Goomeri State School P-10

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Goomeri State School P-10 is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Goomeri State School P-10 developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2017-2019 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director.

3. Learning and behaviour statement

All areas of Goomeri State School P-10 are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Goomeri State School P-10 to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be a Learner.
- Be Safe.
- Be Respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Goomeri State School P-10 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th></th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE A LEARNER</td>
<td>• Be on time</td>
<td>• Be prepared</td>
<td>• Be a problem solver</td>
<td>• Use toilets during breaks</td>
<td>• Move promptly to the bus area and be on time</td>
</tr>
<tr>
<td></td>
<td>• Be in the right place at the right time</td>
<td>• Complete set tasks</td>
<td>• Follow the rules of the games being played</td>
<td>• Remember who is on your bus</td>
<td>• Inform teacher on duty if not on the bus</td>
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<td></td>
<td>• Follow instructions straight away</td>
<td>• Take an active role in classroom activities</td>
<td>• Be a problem solver</td>
<td>• Inform teacher on duty if you need to leave e.g. to go to the toilet</td>
<td>• Keep your belongings near by</td>
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<tr>
<td></td>
<td></td>
<td>• Always ask for permission to leave the classroom</td>
<td>• Follow the rules of the games being played</td>
<td></td>
<td>• Abide by road safety rules</td>
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<tr>
<td></td>
<td></td>
<td>• Be a problem solver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE SAFE</td>
<td>• Respect others’ personal space and property</td>
<td>• Walk</td>
<td>• Play fairly – take turns, invite others to join in and follow rules</td>
<td>• Wash hands with soap provided</td>
<td>• Wait your turn quietly with the others on your bus</td>
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<tr>
<td></td>
<td>• Care for equipment</td>
<td>• Sit still</td>
<td>• Return equipment to appropriate place at the and of breaks</td>
<td>• Walk</td>
<td>• Keep your belongings near by</td>
</tr>
<tr>
<td></td>
<td>• Clean up after yourself</td>
<td>• Enter and exit room in an orderly manner</td>
<td>• Care for the environment</td>
<td></td>
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<tr>
<td></td>
<td>• Use polite language</td>
<td>• Use specialised equipment in the correct manner e.g. science, manual arts &amp; home economics</td>
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<td></td>
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<tr>
<td></td>
<td>• Wait your turn</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>• Know emergency procedures</td>
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<td></td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>• Use equipment appropriately</td>
<td>• Raise your hand to speak</td>
<td>• Participate in school approved games only</td>
<td>• Respect privacy of others</td>
<td>• Use own bike/scooter only</td>
</tr>
<tr>
<td></td>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Respect others’ right to learn</td>
<td>• Wear shoes and socks at all times</td>
<td></td>
<td>• Walk bike/scooter to the gate</td>
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<tr>
<td></td>
<td>• Be honest</td>
<td>• Talk in turns</td>
<td>• Be sun safe; wear the school hat</td>
<td></td>
<td>• Wait under the building until you are dismissed by the teacher to go to your bus</td>
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<tr>
<td></td>
<td></td>
<td>• Be a good listener</td>
<td></td>
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<td></td>
<td></td>
<td>• Keep your work space tidy</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>• Leave other people’s belongings alone</td>
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These expectations are communicated to students via a number of strategies, including:

- “TEAM” lessons conducted by the HOD;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Goomeri State School P-10 implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Administration team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Goomeri State School P-10 Responsible Behaviour Plan for Students delivered to new students as well as new, relief and volunteer staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
  - The use of ICT’s at school (Appendix 3 – Information Technology Policy)
  - Plagiarism (Appendix 8 - Plagiarism)
  - Sun Safety

Reinforcing expected school behaviour

At Goomeri State School P-10, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Goomeri “Golds”

Staff members hand out Goomeri “Golds” each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Goomeri “Gold”. When students are given a Goomeri “Gold” their teacher reflects this by signing their “Brag Book” (Communication Book) and/or the students diary.

