Responsible Behaviour Plan for Students
1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Document why it is important to ensure students are provided with a safe and supportive learning environment.

2. Consultation and data review

Alexandra Hills State High School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken in Semester 2, 2016. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2016 also informed the development process.

The Plan was endorsed by the Principal, signed by the President of the P&C and submitted to the Assistant Regional Director in January 2016. It will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

At Alexandra Hills State High School, we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. Our Responsible Behaviour Plan is based on the Code of School Behaviour and the shared beliefs of the school community. We believe social and academic learning outcomes are maximised for all, through quality practices in the areas of curriculum, interpersonal relationships and school organisation.

Our school community believes in:

- Excellence and enthusiasm in teaching and learning to achieve the best possible range of outcomes for all
- A quality curriculum that meets and responds to the diverse needs of all students
- High standards of work habits, manners and personal presentation
- Continuous improvement through innovative, responsive and accountable leadership
- Positive management practices which empower students to accept responsibility for their learning and behaviour
- The development of self-esteem, team work, respect and positive interpersonal relationships
- Innovative, critical and creative teaching and learning practices incorporating new technologies
- The enhancement of learning opportunities through productive community partnerships
These beliefs are an integral part of our school philosophy which is explained by the 3 C’s of Behaviour, based on Classroom Expectations and Student Responsibilities:

<table>
<thead>
<tr>
<th>Be Committed</th>
<th>Be Cooperative</th>
<th>Be Courteous</th>
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<tbody>
<tr>
<td>Show pride in the school and be here to learn</td>
<td>Work together for everyone’s benefit</td>
<td>Show respect and manners in all situations</td>
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<tr>
<td>• Attend school regularly and be ready to take part in school activities</td>
<td>• Obey all school rules</td>
<td>• Be polite to all members of the school and wider community</td>
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<tr>
<td>• Attempt all tasks to the best of your ability</td>
<td>• Follow teacher directions immediately</td>
<td>• Allow others to learn</td>
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<tr>
<td>• Have all equipment required for each lesson</td>
<td>• Use good manners by listening, waiting to speak and being respectful to all.</td>
<td>• Use appropriate language at all times</td>
</tr>
<tr>
<td>• Be on time, and move quickly to your class when the bell goes</td>
<td>• Participate in all group activities to produce best outcomes</td>
<td>• Respect the property of others and keep your hands, feet and objects to yourself</td>
</tr>
<tr>
<td>• Record homework in your school diary every day &amp; complete each night</td>
<td>• Resolve all disagreements by communicating and cooperating</td>
<td>• Use social media respectfully and post only appropriate content online</td>
</tr>
<tr>
<td></td>
<td>• Wear correct uniform every day</td>
<td>• Care for the grounds, buildings, furniture and equipment provided by the school</td>
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</table>

In order to function within the framework of our school community belief system, it is imperative that community members have clearly defined expectations regarding their responsibilities and their rights. Any individual’s rights develop out of the acceptance of responsibility. The Whole School Expectations of all members of the school community are outlined in Appendix 1.

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

- **Universal behaviour support**

At Alexandra Hills State High School we believe that good behaviour results in better learning and that our students respond best to positive reinforcement. Positive behaviours are established through modifying the student’s environment and teaching new skills, while responding effectively to problematic behaviours. All staff in all settings promote the development of positive behaviours in a proactive manner.

Some positive strategies that staff practise at Alexandra Hills State High School include:
- working collaboratively with other staff/Administration members to resolve conflict
- modelling the values which we espouse
- knowing and understanding school policies, rules and expectations, and how to discuss and explain their necessity in relation to students as individuals and as part of a school community
- displaying a positive attitude and using positive language when working with students (reinforcing appropriate behaviour)
focusing on the behaviour rather than the individual when dealing with inappropriate behaviour

using positive reinforcement including:
  o LORI Behaviour Awards
  o Certificates
  o Positive communication with parents
  o Praise of student or group
  o Public recognition of achievements referring regularly to and reinforcing policies/practices displayed on classroom walls

using least intrusive intervention style

actively seeking parental assistance and cooperation in resolving issues with students

avoiding the concept of punishment for inappropriate behaviour and replacing it with the concept of logical consequences

attempting to resolve issues with students before the situation requires more severe consequences

using mediation to resolve conflict

using policies and programs for preventing and responding to incidents of bullying, including cyber bullying (Appendix 2)

In order to encourage and maintain positive learning and teaching at Alexandra Hills State High School, the focus of our universal approach is on responsible student behaviour, characterised by:

students identifying the inappropriateness of their behaviour with a view to avoiding that behaviour on future occasions

employing consequences that move from the least intrusive to the most intrusive.

having classroom rules and expectations that:
  o ensure safety for all
  o reflect the values of the wider school community
  o embody the key messages and a common language
  o recognise and focus on positive practices
  o are fair, clear and framed in a positive way
  o are developed collaboratively with the class and continually revisited
  o are modelled by staff
are implemented in a consistent, fair and just manner
• Targeted behaviour support

At Alexandra Hills State High School, targeted behaviour support is provided by one of the Student Welfare team members. The Guidance Officer, School Chaplains, School based Youth Health Nurse and HOSES work collaboratively with the assistance of Deputy Principals, Welfare Heads and classroom teachers to develop and implement strategies that aim to facilitate acceptable standards of behaviour.

