Responsible Behaviour Plan
for Students
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Responsible Behaviour Plan for Students

Based on *The Code of School Behaviour*

1. Purpose

Ravenshoe State School P-12 is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is informed by the School Wide Positive Behaviour for Learning Program (SWPBL) and is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Ravenshoe State School P-12 developed this plan in collaboration with our school community. As part of SWPBL we have developed an ongoing collaborative process which includes parents, Guidance officer, school administration, teaching staff and members of the student body. This plan will be reviewed as required in legislation.

3. Learning and behaviour statement

All areas of Ravenshoe State School P-12 are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Ravenshoe State School P-12 to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our guiding philosophy is based on the system of positive behaviour support with the underlying premise that all staff and students have the right to work productively in a safe, respectful learning environment. Our behaviour plan recognises that behaviour is:

- Chosen
- Contextual
- Learned
- Purposeful *

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

- Be safe
- Be respectful
- Be a learner.

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

* We understand that behaviour is motivated by a need, whether it be the need for survival, belonging, power, freedom or fun.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Ravenshoe State School P-12, we use a three-tiered approach to facilitate standards of positive behaviour and respond to unacceptable behaviour. Universal support is proactive in nature and seeks to prevent the occurrence of challenging behaviour. It is provided to all students. Targeted behaviour support is provided for the 10-15% of students who require assistance meeting behaviour expectations. Intensive behaviour support is tailored for the individual needs of 2-5% of the student population.

5. Universal Behaviour Support

Universal Behaviour Support at Ravenshoe State School P-12 is enacted through the following ways:

a) School Community Awareness

At Ravenshoe State School P-12, we engage the wider school community (including students, teaching staff, non-teaching staff, parents and volunteers) in the contents of this document by:

- Professional development/ teaching activities for all stakeholders
- Provision of the Ravenshoe State School P-12 Responsible Behaviour Plan for Students upon enrolment
- Familiarisation session for Year 6 students transitioning into Year 7

b) Schoolwide Expectations

The Schoolwide Expectations below outlines our agreed rules regarding safe, respectful learning, and links specific behavioural expectations in all school settings to these universal expectations.
Schoolwide Expectations

**Ravenshoe Rules**  **What they mean**

<table>
<thead>
<tr>
<th>Safe</th>
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<tbody>
<tr>
<td>Follow staff instructions promptly</td>
<td>• Listen to the instructions</td>
<td>• Follow school emergency response procedures</td>
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<tr>
<td>Show self-control at all times</td>
<td>• Keep hands and feet to yourself</td>
<td>• Resolve conflicts in a calm manner</td>
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<td>Protect people, places and things</td>
<td>• Be aware of safety measures</td>
<td>• Run only when in a safe area</td>
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<td>• Report unsafe situations</td>
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<thead>
<tr>
<th>Respectful</th>
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<tbody>
<tr>
<td>Treat people with courtesy and respect</td>
<td>• Allow others to learn</td>
<td>• Respect others' privacy</td>
</tr>
<tr>
<td>Care for places and things</td>
<td>• Use appropriate language</td>
<td>• Show understanding of others</td>
</tr>
<tr>
<td>Show school pride</td>
<td>• Hand in all electronic technology devices</td>
<td>• Keep school clean and tidy</td>
</tr>
<tr>
<td>• Be a good ambassador for the school</td>
<td>• Wear correct uniform</td>
<td>• Look after yourself and be proud of who you are</td>
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<table>
<thead>
<tr>
<th>Learner</th>
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<tbody>
<tr>
<td>Be prepared for learning</td>
<td>• Right place at the right time</td>
<td>• Have all materials for learning</td>
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<tr>
<td>Persevere and complete all set tasks</td>
<td>• Record things you need to do</td>
<td>• Use toilet during lunch breaks</td>
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<tr>
<td>Participate without disrupting others</td>
<td>• Seek and give help</td>
<td>• Set yourself realistic goals</td>
</tr>
<tr>
<td>• Maintain an orderly working environment</td>
<td>• Be an active listener</td>
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</table>
c) Weekly Focus Topics
The Schoolwide Positive Behaviour for Learning Team provides an annual overview of topics to be explicitly taught by every staff member. These topics reflect the behaviours identified in the Schoolwide Expectations (Ravenshoe Rules) and are introduced and explained at the beginning of each week on Parade at each campus. Secondary students have a timetabled SWPBL lesson, during which staff teach the designated weekly topic. Primary teachers will address the weekly topic during their morning session each day of the week as per the Teaching Program. Teachers are expected to reinforce these weekly focus topics in a variety of settings throughout the remainder of the week. The weekly focus is to be displayed prominently in all classrooms and other settings where appropriate. Weekly topics already covered will be regularly revisited to assist in encouraging appropriate student behaviour. Teaching staff are provided with a Teaching Program which includes steps to follow and a lesson plan template.

d) Classroom Management
Each teacher is to use the school-wide Behaviour Referral Process flow chart.
e) Awesomes
Tangible acknowledgement of a student learning in a safe, respectful manner is achieved through the distribution of Awesomes. The Awesome is issued by any staff member and is placed in a designated collection box by the staff member or the recipient as appropriate at each campus. The Awesome identifies the student, the location of the behaviour, the student’s year level and house (Cedar and Archer) and the category of behaviour demonstrated (safe, respectful, learner). This information is collated to inform future practices. All Awesomes attract house points and are placed in a weekly draw which is announced on Parade each week.

f) Social and Emotional Learning
Social skills are taught in accordance with the Years 1-9 Health and Physical Education Curriculum, and it is the responsibility of all teachers to teach and model social skills explicitly across the Key Learning Areas. Primary students are explicitly taught the next week’s SWPBS focus in conjunction with the dimensions of social/ emotional learning (self-awareness, social awareness, self-management, relationship skills, and responsible decision-making) at the end of each week.

