.

We encourage parents and students to speak with their Head of Student Support, the Head of Special Education Services or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services. This can be done by calling the school on (07) 46914100.

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

Curriculum and pedagogy

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

At Oakey State High School, all students participate in the Care and Careers Program and attend a 70 minute lesson each week. The Care and Careers Program (CCP) provides explicit lessons on topics related to relationships, and physical, psychological and emotional health. CCP also enables students to develop life skills that will assist them to make a successful transition to adulthood. Each Year Level's program has been designed with age appropriate and developmental needs in mind, and is an example of a year's program outlined here on the next page.

Oakey State High School CCP

EXAMPLE OVERVIEW

- Based on Positive Education/ Respectful Relationships/ SenseAbility
- Order of topics and the timing of workshops / presentations may vary due to the availability of presenters and the staff calendar.

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
YEAR 7	Meaning Making /Sense of School <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Getting to know you School Orientation/Policies/Student Planner Changing & Adapting to new Situations (RR/6/Topic 1) New Relationships, New situations (RR/6/Topic 2) <p><i>Optional Camp Program 3 days Week 7</i></p>	Positive Relationships TIP PROGRAM facilitated by TIP leaders <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Transitions and Diversity Co-operative skills Positive Relationships (RR/7/Topic 2) Empathy and Sensitivity (RR/7/Topic3) 	Positive relationships <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Personal and Social Changes within Generations (RR/7/Topic1) Cybersafety 	Preparing for Year 8 <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Careers related Self Esteem/Resilience Preparing for year 8
YEAR 8	You in Year 8 <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Getting to know you School Orientation / Policies /Student Planner using Positive Education Framework : Who's who? Goal Setting, Character Strengths 	You the Teenager <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Adolescent Identities (RR/8/Topic 1) Adolescent Relationships(RR/8/Topic 2) 	Fearless Learners. <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Academic Excellence- Online survey- Learning Styles Respectful Behaviours(RR/8/Topic 3) 	Preparing for Year 9 <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Careers related Leadership program <ul style="list-style-type: none"> rights and responsibilities in Yr 9 Positions/roles Nomination process Voting (panel decision)
YEAR 9	You in Year 9 <ul style="list-style-type: none"> PBL Values explicitly taught Attendance explicitly taught School Orientation/Policies/Student Planner Safe Place - Getting to know you Relationships (SenseAbility Program/9) 	Making the right choices <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught (SenseAbility Program/9) External Influences on Relationships decisions (RR/9/Topic 1) Differences Year 8-Year 9 - Factors that Shape Identities of Self and others (RR/9/Topic 2) Appropriate responses in Relationships(RR/9/Topic 3) <ul style="list-style-type: none"> Anti -Bullying- Cybersafety 	My decisions/ My life <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Healthy lifestyle Higher order thinking skills consolidation 	Moving Up <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught VIA Survey Introduction to set plans Choosing a career- Program Discover my Future workshop/ online survey Year 10 subject selection
YEAR 10	You in Year 10 <ul style="list-style-type: none"> PBL Values explicitly taught Attendance explicitly taught Getting to know you School Orientation/Policies/Student Planner Differences Year 9 - 10 Empathy and Ethics in Relationships (RR/10/Topic 1) 	Me and my Future <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Career Education World of Work Day Resumes/Interview Skills Job Applications Digital footprint affecting job seeking Mock Interview Day Work Experience 	Work experience related <ul style="list-style-type: none"> PBL values explicitly taught Attendance explicitly taught Resumes/Interview skills Literacy related to Work Experience Booklet and Thank you letter SET Planning preparation <p><i>RYDER driving presentation Year 10</i></p>	Rotation of Topics <ul style="list-style-type: none"> Diversity and Well Being(RR/10/Topic 2) Leadership Program re Social Committee Chair and House Captains <p><i>Friday week 8 Term 4 Well Being Day</i></p>

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
YEAR 11	You as a Senior- separate focus on Monday and Friday lessons <ul style="list-style-type: none"> PBL Values explicitly taught Getting to Know You and the group Differences between Yr 10 and 11, 11 and 12 Rights/Responsibilities/ expectations of senior school QCE/SATE/VET information/ external exams Cross Curricular Study Skills- Cornell note taking/ Bibliography/ Acting on Draft Feedback/ In-text referencing and with pictures/ study techniques/ stress reduction and saying healthy 	Selected Year 11/12s TIP PROGRAM With Year 7s <ul style="list-style-type: none"> PBL Values explicitly taught Working cooperatively Simple social skills Academic skills Closure 	Steeplechase Program <ul style="list-style-type: none"> Importance of Respectful Relationships (RR/11/Topic 1) Building Ethical Relationships (RR/Year 11/Topic 2) Gender, equality and Relationships (RR/Year 11/Topic 3) Leadership program 	<i>Finish rotation through topics</i> Friday Week 8 Term 4 Well Being Day <i>Leadership Camp</i>
<u>S GROUPS</u> <i>Yrs 11 & 12 together Term1.</i> <i>2 lessons/ week</i> <i>A/B year program</i>	<ul style="list-style-type: none"> Supporting Others (RR/12/Topic 4) Seeking Help (RR/12/Topic 5) Skill development useful for Life after Year 12 eg Be Smart Money Modules online courses <p><i>Optional TIP Camp</i></p>	Lessons with non-TIPS and Year 11s <ul style="list-style-type: none"> PBL Values explicitly taught Attendance explicitly taught Revisit cognitive verbs/ higher order thinking skills Positive Relationships (RR/11/Topic 4) Negotiation and relationships (RR/11/Topic 5) 	Life After Year 12 Guest speakers <ul style="list-style-type: none"> Power and Relationships(RR/12/Topic 1) Relationships and gender based violence (RR/12/Topic 2) Renting/ Budgeting Protective Behaviours Interview skills Defence Force Tertiary Options Employment agencies REFERENCES 	Life After Year 12 cont. <p>Continue though topics</p> <ul style="list-style-type: none"> Centrelink RACQ Finalise references RSA Think the Drink <p><i>Thursday</i></p> <p><i>WEEK 5 Term 1 Wellbeing Day (Think the Drink)</i></p>
YEAR 12				

As part of the Care and Careers Program (CCP), Oakey State High School also delivers The Inter-year Program (TIP). As part of this program, senior students are trained in communication, mentoring, conflict resolution and group work. Senior students then plan and deliver a program to the Year 7 students and act as facilitators and mentors. This assists Year 7 students in making the transition from primary to secondary school.

Schools 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 Oakey State High School, we provide age-appropriate education on topics including:

- drug and alcohol education that reinforces public health and safety messages;
- HIV, Hepatitis C and sexuality transmissible infections

As part of a broader sexuality and relationships education program. This is undertaken through Oakey State High School's Physical Education curriculum and Care and Career Programs, as well as specialised programs offered by Oakey State High's Student Wellbeing Team – such as the Love Bites program.

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.

Drug education and intervention

Oakey State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Oakey State High 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

Oakey State High 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, the school can provide further information. A [Consent to administer medication form](#) giving permission to the school to administer the medication is to be completed by caregivers. to enable medication to be administered. For further information, refer to the [Administration of medications in schools procedure](#) and the [Managing student's health support needs at school procedure](#).

For students with a long-term health condition requiring medication, parents need to provide the school with a [Consent to administer medication form](#) signed by the prescribing health practitioner.

Oakey State High 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

Oakey State High 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.

The psychological and emotional health of students is supported by members of the Student Wellbeing Team, including the:

- Guidance Officer,
- School Chaplain,
- Community Education Counsellor,
- Youth Support Coordinator,
- the School Based Youth Health Nurse, and
- Heads of Student Support

Suicide prevention

The Oakey State High School Suicide Response Plan documents the actions taken in prevention, intervention and if necessary response to student suicide (postvention). This aligns with the Notice Inquire Provide model created in collaboration between Headspace and Department of Education.

