SHAILER PARK STATE HIGH SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Based on The Code of School Behaviour
1. Purpose
Responsible behaviour sets the scene for good learning. The Responsible Behaviour Plan of Shailer Park State High School is designed to meet the needs of students, staff and the school community in a supportive manner. Our school provides a supportive, caring environment for students, teachers, administrators, parents and volunteers. We strive to achieve effective self-management practices through democratic processes, shared values and mutual concern. We expect students to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Shailer Park State High School has embraced School Wide Positive Behaviour Support where the community has endorsed:
- the observation of 3 school-wide basic expectations – Safe, Responsible and Respectful
- that positive behaviours be actively taught
- that irresponsible behaviour is consistently consequence

2. Consultation and data review
In 2010 Shailer Park State High School embraced the School Wide Positive Behaviour Support Program (SWPBS). In developing this program, a committee was established and consultation occurred with the various stakeholders of the school including staff, students, parents and carers, the Parents and Citizens Association and other members of the wider community. Since then, the School has undertaken an annual audit of the processes and policies and analysed the behaviour data on a regular basis.

This plan is a 'living document' and is reviewed annually at the end of the school year through consultative processes including:
- Student council
- Staff
- Parents and Citizens Association
- SWPBS Committee
- with amendments from time to time through those stakeholder groups.

At all times the operation of the School's Responsible Behaviour Plan is determined by the Principal.

This plan will be reviewed in 2014 as required in legislation.

3. Learning and behaviour statement
State schools expect high standards of personal achievement and behaviour. Student behaviour that does not comply with the expected standards is not acceptable. The Responsible Behaviour Plan for Students sets out the range and levels of responses and consequences for student behaviour that is not consistent with these standards.

The Shailer Park State High School community is committed to building 'Bright Futures' for our young people by developing skills for and valuing success for all learners.

Values

Values drive our practices in teaching and learning and the decisions we make. The school community has identified the following expectations based on these values:

- **Safe**
  - Follow routines
  - Move and act with care
  - Use equipment safely
  - Follow instructions
  - Report incidents
  - Be hygienic
  - Hands off
- Respectful
  Treat our school and others with care
  Care for our environment
  Wear uniform with pride
  Use acceptable manners
  Respect others

- Responsible
  Be positive
  Be prepared to learn
  Be on time
  Ask for help
  Own your actions

Beliefs

We believe that every member of our school community has a right to develop socially, emotionally and intellectually. We believe in striving for Personal Best by:

- Maximising everyone’s potential – to support, promote and extend students; taking knowledge and skills learned with them into the future.
- Developing positive partnerships – working with parents and students to help students manage their emotions and behaviours.
- Creating a sense of safety and belonging – to keep the focus upon learning.
- Celebrating our achievements – to build esteem and worth of each individual and the school within the broader community.

Actions

On enrolment, students and parents are accepting and committing to Shailer Park State High School’s Responsible Behaviour Plan and Dress Code. We action these values and beliefs by:

- Wearing our school uniform with pride that signals a preparedness to commit to a focus on learning.
- Being prepared for learning and actively participating in learning.
- Respecting the rights of all in a spirit of good citizenship.
- Contributing to aspirations of self, others, school and community.

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

At Shailer Park we strive for personal best by emphasising a positive school culture with a focus on high student attainment in a supportive learning environment through effective teaching and learning and responsive to unacceptable behaviour. High expectations, teaching young people positive behaviour, quality teaching & learning, recognition of positive behaviour and consistency school-wide in the certainty of consequences all align to create a positive learning climate.

Improvements to learning culture of the school have been achieved with significant decreases in the number of students subject to suspension, due to an explicit agenda for learning, with greater access to support & intervention, while the Principal’s powers to exclude are exercised purposefully and judiciously. Supporting good behaviour precludes consequences. The following levels of support provided are:

- Universal behaviour support

School Wide Positive Behaviour Support (SWPBS)

Our whole school approach shapes, supports and recognises appropriate behaviours in all students.
School-Wide Positive Behaviour Support has been adopted at SPSHS. 95% of students will have little or no difficulties with the routines and expectations of our community.

Whole School Behaviour Support procedures and processes at Shailer Park State High School apply to all students and staff across all settings.

Our Care Team oversees student welfare through targeted and related support and intervention.

The School provides behaviour support in the following ways:

- universally accepting and embracing the SWPBS expectations of Safe, Respectful and Responsible
- explicitly teaching the School’s expectations of Safe, Respectful and Responsible
- building a positive school culture that allows effective teaching and learning
- targeting and providing support and intervention for students needing assistance to learn responsible behaviours
- rewarding and encouraging students who exhibit acceptable behaviours through:
  - Recognition through Newsletters and Assemblies.
  - Community business-link programs.
  - Social skills programs.
  - Awards Evening and Sports Breakfast.
  - Year Level achievements and rewards.
  - Life skills programs.