When students accumulate the appropriate number of Goomeri “Gold” signatures they bring their “Brag Book/Diary” to the office, where the Principal/Deputy Principal/Admin Staff give them a wrist band which signifies their behaviour achievements. Although the wrist band colours change from semester to semester an example of the structure is 100 Goomeri “Golds” – navy blue wrist band (I’m a Learner, I’m Safe, I’m Respectful printed on it), 200 Goomeri “Golds” – maroon wrist band (I’m a Learner, I’m Safe, I’m Respectful printed on it), 300 Goomeri “Golds” – gold wrist band (I’m a Learner, I’m Safe, I’m Respectful printed on it) and 400 Goomeri “Golds” – lime green wrist band (I’m a Learner, I’m Safe, I’m Respectful printed on it). At each wrist band level a positive comment is recorded in One School. An end of semester reward is negotiated with the Student Council at the end of term 1 and 3 to ensure it is a true reward.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.
Re-directing low-level and infrequent problem behaviour

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, then ask them to change their behaviour so that it aligns with our school’s expectations (see Appendix 4).

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or to be a learner. 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.

Students can also be referred to the Goomeri ‘Behaviour Consequences Ladder’ displayed in each classroom (see Appendix 10).

Targeted behaviour support: Respond Program

Each year a small number students at Goomeri State School P-10 are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

When a student is identified for targeted behaviour support, an “Individual Management Plan” for that student is prepared. This plan is developed in consultation with the student, parent, form teacher and administration. All teachers of the student are then informed of this student’s plan so there is a consistent approach to dealing with the student’s specific behaviour issues. The student has increased daily opportunities to receive positive contact with adults, additional support from their form teacher and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Goomeri State School P-10 is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Principal / Deputy Principal:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the school administration and staff to achieve continuity and consistency.

The Principal / Deputy Principal have a simple and quick referral system in place. Following referral, the Principal / Deputy Principal contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family and district-based behavioural support staff.
5. Consequences for unacceptable behaviour

Goomeri State School P-10 makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences (‘Consequences Ladder’ Appendix 10). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 5) is used to record all minor and major problem behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor behaviours** are those that:
- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time
- partial removal (time away)
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour
- individual meeting with the student
- apology
- restitution
- detention for work completion
- the completion of a behaviour data collection form by the teacher
- the completion of a 4W form by the student which is taken home and signed by their parents

**Major behaviours** are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the behaviour data collection form ticking a major problem behaviour and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

**Level One**
- Time in office
- Alternate lunchtime activities / loss of break times
- Restitution,
- Warning regarding future consequence for repeated offence
Level Two
- Parent contact
- Referral to Guidance Officer / Behaviour Support Teacher
- Internal suspension from school
- External suspension from school
- Development of an "Individual Management Plan" for the student involved – particularly if there is a reoccurrence of similar problem behaviours.

Level Three
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being a Learner</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Class tasks               | • Not completing set tasks that are at an appropriate level / poor work ethic  
• Refusing to work / defiance | • Overt defiance  
• Plagiarism |
| Being in the right place  | • Not being punctual (eg: lateness after breaks)  
• Not in the right place at the right time. | • Leaving class without permission (out of sight)  
• Leaving school without permission |
| Follow instructions       | • Low intensity failure to respond to adult request / defiance  
• Non compliance  
• Unco-operative behaviour | • Overt defiance |
| Accept outcomes for behaviour | • Minor dishonesty | • Major dishonesty |
| **Being Safe**            |                                            |                                            |
| Movement around school    | • Running on concrete or around buildings  
• Running on stairs  
• Not walking bike / scooter in the school grounds | • Throwing objects  
• Possession of weapons |
| Play                      | • In correct use of equipment  
• Not playing school approved games  
• Being in the wrong part of the grounds during play time  
• Playing in toilets | • Serious physical aggression  
• Fighting |
| Physical contact          | • Minor physical contact (e.g. pushing and shoving) | • Repetition of minor behaviours |
| Correct attire            | • Not wearing the school hat in the playground  
• Not wearing shoes outside  
• Not being dressed appropriately for Science, Manual Arts & Home Economics lessons e.g. if hair is long it must be tied back etc | • |
| Other                     | • Wearing of fake/artificial fingernails | • Possession or selling of drugs |
| **Being Respectful**      |                                            |                                            |
| Language                  | • Inappropriate language (written/verbal)  
• Calling out  
• Poor attitude  
• Disrespectful tone | • Offensive language  
• Aggressive language  
• Verbal abuse / directed profanity |
| Property                  | • Petty theft  
• Lack of care for the environment | • Stealing / major theft  
• Wilful property damage  
• Vandalism |
| Rubbish                   | • Littering | • |
| Mobile Phone              | • Mobile phone in student’s possession – not left at office for the day | • Repeated refusal to follow the school’s mobile phone policy |
| Others                    | • Not playing fairly  
• Minor disruption to class  
• Minor defiance  
• Minor bullying / harassment | • Major bullying / harassment  
• Major disruption to class  
• Blatant disrespect  
• Major defiance |
Relate problem behaviours to expected school behaviours

