



Woongoolba
State School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Contact Information

Postal address:	1219 Jacobs Well Rd Woongoolba
Phone:	07 5547 4333
Email:	admin@woongoolbass.eq.edu.au
School website address:	www.woongoolbass.eq.edu.au
Contact Person:	Mrs Wendy Graham (Principal)

Endorsement

Principal Name:	Wendy Graham
Principal Signature:	
Date:	26 July 2026
P/C President and-or School Council Chair Name:	Jess Bidwell
P/C President and-or School Council Chair Signature:	
Date:	

Contents

Principal's Foreword	4
P&C Statement of Support	5
Learning and Behaviour Statement	6
Purpose	7
Whole School Approach to Discipline	8
Social Emotional Learning (SEL) Expectations	9
Positive Behaviour for Learning (PBL) Expectations	10
Consideration of Individual Circumstances	12
Differentiated and Explicit Teaching (Tier 1)	13
Focussed Teaching (Tier 2)	14
Intensive Teaching (Tier 3)	15
Disciplinary Consequences	17
Procedures for Discouraging Inappropriate Behaviours	18
Differentiated Response (Tier 1)	19
Ready to Learn Circle – Minor Behaviour Process (Tier 1)	20
Behaviour Referral Process	22
Focussed Response (Tier 2)	23
Intensive Response (Tier 3)	24
School Disciplinary Absences	25
Statement from the Principal	27
School Policies	28
Temporary Removal of Student Property	28
Use of Mobile Phones and Other Devices by Students	30
Preventing and Responding to Bullying	32
Bullying Prevention and Response Plan	41
Appropriate Use of Social Media	42
Restrictive Practices	44
Critical Incidents	45
Appendices	46

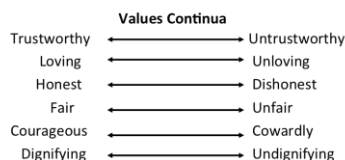
Principal's Foreword



At Woongoolba State School, we believe that every child deserves to learn in a safe, supportive, and engaging environment—one where behaviour is not just managed, but actively taught and reinforced as an essential part of a student's overall development.

Our Student Code of Conduct is built on a foundation of High-Quality Teaching and Learning and High-Quality Culture and Engagement. Through our Positive Culture for Learning (PCL) framework, which encompasses Positive Behaviour for Learning (PBL), Social Emotional Learning (SEL), and Trauma-Informed Practice, we are committed to helping every student grow not only academically, but socially and emotionally as well.

Behaviour is a skill, and like any other area of learning, it is best developed through clear expectations, consistent routines, explicit instruction, and constructive feedback. At Woongoolba, students are supported through a whole-school system that teaches our shared expectations of Be Safe, Be Respectful and Be a Learner modelled on the values continua. These values are reflected in everything we do—from classroom practices to playground interactions—and are brought to life through our staff's commitment to proactive, supportive behaviour instruction.



Source: Macdonald, I., Burke, C., & Stewart, K. (2007). *Systems leadership: Creating positive organisations*. Ashgate Pub.

We also know that the behaviour students demonstrate at school is often a reflection of the messages they receive at home. For this reason, our partnerships with parents and carers are crucial. When families and schools work together with open, respectful communication and shared expectations, students are more confident, connected, and ready to succeed. We encourage families to use the language of PCL at home and to engage in ongoing conversations with their children about behaviour and values.

This Code of Conduct is more than a policy—it is a shared agreement between students, staff, and families that sets the tone for a thriving learning culture. I invite all members of our school community to support this important work and to join us—through the P&C, the PBL team, or by simply staying connected—as we continue to create a school environment where every student feels safe, valued, and empowered to do their best.

Together, we can ensure Woongoolba State School remains a place where learning is celebrated, behaviour is nurtured, and strong relationships form the heart of everything we do.

Warm regards,

Wendy Graham
Principal
Woongoolba State School



P&C Statement of Support



The Woongoolba State School P&C proudly supports the school's Student Code of Conduct and encourages all families to talk regularly with their children about the expectations outlined within it. These expectations – to be safe, be respectful, and be a learner – provide a clear and consistent framework that helps all students thrive both academically and socially.

We understand that children may need guidance and support to meet these expectations, and we're grateful that the school has strong systems in place to help them succeed. Programs such as Positive Behaviour for Learning (PBL), PAUSE, and classroom-based wellbeing lessons give students the tools to develop emotional regulation, positive social skills, and resilience.

As a school community, we also recognise the importance of addressing bullying quickly and effectively. It is vital that students know what bullying is, how to respond if they experience or witness it, and that families feel confident in the school's approach to managing these situations in a safe and supportive manner.

Families play an essential role in reinforcing the school's behavioural expectations. By staying connected, modelling respectful communication, and supporting the school's processes, we strengthen the partnership between home and school — and help all children feel secure, valued, and understood.

We encourage all parents and carers to get involved by joining the P&C or the Positive Behaviour for Learning team. By working together, we can help shape a safe, respectful, and inclusive environment where every student has the opportunity to succeed.

On behalf of the P&C Executive Committee,

Jess Bidwell
P&C President
Woongoolba State School

Learning and Behaviour Statement



Woongoolba State School aspires to our motto – Achievement our Goal.

We stand on the pillars of High-Quality Teaching and Learning and High-Quality Culture and Engagement.

At Woongoolba State School, our three school expectations – Be Safe, Be Respectful and Be a Learner – are underpinned by five core values – Honesty, Trustworthiness, Courageousness, Dignity, Fairness and Love. These guide the way we learn, interact, and grow together. These values are taught, modelled, and reinforced with staff to view each value as a skill that develops over time. Our shared commitment to these values helps create a safe, inclusive, and positive school environment for all.

Targeted Behaviour Support



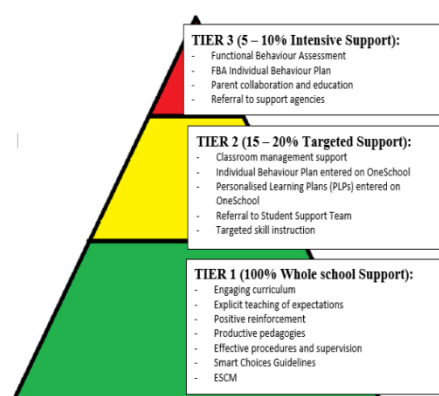
Our school uses a three-tiered model of behaviour support to ensure every student receives the level of guidance they need to succeed. (Appendix 1)

Tier 1 provides support for all students through a whole-school approach that includes engaging curriculum, explicit teaching of expectations, and positive reinforcement.

Tier 2 offers additional targeted support for students who may require further assistance to meet behaviour expectations, including personalised plans and small-group skill instruction.

Tier 3 delivers intensive, individualised support for a small number of students with complex needs, in partnership with families and external support services.

Targeted behaviour support:
EFFECTIVE LEARNING IN A POSITIVE, SOCIALLY JUST ENVIRONMENT



This framework allows us to proactively promote positive behaviour, respond to challenges early, and work collaboratively with families to support student wellbeing and learning.

Purpose



At Woongoolba State School, the Code of Conduct sets the foundation for a safe, respectful, and inclusive learning environment where every student is supported to engage deeply in their learning and thrive socially and emotionally. It reflects our whole-school commitment to Positive Behaviour for Learning (PBL) outlining the shared expectations, responsibilities, and consistent processes that guide positive behaviour across our school community.

Grounded in the Positive Behaviour for Learning (PBL) framework, this Code of conduct promotes High Quality Teaching and Learning by fostering calm, focussed classrooms and consistent routines that allow all students to thrive. It supports a High-Quality Culture and Engagement by creating shared expectations, positive relationships, and a strong sense of belonging across our school community.

Behaviour is explicitly taught, modelled, and positively reinforced, with a clear system of support in place—from whole-school expectations to targeted and individual interventions. We view behaviour as a skill to be learned, and we work in partnership with students, staff, and families to guide students to make positive, informed choices and to grow in responsibility, resilience, and respect.

The Student Code of Conduct is a shared responsibility between staff, students, and families. By working together and supporting consistent expectations, we create a school culture that is safe, socially just, and focussed on the success and wellbeing of every student.

Whole School Approach to Discipline



At Woongoolba State School, we prioritise a High-Quality Culture of Engagement. Our Positive Culture for Learning (PCL) framework encompasses PBL (Positive Behaviour for Learning), Social Emotional Learning (SEL), Trauma-Informed Practice, and is an area of priority at Woongoolba State School. This evidence-based framework is a systematic approach to school improvement.

PCL supports Woongoolba State School to develop clear, consistent rules, routines and procedures for our staff and students. This ensures we can create a safe and supportive environment across the school.

The PCL system ensures all students are explicitly taught the expected behaviours and establishes clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

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



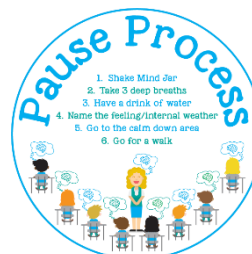
SEL Expectations

Pause Program



The PAUSE Program is our signature Social Emotional Learning Program that supports student's ability to self-regulate.

This program is designed to help children develop self-regulation skills, which in turn supports improved teacher wellbeing by reducing the impact of emotional and behavioural challenges in the classroom. It is implemented through a whole-school approach that engages staff, students, and parents in learning about Neuroscience, Mindfulness, and Positive Education.

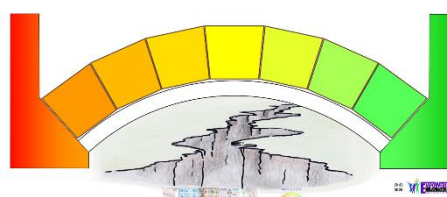


The program is supported by a series of 26 structured lessons, similar in format to the Department of Education's Positive Behaviour for Learning (PBL) lessons, and focuses on teaching students about the three key parts of the brain responsible for thinking, emotions, and long-term memory. By helping students notice and respond to signals from their brain in positive ways, PAUSE encourages emotional self-awareness and regulation. Through this shared understanding and daily application of neuroscience and mindfulness strategies, both student and teacher wellbeing are strengthened.

Bridge Builders Program

"A whole school approach to equip children to be resilient, effective communicators and empowered to deal with everyday conflict and reduce bullying." Jocelyne Chirside MEd (Hons) Dip T JP

BRIDGE BUILDERS®



Underpinning best practice curriculum is the explicit teaching, modelling and encouraging of constructive responses to everyday conflict for student's academic success and authentic social and emotional wellbeing. School communities, classrooms and playgrounds that do not have an educative, supportive and consistent universal approach to behaviour, run the risk of evolving into toxic social and emotional learning environments for vulnerable children. This can reduce learning, memory retention, problem solving, higher order thinking, engagement and student wellbeing. The BRIDGE BUILDERS® Program provides understanding, skills and a common language that teaches resilience and constructive, positive approaches to respond to conflict or bullying. It is a whole-school community program that equips all adults to empower children with strategies to use in situations where conflict or bullying cause disconnection. The skills in this program directly link to the HPE National Curriculum and the Personal and Social General Capabilities that are embedded into all Key Learning Areas.

How the Pause Program Links to the Bridge Builders Program

The Pause Program and the Bridge Builders Program work together to support students in developing emotional regulation, conflict-resolution, and positive social skills. Each program focuses on a different part of the behaviour-learning cycle, and when combined, they reinforce each other.



PBL Expectations



At Woongoolba State School, Positive Behaviour for Learning (PBL) is guided by principles that promote a proactive and consistent approach to behaviour. (Appendix 2). We explicitly teach expected behaviours, giving students regular opportunities to practise and receive feedback. By addressing issues early, we help prevent more serious behaviour challenges. Staff use data to inform decisions about interventions, and we work as a team to consistently reinforce positive behaviours

and respond to misbehaviour in a fair and supportive way. Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students: Be Safe, Be Respectful and Be a Learner.

Students

At Woongoolba State School, our PBL behaviour expectations are outlined in our PBL Behaviour Matrix (Appendix 3)

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You follow school safety procedures, (using the proper drop-off and pick-up areas, signing in at the front office, and keeping emergency contacts up to date) to help us keep everyone safe and accounted for.	We will make sure those procedures are clearly communicated, consistently followed, and supported by staff who prioritize your child's safety every day.
You alert us promptly about changes in your child's health, transportation, or wellbeing, we can respond quickly and appropriately to support their safety.	We will take concerns seriously and act with care and urgency to protect your child's physical and emotional safety.
You model safe behaviour around school (driving slowly, using crosswalks, and treating others with respect) to help create a safer, more positive environment for all children.	We will lead by example, with staff actively supervising students and addressing safety concerns with fairness and consistency.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You take a positive, solution-focussed approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Be a Learner

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

You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Parent Communication



There are a number of ways you can connect with us to stay up to date about your child's education and your school community:

- contact school administration on admin@woongoolbass.eq.edu.au for general inquiries
- contact admin@woongoolbass.eq.edu.au to organise a meeting with teachers or staff
- subscribe to our school newsletter and communication channels.

