“With our guidance, expertise and in partnership with parents, students, teachers and the school, every child is capable of achieving beyond their expectations”
CONTENTS

Introductory Letter

School Directory

statement of Purpose, Values and Beliefs

School Organization and Procedures
- Process for Absenteeism

Herberton State School P-10 Responsible Behaviour Plan

Student Dress Code

Mobile Phone and Electronic Personal Devices Policy

General Academic Information including
Homework and Assignment Policy

School Services

Resource Hire Agreement

Complaints Management

Appendix 1 – Use of Personal Technology Devices

Appendix 2 – Infectious Diseases
Dear Parent/Caregiver,

We would like to welcome you to Herberton State School P-10. Herberton State School P-10 has a long, proud history starting from 1881 with secondary education being introduced in 1912.

At Herberton State School P-10 we believe that:

"With our guidance, expertise and in partnership with parents, students, teachers and the school, every child is capable of achieving beyond their expectations"

The school offers a curriculum program ranging from Prep to Year 10 with a focus on meeting the needs of all students. In 2015 our year 7 students will become part of secondary education in Queensland schools for the first time. They will move to our secondary campus from the beginning of 2015.

Academic, sporting and cultural achievement is nurtured within the school curriculum and proudly recognised. We understand that educating your child is a partnership between the school, parents and the wider community. Our endeavour is to prepare our students for the next phase of their life. Education is a lifelong process.

We have a School Wide Positive Behaviour Support Program at Herberton State School P-10. Our strong discipline program focus is on empowering the students to understand what appropriate behaviour is. We reward students for ongoing appropriate behaviours whilst working with the children who sometimes make poor behavioural choices. Your support is imperative to the ongoing success of this program.

Herberton State School P-10 is a uniform school. We require that all students wear the full school uniform, including shoes, at all times. By wearing the school uniform the students feel part of the proud school community. The uniform is available through the Tuck Shop, which is operated by our P&C.

Since 1994 the school has operated with separate primary and secondary campuses. When enrolling students it is important for parents to make an appointment at the relevant office.

Please take your time to read the information provided in this Prospectus, so you gain a better understanding of our school.

Andrew Hurst
Principal
# SCHOOL DIRECTORY

## Staff 2015

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Andrew Hurst</td>
</tr>
<tr>
<td>Head of Department Secondary</td>
<td>Gerald Raciti</td>
</tr>
<tr>
<td>Head of Curriculum Primary</td>
<td>Judith O’Sullivan</td>
</tr>
<tr>
<td>Business Services Manager</td>
<td>Pauline Spackman</td>
</tr>
<tr>
<td>Administration Officers</td>
<td>Sue Johnson, Colleen Penna</td>
</tr>
<tr>
<td>Primary Teachers</td>
<td>Shelly Curtis, Lauren Earsman, Aaron Howard, Skye Roberts, Sue Smith, Karen Steele</td>
</tr>
<tr>
<td>Secondary Teachers</td>
<td>John Greatrex, Joel Jerome, Jess Jones/Nina Gracie, Julie Part, David Pocock, Allison Turner</td>
</tr>
<tr>
<td>Lote</td>
<td>Rosalyn Loyer</td>
</tr>
<tr>
<td>HPE</td>
<td>Robyn Desbois/William Holdcroft</td>
</tr>
<tr>
<td>LST</td>
<td>Karen Argus &amp; Lesley Annesley, Jenny Kelso</td>
</tr>
<tr>
<td>Music</td>
<td>Dale Diefenbach</td>
</tr>
<tr>
<td>Inst Music</td>
<td></td>
</tr>
<tr>
<td>Guidance Officer</td>
<td>Ms Robyn Coleston</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Michelle Davies-Griffiths</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Chris Grey</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>Brenda Lange, Daphne Miller, Gayle Morris, Carol Taylor, Karla Ward, Gareth Webb</td>
</tr>
<tr>
<td>Community Education Counsellor</td>
<td>Michael Barlow</td>
</tr>
<tr>
<td>Technical Officer employed as TA</td>
<td>Carolyn Schlechta</td>
</tr>
<tr>
<td>Janitor/Groundsman</td>
<td>Paul Davis</td>
</tr>
<tr>
<td>Cleaners</td>
<td>Wendy Birkett, Bonnie Collett, Mary Cook, Janet Freeman, Jan Wyatt</td>
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</tbody>
</table>
STATEMENT OF PURPOSE

To achieve the best educational outcomes for every student at Herberton, our school, in partnership with parents/caregivers and the community, helps children to learn for a positive, productive role in society.

School Vision

“Herberton State School’s core business is to facilitate the learning for every child to a level beyond their expectations, in a supportive, safe and mutually respectful environment.”

In setting the standards for educational excellence in our school, we are to demonstrate:

- Excellence in teaching and learning to achieve the best student outcomes
- A quality curriculum that contributes to students leading morally responsible and productive lives in their own and a global society
- Fair and equitable practices
- Sensitivity to cultural diversity
- Productive partnerships to achieve our common goals
- Innovative, responsive and accountable leadership and management at all levels.

