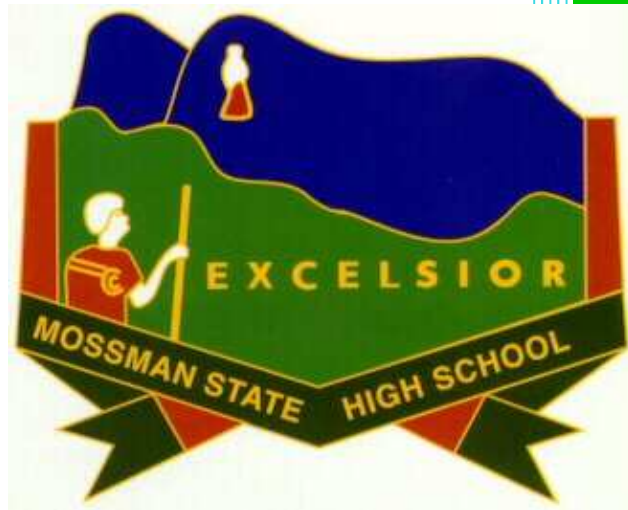


MOSSMAN STATE HIGH SCHOOL



Responsible Behaviour Plan for Students

Based on The Code of School Behaviour



Reviewed and updated January 2019



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

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**Be Safe
Be Respectful
Be a Learner**

1. Purpose

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to inappropriate behaviours. Shared expectations of student behaviour are explicit, assisting us to create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understanding of their roles so that the teaching and learning in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Mossman State High School has developed this plan in collaboration with the school community. Consultation with parents, staff and students was undertaken through the annual School Opinion Survey, Parents & Citizens Association meetings between 2012 and 2014 and feedback from parents, staff and students.

The Responsible Behaviour Plan will continue to be reviewed and updated in line with identified needs of the school and will undergo a full review at the end of 2017 as required in legislation.

3. Learning and behaviour statement

At Mossman State High School our Vision is

Every student succeeding

- *We Care*
- *We Learn*
- *We Succeed*

The foundation of our Responsible Behaviour Plan are the values identified by our school community and the Douglas Cluster of Schools.

We are Respectful

We are Learners

We are Safe

These common values have been agreed upon and endorsed by all members of our school community. They are aligned with the Code of School Behaviour for State Schools in Queensland and School Wide Positive Behaviour Support (SWPBS) that we call Positive Behaviour for Learning (PB4L) at our school.

The set of rights and responsibilities of our three keys values – Be Safe, Be Respectful and Be a Learner are outlined on the following pages.

BE RESPECTFUL – of people, property and the environment

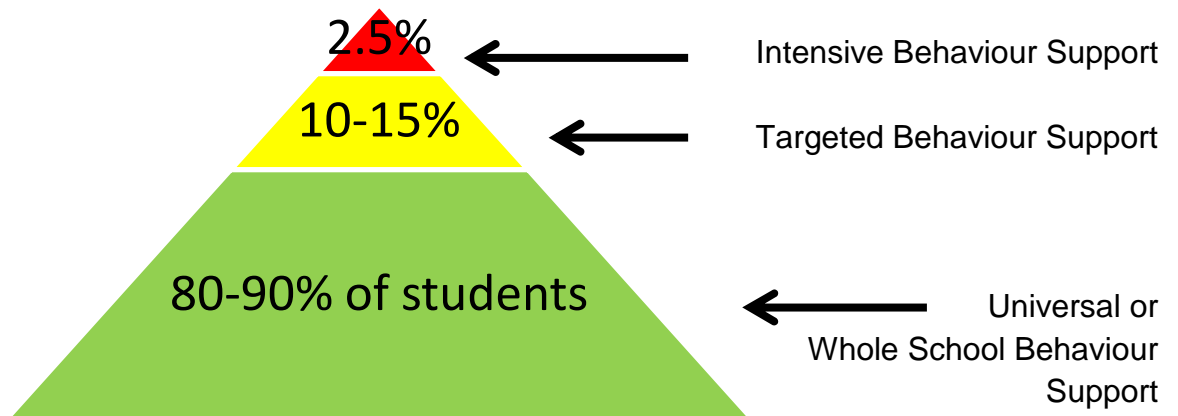
BE SAFE – in your environment

STUDENTS	<p>Students have the right to:</p> <ul style="list-style-type: none"> • Personal safety • Work in a pleasant, safe, secure and ordered environment • Feel safe and free from harassment (verbal, physical, sexual) or bullying at all times • Participate in activities that are safe • Be informed of safety procedures 	<p>Students have the responsibility to:</p> <ul style="list-style-type: none"> • Conduct themselves in a manner that ensures their personal safety and the safety of others • Wear sun smart protection when outdoors (eg hat, sun screen) • Assist in the maintenance of a safe and secure environment • Notify staff of any harassment, bullying or danger to self or others • Participate in activities in a manner which ensures their and other’s safety and follows workplace health and safety guidelines • Understand and follow safety procedures • Follow directions and/or instructions • Gain permission to leave and / or be in a setting
	<p>Teachers have the right:</p> <ul style="list-style-type: none"> • Personal safety • Work in a pleasant, safe, secure and ordered environment • Facilitate activities in a safe environment • Be informed of safety procedures and be up to date with relevant safety requirements • Work in an environment which is free from bullying and harassment by any member of the school community (students, staff, parents, friends, public) 	<p>Teachers have the responsibility to:</p> <ul style="list-style-type: none"> • Conduct themselves in a manner that ensures their personal safety • Wear appropriate clothing • Monitor and model a safe and secure environment • Organise activities to minimise / eliminate risk and ensure student and teacher safety; and implement workplace health and safety guidelines • Inform students and other staff of safety procedures / guidelines • Discourage any behaviour that may be construed as harassment or bullying • Treat all complaints of harassment or bullying as serious – ensure complainants are not victimised
PARENTS / CAREGIVERS	<p>Parents and caregivers have the right to:</p> <ul style="list-style-type: none"> • Know that their son / daughter is able to work in a pleasant, safe, secure and ordered environment • Know that their son / daughter will participate in activities that have been assessed for risk • Be informed of safety procedures and also know that their son / daughter is informed of safety procedures • Have their son / daughter work in an environment which is free from harassment and bullying 	<p>Parents and caregivers have the responsibility to:</p> <ul style="list-style-type: none"> • Actively encourage students to conduct themselves in a manner that ensures their personal safety • Actively encourage students to assist in the maintenance of the safe and secure environment • Actively encourage students to participate in activities in a manner which minimises / eliminates risk, and ensures student and teacher safety • Be aware of safety procedures / guidelines and actively encourage students to follow these • Notify the school of any harassment or bullying • Support the school in implementing its policies on harassment and bullying • Inform the school when a student is absent