We value open and respectful communication with parents and carers, to support student learning. We will:

- keep you up to date about your child's learning and engagement
- offer parent/carer-teacher interviews twice per year
- participate in pre-organised meetings for complex or sensitive issues
- provide school updates and opportunities for feedback.

Guidelines are now available to help parents/carers understand the types of information they can expect to receive from state schools and appropriate contact channels (Appendix 13)

Find out more about communication in Queensland state schools:

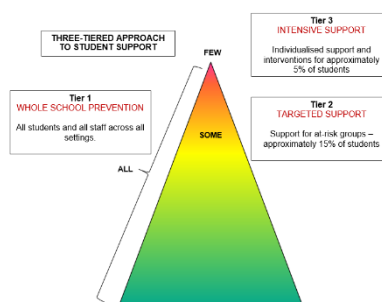
<https://education.qld.gov.au/parents-and-carers/positive-school-culture>

Consideration of Individual Circumstances



Staff at Woongoolba take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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



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

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

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

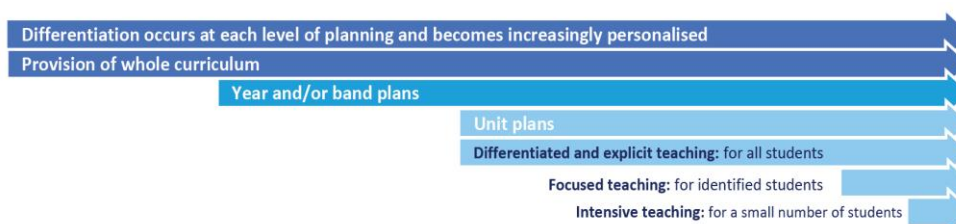
Differentiated and Explicit Teaching (Tier 1)



Woongoolba State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



These three layers map directly to the tiered approach in the PBL framework. Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

Each fortnight the PCL Team uses gathered data to select a Behaviour Focus from the Woongoolba State School behaviour matrix. This is explicitly taught and reinforced by all staff. This Focus is broken down into steps using clear, child-friendly language and accompanying photographs of our students modelling the expectation. This is displayed on a poster in all classrooms, learning areas and administration office.



Focussed Teaching (Tier 2)



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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Woongoolba State School to provide focussed teaching. Focussed teaching is data driven and aligned to the PBL Expectations Matrix. Student progress is monitored by the classroom teacher/s to identify those who:

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

Woongoolba State School has a range of Student Support Network staff including a Guidance Officer, Inclusion teachers and Psychologist, in place to help arrange, and deliver focussed teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Chaplaincy Program
- Rock and Water (Appendix 11)
- Pause Program (Appendix 11)

For more information about these programs, please speak with the HOSeS, Ms Jocelyn Jeffrey.



Intensive Teaching (Tier 3)



Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family. At Woongoolba State School students may have access to or support through:

- individualised Behaviour Plan (Appendix 10)
- individualised Goal Tracking Book (Appendix 10)
- proactive planning documents (Appendix 10)

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

Students who require intensive teaching will be supported through a case management approach involving highly individualised interventions to

support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

It is important to note that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong.

LESSON 1

CALM BODY, CALM MIND

THINKING BEFORE YOU ACT.

WHY IT MATTERS

When we are calm, we make better choices.

STOP, THINK, CHOOSE.

STOP Pause. Don't react.

THINK What's the smart choice?

CHOOSE Pick what will help.

ACT Make it happen.

CALM ME DOWN STRATEGIES

1 2 3 ... 10

TAKE DEEP BREATHS. COUNT TO 10.

WALK AWAY.

TALK TO SOMEONE.

FOCUS ON SOMETHING POSITIVE.

SIGNS MY BODY IS GETTING UPSET:

- Fast heartbeat
- Tight muscles
- Hot face
- Louder voice
- Wanting to yell
- Acting without thinking

CALM TODAY. STRONG TOMORROW.

SAFE • RESPECTFUL • RESPONSIBLE

LESSON 2

STIRRING THE POT

DON'T FEED THE FIRE.

RAGE-BAITING GETS A REACTION. DON'T TAKE THE BAIT.

WHAT DOES IT LOOK LIKE?

- Repeating stuff
- Making someone angry on purpose
- Laughing when someone is upset
- Telling others to "fight" or "get back"
- Following or crowding someone

WHAT CAN I DO INSTEAD?

WALK AWAY. Remove yourself.

DON'T REACT. No reaction = no reward.

SAY LEAVE IT. Calmly. Clearly.

CHANGE THE AIR. Do or say something going.

GET AN ADULT. If it keeps going.

STRONG PEOPLE DON'T NEED A REACTION.

SAFE • RESPECTFUL • RESPONSIBLE

LESSON 3

BE YOUR OWN LEADER

Just because others are doing it doesn't mean you have to.

WHAT IS PEER PRESSURE?

Sometimes people:

- copy others to fit in
- join in for laughs
- follow friends without thinking
- stay involved because everyone else is

STRONG LEADERS:

- THINK FIRST
- WALK AWAY FROM DRAMA
- SPEAK RESPECTFULLY
- HELP OTHERS FEEL SAFE
- MAKE THEIR OWN CHOICES

WHAT CAN I SAY?

"I'm not getting involved."

"Leave it."

"That's not funny."

"Let's do something else."

"I'm walking away."

REAL LEADERS MAKE SAFE CHOICES.

SAFE • RESPECTFUL • RESPONSIBLE

LESSON 4

WORDS HAVE POWER

CHOOSE WORDS THAT BUILD. NOT WORDS THAT HURT.

THE ESCALATION LADDER

Most big problems start small.

SMALL COMMENT

REPEATED TEASING

EMBARRASSMENT

ANGER

GROUP INVOLVEMENT

BIG CONFLICT

BAIT PHRASES TO WATCH:

"Cry about it."

"Do something then."

"It's just a joke."

"No one likes you."

"You won't."

RESPOND RESPECTFULLY

SAY STOP. "Stop. I don't like it."

WALK AWAY. Don't keep the drama going.

IGNORE THE BAIT. Not every comment deserves a reaction.

TELL SOMEONE. Get help if needed.

YOUR WORDS CAN BUILD PEOPLE UP OR PULL PEOPLE INTO CONFLICT.

SAFE • RESPECTFUL • RESPONSIBLE

LESSON 5

LET IT GO

IT'S OKAY TO WALK AWAY. STRONG IS SELF-CONTROL.

LET IT GO STEPS

L LOOK at what's happening.

E EXIT the audience. Move away.

T TAKE A BREATH. Slow your body.

I IGNORE the bait. Not every comment deserves a reaction.

T TELL someone if needed.

G GET REGULATED. Walk. Breathe. Reset.

O OWN your choices. You control you.

SAY THIS. DO THIS.

- "I'm leaving this."
- "Not worth it."
- "I'm done."
- "Walk away."

Take a breath and move on.

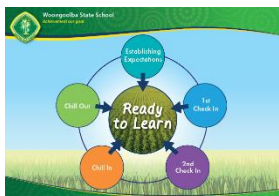
WALK AWAY TODAY. BE PROUD TOMORROW.

SAFE • RESPECTFUL • RESPONSIBLE

Disciplinary Consequences



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

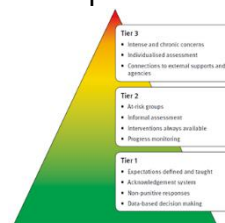


The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours through our Ready To Learn framework (Appendix 4).

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

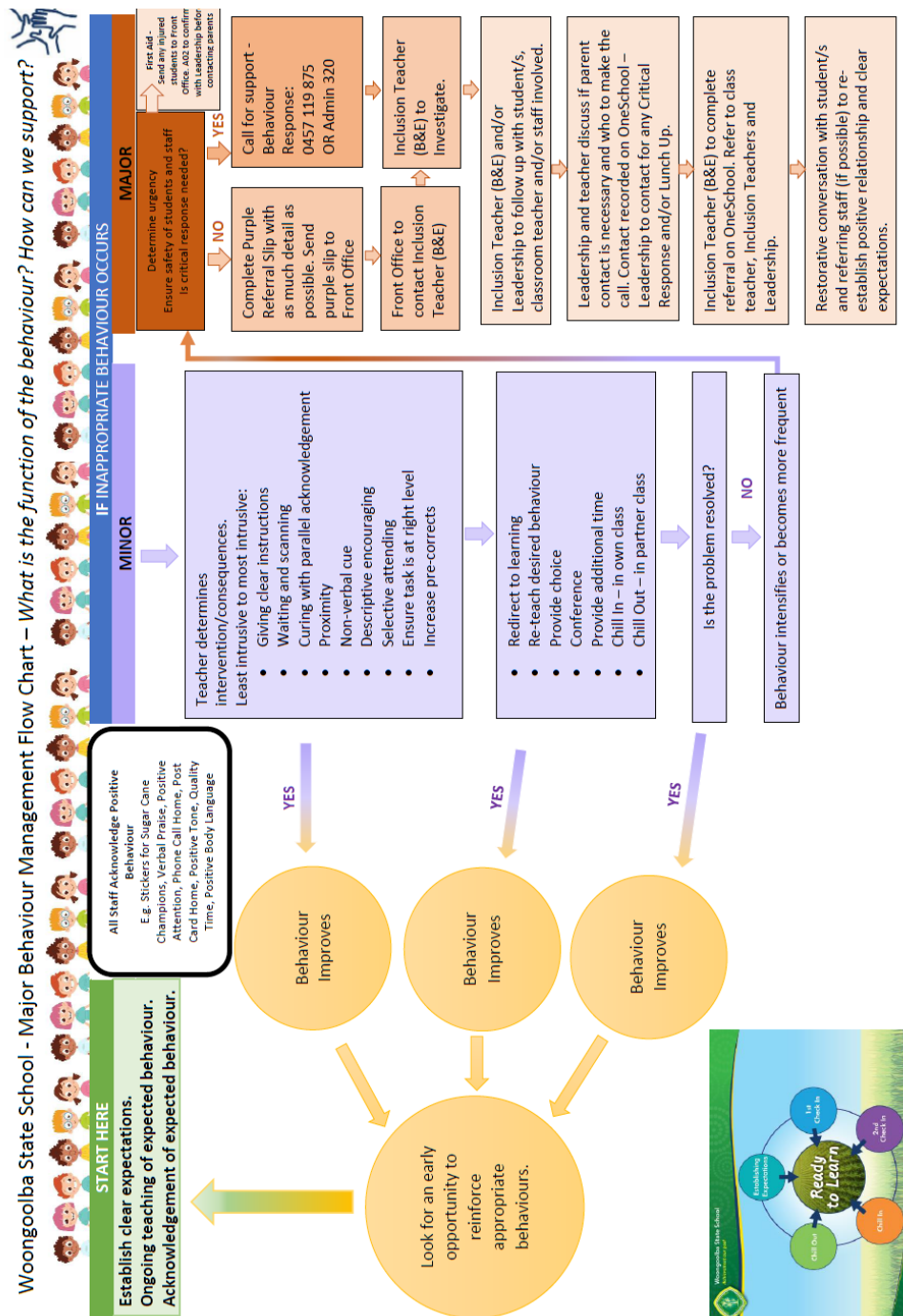


Procedures for Discouraging Inappropriate Behaviours



At Woongoolba State School, we respond constructively to the individual needs of our students and believe that there is always a purpose to a students' behaviour. With that in mind, all inappropriate student behaviours are either Major (Leadership Managed) or Minor (Teacher Managed).

These can be managed as a differentiated, focussed or intensive response. In all instances, staff at Woongoolba State School refer to the following flowchart to discourage and manage student behaviour (Appendix 5)



Differentiated Response



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

This may include:

- Pre-correction (e.g., "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g., "Hand up when you want to ask a question")
- Rule reminders (e.g., "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g., "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g., "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g., "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g., removal from classroom)
- Detention

At Woongoolba State School, staff use our Sugarcane Champion Positive Acknowledgement System, the Essential Skills for Classroom Management and the Ready to Learn Circle to support student engagement.