We recognize that it is partnership with parents and our community that makes us excellent.

VALUES AND BELIEFS

At Herberton State School we are committed to ensuring that:

- All of our actions promote the best interest of students;
- All of our actions are the very best quality we can achieve;
- For all of our actions, we are prepared to accept personal responsibility.

We believe that:

- Every child is capable of achieving beyond their expectations
- The ‘whole’ child is essential to the curriculum (eg. physical, social, emotional and intellectual)
- Parents play a crucial role in their child’s education and wellbeing
- The child learns to take responsibility for his/her education and behaviour (education is a two-way process)
- All children should have equity in educational opportunity
- Effective discipline should be taught and modelled both in the school and the home
- Learning is a lifelong process
- Every learner is an individual possessing individual learning styles
- Professional staff development is necessary and vital;
- We should promote a classroom environment that creates positive attitudes to learning
- The school should endeavour to meet the communities needs
- Participative decision making is a necessity
- We should be aware of unique backgrounds of clientele, and
- The welfare of the individual child should not be disadvantaged by the disruptive behaviour of others.
### SCHOOL ORGANISATION and PROCEDURES

<table>
<thead>
<tr>
<th>Time</th>
<th>Primary School P-6</th>
<th>Secondary School 7-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00am</td>
<td>Students arrive after this time. Student supervision commences at 8.15 am at the Primary campus. Primary students are required to sit quietly in senior undercover area and the Secondary students are required to sit quietly in the undercover assembly area.</td>
<td></td>
</tr>
<tr>
<td>8:35am</td>
<td>First bell rings – students move to classroom to prepare for the day</td>
<td>8:50am Classes Commence</td>
</tr>
<tr>
<td>8:50am</td>
<td>Bell rings for students to commence class</td>
<td>11.20am First Break Supervised eating time 11.20 – 11.35</td>
</tr>
<tr>
<td>10:50am</td>
<td>Lunch break (supervised eating time)</td>
<td>12:05 noon Lessons Resume</td>
</tr>
<tr>
<td>10:50 – 11:00</td>
<td>Lunch break (supervised eating time)</td>
<td></td>
</tr>
<tr>
<td>11:35am</td>
<td>Bell to recommence lessons</td>
<td>1:15pm Second Break</td>
</tr>
<tr>
<td>1:15pm</td>
<td>Afternoon tea break</td>
<td>1:50pm Lessons Resume</td>
</tr>
<tr>
<td>1:50pm</td>
<td>Bell to recommence lessons</td>
<td>3:00pm School finishes</td>
</tr>
<tr>
<td>2.50pm</td>
<td>School finishes</td>
<td>3.40 pm Bus Departs</td>
</tr>
<tr>
<td>3.00pm</td>
<td>Wondecla School bus leaves</td>
<td>PARADE - A full school parade is held 8.50am Monday</td>
</tr>
<tr>
<td>3.30pm</td>
<td>Walsh River bus leaves</td>
<td></td>
</tr>
<tr>
<td><strong>PARADE</strong></td>
<td><strong>A full school parade is held at 10.30am Monday</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Student Attendance:** “All day every day – every minute counts”.

If your child is not at school or they are late for school they are compromising their learning and the learning of other students. It is imperative that students attend school all day every day. It is expected that students will arrive at school at least 10-20 minutes before the commencement of the day to prepare themselves for learning. Research shows that when students are settled they learn more effectively.

There are times when students are unable to attend school for legitimate reasons. If this is the case the child’s parent/caregiver is expected to phone the school office after 8.30 am to inform the school of the reasons for the absence and the expected date of return. If a student is not at school and there has been no communication from parents/caregivers as to the reason for their absence the child will be considered to be truant. This could lead to disciplinary action.

If a child is late to school they are required to report to the office, **with their parent**, and sign in. If the parent/caregiver drops the student off at school it is expected that they will accompany the child into the office and give an explanation to the office for the child’s lateness. If a child is not dropped off by a parent it is an expectation that parent/caregiver phones the office to notify the school that the child will be late.

**Leaving the School Grounds:** Students are not permitted to leave the school grounds. Students who needs to leave the school grounds must bring a note from parents and must be signed out through the office.

**Absentee Notes** - All students must attend until they are 16 years of age, or until they have finished Year 10. Official notices are posted home for unexplained absences after 5 days. All students absent from school must present a note to their teacher or the school office on the first day back at school. Persistent absence may lead to other Government Agencies being consulted.
MEDICATION, ILLNESS AND ACCIDENT PROCEDURES -

(iii) **Injury** - In the case of injury or serious illness the Q.A.S. is usually called and the child may be transported to Hospital. The school will endeavour to contact the parent/carers. It is the parent's responsibility to cover all costs.

(iv) **Illness at School** - Parents are asked to refrain from sending sick children to school. If a student is too ill to attend class, parents will be requested to collect these children. All parents are to ensure that they have an emergency contact.

(v) **Administration of Medication** - Students are not to bring medication in any form into the school except under the conditions below. Non-prescribed medicines are not available in the school, nor will staff administer them.