When responding to problem 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 change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour

At Goomeri State School P-10 staff members are authorised to issue consequences for problem behaviours. They are provided with appropriate professional development and/or training for this task. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Staff refer to the ‘Behaviour Consequences Ladder’ when making behaviour decisions (Appendix 10).

Students also receive training about how to respond when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. 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.

Basic defusing strategies

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.

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him / herself or to others.

Appropriate physical intervention may be used to ensure that Goomeri State School P-10’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.

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 function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- 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
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- written incident report & incident report on “One School” (Appendix 6)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 7).
7. Network of student support

Students at Goomeri State School P-10 are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Deputy Principal
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Behaviour Support Staff
- Senior Guidance Officer
- School Adopt a Cop
- School Based Youth Health Nurse

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

8. Consideration of individual circumstances

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 school community members are considered at all times.

Goomeri State School P-10 considers the individual circumstances of students when applying support and consequences by:

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

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
Appendix 1

The Use of Personal Technology Devices* at School

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

All Personal Technology Devices are Banned from Goomeri State School P-10

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft.

Confiscation

All personal technology devices 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 brought to school 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.

Parents of students who have a personal technology device confiscated more than once will be required to collect their student’s personal technology device from the school office.

Personal Technology Device Etiquette

Bringing personal technology devices to school is banned by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if students must bring them to school for family reasons, they must be turned off and left at the school office before 8.50am and collected after 3pm.

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 Goomeri State School P-10. If a student/s were found to be 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), they are in breech of our personal technology policy. Such behaviour also 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 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 bullying1 or

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
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

Breach of this policy 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 the school administration.

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.

Recording Private Conversations and the Invasion of Privacy Act 1971

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

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

* 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 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Goomeri State School P-10 strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying at Goomeri State School P-10. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Goomeri State School P-10 include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Goomeri State School P-10 there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community. When an incident of bullying is reported the “Anti-Bullying Action Plan” is followed (see below).

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Goomeri State School P-10 are an addition to our already research-validated positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 rules and have been taught the expected behaviours attached to each rule in all areas of the school.
   - All students have been or are being taught the specific routines in the non-classroom 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, including those associated with following our routines, from all staff in the non-classroom areas of the school.
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the “High Five” (see below) process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by other lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Goomeri State School P-10 takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Goomeri State School P-10 uses behavioural data for decision-making. This data is entered into our database 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.
ANTI-BULLYING ACTION PLAN

Parent reports bullying to Principal / Deputy Principal

Principal / Deputy Principal Decides level of intervention

Parents, teachers, students become aware of possible bullying

Student reports he/she is being bullied

Step 1

Step 1 - Classroom Teacher

- Be positive and proactive
  - Discuss rights, responsibilities, rules, application of rules/consequences.
  - Display rules and consequences
  - Record reported instances – anecdotal.