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would



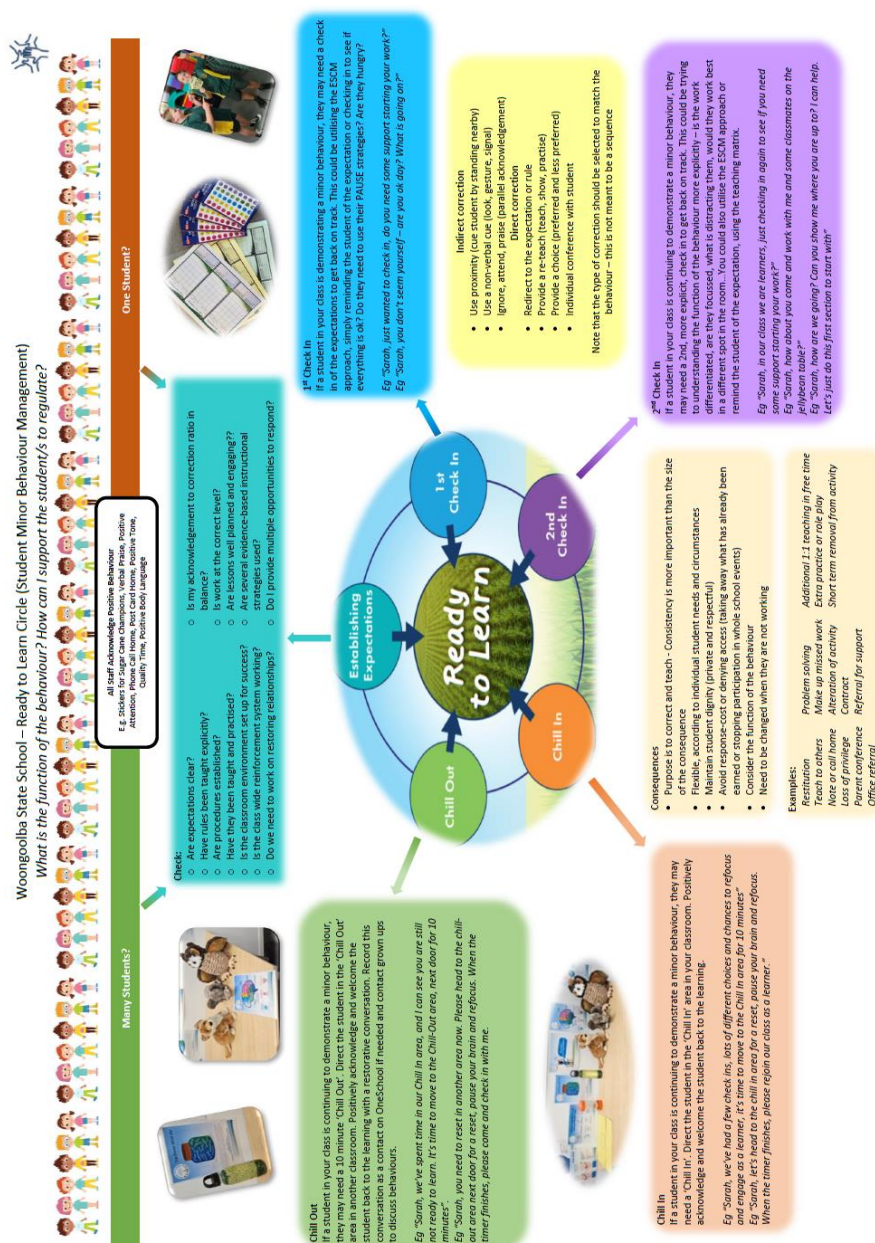
Ready to Learn Circle – Minor Behaviour Process



The purpose of the Ready to Learn circle is to support students re-engage with learning after a poor choice has been made (Appendix 4).

At Woongoolba State School, Achievement is our Goal. As a school we ensure that students are safe, respectful learners through our Positive Culture for Learning processes. It is crucial that, as a school, we are consistent in our approach to student achievement and behaviour expectations. Our 'Ready To Learn' process is the agreed process for managing repeated minor behaviours. This process ensures consistency, reliability and structure for our students to succeed.

Our 'Ready To Learn' process works in a cylindric system that allows students to work within and around the system, rather than a 'one-track way to the office'. This is not a punitive system. It is a space to support students to regulation their emotions, using the PAUSE language to re-engage with learning. Students have been explicitly taught this process and the expectations for this process.



Chill Up

If a student is still continuing to demonstrate minor behaviours, they may need a 'Chill Up'. Students will be directed to the 'Chill Up' area in the Front Office Space. The duty leader for the day will be contacted via phone to let them know the student is coming. If the student refuses to follow instructions to head to the office, teachers will refer to the Behaviour Flowchart which indicates that refusal to follow instructions to go to the office is considered a 'Major' and the Duty Leader should be called for assistance. Student is required to take their Reflection Slip with them to 'Chill Up' area.

Restorative Practice

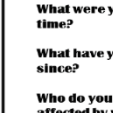
Restorative Practices (Appendix 6) are more than an intervention to deal with inappropriate behaviour. They promote the building and maintenance of respectful relationships as a foundation for teaching and learning. There are a range of activities in Restorative Practices, from having a restorative chat with an individual or small group of students, to a whole-class "no blame" conference or whole year level community conference.

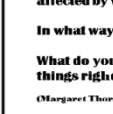
When a relationship is damaged or strained, it is essential that a restorative conversation takes place, not to shame or place blame, but to focus on developing empathy, taking responsibility, finding solutions and healing.

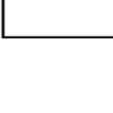
The Restorative practice is used within the reflective sheet which is used after a student has been to 'chill out'.

 What happened? - When you ... what were you thinking? - When you ... what did you want to happen? - Right thing or wrong thing to do?	 Who has been affected or hurt? - When you ... how do you think ... felt? - When you ... felt ...	 What needs to happen to fix things up? - What does ... need you to say or do? - To fix things up you need to ... - Accept apology?	 Next time? - At school it's not okay to ... next time you need to ... - Do you need any help to follow the plan?
--	--	--	--

**The Restorative Chat**

**What happened?**

**What were you thinking at the time?**

**What have you thought about since?**

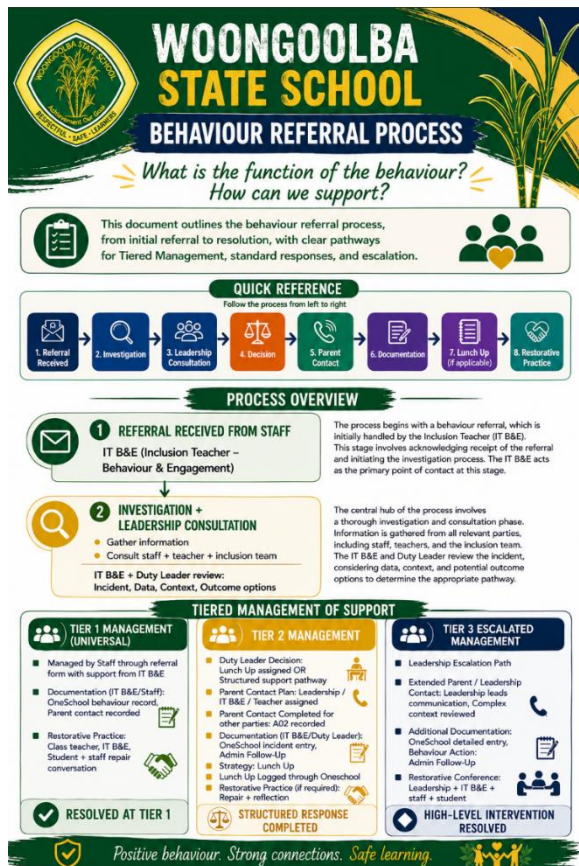
**Who do you think has been affected by what you did?**

**In what way?**

**What do you need to do to make things right?**

**(Margaret Thorsborne)**

Behaviour Referral Process



Behaviour referral is part of a consistent, shared process we use to respond to behaviour in a fair, relational and intentional way. This process is designed to ensure consistency, fairness, and a strong focus on restorative practice.

When a behaviour referral is received, the Inclusion Teacher – Behaviour & Engagement investigates the incident, consulting with relevant staff and the inclusion team as required. Findings are then discussed with the Duty Leader to consider the incident, relevant data, and investigation outcomes.

The Duty Leader is responsible for determining the appropriate consequence, which may include a Lunch Up or alternative management by the Inclusion Teacher or referring staff. Where a Lunch Up is assigned, the Duty Leader also determines and coordinates family communication (A02 contact), ensuring parents/carers are informed of the incident.

All relevant details, including behaviour records and communication, are documented in OneSchool, and the Lunch Up is recorded in the designated tracking system. During the Lunch Up, the Duty Leader records a Behaviour Action (Admin Follow Up) with the strategy of Lunch Up, and restorative conversations are facilitated by Leadership and/or the Inclusion Teacher as appropriate to support positive relationship repair and future behaviour success.

Woongoolba State School
Achievement our goal

Major Referral Form

Student Name: _____ Class: _____
Referring staff: _____ Date: _____

Period ☐ Before School ☐ Morning Session ☐ Break 1 – Eating ☐ Break 1 – Play ☐ In Classroom ☐ Outside Classroom ☐ Undercover Eating ☐ Junior Playground ☐ Middle Oval ☐ Senior Playground ☐ Senior Oval ☐ Undercover Area	☐ Middle Session ☐ Break 2 – Play ☐ Break 2 – Eating ☐ Afternoon Session ☐ The Hub (Inclusion) ☐ Library ☐ Under Office ☐ Computer Lab ☐ Courts ☐ Harvest Hub ☐ Outside School Grounds ☐ Between Classes	☐ After School ☐ Transition time (between break and class) ☐ Bus Line ☐ Bus ☐ On School Bus ☐ Helping Hands ☐ Roaming ☐ Excursion ☐ Camp ☐ Junior Oval ☐ Break
Location Category ☐ In Classroom ☐ Outside Classroom ☐ Undercover Eating ☐ Junior Playground ☐ Middle Oval ☐ Senior Playground ☐ Senior Oval ☐ Undercover Area	☐ Technology ☐ The Arts ☐ Languages ☐ Individual conference ☐ Additional 1:1 ☐ Chill Out ☐ Make up time/ work ☐ Non-verbal cue ☐ Individual Support Plan followed	☐ HPE – PE ☐ HPE – Health ☐ Break ☐ Apology ☐ Extra practice ☐ Proximity ☐ Verbal cue ☐ PAUSE Strategies ☐ Behaviour Support contacted
Subject ☐ English ☐ Maths ☐ HASS	☐ Technology ☐ The Arts ☐ Languages ☐ Individual conference ☐ Additional 1:1 ☐ Chill Out ☐ Make up time/ work ☐ Non-verbal cue ☐ Individual Support Plan followed	☐ HPE – PE ☐ HPE – Health ☐ Break ☐ Apology ☐ Extra practice ☐ Proximity ☐ Verbal cue ☐ PAUSE Strategies ☐ Behaviour Support contacted
Strategies (corrections) ☐ Prompting ☐ Parallel Praise ☐ Redirection ☐ Giving choices ☐ Parallel cueing ☐ Planned ignoring ☐ Reteach	☐ Defiance ☐ Disrespect ☐ Disruption ☐ Fighting/ Harassment	☐ Physical aggression ☐ Property damage ☐ Technology violation ☐ Truancy
Antecedent/Uninvolved Problem What was the trigger that has caused the uninvolved behaviour?	Incident details *Include student names and information such as Teacher Witnessed	
Location location staff and students present reason or event observed behaviour of student who or what the behaviour was directed towards Action taken to de-escalate the behaviour	Uninvolved behaviour ☐ Abuse language ☐ Academic Misconduct ☐ Bullying	
Witnessed: staff member Y/N	Other witnesses:	
Follow Up ☐ Natural consequence ☐ Conferencing ☐ Time Out ☐ Community Service	☐ Missed play ☐ Lunch Up ☐ Restorative Justice ☐ Trading Document	☐ Individual Support Plan action ☐ Referral to leadership ☐ Communication home ☐ Who
Notes: What next?		

Woongoolba State School – Behaviour Referral Process
What is the function of the behaviour? How can we support?