If it is essential for your child to take **PRESCRIBED MEDICINE** (including analgesics) during school hours, the following procedure needs to be followed:

I. notify the school in writing of a health condition requiring medication at school
II. request school in writing to administer the medication or to assist in management of a health condition
III. notify school in writing of any requests and/or guidelines from medical practitioners including potential side effects or adverse reactions
IV. provide medication in original labelled container to the school
V. ensure medication is not out of date and has an original pharmacy label with students name, dosage and time to be taken
VI. notify the school in writing when a change of dosage is required. This instruction is to be accompanied by a letter from a medical practitioner
VII. advise school in writing and collect medication when it is no longer required at school
VIII. Asthmatics may carry an inhaler on written permission from the parent/guardian and with the approval of the school principal. An inhaler is kept in the office for emergencies.

Public Diseases - refer to Appendix A for recommended minimum exclusion period.

Head lice - we request that parents regularly check for head lice. Refer to Appendix A for recommended minimum exclusion period.

Change of Address/Home Details - Any change of address, e-mail address or telephone number should be communicated immediately to the school office. This information needs to be current so that parents can be contacted in an emergency. The school should be notified of any change in parent employment address. Again this information is necessary to enable the school to contact parents in an emergency.

Residency Arrangements - Parents are asked to provide the office with a copy of the court order if there are any residency arrangements the school needs to be aware of. Without the appropriate documentation we can not legally restrict parental access to a child.

Personal Property - Parents and students are requested to ensure the owner’s name is clearly marked on all books and articles of clothing. If a student loses any article at school, he/she should check without delay at the office. Property that is not collected will be given to a local charity.

Excursion/Camp Permission Form - This form is completed at the commencement of every year and gives the school permission to take students out of the school for local excursions (i.e. the Herberton/Atherton area). Notification will be forwarded before each event.

House System - Our School is divided into two Houses, Ledlie and Newell. These houses have their own colours, Ledlie - red, Newell - green. Students are encouraged to wear house colours on Inter-house Sports Days.

Communication - Our major forms of publicity are the quarterly Herberton News, a student produced community newspaper and the Tin Town Times, the bi-weekly newsletter. This comes out every second Thursday afternoon and will be emailed to parents as well as being on our webpage. For parents without emails it is distributed to the youngest in the family. Parents are encouraged to read these carefully as they can obtain vital information in regard to their child’s education or changes in Departmental and/or school policies.
Parents, Volunteers and Visitors — Parents, volunteers and visitors are welcome to visit our school - preferably by appointment. All visitors to the school must sign the visitor’s book at the Administration building prior to visiting classrooms. The school has to be vigilant with regard to trespassers and the entry of unauthorised persons.

Valuables/Money - Large sums of money or other valuables should not be brought to school. On the rare occasion when this is unavoidable, they should be left at the office for safekeeping. From time to time money is required to be sent into school. Money should be sent in an envelope clearly marked with name, amount and activity.

Student Council - The School operates a Secondary and Primary Student Council. This is the voice of the students. The council has vocalised and endeavoured to solve numerous issues brought to their attention by their members. The Student Council also raises funds to purchase specific items for student use.

Buses - Primary students who reside more than 3.2kms from the school are eligible for free bus conveyance. Secondary students are eligible if they live more than 4.8kms from the school. Those students, who do not live near a bus route and live comparable distances from the school, are eligible for a Conveyance Allowance. Forms are available from Bus operators. The Wondecla bus leaves the Primary Campus at 3:05pm. The Walsh River bus leaves the primary school at 3:30pm approximately. Staff will supervise these students. Parents are required to discuss appropriate behaviour of students while travelling on buses. Students who do not conform to requirements may need to find other means of transport. Please contact Department of Transport for a copy of their “Code of Conduct for School Bus Travel”. 
Herberton State School P-10

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

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

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

2. Consultation and data review
Herberton State School P-10 has developed this plan in collaboration with our school community as part of our School Wide Positive Behaviour Support framework. This has been an essential part of the Herberton State School behaviour framework since 2008. Broad consultation with parents, staff and students has been undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director or Executive Director (Schools) in December 2009, and has been reviewed in 2012 as required in legislation.

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

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

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

- Be safe
- Be respectful
- Be a learner

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Herberton State School P-10 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Herberton State School P-10 is a SWPBS School. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings. This matrix is available on the school's website http://www.herbertons.eq.edu.au/

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

- Specific classroom teaching of expected behaviours
- Whole school implementation of the “You Can Do It Program”
- A variety of other social emotional learning programs
- Focused learning episodes for students on orange and red levels
- Class and school-wide celebration activities
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Herberton State School P-10 implements the following proactive and preventative processes and strategies to support student behaviour:

- Behavioural expectations communicated to parents through newsletters, class teacher letters home, school website, enabling parents to be actively and positively involved in school behaviour expectations.
- School SWPBS team members regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Herberton State School P-10 Responsible Behaviour Plan for Students delivered to all students at the commencement of the school year and to new students as well as new and relief staff.
- Individual support profiles developed by the staff through the SWPBS Team for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Herberton State School P-10 communication of our key messages about expected behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained in the “Essential Skills for Classroom Management” and “Better Behaviour Better Learning” to give consistent and appropriate acknowledgement and rewards. New teachers who arrive at Herberton also undertake this training as part of their induction.