Students come to school to learn. Behaviour support represents an important opportunity for learning social skills that impact on our students’ future.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, using our school expectations as a visual stimulus.

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 more responsibly. 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

Learning First

Approximately 10 per cent of students may need additional support and timely intervention on some occasions. Targeted behaviour support occurs around a specific setting, issue, student or group of students. Targeted support is devised, arranged and managed by the Senior Leadership team, Heads of Department or the Care Team. The Care Team is comprised of

- Guidance Officer.
- Behaviour Adjustment Teacher
- Chaplain
- School Nurse
- Youth Support Worker
- Year Level Coordinators and
- Deputy Principals.

Students who present as requiring targeted support have individualised programs created in consultation with parents/carers. For students with Special Needs support is aligned with their Educational Adjustment Program.
Points of Contact
Where the learning of others is disrupted, or individuals through unacceptable behaviours are themselves disengaged from learning, teachers adopt and adapt a range of skills, including parental partnerships to re-engage students. Persistent misbehaviour results in referral to Heads of Department or Administration Team.

The approach taken by teachers and Principal:

- Care Team providing a safety net of care across the school and characterised by non-violent, non-coercive and non-discriminatory practices.
- Clear expectations communicated positively on a regular basis and consistently implemented.
- Individual student monitoring, support and direction.
- Equitable consequences.

Reinforcing expected school behaviour
At Shailer Park State High School, communication of our key messages about 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 to further recognise and support expected school behaviour.

- Intensive behaviour support

For a variety of reasons, some 2% to 5 % of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. Students identified as needing intensive behaviour support are those who have had targeted support and are still at risk of significant educational underachievement due to their inappropriate behaviours.

The Care Team assists in Case Management of specialist services. A collaborative consultation process, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the guidance officer is held. This is coordinated by the Deputy Principals.

Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include:

- Disability Services Qld
- Child & Youth Mental Health
- Queensland Health
- Career Keys
- Department of Child Safety
- Police
- Youth and Family Services
- Senior Guidance Officers (Education Queensland)

Individual Behaviour Plan
Students identified as requiring targeted support may require an Individual Behaviour Plan. Teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan are required to have attendance records and negotiated goals for class lessons. A record sheet is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson.

The student's Individual Behaviour Plan is reviewed regularly and further support applied appropriately. The Care Team may recommend referral to outside agencies to assist the student re-engage meaningfully in learning.
Record sheets of goals and lesson attendance are used when reviewing the Individual Behaviour Plans.

5. Emergency or critical incidents 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 appropriate actions are taken to ensure that both students and staff are kept safe.

The Shailer Park State High School Critical Incident Management Plan is designed with the intentions of addressing the human needs of those involved as well as procedural matters which may be significant in the event of a critical incident.

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

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

Basic Defusing Strategies

| Avoid escalating the problem behaviour | Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language |
| Maintain 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 | Assist the student to identify the sequence of events that led to the unacceptable behaviour, identify the 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 Shailer Park State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
Psychological wellbeing

The psychological wellbeing of staff and students is also addressed by Supportive School Environment policies and practices which support and encourage positive personal development through effective learning and teaching practices, student welfare and behaviour management programs, inclusive curriculum structures, and Human Relationships Education. Clear procedures, known and understood by staff and students are activated in response to critical incidents.

Attempts are made in the event of a critical incident to minimise the negative effects for personnel as well as students involved in any critical incident by addressing the psychological need of students and staff.

6. Consequences for unacceptable behaviour

Student behaviour that does not comply with the expected standards is not acceptable. 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.

Consequences are applied to:
- provide the opportunity for all students to learn.
- ensure the safety of staff and students.
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.
- provide opportunity for students to reflect and adopt the support strategies put in place.

General Principles:

In applying consequences for unacceptable student behaviour in each Level, the individual circumstances and actions of the student and the needs and rights of school community members will be considered.

Behaviour Procedures

The following procedures have been developed to ensure consistency throughout the school. It is very important that all teachers use the following format therefore ensuring the students have been provided with ample opportunity to amend their behaviour.