<p>Students have the right to:</p> <ul style="list-style-type: none"> • Be treated courteously and with dignity by other students and teachers regardless of cultural background, race, religion, sexuality and / or individual differences • Be respected as an individual and accepted as part of the class / year level / school • Work and play in a clean and appropriate environment which encourages learning • Have their property respected, safe and secure • Be assumed to be honest and truthful • Be valued and be seen to be valued as a student of Mossman State High School 	<p>Students have the responsibility to:</p> <ul style="list-style-type: none"> • Treat other students and teacher courteously and fairly • Show respect for their own person and act responsibly as part of the class / year level / school • Assist in the maintenance of a clean and appropriate environment which encourages learning • Use others' and the school's property and environment with permission, care and consideration; and to ensure that property is returned to its rightful owner / place • Be truthful and honest, and accept consequences of actions • Respect and uphold school values, expectations and rules – report inappropriate actions to teachers / administrators • Treat others equally and with respect regardless of cultural background, race, religion, sexuality and / or individual differences • Wear the school uniform as outlined in the school's uniform policy
<p>Teachers have the right:</p> <ul style="list-style-type: none"> • Be treated courteously and fairly by other students and teachers • Be respected as an individual and accepted as part of the department / school • Work and play in a clean and appropriate environment which encourages learning • Have their property respected • Be assumed to be honest and truthful • Be valued and be seen to be valued by students, other staff and administration 	<p>Teachers have the responsibility to:</p> <ul style="list-style-type: none"> • Model and encourage fair and courteous treatment of other students and staff • Model respect for their own person and act responsibly as part of the department / school • Assist in the maintenance of a clean and appropriate environment which encourages learning • Use others' and the school property and environment with permission, care and consideration • To treat students equally and without favour • Respect, uphold and be a role model for school values, expectations and rules, regardless of personal beliefs
<p>Parents and caregivers have the right to:</p> <ul style="list-style-type: none"> • Know that their son / daughter will be treated courteously and fairly by other students and staff • Know that their son / daughter will be respected as an individual and accepted as part of the department / school • Have their son / daughter work and play in a clean and appropriate environment which is conducive to learning • Have their son / daughter's property respected • Have their son / daughter assumed to be honest and truthful • Feel valued as a parent / caregiver and have their son / daughter valued as a student of Mossman State High School regardless of cultural background, race, religion, sexuality and / or individual differences 	<p>Parents and caregivers have the responsibility to:</p> <ul style="list-style-type: none"> • Model and encourage fair and courteous treatment of other students and staff • Model respect for their own person and act responsibly as part of the school community • Assist in the maintenance of a clean and appropriate environment which is conducive learning • Use other's and the school property and environment with permission, care and consideration • Support their son / daughter and the school in the pursuit of equal and fair treatment • Respect, uphold and be a role model for school values, expectations and rules, regardless of personal beliefs • Treat all students and staff equally and with respect regardless of cultural background, race, religion, sexuality and / or individual differences • Actively encourage students to wear the correct school uniform as outlined in the school's uniform policy

BE A LEARNER – by taking personal responsibility for own actions, own organisation and own learning	
Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> • Learn without interruptions • Participate in lessons which are well prepared and cater for their learning styles • Receive support which enables them to work to the best of their ability • Participate in decision making where appropriate • Be assessed on merit 	<ul style="list-style-type: none"> • Participate in the learning program by regularly attending school, being punctual to school and class, being prepared for class with appropriate equipment, completing set tasks and behaving appropriately • Allow other students and teachers to participate / deliver the learning program • Seek and accept assistance as required • Use appropriate forums and processes to participate in decision making • Present original work
Teachers have the right:	Teachers have the responsibility to:
<ul style="list-style-type: none"> • Deliver their learning programs with minimum interruptions • Be able to deliver lessons which are well prepared and which cater for the variety of student learning styles • Receive support which enables them to work to the best of their ability • Participate in decision making where appropriate • Be assessed on merit 	<ul style="list-style-type: none"> • Ensure that students participate in the learning program regardless of others' cultural background, race, religion, sexuality and / or individual differences; by encouraging regular attendance, being punctual and prepared for school and class, and demanding appropriate student behaviour and completion of set tasks • Allow all students to participate in the learning program by catering for their needs • Provide and / or advocate for support for students to enable them to work to the best of their ability • Build a sense of community and identity within their classroom • Use appropriate forums and processes to participate in decision making • Assess students equally and fairly
Parents and caregivers have the right to:	Parents and caregivers have the responsibility to:
<ul style="list-style-type: none"> • Have their son / daughter participate in the learning program with minimal interruptions • Have their son / daughter participate in lessons which are well prepared and which cater for the variety of student learning styles • Have their son / daughter receive support which enables them to work to the best of their ability • Participate in decision making where appropriate • Be informed of school policies, dates and expectations that influence their son / daughter's learning • Have their son / daughter assessed on merit 	<ul style="list-style-type: none"> • Ensure that their son / daughter is able to participate in the learning program by regular attendance, being punctual and prepared for school and class, and expecting their son / daughter behaves appropriately and complete set tasks • Take an active and supportive interest in their son / daughter's education (including supervision of homework) • Support their son / daughter in participating in the learning program by providing for his / her needs • Advocate for support for their son / daughter through liaising with form teachers, year level co-ordinator, class teachers and administration as needed • Use appropriate forums and processes to participate in decision making • Actively support school policies, dates and expectations that influence their son / daughter's learning • Support the school in the assessment of student work, by encouraging students to present only original work

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



- **Universal Behaviour Support**

In our school approximately 80-90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

Expectations of behaviour are communicated to students by explicitly teaching students the behaviours we want them to demonstrate at school. This universal behaviour support strategy is designed to prevent or change problem behaviour and provides a framework for responding to inappropriate behaviour.

Reinforcing expected behaviour

At Mossman State High School positive rewards systems are in place to regularly reinforce students demonstrating expected behaviours. The reward systems are designed to increase the quantity and quality of positive interactions between students and staff.

We implement proactive and preventative processes and strategies to support student behaviour as shown in the following table.



MOSSMAN SHS STUDENT BEHAVIOUR EXPECTATION MATRIX

	We are Respectful	We are Learners	We are Safe
All Settings	<ul style="list-style-type: none"> • Look, listen and follow staff instructions • Use appropriate language and speak calmly • Accept difference and show tolerance • Be honest and take responsibility for our actions • Show courtesy and consideration for others, their property and the school environment • Show pride in our school and represent it positively • Wear uniform correctly 	<ul style="list-style-type: none"> • Bring required equipment. • Be in the right place at the right time • Participate in all activities and try new things • Complete all required tasks • Keep an open mind and a positive attitude • Ask for help if unsure • Give our best effort • Model positive behaviours to allow others to learn 	<ul style="list-style-type: none"> • Look out for yourself and others and seek help • Keep our hands and feet to ourselves • Keep valuables in a safe place • Look after property and our environment • Show self-control • Sit, stand and move in a calm orderly manner • Report unsafe situations • Follow processes to leave early or arrive late
Classrooms	<ul style="list-style-type: none"> • Line up and enter quietly • Help others • Use a respectful voice and manner • Wait our turn to speak • Respect others rights to learn and teach • Seek permission to move from your seat or leave classroom • Keep phones switched off and out of sight 	<ul style="list-style-type: none"> • Arrive prepared e.g. use breaks for toilet • Complete set tasks to the best of our ability and on time • Attend all timetabled lessons • Care about our own learning • Stay on task • Strive to achieve our best in all class work, homework and assessment • Use student diary for organisation 	<ul style="list-style-type: none"> • Follow the safety rules of activities • Wear personal protective equipment • Treat all equipment with care as demonstrated • Use equipment for intended purpose • Bring water bottle to drink
School Grounds	<ul style="list-style-type: none"> • Show good sportsmanship • Look out for others • Respect others belongings • Care for the environment • Keep areas clean 	<ul style="list-style-type: none"> • Participate in organised activities • Enjoy a relaxing and safe break • Use breaks to assist in learning e.g. library • Move directly to class on the bell 	<ul style="list-style-type: none"> • Report hazards to staff • Report unauthorised visitors to staff • Keep to the left of the walkways and stairs • Stay in approved areas • Be Sun Smart i.e. wear hat & sunscreen
Tuckshop & Eating Areas	<ul style="list-style-type: none"> • Be courteous towards staff and students • Monitor and maintain noise levels • Have orders and payment ready • Place litter in the bin 	<ul style="list-style-type: none"> • Make healthy choices • Use breaks to re-energise and re-focus for next lesson 	<ul style="list-style-type: none"> • Maintain personal boundaries • Queue in a safe manner
Before & After School	<ul style="list-style-type: none"> • Respect personal space • Speak politely & act with care • Treat all property respectfully • Keep area tidy 	<ul style="list-style-type: none"> • Learn road rules and public transport rules • Learn and apply student driver policy 	<ul style="list-style-type: none"> • Apply road rules around vehicles • Board the bus in an orderly fashion • Travel to and from school directly • Go directly into the school grounds on arrival