A classroom profiling and teacher coaching program is also part of the Herberton State School’s behaviour improvement strategy.

When we follow our school rules/standards:

- We feel good about ourselves, and we can make others feel proud of us
- We are respected by others and have a better chance of making friends
- We give ourselves and others a better chance to learn more
- We stay safe and healthy
- We can work and play in a school we feel proud of.

Approximately 80% to 90% of our students will have little or no difficulties in demonstrating these expected behaviours.
GREEN LEVEL
Whole-School Behaviour Support (100% of students)

ORANGE LEVEL
Targeted Behaviour Support (approximately 10 - 15%)

RED LEVEL
Intensive Behaviour Support (approximately 0 - 5%)
**Behaviour Levels**

Our *Responsible Behaviour Plan for Students* consists of three behaviour levels—Green, Orange and Red.

**Green:** All students are assigned to this level when they arrive at Herberton State School and also commence each year at this level.

**Orange:** An interim level used by teachers to assist students to make better choices.

**Red:** Students require administration intervention in order to manage their own behaviour.

### GREEN LEVEL: Students on this level manage their own behaviour by being safe, being respectful and being learners.

**BEHAVIOURS**

Students on GREEN Level make “Up and Clean” choices.” Student behaviour will include the following, most of the time:

- Being safe
- Being respectful
- Being a learner

**ACKNOWLEDGEMENTS**

Students on this level are:

- entitled to be involved in school sporting and social events including excursions not directly related to assessment
- eligible for student leadership positions
- recognised and celebrated for their “Up and Clean” choices at a class and school level.

### ORANGE LEVEL: This level is a warning to students who are developing a pattern of negative behaviour choices.

**BEHAVIOURS**

Students on ORANGE Level are warned that they are making some “Down and Mean” choices. Classroom records indicate that students are continuing negative behaviour.

**CONSEQUENCES**

Students on this level may be subject to:

- Time out
- Buddy classroom
- Session Report
- Loss of access to extracurricular activities
- Orange Letter home informing parents/carers of student’s behaviour and subsequent school consequences.

### RED LEVEL: Students at this level have not accepted their responsibilities.

**BEHAVIOURS**

Students on RED Level are continuing to make “Down and Mean” choices - not accepting responsibilities. Student behaviour could include:

- Persistent disruption
- Harassment
- Absence without permission
- Unsafe behaviour
- Refusal to follow instructions
- Damaging property
- Minor theft
- Inappropriate language
- Breach of Mobile phone/digital devices policy

**CONSEQUENCES**

Students on this level may be subject to:

- Red Letter home informing parents/carers of student’s behaviour and subsequent school consequences.
- Interview with Administration
- Individual Behaviour Management Plan (including session report)
- In-school suspension
- Loss of access to extra-curricular activities
**Administration Behaviour Levels**

There are also two levels used by administration (i.e. Principal, HOC and HOD). These are referred to as Red Level A1 and Red Level A2. These are applied in situations that are of a more serious nature.

### Red Level A1

- Students at this level have committed a **significant breach of their responsibilities**.
- Their behaviour is a more serious or persistent discipline problem.
- Students must be referred to Administration.

**BEHAVIOURS**

- Student behaviour could include:
  - continued failure to comply with acceptable standards and disciplinary measures; or continual disruption to the teaching and learning environment
  - repeated harassment including physical and verbal assault;
  - bullying/harassment/sexual harassment
  - possession of contraband goods;
  - repeated non-compliance with personal technology devices policy
  - damage to or theft of school or personal property;
  - continued unacceptable absences from class;
  - persistent unsafe behaviour;
  - using abusive language or being offensive;
  - breach of computer user agreement;
  - smoking;
  - truancy.

**CONSEQUENCES**

- **Mandatory**
  - parents notified of the incident/s and consequence/s by telephone and letter;
  - student interviewed by administration;
- **Possible**
  - loss of access to extra-curricular activities;
  - case conference with parents/carers;
  - referral to Guidance Officer/Community Education Counsellor/School Health Nurse/Child & Youth Mental Health/Social workers;
  - lunchtime isolation and/or afternoon detentions placed on a Session Report;
  - withdrawal from classes;
  - suspension (1-10 days);
  - police contacted;
  - school community service;
  - student asked to develop an Individual Management Behaviour plan with Guidance Officer or Case Manager.

### Red Level A2

- Students at this level have shown **major disregard for their responsibilities** are continuing to choose behaviour that are prejudicial to the good order and management of our school.
- They have continued to ignore the rights of other people within the school community.
- Students must be referred to Administration.

**BEHAVIOURS**

- Student behaviour could include:
  - possession, use or selling of illegal drugs or implements for use of an illegal drug (or in the company of same)
  - continued gross misbehaviour;
  - bullying/harassment/sexual harassment
  - dangerous or violent behaviour;
  - repeated/significant damage to or theft of school or personal property;
  - ongoing non-compliance with the personal technology devices policy
  - serious vandalism;
  - possession/use/selling of illegal items;
  - continual smoking offence;
  - continued disruptive behaviour affecting the education of other students;
  - repetition of Red Level A1 behaviour.