6. Targeted Behaviour Support:
Ravenshoe State School P-12 uses a range of strategies to facilitate acceptable standards of behaviour and provide educational support in responding to students demonstrating higher than average rates of problem behaviour. Targeted Behaviour Support strategies are typically used with 10-15% of the student population, and may involve a range of stakeholders beyond the classroom teacher. Development and implementation of targeted support is team-based and develops strategies that prevent or minimise the occurrence of inappropriate behaviour.

The following strategies are commonly used with students who have not responded positively to the school-wide approach:

- Explicit teaching of expectations
- Advise School Administration (Deputy Principal) regarding of Level 3 behaviour through the referral process on the OneSchool Application for the purposes of collecting behavioural data. Appendix 3 can be used as a guide as to the type of information to provide in the incident details section of the OneSchool referral process
- Inform parents/carers and arrange meeting if necessary.
- Referral to Year Level Coordinator for: a) facilitation of parent/carer and teacher meetings, b) Any Level 2 behaviour referrals
- Referral to Student Welfare Action Team (SWAT) who determine referrals to Guidance Officer, Chaplain, School Nurse, Community Education Counsellor or other outside agencies
- Development of an Individual Behaviour Plan identifying 2-3 target behaviours and proactive strategies to address these behaviours as well as consequences for further inappropriate behaviour
- Student Behaviour Card
- Alternative Timetable
- Structured lunchtime activities
- Intervention Programs: Rock and Water

7. Intensive Behaviour Support
Ravenshoe State School P-12 is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still displaying inappropriate behaviours. Typically, these students represent 2-5% of the student population, and because of their behaviour, are at risk of significant educational underachievement. Students receiving Intensive Behaviour Support are case-managed by members of the School Administration.
The following strategies are commonly used with students who have not responded positively to Targeted Behaviour Support:

- Individual Behaviour Plan
- Referral to School Administration
- One-on-one supervision
- Invitation to parents/caregivers to assist with student behaviour
- Referral to Guidance Officer, School Nurse, Community Education Counsellor
- Recommendation to parents to seek outside agency support eg. Child Youth Mental Health Service/ Paediatrician
- Restorative justice

8. Critical behaviour incidents

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

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

Basic defusing strategies

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

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

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

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

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

9. Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to themselves or to others
Appropriate physical intervention may be used to ensure that Ravenshoe State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention should not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour

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

Record keeping
Each instance involving the use of physical intervention must be formally documented on OneSchool.

10. Consequences for unacceptable behaviour

It is important that consequences for unacceptable behaviour are:
- consistent
- relevant
- flexible

Consistent: The teacher responds to the behaviour in relatively the same manner every time behaviour occurs. Eg. Every time a child chews gum they are respectfully directed to put it in the bin.

Relevant: The consequence is clearly linked to the behaviour and is logical. Eg. a student is late to class and has to make up time at lunch.

Flexible: Where possible, use the strategy of setting limits to allow students to make reasoned choices and take responsibility for their own behaviour.

In every instance, the context of the situation and the circumstances of the student involved will be taken into consideration. Teachers are responsible for discussing with students appropriate ways to have their needs met.

Minor and major behaviours

When responding to problem behaviour the staff member first determines which level the problem behaviour constitutes:
- Level One problem behaviour is handled by the staff member/s at the time it occurs
- Level Two problem behaviour is handled by the staff member/s with the assistance of other school human resources eg. Year Level Coordinator/ Sector Level Coordinator, Buddy Teacher, Parent/Guardian, SWAT
- Level Three problem behaviour is handled by the staff member/s and the School Administration.
Level One behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff, Year Level Coordinator, or Administration.

Level One problem behaviours may result in the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a short period of time, partial removal (time away), loss of privilege for short period of time, loss of equipment for short period of time, individual meeting with the student, apology, restitution, time in during breaks to complete unfinished tasks
- for procedures on dealing with use of personal technology devices in school, see Appendix 1
- for incidences of bullying, refer to Appendix 2
- the use of Time Out and Detention as consequences for behaviour will be in accordance with SMS-PR-021: Safe, Supportive and Disciplined School Environment.

Level Two problem behaviours are those that:
- Are continued breaches of Level 1 behaviours or an identified Level 2 behaviour (refer to behaviour levels chart)
- Impact on the safety and wellbeing of others
- Are part of a pattern of problem behaviour
- Require the involvement of a third party: Parent/Guardian, Year Level Coordinator and Buddy Teacher
- May not require the intervention of School Administration but advisory referral to Year Level Coordinator/Sector Level Coordinator through OneSchool is essential

Level Two problem behaviour may result in the following consequences:
Restitution, apology, buddy room, alternate lunchtime activities, loss of break times, loss of privilege, loss of equipment, placement of student on a behaviour card.

Level Three problem behaviours are those that:
- Are continued breaches of Level 2 behaviours or an identified Level 3 behaviour (refer to behaviour levels chart)
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of School Administration (Deputy Principal).

Level Three problem behaviours may result in the following consequences: time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, internal withdrawal, suspension, or possible exclusion. In particular, for the use or supply of weapons, or drugs, a student can expect to be recommended for exclusion from school following an immediate period of suspension.