These targeted students are identified by the following tools and processes:
- One School student behaviour profiles
- Referrals from staff, parents and external agencies
- Student profile information gained from feeder primary schools
- Student Welfare Team weekly meetings
- Student disclosures and self-referrals to Welfare Team members
- Previous secondary school records

At Alexandra Hills State High School, we respond to identified targeted students as a priority, in the following ways:

| Curriculum Adjustment | Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:
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<td></td>
<td>working with a teacher-aide or support teacher</td>
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<td></td>
<td>adjusted class/assessment work</td>
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<td>working with a peer or older student</td>
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| Timetable modification | A student’s timetable will be modified to ensure that the student has the opportunity to experience success. This may involve:
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<td></td>
<td>extra numeracy or literacy time</td>
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<td>a change of class</td>
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<td>monitored personal study</td>
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<td>accelerated subject selection</td>
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<td>extra sessions in a targeted subject area</td>
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| Increased attention   | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
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<td></td>
<td>one-on-one curriculum support with a teacher</td>
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<td>teacher aide support</td>
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<td>ongoing individual support from a member of the Student Welfare team</td>
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<thead>
<tr>
<th>Communication within the school community</th>
<th>Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.</th>
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</thead>
</table>

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<tr>
<th>External agency support/programs</th>
<th>Students may be referred to external agencies to attend programs which aim to modify unacceptable behaviour. Furthermore, students may be referred to individual case workers within agencies who provide a counselling role.</th>
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<tr>
<th>Teacher support</th>
<th>Teachers are provided with necessary information to specifically adapt their approach to fit the needs of targeted students within their classrooms.</th>
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</table>

• Intensive behaviour support

Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less
intensive support strategies have been used but have not fully met the student’s learning needs.

At Alexandra Hills SHS, our first priority is to minimise any potential harm to the student or others. Intensive, individualise intervention and adjustments may include:

- Referral to external agencies to provide extraordinary support and services for these individuals;
- Adjustments to student’s timetables so that it is reduced and carefully monitored;
- Referral to the local Positive Learning Centre if we believe that an alternative schooling option would be beneficial for the student;
- Provide parents with viable alternative options for their child’s learning including vocational pathways if the student is unable to engage in an appropriate way in a school setting.

5. Emergency responses or critical incidents

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

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

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

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

  **Maintain calm, 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-face 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 co-operation, withdraw if the situation escalates).

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

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

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

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

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

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

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, 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. The following records must be maintained:
- Physical Intervention Incident Report (*Appendix 3*)
- Health and Safety incident record
- Physical Intervention Debriefing Report (for student and staff) (*Appendix 4*).

**6. Consequences for unacceptable behaviour**

School Disciplinary Absences (SDAs) may be used if the behaviour of students warrants, but must be used after consideration has been given to all other responses.

There is a range of SDAs that can be employed including detentions, suspensions, behaviour improvement conditions and recommendations for exclusions. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:
**Detentions** – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior.

**Suspension** – a principal may suspend a student from the school under the following circumstances:

   a) disobedience by the student
   b) misconduct by the student
   c) other conduct that is prejudicial to the good order and management of the following school.

**Behaviour Improvement Conditions** – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for a recommendation for exclusion of the student from the school or certain State schools as mentioned below.

**Recommendations for Exclusion** – a principal may recommend exclusion of a student from the school or certain State schools under the following circumstances:

   a) disobedience by the student;
   b) misconduct by the student;
   c) other conduct that is prejudicial to the good order and management of the following school;
   d) if a student is in breach of behaviour improvement conditions.

The amended Education (General Provisions) Act 2006 came into effect on Friday 5 November 2010 giving principals the power to exclude students from their school.

Principals are now required to make decisions about the exclusion of students from their school unless it is inappropriate for them to do so. If it is inappropriate for a principal to make the exclusion decision, the decision can be referred to the principal's supervisor. The Guidance Officer is appointed case manager for students who are recommended for exclusion.