**CONSEQUENCES**

- **Mandatory**
  - student interviewed by administration;
  - administration will inform parents by telephone and letter of the incident/s and consequences;
  - parents meeting to discuss the student's future;
- **Possible**
  - loss of access to extra-curricular activities
  - lunchtime isolation and/or afternoon detentions
  - suspension (11-20 days) and/or proposal to exclude;
  - referral to a member of the School’s welfare team
  - student placed on a Session Report;
  - withdrawal from classes;
  - police contacted;
  - school community service;
  - student asked to develop an Individual Behaviour Management plan with the Guidance Officer or Case Manager.
Positive Notice Herberton State School P-10

Staff members nominate students for acknowledgments in the form of awards and or whole school recognition when they observe these students following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Awards are presented to students on assembly to celebrate appropriate in class and out of class behaviours.

Responding to unacceptable behaviour

It is a community expectation that students come to school to learn and teachers come to school to teach. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour to maintain a safe supportive learning environment

When students exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or to be a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support: Herberton Upskilling Group (HUG)

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

Students accepted into the HUG program attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The HUG program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the HUG Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: SWPBS Team

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

- identifies and directs appropriate support services that may be able to assist in behaviour modification e.g. Guidance Officer, School Nurse, LST
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Student Support Team to achieve continuity and consistency.
The Herberton State School P-10 Student Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

4. Consequences for unacceptable behaviour

Herberton State School P-10 makes systematic efforts to promote and teach expectations/standards to minimise disruption to the learning environment by inappropriate behaviour choices. This is the philosophy of the SWPBS framework. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Inappropriate student behaviours are recorded in One School and are continually monitored and analysed by the SWPBS Team.

**Minor and major behaviours**

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

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

**Minor** behaviours are those that:

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

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of students and staff in the learning area
- put others/self at risk of harm including bullying
- require the involvement of school administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then either contacts the office in the first place and they subsequently complete a OneSchool report. The situation will determine the need for immediacy and the subsequent referral process.

**Major** problem behaviours may result in the following consequences

- **Red Level A1**: Parent contact, referral to Guidance Officer, referral to Student Support Team, suspension from school
- **Red Level A2**: Students who engage in very serious problem behaviours such as major violent physical assault, persistent bullying or the use or supply of weapons or supply or use drugs can expect to be recommended for exclusion from the school following an immediate period of suspension.
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
<td>• Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time</td>
<td></td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>• Student being in possession of a mobile phone in any part of the school at any time without</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming</td>
</tr>
<tr>
<td></td>
<td>authorisation (written permission from an authorised staff member)</td>
<td>purposes without authorisation</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse/directed profanity</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing/major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying/harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying/harassment</td>
<td>• Major defiance</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
</tbody>
</table>

**Relate unacceptable behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an identified unacceptable behaviour be repeated, the staff member should not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**Ensuring consistent responses to problem behaviour**

At Herberton State School P-10 staff members authorised to issue consequences for problem behaviours are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

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

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

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

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

Staff practice the following strategies to defuse situations

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Herberton State School P-10’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of the student or others is threatened and the strategy is used to prevent injury.

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

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, 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:

- incident report on One School
- Health and Safety incident record
- debriefing report (for student and staff).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Community Education Councillor
- Police
- Local Council
- Neighbourhood Centre.

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

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

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

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

9. Related legislation

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

10. Related policies

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

11. Some related resources

- Bullying. No Way!
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
STUDENT DRESS CODE

Herberton State School Uniform

Since 1995, Education Queensland has had a stated Student Dress Code Policy. Our School adheres to this policy. This policy has been developed in conjunction with the P&C. Uniforms should be worn when students are:

- Attending or representing their school;
- Travelling to and from school;
- Engaging in school activities out of school hours.

Student’s dress codes provide clothing that aims to contribute to a safe and supportive teaching and learning environment through:

- Ready identification of students and non-students at school improving safety;
- Building pride in our school;
- Fostering a sense of belonging; and
- Developing mutual respect among students by minimising visible evidence of economic or social differences.

Our P. & C. Association supports the concept of wearing uniforms and recommends the following be worn:

<table>
<thead>
<tr>
<th>Compulsory Uniform</th>
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</thead>
<tbody>
<tr>
<td><strong>Uniform Item</strong></td>
</tr>
<tr>
<td>Shirts</td>
</tr>
<tr>
<td>Shorts</td>
</tr>
<tr>
<td>Trousers</td>
</tr>
<tr>
<td>Jumpers</td>
</tr>
<tr>
<td>Shoes: must be worn to school at all occasions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Hats</td>
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<tr>
<td></td>
</tr>
<tr>
<td>House Colours:</td>
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<td></td>
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</tbody>
</table>

The school uniform polo shirts, shorts, jackets, as well as hats are available through the P & C. Please contact the school office for opening times.
JEWELLERY

All jewellery worn to school should be non-obtrusive and non-offensive eg. No marijuana leaves, etc. No facial piercings are permitted.