The effectiveness of these consequences and the consistency of their administration by staff will be monitored through the collation of OneSchool data.

Student disciplinary absences are to be used after consideration has been given to all other responses.

11. Behaviour and Eligibility for Extra-Curricular Activities
Student eligibility for extra-curricular events at Ravenshoe State School P-12 is subject to meeting set behaviour and attendance targets. Students who have met the 90% attendance target, and have had no more than two Level 3 office referrals per term will be permitted to participate in excursions. These events/activities are those that are unrelated to curriculum or representative sport.
## 12. Behaviour Levels

The following table outlines examples of some common behaviours as identified by and agreed upon by Ravenshoe State School P-12 staff. Each of these behaviours has been categorised into an appropriate level.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Level 1 (Teacher)</th>
<th>Level 2 (Teacher + Year Level Coordinator)</th>
<th>Level 3 (Teacher + SWAT Referral)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being Safe</strong></td>
<td>Running on concrete or around buildings/ stairwells/ walkways</td>
<td>Verbal threats to other students</td>
<td>Serious physical aggression</td>
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<td></td>
<td>Not walking bike in school grounds</td>
<td>Bullying / harassment</td>
<td>Fighting</td>
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<td></td>
<td>Out of bounds</td>
<td></td>
<td>Possession or selling of drugs</td>
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<td></td>
<td>Playing with sticks</td>
<td></td>
<td>Possession of weapons</td>
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<td></td>
<td>Rough play</td>
<td></td>
<td>Leaving class without permission (out of sight)</td>
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<tr>
<td></td>
<td>Incorrect use of equipment</td>
<td></td>
<td>Leaving school without permission</td>
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<tr>
<td></td>
<td>Not playing school approved games</td>
<td></td>
<td>Smoking</td>
</tr>
<tr>
<td></td>
<td>Playing in toilets</td>
<td></td>
<td>Urinating in public (age)</td>
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<td></td>
<td>Minor physical contact (e.g. pushing and shoving)</td>
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<td>Physical assault of a staff member</td>
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<td>Not wearing a hat in playground (primary)</td>
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<td>Physical assault of another student</td>
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<td>Not wearing shoes outside (when required)</td>
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<td>Verbal threats to adults</td>
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<td></td>
<td>Being out of seat without permission</td>
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<td>Non-compliance with School Student Driver Agreement</td>
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<td>Throwing objects</td>
<td></td>
<td>Out of Uniform</td>
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<td></td>
<td>Using banned substances (see App. 5)</td>
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<td>Inappropriate language (written/verbal)</td>
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<tr>
<td><strong>Being Respectful</strong></td>
<td>Out of Uniform</td>
<td>Verbal abuse of other students</td>
<td>Profanity directed towards staff</td>
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<td>Inappropriate language (written/verbal)</td>
<td>Wilful property damage</td>
<td>Verbals insults of staff</td>
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<td>Verbal insults of other students</td>
<td>Graffiti of school property</td>
<td>Swearing at staff</td>
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<td>Teasing another student</td>
<td>Filming/photographing/ audio-taping others without permission</td>
<td>Exposure</td>
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<td></td>
<td>Conversational swearing</td>
<td>Rumour-mongering</td>
<td>Wilful consistent non-compliance of adherence to school dress code</td>
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<td></td>
<td>Sweating under breath</td>
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<td>Stealing / major theft</td>
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<td></td>
<td>Calling out</td>
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<tr>
<td></td>
<td>Back-chatting/ insolence</td>
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<td></td>
<td>Poor attitude</td>
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<td></td>
<td>Disrespectful tone</td>
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<td></td>
<td>Sexual innuendo</td>
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<td></td>
<td>Inappropriate non-verbal gestures</td>
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<td></td>
<td>Petty theft</td>
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<td></td>
<td>Lack of care for the environment</td>
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<td></td>
<td>Not playing fairly</td>
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<td></td>
<td>Damaging classroom furniture</td>
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<td></td>
<td>Damaging other students' property</td>
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<td></td>
<td>Littering</td>
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<td></td>
<td>Vandalism</td>
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<tr>
<td></td>
<td>Eating in class without permission</td>
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<td></td>
<td>Talking out of turn</td>
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<tr>
<td></td>
<td>Chewing gum</td>
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<tr>
<td><strong>Being a Learner</strong></td>
<td>Not being punctual (e.g. lateness after breaks)</td>
<td>Not attending detention</td>
<td>Persistent, repeated non-submission of assessment items/ homework.</td>
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<td></td>
<td>Not completing set tasks that are at an appropriate level</td>
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<td></td>
<td>Assessment incomplete</td>
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<td></td>
<td>Mobile technology devices in class</td>
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<td></td>
<td>Off-task</td>
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<td></td>
<td>Refusing to work</td>
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<td></td>
<td>Non compliance</td>
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<td></td>
<td>Too noisy/ loud</td>
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<td></td>
<td>Calling out</td>
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<td></td>
<td>Plagiarism</td>
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<td></td>
<td>Not having correct equipment</td>
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<tr>
<td></td>
<td>Inappropriate use of computer/ internet</td>
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13. Network of student support
Students are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff: Guidance Officer, Chaplain, CEC, School Based Youth Health Nurse
- Heads of Department
- Administration Staff
- Advisory Visiting Teachers
- Adopt a Cop

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

- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Ravenshoe Community Centre/ Yabu Mija