This document outlines the behaviour referral process, from initial referral to resolution, with clear pathways for Tiered Management, standard responses, and escalation.

QUICK REFERENCE
Follow the process from left to right

PROCESS OVERVIEW

- 1 REFERRAL RECEIVED FROM STAFF**
IT B&E (Inclusion Teacher – Behaviour & Engagement)
- 2 INVESTIGATION + LEADERSHIP CONSULTATION**
Gather information
Consult staff + teacher + inclusion team
IT B&E + Duty Leader review: Incident, Data, Context, Outcome options
- TIERED MANAGEMENT OF SUPPORT**
 - Tier 1 Management (Universal)**
 - Managed by Staff through referral form with support from IT B&E
 - Documentation (IT B&E/Staff): OneSchool behaviour record, Parent contact recorded
 - Restorative Practice: Class teacher, IT B&E, Student + staff repair conversation
 - Tier 2 Management**
 - Duty Leader Decision: Lunch Up assigned OR Structured support pathway
 - Parent Contact Plan: Leadership / IT B&E / Teacher assigned
 - Parent Contact Completed for other parties: A02 recorded
 - Documentation (IT B&E/Duty Leader): OneSchool incident entry, Admin Follow Up
 - Strategy: Lunch Up
 - Lunch Up Logged through OneSchool
 - Restorative Practice: Repair + reflection
 - Tier 3 Escalated Management**
 - Leadership Escalation Path
 - Extended Parent / Leadership Contact: Leadership leads communication, Complex context reviewed
 - Additional Documentation: OneSchool detailed entry, Behaviour Action: Admin Follow Up
 - Restorative Conference: Leadership + IT B&E + staff + student

Resolved at Tier 1 | **Structured response completed** | **High-level intervention resolved**

Focussed Response



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

This may include:

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

Lunch Up

At Woongoolba State School, the Lunch Up process is used when a student engages in a major behaviour that requires leadership intervention.

During Lunch Up, students meet with a member of the leadership team to discuss the incident in a calm and supportive setting. Together, they reflect on what happened, identify the school expectation that was not met, consider who was impacted, and talk through what the student can do differently next time (Appendix 7). Students are also guided to take responsibility for their actions by planning how they will restore relationships or repair harm where appropriate.

Lunch Up takes place in the administration area during playtime, with students still able to eat and access the bathroom during the designated eating period. The length of time a student remains with administration, and the number of play sessions missed, is determined after a fair and thorough investigation.

Depending on the circumstances, parents will be contacted by the classroom teacher or the duty teacher either before or after the Lunch Up to discuss the incident and the outcome.

The school works in partnership with families to reinforce expectations, share outcomes, and support the student's plan to move forward positively.

Woongoolba State School
Achievement our goal

Lunch Up Sheet

Student Name: _____ Class: _____ Date: _____

Has the Chill out sheet been completed? Y/N _____

I was not: _____

Be Safe Be Respectful Be a Learner

In the box below add:
☐ What happened
☐ What I will do next time

This is different because next time I will _____

This means, next time I will: _____

Be Safe Be Respectful Be a Learner

Duty Leader sign Student sign Shared with class and referring teacher

Intensive Response



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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g., mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences



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

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

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

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

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

Re-entry following suspension

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

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

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

meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

Statement from the Principal



Teaching Responsibility: Working Together to Support Safe and Respectful Behaviour

At Woongoolba State School, we are committed to providing a safe and inclusive learning environment where every student can thrive. Part of this commitment includes responding to serious behaviour with fairness, consistency, and integrity — always with student learning and wellbeing at the centre.

When major behaviours occur, such as acts of physical aggression, leadership staff are required to step in to maintain safety and uphold the expectations that support a positive school culture. These decisions are never made lightly. They follow a clear and thorough process: investigation, reflection, and an opportunity for students to take ownership of their behaviour and make a plan for how they will move forward.

We recognise that these moments can be challenging for families. It's natural to feel concerned or emotional. However, how we respond — as adults — sets a powerful example for our children. Supporting behavioural expectations, even when it's difficult, helps students learn that actions have consequences, reflection leads to growth, and responsibility is part of becoming a capable, resilient person.

In line with the Department of Education's "No Excuse for Abuse" policy and the Parent and Community Code of Conduct, our school maintains a zero-tolerance approach to aggression or intimidation towards staff. Respectful, two-way communication between school and home is vital — especially during difficult moments. We encourage families to engage in calm, solution-focussed conversations with teachers and leadership so we can work together to support the student, restore expectations, and plan for success.

Every student at Woongoolba is supported through our Positive Culture for Learning framework. This includes clear expectations, consistent routines, social-emotional learning, and trauma-informed practices. When behaviour breaches these expectations, we use it as a teaching opportunity — to reflect, repair, and re-engage with the school community.

We want every student to learn, every family to feel heard, and every staff member to feel safe. By working together — families, students, and staff — we can uphold high standards of behaviour while modelling the values of respect, kindness, responsibility, resilience, and safety for the next generation.

Thank you for standing with us to build a safe, respectful, and high-quality school environment.

Warm regards,

Wendy Graham

Principal

Woongoolba State School

School Policies



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

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

Temporary removal of student property



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

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

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for

example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Woongoolba State School:

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

Parents of students at Woongoolba State School

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

Students of Woongoolba State School

- do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
 - is prohibited according to the Woongoolba State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk

- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students



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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.



Responsibilities

The responsibilities for students using mobile phones or other devices at school, are outlined below. It is the student's responsibility to sign their device in at the Administration Office on arrival to school and before 8.55am using their named device case.

It is **acceptable** for students at Woongoolba State School to:

- use personal mobile phones or other devices for
 - contacting parents before and after school to ensure their safe travel to and from school.
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the personal device in the Administration Office, before school and collect the device at the end of the school day.

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

It is **acceptable** for students at Woongoolba State School to:

- use school devices for
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with teachers, or experts in relation to school work in collaboration and with approval from teaching staff
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment

In relation to both personal and school devices, it is **unacceptable** for students at Woongoolba to:

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:

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

Preventing and responding to bullying



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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships.

Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.

Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Woongoolba State School staff and students elect Student Leaders who meet with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. When discussing these strategies, staff and leaders focus on the core elements of the Australian Student Wellbeing Framework (Appendix 8):



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for Student Leaders is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Woongoolba State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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



Could it be bullying?

FIRST
Am I safe?



No



Find a safe adult now

Yes



Continue



What happened?

Keep it factual. Use your reporting card to record what happened and the actions of people involved.

Has this happened before?

- Repeated
- Ongoing pattern – over a long time
- Is it happening just to you?

Yes



It could be bullying, move to next step. Make sure your report is all filled in.

No



It's not bullying. But if you feel like it could happen again, tell an adult. Use your conflict resolutions strategies from the Bridge Builders program to guide you.



Was it intentional?

- On purpose
- Person went out of their way to hurt you?
- Did they seek you out?

Yes



It could be bullying, move to next step. Make sure your report is all filled in.

No



It's not bullying. Use your communication strategies – tell the person how it made you feel, ask them to stop or move away.

Did you feel unable to stop or intervene?

- Power imbalance – social, physical size, age
- Do you feel like you are less important than the other person?
- Are you unable to use any of your strategies?

Yes



It could be bullying, move to next step. Make sure your report is all filled in.

No



It's not bullying. If you feel like you can't ask them to stop, ask a teacher to help you manage the conflict.



If you answered yes to all three questions, it **COULD** be bullying. Fill in your reporting card and find a safe adult to help you.



At Woongoolba State School, we are
Respectful • Responsible • Safe • Aiming High

*Achievement
our Goal*



Queensland
Government



WOONGOOLBA STATE SCHOOL

Student Reporting Card

If you're not sure, use the 'Could it be Bullying?' poster to help you.



My Name: _____

Today's Date: ____ / ____ / ____

Where did it happen?

- ☐ Classroom ☐ Playground ☐ Toilets
☐ Bus ☐ Other: _____



Who was involved?



What happened?

Tell us exactly what happened. Stick to the facts.

Stick to the facts

- ✓ What happened?
- ✓ Who was involved?
- ✓ Where did it happen?
- ✓ What did you do?
- ✓ What did they do?
- ✓ Who else may have witnessed what happened?

BEFORE HANDING THIS CARD TO A TEACHER...

1 Has this happened before?



Yes, it has.

☐

No, it's the first time.

☐

2 Was it on purpose?



Yes, it was on purpose.

☐

No, it was an accident.

☐

3 Were you able to make them stop?



Yes, I used my strategies and they stopped.

☐

No - I used my strategies but it continued.

☐

No - I think I need some help.

☐

Did you try any Bridge Builders strategies?

Tick all that apply.



Ask them to stop

☐

Ignore and don't react

☐

Share and take turns

☐

Talk and listen

☐

Be kind

☐

Make an agreement

☐

I wasn't able to use a strategy

☐

Who else have you told? (Tick all that apply)

☐ My parents

☐ My Classroom Teacher

☐ Duty Teacher

☐ Other staff member: _____

☐ School Chaplain, Guidance Officer or School Psychologist

☐ No one yet

What would you like? Tick one.



A teacher to know

☐

Help solving the problem

☐

Someone to check in with me

☐

I just wanted to report what happened

☐

★ Thank you for telling. Give this card to a trusted adult. ♥

TEACHER USE ONLY

Date received: ____ / ____ / ____

Adult receiving report: _____

Woongoolba State Schools - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Wendy Graham, (07) 5547 4333

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal, Wendy Graham.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

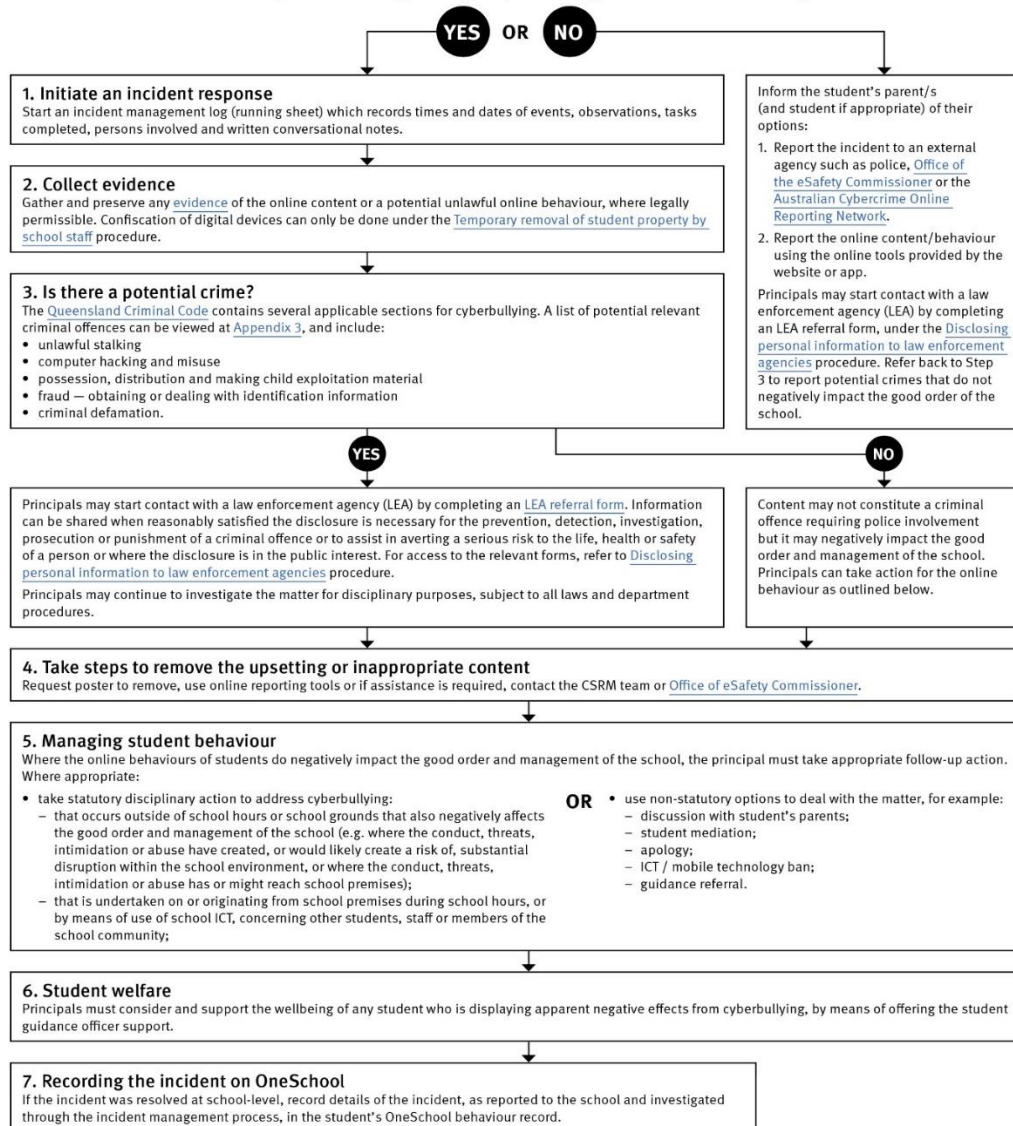
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Woongoolba State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Woongoolba State School – Anti-Bullying Contract

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

Woongoolba State School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

The plan is designed to proactively prevent bullying behaviours, teach positive social-emotional skills, and ensure clear, supportive responses when concerns arise. It outlines a structured and collaborative approach involving the student, class teacher, parent or carer, inclusion teacher, principal, guidance officer, and child psychologist, depending on the individual needs of the student. Together, this team identifies the student's strengths and challenges, clarifies the purpose of the plan, and works through prevention strategies, response actions, skill-building opportunities, and clear communication and monitoring expectations. Additional supports are considered to ensure the plan is tailored and meaningful.