Oakey State High School school staff who notice suicide warning signs in a student should immediately refer to the school guidance officer or principal, and seek immediate assistance from the Student Wellbeing Team.

This is also part of the Speak Up, Speak Out [SUSO] philosophy employed by Oakey State High School.

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, Oakey State High 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 unfortunate circumstance of a student suicide, Oakey State High School enact a response as outlined by the Oakey State High School Suicide Response Plan.

In the case of a suicide of a student that has not occurred on school grounds, Oakey State High School responds initially 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, Oakey State High School staff immediately enact the School Emergency Management Plan to ensure medical assistance is sought and the safety of all students and staff is accounted for. The postvention response is then enacted, ensuring close communication with the family of the student and immediate support is provided to students and staff who may be affected.

Student Support Network

Oakey State High School is proud to have a comprehensive Student Support framework 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. These staff members are located in the Hub to enable easy efficient access to support by students and their families.

Students can approach any trusted school staff member at Oakey State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network. Ideally, students will come to the Hub to connect with members of the support network at our school.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer on the school phone number.

Role	What they do to support students
Attendance Officer	<ul style="list-style-type: none"> • monitors student attendance • facilitates the reward of students who maintain high levels of attendance (95%+) • engages in individual case management of identified students to promote higher levels of attendance • works with outside agencies to provide support to students with the goal to improving attendance or to improve student engagement • communicates with parents regarding absence from school

Community Education Counsellor	<ul style="list-style-type: none"> provides educational counselling, programs and support services to Aboriginal and/or Torres Strait Islander students and communities assists and supports Indigenous students and their families to negotiate relationships with teaching and support staff, and to be successful in their classes maintains the Yarning Circle at Oakey State High School, and encourages teaching staff to utilise it in their interactions with students organises and coordinates events related to improving and enhancing cultural understanding between Indigenous and non-Indigenous members of the school community, such as: <ul style="list-style-type: none"> Sorry Day NAIDOC Week
Head of Special Education Services (HoSES)	<ul style="list-style-type: none"> co-ordinates all aspects of the Special Education Program (SEP) provides case management to students supported by the SEP (including behaviour management) works with teachers to ensure adjustments to curriculum, resources, teaching and assessment co-ordinates the verification of students (testing, diagnosis, evidence gathering and reporting) in all disability categories works with students and families to link with outside agencies
Heads of Student Support (3)	<ul style="list-style-type: none"> provides continuity of contact for students and their families through the six years of schooling ensures students feel safe and comfortable and want to come to school acts as the first port of call for students who are experiencing difficulties and challenges in meeting the school's expectations assumes lead role for implementation of Positive Behaviour for Learning (PBL) is present in The Hub to provide immediate behavioural support to students across all year levels facilitates restorative processes in dealing with conflict between students and their peers, and students and staff
Head of School Improvement	<ul style="list-style-type: none"> coordinates activities which promote the successful transition of Year 6 students to high school. coordinates initiatives to support students as they undergo NAPLAN testing facilitates social events such as barbeques to establish and maintain positive relationships with families and the broader community (e.g. Welcome BBQs, Parent -Teacher Evenings) monitors student attendance data, coordinates the implementation of student Attendance Improvement Plans
Head of Senior Schooling	<ul style="list-style-type: none"> enacts processes which identify, support and intervene with Senior students who are at risk of not attaining their Queensland Certificate of Education
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support service, which can include confidential counselling, psycho-educational assessment or group programs offers advice and support to students, parents and guardians regarding social, emotional, educational, behavioural, mental health, personal, family and career development issues liaises with parents, school staff, or external support agencies to provide support, case management and referral service that optimises students' engagement in education makes recommendations for educational adjustments and interventions to accommodate individual student learning difficulties, disability, developmental levels, or psychological status
Learning Support, Teacher Aides, and Literacy and Numeracy Coaches	<ul style="list-style-type: none"> assists and support students to overcome barriers to learning and participation in the classroom works to improve student literacy and numeracy through the provision of 1:1 and small group tutoring assesses student literacy and numeracy levels to ensure support given is targeted and meets student needs.
Psychologist	<ul style="list-style-type: none"> Therapeutic counselling
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs
School Chaplain	<ul style="list-style-type: none"> provides students, staff and parents with social, emotional and spiritual support acts as a mentor and role model within the school community and promotes engagement with the broader community delivers social education programs which enhance resilience, emotional wellbeing, and the self-regulation of students provides assistance to student welfare within the school environment, including material support coordinates and delivers the Breakfast Club

Senior Year Level Coordinators (Yrs 11 and 12)	<ul style="list-style-type: none"> coordinates the Senior Student Support Night (an evening for parents and Year 12 students) which provides them with information and advice to strengthen student and family capabilities in dealing with the stressors and rigours of Year 12.
Year Level Coordinators (5)	<ul style="list-style-type: none"> chairs Year Level Assemblies nurtures a sense of belonging to the home group, year level and school promotes the school's focus on attendance organises camps and assists in organising other whole year HRE events (such as Love Bites). monitors adherence to school's uniform policy
Youth Support Coordinator	<ul style="list-style-type: none"> identifies barriers to young people achieving outcomes and provides assistance to students experiencing difficulties which may put them at risk of leaving school prematurely monitors attendance patterns and engagement of students and implement early intervention strategies facilitates programs designed to enhance the resilience and social skills of students (e.g. Rock and Water) provides individual and, at times, group support to students to assist their engagement with education and training facilitates Physical Fitness and Wellbeing Program for students

It is also important for students and parents to understand there are regional and statewide support services 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 speak with the school's Guidance Officer, Ms Lauren Hannant or our Head of Special Education Services – Ms Jenni Timperley. They can be contacted by calling (07) 46914 100.

Whole School Approach to Discipline

Oakey State High 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 Oakey State High 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. Fundamental to our approach is the idea that, just like maths, English and science need to be explicitly taught to students – so does behaviour. 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 behavioural expectations.

The development of the Oakey State High 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 their class teacher, or make an appointment to meet with the Team Leader of PBL, Mrs Melinda Moylan.

It is a requirement for teachers to reach and maintain the standards outlined in the Australian Professional Standards for Teachers, which require teachers to:

- support student participation
- manage classroom activities
- manage challenging behaviour
- maintain student safety, and
- use information and communication technology safety, responsibly and ethically

As part of being a staff member at Oakey State High School, staff receive regular training and professional development opportunities related to behaviour management and pedagogy, and school policies and procedures related to the management of students and the physical learning environment.

While Oakey State High School has expectations that all students are encouraged to meet, it must be acknowledged that sometimes, students fail to meet those expectations. When responding to a student's behaviour their individual circumstances (e.g. behaviour history, disability, mental health and wellbeing, religion and culture, home environment and care arrangements) will be taken in to consideration. This means that the way we teach, the support we provide and the way we respond to students will differ according to a student's circumstances. It can be expected that students will not always be treated the same, because to do so would be unfair. For example, some students need additional support to understand and meet the school's expectations. Others will require more practice opportunities to build the skills and knowledge required to meet the school's expectations. Others will require different consequences because of complex trauma or family circumstances. When deciding consequences for students, or actions to be taken all of these factors are taken in to account.

It must also be remembered that Oakey State High School's staff are also obliged by law to respect and protect student privacy. As a result, while you may feel that you should be advised about what the consequences are for other students involved in an incident, we are unable to disclose or discuss this information with anyone but the student and their caregivers.

Where students require extra support in the development of skills and knowledge whether it be social, emotional, physical or academic, students may have a Student Plan in place. These Student Plans may contain details about:

- Health Management
- Personalised Learning
- Individual Curriculum Plan
- Support Provisions

If students have a Student Plan in place, the details of this plan will be documented and maintained on Oneschool.

