RESPONSIBLE BEHAVIOUR PLAN

FOR STUDENTS BASED ON THE

CODE OF SCHOOL BEHAVIOUR
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RESPONSIBLE BEHAVIOUR PLAN
FOR STUDENTS BASED ON THE
CODE OF SCHOOL BEHAVIOUR

1. Rationale

Southport State High Independent Public School and Education Queensland are committed to providing a safe, respectful and disciplined learning environment for all, where students have opportunities to engage in quality learning experiences and acquire and build on values supportive of their lifelong wellbeing.

Southport State High Independent Public School has a strong focus on individuals and in so doing we embrace the provision of a safe and supportive environment for all. Our vision statement below outlines our commitments to the espoused values. This focus on individuals begins before students arrive at our school by our extensive links with our partner primary schools in ensuring teachers and support personnel are well informed about the student before they arrive. It continues by utilising a wide variety of proactive and reactive strategies involving curriculum and support services within the school and through external agencies as required.

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

2. Consultation and Review Data

As part of the ongoing improvement program, Southport State High Independent Public School continually reviews the available data pertaining to our Responsible Behaviour Plan. Our school rules have been agreed upon and endorsed by our staff and in consultation with parents via the school’s P&C.

The plan was endorsed by the Executive Principal, the P&C and the Regional Director in 2012, and will be reviewed annually.

3. Behaviour and Learning Statement

All areas of Southport State High Independent Public School 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 school supports the SWPBS (School Wide Positive Behaviour Support) model.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Expectations for student behaviour enables the school to maintain and create a positive and productive teaching and learning environment, where all school community members have clear and consistent expectations and understanding of their role in the educational process.
At Southport State High Independent Public School, as part of our Positive Behaviours for Learning we have four core values that underpin everything that is endemic about our school.

**AT SOUTHPORT STATE HIGH INDEPENDENT PUBLIC SCHOOL**

**WE VALUE:**

- **TEACHING & LEARNING**
- **OURSelves**
- **RESPONSIBLE RELATIONSHIPS**
- **OUR COMMUNITY**

<table>
<thead>
<tr>
<th>Category</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ourselves</td>
<td>- Self-Awareness &amp; Self-Management</td>
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<tr>
<td></td>
<td>- Complying with dress standards</td>
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<td></td>
<td>- Respecting property and personal rights</td>
</tr>
<tr>
<td></td>
<td>- Attending, participating and performing to the best of our ability</td>
</tr>
<tr>
<td>Responsible Relationships</td>
<td>- Social Awareness &amp; Relationship Skills</td>
</tr>
<tr>
<td></td>
<td>- Flexibility in approach to others</td>
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<tr>
<td></td>
<td>- Co-operating with and supporting others</td>
</tr>
<tr>
<td></td>
<td>- Taking responsibility for a safe and clean environment</td>
</tr>
<tr>
<td>Our Community</td>
<td>- Responsible Decision Making</td>
</tr>
<tr>
<td></td>
<td>- Embracing a sense of community and belonging</td>
</tr>
<tr>
<td></td>
<td>- Flexibility in approach to others</td>
</tr>
<tr>
<td></td>
<td>- Co-operating with and supporting others</td>
</tr>
</tbody>
</table>
As a result our school is focussed on:

- Individual achievement
- Genuine care
- Responsible behaviour and citizenship
- Education of the whole person
- Leadership development
- Providing opportunity and choices

This vision reflects the “Guiding Principles for the provision of a safe and supportive school environment” as stated in the “National Safe Schools Framework”.

Students follow the school’s Code of Conduct as follows:

- Attend, participate and perform to the best of their ability
- Respect property and personal rights
- Cooperate with and support each other
- Take responsibility for a safe and clean environment
- Comply with dress standards
- Follow teacher directions
- Appropriate use of technology (Appendix 1)

Parents/Carers are strongly encouraged to:

- Work with their students and Southport State High Independent Public School to uphold the Code of Conduct
- Use constructive communication to maintain and strengthen relationships with school staff regarding their student’s learning, wellbeing and behaviour
- Be proactive and supportive of specific interventions offered to their student

**Learning and Wellbeing Framework**

Southport State High Independent Public School promotes student health and wellbeing. Not only do we provide safe and supportive environments to ensure that schools are healthy places to learn, play and work - but we are also a key place where comprehensive education takes place in regards to a range of health, personal development and wellbeing issues.

Southport State High Independent Public School has a responsibility to provide students with opportunities to develop the essential knowledge, skills, attitudes and values that enable them to make informed decisions about their health behaviours. Partnerships and services with other agencies, including support and referral services, can also enhance student health and wellbeing in the school setting.