- **Targeted Behaviour Support**

In our school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is team based and develops strategies that prevent or minimise the occurrence of unacceptable behaviour.

Students who require targeted support are determined through the use of:

- Data to accurately identify students requiring targeted support (One School, mid and end of semester report results)
- Use of Student Support Services Team referral processes to identify students requiring intervention.

Once identified, strategies used to support students to follow school rules and demonstrate appropriate social behaviours may include;

- developing a plan in conjunction with student and parents;
- consulting with school-based specialists include Student Support Services Team members and/or Inclusive Education staff;
- consulting with external agencies;
- involving the student in targeted support programs – social skilling and other personal development programs;
- using data for goal setting and monitoring improvement;
- making adjustments as required to address individual students' needs and
- adult - mentoring.

- **Intensive Behaviour Support**

Historical data indicates in our school 2 to 5% of students may require more intensive support and/or flexible learning options to assist them to continue their learning. These are individualised interventions for students with highly complex and challenging behaviours. Mossman State High School is committed to educating all students, including those with high behavioural support needs. Individual plans with regular review mechanisms are used in these instances.

Students identified as needing intensive behaviour support will be referred to the Student Support Services Team. The Student Support Services Team;

- reviews the referral by collecting and examining relevant data;
- works with other staff members to develop appropriate support strategies;
- makes adjustments to the student's education program as required;
- explores alternative education/work pathways that would be better suited to the student;
- monitors and reviews the impact of support for individual students through continuous data collection and
- works with the student to address the various underlying issues that resulted in the major behaviour incidents.

In more complex cases, a case manager is appointed who then contacts relevant staff members (such as the Guidance Officer, Social Worker, School Based Youth Health Nurse, Community Education Counsellor, School Chaplain, Youth Worker, Psychologist, Senior Year Co-ordinator, Form Teacher and Class teachers) to form a focused team around the student. In many cases the support

team also includes individuals from other agencies already working with the student and their family and a representative from the School's Leadership Team.

Where students have identified Special Education Needs, support and intervention can be assessed by the Inclusive Education Team. Students with Special Education Needs are assigned a case manager who provides advice and support in preparing specialised support programs. Mossman State High School follows Department of Education and Training policies for inclusive education.

Responding to Inappropriate Behaviour

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

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

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

Levels of inappropriate behaviour

When responding to inappropriate behaviour the staff member first determines if the behaviour is minor, repeated minor, or major, with the following agreed understanding.

Minor incidences are those that;

- are minor breaches of the expected expectations;
- do not seriously harm others or cause suspicion that the student may be harmed;
 - do not violate the rights of others in any other serious way;
 - are not part of a pattern of problem behaviours and
 - do not require involvement of specialist support staff or Executive.

Minor problem behaviour is managed by staff members at the time it happens. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to;

- remind the student of expected school behaviour; and
- ask them to change their behaviour so that it aligns with these expectations.

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

This level of intervention involves the teacher;

- using Essential Skills for Classroom Management (ESCMs);
- working with students to rectify low level misbehaviours quickly and locally;
- using strategies to de-escalate the situation;

- building towards student responsibility through processes including the responsible thinking approach;
- re-directing behaviour by taking the student aside and;
 - naming the behaviour that the student is displaying;
 - asking the student to identify the expected school behaviour;
 - stating and explaining expected school behaviour if necessary; and
 - giving positive verbal acknowledgement for expected school behaviour;
- enacting natural consequences for infringements that are logically connected to the problem behaviour, for example;
 - short detention after class to finish work, clean up the room;
 - removal from activity for a specified time (eg student continues work in buddy class);
 - apology; and
 - restitution;
- contacting parents / carers to raise concerns and seek support early before they escalate. Contacts will be recorded in OneSchool;
- using strategies to appropriately manage students based on the knowledge of their individual needs and referring to support services for advice; and
- reflecting on the effectiveness of their classroom / pedagogical practices.

Repeated minor incidences

Repeated minor incidences are behaviours normally addressed as close to the problem as possible but when all strategies above have been employed and the problem behaviour violates the rights of other students and staff members. In these cases the student may be referred to;

- a buddy classroom for time out and
- the respective Head of Department for further intervention

Students with repeated minor incidences for uniform and lateness will be referred to the Head of Department Junior School or Head of Department Senior School.

Repeated minor incidences and actions taken will be recorded on One School.

Major incidences

Major incidences are those that are very serious in nature and require immediate referral to Administration. These are behaviour that;

- significantly violate the rights of others;
- put others / self at risk of harm; and
- are persistent, repeated minor incidences that have been referred to Executive by Head of Department.

When a major incident occurs, the staff member;

- calmly states the major problem behaviour;
- reminds the student of expected school behaviour;
- escorts the student to the Administration building or sends a messenger to the Office to get immediate support (in some instances the student may need to be escorted);
- provides information to Administration; and
- completes a OneSchool incident report with referral to the Administration, as soon as possible after the incident.

The Deputy Principal or Principal managing the major behaviour incident discusses the problem with the student and parent / carer and enacts appropriate consequences. Student Disciplinary Absences are considered under the range of available consequences once consideration has been given to all other responses. The Deputy Principal and/or Principal may also refer the student to the Student Support Services Team.

Consequences for unacceptable behaviour are outlined on the following pages according to our three school values and the level of unacceptable behaviour.

5. Emergency or critical incident responses

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

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

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

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.

Basic Defusing Strategies

Avoid escalating the problem behaviour by avoiding:

- Shouting
- Cornering the student or moving into the student's space
- Touching or grabbing the student
- Sudden responses
- Sarcasm
- Becoming defensive
- Communicating anger and frustration through body language

Maintain calmness, respect and detachment by:

- Modelling the behaviour you want students to adopt
- Staying calm and controlled
- Using a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner (if appropriate) by:

- Moving slowly and deliberately toward the problem situation
- Speaking privately to the student/s where possible
- Speaking calmly and respectfully
- Minimising body language and keep a reasonable distance

- Establishing eye level position
- Being brief; stay with the agenda
- Acknowledging cooperation
- Withdrawing if the situation escalates

Follow through:

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity.
- If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued inappropriate behaviour.
- Withdraw from the situation if the problem behaviour escalates giving a calm message that the situation will be dealt with at a later date.