Some students may require a Discipline Improvement Plan (DIP), which outlines the expectations of the school, the goals for the student and support that will be provided to the student to achieve the goals outlined in the DIP . This plan is developed with the young person and their caregiver, and is monitored by the relevant Deputy Principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students. These are Respect, Excellence, Participation, Personality and Safety (REPPS).

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Oakey State High School.

Respect

- Be polite.
- Accept differences.
- Follow directions.
- Care for self, others and property.
- Treat others as you would expect them to treat you.

Excellence

- Set goals and try to achieve them.
- Challenge yourself.
- Learn from your mistakes.
- Show commitment.
- Achieve your potential.

Participation

- Take responsibility for your own learning.
- Be motivated.
- Be organised.
- Follow school procedures.
- Be positively involved in the life of the school.

Personality

- Be honest and trustworthy.
- Be a positive role model.
- Choose your attitude.
- Cooperate with others.
- Believe in yourself.

Safety

- Speak Up, Speak Out.
- Think Safely.
- Work Safely.
- Play Safely.
- Think before you act.

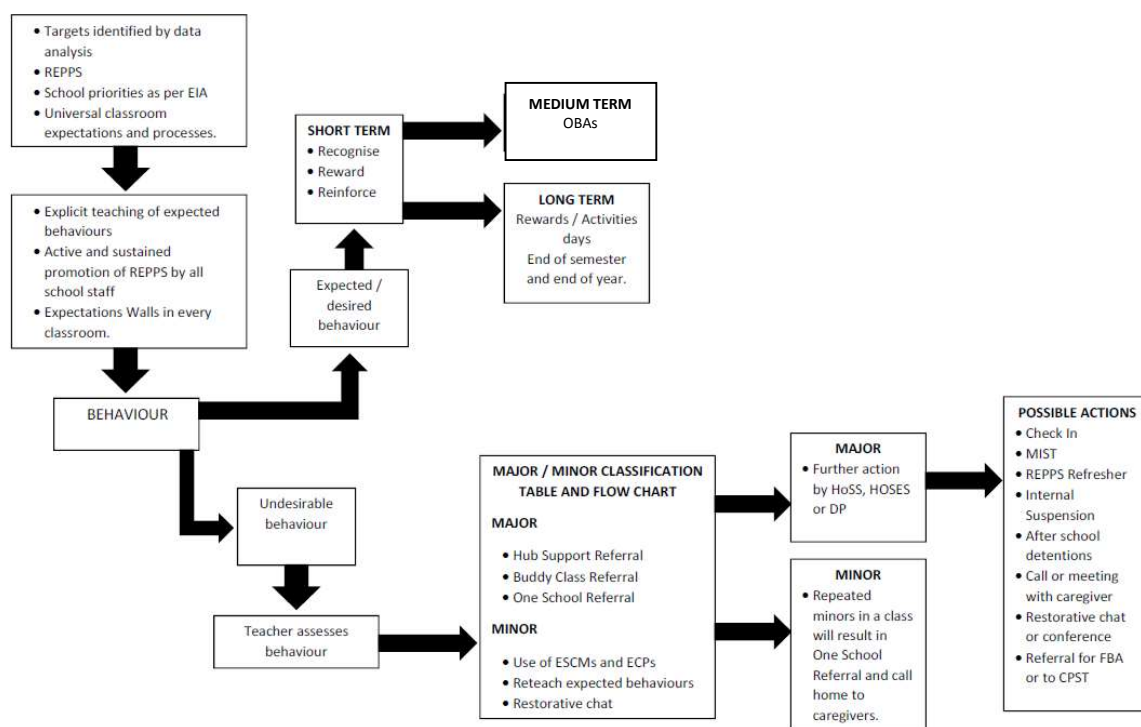
School Wide Expectations Matrix

As part of our Tier 1 (universal) level of support, we have identified our School Wide Expectations and these are displayed in every classroom in the school. We also explicitly teach our expectations of students through the Care and Careers Program, where the Behaviour and Value of the Week are taught to every student.

OAKEY STATE HIGH SCHOOL-WIDE EXPECTATIONS MATRIX				
Respect	Excellence	Participation	Personality	Safety
<ul style="list-style-type: none"> Use your manners Respect difference and the rights of others Respect teachers or guests who are speaking by listening and acknowledging them appropriately Use appropriate verbal and non-verbal language including on the internet when and if referring to Oakey High students or staff Remove your hat when entering a classroom Put rubbish in the bin Follow teacher and staff directions immediately Care for school equipment and use it appropriately Care for your own equipment and use it appropriately Respect the belongings of others Listen to morning notices and take action if required Avoid vandalising school facilities and equipment Avoid disrupting classes or presentations Move quietly from location to location during class time. 	<ul style="list-style-type: none"> Always try your best Make an effort Keep trying – don't give up trying to be the best you can be Catch up on work missed due to absence Submit drafts for feedback – then use feedback to improve your work Focus on your learning and be engaged in lessons Study for tests and prepare for assessment Set goals that will enhance your future prospects Strive to achieve goals 	<ul style="list-style-type: none"> Bring all materials required to class Be on time for class Complete homework tasks by the due date Complete assessment tasks by the due date Submit all assessment items Pay attention in class and actively participate Attend school regularly Attend all lessons Be organised Meet deadlines Hand in permission slips and payments for school excursions and activities on time Use class time effectively to further your learning 	<ul style="list-style-type: none"> Be a positive role model Wear the school uniform correctly and with pride Be accountable and take responsibility for your own actions Ask for help if you need it Display sportsmanship Take turns and share when required Tell the truth and be honest Represent the school with pride Work with others to solve problems Seize opportunities for personal development and improvement 	<ul style="list-style-type: none"> Keep your hands, feet and objects to yourself Walk to the left in stairwells, corridors and on verandas Put your school bags in port racks provided Wear a hat when outdoors Line up outside classrooms and enter and exit quietly Report damage / breakage / vandalism Report injuries, acts of bullying and violence Avoid bullying or physically / sexually harassing others in person or on social media Walk away from conflict and seek help from staff to resolve conflict Stay out of "out of bounds and restricted areas" Use pedestrian crossings and follow bus monitor / crossing guard directions – observe road safety rules Bring only approved items to school Stay clean and dry Be dressed appropriately for lessons Use required safety equipment appropriately Follow specific safety rules in labs and workshops Use ICTs appropriately and according to staff direction

PBL Behaviour Management Process

PBL BEHAVIOUR MANAGEMENT PROCESS



To assist staff members and students at Oakey State High School to identify, monitor and respond to student behaviour, each and every classroom has an Expectations Wall which clearly outlines the school's values, expectations and defines what is considered major and minor behaviour.

Categories of **major** behaviours are defined as follows:

Category	Major Classification
Abusive Language	<ul style="list-style-type: none"> Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. Can be directed at other students or an adult.
Academic Misconduct	<ul style="list-style-type: none"> Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing / receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism. May include use of AI to create an assessment submission.
Bomb Threat / False Alarm	<ul style="list-style-type: none"> Student delivers a message of possible explosive materials being on campus, near campus and / or of pending explosion. May also include the activation of a fire alarm without cause.
Bullying	<ul style="list-style-type: none"> Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and / or psychological harm. Bullying may physical, social, verbal or cyber. Bullying can occur in person or online (cyberbullying). Bullying may be obvious or hidden.
Defiance	<ul style="list-style-type: none"> Student refuses to follow directions given by school staff. School staff includes cleaners, grounds staff, tuckshop staff, teacher aides, teachers and member of the school's leadership team.
Disrespect	<ul style="list-style-type: none"> Student intentionally delivers socially rude or dismissive messages to adults of students and disrespect continues after the staff member has applied censure or consequence.
Disruption	<ul style="list-style-type: none"> Student engages in behaviour causing an interruption to teaching and learning in a class, school activity or event. Includes disruption during examinations or assessment. Disruption includes sustained loud talk, yelling or screaming, making noises (with parts of body or materials) and/or sustained out-of-seat behaviour.
Dress Code	<ul style="list-style-type: none"> Student wears clothing that is not within the dress code guidelines defined by the school.
Falsifying Documents	<ul style="list-style-type: none"> Student intentionally creates, changes or modifies a document with the intension of misleading. It includes signing a person's name without that person's permission.
Fighting	<ul style="list-style-type: none"> Student is involved in and actively participates with others in an incident involving physical violence. Violence can include pushing, shoving, tripping, choking, punching, hitting, hitting with an object, slapping, scratching, kicking, hair-pulling and other actions intended to harm the other party. Student may have initiated the fighting – or be responding to physical aggression from another party.
Harassment	<ul style="list-style-type: none"> Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics. Not to be confused with bullying which is ongoing / regular / frequent deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and / or psychological harm.
Physical Aggression	<ul style="list-style-type: none"> Student intentionally engages in actions involving physical contact with others where injury may occur (e.g. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching etc) This includes premeditated acts or incitement of others such as verbal encouragement of others to fight, or relaying messages to one or both parties to create or sustain conflict between the parties which encourages them to undertake physical aggression. This incitement may occur face to face or via social media, messages or email. Physical aggression may be directed towards peers, adults, visitors or animals, or flora or fauna.
Property Damage	<ul style="list-style-type: none"> Student participates in an activity that results in destruction, damage or disfigurement of property. Property may belong to a student, adult, visitor to the school or the school.
Property Misuse causing Risk to Others	<ul style="list-style-type: none"> Student engages in misuse of property which may cause a risk of injury or ill-health to others. This includes behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Refusal to participate in the educational program of the school.	<ul style="list-style-type: none"> Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.
Substance misconduct involving illegal substances	<ul style="list-style-type: none"> Student is in possession of, has supplied or is using illegal drugs / substances / imitations or implements.
Substance misconduct involving legal substances	<ul style="list-style-type: none"> Student is in possession of, has supplied or is using tobacco, vapes, alcohol, or other prohibited substances or implements.
Technology Violation	<ul style="list-style-type: none"> Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of loggers, impersonating staff or other students. Also includes the filming of physical aggression or fighting of other students, or videos posted on line showing students in school uniform or on school property engaging in behaviour which brings the school in to disrepute.
Theft	<ul style="list-style-type: none"> Student is involved by being in possession of, having passed or being responsible for removing school or someone else's property.
Truancy (out of class – still on campus)	<ul style="list-style-type: none"> Student is present at school, but it absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence). The student has remained on campus but has not attended class.
Truancy (out of school – not on campus)	<ul style="list-style-type: none"> Student is absent from school and has left the campus (for one or more periods, for break times or for the entire school day) without permission and without following Oakey State High School's signing out procedure (i.e. unauthorised absence)
Use / Possession of Combustibles	<ul style="list-style-type: none"> Student is / was in possession of substances / object readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols and devices that emit odours, gasses or smoke.
Use / Possession of Weapons	<ul style="list-style-type: none"> Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing fear of bodily harm or actual bodily harm.

Categories of **minor** behaviours are defined as follows:

- A MINOR incident is one that is resolved through the use of Essential Classroom Practices, Essential Skills for Classroom Management and classroom teacher intervention.
- If the behaviour continues over time despite teacher intervention or use of strategies and practices, a OneSchool entry is required.
- The reporting teacher is required to refer the incident to the HoSS, make contact with home and record the contact on OneSchool.
- If writing One School Entries regarding students supported by the SEP, the HOSES **must** receive the referral (no need to refer to other people).

Category	Minor Classification
Abusive Language	<ul style="list-style-type: none"> • Student delivers low level verbal messages that include swearing, name calling, or use of words in an inappropriate way that is not directed at adults.
Defiance	<ul style="list-style-type: none"> • Student initially refuses to follow directions given by school staff, but responds to adult's corrective action. School staff includes cleaners, grounds staff, tuckshop staff, teacher aides, teachers and member of the school's leadership team.
Disrespect	<ul style="list-style-type: none"> • Student intentionally delivers socially rude or dismissive messages to adults of students and disrespect but ceases after the staff member has applied censure or consequence.
Disruption	<ul style="list-style-type: none"> • Student engages in behaviour causing an interruption to teaching and learning in a class, school activity or event. Includes disruption during examinations or assessment. Disruption includes sustained loud talk, yelling or screaming, making noises (with parts of body or materials) and/or sustained out-of-seat behaviour. Disruption does NOT reach the level where the student is sent to a Buddy Class or to the Hub with a Grey Slip.
Harassment	<ul style="list-style-type: none"> • Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics. Not to be confused with bullying which is ongoing / regular / frequent deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and / or psychological harm. Student ceases behaviour after staff member takes corrective action.
Property Damage	<ul style="list-style-type: none"> • Student participates in an activity that results in minor damage or disfigurement of property. Property may belong to a student, adult, visitor to the school or the school. Includes small acts of vandalism.
Property Misuse causing Risk to Others	<ul style="list-style-type: none"> • Student engages in misuse of property which may cause a risk of injury or ill-health to others. This includes behaviour involving throwing objects or using objects in an unsafe manner. Behaviour does not cause actual injury, and ceases when staff member takes corrective action.
Refusal to participate in the educational program of the school.	<ul style="list-style-type: none"> • Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school but then re-engages in learning when given opportunity to calm down or recover from upset.
Truancy (out of class – still on campus)	<ul style="list-style-type: none"> • Student is present at school, but is significantly late to class without permission or appropriate reason (i.e. an unauthorised absence). The student has remained on campus but has not attended the lesson by the time the class enters the learning space under teacher direction.

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff. These expectations are based on our school values of Respect, Excellence, Participation, Personality and Safety.

Respect

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher, Head of Department, Deputy Principal, Principal or other member of staff to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Safety

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You ensure that your student does not bring dangerous or prohibited items to school.	We will provide clear information about which items are prohibited at school.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent. When discussing your concerns, you are respectful and avoid abusing or threatening staff.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Participation

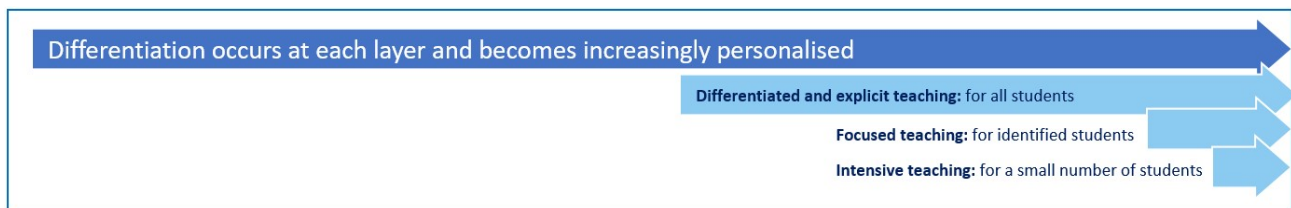
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You encourage your child to complete assignments and homework as required by the program of learning.	We will provide information to you about assessment requirements and due dates.

Differentiated and Explicit Teaching

Oakey State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. Not only does this apply to our curriculum subjects, but our teaching of expected behaviours and the school's values. To do this, students are explicitly taught what we expect as a school and then they are provided opportunities to practise these behaviours. Teachers recognise, reinforce and reward expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Oakey State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section (see pages 12-19). For example, in the PBL framework, 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.

Every classroom in our school uses the PBL School Wide Expectations Matrix, which is shown on page 24, 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, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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 Oakey State High School to provide focused teaching. Focused teaching is aligned to the PBL School-wide Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Oakey State High School has a range of Student Support Network staff available through The Hub to help arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these supports, please speak with the Team Leader of PBL , Terri Delander-Curle or the Guidance Officer, Lauren Hannant.

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. Some students may receive additional teacher aide support to assist them to develop the social and behaviour skills to enable them to participate positively as part of the school community.