14. Consideration of individual circumstances
In the interests of a fair and equitable approach to implementing consequences for breaches of universal school expectations, any decisions made by Ravenshoe State School P-12 will take into account:

- The age of the student
- The severity of the incident
- The amount of reliable evidence
- The degree of provocation
- The statements given by students during the interview process
- Any previous factual/ documented behaviour record

15. Related legislation

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

16. Related policies

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

17. Related resources
• Bullying. No Way!
• Schoolwide Positive Behaviour for Learning
• Code of Conduct for School Students Travelling on Buses
Appendix 1: The Use of Personal Technology Devices* at School

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

Students are advised not to bring valuable personal technology devices like cameras, digital video cameras, mobile phones, hand-held gaming devices, iPods or MP3 players to school as there is a risk of damage or theft. If brought to school, it is expected that students hand the device(s) in to the school office for safe-keeping. If found in a student’s possession during the school day, such devices will be confiscated by school staff and may be collected at the end of the day from the school office. After the second episode of confiscation, parents are required to collect the device from the school office. Breaches of this prohibition may result in discipline.

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

Students who bring USB devices from home to use in the classroom must not access material that does not directly relate to the school curriculum. Games, films and other non-educational content must not be accessed from USB devices on school premises.

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

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

On occasion, staff will negotiate with school administrators to have students be allowed to use phones for photographic purposes connected with mandated assessment items. Staff must have verbal approval from the Principal on such occasions.

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS.

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

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

* Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2: Procedures for Preventing and Responding to Incidents of Bullying (Including Cyberbullying)

Purpose

1. Ravenshoe State School P-12 strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

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

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

5. There is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will take into consideration the intent of the behaviour, the power of individuals involved, and the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in accordance with the Ravenshoe State School P-12’s Responsible Behaviour Plan for Students.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and are receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
8. Attempting to address specific problem behaviours will be successful if disruptive behaviour is kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

In addition, the following preventative measures have been implemented within the school to provide students with proactive strategies to deal with bullying behaviours, and to raise student awareness of the more serious repercussions of both bullying and cyber-bullying:

- Staff promote the ‘Stop, Walk, Talk’ strategy with all students,
- External providers of quality intervention sessions are accessed annually to further educate students about combatting bullying and ensuring personal safety eg. One Punch Can Kill Campaign, Cyberbullying Information Sessions and Brainstorm Productions’ ‘Verbal Combat’ presentations.

All incidences considered of a serious nature (Level Two or above) are recorded on OneSchool to track the effectiveness of our anti-bullying process.
## Appendix 3: Incident Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Person Completing Form:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Problem Behaviour</th>
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<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Where was the student when the incident occurred?</th>
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<table>
<thead>
<tr>
<th>Who was working with the student when the incident occurred?</th>
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<table>
<thead>
<tr>
<th>Where was staff when the incident occurred?</th>
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<tr>
<th>Who was next to the student when the incident occurred?</th>
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<table>
<thead>
<tr>
<th>Who else was in the immediate area when the incident occurred?</th>
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<table>
<thead>
<tr>
<th>What was the general atmosphere like at the time of the incident?</th>
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</table>

<table>
<thead>
<tr>
<th>What was the student doing at the time of the incident?</th>
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</table>

<table>
<thead>
<tr>
<th>What occurred immediately before the incident? Describe the activity, task, event.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe what the student did during the incident.</th>
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</table>

<table>
<thead>
<tr>
<th>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe who or what the incident was directed at.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What action was taken to de-escalate or re-direct the problem?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</th>
</tr>
</thead>
</table>
Appendix 4: Targeted behaviour support corrective strategies Handout 4

1. Tactical ignoring. Tactical ignoring involves the teacher deliberately letting an inappropriate behaviour go uncorrected. It represents a professional judgment that the behaviour is essentially non-disruptive, is not unsafe and that addressing the behaviour may be more disruptive than the behaviour itself.

2. Selective attending. The teacher initially lets the behaviour go uncorrected, but actively monitors the student (using peripheral vision or direct observation from a distance) to note whether the student self-corrects the behaviour.

3. Proximity. When teachers note an inappropriate behaviour in progress, they simply move themselves to the locality of that behaviour, whether they are talking to the whole class in the process, or whether the students are working independently on a task.

4. Proximity with touch interference. The teacher moves to a locality directly beside, in front of or behind the student. Without talking directly to the student or verbally addressing the behaviour, the teacher touches the student’s book (to indicate the need to focus on work), closes the book that should not be open, or picks up the object being played with and puts it back down on the desk away from immediate reach, signifying the end of play.

5. Body language encouraging. Body language encouraging involves the use of facial expression, stance, body movements and gestures to convey a message of expectation, approval or disapproval.

6. Waiting and scanning. The teacher issues an instruction and then adopts relatively relaxed body language and looks about the room, noting the progress of students in following the instruction. If the students are slow to comply, the teacher modifies body language to a more assertive stance and may add a simple verbal phrase or a time encourager, e.g. ‘I’m waiting’; or ‘5–4–3–2–1’.

7. Pause in talk. Pause in talk involves stopping mid-sentence or mid-explanation when there is inappropriate behaviour from someone in the class. Generally this behaviour will be a verbal interruption in one form or another, such as two students chatting, a student calling out or a silly noise. When teachers pause in talk, they may give body language encouragement, especially with facial expression, or they may simply adopt a ‘frozen in time’ expression as they pause, and then re-animate as they recommence the sentence that was disrupted.