<table>
<thead>
<tr>
<th>Step One</th>
<th>Warning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step Two</td>
<td>Time Out in classroom</td>
</tr>
<tr>
<td>Step Three</td>
<td>Time out in Buddy Classroom. OneSchool referral to Head of Department</td>
</tr>
<tr>
<td>Step Four</td>
<td>Withdrawal Room- two Withdrawal Room referrals in the same day may result in withdrawal for the remainder of the day. OneSchool referral to relevant Deputy Principal.</td>
</tr>
<tr>
<td>Step Five</td>
<td>Administration Referral</td>
</tr>
</tbody>
</table>

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 Withdrawal Room and/or school Administration team
The following table is a list of examples of possible minor and major behaviours.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Minor Behaviours such as:</th>
<th>Major Behaviours such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>- running on concrete or around buildings</td>
<td>- throwing objects</td>
</tr>
<tr>
<td></td>
<td>- incorrect use of equipment</td>
<td>- possession of weapons</td>
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<td></td>
<td>- not playing school approved games</td>
<td>- serious physical aggression</td>
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<td></td>
<td>- playing in toilets</td>
<td>- fighting/assault</td>
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<tr>
<td></td>
<td>- minor physical contact (e.g. pushing and shoving)</td>
<td>- possession or use of illegal substances (drugs/alcohol/tobacco) or banned items</td>
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<tr>
<td></td>
<td>- pushing/shoving while lining up</td>
<td>- possession of illegal substances</td>
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<tr>
<td></td>
<td></td>
<td>- possession of aerosol cans</td>
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<tr>
<td></td>
<td></td>
<td>- under the influence of drugs or alcohol at school, while coming to/from school or at school functions</td>
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<tr>
<td></td>
<td></td>
<td>- using alcohol on school premises or at school functions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- non-compliance of work place health and safety issues including footwear and facial piercings</td>
</tr>
<tr>
<td>Responsible</td>
<td>- not being punctual (eg: late to class)</td>
<td>- leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>- not in the right place at the right time</td>
<td>- leaving school without permission</td>
</tr>
<tr>
<td></td>
<td>- non compliance</td>
<td>- major dishonesty</td>
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<tr>
<td></td>
<td>- un-co-operative behaviour</td>
<td>- use of mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
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<td></td>
<td>- not putting rubbish in the bin</td>
<td>- failure to participate in the program of instructions</td>
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<tr>
<td></td>
<td>- not lining up on time</td>
<td>- persistent and consistent failure to follow teachers instructions</td>
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<tr>
<td></td>
<td>- not following teachers instructions</td>
<td>- persistent interference with the learning of others</td>
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<td></td>
<td>- not completing set tasks</td>
<td>- indecent exposure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- possession or publication of pornographic material or accessing pornography via school computers</td>
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<tr>
<td></td>
<td></td>
<td>- breach of Technology Acceptable Use Policy</td>
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<tr>
<td></td>
<td></td>
<td>- acts, or publication of material, that bring the school into disrepute in the wider community and/or potentially or actually discredit the school or public schools generally</td>
</tr>
<tr>
<td>Respectful</td>
<td>- inappropriate language</td>
<td>- offensive language/gestures</td>
</tr>
<tr>
<td></td>
<td>- calling out</td>
<td>- aggressive language</td>
</tr>
<tr>
<td></td>
<td>- petty theft</td>
<td>- verbal abuse/directed profanity</td>
</tr>
<tr>
<td></td>
<td>- lack of care for the environment</td>
<td>- stealing/major theft</td>
</tr>
<tr>
<td></td>
<td>- lack of care for minor school equipment e.g. rubbers, pencils</td>
<td>- possession of or dealing in stolen items</td>
</tr>
<tr>
<td></td>
<td>- not playing fairly</td>
<td>- wilful property damage</td>
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<tr>
<td></td>
<td>- minor disruption to class</td>
<td>- vandalism</td>
</tr>
<tr>
<td></td>
<td>- refusing to listen when spoken to</td>
<td>- constant bullying/harassment</td>
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<tr>
<td></td>
<td></td>
<td>- major disruption to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- blatant disrespect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- sexual harassment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- cyberbullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- physical intimidation or assault of member of staff</td>
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<tr>
<td></td>
<td></td>
<td>- inciting others to behave inappropriately</td>
</tr>
</tbody>
</table>
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 serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or Administration

Classroom consequences need to be developed in the classroom with the student to promote ownership and awareness of responsibility. All students need guiding when discussing consequences. This will ensure they are logical and appropriate. To be effective, the consequences need to be seen as fair and just. Most logical consequences are used to avoid unsafe natural consequences.

Minor problem behaviours may result in the following consequences:
- A minor consequence logically connected to the problem behaviour e.g. removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- A re-direction procedure. The staff member takes the student aside and:
  - names the behaviour that student is displaying
  - asks student to name expected school behaviour
  - states and explains expected school behaviour if necessary
  - gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school Administration

Major behaviours result in an immediate referral to Withdrawal Room or Administration. 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 fills out the behaviour referral form and the student is sent to Withdrawal Room or Administration.