Southport State High Independent Public School recognises that learning and wellbeing are inextricably linked - students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

The Learning and Wellbeing Framework plays a vital role in supporting student wellbeing within the school context and highlights that Southport State High Independent Public School can influence both learning and wellbeing through four domains:
1. The Learning Environment

Southport State High Independent Public School fosters a culture of wellbeing through a whole school approach to Pastoral Care.

2. Curriculum and Pedagogy

The Teaching and Learning framework is based on the Art and Science of Teaching (ASOT), a pedagogical framework based on the work of Robert Marzano.

3. Policies and Procedures

Southport State High Independent Public School articulates policies and procedures that optimise wellbeing.

4. Partnerships

Southport State High Independent Public School values productive partnerships with students, staff, parents and the wider community. It is through these partnerships that the school community works together to support our students.
4. Processes for Facilitating Standards of Behaviour and Responding to Unacceptable Behaviour

A. Whole School Behaviour Support

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

These expectations are communicated to students via a number of strategies, including:

- Behaviour and value lessons conducted by classroom teachers
- Reinforcement of learning and areas of behavioural concern on year level assemblies
- Active supervision by staff during classroom and non-classroom activities
- Focus on the individual needs of the student
- Support the student to become more proficient socially
- Promote and explicitly teach problem solving skills and strategies needed to be resilient

STUDENT POSITIVE REWARD SYSTEM supports and promotes our TORO School Values.

- In-class positive feedback, postcards sent home and congratulatory phone calls to parents. Academic and positive behaviour letters sent to parents. Certificates of Recognition are issued to students on a daily basis for positive behaviour.

Southport State High Independent Public School implements the following proactive and preventative processes and strategies to support student behaviour:

- Whole school focus on pedagogies, which encourages engagement and success
- Staff focus on individual student needs in curriculum and welfare
- A variety of options to meet the individual needs and career pathways of all students
- Specialised programs such as Gifted and Talented, SEP Provision, Literacy and Numeracy Support for identified students
- Electronic attendance tracking keeps parents informed of absences on a daily basis
- The relevant Deans are responsible for ensuring students demonstrate positive behaviours on an ongoing basis
- The use of ID Attend to track fractional truancy to support student learning
- Student Support Services are accessible to support students and caregivers
- Bullying policy and process (see Appendix 2)
- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3)
B. Targeted Behaviour Support

Students come to school to learn. Each year a small number of students at Southport State High Independent Public School are identified through our data as needing a little bit of extra assistance in the way of targeted behaviour support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

The Buddy Class is a process by which teachers can provide a disruptive free learning environment for all students. All classroom teachers incorporate a Behaviour Management Plan for each of their classes on an ongoing basis. Students who choose to disrupt teaching and learning in the classroom, after being given an opportunity to rectify their behaviour through the Behaviour Management Plan, will be directed to a buddy class. Each time there is a referral the classroom teacher must record the incident on OneSchool, contact the parent / caregiver and refer to the relevant Head of Department and Dean for follow up, as specified in the Behaviour Management Plan (Appendix 5).

C. Intensive Behaviour Support

Southport State High Independent Public School is committed to educating all students, including those who present as “at risk of significant education underachievement”, and those students who present with complex and challenging behaviours. A co-ordinated approach of more intense case management and communication takes place.

The Student Support Services for both Junior Secondary and Senior Secondary meet on a weekly basis to:

- Identify any student who may be at risk
- Assign the appropriate Case Manager
- Develop appropriate behaviour support strategies
- Devise an Individual Positive Behaviour Support Plan in consultation with the student and the caregiver. The purpose of which is to support and assist the student to reintegrate and achieve positive learning outcomes both educationally and socially.
- Inform staff of behaviour support strategies to ensure continuity and consistency
- Engage relevant support agencies (both internal and external)
- Case Manager to provide ongoing monitoring and evaluation of student behaviours
- Regular contact with caregivers by the Case Manager to ensure the promotion of positive behaviours.
5. Consequences for Unacceptable Behaviour

Southport State High Independent Public School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, our school seeks to ensure that responses are consistent and proportionate to the nature of the behaviour.

Minor infringements – These are low intensity, low frequency behaviours that impact on the learning/culture or breach the accepted policies of the school.

Moderate infringements – These are medium intensity and medium to high frequency behaviours that impact on the learning/culture or breach the accepted policies of the school.

Major infringements – These are high intensity and possibly high frequency behaviours that may result in harm to members of the school or wider community. Major consequences may occur when all other forms of behaviour support have been exhausted.