8. Cueing. Cueing is used to model appropriate behaviour to students who exhibit inappropriate behaviour. In its simplest form, cueing involves the teacher telling the students what is required of them behaviourally, verbally and/or non-verbally, as they give an instruction. For example: ‘Put your hand up if you know the answer to Question 5.’ The teacher simultaneously raises a hand. In stating/restating expectations, teachers outline behaviour expectations to the class as they introduce the task, e.g. ‘You are expected to work independently and quietly on this task. Please raise your hand if you need help.’

In cueing with positive feedback/parallel acknowledgement, the teacher deliberately highlights the appropriate behaviour of a student or group of students through praise and encouragement, to reinforce the behaviour and cue others follow suit. With a description of reality, the teacher makes a statement of opinion that describes current behaviour in the classroom, to reinforce student behaviour or encourage change, e.g. ‘There is too much noise in this classroom’; or ‘It’s good seeing those hands up’. Using time encouragers, the teacher attempts to speed compliance with instructions or to speed transitions.
9. **Descriptive encouraging.** After giving instructions, the teacher acknowledges those who have demonstrated immediate compliance, to encourage slower students to follow suit, e.g. ‘Pencils down, thanks and eyes this way… Good to see Tom and Sarah are ready!’ As students work on task, the teacher moves about the room, observing student work and behaviour and making simple, descriptive statements about the student behaviour, e.g. ‘You’re working quietly;’ or ‘You’re sitting correctly’.

10. **Non-verbal redirection.** The teacher makes eye contact with the student and uses some form of non-verbal signal such as hand gesture or facial expression, to let the student know that the behaviour has been noted and modification is required.

11. **Distraction/diversion.** The teacher decides to temporarily suspend the curriculum in the interests of re-energising or re-focusing students who are going off task or behaving inappropriately, by introducing some activity that diverts them from their off-task behaviour. This may be in the form of a stretch or drink break, or an alternative activity. It may be directed at the whole class or at an individual.

12. **Non-verbal directional action.** A non-verbal directional action is any non-verbal action used to gain whole-group attention, to talk about behaviour or curriculum. It may involve the use of sound — via a whistle, bell, handclap, the turning off of music or noise-making machinery in the room — or a visual action such as flashing of lights or turning off the overhead projector or television. It can also involve a physical action, such as placing one’s hands on one’s head or initiating a clapping sequence which students copy as their attention is gained.

13. **Oral directional phrase.** Issuing of a set rehearsed phrase to gain whole-group attention. In high school settings, standard oral directional phrases include ‘Pens down, eyes this way’; and ‘Stop work and look here’. In the primary school setting, oral directional phrases are also used and in the lower year levels teachers also use sequenced phrases which the students can contribute to, e.g. ‘1–2–3, eyes on me’; or ‘Stop, look and listen, eyes on me’.

14. **Curriculum redirection.** The teacher uses a question about the task on which the student is supposed to be focusing, in order to re-focus students on that task and end the inappropriate behaviour. For example: ‘Ben, how are you going with Question 15?’

15. **Calling the student’s name.** Calling the student’s name simply involves speaking out the first name of the student who is misbehaving (or both first and last name if the first name is shared by more than one class member). This is done in a firm but controlled manner. It is used particularly when the teacher is on the other side of the room or some distance away. It can be linked with body language encouraging or a non-verbal redirection.

16. **Questioning to redirect.** The teacher questions the student about the behaviour, rather than using the curriculum as the means to the end. For example: ‘Tom, what are you doing? What are you supposed to be doing?’ A specific form of this strategy is the ‘rule question’, where the teacher queries the student about the rule that the current behaviour violates. For example: ‘Travis, what is our rule about food in class?’

17. **Individual close talk.** Individual close talk involves the teacher moving to the student’s desk to quietly discuss the behaviour, or summoning the student to the teacher’s own desk for the same purpose. The former method is the less intrusive of the two. Individual close talk is used as a private, non-humiliating means of directly discussing a student’s behaviour.

18. **Verbal redirection — directive question.** This is a statement of behaviour expectation disguised as a request by the addition of the word ‘please’ at the end of the statement. For example: ‘Kym, put the magazine away please.’ The teacher allows the student take-up time to follow the direction.
19. Verbal redirection — directive statement. A statement of behaviour expectation is used to redirect inappropriate behaviour, with the addition of the word ‘thanks’ at the end to imply trust but also to denote that choice is not an option. For example: ‘Kym, put the magazine away thanks.’ The teacher allows the student take-up time to follow the direction. In the form of an ‘I’ Message, the teacher redirects the student by expressing personal feelings about the behaviour and providing the preferred alternative in a carefully structured three-part statement: ‘I feel/am … when you … and I should like you to … ’ For example: ‘John, I am concerned about your lack of attention to this task. I’d like you to stop talking to Bill and start working now.’

20. Give choices (incorporating consequences). The teacher issues choices to the student when the behaviour is repeated despite previous verbal redirection. The choices given to the student are usually only two in number: to comply with the expected behaviour and reap the consequences of compliance or not to comply and face the logical consequence for non-compliance. The student is given time to consider the choices and to make a rational decision.

21. State logical consequences. Stating logical consequences gives the student only one choice: do what the teacher asks or face the consequences. Generally the delivery will take the form of an ‘If … then’ statement or an ‘Either … or’ statement. For example: ‘William, if you don’t sit properly in your seat, I will have to sit you on the carpet.’