Physical Intervention

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

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

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others

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
- 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
- The underlying motivation for the behaviour

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
- Take into account the age, stature, disability, understanding and gender of the student.

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

- Property destruction
- School disruption

- Refusal to comply to a direction
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened

Refer to the Safe, Supportive and Disciplined School Environment Policy

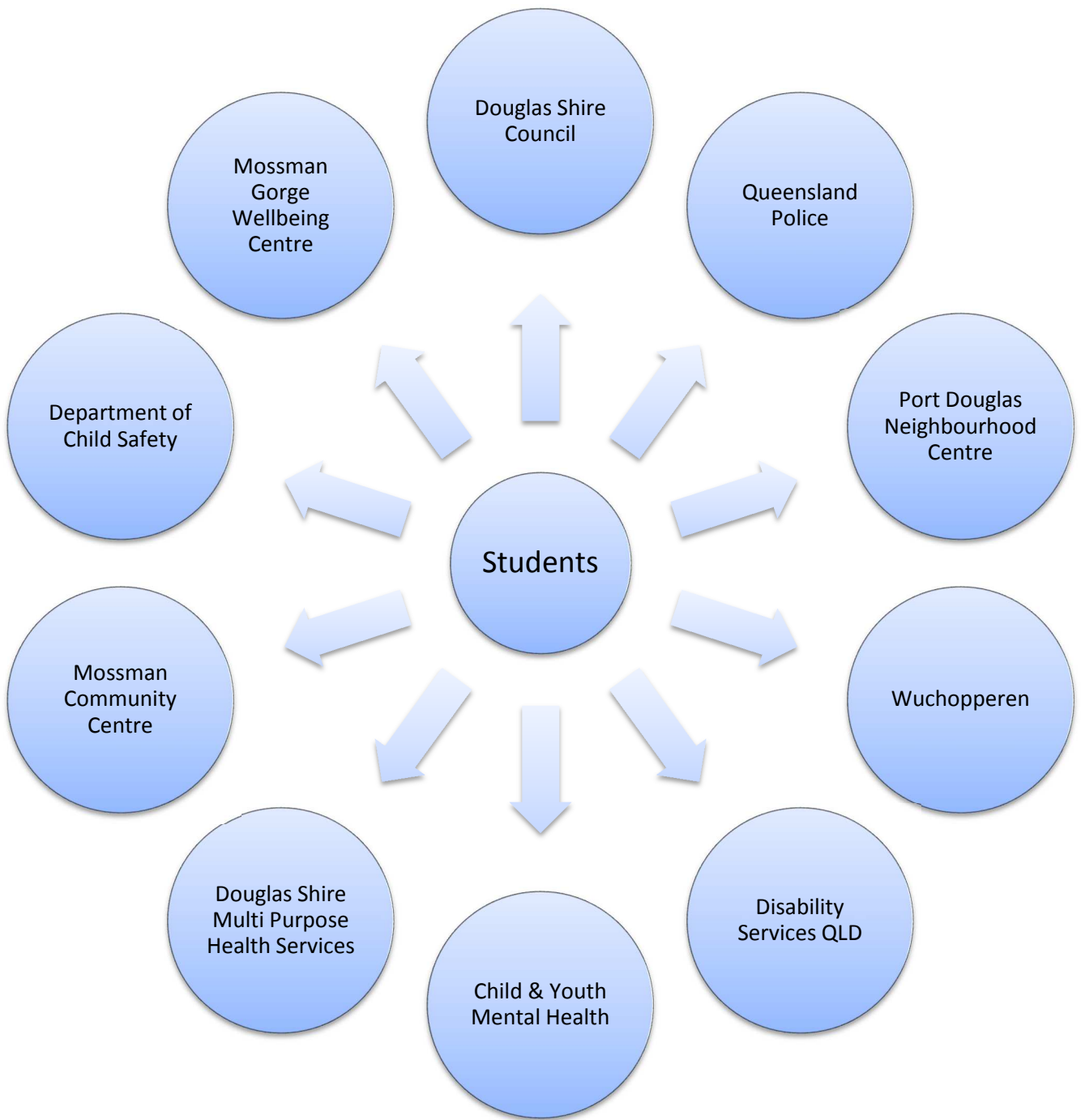
6. Consequences for Unacceptable Behaviour

Mossman State High School makes systemic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When inappropriate behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to inappropriate behaviour are consistently applied and proportionate to the nature of the behaviour.

7. The network of student support

Students at Mossman State High School are supported through positive reinforcement and whole school targeted and intensive behaviour support by the following personnel:





8. Consideration of individual circumstances

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

- Promoting a teaching and learning environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringements of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, disability, socio economic situation, cultural background and their emotional state
- Recognising the rights of all students to:
 - Express their opinions in an appropriate environment and at the appropriate time
 - Work and learn in a safe environment regardless of their age, gender, disability, socio economic situation, cultural background and impairment
 - Receive adjustments appropriate to their learning and / or impairment needs

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Transport Operations (Passenger Transport) Regulation 2005

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SM-06: Management of Behaviour in a Supportive School Environment – Schools and Discipline
- SM-16: School Disciplinary Absences

- HR-07-1: Code of Conduct
- CS-01: Gender Equity in Education
- CS-05: Educational Provision for Students with Disabilities
- CS-16: Cultural and Language Diversity
- CS-17: Anti-Racism
- SM-05: Physical Restraint and Time out Procedures – Students with Disabilities
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SNS-PR-008: Family Law Matters Affecting State Education Provisions
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SMS-PR-005: School Security
- HLS-PR-012: Curriculum Activity Risk Management
- CRP-PR-005: Drug Education and Intervention in Schools
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
- CMR-PR-001: Complaints Management
- LGS-PR-002: Freedom of Information
- SMS-PR-001: Publishing Student and Staff Information on School Web Sites
- SMS-PR-024: Internet – Student Usage
- SDV-PR-001: Employee Professional Development

Some related resources

- National Safe Schools Framework (www.safeschoolshub.edu.au/documents/nationalsafeschoolsframework.pdf)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au/values/)
- National Framework for Values Education in Australian Schools – Queensland (education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.gov.au/index.html)
- MindMatters (www.mindmatters.edu.au/)
- Schoolwide Positive Behaviour Support (education.qld.gov.au/student-services/behaviour/swpbs/)
- Code of Conduct for School Students Travelling on Buses (www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx)