Most Intrusive

Most Severe

Consequence

Behaviour

Least Intrusive

Least Severe
The School Responsible Behaviour Code applies to all students on the way to and from school or when acting as a representative of the school in the wider community at any time. Students wearing any part of the school uniform both at school and in the wider community are deemed to be acting as a representative of the school.

For students whose behaviour is extreme, the relevant Dean will make a referral to a Deputy Principal, and/or the Principal. A thorough investigation process will be conducted and then a decision is made about the appropriate consequences.

Student Disciplinary Absences (SDA) are to be used after consideration has been given to all other consequences except with Major problem behaviours. The demonstration of repeated major behaviours may lead to further serious consequences / intervention / escalation of SDA.

**Minor and Major Behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the relevant Dean for investigation.

**The following are examples of minor infringement levels (but not restricted to):**

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>DEFINITION/EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teasing</td>
<td>Isolated, one off teasing, disrespect, low level behaviours.</td>
</tr>
<tr>
<td>Failure to follow staff instructions</td>
<td>Student engages in initial refusal to follow instructions.</td>
</tr>
<tr>
<td>Failure to participate in the program of instruction</td>
<td>Student engages in initial refusal to engage in program of instruction.</td>
</tr>
<tr>
<td>Student not prepared for learning</td>
<td>Student is not prepared for the learning environment. This may include but is not limited to not bringing to class required learning tools such as the iPad, laptop, books, writing utensils, text books, sports uniform, and subject specific material.</td>
</tr>
<tr>
<td>Intentionally disrupting the teaching/learning process</td>
<td>Student intentionally disrupts the classroom environment.</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Intentional/short interruptions, including calling out, loud talk.</td>
</tr>
<tr>
<td>IT Misconduct</td>
<td>Unauthorised and inappropriate use of school technology including excessive or inappropriate downloading e.g. include: airdropping during class without teacher consent, having airdrop turned on in class without teacher consent.</td>
</tr>
<tr>
<td>Late</td>
<td>Occasional arrival at school after 9.00am.</td>
</tr>
<tr>
<td>Misconduct involving an object</td>
<td>Using an object inappropriately.</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Refusal to follow school routines e.g. standing in line, not wearing your hat.</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Non-threatening physical actions e.g. horseplay, play fighting, throwing food.</td>
</tr>
<tr>
<td>Possess Prohibited Items</td>
<td>Students in possession of skateboards, scooters, aerosols, etc.</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Student engages in activity that results in minor damage.</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Students refuse to participate in organised school activities.</td>
</tr>
<tr>
<td>Verbal Misconduct</td>
<td>Student uses inappropriate language in a conversational manner, not directed at a student or staff member and not in a manner that may be deemed as refusal to follow teacher instruction or refusal to participate in the program of instruction.</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>Verbal, physical or gestural interactions that do not indicate harm.</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Student misses class without permission and remains on school grounds.</td>
</tr>
<tr>
<td>Conduct prejudicial to the good order and management to the school</td>
<td>Other conduct prejudicial to the good order of the school and community. This may include minor breaches of school policies and procedures.</td>
</tr>
</tbody>
</table>
The following are examples of major infringement levels (but not restricted to):

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>DEFINITION/EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/harassment</td>
<td>Repeated oppression, persistent teasing. Continued negative comments, this includes bullying/harassment via social media and digital technology, sexual harassment.</td>
</tr>
<tr>
<td>Defiant/threat to adults</td>
<td>Persistent refusal to follow directions. Verbal or physical threats.</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Persistent interruption to the school environment, sustained loud talk, yelling, behaviour causing disruption after following ECSM</td>
</tr>
<tr>
<td>IT Misconduct</td>
<td>Unauthorised and inappropriate use of technology targeting another student or staff member via social media. Downloading/sharing inappropriate material and/or sites, inclusive of airdrop. Distribution of images of other students. Filming of fights. Filming or recording of teachers. Actions that have the potential to bring the school into disrepute including security bypasses and network hacking. Content that incites or may incite violence.</td>
</tr>
<tr>
<td>Late</td>
<td>Consistent unexplained late arrival to school after 8.50am.</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>Using an object with intent or potential to harm others.</td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Persistent refusal to follow school rules/routines and/or refusal to follow school rules/routines with intent or potential to jeopardise safety of students or staff. Students cannot aid trespassers (or members not of our community and delivery services) by inviting, arranging to meet, or assisting to disguise in entering our school grounds.</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>Actions involving physical misconduct where injury may potentially/has occurred. Play fighting where there is potential for/or real physical harm or violent assaults.</td>
</tr>
<tr>
<td>Possess Prohibited items</td>
<td>Student in possession objects readily capable of causing bodily harm and/or property damage. For example: knives, fake guns or objects deemed to be a weapon, or pornography.</td>
</tr>
<tr>
<td>Property misconduct</td>
<td>Activity that results in destruction or disfigurement of property belonging to school, staff member, student or community outside of school, including graffiti</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Student persistently refuses to participate in an activity that forms part of the school curriculum.</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>Student in possession, distribution and /or use of illegal drugs/substance, alcohol or imitation substances, including vapours.</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Student in possession of, or is using tobacco, alcohol, tobacco products or smoking/illicit drug implements (including vapours). This includes prescription medication not required/used for its express purpose.</td>
</tr>
<tr>
<td>Theft</td>
<td>Student is in possession of objects/items that do not belong to them.</td>
</tr>
<tr>
<td>Third Minor referral</td>
<td>Student has received 3 buddy class referrals for similar behaviour.</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td>Verbal, physical or gestural behaviour that signals a desire to cause harm or intimidate/threaten.</td>
</tr>
<tr>
<td>Truant/skip class</td>
<td>Student leaves school and/or persistently misses class without following school procedures.</td>
</tr>
<tr>
<td>Plagiarism and/or cheating</td>
<td>Student plagiarises the work of another student or cheats.</td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td>Student uses inappropriate language directed at a student or staff member / in a manner that may be deemed as refusal to follow teacher instruction or refusal to participate in the program of instruction.</td>
</tr>
<tr>
<td>Inciting Violence</td>
<td>Actions whereby student conduct leads or has the potential to lead to violence or physical misconduct.</td>
</tr>
<tr>
<td>Major breaches of policies</td>
<td>Student breaches school policies and procedures.</td>
</tr>
</tbody>
</table>