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with 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,
- serious and persistent disruption to teaching and learning, or
- conduct which is highly prejudicial to the good order and management of the school.

In these cases, the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. It must be noted that it is immaterial whether this behaviour has occurred in a virtual (digital) or real space if it causes serious harm, serious disruption or is highly prejudicial to the good order and management of the school.

Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. These 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 4 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")

- Revised seating plan and relocation of student/s
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Individual positive reinforcement for appropriate behaviour
- Classwide 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 to Buddy Class, Hub or Administration Office)
- Detention

Focussed

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

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

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Discipline Improvement Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Internal suspension (up to 3 days)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Possible Disciplinary Consequences

Oakey State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable and fair consequences which take in to consideration the student's circumstances. The processes for dealing with unacceptable behaviour are outlined in the school's PBL Behaviour Management Process, which is founded on the school's Major and Minor Classification charts (see pp 25 – 26) of this document).

Consequences or sanctions may include:

- Temporary removal or property (as per school policies and procedures)
- Removal from the classroom for a period of time or use of a Buddy Class or Hub Support Referral
- Loss of the privilege of bringing a personal technology device to school for a period of time
- Check In with Head of Student Support (HoSS)
- Buddy Class – students may be sent to a Buddy Class if student behaviour is so disruptive that it interferes with teaching and learning AND it is not resolved through the teacher's corrective actions.
- Buddy Class Reflection – where the student meets with the Head of Student Support to reflect on why the student is being buddied by a teacher – involves problem solving activities.
- Playground withdrawal – where student spends entire break in Hub with access to food, water and toilet facilities)
- Teacher administered detention (up to 20 minutes in length and involving re-teaching of behaviour expectations)
- Restorative Conferences or Restorative Chats
- After school detention (30 minutes in length with 24 hours' notice to parents / caregivers)
- Community service activities (such as picking up litter or repairing damage to school facilities)
- Internal suspension (up to 3 days in length)
- External suspension (short: 1-10 days; long: 11-20 days)
- Cancellation of Enrolment
- Exclusion

Detentions and After-school Detentions

One of the possible consequences for unacceptable behaviour could be detention. These detentions may be during or after school hours.

Where a detention has been issued during school hours by a teacher as a consequence for unacceptable behaviour that is not referred for action to a Head of Student Support, it is expected that the staff member will:

- Record the incident and the consequence given on OneSchool
- Contact the parent / caregiver and provide information about the behaviour that led to the consequence being applied.
- Limit the detention to a length of 20 minutes in order for the student to have access to food, water and toilet facilities.
- Have the student complete an appropriate and related corrective activity – for example writing out safety rules, picking up litter under the teacher's supervision, completing unfinished classwork or catching up on incomplete assessment.
- Review and reteach behaviour expectations to the student so that they are able to meet the teacher's behaviour expectations in the next lesson.

A detention issued by Heads of Student Support at Oakey State High School is known as a “check in”. During a check in with the Head of Student Support, the following may occur:

- Completion of a Check In review, where the Head of Student Support and the student:
 - revise the school’s expectations (see the School-Wide Expectations Matrix – page 24)
 - make a plan for improved behaviour.
 - Discuss whether there is a need for the student to receive additional support from members of the Student Wellbeing Team.

These check-ins have a duration of up to 20 minutes, and are typically undertaken during the longest break of the day. This is to ensure that the student has enough time remaining to eat, drink and go to the toilet before attending their next class.

Where a student fails to attend the detention without good cause, this may be considered defiance and the school’s Administrative Team (Deputy Principal or Principal) will be consulted to decide on an appropriate course of action.

An after-school detention may be up to an hour in duration. The duration is determined by the Principal and will be outlined on the consent form provided to parents.

For detentions issued for **outside of school hours**, including Saturday:

- a **risk assessment** has been completed and a **risk management plan** developed
- parents have been notified verbally and in writing (in the form of the Consent Form) of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- parents have been provided with a copy of the Out of School Hours Detention Consent form to sign
- parents have been consulted about suitable times for the detention to be completed within the parameters set by the school, and
- parents have been informed of:
 - the location and duration of the detention
 - their responsibility to arrange travel/supervision to and from the detention, where appropriate.

The Out of School Hours Detention Form appears on the next page.



Out-of-school hours detention — consent form

Student's details

Student name:	
Class:	

Reasons for detention

Outline the circumstances and behaviours that may warrant a detention (in line with Student Code of Conduct)
--

Activity details

Day and date	
Times	
Location	classroom, office etc.
Description	what the student will be doing e.g. school work, revision of school rules and policies, restorative practices, etc.
Potential hazards	as appropriate
Transportation	detail how the student will be getting to the activity, e.g. parent transport
Dress code	e.g. uniform or other suitable clothing to be worn
Items to bring	e.g. school work, food or drink
Medical requirements	Information relevant to students with medical requirements e.g. due to conditions such as diabetes, asthma, travel sickness, allergies or anaphylaxis

Principal's authorisation

- ☐ I have made this decision under section 276 of the *Education (General Provisions) Act 2006*.
- ☐ A risk assessment has been completed and a risk management plan developed where necessary
- ☐ Parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- ☐ Parents have been consulted about suitable times for the detention to be completed within the parameters set by the school
- ☐ Parents have been informed of:
 - ☐ location and duration of the detention
 - ☐ their responsibility to arrange travel/supervision to and from the detention, where appropriate

Principal's name:	
Principal's signature:	Date:

Parent's consent

- ☐ I have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur
- ☐ I have been consulted about suitable times for the detention to be completed within the parameters set by the school
- ☐ I have been informed of:
 - ☐ the location and duration of the detention
 - ☐ my responsibility to arrange travel/supervision to and from the detention (if necessary)
- ☐ I give consent for my child to participate in the out-of-school hours detention detailed above.

Parent's name:	
Parent's signature:	Date:



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 Oakey State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous or damaging that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. An SDA may also be considered if there is serious and ongoing disruption to teaching and learning, or if the student engages in conduct which is highly prejudicial to the good order and management of the school. This includes conduct which may have taken place in a digital space.

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

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

Re-entry following suspension

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

It is not mandatory for the student or their parents to attend a re-entry meeting. However, the school strongly encourages caregivers to attend and in some cases re-entry can only occur after the meeting has been successfully completed. This is because the student will experience greater success in re-engaging in the school community if caregivers and the school work together to support the student. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are usually attended by the Principal or their delegate, the student and their parent/s or caregivers. However, at times it may be beneficial for members of the student's support team at school to attend in order to give information about supports offered to the student and to assist with planning. The presence of Student Support Team members is at the discretion of the Principal or their delegate.

A record of the meeting is saved in Oneschool, under the Contact tab, including any notes or discussions occurring during the meeting. This may take the form of a re-entry agreement, which is signed by all parties at the meeting and uploaded on to Oneschool.

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 of re-entry meeting:

- 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)
- Through discussion with the student and their caregiver, devise a plan to avoid a repeat of behaviours that led to the suspension
- 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.