If the student’s disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour. Consequences apply during school hours on the school grounds, on school excursions, on the way to and from school, and at all times when students are in school uniform. School disciplinary absences are used after consideration has been given to all other responses.
<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Examples of Consequences</th>
<th>Level</th>
<th>Behaviour</th>
<th>Examples of Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Teachers</td>
<td>At this level, all students are on task and no disciplinary action is required.</td>
<td>3A</td>
<td>Curriculum HODs</td>
<td>May include:</td>
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<td></td>
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<td>Positive examples of appropriate behaviours and positive achievements could include:</td>
<td></td>
<td></td>
<td>- continued Level 2 behaviour</td>
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<td></td>
<td></td>
<td>- verbal reinforcement</td>
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<td>- defiance</td>
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<td>- certificates, wall charts, 3C’s posters</td>
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<td>- minor graffiti / vandalism</td>
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<td>- public recognition of achievements (e.g. assembly, school newsletter)</td>
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<td>- phone calls/letters/emails to parents for good behaviours/achievements</td>
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<td>2</td>
<td>Class &amp; Form Teachers</td>
<td>May include:</td>
<td>3B</td>
<td>Welfare Team</td>
<td>May include:</td>
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<td></td>
<td></td>
<td>- minor incidents</td>
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<td>- atypical behaviour</td>
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<td>- ignoring instruction</td>
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<td>- all forms of bullying</td>
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<td>- lateness to class</td>
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<td>- persistent disengagement from learning</td>
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<td></td>
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<td>- littering</td>
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<td>- verbal abuse of a student</td>
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<td></td>
<td></td>
<td>- inappropriate use of mobile phone, MP3 player and other technologies.</td>
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<td>- minor breaches of Computer Use Agreement</td>
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<td>- minor infringements of Student Dress Code</td>
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<td>- eating/drinking in classrooms</td>
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<td>- minor safety breaches in practical subjects</td>
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<td>- failing to complete homework</td>
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<td>- failing to submit assessment by due date</td>
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<td>- failing to participate in the course of study</td>
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If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to the Curriculum HOD or a member of the Student Welfare Team for action at Level 3.
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<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Examples of Consequences</th>
<th>Level</th>
<th>Behaviour</th>
<th>Examples of Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Deputy Principal</td>
<td>• continued Level 3 behaviours&lt;br&gt;• persistent defiance&lt;br&gt;• Key to Success (Yrs. 10-12) infringements (Appendix 6)&lt;br&gt;• persistent Student Dress Code infringements&lt;br&gt;• regular unexplained absences&lt;br&gt;• persistent lateness to school&lt;br&gt;• leaving grounds without permission&lt;br&gt;• repeated truancy from school and/or class&lt;br&gt;• refusing to follow reasonable teacher directions&lt;br&gt;• Verbal harassment towards other students either face-to-face or through use of technology&lt;br&gt;• fighting&lt;br&gt;• physical aggression with intent to cause injury&lt;br&gt;• major deliberate offences of graffiti/vandalism&lt;br&gt;• smoking cigarettes/tobacco or being in possession or supply of lighters, cigarettes or tobacco&lt;br&gt;• possession / use of a prohibited item&lt;br&gt;• serious inappropriate use of mobile phone, MP3 players and other technologies&lt;br&gt;• serious breaches of school’s Computer Use and BYO Learning Device Agreement&lt;br&gt;• stealing&lt;br&gt;• pornography, including the collection and distribution of images by electronic or digital media&lt;br&gt;• failure to provide own name or giving a false name&lt;br&gt;• abuse, intimidation and/or aggression towards any member of the school community (verbal, physical or using technology)&lt;br&gt;• use of obscene language in the presence of staff&lt;br&gt;• sexual / racial / religious / etc harassment / misconduct&lt;br&gt;• serious safety breaches&lt;br&gt;• publication or posting of recorded sound or video at school or school events contrary to the school’s responsible behaviour plan bringing the school into disrepute through use of technology, such as YouTube, Facebook, Snapchat, Ask.fm, etc.</td>
<td>While this outcome may not be given in all cases, it is the likely outcome for the behaviours indicated left. Deputy Principal initiated actions in response to inappropriate student behaviour.&lt;br&gt;• monitoring program&lt;br&gt;• referral back to Welfare Team to review Individual Behaviour Support Plan&lt;br&gt;• parent/carer interview&lt;br&gt;• after school detention (30 mins)&lt;br&gt;• referral to outside agency&lt;br&gt;• referral to consultation with the principal&lt;br&gt;• recommend suspension to principal&lt;br&gt;• restorative conference on return from suspension&lt;br&gt;• police notification&lt;br&gt;• referral to Department of Communities, Child Safety and Disabilities&lt;br&gt;• removal of internet/computer access&lt;br&gt;• Key to Success processes leading to recommendation for cancellation of enrolment for non-participation for post-compulsory age student (up to 12 months)</td>
<td>5 Principal</td>
<td>• behaviour that poses an unacceptable risk to the safety or wellbeing of students, staff or other members of the school community&lt;br&gt;• aggressive and/or intentional physical assault of any staff member (including violent assault)&lt;br&gt;• behaviour that interferes with the property of the school or on school premises or at school events/activities&lt;br&gt;• serious cases of inappropriate use, possession, supply of intoxicating/illegal substances and/or related implements&lt;br&gt;• possession or use of certain inappropriate items or weapons&lt;br&gt;• habitual misconduct/disobedience or conduct prejudicial to the good order and management of the school (includes repeated breaches of the school’s Behaviour Plan and Level 4 behaviours)&lt;br&gt;• Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school. Refusal to participate in the educational program provided at the school.</td>
<td>Principal in consultation with Student Welfare team, Curriculum HOD and Deputy Principal determines the most appropriate course of action which may include any of the following:&lt;br&gt;• individual behaviour support plan&lt;br&gt;• parent/carer interview&lt;br&gt;• police notification (if illegal behaviour)(ref: <a href="http://education.qld.gov.au/health-safety/promotion/drug-education/">http://education.qld.gov.au/health-safety/promotion/drug-education/</a>)&lt;br&gt;• suspension in line with Education Queensland Policy Safe, Supportive and Disciplined School Environment&lt;br&gt;• recommendation for cancellation of enrolment for non-participation for post-compulsory age student (up to 12 months) in line with Education Queensland Policy Safe, Supportive and Disciplined School Environment&lt;br&gt;• Behaviour Improvement Condition(s) (BIC)&lt;br&gt;• exclusion in line with Education Queensland Policy Safe, Supportive and Disciplined School Environment</td>
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</table>
7. Network of student support

Students at Alexandra Hills State High School are supported through positive reinforcement by the following school based and external agency personnel:

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<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>REGIONAL &amp; OTHER EDUCATION QLD SERVICES</th>
<th>COMMUNITY SERVICES</th>
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<tbody>
<tr>
<td>Teachers</td>
<td>Advisory Visiting Teachers</td>
<td>Headspace</td>
</tr>
<tr>
<td>Teacher-aides</td>
<td>Youth Support Coordinator</td>
<td>In-sync Youth Service staff</td>
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<tr>
<td>Welfare HODs</td>
<td>Positive Learning Centre staff</td>
<td>BABI staff</td>
</tr>
<tr>
<td>Administration staff</td>
<td>Senior Guidance Officer</td>
<td>Boystown staff</td>
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<td>Guidance Officers</td>
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<td>Child and Youth Mental Health</td>
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<tr>
<td>Year Level Co-ordinators</td>
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<td>Department of Child Safety</td>
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<tr>
<td>School Chaplains</td>
<td></td>
<td>Police/Child Protection and Investigation Unit/ District Based School Police Officer.</td>
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<td>School based Youth Health Nurse</td>
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8. Consideration of individual circumstances

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

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

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

Principal

P&C President or Chair, School Council

Principal’s Supervisor

Date effective from January 2016 to December 2018
Appendix 1

Whole School Expectations

All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to -
- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority.

Parents/Carers are expected to -
- Show an active interest in their child’s schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.

Our School is expected to -
- Provide a safe and supportive learning environment
- Provide an inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management.

Our Principal is expected to -
- Play a strong leadership role in implementing and communicating the Code in the school community
- Ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with the Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.
Appendix 2

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

Purpose

1. Alexandra Hills State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we offer our students is essential to:
   - achieve overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raise achievement and attendance
   - promote equality and diversity and
   - ensure the safety and well-being of all members of the school community.

2. There is no place for bullying at Alexandra Hills State High School. Research indicates that both those being bullied and those who bully are at risk of behavioural and emotional problems and poor academic engagement and achievement. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Alexandra Hills State High School include persistent 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
   - children in care
   - no specific reason other than mean-spiritedness.

5. At Alexandra Hills State High School there is broad agreement among students, staff and parents that bullying is observable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour or the power of the individuals involved. If bullying behaviour is observed between students of equal or unequal power, in the first instance it will be addressed by teachers/administrators speaking to the individuals involved, pointing out the reasons that this behaviour is unacceptable and will not be tolerated. A counselling approach will be adopted. If this behaviour continues, more serious consequences will be issued and the relevant year level deputy principal and guidance officer will work through a more formal process to ensure the negative bullying behaviour is ceased. Whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in a similar fashion, that is, as being categorically unacceptable in the school community.
Rationale

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

7. The anti-bullying procedures at Alexandra Hills State High School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are taught explicitly the expected school behaviours and receive high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is addressed in the school’s pastoral care program “Alex and Me” that all Year 8 and 9 students participate in once each week for 35 minutes, throughout the year.
### Physical Intervention Incident Report

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. <em>(e.g. damage, injury to self/others)</em></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
</tbody>
</table>
Appendix 4

Physical Incident Debriefing Report

Formal debriefing will be led by our Guidance Officer/s trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff

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

Questions for student

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Bring Your Own (BYO) Learning Device is a new pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students or staff use their personally-owned mobile devices to access the department's information and communication (ICT) network.

These mobile devices include but are not limited to laptops, tablet devices, voice recording devices (whether or not integrated with a mobile phone or MP3 player), games devices (e.g. PSPs, Game Boys), USBs, DVDs, CDs and smart phones. Access to the department's ICT network is provided only if the mobile device meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device. Advice for State Schools on Acceptable use of ICT Facilities and Devices.

Students and staff are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.

We have chosen to support the implementation of a BYO Learning Device model because:

- BYO Learning Device recognises the demand for seamless movement between school, work, home and play
- our BYO Learning Device program assists students to improve their learning outcomes in a contemporary educational setting
- assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.

Device selection

Before acquiring a device to use at school the parent or caregiver and student should be aware of the school's specification of appropriate device type, operating system requirements and software. These specifications relate to the suitability of the device to enabling class activities, meeting student needs and promoting safe and secure access to the department’s network.

It is recommended that you purchase the laptop from our school portal so that you can access

- special pricing
- devices built for use in the educational environment
- additional warranty / insurances that are not available to the retail market
- school based warranty servicing / repairs of devices

The devices have been designed and selected for use in education and selected to suit the differing needs of our students. Please note the school does not endorse any one supplier.

Please also check out our BYO information on the school website - https://alexhillshs.eq.edu.au/Extracurricular/Computerandinternet/Pages/BYO-Information.aspx

The school’s BYO program supports printing, filtered internet access, and file access and storage through the department’s network while at school. **However, the school's BYO Learning Device program does not include school technical support or charging of devices at school.**

**Device care**

The student is responsible for taking care of and securing the device and accessories in accordance with school policy and guidelines. Responsibility for loss or damage of a device at home, in transit or at school belongs to the student. Advice should be sought regarding inclusion in home and contents insurance policy.

It is advised that accidental damage and warranty policies are discussed at point of purchase to minimise financial impact and disruption to learning should a device not be operational.

**General precautions**

- Food or drink should never be placed near the device.
- Plugs, cords and cables should be inserted and removed carefully.
- Devices should be carried within their protective case where appropriate.
- Carrying devices with the screen open should be avoided.
- **Ensure the battery is fully charged each day.**
- Turn the device off before placing it in its bag.