Problem behaviours may result in but are not limited to the following support and consequences:

- Academic Probation
- Outside of school hours detention
- Apology/restitution
- Attendance Monitoring Card
- Behaviour Contract
- Behaviour Monitoring Card
- Buddy class referral
- Cancellation of Enrolment
- Confiscation of prohibited item
- Conflict resolution
- Intervention by Dean & Support Staff with Parent
- Individual Positive Behaviour Support Plan
- Litter duty / Additional work
- Loss of privileges
- Lunch detention
- Recess detention
- Referral to external agency
- Referral to HOD/Dean
- Referral to internal support staff or targeted program/s
- Restricted access at Recess/Lunch
• Contact parent/guardian
• Exclusion
• External suspension 1 – 10 days
• External suspension 10 – 20 days
• Review of seating plan
• Rule reminder
• Subject Monitoring Card
• Warning by teacher
• Work Ethic Monitoring Card

6. Emergency or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that 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 which puts the physical safety of the student or others in serious jeopardy.

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 risk to themselves or others
  • To prevent injury

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

Record Keeping
Each instance involving the use of physical intervention will be formally documented. The following records will be maintained;
  • Incident Statement (Appendix 7)
  • Health and Safety Incident Record

7. The Network of Student Support

All students at Southport State High Independent Public School are supported through the case management structure and positive reinforcement supported by the following personnel:

• Parents
• Teachers
• Support Staff
• Head of Department
• Deans of Students
• School Chaplain
• Indigenous Education Worker
• School-based Health Nurse
• School-based Police Officer
Youth Support Co-ordinator
Deputy Principals / Executive Principal
Industry Liaison Officer
Guidance Officer
Allied Professional and Para-Professional Services
External agencies

8. Consideration of Individual Circumstances

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

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

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
  - Express opinions in an appropriate manner and at the appropriate time
  - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - Receive adjustments appropriate to their learning and/or impairment needs
  - Provide a written statement during the incident investigation process
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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- 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 and Police or Staff Searches at State Educational Institutions
- Acceptable Use of the Department’s 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

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

**Endorsement**

<table>
<thead>
<tr>
<th>Executive Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Regional Executive Director or Executive Director (Schools)</th>
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Effective Date: 29 January 2019
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. Our school values a responsible use policy.

Mobile Phones

It is school policy that students are only permitted to bring mobile phones and digital technologies to school if they follow strict protocols for their use. Phones and digital technologies must be turned off in classes, or whenever a student is receiving instruction or being addressed by staff or visitors. The school accepts no responsibility for lost phones or digital technologies. If parents need to be contacted due to an emergency, this can be done through the office.

Confiscation

Students who breach our responsible use policy will be required to hand in the item immediately, at the student counter and will receive a receipt for the confiscated item. The item may be made available for collection from the school office at the end of the school day, unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and in bags during assemblies or classes, unless given permission from teaching staff. Personal technology devices may be used at morning tea and lunch breaks and before and after school. Students must not create malicious or defamatory sites, or impersonate other members of the school community.

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 Southport State High. 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.