This shared responsibility strengthens our whole-school culture of wellbeing, safety, and positive behaviour.



Appropriate use of social media



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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices



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

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

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

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

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

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

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

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

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

]

Critical Incidents



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

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

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

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

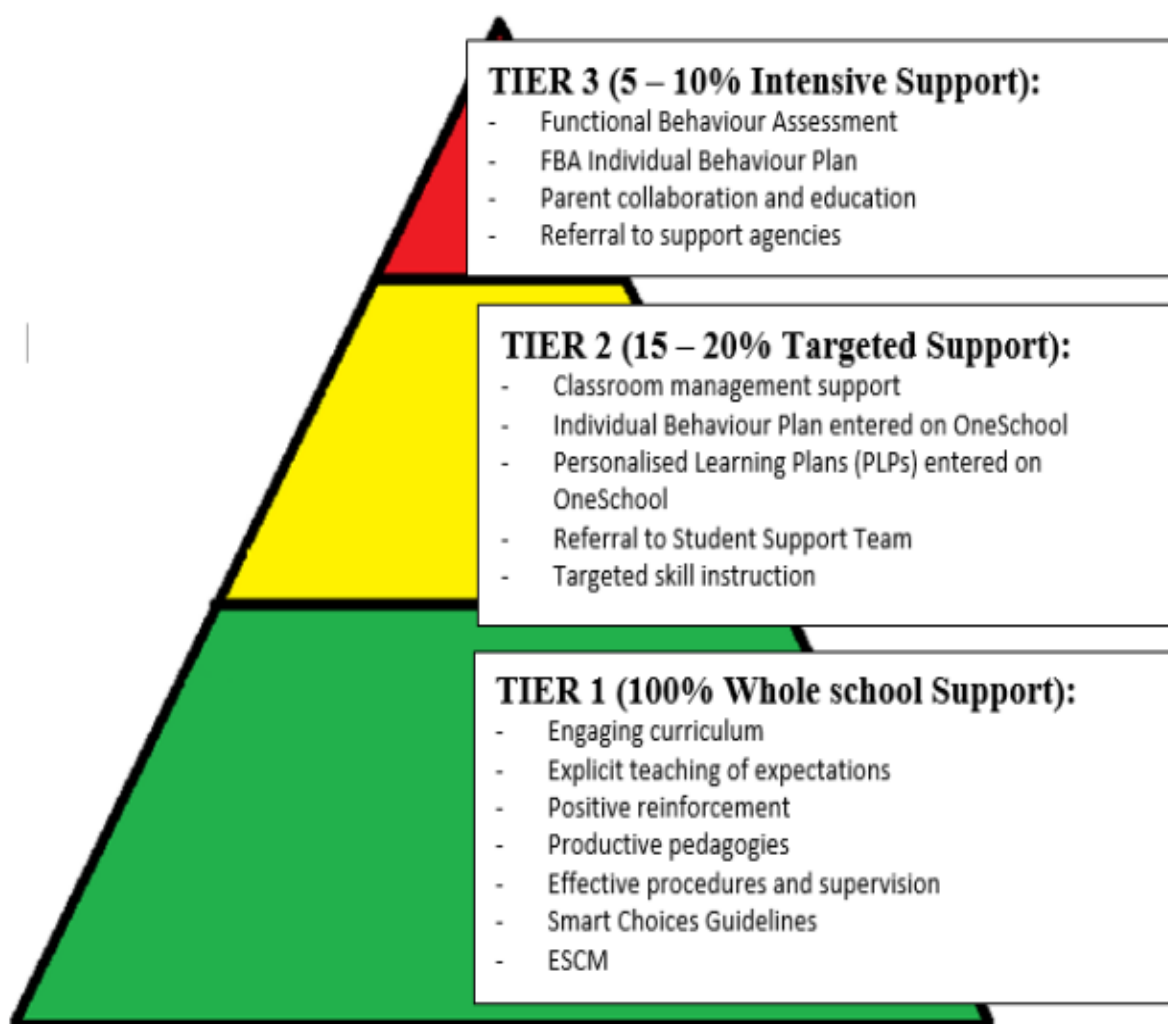
1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: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



Appendix 1

Targeted behaviour support:

EFFECTIVE LEARNING IN A POSITIVE, SOCIALLY JUST ENVIRONMENT



Appendix 2



Department of Education

Positive Behaviour for Learning (PBL)

What is PBL?

PBL is short for **Positive Behaviour for Learning**.

PBL is a plan for schools to



- be a positive place to learn



- teach students how to behave at school



- tell students when they do the right thing



- help students when they make mistakes



- work together with parents.

To find out more about PBL

contact your school or [regional office](#).