Step 2 - Planned techniques and Appropriate Consequences

- Strategies to deal with one-off bullying behaviours
  - Simple direction
  - Rule reminder
  - Simple choice

Step 3 - Serious or Repeated Bullying

A) Serious bullying  B) Repeated  C) Refer student being bullied to Guidance Officer

Major incident  5 RTQ

Principal / DP  If, after 3 4W Forms

4W Form

Letter to parents

Parent interview

Student on Individual Behaviour Plan ➔ (Involves discussion, expectations & monitoring)

Case manager appointed (for bully) ➔ Monitoring of actions

Consequences may also involve any of the following:

- Guidance counselling
- Withdrawal of school privileges
- Suspension
- Exclusion
<table>
<thead>
<tr>
<th><strong>High Five</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talk Friendly</strong></td>
</tr>
<tr>
<td>- Use a quiet and friendly voice</td>
</tr>
</tbody>
</table>
| - Have a friendly look | - When you did ____________
| - Body relaxed and friendly |   It made me feel ____________
| |   Next time I would like ____________ |
| **Ignore** | **Walk Away** |
| - Keep doing what you’re doing | - Remove yourself from the area |
| **Report** |
| - Reporting protects self and others |
| - What happened |   - Where it happened |
| - Who was involved |   - What did I do |
| - Facts |
This sheet is to help you understand the consequences of your actions and take responsibility for them.

NAME .............................................. YEAR ..............

What did I do?........................................................................................................
..........................................................................................................................
..........................................................................................................................

What is the school rule about this? .................................................................
..........................................................................................................................
..........................................................................................................................

What will happen if I do this again? ...............................................................
..........................................................................................................................
..........................................................................................................................

Do I want this to happen? YES/NO

What is the right thing to do now? .................................................................
..........................................................................................................................
..........................................................................................................................

Teacher Comments: .....................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

Student’s Signature: ............................................................... Date: ........

Teacher’s Signature: ............................................................... Date: ........

Parent/Guardian Signature: .............................................................. Date: ........
THE 4WS
YEARS 4-6

This sheet is to help you understand the consequences of your actions and take responsibility for them

NAME ................................................................. YEAR .......

What did I do? ........................................................................................................
...........................................................................................................................
...........................................................................................................................

What is the rule about this? (Refer to School Rights and Responsibilities) ...........
...........................................................................................................................
...........................................................................................................................

What is the consequence of breaking this rule again? ........................................
...........................................................................................................................
...........................................................................................................................

Do I want this to happen? YES/NO

What am I going to do now? ..................................................................................
...........................................................................................................................
...........................................................................................................................
...........................................................................................................................

Teacher Comments .........................................................................................
...........................................................................................................................
...........................................................................................................................
...........................................................................................................................

Student’s Signature ............................................. Date ...............  

Teacher’s Signature ............................................. Date ...............  

Parent/Guardian Signature ............................................. Date ...............
This sheet is to help you to understand the consequences of your actions and take responsibility for them

NAME .................................................. DATE ................
TEACHER ............................................ PERIOD ............... 

What was it about my behaviour that was inappropriate? ........................................................
........................................................................................................................................
........................................................................................................................................
Which rule/s did I break? ........................................................................................................
........................................................................................................................................
........................................................................................................................................
What is the consequence of breaking this rule again? ............................................................
........................................................................................................................................
........................................................................................................................................
Is this what I want to happen? YES/NO

What am I going to do now? ....................................................................................................
........................................................................................................................................
........................................................................................................................................
Teacher Comments ................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
I discussed this with my teacher on ...................(day) at ............(time)

Student’s Signature ................................................. Date ............... 
Teacher’s Signature ............................................... Date ............... 
Parent/Guardian Signature ....................................... Date ............... 

Computers at Goomeri State School enhance student learning by providing facilities that enable research, compilation of assignments and the learning of a variety of Information and Communication Technology skills. In order to reliably maintain these computer systems it is necessary that students follow some basic rules.

**General:**
- Students are not to copy or download programs (including games) onto the school computers nor are they to run games from a USB drive.
- Computer games are not allowed at any time (other than the licensed educational games installed by the school).
- The only programs to be used by students are those provided by the school.
- Students must not attempt to alter the configuration of the computers in any way.
- Students are provided with an amount of space on the main server (H:) onto which they may save assignments and class work. Important work should always be backed up on to a USB drive.
- Students are to keep their network access password secure and private, as they will be held responsible for usage under their access account.
- Students may only use the school computers while a teacher is physically present or with a computer pass from a teacher.