Students involved in:
- Recording: and/or
- Disseminating material (through text messaging, display, internet uploading, etc.); and/or,
- Possessing; and/or
- Knowingly being a subject of a recording will 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.

**Digital Communication, Distribution/Sharing**
The sending of messages/images that contain inappropriate content such as, but not exclusive to obscene language and/or threats of violence, will subject the sender to discipline and possible referral to QPS. Students must not be in possession of, share or show images that would not reasonably be considered appropriate. Students receiving such messages/images should ensure they keep the message/image as evidence and bring the matter to the attention of the school office, the next school day.

**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 she/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.

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

Our policy has two main strategies:
- We provide a supportive care structure and processes for developing positive relationships between students in our school.
- We educate our school community about bullying and provide an effective range of reporting and intervention strategies to deal with bullying when it occurs.

Definition
Bullying is typically repeated and intentional hurt inflicted on someone by words or actions or another person to exert power.

What Bullying may look like:
- Repeated Verbal threats and cruelty
  o Name calling and persistent teasing
  o Ridiculing another person’s appearance, physique or actions
- Repeated Physical threats and cruelty
  o Punching, pushing, poking, shoving, spitting, etc
  o Deliberate property damage
- Repeated Indirect threats and cruelty
  o Malicious gossip, spreading rumours, and blackmail
  o Deliberately hiding property
  o Ignoring and persistent exclusion from friendship circles, social exclusion
- Digital
  o Deliberate inappropriate use of mobile phones, text messaging and internet communications
  o Using a carriage service to menace, harass or cause offence

When bullying occurs, what should be done?
By the students
- Initially use appropriate responses to solve the problem (eg walk away)
- Seek intervention by reporting bullying to a teacher, support staff member or parent
- Demonstrate positive bystander behaviour and tell a teacher, support staff member or parent if they see another student being bullied
- Never ignore the situation

By the parent
- Model appropriate behaviour at all times
- Support the school’s philosophy
- Watch for signs of your child being bullied
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

By staff
- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable
- Listen to the student and ask what you can do to help
- Provide advice, intervene, monitor and report.
- Investigate bullying behaviour or threats quickly and fully.
This step addresses the potential powerlessness of the ‘victim’ in a bullying situation. Making the choice about what happens next places this person into a situation where they are at least somewhat in control of events. The Executive Principal, Director, Deputy Principal or Dean will advise about the suitability of the option chosen.

For students involved in any form of bullying a full investigation process will be conducted and appropriate consequences will be applied. *(Please refer to Section 5. Consequences for Unacceptable Behaviour).*
Appendix 3

Prohibited Items

sharp items, razor blades, illicit drugs, drug utensils, alcohol, cigarettes, tobacco products, vapours, lighters, aerosol sprays, lazer pointers, pornographic material or photos, gambling material, and computer viruses. The following food items should not be brought onto school premises: soft drinks, drinks in glass bottles, lollies, energy drinks containing caffeine, delivered Take Away Food, and chewing gum. Speakers and/or boomboxes are also considered to be prohibited items and are not to be used at school.

Procedures regarding the possession of weapons:

We can work together to keep weapons out of school. At Southport State High Independent Public School:

- Every student has the right to feel safe and be safe at school.
- No weapons are allowed to be taken to school by students.
- There is no reason for a student to have a weapon at school, and it is against the law for a student to have a weapon at school.

Situations regarding the possession of knives (in particular):

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- Southport State High Independent Public School can take action against a student who brings a knife to school.
- If a student has a knife at school, Principals can inform the police.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the Principal suspects that a student has a knife on or in school property.
- If any staff member suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.

Consequences

Possessing a knife at school may result in serious disciplinary consequences including suspension and or exclusion.

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
I promise that I will not join the ranks of bullies.
I will not tease others, especially when I know it will hurt their feelings.
I will not mock others because of their physical appearance.
I will not humiliate others because of their family’s financial background.
I will not ostracise others because of their performance in school.
I will not post something online that will make a person the object of ridicule.
I will not make others feel left out by shunning them from my group of friends.

INSTEAD,
I will respect my peers’ opinions and choices.
I will remind myself that I am not superior to anyone.
I will be brave enough to defend those being bullied.
I will be aware that making fun of others may actually cause them pain.
I will resist the tendency to say something unkind.
I will only criticise to build up, not tear down.
I will reach out to those being left out.

As a Southport State High State High School Student, I know that I have to treat others as my equals. Thus, I make these promises today in an effort to stand up against bullies and to stand up for their victims.