Cancellation of Enrolment

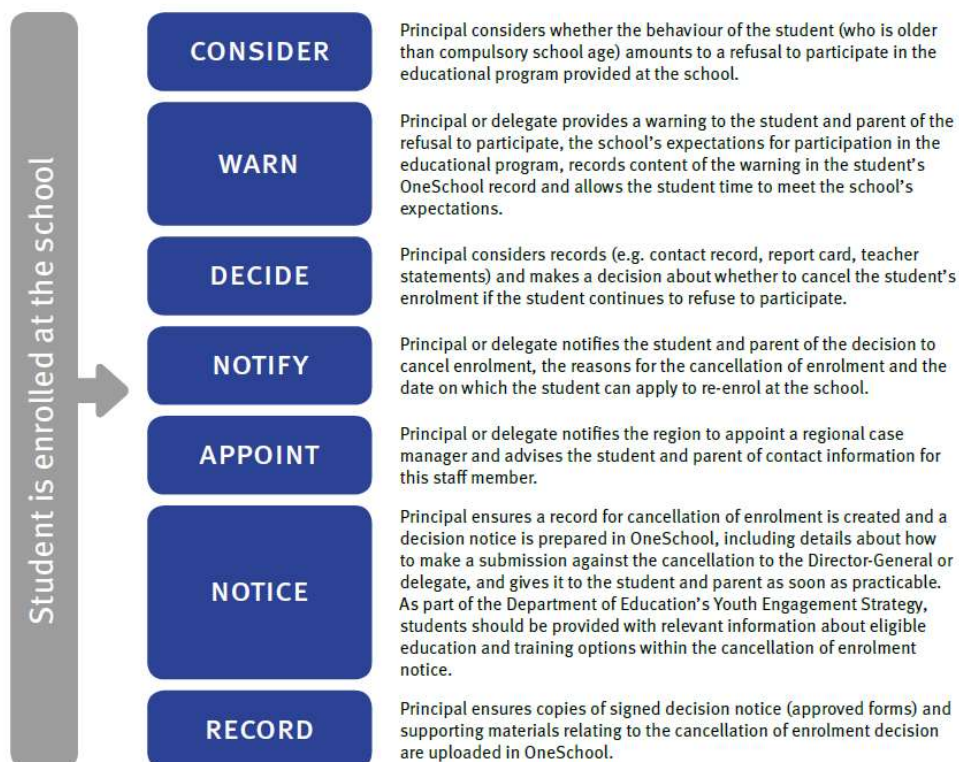
Cancellation of a student's enrolment is considered a very serious disciplinary action. As per the Education (General Provisions) Act 2006, cancellation of a student's enrolment takes place as a result of refusal or failure to participate in the educational program of the school. To have their enrolment canceled, a student must be aged 16 or over, or have completed Year 10.

Behaviours which a student facing cancellation may exhibit include:

- Poor attendance
- Poor effort results on report cards
- Not submitting drafts of assessment, or final submissions by the due date
- Skipping classes and truancy, or refusing to attend classes
- Being unable to participate in the program of instruction because the student fails to bring and use the required personal protection equipment
- Failure to participate in supportive measures put in place to assist the student to remain enrolled.

As with all consequences given to students, their individual circumstances are taken in to consideration as part of this process. Cancellation processes at Oakey State High School follow the process outlined here:

Cancellation of enrolment flowchart



Students and their caregivers also declare their commitment to post-compulsory schooling by signing the agreement (shown on page 36). For further information about the cancellation of enrolment, please read this [Fact Sheet](#).



Oakey State High School Senior Student Agreement

The Compulsory Schooling Phase in Queensland ends when a student turns 16 years of age, or has completed Year 10, whichever occurs first. Students then enter the Post-Compulsory Participation Phase, meaning they must be “learning or earning”. During the Post-Compulsory Participation Phase, young people must be:

- Enrolled at and attending school, or
- Completing an apprenticeship or traineeship, or
- Completing other full-time training through a Registered Training Organisation (e.g. TAFE), or
- Working full-time (minimum of 25 permanent hours per week).

Once students have completed their compulsory schooling, the Principal may cancel their enrolment if they fail to participate in the program of instruction offered at the school. Grounds for cancellation of enrolment include frequent absenteeism, truancy, failure to complete assessment, and refusal to complete classwork and required courses.

Student Agreement

I, _____, understand that my post-compulsory education at Oakey State High School is provisional upon my acceptance of, and adherence to, the rules and conditions set down by the Department of Education Queensland, the Queensland Curriculum and Assessment Authority, and Oakey State High School. As a student at Oakey State High School, I will work to bring credit to myself and this school in all that I do. I will uphold the high standards of this school by:

- Committing to my **learning** by **staying on task, arriving prepared, and completing all subject and coursework, homework, assignments, and exams** in order to achieve a **Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)** at the end of Year 12.
- **Using a respectful voice and manner** with staff, students, and visitors to the school, as well as to my trainer and employer when participating in off-campus courses.
- Wearing the **school uniform** correctly at all times. This includes adhering to the Workplace Health and Safety requirements in terms of approved footwear, jewellery, workshop rules, etc.
- Maintaining a **90% attendance rate, being in the right place on time, and providing original proof of any legitimate absences** (e.g. medical certificate).
- Upholding the **school values** (Respect, Excellence, Participation, Personality, and Safety).

I understand that failure to meet these commitments puts my enrolment at Oakey State High School at risk of being cancelled.

Signature: _____

Date: ____ / ____ / ____

Parent / Carer Agreement

I commit to supporting my student to successfully complete Years 11 and 12 at Oakey State High School by:

- Providing documentation to explain legitimate **absences** and **minimising disruptions to my student's education** by scheduling family holidays during school vacations.
- Ensuring my student has the **equipment** required for learning (e.g. BYOD computer, calculator etc ...)
- Making arrangements to pay subject **fees** so that my student can access all materials and learning experiences provided by the school.
- Maintaining **contact** with my student's teachers regarding their progress by attending parent-teacher interviews, communicating concerns, etc.

Signature: _____

Print name: _____

Date: ____ / ____ / ____

Witnessed by: _____

Date: ____ / ____ / ____

Legislative Delegations

Legislation

In this section of the Oakey State High 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](#)

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons including sticks or lengths of wood, plastic or metal.
- potentially dangerous items (e.g. blades, rope)
- drugs – including synthetic and imitation drugs** (including tobacco)
- implements used to ingest drugs or imitation drugs
- 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 **written** authorisation to administer any medication to students (**including for over-the-counter medications such as paracetamol or alternative medicines**). To provide this authorisation, parents need to have completed the form required by the Department of Education and Training. Copies of this form are available upon request from the school office.

Responsibilities

State school staff at Oakey State High School:

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

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

Students of Oakey State High School

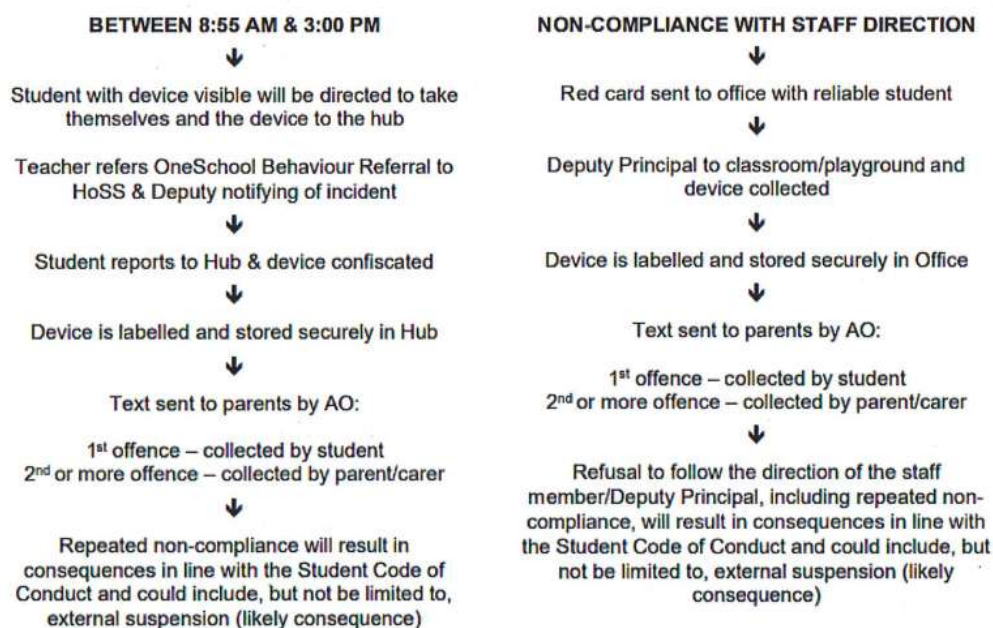
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Oakey State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive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

Use of mobile phones and other Personal Technology Devices by Students

The use of personal technology devices (including but not restricted to mobile phones and smart watches) between 8:55am and 3:00pm is completely banned. This policy does not apply to BYoX devices (laptops).