**Internet:**
The internet access provider contracted by Education Queensland carries out filtering of sites and emails considered inappropriate. Unfortunately, due to the dynamic nature of the Internet this does not guarantee that all offensive sites are blocked. The Internet must be considered a public place. Students are expected to conduct themselves in a self-disciplined manner whilst online. This involves avoiding the temptation of searching for and saving or printing inappropriate material.
Students may only use the Internet for tasks set by a teacher and whilst a teacher is physically present.

Online chatting is not permitted unless as part of a task set by a teacher.

Students must not actively seek anything that is illegal, dangerous or offensive to parents, teachers or other students.

If a student accidentally comes across something that is illegal, dangerous or offensive they will

- Immediately clear the offensive material from their screen
- Quietly inform their teacher (who will make note of the site address from the ‘History List’).

Students must not use the internet to annoy, offend or bully anyone else

All email is filtered. Email containing inappropriate language is automatically re-directed to the MIS administrator.

Students must not download files without permission from their teacher.

Students must not disclose personal information (own or that of others) whilst using the Internet.

BEHAVIOUR MANAGEMENT RESPONSES FOR INFORMATION TECHNOLOGY POLICY BREACHES

1st OFFENCE OR MINOR BREACHES

- 2-week suspension from E-mail, Internet or Computer Network access. No formal appeal process lies against this punishment level.

2nd OFFENCE OR MAJOR BREACHES

- 1-month suspension from E-mail, Internet or Computer Network plus letter sent home to parent/guardian. No formal appeal process lies against this punishment level.

3rd OFFENCE OR SEvere BREACHES

- Long term or permanent cancellation from E-mail, Internet or Computer Network plus matter to be referred to the Principal.
The role of the teacher in Managing Student Behaviour

Goomeri State School P-10 will involve:

- sharing joint rights, rules and responsibilities of students;
- providing an effective role model for learning and social behaviours;
- establishing a structured order of behaviour e.g. rules, making sure of the certainty of follow up for disruptive behaviour.
- developing/maintaining respect with regard to language, behaviour, attitudes and work habits;
- providing appropriate resources for the age and development levels of the students;
- appreciating and utilising the support of parents and colleagues;
- maintaining and protecting the physical and mental safety of students;
- giving consideration to the physical environment ensuring it is positive, safe, interesting and functional;
- providing clearly stated expectations toward classroom activities;
- using a variety of teaching methods to promote active learning, with consideration of ‘stages of development’ in lesson planning;
- disciplining in a positive manner, promoting choices and responsibility for behaviour;
- using corrective discipline strategies to prevent the behaviour becoming a problem;
- intentionally minimising embarrassment when disciplining students;
- working as a team member to solve discipline problems in a Supportive School environment;
- following the suggested steps as outlined in “Management of Student Behaviour”, and
- being consistent, especially with those students who persistently challenge school rules.
BUILDING A CLASSROOM DISCIPLINE PLAN

According to Rogers (in “Making a discipline Plan”), the features of a good discipline plan include:

- Verbal repertoire – a good deal of discipline is what we actually say;
- Matching the step to the disruption
- Going from least intrusive to most intrusive – avoid jumping in too heavily for minor offences;
- The plan gives confidence when the pressure is on;
- Minimising embarrassment and hostility;
- The plan is based on the awareness of disruptive patterns. This avoids over-reacting or acting on impulse;
- Being brief (avoid nagging or over-correcting). If we need to speak at length, or the student feels badly done by, we can:
  - take them aside quietly from the group and discuss it;
  - leave it till the end of the lesson to discuss;
- Relationship building;
  - going back to the student when he is on task and giving situation specific encouragement:
  - showing respect in/out of classroom (even the mere “hello”);
  - giving assistance; and
  - providing some opportunities for the student to experience success.
<table>
<thead>
<tr>
<th>LEAST TO MOST INTRUSIVE</th>
</tr>
</thead>
</table>

**DIRECT**
- Privately understood message
- Directional language
- Simple choice
- Rule reminder
- Casual statement or question
- Direct question

**Tactical ignoring where appropriate/possible**

**REDIRECT**
- Repeat
- Re-direction
- Direct the student aside

**Context**
- Allow take – up time( face saving)
- Demonstrate expectation

**CONSEQUENCE GIVEN**
- Make the consequence clear
  ( express as a choice)

**Concentrate, focus on primary behaviour**
- Re-establish working relationship

**CONSEQUENCE APPLIED**
- Class based consequences
- Deferred consequences
- Exit/time out

**Follow up later**
- Peer support

_W Rogers 1992_
The following steps generally increasing in intrusiveness. 
Avoid jumping in too heavily for minor offences – go from the least intrusive to the most intrusive.