Our school clearly defines the jewellery policy as:

- 1 watch
- 1 ring
- 1 bracelet
- 1 chain worn inside of the shirt
- Earrings – studs or sleepers with no dangling appendages.

NB. In some subjects, the teacher may request that even the above-mentioned jewellery may need to be removed for the duration of the lesson. This is a SAFETY issue and must be adhered to.

School Uniform Assistance Scheme – Students may borrow school uniforms from office until the stage where the parent/caregivers are able to provide it. Please contact the office for further information.

PERSONAL TECHNOLOGY DEVICES

As per Appendix 1 attached

GENERAL ACADEMIC INFORMATION

1. Homework - It is critical that parents support their children by supervising their home studies. In most situations children will benefit by being assisted in utilizing their time. Discuss with your children when they are going to do their set tasks. Decide on a suitable time slot and encourage your children to adhere to this. If your child is able to establish a regular working pattern the whole process of home study becomes a more successful venture.

Types of Homework
Homework can take a number of forms. Types that can be included are:

- Continuation of work done in class
- Learning basic facts
- Reading
- Summarising
- Practical application of work done in class
- General study
- Creative Writing
- Project/Assignment work

Functions of Homework
Homework is desirable as we feel it assists the child in the following ways:

- Consolidates work done in class
- Reinforces
- Revises
- Gives practical application of work completed in class
- Research - new work and or extra work to extend students
- Preparation for assignments/projects
- Developing good study habits
- Links the home and school
Amount of Homework:

Primary

- Years 1, 2, 3 could be up to, but generally not more than, an hour each week or 20 min a night
- Years 4 and 5 could be up to, but generally not more than, 2-3 hours each week or 30 mins a night
- Years 6 and 7 could be up to, but generally not more than, 3-4 hours each week or 45 mins a night

Secondary:

Homework in a secondary context primarily consists of students making a study plan. A study plan is a vital component for all students to organise their time throughout their week so they can move their learning into long term memory. Part of a student’s study plan would need to include allocated time to complete assessment tasks.

Study time in Years 8 and 9 could be up to but generally not more than 5 hours per week. This equates to approximately 10-15 minutes per subject a night week night. Some students may, of their own undertaking, elect to spend longer than this. In Year 10, it is recommended students increase their study time to cater for the increased demands of the curriculum. This is an important step as they begin to transition into senior education.

For our younger students, it is important that parents get involved by reading books to them and encouraging them in a range of activities.

For the older students, parents can help them balance the amount of time spent completing homework, watching television, playing sport and doing part-time work.

Good communication between teachers, students and parents is also very important to ensure students reach their full potential.

2. ASSIGNMENT POLICY - THE PLACE OF ASSIGNMENTS AND PROJECTS IN THE CURRICULUM -

Assignments and projects play a significant role in contemporary education. Where they are set as part of a work program, they most frequently fulfil three major functions.

a) They engage students in activities relevant to the particular program, and, as such, are required for completion of the course by developing particular skills such as research, summarising and synthesising.

b) They assist in the provision of individual differences by allowing for different approaches and rates of learning.

c) They contribute to assessment (formative and/or summative) of the various relevant areas of competence captured in the assignment.

SPECIFIC REQUIREMENTS

Assignments which contribute to summative (final) assessment must satisfy the following criteria:

a) They must be the student’s own work.

b) They must be presented by the due date unless there are exceptional circumstances, which are covered by the following provisions.

(i) An extension of time may be granted by the Principal prior to the due date, if in his or her opinion, sufficient reason exists.
(ii) Extended absence due to illness up to and including the deadline:
   Student may produce a medical certificate;
   OR
(iii) Student may send assignment to school with a friend or relative;
   OR
   If neither of these options is possible, the parent should contact the Principal on the day to explain the circumstances and make arrangements about the assignment being handed in.
(iv) Absence due to special circumstances e.g. bereavement:
   Parents should speak personally with the Principal to discuss the circumstances.

c) Assignments which are handed in by due date will be:
   (i) Marked and commented upon;
   (ii) Credited towards the student’s level of achievement for the course.
d) Unless covered by the arrangements outlined above, late assignments will be marked only on the basis of work known by the teacher to have been completed by the due date.

e) Unless an assignment is waived by the Principal, all assignments must be completed and submitted even if their deadline is not met.

Any enquires regarding assignments and the policy in general, should be made to the Head of Department or Head of Curriculum or then the Principal.

3. BOOKWORK POLICY

It is the policy of the school that the quality of bookwork and its presentation be of the highest possible standard. To obtain this standard teachers expect and demand that every student produces the quality that they are capable of. To monitor bookwork in our school the following procedures will be carried out during the year.

1. Parents/carers are expected to supply various exercise books and folders for different subject areas in the school, and
2. It is the teachers’ responsibility to set expectations for layout requirements, standards of neatness, etc. and to inform parents/carers of these expectations. These expectations are set in line with the HSS Bookwork Policy

4. REPORTING TO PARENTS –

- Semester 1 Report in June
- Semester 2 Report in December
- Parent and Teacher interviews end of Terms 1 & 3.