**Protecting the screen**

- Avoid poking at the screen — even a touch screen only requires a light touch.
- Don’t place pressure on the lid of the device when it is closed.
- Avoid placing anything on the keyboard before closing the lid.
- Avoid placing anything in the carry case that could press against the cover.
- Only clean the screen with a clean, soft, dry cloth or an anti-static cloth.
- Don’t clean the screen with a household cleaning product.

**Data security and back-ups**

**Students must ensure they have a process of backing up data securely.** **Otherwise, should a hardware or software fault occur, assignments and the products of other class activities may be lost.**
The student is responsible for the backup of all data. While at school, students may be able to save data to the school’s network, which is safeguarded by a scheduled backup solution. All files must be scanned using appropriate anti-virus software before being downloaded to the department’s ICT network.

Students are also able to save data locally to their device for use away from the school network. The backup of this data is the responsibility of the student and should be backed-up on an external device, such as an external hard drive or USB drive.

Students should also be aware that, in the event that any repairs need to be carried out the service agents may not guarantee the security or retention of the data. For example, the contents of the device may be deleted and the storage media reformatted.

Acceptable personal mobile device use

Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within the Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems.

This policy also forms part of this Student Laptop Charter. The acceptable-use conditions apply to the use of the device and internet both on and off the school grounds.

Communication through internet and online communication services must also comply with the department’s Code of School Behaviour and the Responsible Behaviour Plan available on the school website.

While on the school network, students should not:

- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- use unauthorised programs and intentionally download unauthorised software, graphics or music
- intentionally damage or disable computers, computer systems, school or government networks
- use the device for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

Note: Students’ use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.
Passwords

Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).

The password should be changed regularly, as well as when prompted by the department or when known by another user.

Personal accounts are not to be shared. Students should not allow others to use their personal account for any reason.

Students should log off at the end of each session to ensure no one else can use their account or device.

Students should also set a password for access to their BYO device and keep it private.

Parents/caregivers may also choose to maintain a password on a personally-owned device for access to the device in the event their student forgets their password or if access is required for technical support. Some devices may support the use of parental controls with such use being the responsibility of the parent/caregiver.

Digital citizenship

Students should be conscious creators of the content and behaviours they exhibit online and take active responsibility for building a positive online reputation. They should be conscious of the way they portray themselves, and the way they treat others online.

Students should be mindful that the content and behaviours they have online are easily searchable and accessible. This content may form a permanent online record into the future.

Interactions within digital communities and environments should mirror normal interpersonal expectations and behavioural guidelines, such as when in a class or the broader community.

Parents are requested to ensure that their child understands this responsibility and expectation. The school’s Responsible Behaviour Plan also supports students by providing school related expectations, guidelines and consequences.

Cybersafety

If a student believes they have received a computer virus, spam (unsolicited email), or they have received a message or other online content that is inappropriate or makes them feel uncomfortable, they must inform their teacher, parent or caregiver as soon as is possible.
Students must also seek advice if another user seeks personal information, asks to be telephoned, offers gifts by email or asks to meet a student.

Students are encouraged to explore and use the 'Cybersafety Help button' to talk, report and learn about a range of cybersafety issues.

Students must never initiate or knowingly forward emails, or other online content, containing:

- a message sent to them in confidence
- a computer virus or attachment that is capable of damaging the recipients’ computer
- chain letters or hoax emails
- spam (such as unsolicited advertising).

Students must never send, post or publish:

- inappropriate or unlawful content which is offensive, abusive or discriminatory
- threats, bullying or harassment of another person
- sexually explicit or sexually suggestive content or correspondence
- false or defamatory information about a person or organisation.

Parents, caregivers and students are encouraged to read the department's Cybersafety and Cyberbullying guide for parents and caregivers.

Web filtering

The internet has become a powerful tool for teaching and learning, however students need to be careful and vigilant regarding some web content. At all times students, while using ICT facilities and devices, will be required to act in line with the requirements of the Code of School Behaviour and any specific rules of the school.

To help protect students (and staff) from malicious web activity and inappropriate websites, the school operates a comprehensive web filtering system. Any device connected to the internet through the school network will have filtering applied.

The filtering system provides a layer of protection to staff and students against:

- inappropriate web pages
- spyware and malware
- peer-to-peer sessions
- scams and identity theft.

This purpose-built web filtering solution takes a precautionary approach to blocking websites including those that do not disclose information about their purpose and content. The school’s filtering approach represents global best-practice in internet protection measures. However, 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.
Students are required to report any internet site accessed that is considered inappropriate. Any suspected security breach involving students, users from other schools, or from outside the Queensland DETE network must also be reported to the school.

The personally-owned devices have access to home and other out of school internet services and those services may not include any internet filtering. Parents and caregivers are encouraged to install a local filtering application on the student’s device for when they are connected in locations other than school. Parents/caregivers are responsible for appropriate internet use by students outside the school.

Parents, caregivers and students are also encouraged to visit the Australian Communications and Media Authority’s CyberSmart website for resources and practical advice to help young people safely enjoy the online world.

Website Risk Review register

The use of web-based educational resources has risen steadily over the last decade. Our teachers frequently use a variety of these educational resources to improve student-learning outcomes.

The links below provides a summary of third party websites and services currently used at our school and the consent form which must be signed and returned to the IT department.