Endorsement

Principal

Mrs Deborah Kachel

P & C President or Chair

Mrs Joan Berzinski

Regional Executive

**Director or Executive
Director (Schools)**

Mossman SHS Behaviours & Actions

	Student Behaviour	Staff Actions	Staff Records
POSITIVE Level 0 – Teacher Managed	<p>All behaviours listed in the 'Student Behaviour Expectation Matrix' including:</p> <ul style="list-style-type: none"> • Attending every day • Arriving at school by 8.40am • Prepared for learning (eat breakfast, bring equipment) • On time to class • On task & giving your best effort • Following staff directions • Using appropriate language • Being honest and taking responsibility • Showing courtesy & consideration • Participating in activities • Sharing with others • Wearing the uniform correctly • Representing the school positively • Modelling positive behaviours • Following class & school rules • Respecting people & property 	<p>Staff actions may include:</p> <ul style="list-style-type: none"> • Praise, encouragement & positive feedback • Trust • Rewards and vouchers • Certificates • Stickers • Recognition on parades, newsletters & newspaper • Displays of student work / achievement • Leadership opportunities • Positive feedback to parents • Letters / Postcards home • Extra-curricular activities • School movie night / dance • Club 95 • Good Standing 	<p>On One School you may:</p> <ul style="list-style-type: none"> ✓ Record Positive ✓ Print One School Certificate ✓ Record Parent Contact <p>Ask one of the Leadership Team to acknowledge / present on Parade</p>
MINOR Level 1 – Teacher Managed	<ul style="list-style-type: none"> • Late for class • Not meeting uniform / makeup expectations • Off task / work incomplete • Out of seat • Not meeting assessment deadlines • Failing to bring equipment (e.g. pens, textbook) • Disrupting learning (e.g. Calling out, tapping pencils, making noises) • Disrespect to others (e.g. talking back, rude comments) • Littering • Not following minor health and safety requirements • Eating and drinking in the classroom (water OK) • Not following teacher instructions • Using inappropriate language (e.g. conversational swearing) • Moving around the school in an unsafe manner (e.g. running) • Using aerosol deodorant, chewing gum, permanent pen or white out • Missing class detention/consequence • Inappropriate use of items (e.g. footballs /scooters) • Inappropriate physical contact 	<p>Staff actions should include a process to de-escalate the behaviour and may include:</p> <ul style="list-style-type: none"> • ESCM's (Micro skills) • Give choice / warning • Seating plan • Verbal correction • Apology • Post lesson discussion • Catch up missed work • Verbal negotiation • Reminder of classroom expectations • Confiscation • Contact / phone parents • In-class separation or isolation • In-class detention • Litter duty with a teacher on PGD • Buddy class / Time out 	<p>On One School:</p> <ul style="list-style-type: none"> ✓ May record the Incident (Do not refer to anyone) ✓ If an incident is recorded, parents must be contacted ✓ Record Parent Contact <p>Persistent behaviour must be entered on One School and parents contacted</p> <p>May seek advice from:</p> <ul style="list-style-type: none"> • Colleagues • HOD / HOSES

	Student Behaviour	Actions	Staff Follow-Up
MINOR Level 2 – HOD Managed	<ul style="list-style-type: none"> • Sustained repeated behaviours that were documented and dealt with in Level 1 using the Possible Actions • Using deliberate inappropriate language (i.e. racist, sexist) • Behaving aggressively toward others (harassment-victimisation) • Using ICT's & Electronic devices inappropriately • Cheating / plagiarism • Swearing at other students • Spitting at others • Repeatedly refusing to follow reasonable teacher directions • Refusal to provide name • Class equipment theft or vandalism • Bullying (including cyber bullying) 	<p>Follow up actions may include:</p> <ul style="list-style-type: none"> • Parent contact • Mediation or restorative conference • Referral to support staff • Detention Room / loss of Good Standing • Reflection / contract sheet • Monitoring Card • Time out card • Learning support / Teacher aid time • Individual Support Plan • Class withdrawal • Referral to Flexible Learning Program (e.g. Rock & Water, Drumbeat, ASDAN, A to B) 	<p>On One School:</p> <ul style="list-style-type: none"> ✓ Record the Incident and refer to appropriate HOD ✓ HOD to action incident in One School ✓ HOD to record parent contact <p>Referral Options:</p> <ul style="list-style-type: none"> • HOD Curriculum (class issue) • HOD Staffroom (playground issue) • HOD JNR/SNR (bullying/wellbeing) <p>ONLY Refer to <u>ONE</u> person to action</p>
MAJOR Level 3 – Admin Managed	<ul style="list-style-type: none"> • Sustained repeated behaviours that were documented and dealt with in Level 2 using the Possible Actions • Refusing to follow HOD / DP instructions • Physical assaulting others including students & staff • Inciting fights (including electronic messages) • Possessing, supplying and/or using illegal drugs / alcohol / tobacco • School & community theft or vandalism • Possessing and / or using weapons (e.g. Knives) • Swearing directly at a staff member • Threatening staff or students with violence • Non-compliant with the Electronic Device Policy • Repeatedly non-compliant with administrative consequences • Objects used with the intent to harm (e.g. lighters, rocks) • Chronic truancy (inc. leaving grounds without permission) • Behaviour outside of school (eg. criminal) that may impact on the school environment. 	<p>Follow up actions may include:</p> <ul style="list-style-type: none"> • Referral to relevant support team • Referral to external agency • Mediation • Timetable modification • Work placement • Non-participation in extra-curricular activities • Restitution (eg. Invoice for damages) • Suspension • Police notification • Restorative conference on return from suspension • Discipline Improvement Plan • Suspension with recommendation for exclusion or Behaviour Improvement Condition • Cancellation of enrolment <p>Note: Student disciplinary actions are given after consideration is given to student.</p>	<p>On One School:</p> <ul style="list-style-type: none"> ✓ Record the Incident and refer to appropriate Admin ✓ Admin to action incident in One School ✓ Admin to record parent contact <p>Referral Options:</p> <ul style="list-style-type: none"> • DP Junior School (7,8,9) • DP Senior School (10,11,12) <p>ONLY Refer to <u>ONE</u> person to action</p>

Disciplinary actions depend upon factors such as the students' prior history, current personal circumstances, Individual Support Plans and disability, as well as the impact upon the good order and management of the school.

UNIFORM POLICY

The P&C Association of Mossman State High School supports a uniform policy for Mossman State High School. It believes that a school student dress code policy promotes the objectives of the Education (General Provisions) Act 2006, and in particular that it:

- Promotes a safe environment for learning by ready identification of students and non-students of the school;
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school;
- Promotes a supportive environment at the school by fostering a sense of belonging;
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic class or social differences;
- Engenders a positive public image of the school within the community.

Everyday Uniform

Students at Mossman State High School are required to wear full and correct uniform each day when no formal representation of the school is required.

- | | |
|-------------------|---|
| Shirt
(Junior) | ➤ Polo style school shirt predominately green with blue trim and Junior identified on the collar. |
| Shirt
(Senior) | ➤ Polo style school shirt predominately blue with green trim and Senior identified on the collar. |
| Shorts | ➤ Blue school shorts with relevant school house identified on the right leg (see Interhouse Colours section) |
| Socks | ➤ White or Black Socks – ankle socks, no calf or knee high |
| Footwear | ➤ Shoes must be fully enclosed lace-up shoes or joggers <ul style="list-style-type: none"> ○ Plain Black ○ Lace-up |
- Brightly coloured shoes/shoe laces, canvas, cloth or mesh shoes, boots are **not acceptable**.



Winter Uniform

The winter uniform is available through the Mossman State High School Tuckshop. It comprises of -

Jacket (black with school logo) -\$40

Long Pants (black with school logo) -\$35

Formal Uniform

Boys	Girls
<ul style="list-style-type: none">➤ Tailored plain black long trousers➤ Mossman State High School formal shirt➤ Mossman State High School tie➤ Black leather lace-up formal shoes or plain black joggers➤ Plain black socks➤ Mossman State High School Blazer (optional)➤ Black belt (if required)	<ul style="list-style-type: none">➤ Black formal skirt or long pants➤ Mossman State High School formal shirt➤ Mossman State High School tie➤ Black leather lace-up or low heeled black closed-in shoes➤ Flesh coloured sockettes or stockings➤ Mossman State High School Blazer (optional)➤ Plain white, green or black headbands or scrunchies may be worn to hold back hair➤ No flowers or ornaments are to be worn in hair

- Ties are available from the school.