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

Consequences Flowchart



***NOTE: Use of digital devices in toilets will automatically result in the same consequence as repeated non-compliance/refusal to follow staff direction.**

Students are strongly discouraged from bringing valuable personal technology devices like cameras or digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices may be confiscated by school staff and, if confiscated, may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Exemption

There are students who, for health reasons (e.g. for monitoring diabetes) need to have access to personal technology devices. If your student requires an exemption from this policy, you need to contact one of our Deputy Principals to apply. Documentation to support your application may be required.

Confiscation

Personal technology devices (such as mobile phones) used contrary to this policy on school premises can be subject to the school's policy relating to the temporary removal of property. Please refer to this policy for further information (see pg 38).

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

When repeated breaches of school rules, or behaviour on phones which affect the good order and management of the school occur, students may be directed to not bring a personal technology device to school – either permanently or for a specified period of time.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight for the duration of the school day. The school day includes break times and when the student goes to the toilet.

Recording voice and images

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

We uphold the value of trust and the right to privacy at Oakey State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter (such as fights between students, acts of vandalism, or simulated or real drug use) which are capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

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

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

Text communication

The sending of text messages (or communications using Snapchat, Instagram, Tik Tok, Facebook or any other social media application) that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment. Personal technology devices such as mobile phones can not be used in the place of scientific calculators due to the ability to connect to on-line sites that may facilitate cheating or give an unfair advantage to a student while completing assessment. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

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

Special circumstances arrangement

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

Preventing and responding to bullying

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.

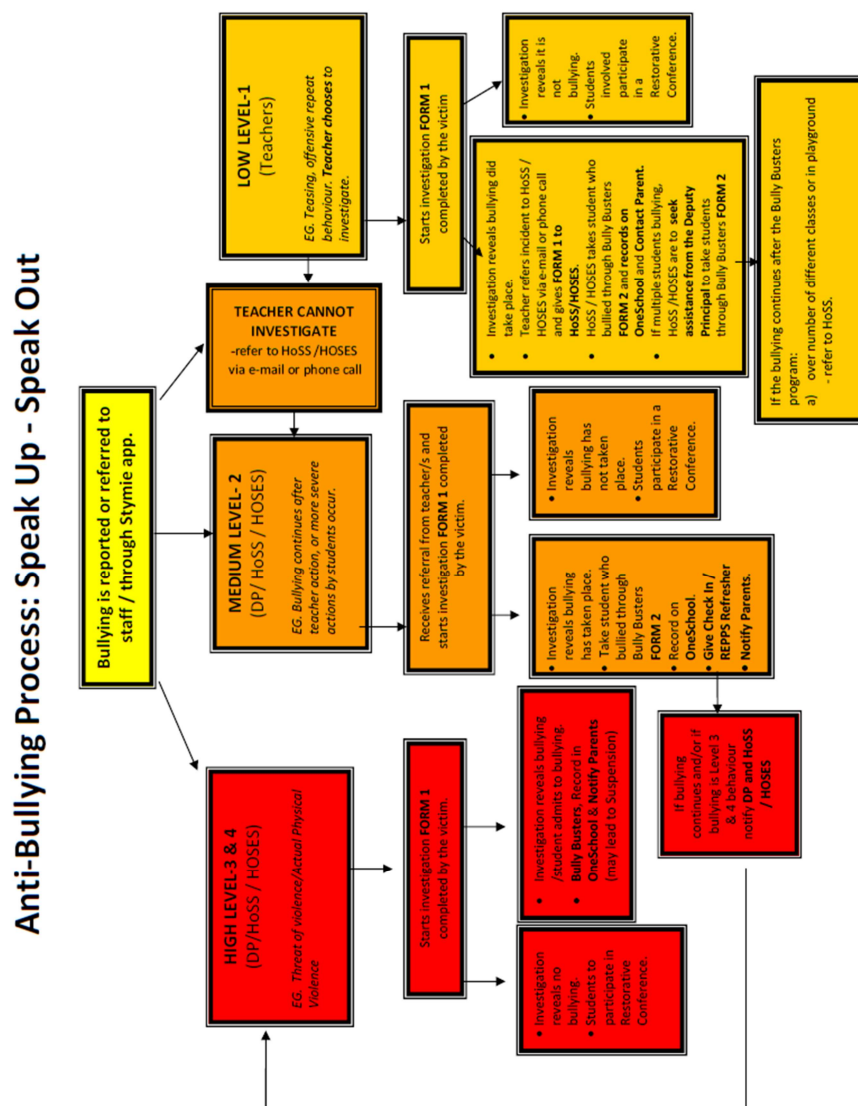
However, these conflicts are still considered serious and need to be addressed and resolved. At Oakey State High School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Oakey State High School's approach to bullying involves the concept of "Speak Up - Speak Out" (SUSO) when there are instances of harm or threats of harm. The concept of SUSO is actively and consistently promoted at whole school and year level assemblies, through the school's Care and Careers Program, PBL videos and the school's Facebook page. When students speak up and speak out, they may choose to do this in a number of ways. It could be reported directly to a teacher or member of staff face to face, or the incident could be reported using Stymie. Stymie allows anyone with concerns to report instances of harm or threats of harm to the school anonymously and through the use of a mobile phone or computer.

When a report of harm or a threat of harm is received, the school has a process which is followed. This is outlined in the following pages. Again, it must be emphasised that action taken by the school will take in to consideration all circumstances.

The Reporting Process – when an incident is reported to staff.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Head of Student Support (HoSS) for your student's year level. If your student is participating in the Special Education Program offered at Oakey State High School, you should approach the Head of Special Education Services (HoSES) to discuss the incident.

Head of Special Education Services: Jenni Timperley	Ph 46914152
Head of Student Support Year 7 and 12: Ethan Hearn and Rachel Waddell	Ph 46914120
Head of Student Support Years 8 and 11: Terri Delander-Curle	Ph 46914120
Head of Student Support Years 9 and 10: Rachael Lanfranchi	Ph 46914120

These members of staff can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions, concerns or complaints about the school process for managing or responding to cyberbullying should be directed to either of the Deputy Principals – Emma Castles (7, 9 and 11) or Lachlan O'Connell (8, 10 and 12).