Special parent evenings may be conducted for year levels at the most appropriate time during the year.

5. CURRICULUM AND OTHER OPPORTUNITIES

Herberton State School offers a curriculum program based on the eight (8) Key Learning areas ranging from Prep to Year 10 with a focus on meeting the needs of all students.

Students are able to participate in many extra-curricula activities provided to our school.

INSTRUMENTAL MUSIC

An Instrumental Music program is offered to students in the Years 3 to 10. The school has some instruments but students are encouraged to purchase their own.

SPORT

Sport is a very important aspect of our school daily routine. Students in Years 4-7 participate in an Inter School Competition that will see them travel to other schools, while others schools travel to us. We also have a focus on healthy food and drink. This is monitored on a daily basis during recess time.

SCHOOL SERVICES

1. SCHOOL CANTEEN - The P & C runs the school canteen where students may purchase a wide range of food. All profits go to the P & C Association to benefit the school.
   a. Parents, relatives and friends are needed as voluntary workers and the school would be greatly obliged if willing workers could contact the Canteen Convener. The canteen operates on Wednesday and Friday. Students are encouraged to place their orders before school.

2. P & C ASSOCIATION - The meetings of the Association are held on the fourth Tuesday of every month unless notified. The meetings are held at the Primary Campus and the Secondary Campus on a monthly rotating basis. The Association welcomes all new members. Every new member needs to complete a Registration form. The Annual General Meetings are held in February.
3. **GUIDANCE AND SPECIAL SERVICES** - Our school is fortunate to have the services of a Learning Support Teacher. This person assists those children with learning difficulties and often requires contact with parents. Contact is made prior to any program being done in the school. We also have the services of a Guidance Officer for one day per week. Other specialist staff are available on call. eg. Speech Therapist, Occupational Therapist.

*Confidential appointments can be arranged with the Guidance Officer by prior arrangement through the Office.*

4. **SCHOOL CHAPLAIN** - School Chaplains provide emotional and spiritual support to school communities. They are in the prevention and support business; providing proactive pastoral care for students, staff and parents, helping to create a positive and safe school environment. They support students and the school community through bereavement, difficult family and peer relationships, and various life challenges that confront young people and their families.

Under the direction of teachers, Chaplains support the learning environment through assisting with classroom activities and other structured programs, providing further social, emotional or spiritual support, particularly with students at risk of disengagement. They also participate in general school activities such as excursions, sports days and camps.

Chaplains also act as role models for students, assisting them to develop positive and supportive relationships. They implement mentoring programs and various recreational programs, utilising resources and volunteers from the local community.

By networking with school staff, members of the community, local churches and community-based organisations, Chaplains help to mobilise the resources of the community to support the needs of students and their families.

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**SCHOOL CHARGES AND CONTRIBUTIONS**

The school has a Textbook and Resource Hire Scheme for our secondary students. The $250 fee covers all subject fees as well as the cost of supplying resources and consumables for all subject costs as outlined in the Year 7, 8, 9 and 10 booklists supplied to parents each year.

The Primary Parent Voluntary contribution for our school is $30 per student or a maximum of $100 per family, (four or more students). We request our parents support us by paying a voluntary levy towards extra resources that we provide for our students.

If parents have any difficulty in paying these levies they are asked to contact the Principal.

**FINANCIAL ASSISTANCE.** - There are various forms of assistance for full-time students. For further information on these, contact the -

Department of Education, Training and Employment  
P.O. BOX 2379,  
CAIRNS, Q. 4870.  
Ph (07) 4048 7100

**MAKING A COMPLAINT**

During the course of your children’s school years, you may have cause to make a complaint about an issue with your child’s education.

Herberton State School is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with decisions made by staff at Herberton State School.

When making a complaint, it is in the best interest of complaint resolution to ensure that you:

- provide complete and factual information in a timely manner, with supporting evidence
• deliver your complaint in a non-threatening and non-abusive manner and
• not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member, that in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process. If your complaint relates to suspected official misconduct or criminal activity then you should make your complaint directly to the Crime and Misconduct Commission (www.cmc.qld.gov.au/) or the Queensland Police Service (www.police.qld.gov.au/).

The following 5-step procedure may assist parents/carers, and school staff to reach an outcome that is in the best interests of the student.

1. DISCUSS YOUR COMPLAINT WITH THE CLASS TEACHER

If your complaint is with your child’s teacher or relates to an issue concerning your child’s experience at school, make an appointment with that teacher as soon as possible through the school administration. Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both parent/carer and teacher should then take steps to resolve the problem at this level.

The teacher will make a record of the complaint and report your meeting and any outcomes to the Head of Curriculum/Head of Department or the Principal.