### Inappropriate Behaviours

<table>
<thead>
<tr>
<th>Major/Persistent</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>For persistent:</td>
<td></td>
</tr>
<tr>
<td>- not attending class</td>
<td>- Individual Behaviour Management Plans</td>
</tr>
<tr>
<td>- class disruption</td>
<td>- Conflict resolutions</td>
</tr>
<tr>
<td>- bullying</td>
<td>- Parental/caregiver contact</td>
</tr>
<tr>
<td>- disobeying instructions/directions</td>
<td>- Time out (in class, withdrawal room)</td>
</tr>
<tr>
<td>- disrespect</td>
<td>- Buddy classroom</td>
</tr>
<tr>
<td>- theft, vandalism, fighting, assault of another student</td>
<td>- Suspensions (1-20 days) and/or exclusion</td>
</tr>
<tr>
<td>- dangerous play</td>
<td>- Behaviour Advisory Team (BAT) referral</td>
</tr>
<tr>
<td>- leaving school grounds without permission</td>
<td>- Withdrawal room referral</td>
</tr>
<tr>
<td>- unacceptable moral behaviour</td>
<td></td>
</tr>
<tr>
<td>Verbal, physical, sexual, emotional abuse of a staff member or a fellow student (includes bullying and/or persistent disrespect)</td>
<td>- Immediate referral to Deputy Principal or Principal</td>
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<tr>
<td></td>
<td>- 1-5 day suspension depending on seriousness of the offence</td>
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<tr>
<td></td>
<td>- 6-10 day suspension for very serious offences</td>
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<tr>
<td></td>
<td>- Recommended for exclusion</td>
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<tr>
<td></td>
<td>- Referral to Police as appropriate – by admin only</td>
</tr>
<tr>
<td>Graffiti/Vandalism</td>
<td>- Referral to administration</td>
</tr>
<tr>
<td>Association with, possession of</td>
<td>- Immediate referral to administration</td>
</tr>
</tbody>
</table>
and/or use of illegal substances or objects, including smoking

- Suspension 1 – 20 days
- Exclusion
- Referral to police
- Referral to guidance officer

Possession and/or use of a dangerous object (e.g. matches, lighter, pocket knives etc.)

- Immediate referral to administration
- Suspension 1 – 20 days and/or exclusion
- Inform parents
- Contact police if appropriate

Unsafe behaviour in the playground, classroom and on excursions e.g. throwing chairs/desks, banging on windows while other students are near, throwing rocks/sticks

- Referral to administration
- Inform parents/caregivers
- Withdrawal from playground
- Suspension 1 – 20 days
- Loss of privilege/s e.g. of future excursions

Violation of the Computer Use Policy/Agreement

- Students must agree to and sign the Computer Use Policy/Agreement before they can access the school network and internet
- Breaches of the Agreement will be referred to the Head of Department of IT and/or the Deputy Principal
- For low level breaches students will lose access to various facilities associated with the IT system
- For high level breaches students may be suspended (1-20 days) according to the nature of the offence. High level breaches include: comprising/endangering the network or accessing/downloading pornographic sites

Suspensions

The principal/deputy principal may suspend from the school for a period of 1-5 days. If the principal is satisfied the behaviour was so serious that the suspension should be longer than 5 school days – a suspension of not more than 20 school days will occur.

If a student is suspended on any given day within a semester, they will be unable to attend special functions (e.g. excursions, sporting fixtures) within that semester.

Careful consideration will be given to each suspension. After a thorough investigation is conducted into the facts of the incident, it will be at the principal's discretion to make an informed decision as to the consequences for the behaviour of the student. Serious breaches of discipline may result in suspension with recommendation to exclude from the school.

In each case, the Deputy Principal or Principal will contact parents/carers to inform them of the disciplinary decision determined by the Principal.

Relate problem 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. Waterford West Staff conference with students in order to:
- 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

Ensuring consistent responses to problem behaviour
At Shailer Park State High School staff members authorised to issue consequences for problem behaviour 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.

**Behaviour Improvement Conditions**

Where exclusion is a possible consequence and the student exhibits no prior serious history of improper behaviour a Behaviour Improvement Condition (BIC) may be imposed.

A BIC is a clear outline involving all stakeholders of the history, support and future expectations of the student. A BIC may be applied for not more than 3 months as a proactive measure to facilitate and promote standards of behaviour.

The BIC will outline a program that must be:
- Reasonably appropriate to the challenging behaviour.
- Conducted by an appropriately qualified person.
- Designed to help the student not to re-engage in the challenging behaviour.