Oakey State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

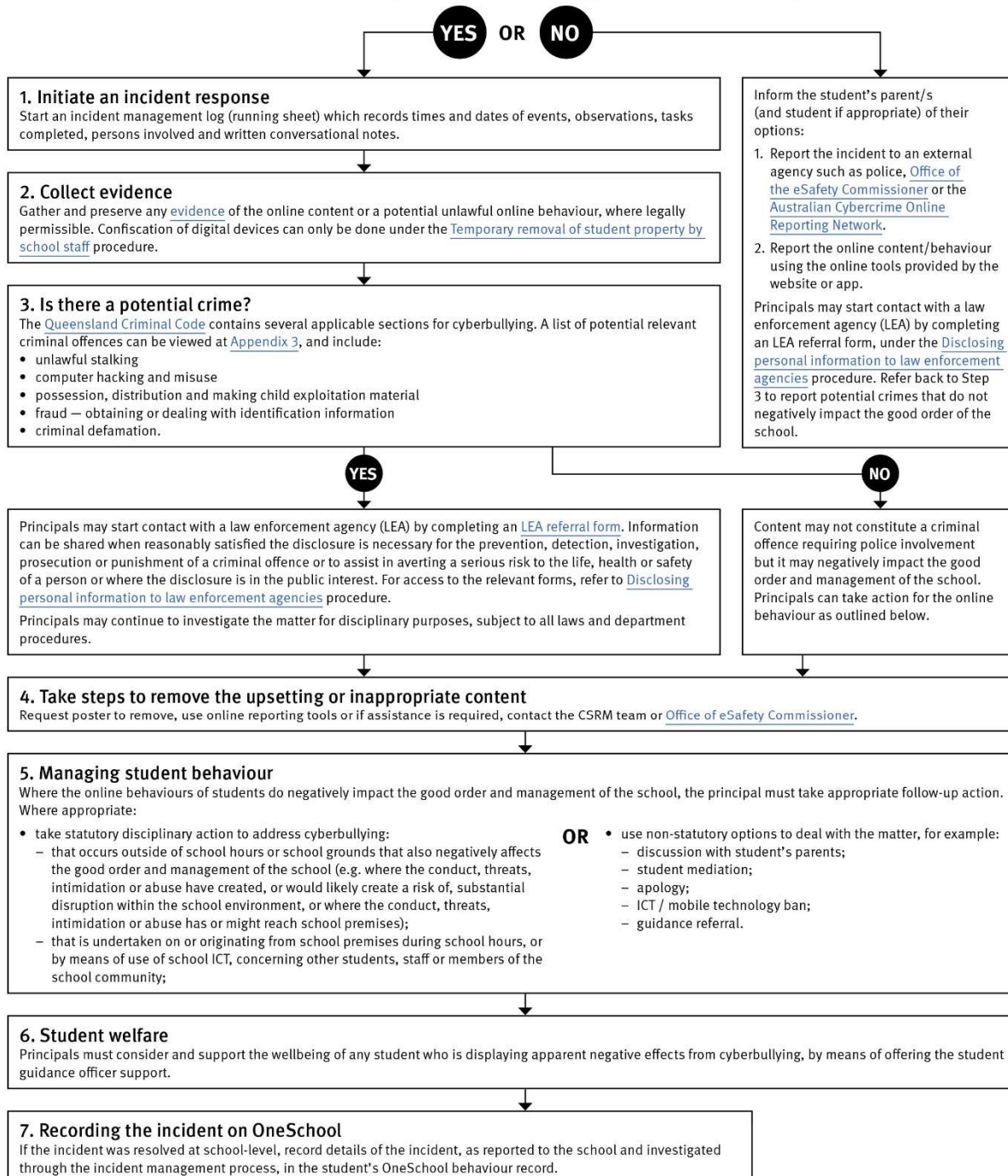
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services - SUSO

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to learn and 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, withdrawal from the playground during break times, or more severe punishments such as external suspension or exclusion from school.

Appropriate use of Social Media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Apply the T.H.I.N.K test. Is it **T**True? Is it **H**Helpful? Is it **I**Inspiring? Is it **N**Necessary? Is it **K**Kind?
- 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.
- Avoid airing complaints about the school or the manner in which the school has addressed the problem on social media. Instead, contact the school to discuss the matter, or follow the school's complaints procedure.
- Avoid liking or commenting on posts that are abusive, harmful or threatening to others. You may not be the person who originally posted the offending material, but liking it or commenting on it may show that you are supporting what they are saying. This is you joining in the bullying or harassment of others. Do not engage with this type of material.
- 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. If your child is involved in a conflict with another young person, do not escalate the situation by making comments or posting material designed to hurt or harm the other child or their family. Doing so escalates the situation, may leave you open to legal action and sets a poor example for your child because you are their first teacher.

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. This is because doing so is an offence in and of itself. 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.

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

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

Role of social media

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

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

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

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

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

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

Appropriate use of social media

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

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

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

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

Oakey State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not affect the good order and management of

the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences.

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

Restrictive Practices

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.

Use of seclusion and physical restraint

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

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

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

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

Examples of physical restraint that might be "reasonable" in the circumstances would be:

- a) using manual guidance to prevent a student running onto a busy road
- b) holding a student to prevent them physically attacking someone, or
- c) holding a student's hand to prevent repetitive, serious self-injurious behaviour.

State school staff must not use seclusion and physical restraint as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint should not be used to respond to:

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

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.

Planned use of Restrictive Practices

Planned use of restrictive practices are used in circumstances where:

- 1) An assessment of the student's behaviour, setting events (triggers) and risks has been made using Functional Behaviour Assessment and the Behaviour Risk Assessment Tool – student safety and wellbeing.
- 2) Specialist staff have been engaged as necessary to assist with assessment and planning.
- 3) An Individual Safety Plan, Behaviour Support Plan and/or Crisis Prevention Plan are in place to minimise the likelihood of restrictive practices needing to be employed, or, if they are to be employed, under what circumstances that is to occur.
- 4) Consultation with parents / guardians or caregivers has occurred.

As leader of the school community, the Principal will:

- a) provide training on evidence based positive behaviour support to state school staff
- b) ensure a [Focused Review](#) is conducted after the use of seclusion and any unplanned physical restraint
- c) ensure utilisation of the [Behaviour risk assessment tool – safety or wellbeing](#) to develop and implement Individual Behaviour Support Plans for students that behave in a way that might require the use of restrictive practices
- d) ensure the development and implementation of Individual Behaviour Support Plans and Individual Student Safety Plans in instances where planned physical restraint, mechanical restraint or containment are used, and
- e) ensure data is appropriately recorded for review by the principal's supervisor or delegate.

Critical Incidents

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

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. If a staff member requires immediate support from a member of Administration, staff will send a red card to the office with a reliable student. The red card communicates to Administration that their attendance at the location is required to assist with responding to an emergency or critical situation.

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

In responding to critical incidents, staff will:

- a) utilise basic defusing and de-escalation strategies
- b) implement any strategies recorded in a student's individual plan (e.g. Crisis Intervention Plan, Behaviour Support Plan, Discipline Improvement Plan)
- c) physically intervene if necessary in the circumstances
- d) record the critical incident as soon as possible after it has occurred
- e) participate in a debriefing and review of the use of physical intervention

a) Utilise basic defusing strategies

- 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 calm and 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, and withdraw if the situation escalates.
- 4. Remove people from the area if there is a risk to the safety of others posed by the critical incident.
- 5. Provide the student with time and space for de-escalation before debriefing.
- 6. Debrief: 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.
- 7. Have a restorative conversation with the student (known as a Restorative Chat) after debriefing to restore the relationships that have been damaged by the incident.

b) Utilise Physical Intervention as necessary in the circumstances

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted or are not appropriate due to safety concerns and a student is:

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

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

c) Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <https://ppr.qed.qld.gov.au/pp/restrictive-practices-procedure> online.

d) Debriefing and Review of the use of Physical Intervention and Critical Incident

After a critical incident, staff and students involved will be supported and debriefed. This is to support the mental and physical health of students and staff who were involved or affected by the incident. The incident will also be subject to a review by the Principal. This review should happen within five business days of the incident.

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](#) as outlined in enrolment documents
- [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](#)
- [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](#)

Acronyms

Acronym	What the Acronym Means...
CCP	Care and Careers Program (pastoral care)
CEC	Community Education Counsellor (Indigenous)
CPST	Classroom Problem Solving Team
CRM	Cybersafety and Reputation Management
DIP	Discipline Improvement Plan
DoE	Department of Education
DP	Deputy Principals
ECPs	Essential Classroom Practices
ESCMs	Essential Skills for Classroom Management
EQ	Education Queensland
FBA	Functional Behaviour Assessment
GO	Guidance Officer
HoSES	Head of Special Education Services
HoSS	Head of Student Support
MTSS	Multi-Tiered System of Support
OSHS	Oakey State High School
P&C	Parents and Citizens Association
PBL	Positive Behaviour for Learning
PTD	Personal Technology Device (e.g. iPad, mobile phone, laptop computer)
QPS	Queensland Police Service
REPPS	Respect, Excellence, Participation, Personality and Safety
SBYHN	School Based Youth Health Nurse
SDA	School Disciplinary Absence
SUSO	Speak Up! Speak Out!
YSC	Youth Support Coordinator

Conclusion

Oakey State High School's 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](#).