Queensland
Government



Queensland
Government

Woongoolba State School
Achievement our goal

Behaviour Matrix

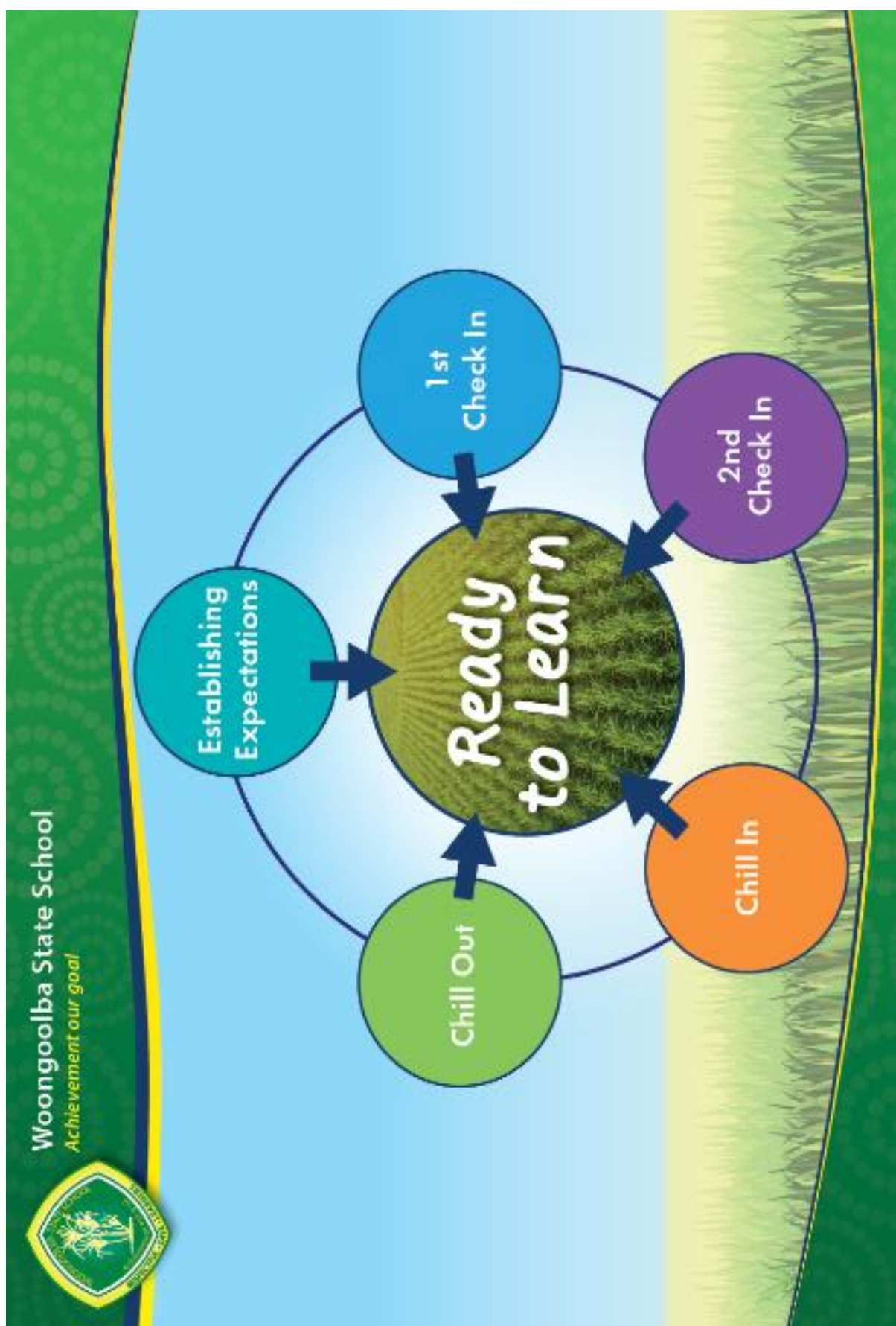
Be Safe

Be Respectful

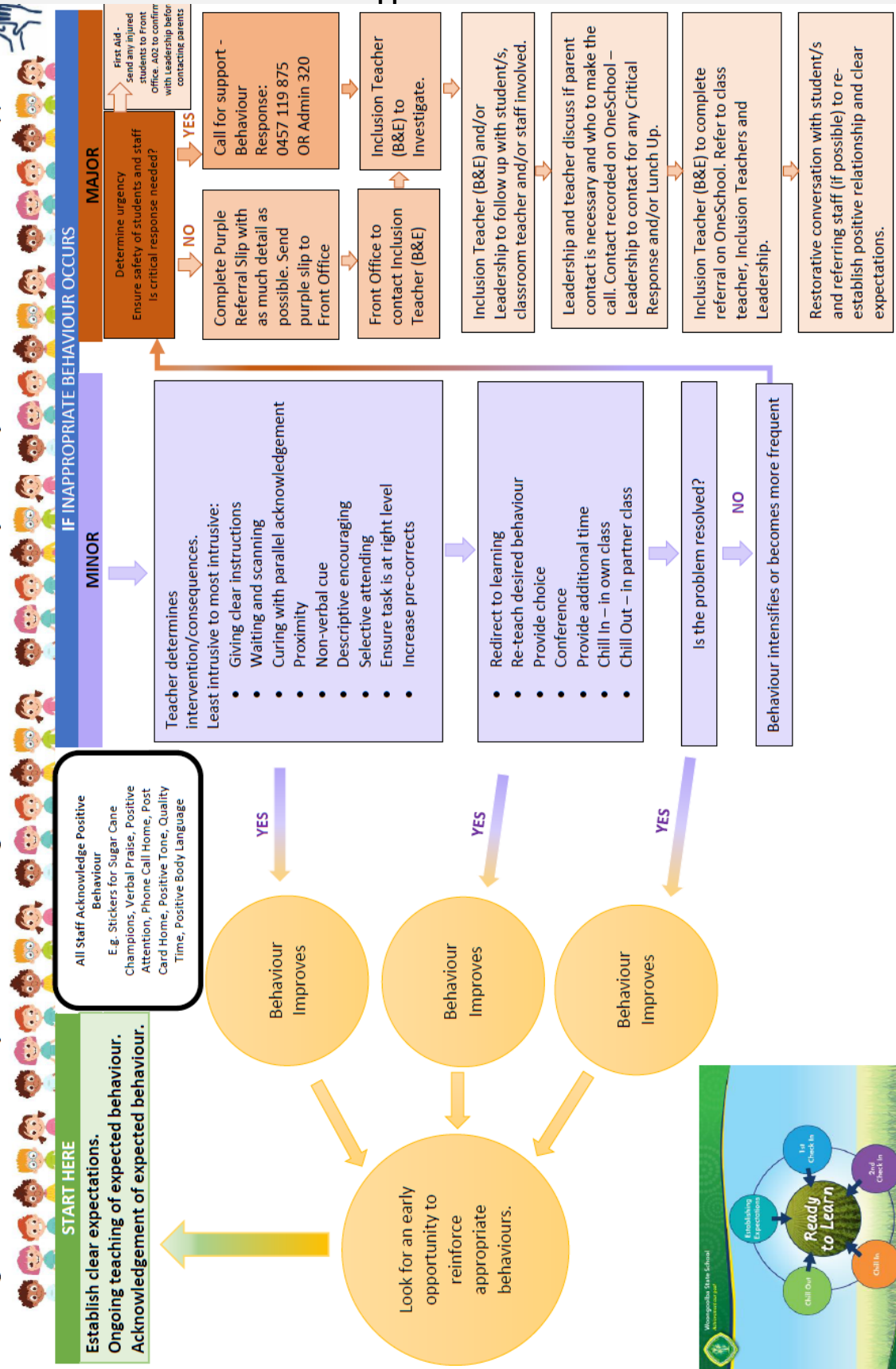
Be a Learner

All Areas	✓ Keep your area clean and tidy ✓ Use the High Five ✓ Follow instructions the first time ✓ Line up sensibly ✓ Transition quickly, quietly and safely	✓ Use kind words and manners appropriately ✓ Wear your correct uniform with pride ✓ Rubbish in the bin ✓ Accept consequences ✓ Make visitors feel welcome ✓ Be honest ✓ Be tolerant of others	✓ Be in the right place at the right time ✓ Use equipment and electronic devices according to guidelines and policies ✓ Celebrate success ✓ Have your personal belongings organised ✓ Be on time	
Inside	✓ Move around room in a sensible and safe manner ✓ Ask teacher permission to leave the room ✓ Be cyber safe ✓ Use equipment and furniture appropriately and safely	✓ Use active listening ✓ Wait your turn to speak ✓ Knock on doors before visiting another classroom ✓ Respect the privacy of others ✓ Ask to use others belongings	✓ Do your best at all times ✓ Be prepared and ready to learn ✓ Stay focused on your task ✓ Take responsibility for your own learning ✓ Use computer programs appropriately and for their intended purpose	
Outside	✓ Be sun safe ✓ Use playgrounds safely ✓ Eat your own food ✓ On the bus, stay seated and wear seatbelts ✓ Follow road safety rules ✓ Go directly home after school ✓ Wait safely in designated pick-up area	✓ Be a good sport and take turns ✓ Resolve conflicts appropriately ✓ On the bus, follow bus driver's instructions immediately ✓ Respect other community members ✓ Follow the official school handball and soccer expectations	✓ Help others learn the rules ✓ Ask for help when using something new	
Toilets	✓ Use the toilets for their intended purpose ✓ Wash with soap and sanitise your hands properly ✓ Keep the toilet block clean	✓ Keep the toilet clean for others ✓ Respect the privacy of others ✓ Use toilet paper for its intended purpose ✓ Conserve soap, water and paper	✓ Use break times to access the toilets	
Helping Hands	✓ Transition to Helping Hands from the correct area ✓ Tell an educator when transitioning between activities ✓ Listening ears on	✓ Treat all educators with respect and understanding ✓ Treat centre equipment with care and respect ✓ Tidy up area before moving on to next activity ✓ Treat all of our friends kindly	✓ Follow instructions the first time ✓ Be a role model for younger students ✓ Sit respectfully and listen during group time	

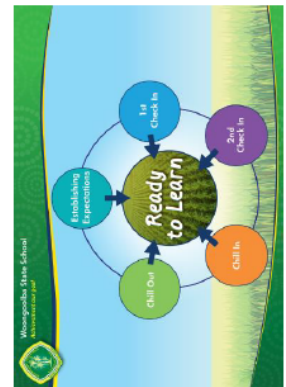
Follow the High 5: 1. Breathe & Ignore 2. Talk Friendly 3. Walk Away 4. Talk Firmly 5. Report



Woongoolba State School - Major Behaviour Management Flow Chart – What is the function of the behaviour? How can we support?



Appendix 5



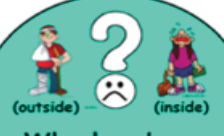
Woongoolba State School - Major Behaviour Management Flow Chart

What is the function of the behaviour? How can we support?

Behaviours Displayed	Teacher Strategies	Accountabilities
Positive Students are displaying the classroom and school expectations 1. Be Safe 2. Be Respectful 3. Be a Learner	- Establish Expectations - School Acknowledgment System: Individual Stickers for Sugar Cane Championship - Verbal Praise, Positive Attention, Phone Call Home, Post Card Home, Positive Tone, Quality Time, Positive Body Language	- Establish Clear expectations at the beginning of every session - Give positive feedback at a ratio of 4:1 corrective
Minor Incident 'Chill-In' Behaviours that do not meet school expectations. Teacher-Managed: can be managed at a classroom level. See defining table for examples.	1. Give Reminder (verbal or non-verbal) 2. Provided differentiated adjustments to support engagement 3. Allow for processing/ uptake time - Use of the Essential Skills for Classroom Management (ESCM) Least to most intrusive e.g. Non-verbal, proximity, pause in talk - Top 5: - Descriptive Encouraging (ESCM6) - Cueing/ Parallel acknowledgment (ESCM 4) - Description of reality (ESCM 6) - Verbal redirection to learning (curriculum) (ESCM8) - Individual close talk 3. Move to 'Chill in'	- Managed by Teacher - Does not need to be recorded in OneSchool
Minor Incident 'Chill-Out' Persistent minor behaviours and teacher follow-throughs in the same session.	- Use of ESCM's - Student moves to "Chill Out" for 5 - 10 minutes to reset - Student is encouraged to use 'Pause' Tools - Complete reflection slip - Restorative Conversation (say sorry, and show sorry) Possible Strategies: - Miss play to finish incomplete work/ make up for time lost - Time in – activity with teacher/ student affected - Environmental adjustments	- Teacher contact Parent/ Carer to inform that their child used the 'chill-out' area today to help regulate - Ready to Learn cycle resets each session
Major Incident Behaviour that is - Non-Violent - Continues to follow instructions	- Complete Restorative Conversation if possible. - Complete Purple Referral slip and deliver to Front Office. Front Office staff will contact Inclusion Teacher (Behaviour & Engagement) - Inclusion Teacher (Behaviours & Engagement) will investigate - Teacher to check-in with class for debrief with support from inclusion/leadership if needed.	- Teacher to complete purple referral slip as accurately and with as much detail as possible. - Inclusion teacher (Behaviour & Engagement) will investigate and communicate with students, staff and leadership. - Discussion if parent contact is necessary and who to make the call. Contact
Major Incident Behaviour that is - Physical - Refuses to engage with Chill-Out	- Keep students safe (move students away quietly) - Call for support - - Behaviour Response: 0457 119 875 - Administration: 320 - Leadership to check-in with class for debrief with support from inclusion if needed.	

		recorded on OneSchool. • Inclusion Teacher (B&E) to record incident on OneSchool • Action taken by Inclusion Teacher (Behaviour and Engagement) recorded on OneSchool • Leadership follow up entered as Admin Follow Up on O/S
Critical Incident - An emergency incident that requires an immediate Leadership level response	• Ensure that students are safe • Evacuate the class if necessary and ensure class is supervised • Call 'Help Button' on Internal Phones / Call 0457 119 875 to immediate assistance • Stay in the classroom/ duty area (keep student visible) • Act to defuse the situation/ prevent further escalation with the support of another adult (e.g. Calm voice, give space, short, simple instructions + processing times) • Wait for Leadership Assistance	• Record the incident on One School • Leadership investigates • Action taken by Leadership and follow up entered as Admin Follow Up on O/S

Appendix 6

 What happened? - When you . . . what were you thinking? - When you . . . what did you want to happen? - Right thing or wrong thing to do?	 Who has been affected or hurt? - When you . . . how do you think _____ felt? - When you . . . _____ felt	 What needs to happen to fix things up ? - What does . . . need you to say or do? - To fix things up you need to . . . - Accept apology?	 Next time? - At school it's not okay to . . . next time you need to . . . - Do you need any help to follow the plan?
---	---	--	---



The Restorative Chat



What happened?

What were you thinking at the time?

What have you thought about since?

Who do you think has been affected by what you did?

In what way?

What do you need to do to make things right?

(Margaret Thorsborne)




Appendix 7



Lunch Up Sheet

Student Name: _____ Class: _____ Date: _____

Has the Chill out sheet been completed? Y/N

I was not:



In the box below add:

- ☐ What happened
- ☐ What I will do next time

This is different because next time I will

This means, next time I will :



Duty Leader sign	Student sign	Shared with class and referring teacher





Appendix 9

Woongoolba State School
Achievement our goal

1219 Jacobs Well Road, Woongoolba QLD 4207
P: (07) 5547 4333 E: admin@woongoolbass.qld.edu.au
https://www.woongoolbass.qld.edu.au Woongoolba State School

Woongoolba State School
Bullying Prevention and Response Plan

1. Student Plan

Student Name	
Class	
Date of Plan Development	
Plan Review Date	

2. Purpose of Plan

- Promote a safe, respectful, and inclusive environment.
- Proactively prevent involvement in bullying behaviours.
- Explicitly teach appropriate social-emotional skills.
- Outline supports, strategies, and responses.

3. Key Team Members

Classroom Teacher	
Parent/Carer	
Student	
Inclusion Teacher	
Principal	Wendy Graham
Guidance Officer	Rishi Jagunandan
Child Psychologist	Georgia Chewter

4. Student Strengths

-
-
-

5. Identified Challenges

-
-
-

Plan's Purpose:

-

Queensland Government

Woongoolba State School
Achievement our goal

1219 Jacobs Well Road, Woongoolba QLD 4207
P: (07) 5547 4333 E: admin@woongoolbass.qld.edu.au
https://www.woongoolbass.qld.edu.au Woongoolba State School

6. Prevention Strategies

Element	Strategy
Explicit Teaching	- Weekly PAUSE/Bridge Builder Lesson (SEL) - Weekly 'Bullying Prevention Lessons' from Teaching Resources which includes the teaching of concepts like being an upstander, emotional regulation, and seeking help. - Tier 2 SEL (Social Emotional Learning Group) with Inclusion Team.
Positive Connections	Daily check-ins/outs with a preferred adult (e.g., teacher, aide).
Safe Zones	- Identify safe areas in the playground (e.g., library, chill-out zones) and staff monitors - Space: - Identified Staff:
Visual Supports	- Class learning wall displays: 'What to do if you see bullying' posters, PAUSE and Bridge Builders - Individual visual prompt card if needed.
Peer Support	•
Monitoring Hotspots	Adjust playground supervision zones to reduce unsupervised space
Tier 2 Response to perpetrators	- Check-out strategy at the end of the day with perpetrators and Leadership and/or Leadership delegate. - Tier 2 Intervention on identification of bullying behaviours

7. Response Strategies

Situation	Response Plan
Minor Issue (Teasing, Conflict)	- Encourage student to use PAUSE strategies (e.g., walk away, seek help). - Use Bridge Builders Conflict Resolutions Strategies (School-wide strategy) and ask for help script - Report to 'Check-Out' staff member at end of the day any incidents that occurred and were not reported immediately. - Immediate investigation by Duty Leader upon report of incident during the day. - Investigation by Duty Leader the next day upon report of incident at check-out. - Optional use of 'Check-out' card during the day to help report concerns. - Restorative 'Chat' with Duty Leader

Queensland Government

Woongoolba State School
Achievement our goal

1219 Jacobs Well Road, Woongoolba QLD 4207
P: (07) 5547 4333 E: admin@woongoolbass.qld.edu.au
https://www.woongoolbass.qld.edu.au Woongoolba State School