Music Uniform

- Shirt ➤ Polo style shirt in aqua with a black treble clef and white collar
- Shorts ➤ Black School Shorts in basketball style with MSHS lettering at hemline
- Socks ➤ White Socks – ankle socks, no calf or knee high
- Footwear ➤ **Shoes must be fully enclosed lace-up shoes that are PLAIN BLACK with LEATHER OR SYNTHETIC LEATHER UPPERS for Workplace Health & Safety requirements.**

Formal Music Uniform

Boys	Girls
<ul style="list-style-type: none">➤ Tailored plain black long trousers➤ Plain black long sleeved business shirt➤ Black leather lace-up formal shoes or plain black joggers➤ Plain black socks➤ Black belt (if required)	<ul style="list-style-type: none">➤ Black formal skirt➤ Green overshirt➤ Black undershirt➤ Black leather lace-up shoes or low-heeled black closed-in shoes➤ Flesh coloured sockettes or stockings➤ Plain white, green or black headbands or scrunchies may be worn to hold back hair➤ No flowers or ornaments are to be worn in hair

- Skirts, overblouses and undershirts are available from the school at a minimal hire fee.

Sports Uniform

Mossman State High School sports singlets, shorts and socks are available for sale. Jerseys are provided when required.

Interhouse Colours

On Annual School Athletics Day, Swimming Carnival and other interhouse events, students can wear the following colour.

Yawu (Yar-woo) - Stingray A – D - PURPLE

Kurranji (Gor-run-gee) – Cassowary E – K - BLUE

Jalbil (Jar-bill) – Forest Dragon L – R – YELLOW

Bilngkumu (Bill-ga-more) – Crocodile S – Z – RED

Hats & Sun Safety

Students are supplied with a Mossman State High School sunsafe hat when they enrol at our school. Students should wear this hat when involved in any outdoor activity.

Jewellery

Due to Workplace Health and Safety issues, jewellery is to be limited to:

- A wrist watch
- One discreet neckchain of personal significance (small pendent only). This must be worn on a light breakable gold or silver chain only. Bracelets, anklets, wristbands and bangles are not permitted.
- Beads, shells and large chains are not permitted. No leather necklaces.
- One small flat ring with no raised settings.
- Small plain sleepers or studs as earrings (no bling). No more than 2 per ear. No spacers or stretchers are allowed. Earrings should be gold or silver in colour only.
- One facial piercing is permitted but must be a small flat stud that does not protrude from the face.
- Students will be asked to remove inappropriate jewellery. This jewellery will be held for collection.

Hair

Hair should be clean and neatly groomed. Hair accessories can only be white, black or green. This applies to hair ties and ribbons as well as small hair bands. Hair should be a natural colour – bright blue, green, pink, purple etc are not acceptable.

Facial Hair

Must be well groomed.

Makeup

The only makeup acceptable is the application of a light foundation when students need to cover skin blemishes. Other makeup is not permitted at school. - This includes lipstick, mascara, eye shadow and the like.

Coloured Nail Polish Not permitted – clear nail polish only.

Enforcement of the Policy

- (a) Students who are out of uniform must see the Head of Department (Junior or Senior) with a note from a parent explaining the incorrect uniform.
- (b) The Head of Department (Junior or Senior) will contact parents regarding the student being out of uniform to remind them of the Uniform Policy and to seek assistance in having the student comply with the Policy.
- (c) Students who do not report to the Head of Department (Junior or Senior) will be issued with lunch detention as a consequence for non-compliance with the Uniform Policy.
- (d) Students who are regularly in breach of the Uniform Policy and unwilling to follow procedures will be referred to a member of Administration for further management.
- (e) Students not wearing correct footwear without a medical reason or a detailed letter from a parent or guardian explaining the reason and the anticipated date of return of footwear, will have their parents contacted and/or complete their school work at the office. Wearing of correct footwear is a health and safety requirement.

The Mossman State High School Winter Uniform is available through the Tuckshop only.

Day uniforms are supplied by:

Bartolos & Co., Front Street, Mossman (Ph 4098 1175) or

Ives' Mensland, Front Street Mossman (Ph 4098 3666)

HOMWORK POLICY

Homework provides students with the opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. Homework is:

- Work that enhances student learning
- Purposeful and relevant to students needs
- Appropriate to the phase of learning (early, middle and senior)
- Appropriate to the capability of the student
- Develops the student's independence as a learner
- Varied, challenging and clearly related to class work
- Work that allows for student commitment to recreational, employment, family and cultural activities.

Homework includes the extension of classwork, independent reading, projects and research, study and preparation for future lessons (getting organised). It promotes the engagement of independent learning.

RESPONSIBILITIES

Teachers

Teachers can help students establish a routine of regular, independent study by:

- ensuring their school's homework policy is implemented;
- setting homework on a regular basis;
- clearly communicating the purpose, benefits and expectations of all homework;
- checking homework regularly and provide timely and useful feedback;
- setting homework that is varied, challenging, directly related to class work, appropriate to students' learning needs;
- explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework;
- giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework; and
- discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

Students

Students can take responsibility for their own learning by:

- being aware of the school's homework policy;
- maintaining a diary to record homework tasks in;
- discussing with their parents or caregivers homework expectations;
- accepting responsibility for the completion of homework tasks within set time frames;
- following up on comments made by teachers;
- seeking assistance when difficulties arise; and
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

The role of parents and caregivers with homework

Parents and caregivers can help their children by:

- reading with them, talking with them and involving them in tasks at home including shopping, playing games and physical activity;
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning;
- encouraging them to read, to take an interest in and discuss current local, national and international events;
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities; and
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

Amount of Homework

Junior Secondary (Years 7, 8 and 9)

Homework in Years 7, 8 and 9 could be up to but generally not more than **5 hours per week**.

This equates to approximately 15 minutes per subject a night (students have 4 subjects a day) each week night.

Senior Secondary (Years 10, 11 and 12)

The amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning.

Consequences for failure to complete homework

Under the Education (General Provisions) Regulations 2000:

- A student may be detained for wilful neglect to prepare homework for a period of 20 minutes during the lunch recess or one half hour after the school program is finished.
- Mossman State High School will enforce a detention as described above for failure to complete homework. Parents will be notified by phone or letter if failure to complete homework becomes a regular occurrence.

ASSESSMENT POLICY

All students will be given an individual student assessment report at the beginning of each term listing all assessment items and their due dates for completion during that term.

TESTS/EXAMS

- Students must attend all tests and exams at the scheduled time.
- If a student is ill and can not attend a test or exam at the scheduled time the following procedures must be followed:
 - the school must be notified before the scheduled test/exam
 - on return to school the student must report to the teacher and/or head of department to make arrangements to sit for the test/exam
 - a medical certificate or a parental letter giving valid reasons is presented
 - exceptional circumstances will be considered by the head of department and/or Principal.
- If students fail to attend scheduled exams/tests and do not comply with the conditions outlined above:
 - the student folio/profile will clearly identify the lateness of item together with any management procedures adopted eg late sitting – no valid reason.
 - parents/guardians will be notified.