_________________________  _________________________
Name                                      Date

Southport State High
INDEPENDENT PUBLIC SCHOOL

SOUTHPORT STATE HIGH STATE HIGH INDEPENDENT PUBLIC SCHOOL
Student Anti-Bullying Commitment
**In Class Behaviour Management**

### CLASSROOM TEACHER

Teacher:
Uses ESCM to prevent or minimise behaviour
- Buddy class 1st referral
  - Oneschool incident (refer in HOD and Dean)
  - Contact caregivers, Oneschool the contact
  - Apply consequences
  - Complete negotiated re-entry with student

#### 2nd referral

### CLASSROOM TEACHER & HOD

Teacher:
Uses ESCM to prevent or minimise behaviour
- Buddy class 2nd referral
  - Oneschool incident (refer in HOD and Dean)

HOD:
- Interviews Student
  - Contact caregivers, Oneschool the contact
  - Apply consequences
  - Complete negotiated re-entry with student

#### 3rd referral

### SERIOUS BREACH

*Serious breaches include (but are not limited to) behaviours that are listed under the major infringements sections (p9 of Responsible Behaviour Plan)*

Teacher:
Uses ESCM to prevent or minimise behaviour
- Refer student straight to Student Services and the Deans
  - Oneschool incident (refer in HOD and Dean)

### CLASSROOM TEACHER & DEAN

Teacher:
Uses ESCM to prevent or minimise behaviour
- Buddy class 3rd referral
  - Oneschool incident (refer in HOD and Dean)

Dean:
- Interviews Student
  - Contact caregivers, Oneschool the contact (meeting for support provisions may be an outcome)
  - Apply consequences (such as a suspension)
  - Complete re-entry meetings (could include suspension re-entry, mediation, re-entry into classroom)
Student Breaches Out of Class Behaviour Expectations

Mirror

Major
- Direct referral to relevant Dean

Unresolved
- Referral to Relevant Dean

Resolved

Playground Duty Teacher
- Applies logical consequence

Dean of Students Referral
- Interview student
- Applies appropriate Consequences,
- Enters on OneSchool as Incident
- Manage Incident

Resolved

Unresolved
- Referral to Deputy Principal

Deputy Principal Referral
- Interview parent/caregiver
- Applies appropriate consequences
- Enters on OneSchool
- Guidance Officer/Support Team Referral
South Coast Region Incident Report

Name

School name (if applicable)

Position: □ Student □ Teacher □ Other Specify:

Year: □ Contact phone number (if applicable)

If the report provided by a student, was the student’s parent / carer present? □ Yes □ No

The following assistance was provided in writing this statement

Date of incident

Time of incident □ am □ pm

Place of incident

People present:

Ensure the statement covers the following points.
What I saw and heard; what I did; any other information relevant to incident

Signature

Date

Assistance provided by: (if applicable)

Name

Signature

Date
Excellence Program Contract of Acceptance

Welcome to Southport State High Independent Public School, a centre for secondary education that is focused on **Personal Excellence** for all students. Our school has a proud tradition of being a supportive and caring community that delivers outstanding educational training and opportunities for all students.

Members of our school community have defined policies and procedures that all students must adhere to at all times. Four values govern our school; teaching and learning, ourselves, responsible relationships and our community. By accepting your position in an Excellence Program, you as a student and parent, agree to abide by Southport State High Independent Public School’s policies and procedures as outlined on the school website [https://Southport State Highshs.eq.edu.au/Ourschool/Rulesandpolicies/Pages/default.aspx](https://Southport State Highshs.eq.edu.au/Ourschool/Rulesandpolicies/Pages/default.aspx).

- Uniform Policy
- Assessment Policy
- Attendance Policy
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Information Technology Agreement
- The School’s Responsible Code of Behaviour
- School Resource Hire Scheme
- Consent to use Copyright Material, Image, Recording or Name
- Complaints Management Policy

As a student of an Excellence Program you, as a student and parent, also agree to abide by these expectations both in the classroom and in the community:

- All students will achieve a B or above for academic achievement in their chosen area of expertise (scholarship students are required to maintain an A for academic achievement for the duration of their scholarship).
- All students will need to achieve an excellent rating for effort and behaviour in their area of expertise.
- All students will follow school rules at all times and display exemplary behaviour and attitude across all areas of learning both, within the school and in the community.
- All students will participate in the school programs in the area/s for which they were accepted into the program.
- All students will engage in extra-curricular and co-curricular activities afforded to them, as a part of their excellence position. Exemptions from such activities will only occur after thorough negotiation between parent/guardian and excellence coordinator.

I have read the above named documents, as found on the school website and agree to be a responsible member of the school community and abide by all school policies and procedures. I agree to abide by the raised expectations of an excellence student, as outlined above and **understand that should I breach the Contract of Acceptance in any way, my position within the excellence program will be reviewed and the Principal will determine whether my place within the program will continue**.