6. Prevention Strategies

Element	Strategy
Explicit Teaching	- Weekly PAUSE/Bridge Builder Lesson (SEL) - Weekly 'Bullying Prevention Lessons' from Teaching Resources which includes the teaching of concepts like being an upstander, emotional regulation, and seeking help. - Tier 2 SEL (Social Emotional Learning Group) with Inclusion Team.
Positive Connections	Daily check-ins/outs with a preferred adult (e.g., teacher, aide).
Safe Zones	- Identify safe areas in the playground (e.g., library, chill-out zones) and staff monitors - Space: - Identified Staff:
Visual Supports	- Class learning wall displays: 'What to do if you see bullying' posters, PAUSE and Bridge Builders - Individual visual prompt card if needed.
Peer Support	•
Monitoring Hotspots	Adjust playground supervision zones to reduce unsupervised space
Tier 2 Response to perpetrators	- Check-out strategy at the end of the day with perpetrators and Leadership and/or Leadership delegate. - Tier 2 Intervention on identification of bullying behaviours

7. Response Strategies

Situation	Response Plan
Minor Issue (Teasing, Conflict)	- Encourage student to use PAUSE strategies (e.g., walk away, seek help). - Use Bridge Builders Conflict Resolutions Strategies (School-wide strategy) and ask for help script - Report to 'Check-Out' staff member at end of the day any incidents that occurred and were not reported immediately. - Immediate investigation by Duty Leader upon report of incident during the day. - Investigation by Duty Leader the next day upon report of incident at check-out. - Optional use of 'Check-out' card during the day to help report concerns. - Restorative 'Chat' with Duty Leader

Queensland Government

Woongoolba State School
Achievement our goal

1219 Jacobs Well Road, Woongoolba QLD 4207
P: (07) 5547 4333 E: admin@woongoolbass.qld.edu.au
https://www.woongoolbass.qld.edu.au Woongoolba State School

6. Prevention Strategies

Element	Strategy
Explicit Teaching	- Weekly PAUSE/Bridge Builder Lesson (SEL) - Weekly 'Bullying Prevention Lessons' from Teaching Resources which includes the teaching of concepts like being an upstander, emotional regulation, and seeking help. - Tier 2 SEL (Social Emotional Learning Group) with Inclusion Team.
Positive Connections	Daily check-ins/outs with a preferred adult (e.g., teacher, aide).
Safe Zones	- Identify safe areas in the playground (e.g., library, chill-out zones) and staff monitors - Space: - Identified Staff:
Visual Supports	- Class learning wall displays: 'What to do if you see bullying' posters, PAUSE and Bridge Builders - Individual visual prompt card if needed.
Peer Support	•
Monitoring Hotspots	Adjust playground supervision zones to reduce unsupervised space
Tier 2 Response to perpetrators	- Check-out strategy at the end of the day with perpetrators and Leadership and/or Leadership delegate. - Tier 2 Intervention on identification of bullying behaviours

7. Response Strategies

Situation	Response Plan
Minor Issue (Teasing, Conflict)	- Encourage student to use PAUSE strategies (e.g., walk away, seek help). - Use Bridge Builders Conflict Resolutions Strategies (School-wide strategy) and ask for help script - Report to 'Check-Out' staff member at end of the day any incidents that occurred and were not reported immediately. - Immediate investigation by Duty Leader upon report of incident during the day. - Investigation by Duty Leader the next day upon report of incident at check-out. - Optional use of 'Check-out' card during the day to help report concerns. - Restorative 'Chat' with Duty Leader

Queensland Government

Woongoolba State School
Achievement our goal

1219 Jacobs Well Road, Woongoolba QLD 4207
P: (07) 5547 4333 E: admin@woongoolbass.eq.edu.au
https://www.woongoolbass.eq.edu.au Woongoolba State School

Bullying Reported (Target)	- Staff member reassure the student. - Offer Time Out in the 'Hub' - Staff member to record on OneSchool. - Duty Leader (Principal /HOD-C / HOSSES) Inform parent/carer - Check in with student the following day - Principal / HOSSES to Review Support Plan and 'prevention strategies' alongside Engagement Support Teacher - Consider additional support strategies (e.g., increased supervision, safe zones).
Bullying Behaviour Identified (Perpetrator)	- Follow school student code of conduct - Possible consequences include - Family Contact / Meeting - Lunch Up - Lunch Up – SEL Sessions - Restorative Conversation - Re-teaching of expectations - Suspension
Bystander Behaviour	- Recognise and reinforce positive bystander actions. - Teach expected bystander behaviours explicitly in class – through Bridge Builders and PBL lessons.

8. Supports for Skill Development

Tier 1 (Whole Class):

- Weekly PCL / PAUSE / Bridge Builders / PBL lessons.
- Whole-school positive culture reinforcement (e.g., assembly awards, stickers & shout-out postcards).
- Random Acts of Kindness – Acts of Service

Tier 2 (Small Group or Targeted):

- Social skills groups (e.g., Managing Friendships, Respectful Communication, Think it or Tell it? Size of the Problem, How to win/lose – how to be humble, staying calm and in control).
- Social Emotional Learning – Banter / Teasing / Bullying
- Check-in / Check-out system with nominated staff member.
- Explicit Teaching of Break Card

Tier 3 (Individual):

- Individual behaviour coaching (Real Strength Program)
- Targeted case management meetings involving Inclusion, Behaviour Support, Guidance Officer, Chaplain, School Psychologist.

Queensland Government

Woongoolba State School
Achievement our goal

1219 Jacobs Well Road, Woongoolba QLD 4207
P: (07) 5547 4333 E: admin@woongoolbass.eq.edu.au
https://www.woongoolbass.eq.edu.au Woongoolba State School

9. Communication and Monitoring

Method	Frequency
Parent Communication	Email or phone check-ins (as needed).
Class Teacher Check-Ins	Daily informal, formal review every 2–3 weeks.
Leadership	Unplanned, consistent check-in and chats
Student Voice	Fortnightly opportunities for student to provide feedback (e.g., how safe they feel).
Formal Review	- Formal Review process every fortnight - Additional reviews to Update and adjust plan based on new incidents or successes.

10. Additional Referrals / Optional Additional Supports

- Consideration of Referral to Guidance Officer (counselling support).
- Consideration of referral to School Chaplain
- Referral to School Psychologist.
- Possible OneLine Referral to Regional SER Support Team, if review of this plan determines referral is needed.

11. Student Statement (Optional)

I feel safe when...
When I have a problem, I will...
My goals for this term are...

12. Parent/Carer Statement (Optional)

We will support by...

13. Signatures

Student: _____
Parent/Carer: _____
School Representative: _____
Date: _____

Queensland Government

Simple Behaviour Support Plan (Part A)

Student:	Year:	
Teacher:	Date:	

1. Summary of the Problem			
We have the most difficulties during (time of the day/activity/class/routine)			
Time: Activity:			
Other:			

2	1	3	4
Antecedent	Behaviour	Consequence	Function
During		Then	To access / avoid
When			☐ Get attention from students ☐ Escape/Avoid

2. Replacement Behaviour (Student Goal)	
Student Goal	
Other acceptable behaviour:	

3. Strategies		
Prevention	Teaching	Reinforcement
☐ Pre-correction ☒ Positive Greetings ☒ Providing Choice ☒ Modifying task difficulty ☒ Transition Routine ☐ High Probability Requests ☐ Student self-monitoring ☒ Establish – maintain – restore ☐ Prompts ☐ Visual (goals on desk) ☐ Verbal ☐ Non-contingent attention ☐ Behaviour Contract	☒ Teach and practise the social skills needed to be successful Skill Needed: Regulation Skills Who: Mr Richards ☒ Teach and practise the skills needed to complete transition: Teach what Who: ☒ Teach replacement behaviour: What: As above Who:	☒ Targeted positive behaviour ☒ Specific feedback ☒ Feedback on achievement goals ☐ Privilege Provided ☒ Tangible Reward ☒ Consistent responses to problem behaviour ☒ Problem-solving conference ☒ Restorative chat

4. How will we monitor progress?

Appendix 10

Simple Behaviour Support Plan (Part B)

5. Tasks to support this plan			
#	Task	Who	When

6. Escalation Plan			
Stage	Calm	Escalated	Crisis
	- Looking at board - Sitting at desk - Attempting work	- Making noises - Making jokes - Instigating conversations with other students	- Makes threats - Hitting - Yelling - Flipping desks
What student looks like?			
	1. Positive reward (as per individual reward plan below) 2. Positive acknowledgement	1. Offer for student to go for a walk with a TA to regulate	1. Call Office for assistance 2. Evacuate class 3. HOC / SWO Arrives and escorts Student out of class
What do we do?			1. Giving space / time to de-escalate 2. Co-regulation with adult mentor

7. Individual Chill Out Plan (optional) (pre-escalation)	

8. Positive Individual Reward Plan (optional)	

1. Follow Up
Review Date:

Student EQ ID:

Class:

Date:

CALM	TRIGGER	AGITATION- Last chance	ACCELERATION SAFETY	PEAK	DE-ESCALATION	RECOVERY
POSSIBLE STUDENT BEHAVIOUR						
When [student] is at baseline: Describe observable behaviours when the student experiences conflicts or situations that trigger their behaviour to escalate. These may be internal or external triggers.	When [student] starts: Describe observable low-level behaviours that show that the student is beginning to feel distressed, anxious or agitated. For example, withdrawal, talking louder or faster, a red face.	When [student] starts: Describe the observable medium-level behaviours for example, swearing, threatening, shoving. At this stage the student is still rational, therefore can still make decisions.	When [student] starts: Describe the observable severe behaviour for example, hitting, fighting. At this stage the student is not rational and has no control over behaviour. There are safety issues.	When [student] starts: Describe the observable behaviour drop off in blaming others, denial. At this stage the student may be confused, lack focus, show signs of denial and withdrawal.	When [student] starts: Describe the observable behaviours you see when the student has calmed down. For example, re-engages in communication, cries, asks for a drink.	
POSSIBLE ADULT BEHAVIOUR – calm demeanour, steady, soft voice, avoid reaction, be respectful and see situation from student's perspective						
Teacher will: Staff response: Prevention strategies include ... For example, positive a daily check-in, positive instructions.	Teacher will: Staff response: To redirect and prevent behaviour escalating (strategies included in IBSP)	Teacher will: Staff response: To calm, comfort and prevent challenging behaviour ... Preventative strategies could include giving them space, distraction and redirecting.	Teacher will: Staff response: To de-escalate and prevent challenging behaviours ... Strategies might include redirecting, distracting, setting limits, giving simple clear instructions, saying "no" differently.	Leadership will: Staff response: To reduce severity and duration safety strategies include ... For example, respecting their space, avoiding verbal interaction, removing other people from area.	Teacher will: Staff response: De-escalation strategies include ... Strategies to help the student recover for example, use concrete directions and simple statements, provide reasonable choices to redirect, use calm voice/ tone.	Teacher will: Staff response: To speed up recovery and re-establish relationships ... Strategies to avoid re-escalation for example, go on with the day as planned.
Staff regulation: When [student] is at baseline I will ... For example, praise, reward, have fun.	Staff regulation: To redirect and prevent escalation, I can ... Follow the student's IBSP and implement prevent strategies outlined in IBSP.	Staff regulation: To prevent challenging behaviour, I can use helpful thoughts such as ... For example, show empathy, look at the situation from their perspective.	Staff regulation: To de-escalate the situation and prevent challenging behaviours I can stay calm by ... For example, call for help, think positively, deep breaths, remind myself that the student is not doing it on purpose, 'I can do this'.	Staff regulation: Safety strategies for me include ... For example, deep breaths, take a break, work collaboratively with leadership team to support the student.	Staff regulation: De-escalation strategies for me to remain calm include ... For example, deep breaths, take a break.	Staff regulation: Strategies for me to recover include ... For example, debrief with someone, access EAP services.

Woongoolba State School
Achievement our goal



Behaviour Tracking Book

Name: _____
Class: _____
Teacher: _____

Level 2

Queensland Government

Name: _____ Class: _____ Term: _____ Week: _____

Check In Time	Monday		Tuesday		Wednesday		Thursday		Friday	
	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign
Morning										
Morning										
Break 1 Eating										
Break 1 Play										
Midday										
Break 2 Play										
Break 2 Eating										
Afternoon										
TOTAL for Day										
End of Day 'Check' with		Adult Sign:		Adult Sign:		Adult Sign:		Adult Sign:		Adult Sign:

Behaviour Goal 1: _____ Process: _____

Behaviour Goal 2: _____ Process: _____

Positive Reward: Student needs _____ (smiley faces) = _____

1. Student check's in with identified person (see Inclusion Team Behaviour Support Document).
2. Student decides if they have met their goal or they have not met their goal (☺ or ☹).
3. Then Teacher / Adult on Duty provides feedback linked to goal.
4. Student responsible for handling and collecting feedback from all teachers.
5. End of day, check in with identified person - see Inclusion Team Behaviour Support.