ASSIGNMENTS

- If a student is absent on the due date for an assignment, every attempt should be made to have the assignment brought into the school on that day. In the case of oral assessment, palm cards or a written script should be sent.
- If it is not possible for the assignment to be delivered to the school on the due date, parents/guardians should contact the school and advise the Head of Department or teacher of the reasons for non-submission on the due date.
- Special consideration for assignments may be granted by the Head of Department if the following conditions are met:
 - a request has been approved
 - a medical certificate or note is received from parent/guardian to explain valid reasons
 - exceptional circumstances will be considered by the Principal.
- In the case of oral assessment, all students must be ready on the first day of the testing period unless the teacher has arranged otherwise.
- **DUE DATE** – is on or before 3.00pm on the due day specified.

Students will be given some time in class to work on their assignments. This enables teachers to provide help, to monitor student progress and to verify authorship of student work. Productive use of this time is essential to granting of requests for extension.

If an assignment is not submitted by the due date:

- The assessment will be based on draft work presented to the teacher. It is the student's responsibility to ensure that draft work has been sighted by the teacher.
- If no draft work is sighted by the teacher, they will record a Not Submitted (NS) on the student profile and the student may lose a semester's credit for that subject if the assessment is substantive. Non submission may also result in a lower level of achievement if stated achievement criteria are not met.
- Parents/guardians will be notified regarding non-submission of assignment work by the teacher/Head of Department.

The school follows the Queensland Curriculum and Assessment Authority Policies on Late and Non Submission of Student Responses to Assessment Instruments (July 2014) in Authority and Authority Registered Subjects and the Policy on Special Provisions for School-based Assessment in Authority and Authority-registered Subjects. (July 2014).

POLICY REGARDING THE USE OF ELECTRONIC DEVICES BY STUDENTS

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by our 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 during assemblies and classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Confiscation

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

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

Students who continue to choose to ignore this policy will have electronic devices confiscated and a parent or guardian will be asked to collect this property from the school office.

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

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 or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

are in breach of this policy and may be subject to disciplinary action (including suspension and recommendation for exclusion).

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

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such

text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of a staff member.

Assumption of cheating

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

Special Circumstances Arrangement

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

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

Appendix 6

BULLYING AND HARASSMENT

1. Mossman State High School strives to create positive, supportive environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Mossman State High School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Mossman State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or young people in care.
5. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
6. When considering whether or not bullying has occurred, we will avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is

observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

7. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school values and have been taught the expected behaviours attached to each value in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, in all areas of the school.
 - A high level of quality active supervision is a permanent staff routine whilst on playground duty. This means that playground duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move around the designated supervision areas.
8. An initial introductory lesson on our bullying and harassment policy is delivered by all teachers in all classrooms as an orientation to the school year.
9. Mossman State High School uses behavioural data for decision-making. This data is entered into OneSchool on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 7

SMOKING, ALCOHOL & USE OF ILLICIT DRUGS POLICY

- Students who are found smoking, consuming alcohol or using illicit drugs at school, travelling to or from school or while representing the school in any way **will be suspended from our school**. (In the case of illicit drugs – police will be notified).
- Students who choose to become involved with other students who are involved in such behaviours or smell of smoke, also place themselves in a situation where it may be interpreted that they are also involved in or condoning this behaviour. This may result in their being suspended from our school or given an appropriate consequence.
- Students must not be in possession of cigarettes, tobacco, cigarette lighters, alcohol, illicit drugs or other materials associated with them or their use. If these items are found in their possession, they will also be suspended from our school.

GOOD STANDING POLICY

RATIONALE

As part of the school's Responsible Behaviour Plan and commitment to Positive Behaviour for Learning (PB4L), Mossman State High School focuses on improving student standards and performance by rewarding positive behaviours. The Good Standing Policy allows students who meet certain expectations to access privileges that are part of the educational experience at the school. The policy is intended to educate and reward appropriate behaviour. All students begin with a 'Good Standing' status and must work to maintain this. 'Good Standing' is monitored by the HOD Junior and Senior School.

PRIVILEGES FOR STUDENTS ON 'GOOD STANDING'

Students on 'Good Standing' will be eligible to participate in a range of privileges, which include:

- Excursions (non-compulsory for assessment);
- School camps (International trips and year level camps);
- Representative school, cultural and sporting activities (including instrumental music groups, interschool, TCN, Peninsula, State & National sport);
- Leadership positions within the school;
- Champion House Day;
- Year 12 Farewell Dinner
- School Discos & Movie Nights;
- Other social functions organised by the school.

MINIMUM EXPECTATIONS TO MAINTAIN GOOD STANDING STATUS

	CRITERIA
ATTENDANCE	• More than 85% attendance
PUNCTUALITY	• Fewer than 10% unacceptable or unexplained reasons for lateness to school
TRUANCY	• No incidents of truancy/skipping class
BEHAVIOUR	• No incidents resulting in formal detention/s or suspension.

CONSEQUENCES FOR STUDENTS WHO DO NOT ACHIEVE 'GOOD STANDING'

Students who do not meet the minimum expectations will be ineligible to participate in all of the privileges outlined above. In exceptional circumstances, final decisions will be made at the discretion of the School Principal, in consultation with the Heads of Departments, Deputy Principals and teachers. Personal circumstances will be acknowledged and taken into consideration in the decision making process.

In the case of students in post-compulsory education, students who do not meet these criteria may be asked to show cause for the continued enrolment and be given a verbal, then written warning of cancellation of enrolment.

REGAINING 'GOOD STANDING'

If a student does not meet the minimum expectations for 'Good Standing', they may regain this status in one of two ways.

1. Reset Process: a student will have their Good Standing Status reinstated after 8 school weeks of losing it if they have met all of the minimum expectations to maintain good standing since that date.
2. If a student does not meet the minimum expectations and wishes to be considered for one or more of the privileges afforded to students on 'Good Standing' they may apply to 'Show Cause' for their inclusion by completing the GOOD STANDING REVIEW form a minimum of two weeks after the loss of Good Standing. Students can only apply after this time period with exception only granted by the Principal.

The Principal will then make the final decision in relation to their participation in such privileges.



Mossman State High School

ATTENDANCE POLICY



Rationale

All schools in Queensland are committed to providing safe and supportive learning environments for all students. Research shows that regular attendance is integral to successful academic, cultural, sporting and vocational outcomes.

Mossman State High School expects that every student will attend school every day of the school year unless prevented by illness or extenuating circumstances.

Mossman State High School attendance policy aims to maximise participation in learning program for all students to ensure all students can access equitable educational outcomes.

At Mossman State High School we are committed to achieving a target of 95% or above.

School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Mossman State High School:

- is committed to promoting the key messages of Every Day Counts;
- believes all children should be enrolled at school and attend school all day, every school day;
- monitors, communicates and implements strategies to improve regular school attendance;
- believes truanting can place a student in unsafe situations and impacts on their future employability and life choices;
- believes attendance at school is the responsibility of everyone in the community.