- Website Risk Review Register Version 4, January 2018
- Third Party Website Consent form Version 4, January 2018

Privacy and confidentiality

Students must not use another student or staff member’s username or password to access the school network or another student’s device, including not trespassing in another person’s files, home drive, email or accessing unauthorised network drives or systems.

Additionally, students should not divulge personal information via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school. It is important that students do not publish or disclose the email address of a staff member or student without that person’s explicit permission. Students should also not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others. They should ensure that privacy and confidentiality is always maintained.

Intellectual property and copyright

Students should never plagiarise information and should observe appropriate copyright clearance, including acknowledging the original author or source of any information, images, audio etc. used. It is also important that the student obtain all appropriate permissions before electronically publishing other people’s works or
drawings. The creator or author of any material published should always be acknowledged. Material being published on the internet or intranet must have the approval of the principal or their delegate and have appropriate copyright clearance.

Copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

**Software**

*Schools may recommend software applications in order to meet the curriculum needs of particular subjects. Parents/caregivers may be required to install and support the appropriate use of the software in accordance with guidelines provided by the school.* This includes the understanding that software may need to be removed from the device upon the cancellation of student enrolment, transfer or graduation.

**Monitoring and reporting**

Students should be aware that all use of internet and online communication services can be audited and traced to the account of the user.

All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, the school may be required to provide the authorities with access to the device and personal holdings associated with its use.

**Misuse and breaches of acceptable usage**

Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.

The school reserves the right to restrict/remove access of personally owned mobile devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned mobile devices may result in disciplinary action which includes, but is not limited to, the withdrawal of access to school supplied services.

**Responsible use of BYO Learning Device @ AHS HS**

Our goal is to ensure the safe and responsible use of facilities, services and resources available to students through the provision of clear guidelines.

**Responsibilities of stakeholders involved in the BYO Learning Device program:**

*School*
- **BYO Learning Device** program induction — including information on (but not responsible for) connection, care of device at school, workplace health and safety, appropriate digital citizenship and cybersafety
- network connection at school
- internet filtering (when connected via the school’s computer network)
- some technical support (please consult Technical support table below)
- some school-supplied software e.g. Adobe, Microsoft Office 365 …
- printing facilities
- school representative signing of **BYO Learning Device** Charter Agreement.

**Student**

- participation in **BYO Learning Device** program induction
- acknowledgement that core purpose of device at school is for educational purposes
- care of device
- appropriate digital citizenship and online safety (for more details, see ACMA CyberSmart)
- **security and password protection** — password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students)
- some technical support (please consult Technical support table below)
- maintaining a current back-up of data
- charging of device
- abiding by intellectual property and copyright laws (including software/media piracy)
- internet filtering (when not connected to the school’s network)
- ensuring personal login account will not be shared with another student, and device will not be shared with another student for any reason
- understanding and signing the **BYO Learning Device** Charter Agreement.

**Parents and caregivers**

- participation in **BYO Learning Device** program induction
- acknowledgement that core purpose of device at school is for educational purposes
- internet filtering (when not connected to the school’s network)
- encourage and support appropriate digital citizenship and cybersafety with students (for more details, see ACMA CyberSmart)
- some technical support (please consult Technical support table below)
- required software, including sufficient anti-virus software
- protective backpack or case for the device
- adequate warranty and insurance of the device
- understanding and signing the **BYO Learning Device** Charter Agreement.

**Technical support**

<table>
<thead>
<tr>
<th></th>
<th>Connection</th>
<th>Hardware</th>
<th>Software</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents and Caregivers</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>(home-provided internet connection)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following are examples of responsible use of devices by students:

- Use mobile learning devices for:
  - engagement in class work and assignments set by teachers
  - developing appropriate 21st Century knowledge, skills and behaviours
  - authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by school staff
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents, caregivers or experts as part of assigned school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the school’s eLearning environment
  - ensuring the device is fully charged before bringing it to school to enable continuity of learning.

- Be courteous, considerate and respectful of others when using a mobile device.
- Switch off and place out of sight the mobile device during classes, where these devices are not being used in a teacher-directed activity to enhance learning.
- Use the personal mobile device for private use before or after school, or during recess and lunch breaks.
- Seek teacher’s approval where they wish to use a mobile device under special circumstances.

The following are examples of irresponsible use of devices by students:

- using the device in an unlawful manner
- creating, participating in or circulating content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disabling settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- downloading (or using unauthorised software for), distributing or publishing of offensive messages or pictures

- using obscene, inflammatory, racist, discriminatory or derogatory language
- using language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insulting, harassing or attacking others or using obscene or abusive language
- deliberately wasting printing and Internet resources
- intentionally damaging any devices, accessories, peripherals, printers or network equipment
- committing plagiarism or violate copyright laws
- using unsupervised internet chat
- sending chain letters or spam email (junk mail)
- accessing private 3G/4G networks during lesson time
- knowingly downloading viruses or any other programs capable of breaching the department’s network security
- using the mobile device’s camera anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invading 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
- using the mobile device (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.

In addition to this:

Information sent from our school network contributes to the community perception of the school. All students using our ICT facilities are encouraged to conduct themselves as positive ambassadors for our school.

- Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people’s devices without their permission and without them present.
- Students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
- Students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- Students need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.
- Parents and caregivers need to be aware that damage to mobile devices owned by other students or staff may result in significant consequences in relation to breaches of expectations and guidelines in the school’s Responsible Behaviour Plan.
- The school will educate students on cyber bullying, safe internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to incorporate these safe practices in their daily behaviour at school.