Student Name: ____________________________ Signature: ____________________________

Parent Name: ____________________________ Signature: ____________________________
2019 STUDENT LEADERSHIP APPLICATION FORM

We are looking for Year 11 students to join the student leadership team for 2019. By agreeing to become a leader in our school, you are vowing to embody the school vision while upholding the values and expectations. Please complete the form below and return via both email and hardcopy to Student Services by Week 5 Friday 16th August, 2019.

SELECTION CRITERIA

Innovate:
1. Demonstrated capacity to lead teaching and learning through a promotion of a positive learning culture.

Cultivate:
2. Demonstrated capacity to lead actions through TORO values to cultivate a culture of community.

Generate:
3. Demonstrated ability to build leadership capacity in teams and beyond.

Name:

Year first attended Southport State High Independent Public School (SSHIPS)?

1) What skills and qualities could you bring to the leadership team at SSHIPS?

2) How have you demonstrated your capacity to provide leadership to improve outcomes for students at SSHIPS or for wider community groups?

3) How have you demonstrated strong interpersonal and communication skills to develop relationships within and beyond the school environment?

4) What is the most important value that you exhibit as an individual and how would you demonstrate this in your role as a school leader?

5) List any clubs, groups, extracurricular activities or sports have you participated in (in or out of school).

6) List any awards or certificates that you have received (for achievement in or out of school).

7) What projects have you been involved with (either at school or in the wider community)?

8) What is one action you plan to achieve during your time in your leadership position and what are the steps you will take to achieve this goal?

9) How has your time at SSHIPS demonstrated the TORO values?

OPTIONAL Question

10) What have you learnt about yourself and SSHIPS student leadership during your time as a Year 11 student leader?
Calculate and record your Semester 1, 2018 grade point average for:

- Behaviour
- Effort

To calculate your GPA for Behaviour and Effort:
- Access your most current report card
- Add your results
  (Excellent is worth 5, Very Good is worth 4, Satisfactory is worth 3, Needs Attention is worth 2 and Unacceptable is worth 1)
- Divide the result by the number of classes that you have been assessed on

Please indicate your preference for the below positions by putting a tick against your first preference.

<table>
<thead>
<tr>
<th>School Captain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level Vice-Captain</td>
</tr>
<tr>
<td>Year Level Preference:</td>
</tr>
</tbody>
</table>

- Whilst your selection will be considered, it does not necessitate you will gain this preference. It is an expectation of SSHIPS that any leadership position is a coveted one and as such, being offered any of these positions should be respected and celebrated.
2019 STUDENT LEADERSHIP CONTRACT

By agreeing to become a leader in our school, you are vowing to embody the school vision while upholding the values and expectations. Members of our school community have defined policies and procedures that all students must adhere to at all times. Four values govern our school; teaching and learning, ourselves, responsible relationships and our community. By accepting an opportunity to be a leader within our school community you agree to abide by Southport State High Independent Public School’s policies and procedures as outlined on the schools website:

https://Southport State Highshs.eq.edu.au/Ourschool/Rulesandpolicies/Pages/default.aspx

- Uniform Policy
- Assessment Policy
- Attendance Policy
- Appropriate Use of Mobile Telephones and Other Electronic Equipment by Students
- Information Technology Agreement
- The School’s Responsible Behaviour Plan
- School Resource Hire Scheme
- Consent to use Copyright Material, Image, Recording or Name
- All students will engage in extra-curricular and co-curricular activities afforded to them, as part of their leadership position
- All students will participate in the school programs for the leadership position for which they have been accepted for

I have read the above named documents/policies on the school website and agree to be a responsible member of the school community and abide by all school policies and procedures. I agree to abide by the raised expectations of a leadership student as outlined above. By agreeing to become a leader in our school, you are vowing to uphold the values and expectations, and at all times represent both yourself and Southport State High Independent Public School with respect and dignity. Any infringement on these expectations will result in an automatic removal from the Leadership Program.

Date:

Student Name: __________________________ Signature __________________________

Parent Name: __________________________ Signature __________________________
**Appendix 10**

**School Uniform Policy**

### 2019 School Uniform Policy

This student dress code consists of an agreed standard and items of clothing that Southport State High Independent Public School students wear when:

- attending or representing their school
- traveling to and from school
- engaging in school activities out of school hours

It is the affirmed policy of the school’s Parents & Citizens Association as approved by the School Council that all students attending Southport State High Independent Public School are expected to wear the school uniform. Students are encouraged to take pride in their appearance and to keep their uniform clean, neat and tidy. Students are not permitted to alter their uniform or substitute their uniform in any way. Students are not permitted to mismatch any items of the uniform (for example the dress shirt with the sports shorts is not permitted). Students who fail to comply with the Uniform Policy will receive appropriate consequences in line the Responsible Behaviour Plan for Students (https://Southport State Highshs.eq.edu.au/Ourschool/Rulesandpolicies).