Student Reflection and Future Planning

What is my current unacceptable behaviour?

Who is this affecting?

What is the reason for this behaviour?

What am I trying to achieve from this behaviour?

What are my goals for class / playground / transition?

What level of support do I get? (See Front of Book)

Level 1: Universal supports (no book)

Level 2: Targeted Intervention

- Book is a proactive and positive reinforcement to support student engagement

Level 3: Individualised Intervention

- Behaviour determines play supports.
- If on level 3 supports, students must demonstrate positive behaviour to support play time.

Name: _____ Class: _____ Term: _____ Week: _____

Check In Time	Monday		Tuesday		Wednesday		Thursday		Friday	
	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign
Morning										
Morning										
Break 1 Eating										
Break 1 Play										
Midday										
Break 2 Play										
Break 2 Eating										
Afternoon										
TOTAL for Day										
End of Day 'Check' with		Adult Sign:		Adult Sign:		Adult Sign:		Adult Sign:		Adult Sign:

Behaviour Goal 1: _____ Process: _____

Behaviour Goal 2: _____ Process: _____

Positive Reward: Student needs _____ (smiley faces) = _____

6. Student check's in with identified person (see Inclusion Team Behaviour Support Document).
7. Student decides if they have met their goal or they have not met their goal (☺ or ☹).
8. Then Teacher / Adult on Duty provides feedback linked to goal.
9. Student responsible for handling and collecting feedback from all teachers.
10. End of day, check in with identified person - see Inclusion Team Behaviour Support.

Woongoolba State School
Achievement our goal



Behaviour Tracking Book

Name: _____
Class: _____
Teacher: _____

Level 3

Queensland Government

Name: _____ Class: _____ Term: _____ Week: _____

Check In Time	Monday		Tuesday		Wednesday		Thursday		Friday	
	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign
Morning										
Morning										
Break 1 Eating										
Break 1 Play										
Midday										
Break 2 Play										
Break 2 Eating										
Afternoon										
TOTAL for Day										
End of Day 'Check' with		Adult Sign:		Adult Sign:		Adult Sign:		Adult Sign:		Adult Sign:

Behaviour Goal 1: _____ Process: _____

Behaviour Goal 2: _____ Process: _____

Positive Reward: Student needs _____ (smiley faces) = _____

1. Student check's in with identified person (see Inclusion Team Behaviour Support Document).
2. Student decides if they have met their goal or they have not met their goal (☺ or ☹).
3. Then Teacher / Adult on Duty provides feedback linked to goal.
4. Student responsible for handling and collecting feedback from all teachers.
5. End of day, check in with identified person - see Inclusion Team Behaviour Support.

Student Reflection and Future Planning

What is my current unacceptable behaviour?

Who is this affecting?

What is the reason for this behaviour?

What am I trying to achieve from this behaviour?

What are my goals for class / playground / transition?

What level of support do I get? (See Front of Book)

Level 1: Universal supports (no book)

Level 2: Targeted Intervention

- Book is a proactive and positive reinforcement to support student engagement

Level 3: Individualised Intervention

- Behaviour determines play supports.
- If on level 3 supports, students must demonstrate positive behaviour to support play time.

Name: _____ Class: _____ Term: _____ Week: _____

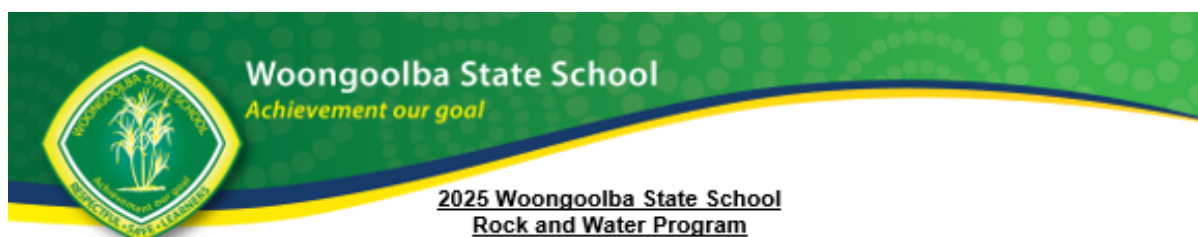
Check In Time	Monday		Tuesday		Wednesday		Thursday		Friday	
	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign	Student Rating	Teacher Rating + Sign
Morning										
Morning										
Break 1 Eating										
Break 1 Play										
Midday										
Break 2 Play										
Break 2 Eating										
Afternoon										
TOTAL for Day										
End of Day 'Check' with		Adult Sign:		Adult Sign:		Adult Sign:		Adult Sign:		Adult Sign:

Behaviour Goal 1: _____ Process: _____

Behaviour Goal 2: _____ Process: _____

Positive Reward: Student needs _____ (smiley faces) = _____

6. Student check's in with identified person (see Inclusion Team Behaviour Support Document).
7. Student decides if they have met their goal or they have not met their goal (☺ or ☹).
8. Then Teacher / Adult on Duty provides feedback linked to goal.
9. Student responsible for handling and collecting feedback from all teachers.
10. End of day, check in with identified person - see Inclusion Team Behaviour Support.



2025 Woongoolba State School Rock and Water Program

Chappy Andrew is offering the Rock and Water Program to selected students at Woongoolba State School. This program is designed to provide students with self-confidence through self-awareness and personal strategies against bullying.

The Rock and Water Program will be conducted during class time on a **Monday in Term 2** and group session times will rotate on a timetable to ensure students are not missing out on key learning.

Why Rock and Water?

- Rock is the symbol used in the program for standing fast for what you feel is right and worth defending.
- Water is the symbol of strength through cooperation and communication.

Program Summary

Students will develop a growing awareness of themselves and specifically focus on;

- Practical Anti-Bullying strategies
- Self-confidence, self-awareness and self-control
- Communication skills and interpretation of body language cues
- Alternatives to aggressive verbal and physical responses
- Thinking and being in control, through grounding, centeredness and mental focus
- Boundary awareness

There are 4 key threads that run through the Rock and Water Program.

1. **Grounding, centering and focusing.** Learning how to stand firm and relaxed. How to concentrate your breath in your belly and focus attention (first external, later transformed to an internal goal).
2. **The golden triangle of – body awareness – emotional awareness – self-awareness.** Emotions are expressed in the body by way of muscular tension high breath/ low breath etc. Therefore, increasing body-awareness can lead to more insight and experience of one's own patterns of reaction which, in turn, can offer a chance to deepen and further develop emotional awareness and self-awareness.
3. **Communication.** The development of physical forms of communication as a basis for the development of other, more verbally oriented, forms of communication.
4. **The Rock and Water concept.** The tough, immovable rock attitude versus the mobile, communicative water attitude.

This is a great and evidence back program that supports young people and we are excited to be offering this to students at Woongoolba State School. Please feel free to contact Chappy Andrew through administration if you have any questions.

Yours in Education,

Andrew Hellinga
Chaplain
Woongoolba State School

Michael Richards
Principal
Woongoolba State School



Introduction

The Pause program was designed to improve teacher wellbeing by enabling students with the skills to emotionally self-regulate their own behavior. Teaching the students concepts of neuroscience in conjunction with mindfulness and positive education practices following a set of structured lesson plans.

The teaching staff delivering the Pause program also gain the knowledge of the neuroscience of the brain, specifically the three key parts of the brain, whilst working through the resource kit and lesson plans.

With the increased knowledge of neuroscience and mindfulness that the teacher is gaining themselves by delivering the lessons, they will be able to start to apply the practice in their own lives. Potentially being able to identify and detect common emotional triggers early and able to implement some of the strategies and techniques to self-manage their own emotions in the classroom.

Having the understanding of the neuroscience can also help the teacher to understand the emotions that the students may be feeling and be more equipped to manage behavioural disruptions in the classroom.

Teaching students to emotionally self-regulate is a proactive approach to student behaviour management. Enabling students to be able to self-regulate their emotions and behaviours, reducing the time spent with teacher intervention and increasing quality teaching time.

The lessons are divided into three key learning areas.

Lessons 1 to 4 –Brain Basics

Students learn about the parts of the brain, in particular the Prefrontal Cortex, Amygdala and the Hippocampus, and the roles that each of these play with our emotions.

Lessons 5 to 12 - Mindfulness Skills and Behaviours

Students learn about self-awareness, how to pause and 'check in' with their bodies, being able to notice the change in their thoughts and identify their emotions. Once the emotions have been identified they are able to self-manage using some of the techniques covered in the Pause program, such as simply taking three deep breaths.

Lessons 13 to 18 - Positive Education - gratitude, kindness and empathy

Students learn about the concepts of happiness, gratitude, resilience, kindness and empathy.

Pause was created by Wendy Fox, a primary teacher based at Tolga State School, after years of researching and introducing mindfulness practices in her classrooms.

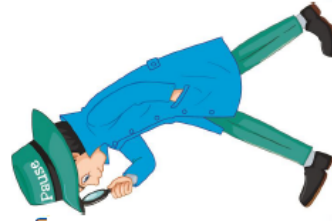
The structure of the 18 Pause lesson plans brings together concepts from different established programs. The Pause Program was primarily based (with permission) from the Mindful Schools Curriculum and includes concepts and resources sourced from other organisations such as: MindUp, Smiling Minds and Brain Gym. Other sources of information include Dr Daniel Siegel – Hand model of the brain and the Brain House, Dr Carol Dweck – Growth Mindset and Sir Donald Clifton and Tom Rath – Bucket filler and dipper research from How Full is your Bucket.

The Mindful Schools Curriculum is been endorsed by the Principal Institute of Australia and Mindful Schools offer online training for teachers at a minimal cost.



Why Pause?

- Pause teaches the students the importance of recognising the signals in their body that their brain sends them.
- Pause teaches the students the three key parts of the brain that are responsible for thinking, emotions and long term memory.
- Pause empowers students to self-regulate their own behaviour by taking notice and acting on the signals they receive from their brain in a positive way.
- Wellbeing underpins the way children feel about themselves and how they relate to others.
- Pause improves children's wellbeing by teaching them about Neuroscience and Mindfulness.



1. Shake Mind Jar
2. Take 3 deep breaths
3. Have a drink of water
4. Name the feeling/internal weather
5. Go to the calm down area
6. Go for a walk

Communicating with your child's school

We value open and respectful communication with parents and carers, to support student learning.



You can expect schools to:

- recognise and celebrate your child's achievements
- report on your child's academic progress
- communicate about your child's learning, wellbeing and development
- inform you of any serious issues concerning your child
- alert you on the same day if your child is absent without a reason
- forward requests needing your consent or payment
- provide regular school updates and notify you of school events
- offer opportunities and ways to give feedback
- offer parent/carers-teacher interviews twice per year.



You should not expect:

- an immediate response to non-urgent inquiries - it may take a minimum of 2 or more business days
- staff to return calls or reply to emails outside standard business hours (including evenings and weekends)
- a response from staff to social media messages from their personal account
- access to teachers' personal phone numbers or emails
- teachers to discuss school matters when not at work (e.g. if you see a teacher outside of school hours in the community)
- meetings with staff during the school day without an appointment
- to be allowed on school grounds if you have been aggressive or harassed staff or students.



Contact your child's school if:

- your child will be absent, providing the reason
- you are concerned about your child's learning, social progress or wellbeing

- there are changes to your child's medical information
- there are changes in family circumstances
- you notice safety issues or behaviour changes at home
- issues arise that may affect student and/or staff safety at school
- you need to make or change an appointment.



When contacting your child's school:

- contact the school administration for general inquiries
- follow the school's processes for requesting meetings or contact with teachers
- for more complex or sensitive issues, request a face-to-face meeting to give the matter the attention it needs
- allow staff time to respond to your inquiry, remembering that teachers' priorities during the day are in the classroom.



How you can help your child's school:

- keep your contact details up-to-date
- read school communications
- use polite language in all spoken and written messages
- be open to ideas and willing to compromise if needed to reach an agreement.



If you are unhappy about something that has happened at school, you can make a complaint:

- first raise your concern with the school by making an appointment or sending an email
- if you're not happy with the outcome, you can speak with the principal or take your [complaint](#) to the school's [Regional Office](#). All complaints about staff or school operations are handled fairly.



Queensland
Government



Queensland
Government