Responsibilities

School responsibilities:

- regularly inform students and parents/carers about the Mossman State High School Attendance Policy and make this publicly available through the school's website, newsletters and enrolment packages;
- monitor student attendance daily through the marking of rolls diligently and accurately every lesson/activity (e.g. excursions, alternate programs, instrumental music lessons);
- contact parents/carers if any unexplained absences occur, requesting a satisfactory explanation for their child's absence;
- contact parents/carers if their student is found to be truant for any part of a school day with appropriate consequences established;
- discuss individual attendance with students and offer support and help to parents if their student demonstrates an unwillingness to attend school;
- provide school work for students when they are absent for legitimate extended periods of time;
- notify the relevant authorities if non-attendance persists;
- monitor and track all students' attendance patterns and keep families informed of undesirable situations and trends;
- acknowledge students who attend school every day and achieve 95% or above attendance.

Student responsibilities:

- attend school every day prepared for classes and learning;
- arrive at school on time. School commences at 8.40am every day and finishes at 3.00pm;
- never leave school during school hours without permission;
- provide a note from parents/carers explaining absences if contact has not already been made by phone or email.

Parent/Carers responsibilities:

- ensure that their child attends school every school day;
- inform the Attendance Officer (07 4084 1340) via note, email or phone call or in person if their child is late for school;
- provide notification prior to any planned early departure from school and remind their child that they must report to the school office where they will be signed out before their departure;
- inform the Attendance Officer of all absences via note, email or phone call or in person as soon as possible (preferably on the day of the absence);
- contact the Attendance Officer if their child's absence is to be for an extended period of time (e.g. extenuating family reasons or illness), as there is a mandated form that must be completed by the parent/carer and approval given by the Principal. Please note, approval may not always be given;
- request school work if student absence is to be for an extended period of time for an approved absence. Adequate time should be given to teachers to prepare work while the student is away. Please note, it may not be possible for work to be prepared for practical based classes;
- contact the HOD Junior Secondary or HOD Senior Secondary if a student is refusing to attend school. Attend meetings to seek support and discuss their child's attendance or participation in their educational program.

Strategies

At Mossman State High School, we promote 100% attendance by:

- ensuring consistent follow up of absences with parents/carers;
- working with students and families to reduce absenteeism;
- recognising and rewarding students who are on target and maintain attendance of >95%.

Early Departures

All Principals of state school have been directed by the Director General of Education to provide the following advice to each school community.

Section 18 of the Education (General Provisions) Regulation 2006 allows a Principal/Head of School to grant a student leave of absence for a student leaving school grounds to receive;

- Medical treatment,
- Dental treatment, or
- Specialised instruction. (Specialised instruction means instruction or training in a subject or activity that is not part of the student's normal school subjects or activities.)

The Principal must only exercise this discretion:

- If a parent advises the Principal of a student's requirement to leave the school grounds for such purposes.
- It is advisable that the request is received in writing.
- In instances where the Principal specifically requires the request be made in writing, the parents must provide it in writing.

However S.18 of the regulation DOES NOT INCLUDE:

- leaving school to go shopping;
- buy lunch;
- go home to work; or
- visit a friend etc,

as reasons for giving leave of absence.

Students WILL NOT be given permission to leave the school grounds for reasons other than those outlined in Section 18 of the Education (General Provisions) Regulation 2006.

Parents must make arrangements for students to run errands and so on outside of school hours.

If you wish your child to leave the school grounds during school hours please:

- send a letter informing the school of your intentions to the school office, informing the school of when your child will be collected;

Responses to Absences

At Mossman State High School, we are committed to achieving our attendance target of 95% or higher and continually improving attendance and attainment by:

- communicating expectations to parents/careers, students and community;
- connecting students and parents/carers with staff. [e.g. Form Classes, Form Teachers, Year Coordinators, Head of Department Junior Secondary, Head of Department Senior Secondary, Deputy Principal Junior Secondary, Deputy Principal Senior Secondary, Student Support Services Team (Principal, Guidance Officer, Social Worker, School Based Youth Health Nurse, Community Education Counsellor, School Chaplain);
- diligent and accurate roll marking every lesson/activity;
- contacting parents/carers regarding absences and lateness to school;
- sending a text message to parents/carers when a student is absent from school or arrives late without an explanation;
- establishing individual case management for students who display unacceptable patterns of attendance;
- implement recommended legal action or enrolment cancellation if student and or parent/carer do not engage with and respond to support processes.

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Mossman State High School will take the following actions:

- the Form Teacher will refer absences to their Direct Supervisor who will contact the HOD Junior Secondary or HOD Senior Secondary to discuss attendance and issues;
- the Head of Department Junior Secondary or Senior Secondary will contact the parent/carers to discuss attendance and issues;
- if the Head of Department is unsuccessful in making contact or is unable to gain a reasonable response, they will refer the matter to the Deputy Principal Junior Secondary or Senior Secondary;
- the Deputy Principal Junior Secondary or Senior Secondary will arrange a meeting with the parent/carer of the student to discuss attendance issues. Support and/or intervention will be arranged for the parent/carer and student if necessary;
- the Community Education Counsellor will be involved in conversations with indigenous parents/carers to offer assistance where necessary;
- Student Support Services Team members will be involved in the case management of students with a pattern of unexplained absences and/or a pattern of unauthorised absences.

At Mossman State High School the consequences or impacts of unexplained or unauthorised absences might include the following:

- detention (including after school);
- referral to a Student Support Services Team member;
- referral to an outside agency;
- meeting with parents/carers;
- establishment of a Case Management Team;
- formal processes as per Education Queensland Policy up to and including referral by the Director General for prosecution under the Education (General Provisions) Act.
- Non-compliance or Show Cause letter to be processed.

Reporting and monitoring attendance

At Mossman State High School, reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways;

- telephone the Attendance Officer (07 4084 1340) or email the school;
- signed/dated note, sent with the student and handed to the Form Teacher or Attendance Officer;
- in person to a Senior Year Coordinator, Head of Department Junior Secondary or Senior Secondary, Deputy Principal Junior Secondary or Senior Secondary or Principal;
- in person to meet with the Guidance Officer, Social Worker, Psychologist, Youth Worker or Community Education Counsellor.

CLUB 95

CRITERIA

To become a member of “**CLUB 95**” students must achieve the following:-

95+% Attendance

98+%Punctuality

- No unexplained absences (in any term).
- No unexplained lateness (punctuality) (in any term).
- No unauthorised absences in the current term.
- No student disciplinary absences (suspensions) in the current term

RECOGNITION

Students will be recognised and enjoy rewards as part of “**CLUB 95**” each term. Recognition will be given through:

- Acknowledgement of 100% attendance at Year Level Assemblies.
- Letters of congratulations to students achieving 95+% attendance (and 98+% punctuality) at the end of each term.
- Letters of congratulations to parents/carers of students achieving 95+% attendance (and 98+% punctually) at the end of each term.
- Acknowledgement of 95+% attendance at assemblies.

Rewards may include:

- Certificates of Attendance for Resumes.
- Tuckshop vouchers.
- Lunch with the Principal/Leadership Team.
- Mystery prizes.
- Entries each term into a major prize draw that will occur at the end of the year. Students with 100% attendance will received an extra entry each term. Major prizes will be announced over the coming weeks.

Note: The Rewards Program will be developed to include a range of options throughout the year.

ABSENCES

- Unexplained Absences are those where the student is absent from school and the parent/carer has provided no explanation.
- Unauthorised Absences are those where an excuse is provided for the absences but if is not a reasonable excuse. This includes leisure activities such as shopping, visiting friends and relatives, fishing and camping as well as truancy, sleeping in and missing the bus.