2. DISCUSS YOUR COMPLAINT WITH THE PRINCIPAL OR ASK THE PRINCIPAL TO ASSIST BY PARTICIPATING IN INFORMAL CONFLICT RESOLUTION

Where the teacher has been approached as above but the issue remains unresolved, make an appointment with the Head of Curriculum/Head of Department or the Principal to discuss the issue further. Appointments can be made by contacting the school office. The Principal may request that you meet with the Head of Curriculum or Head of Department in the first instance, depending the nature of the issue.

Alternatively, you and the teacher may agree to ask the Head of Curriculum/Head of Department or the Principal to act as a go-between in informal conflict resolution in an attempt to resolve the problem.

If your complaint is related to the school more generally including issues of school policy or its compliance or non-compliance, you should raise your complaint directly with the Principal or his/her delegate. For example, the principal may refer your complaint to the Head of Curriculum/Head of Department or the Business Services Manager. The staff member will make a record of your complaint and work with you to resolve the issue.

Complaints to the principal may be lodged in person, by making an appointment, through the office, by telephone, in writing or via electronic format through the our website www.herbertonss.eq.edu.au

3. CONTACT DISTRICT OFFICE

If you have discussed the issue with the Principal and still feel that your complaint has not been addressed, you have the right to contact the Executive Director (Schools) who is the supervisor of the Principal and oversees activities of schools in that particular education district of Queensland.

Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue. Remember to date the letter, give your full name and address and sign it. The district office will make a record of your complaint.

Anonymous complaints will only be acted upon if enough information is provided to allow for follow up with the principal. Addresses and telephone numbers of district offices are listed under the heading Education Queensland in the White Pages of your local telephone directory and are also available through the “Schools directory” at www.education.qld.gov.au/schools/directory. When you contact the district office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the district office will assist in seeking resolution to the issue.
4. COMPLAINT STILL NOT RESOLVED

If, as a parent/carer you feel that your issue has not been resolved through the district office process, you have a further right to make a complaint to the central office of Education Queensland. Parents/carers may choose to progress their complaint in writing to the Deputy Director-General Education Queensland. The Office of Education Queensland will seek to assist with the resolution of your complaint through referral:

- to the Executive Director (Schools) for further action or
- to another departmental unit for appropriate action.

The Office of Education Queensland can be contacted at:
Education Queensland, PO Box 15033, CITY EAST, Qld 4002
Tel (07) 3237 0618 or fax (07) 3221 4953.

5. INDEPENDENT REVIEW

If, as a complainant you feel that your issue has not been resolved through these formal processes the Queensland Ombudsman provides an avenue for an independent review of the Department's decision. The Ombudsman may be contacted at:

Office of the Ombudsman, GPO Box 3314, Brisbane, Qld 4001
Email: ombudsman@ombudsman.qld.gov.au
Telephone: (07) 3005 7000 or Toll Free 1800 068 908 or fax (07) 3005 7067

A role for Parents and Citizens’ Associations (P&Cs)

It is understandable that parents/carers may sometimes feel overwhelmed when approaching a school or the department with a complaint. While the Queensland Council of Parents and Citizens Associations Inc (QCPCA) does not advocate on behalf of individual parents or carers, individuals can request their own P&C to provide support in these circumstances. The P&C can in turn seek assistance from QCPCA to provide guidance in resolving the complaint.

Complaints about services that are run or managed by the P&C at your school, for example after school care or the canteen, should be directed to the P&C in the first instance.
Appendix 1

The Use of Personal Technology Devices* at Herberton State School P-10

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. They also have the tendency to distract students from their major focus of learning. Access to Social Media sites like Facebook could lead to cyber-bullying and harassment of or by other people. If such devices are brought to school students are required at hand them into the office on arrival at school. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this policy may result in discipline.

Confiscation
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 unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Ongoing non-compliance may result in the device being confiscated until a parent collects the prohibited item from the school.

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 Herberton State School P-10. 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, and is therefore not permitted.

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

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

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

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

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

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

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

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

* Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
## APPENDIX 2 - TIME OUT

Recommended minimum periods of exclusion from school, pre-school and child care centres for cases of and contact with infectious diseases

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of cases</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Chicken pox</td>
<td>Exclude for at least 5 days AND until all blisters have dried</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Cytomegalovirus Infection</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.</td>
<td>Exclude family/household contacts until cleared to return by an appropriate health authority.</td>
</tr>
<tr>
<td>Glandular fever (mononucleosis)</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Haemophilias type b (Hib)</td>
<td>Exclude until medical certificate of recovery is received.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Herpes (&quot;cold sores&quot;)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hookworm</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Human immun.-deficiency virus infection (HIV AIDS virus)</td>
<td>Exclusion is not necessary unless the child has a secondary infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by an appropriate health authority.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least four days after onset of rash.</td>
<td>Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed.</td>
<td>Not excluded if receiving rifampicin.</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days or until swelling goes down (whichever is sooner).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiosum fifth disease)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion Criteria</td>
<td>Exclusion Status</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (lice), trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until a medical certificate from an appropriate health authority is received.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by an appropriate health authority.</td>
<td>Not excluded unless considered necessary by public health authorities.</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for five days after starting antibiotic treatment.</td>
<td>Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have taken five days of a 10-day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics).</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude if diarrhoea present.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>