22. Follow through — enforce consequences. Follow through occurs when the student has made the choice not to comply with the teacher’s directions after the teacher has stated the logical consequences, or has chosen the less appropriate of the two choices offered by the teacher. The teacher calmly states what the consequence will be and how it will be enforced.

23. Move student in room. In its proactive form, the teacher moves students prior to the commencement of the activity, based on knowledge of the student and circumstances, in order to prevent behaviour issues arising. In its reactive form, the teacher moves a student in the room to separate students who cannot work productively together, or to bring a more disruptive student into closer proximity for monitoring purposes.

24. Move student to reflection or time-out area. The student is instructed to move to a designated reflection or time-out area within the room, where the student might carry on with the set work, or alternatively might have to complete a reflection form that addresses the inappropriate behaviours and highlights more appropriate choices.

25. Remove student from classroom. A student is removed from the classroom to the office, Responsible Thinking Classroom or buddy class because the behaviour is so disruptive that the student can no longer remain in the environment.

26. Have a third party remove student from classroom or area. The teacher finds the student’s behaviour unsafe and/or unmanageable. The teacher sends a message, via intercom or a student, to a support person with more authority, such as a deputy principal or principal. This person then attempts to coerce the offending student to leave the classroom.

27. Remove rest of class from room or area. A teacher removes the class from the room to a safer location when an individual student is exhibiting explosive verbal or physical behaviour within the classroom environment. Student safety is seen to be at risk and it is considered either easier to remove the rest of the class or too dangerous to try to remove the offending student.
28. **Physical restraint.** The teacher physically holds and immobilises the student, in order to prevent harm to the student, to other students, to the teacher or even to elements of the environment such as expensive property.

**Appendix 5: General Guidelines for Safe Respectful Learners**

**Banned Substances**
Banned substances/objects include:
- Aerosol/deodorant
- Alcohol
- Bubble/chewing gum
- Cigarettes
- Energy drinks
- Illegal substances
- Knives/sharp objects/laser pointers
- Lighters/matches
- Permanent pens

**Bicycles/ Ripsticks/ Other Modes of Transport**
Students who bring bicycles/ripsticks/scooters/skateboards or similar to school do so at their own risk. The school will take no responsibility for the supervision of such items or their parts.

**Bicycles**
Students are advised to:
- avoid having bike extras that are easy to remove;
- make a note of the bike number;
- chain and lock the bicycle to the bike racks provided;
- not to return to the bike racks until they are ready to go home

**Ripsticks/Scooters/Skateboards**
Students are advised to:
- carry the item to the school office or other designated area
- collect the item at the end of the day.

**Bookwork**
Students must keep notebooks/folders neat and organised. This is important so that for the purpose of revision, all work is easily accessible. Students are to set out work with:
- each entry being dated
- each page having a margin
- each section having a clear heading.

Notebooks/folders will be inspected on a regular basis.
Buses
Details are provided for the various bus routes with the proprietor and his/her contact phone numbers. It is important for students and parents to note that a strict Bus Code of Conduct applies. This is available from the bus proprietor.

<table>
<thead>
<tr>
<th>Bus Route</th>
<th>Owner/ Driver</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn Central</td>
<td>TransNorth office</td>
<td>40977333</td>
</tr>
<tr>
<td>Grey's Lane</td>
<td>Amanda Sinclair</td>
<td>0417770884</td>
</tr>
<tr>
<td>Tumoulin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wooroora Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maalan</td>
<td>L &amp; R.C Bewick</td>
<td>40972330</td>
</tr>
<tr>
<td>Millstream and Mount Garret</td>
<td>Kevin Chatfield</td>
<td>40976318</td>
</tr>
<tr>
<td>Tully Falls Road</td>
<td>Melda Whycherly</td>
<td>40976006, 0419799583</td>
</tr>
</tbody>
</table>

Change of Address/Details
If parents/caregivers have had a change of circumstances eg. address, workplace or phone number, they are to contact the school as a matter of urgency to have student records updated. In an emergency, it is imperative that the school is able to contact a parent/caregiver or emergency contact quickly.

Classrooms
Students are not permitted in classrooms without a teacher being present. Students are expected to leave classrooms neat and tidy, and at the end of the day, put up chairs.

Computers
While using school computers, students will:
- Leave food and drinks outside the classroom;
- Save all work to student folders and/or a portable USB device;
- Use USB devices for schoolwork only;
- Leave the computer housing where it is. Only move the monitor when necessary. When moving the keyboard, only extend it a reasonable distance so as not to place any stress on the connection;
- Exit all programs on the computer, log out and leave the screen at ‘Windows’ program manager;
- Leave the computer on at the end of the lesson unless instructed otherwise;
- Report any problems to the teacher in charge;
- Follow teacher’s instructions regarding care and treatment of computers;
- Always leave the work station neat and tidy.

Examination policy/Procedures
The following procedures will apply for all examinations:
- Bags will be left outside the classroom;
- Study material may not be taken into the room unless specified
- Students must bring their own equipment as borrowing is not permitted under exam conditions;
- Regardless of when a student finishes the exam, he/she must remain quietly seated and wait until the exam session concludes and the exam papers are all collected, unless stated;
- Formal exams are a serious occasion when strict codes of behaviour must be observed.