1. **Tactical Ignoring of Behaviour**
   - Never ignore rude or arrogant calling out, swearing, defiance or aggression.
   - Decide how long to ignore and what you will do next if it does not work.

2. **Non-verbal Messages**
   - Eye contact for off-task students.
   - Facial messages – smile, wink (OK messages).
   - Confident posture.
   - If unwell, it is best to advise the students.

3. **Casual Statements or Questions**
   - eg ‘How’s it going?’ or ‘Where are you up to now?’.

4. **Simple Directions** (repeat if necessary)
   - eg Use of the person’s name may be enough
   - Put the pen down thanks; keep the noise down please, etc.

5. **Rule restatement/Rule Reminders**
   - eg ‘You know our rule. If you want to ask questions, it’s hands up.’
   - Don’t get caught in futile discussions.

6. **Question and Feedback**
   - eg ‘What are you doing?’
   - Then (if necessary) followed by ‘What should you be doing?’
   - Followed (if necessary) by ‘You should be doing …..’.

7. **Distractions and Diversions**
   - Teachers can often anticipate a disruption or problem and distract or direct the student. We can do this by:
     - inviting some assistance
     - asking a question
     - moving close while working with another student
     - giving them a task
     - inviting another student to work with him/her
     - asking the student to move

8. **Defusion**
   - Appropriate, judicious humour can sometimes take the heat out of a problem

9. **Deflection**
   - Acknowledge the student’s frustration or anxiety, but refer the student to appropriate behaviour.
     - Eg ‘I can see you’re frustrated but that’s the work I have to teach. Not all our work is boring. Can I give you a hand?’

10. **Taking the Student Aside**
    - Be sure the student knows what he/she should be doing before you ask him/her to go back to his/her seat. It may be necessary, if the student is upset, to have a cooling-off period before resuming work.
11. **Clear Command**
   - eg for dangerous situations
   
   ‘Put that acid bottle down now. Move over there and wait. Rest of you go back to work’
   
   or
   
   ‘You two, Mike and Paul (fighting in class), move. Paul over there. Mike over there. Settle down.’

   - Then further talk and follow up action.

12. **Assertive Message/Statement**
   - eg ‘I’m not very happy with the amount of work that’s being done’.

13. **Isolation within the Room**
   - If student won’t settle down he/she is given a choice to work quietly or move. This is a form of logical consequence.

14. **Blocking Statements**
   - A verbal strategy that re-asserts a teacher’s fair direction using the same form of words – repetitively.
   
   - Three (3) blocks are enough. If a student continues to procrastinate the teacher ought to give a simple choice.

15. **Simple Choice**
   - Empty threats are pointless. Give clear choice.
   
   Eg ‘Michelle, Denise, if you keep talking loudly I will have to move you’.

   - Should be preceded by other approaches.

16. **Time Out** (Exit the student from the classroom)
   - Reasons may include:
     - aggressive behaviour that won’t settle down
     - fighting
     - continual disruptive noise
     - dangerous behaviour
     - tantrum behaviour
     - any other behaviour that continues to disrupt the learning/behaviour rights within the group
Appendix 5

Incident Report

Behaviour Data Collection Form

Name: ____________________________________________

Location: ________________________________________

Date: _______________ Time: _______________

Class: __________________________________________

Referring Staff: __________________________________

Comments: ______________________________________

Problem Behavior Possible Motivation Consequence

Minor
☐ Inappropriate language
☐ Physical contact
☐ Defiance
☐ Disruption
☐ Property misuse
☐ Out of bounds
☐ Poor work ethic

Major
☐ Abusive language
☐ Fighting/Physical aggression
☐ Overt Defiance
☐ Harassment/bullying
☐ Property Damage/Stealing
☐ Disruption
☐ Repeated Minor Behaviours
☐ Other