The school’s BYO Learning Device program supports personally-owned mobile devices in terms of access to:

- virtual classrooms / course materials
- internet
- file access and storage
- access for up to two connected devices to the school network
However, the school’s **BYO Learning Device** program does not offer support for personally-owned mobile devices in regard to:

- technical support
- charging of devices at school
- security, integrity, insurance and maintenance
- private network accounts.
AHSHS BYO Program Agreement

The following is to be read and completed by both the STUDENT and PARENT/CAREGIVER:

- I have read and understood the BYO Learning Device Charter and the school Responsible Behaviour Plan.
- I agree to abide by the guidelines outlined by both documents.
- I am aware that non-compliance or irresponsible behavior, as per the intent of the BYO Learning Device Charter and the Responsible Behaviour Plan, will result in consequences relative to the behaviour.

Student’s name: .................................................... Year: ....... ID No ...........................................................
(Please print)

Student’s signature: ............................................................ Date: / /

Parent’s/caregiver’s name: ............................................................
(Please print)

Parent’s/caregiver’s signature: ............................................................ Date: / /

Mobile Phone Device Etiquette

Mobile phones are used at their owners’ risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the schools negligence. However, if electronic devices are brought to school, they must be placed on “silent: and out of sight during assemblies/classes and are restricted for use at all other times. It is up to the discretion of the classroom teacher if and when a mobile phone can be used within a scheduled lesson. Unless directed by the classroom teacher, all mobile phones should be out of sight at all times.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day if a first offence, unless required to be kept for purposes of disciplinary investigation. A second or subsequent confiscation will result in the device only being returned in the presence of a parent.

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

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.
We uphold the value of trust and the right to privacy at Alexandra Hills State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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.

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

Students who breach this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school or at home, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**

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

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

**Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.
Appendix 6

Key to Success – Senior Achievement Policy

At AHSHS we recognise that senior schooling can be both rewarding and stressful. We are committed to ensuring that our students receive every possible assistance to enable them to be successful in achieving their goals. In order to assist students in maintaining priorities which will lead to success, we have placed guidelines around three critical issues:

- Attendance
- Assessment tasks
- Class Participation

Program Monitoring

The HOD Senior Schooling may choose to place a student on a monitoring card where concerns have been raised with regard to their progress and/or attendance.

The purpose of the monitoring program is to assist students to develop skills which may help them to achieve success in their post compulsory schooling. The student’s progress will be actively reviewed via a monitoring card completed by the subject teacher each lesson. Monitoring will occur over a specified period. If the student demonstrates responsibility in addressing the issue(s), the student moves off the monitoring card. If the situation is not addressed satisfactorily, further action will be considered. Action may include participation in the Wednesday afternoon compulsory study group. Other action (such as enrolment cancellation) may be considered if it is a repeated breach or if the breach is occurring in more than one class concurrently.

Extensions for Assignments

Detailed information on the policy and procedures involved in seeking extensions for assignments is located in the AHSHS Student Diary. Students are required to familiarize themselves with these procedures when they receive the Student Diary at the beginning of each school year.

Excursions/Representative Sport

Students are invited to take part in excursions & representative sport where they are able to demonstrate that:
- Equipment is brought to class as required
- Assignments are up to date
- Attendance is regular

Attendance

Class attendance is monitored each lesson. Parents are sent a text message if their student is not in class during form and the school has not been notified. Students who are listed as being at school but are not in class are detected through the ID Attend program print out at the end of each day. The Deputy Principal of each year level follows up with students missing from class.

It is expected that students will be attending all classes unless they have another scheduled school-based activity or are genuinely unwell. Students are to achieve a 95% attendance rate unless they have additional health-related absences which have been explained by a medical certificate or other personal circumstance which has been discussed with the school administration. It is recommended that students experiencing long term health or personal issues meet with the school Guidance Officer to determine their eligibility for Special Provision.
Students in receipt of Youth Allowance are advised that absence beyond five (5) days in any term must be accounted for by a Doctor’s Certificate; otherwise these days will be treated as unauthorized and could incur financial penalties.

**Assessment Tasks** (Students will...)

- Hand in drafts & assignments by the due date.
- Attend exam/tests on the dates set.
- If absent from school due to an excursion, traineeship, structured work placement or attendance at TAFE, the student needs to **hand assignment in either on the due date** (before 9.00am) or **before the due date**.

- If a test/exam is on the date of an excursion, traineeship, structured work placement or TAFE day, the AHSHE exam policy must be followed, and the student must negotiate with the subject HOD to take the exam at another time. **This must be done prior to the test date.**

<table>
<thead>
<tr>
<th>Absent on the Due Date of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>If absent from school on the due date of assessment because of illness, the student is to provide a medical certificate which is to be given to the HOD Senior Schooling on the first day the student returns to school.</td>
</tr>
</tbody>
</table>

At all times students are encouraged to seek assistance from any of the support personnel within the school.