Excursions
An excursion is defined as a set of learning experiences that causes a variation to students’ normal school routine and extends outside the subject’s time/space. Please note the following in regards to excursions:
Excursions are an alternative and valid teaching/learning method and are included in school Work Programs/Unit Plans;

Students not able to attend/not permitted to attend will be set an alternative assessment item, and must attend school;

It is obligatory for students to wear school uniforms on all excursions unless otherwise advised;

The costs of any excursion are to be met by the resources of the participating students, except in those instances where funding has been granted. Neither the school nor the P & C Association can be held responsible for any cost. The cost is to be kept to a minimum to ensure maximum student participation.

Guidance Officer
The role of the Guidance Officer in the school encompasses:

- Career Guidance;
- Student and/or parent counselling.

Parents requiring an interview with the Guidance Officer must contact the relevant school office to be put through to the Guidance Officer. An appointment will be organised at the earliest possible convenience to coincide with the Guidance Officer’s visiting day.

Homework
Homework can be an important part of assessment. Students and parents are asked to acquaint themselves with the assessment calendar/schedule to track any pieces of assessment that may need to be completed at home. Additional homework may be issued. Individual teachers will be responsible for marking these homework tasks, and follow-up on incomplete homework.

Internet
Internet access is available to students during class time for research purposes, and during lunch times for general use. Each student will be given an Internet Account that will allow them to access the Internet during lunchtime. Internet access is through Education Queensland’s own Internet site and all information and sites are fully monitored by the school and Education Queensland.

For students to have access to the Internet at lunch times, they will need to:

- Have training in the use of the Internet;
- Sign and have their parents/caregivers sign an Internet Agreement document;
- Abide by Education Queensland’s Internet usage policy.

Students who did not use the Internet in accordance with school policy and procedures may have their Internet user privileges suspended or banned completely.

Permission to Leave School Grounds
After arrival at school no student is to leave the grounds without permission.

Primary
Students must be signed out by parent/guardian at the Primary School Office prior to departure from school grounds.

Secondary
In the case of students who need to leave the school grounds for a specified reason (to attend a doctor or dentist appointment), parents must notify the office via phone call or written note with details of student departure. The letter granting permission should be dated and should specify the place and time of visit. Permission to leave must be made on each occasion. The letter must be handed to the Administrative staff by
8:45am. Students must have on their person prior to departure a “Ravenshoe SS permission to leave school grounds slip.”

Student Use of Own Vehicles
Students may drive their own vehicles to school if they register at the office and park in a designated area.

Procedures:
- Students must complete an application form which is available from the office.
- When the completed application form with parent signature is returned to the office, approval may be granted.
- Permission to drive to and from school may be withdrawn if a student breaches the conditions of the contract set out by school Administration.

Conditions of Student Driver Contract
Students who have obtained their driver’s licence and who drive a motor vehicle to and from school are expected to follow the conditions listed below. If there are breaches of these conditions, there may be consequences as outlined in the school’s Responsible Behaviour Plan:

- The intending driver completes the appropriate Student Driver Contract available at the school office.
- Student drivers will not convey other students in their car unless written parental consent is provided for each student, including the parents of the driver. The only exception is for the carriage of siblings.
- The vehicle must be parked in the designated area.
- The driver leaves his/her keys at the school office for safekeeping each day that a vehicle is driven to school.
- Under no circumstances are students to use their vehicles during the day.

Library
Student Borrowing
- Includes fiction and non-fiction books, textbooks and magazines.
- Students have fortnightly borrowing rights, which allow for research and leisure reading.

Holiday Borrowing
- This may occur during Term breaks only.
- All books/resources must be returned before the end of the school year.

Overdues
- Reminder notices are processed and issued monthly.

Photocopying
- Students are encouraged to research and only photocopy relevant material for assignments at a cost of 10 cents per copy.

Textbook Borrowing
- All textbooks are covered, numbered and stamped with school stamp.
- Each textbook is issued individually to a student at the commencement of Semester 1 or when the textbook is required by the class.
- Students are responsible for textbooks issued to them.
- Students are to ensure that the textbook is not defaced, damaged or lost. A reasonable replacement cost will be charged for lost or damaged books.

Materials Required
Each student is expected to have the following materials in preparation for active participation in the learning program:

Secondary Campus
- Two blue pens, one black pen, one red pen;
- One sharpened pencil (HB or similar);
- One plastic ruler calibrated in millimetres and at least 300 mm in length;
- One scientific calculator available from the secondary campus office;
- One ‘Kent Set’ or similar (including compass and protractor)
- Colouring pencils;
- Specific subject requirements are available at the office.

**Primary Campus**
- A list of subject requirements for each year level is available from the primary office.

**Secondary Subject Changes**
Students are allowed to change subjects provided the following conditions are met:
- There must be a vacancy in the subject they wish to enter;
- Students in Years 9-11 may change subjects early in Term 1;
- Year 11/12 students may change during Term 1 or at the end of a Semester to avoid missing credit for a whole Semester’s work. These students need to check that they do not jeopardise QCE eligibility before changes can be made;
- All fees for the original subject must be up-to-date. Refunds/adjustments will be notified when change is approved.

Students must go through the following steps:
- Discuss any proposed subject change with their parents/caregivers and teachers, and may also consult the Guidance Officer, Heads of Department, Deputy Principal/or Principal;
- Obtain A subject change form from the Deputy Principal/front office;
- Get Subject Change form signed by teachers of existing and proposed classes;
- Check with the office regarding any outstanding fees. This is noted on the Subject Change form;
- Return form to the Deputy Principal who will then give final approval. This is, however, dependent on information gathered.