Subsequent breaches of discipline may result in suspension with recommendation to exclude from the school. (Refer to section 324 of the Education (GP) Act 2006 and SMS-PR-21: Safe, Supportive and Disciplined School Environment)

Further information of these policies can be found on the Shailer Park State High School website (www.shaiparkshs.eq.edu.au) and in leaflets available from our school office.

### 7. Network of student support

**Care Team**

The Care Team members provide a safety net of care across the school. Student behaviour at Shailer Park State High School is supported and managed by a range of school personnel who team to adopt a strategy and appoint Care Managers on a case by case basis. This ensures:
- support is targeted and timely
- delivered by the appropriate personnel.

**Roles of Support Staff**

**Guidance Officer**

Guidance services include:
- Student support through advocacy and mediation
- Personal counselling and referral to other services where appropriate
- Parenting counselling and referral to other services where appropriate
- Parenting information and support
- Course information, subject choices and changes, e.g. Student Education and Training Plan process
- Career counselling relating to training and tertiary needs

**Heads of Department (HODs)**

- Support to students disengaging or disengaged from learning in a curriculum area or subject
- Lead curriculum, teaching and learning strategies to ensure all students are productively engaged in learning, monitor and track student progress in their department
- Mentor teachers in professional practices to deliver engaging and meaningful learning
Year level Coordinators
- Individual year level responsibility for student welfare
- Promotion of year level ‘Team Spirit’, social skill, community–school tone
- Coordination of year level
- Liaison between students, staff, administration and parents

Learning Support
- Identification and review of students with learning difficulties
- Allocation of support to students with learning difficulties
- Coordination of teacher aide support
- Development of individual learning programs
- Advocacy for students with learning difficulties

Special Education – HOSES (Head of Special Education Services)
- Allocation of support to students with disabilities
- Coordination of teacher aide support
- Liaison with parents, teachers and administration
- Development of Education Adjustment Plan (EAP)
- Advocacy for students with disabilities

School Based Youth Health Nurse (SBYHN)
The SBYHN works with students, school staff and parents to:
- Address concerns or problems about health and well-being
- Create a more supportive, healthy school environment (a health-promoting school)
- Connect people to other support services inside and outside the school

Indigenous Education Coordinator
- Supports students and families of Aboriginal and Torres Strait Islanders
- Promotes cultural events
- Tracks student learning outcomes, attendance and participation

School Chaplain
Generally the chaplain will provide support in relation to spiritual or pastoral care services. Broadly, this may include:

  o *Spiritual guidance*
    - supporting students to explore their spirituality
    - providing guidance on spirituality, values and ethical matters
    - facilitating access to support agencies in the community, both church-based and secular.

  o *Pastoral care*
    - participation in general school activities as a member of the school care team
    - providing guidance to students on issues concerning human relationships
    - providing support in cases of bereavement, family breakdown or other crisis/loss situations.

Behaviour Advisory Teacher (BAT)
- In class behaviour support
- Targeted and intensive behaviour support
- Referral to out-service support e.g. PLACE, HOUSE

Youth Support Co-ordinator
- Counselling individuals
- Interagency liaison

8. Consideration of individual circumstances
Shailer Park State High School embraces the concept of an inclusive education that reflects the values, ethos and culture of a state education system committed to enhancing equitable educational opportunities and improved outcomes for all students, recognising the role that education can play in redressing social disadvantage and social injustice.

Embracing inclusive education ensures that Shailer Park State High School is a supportive and engaging place for all students. Shailer Park State High School values, celebrates and responds positively to diversity and focuses on developing respectful relationships between students, teachers, other education workers and parents/carers. Staff model appropriate behaviours and promote an environment that is free from all forms of unlawful discrimination and harassment.

Inclusive practices ensure that all students have access to educational programs:

- Special Education Program where appropriate
- Children in Care classroom support
- Mentoring for Success (AIME and LEL programs for Indigenous students)
- Wild at Heart Boys Mentoring Program
- Off-site education through School-Based Apprenticeships and Traineeships, structured workplace learning and work experience.

**Related legislation**

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

9. Related departmental procedures

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

10. Some related resources

The following related policies are available in leaflet form from our school office or alternatively at our website [www.shaiparkshs.eq.edu.au](http://www.shaiparkshs.eq.edu.au).

- Dress Code Standard
- Bullying No Way
- Substance Abuse at school
- BYO Mobile Devices Policy
- 1:1 Laptop Program - 2013
- Bus Travel – Code of Behaviour
- Critical Incident Management Plan
- Being a Genuine Senior Student.
- SWPBS – Our School Expectations