**EXAMS**

**Stage 1**
If a student fails to complete an exam and does not follow AHSHE Exam Policy by failing to supply a medical certificate for an absence from an exam:

1. The result of ‘FS’ (Failure to Submit) will be recorded as the level of achievement for this piece of assessment.
2. The student will be referred to the subject HOD for consultation and identified to the HOD Senior Schooling through an entry on the Key to Success database.
3. A Key to Success letter will be sent to parents/guardian by the subject HOD, to highlight the issue and stress that failure to complete assessment may result in a loss of credit for that subject for that semester.

**Stage 2**
If a student fails to complete an exam and does not follow AHSHE procedure on a second occasion, across all subjects during a single school year:

1. The result of ‘FS’ (Failure to Submit) will be recorded as the level of achievement for this piece of assessment.
2. The student will be referred, through an entry on the Key to Success database, to the HOD Senior Schooling for consultation and action.
3. The HOD Senior Schooling will evaluate the situation and make a recommendation to the Principal concerning a subject change, loss of credit for that subject in that semester or commencement of the cancellation of enrolment process.
4. A letter will be sent home to parents/guardians by the HOD Senior Schooling informing them of the recommendation.
ASSIGNMENTS

Stage 1
When a student fails to complete an assessment task by the due date and has not received an extension -

1. The rough draft will be marked or the student will have a lesson to complete the task in the next lesson that they are in class. This will be marked and the result recorded. The result of ‘FS’ (Failure to Submit) will be recorded as the level of achievement for this piece of assessment if this is not possible.

2. The student will be referred to the subject HOD for consultation and identified to the HOD Senior Schooling through an entry on the Key to Success database.

3. A Key to Success letter will be sent to parents/guardian by the subject HOD, to highlight the issue and stress that failure to complete assessment may result in a loss of credit for that subject for that semester.

Stage 2
If a second assessment task has not been completed and handed to the subject teacher OR assignments have not been completed and handed in across a number of subjects -

1. The student will have a lesson to complete the task in the next lesson that they are in class, which will be marked and the result recorded. The result of ‘FS’ (Failure to Submit) will be recorded as the level of achievement for this piece of assessment if this is not possible.

2. The student will be referred to the HOD Senior Schooling, through an entry on the Key to Success database for consultation and action.

3. The HOD Senior Schooling will evaluate the situation and make a recommendation to the Principal concerning a subject change, loss of credit for that subject in that semester or commencement of the cancellation of enrolment process.

4. A letter will be sent home to parents / guardians by the HOD Senior Schooling informing them of the recommendation.

AHSHS Class Participation

All students are expected to:
- Participate in class activities
- Complete homework / drafts to a satisfactory standard
- Bring laptop and equipment to class to enable full participation

Parents will be advised via an email from the class teacher alerting them to participation issues in that class.

If the student does not show sufficient improvement, the teacher can make a referral to the subject HOD who may refer the student to the Administration for further action, which may include being added to a compulsory study group or in persistent cases may result in the commencement of the cancellation of enrolment process.

A letter will be sent home to parents / guardians by the HOD Senior Schooling informing them of the recommendation.
Cancellation of Enrolment Procedures

A student who repeatedly fails to comply with school attendance, participation and/or assessment requirements may face the two stage cancellation of enrolment process.

1 “Non-compliance” letter sent to parents and student. Meeting requested to discuss strategies to facilitate compliance.

2 "Cancellation" notice issued to student, with copy to parents, if the student fails to respond or inadequately responds to strategies implemented from the Stage 1 meeting and/or there is continued non-compliance.
### BEHAVIOUR MANAGEMENT REFERRAL STRUCTURE – 2018

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex and Me</td>
<td>Sharon Davis</td>
</tr>
<tr>
<td>Business</td>
<td>Terri Saunders</td>
</tr>
<tr>
<td>Design Technologies</td>
<td>Richard Murray</td>
</tr>
<tr>
<td>Digital Technology and all other technology concerns</td>
<td>Teresa Rollo</td>
</tr>
<tr>
<td>English</td>
<td>Nicole Harkiss</td>
</tr>
<tr>
<td>Languages</td>
<td>Nicole Harkiss</td>
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<tr>
<td>Maths</td>
<td>Paul Young</td>
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<tr>
<td>Performing Arts</td>
<td>Danielle Carmody</td>
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<tr>
<td>Physical Education</td>
<td>Craig Thomson</td>
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<tr>
<td>Practical Arts</td>
<td>Kerry Candy</td>
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<tr>
<td>International Students</td>
<td>Richard Murray</td>
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<tr>
<td>Science</td>
<td>Jane Tryniw</td>
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<tr>
<td>Social Science</td>
<td>Linda Tibbles</td>
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<tr>
<td>Sport</td>
<td>Craig Thomson</td>
</tr>
<tr>
<td>Student Support Centre (SSC)</td>
<td>Karen Scott</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Danielle Carmody</td>
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</table>

### Student Welfare Team

<table>
<thead>
<tr>
<th>Years 7, 8 &amp; 12</th>
<th>Jenny Bourke - Guidance Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 9, 10 &amp; 11</td>
<td>Dean Thomas – Guidance Officer</td>
</tr>
</tbody>
</table>

### Deputy Referrals – Level 4

<table>
<thead>
<tr>
<th>Years 7 &amp; 10</th>
<th>Linda Kempe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 8</td>
<td>Trisha Hutchinson</td>
</tr>
<tr>
<td>Years 9 and 12</td>
<td>Clinton Beutel</td>
</tr>
<tr>
<td>Year 11</td>
<td>Robyn Flexman</td>
</tr>
</tbody>
</table>