**Smoking/Drugs Alcohol**
Education Queensland’s Total Ban on Smoking Policy (2000) states that smoking is not permitted in any school building or open area enclosed by school buildings. Students are not permitted to smoke on the school premises or while engaged on school organised and/or teacher supervised activities outside the school. This includes travel on buses, sport, excursions, and socials.

**Staffrooms**
Staff members can generally be found in staffrooms during breaks, and before and after school. Students wishing to see teachers in staffrooms must knock on the staffroom door and wait for a response. Under no circumstances should a student enter staffrooms unless they are invited by a teacher into the room.

**Tuckshop**
Tuckshop hours on both campuses are determined by the Parents and Citizens Committee based on staff availability.

**Uniform**
- A distinctive school uniform contributes to school tone and pride. All students are expected to wear this uniform daily;
- From time to time, ‘free-dress days’ are declared to mark a special event. On these days, students are permitted to wear clothes of a different style but of similar standard. These days will be advertised.
- No student will be permitted to leave the school on any school outing without an approved uniform.
Uniform Details

<table>
<thead>
<tr>
<th>Item</th>
<th>Colour/Style</th>
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<tbody>
<tr>
<td>Socks</td>
<td>Black, white or maroon</td>
</tr>
<tr>
<td>Shorts</td>
<td>Black with RSS logo</td>
</tr>
<tr>
<td>Shirts</td>
<td>Uniform shirt with RSS logo</td>
</tr>
<tr>
<td>Pants</td>
<td>Black pants with RSS logo</td>
</tr>
<tr>
<td>Jacket</td>
<td>Uniform jacket with RSS logo</td>
</tr>
<tr>
<td>Skorts</td>
<td>Uniform skorts with RSS logo (primary only)</td>
</tr>
<tr>
<td>Shoes</td>
<td>Closed shoes</td>
</tr>
<tr>
<td>Hat</td>
<td>Broad-brimmed hat</td>
</tr>
</tbody>
</table>

Footwear
- Education Queensland regulations forbid entry to certain classes if students are not wearing adequate footwear.
- Many students work in areas where they may encounter serious injury to their feet either through a sharp instrument falling or by the spilling of hot or corrosive liquids. Such areas are Manual Arts, Home Economics rooms, Science laboratories, Art practical areas and Agricultural work areas.
- In terms of Safety Standards required by Legislation, Education Queensland has indicated that when working in these areas, students must have footwear providing adequate protection and covering the entire foot. Footwear such as thongs, sandals or shoes with openings at the toes or heels shall not be worn. Shoes having predominantly canvas or porous uppers provide inadequate protection.
- Because students need ‘runner’ type soles for physical education and sports, the footwear requirements in this school are a compromise to ensure safety, comfort and suitability for all activities. Hence the footwear requirements are runners with either leather or solid vinyl top to ensure usage in all areas as well as safety provisions.

Formal Uniform
On formal occasions when students represent the school, students are to wear black pants/skirt, a white shirt/blouse and black shoes. Students may wish to borrow a tie and blazer from the school.

Hair
Long hair must be able to be secured during practical lessons.

Hats
Students are required to wear hats when out of doors. This requirement applies to ALL situations where students are in the sun for a significant period of time eg. HPE lessons, lunch breaks, sport and outdoor excursions. The rigid enforcement of this rule is in keeping with Education Queensland policy.

Jewellery
Excessive jewellery poses a safety hazard and a potential distraction at school. Therefore, the wearing of jewellery is restricted to wristwatch, a ring and sleepers or plain stud earrings where ears are pierced. One fine necklace and one bracelet or armband is also acceptable.

Protective Clothing
Science, Art, Home Economics, Manual Arts and Agriculture will sometimes require extra protective clothing such as an apron. Students will be advised of these special needs as they occur.

Visitors for Students
- Students are not permitted to receive visitors during school hours unless for a pre-arranged, approved meeting.
- All visitors must report to the office.
Year Level Coordinators
The role of the Year Level Coordinators (Secondary campus only) includes the care and concern of students in all year levels from years 7-12. Their job includes:

- Welcoming students at the beginning of the year and conducting weekly year level meetings;
- Informing students of their rights, responsibilities and rules, helping with timetable/rooms;
- Teaching weekly School-wide Positive Behaviour Support Lessons;
- Liaising with students, parents and other staff members as necessary about behaviour and learning.

Assessment Policy
Assessment in the form of tests, assignments, reports, projects and various kinds of exercises will be carried out during the course of all subjects. Assessment provides information for monitoring the achievement levels of students.

Forms of Assessment
Assessment can take a variety of forms such as written, oral, graphic, dramatic etc.

Assessment Schedule
Each semester, an Assessment Schedule is published at the secondary campus to show the due dates for assignments, tests and other major items of work that must be completed for the semester.

Due dates
Assessment must be handed in by the due date. This is:
- to encourage disciplined time management;
- to give everyone the same chance to complete the assessment;
- to allow teachers sufficient time to assess the assessment and offer constructive feedback.

Special requirements
- Assessment must be the student’s own work
- Assessment must be completed by the due date unless there are exceptional circumstances;
- The Administration may grant extensions for genuine reasons;
- For extended absence due to illness, a phone call, or letter and a medical certificate is required;
- When absence due to illness occurs on the day of the deadline, the student should send the assessment item to school or make new arrangements for assessment to be submitted if possible. A note from parents is required.

Completed Assessment
Completed assessment will be:
- Marked and commented on;
- Credited towards course completion
- May be credited towards levels of achievement.

Late Submission of Assessment
See the School’s ‘Late Submission Policy’ available from Heads of Department.