☐ Obtain peer attention
☐ Obtain adult attention
☐ Obtain items/activities
☐ Avoid Peer(s)
☐ Avoid Adult
☐ Avoid task or activity
☐ Don’t know
☐ Other _____________

☐ Stay with teacher
☐ Time out
☐ Buddy Class
☐ Loss of privilege
☐ Time in office
☐ Conference with student
☐ Parent Contact
☐ Individualised instruction
☐ In-school suspension (___ hours/days)
☐ Out of school suspension (____ days)

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Unknown
## Incident Report

**Name:** 

**Date:** 

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
<td>Time incident started</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
</tr>
<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</td>
<td></td>
</tr>
</tbody>
</table>
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
Appendix 8

Plagiarism Policy

Introduction
Goomeri State School P – 10 values excellence in learning and respect for the intellectual property rights of others. We regard plagiarism as academic dishonesty, theft, and an ethical offence. A student who plagiarises is dishonest with their teacher, their peers and themselves. Goomeri State School P-10 regards plagiarism as unacceptable behaviour.

Policy
All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Submissions to teachers must be original, or respect the intellectual contributions of others through correct referencing. The school has adopted Harvard referencing and bibliographic formats. Any violations of this policy will have serious consequences.

Definition
Plagiarism is defined as stealing and passing off the ideas and words, and pictorial material, of another as one's own, when they actually come from another source. This source may be written, oral or electronic, and includes copying/pasting from the Internet.

Examples of Plagiarism
You are plagiarising when you deliberately or unintentionally:

- Copy in any way (including copy and paste, paraphrase, etc.) information, ideas, theories, opinions, concepts or graphics from another source (including the Internet, books, novels, television shows, photographs, designs, pictures, films, CDs, etc) without acknowledging the source.
- Copy verbatim (exactly) material from another source without putting it in quotation marks and acknowledging the source with a reference.
- Fail to provide a correct bibliography with your assignment.
- Fail to name a person you quote when presenting an oral report.
- Copy part or all of another person’s (parent, friend, tutor, other student) work and hand it in as your own.
- You purchase or obtain a paper from an Internet research service or ‘paper mill’ and submit it as your original work.

How to Avoid Plagiarism
To avoid inadvertent plagiarism, you should try these techniques:

- Read through your assignment task carefully.
- Check with your teacher that you understand your task. You are less likely to copy if you feel confident that you know what to do.
- Understand and use referencing techniques; acknowledge sources (by way of references and a bibliography).
- When taking notes, always jot down the bibliographic information so you acknowledge it (and find it again) when writing your assignment later.
- When quoting, put the words in quotation marks “like this”, and acknowledge the original author. Statistics, graphs and other illustrative sources need to be acknowledged.
- Use a large variety of sources, this will strengthen your writing and make you less likely to plagiarise.
- Don’t waste time, give yourself enough time to research, take notes, think and write your drafts and final piece. That’s why you are given several weeks to research.
- Do not copy someone else's work and hand it in as your own.
- Do not allow someone else to copy your work and hand it in as their own.
Consequences
If a teacher reasonably believes, based upon significant evidence, that a student has been guilty of plagiarism or assisted another student to do so, then that student may be subject to any of the following penalties, depending on the nature and extent of the plagiarism:

- Verbal warning.
- Plagiarised sections eliminated/ignored and assignment marked on what remains resulting in:
  - Reduction of marks for the assignment, or
  - No marks given at all for the assignment.
- Insistence on student re-writing the assignment (or a similar one), using original ideas or style.
- Written notification to parents/guardians, possibly with interview.
- Referral to Deputy Principal, Administration team or Guidance Officer for additional discipline/counselling. Incident recorded.
- Suspension of participation in designated school activities. Please note that the penalties for tertiary plagiarism are even more severe, and may include exclusion from a subject or course, even if fees have been paid.

Conclusion
This policy has been developed for the protection of Goomeri State School P-10 students who observe the guidelines for honest authorship, and for the protection of our academic community’s integrity.

Bibliography


King, Jennie 2004, Plagiarism Draft Policy, (later modified by Corinda SHS & then Craigslea SHS, Ferny Grove SHS), Brigidine College.