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**Junior Formal Uniform**

In Junior Secondary (Years 7, 8, 9) all students must wear the Southport SHIPS:

- Blue blouse or shirt
- Navy skirt
- Navy shorts
- Long navy pants
- SHIPS navy blue woollen jumper or SHIPS navy blue blazer or SHIPS navy jacket

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**Senior Formal Uniform**

In Senior Secondary (Years 10, 11, 12) all students must wear the Southport SHIPS:

- White cotton senior blouse or shirt
- Blue checker skirt
- Blue shorts (girls only)
- Navy slacks (girls only)
- Grey shorts (boys only)
- Grey long pants (boys only)
- Blue checker tie
- SHIPS navy blue woollen jumper or SHIPS navy blue blazer or SHIPS navy jacket
- Senior jersey (Year 12 only)
Sports Uniform
In both Junior and Senior Secondary:

- Blue Southport State High polo shirt with SSHIPS logo
- Blue sport shorts with SSHIPS logo
- White SSHIPS socks
- Black leather or leather imitation polishable shoes (Mary Jane style shoes are not permitted)
- SSHIPS navy blue bucket hat (mandatory 2017)

Please note that students are allowed to change into sport shoes only once they have arrived at their sporting destination (venue or class). Specialised sports uniforms (including sport specialised hats) are available however may only be worn while students are playing their designated sport. The regular sports uniform must be worn to and from games. Students must change back into their black polishable shoes at the close of each sporting activity/lesson.

Sport Excellence Uniform
- Sport Excellence shirt

Please note that the Sport Excellence uniform can only be worn during Sport Excellence classes.

Arts Excellence Uniform
- Arts Excellence shirt with blue sport shorts for Excellence classes or curriculum activities / events associated with Excellence classes.

Please note that the Arts Excellence uniform can only be worn during Arts Excellence classes or at specified events under the direction of the Arts Head of Department.

Further Additions
The following optional additions are available to all students:
- SSHIPS navy blue school bag
- Black belt
- Navy Scarf
- Navy stockings (without socks)

The following optional additions are available to purchase off campus:
- SSHIPS navy blue tights (socks are not to be worn with tights)

Hair
Hair styles and colours are to be appropriate to a professional work environment (For example, no ‘tracks’/undercuts). They are to be of natural tones with no extreme styles permitted. Hair accessories should be navy or white. No patterned scarves, headbands or bandanas are permitted. Shoulder length hair should be tied back as instructed by teacher for all practical subjects. Facial hair is to be kept neat & tidy at all times.

Make-up
No visible make-up or nail polish is to be worn (including noticeable fake nails, fake eyelashes and eyelash extensions). Sunscreen of a natural tone is encouraged.

Jewellery
Jewellery must be restricted to a wrist watch and a maximum of two earrings in each ear only. Earrings must be discreet sleepers or studs. Piercings (including tongue, eyebrow, nose, etc.) are strictly prohibited.

Other jewellery and/or tattoos must not be visible. Non-school badges, wristbands, other
paraphernalia, promotional items or the like are strictly prohibited.

At all times students will enter and exit the school in formal uniform. The sports uniform is not permitted to be worn underneath the formal uniform.

SSHIPS bucket hats and caps are compulsory to wear at all times outside of a classroom.

**Approved sport uniform elective subjects include Dance, Drama, Triple Threat, Physical Education, Sport Excellence and Sport Specialisation.** The formal uniform must be worn by students every day of the week except for the dates outlined by the school as sports days.

Students studying an approved sport uniform elective are required to wear the formal uniform and change into the sport uniform/sport excellence uniform at the beginning of the elective lesson and return to formal uniform at the conclusion of the lesson. Once students have entered the school grounds, those with an approved sport uniform elective (see above) in Period 1, are permitted to change into their sport attire from 8:30am. Students who have approved sport uniform elective subjects in Period 3 or 4 are permitted to change into the sport attire in the lunch break prior to their elective.

Tracksuit pants cannot be worn with the formal uniform.

**Approved Non-Standard Uniform Items**

For students requiring special consideration in relation to the uniform policy, amendments are available upon consultation with the Principal of the Junior School (Year 7 – 9 students) or Principal of the Senior School (Year 10 – 12).

**Disability**

Customisation to the uniform to cater to student needs to support their individual needs requires a written submission to the director of school. Plain white undergarments are okay.