Appendix 9 – Sun Safety Policy

RATIONALE

At Goomeri State School P-10 we believe that all members of our school community (students, staff, parents & visitors) have the right to feel safe and valued. A component of this is to be provided with information, structures and planning revolving around Sun Safety.

“Queensland has the highest incidence of skin cancer and melanoma in Australia and the world. Winter sun in Queensland is dangerous enough to cause sunburn and consequently contribute to skin cancer. Over exposure to the sun during childhood contributes to the development of skin cancers in later life. Melanoma can also occur as early as the teenage years.” (Queensland Cancer Fund, p.2)

As “students spend approximately 42 weeks of the year at school and are often exposed to the sun for lengthy periods at times when the UV radiation is at its strongest” (Queensland Cancer Fund p.2), we have a responsibility to develop and maintain appropriate Sun Safety Strategies so as all members of the school community will gain greater knowledge and awareness of the need to be “Sun Safe”.

AIMS

Through the development and implementation of a shared Sun Safety Policy in a Supportive School Environment, we aim to create a positive and proactive attitude to Sun Safety amongst all members of the school community. Ultimately Sun Safety is a personal choice, we aim to develop life-long strategies and beliefs which will reduce the risks of skin cancer for the total school community.

SUN SAFETY STRATEGIES

1. Compulsory wearing of the school hat by all students and staff. Volunteer helpers involved with any outdoor movement or activities where exposure to the sun is imminent and extended e.g. moving between buildings which are not connected by a covered walkway, are also required to wear hats.
2. Compulsory wearing of collared shirts.
3. Uniform incorporates Sun Safety design features.
4. Utilise a range of educational programs to reinforce and educate students re Sun Safety, e.g. Health and Physical Education, Queensland Cancer Council information and Sun Smart Kits for younger students.
5. Provide SPF 30+ broad spectrum sunscreen to every classroom for use by students, staff and volunteers.
6. Encourage all school community members to utilise the SPF 30+ sunscreen provided.
7. Encourage students to play in shade areas whenever possible.
8. During swimming lessons all student will wear swim shirts.
9. Reinforce the need for all school community members to be appropriate role models.
10. Remind students to drink plenty of water as they can dehydrate quickly during hot weather.
ROLES AND RESPONSIBILITIES

**STUDENTS**
- wear school hat
- wear appropriate clothing
- utilise sunscreen
- play in shade areas where possible
- always bring swim shirts when required
- strive for sun safe practices

**TEACHERS**
- teach students about sun safe practices
- model appropriate sun safe practices
- wear school hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- plan for outdoor activities with sun safety in mind (where ever practical)
- support the implementation of sun safety strategies

**TEACHER AIDS**
- model appropriate sun safe practices
- wear school hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- support the implementation of sun safety strategies

**ADMINISTRATIVE SUPPORT**
- model appropriate sun safe practices
- wear school hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- support the implementation of sun safety strategies

**PARENTS / COMMUNITY**
- model appropriate sun safe practices
- wear appropriate hat and clothing
- reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- support the implementation of sun safety strategies
- reinforce sun safe practices external to school

**REFERENCES AND POLICY SOURCE**

1. *Queensland Department of Education – Sun Safety Strategy HS-03 DOEM Section 1 and 2.*
# Behaviour Consequences

<table>
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<tr>
<th>Step</th>
<th>Staff Responsible</th>
<th>Student Consequence</th>
<th>School Action</th>
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<td>Exclusion</td>
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<tr>
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<td>Student Discipline Improvement Plan / Return From Suspension Interview</td>
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<td><strong>Office</strong></td>
<td>External Suspension</td>
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<td>Internal Suspension</td>
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<td>Daily Record Card</td>
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<td>6</td>
<td><strong>Classroom Teacher</strong></td>
<td>Exit To Office</td>
<td>Contact Parents/ Blue Form – Major</td>
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<td>Class 4W Form</td>
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<td>Time Out – At Lunch</td>
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<td>Blue Form - Minor</td>
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<td>2</td>
<td></td>
<td>Second Verbal Warning</td>
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</tr>
<tr>
<td>1</td>
<td></td>
<td>Verbal Warning</td>
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</tbody>
</table>

Depending on severity of behaviour, steps may not be followed in sequence.