Purpose

The mission of St George State High School is to work together to achieve excellence in education.

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education.

At St George State High School, we actively encourage our students to broaden their horizons through the provision of an environment committed to providing life-long foundations of learning.

In order to deliver on this commitment we expect all members of our school community to:

- Be Safe;
- Be Responsible;
- Be Respectful; and
- Be Prepared.

Our school is committed to providing a positive school environment which maximises the educational opportunities for all students by teaching an inclusive and engaging curriculum and developing respectful relationships. To this end, we ensure that staff expertise is progressively developed and valued.

A Responsible Behaviour Plan for Students is one aspect of our total school plan. It is an expression of the aims of this school community for the behaviour of its members towards each other so that all can work productively together. Standards are linked to transparent, accountable and fair processes, interventions and consequences. Positive behaviour is the responsibility of the whole school community with all key stakeholders being actively involved. It aligns with the 'Values for Australian Schooling' as outlined in the National Framework and the Queensland Government's Learning and Wellbeing framework.

This plan outlines how positive outcomes are encouraged for all members of our school community and the process of how positive behaviours will be established within the school community.

Our school plan aligns with and supports the Education Queensland Code of School Behaviour. Our plan is built around fostering positive behaviour throughout the school community.
Responsible Behaviour Plan for Students

1. Purpose

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2. Consultation and data review

St George State High School developed this plan, in collaboration with our school community, to incorporate the nine shared values for Australian Schools into our school’s core values and beliefs. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout 2013 - 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2013 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C, and Executive Director (Schools) in 2013. The plan will be reviewed in 2015 as required in legislation.
3. Learning and behaviour statement

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, expectations for student behaviour are explained clearly to everyone, assisting St George State High School to create and maintain a positive and productive learning and teaching environment. St George State High School prides itself on providing an environment where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has worked to implement School Wide Positive Behaviour Support and has identified the following school rules to teach and promote our high standards of responsible behaviour. Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

St George State High School students are expected to:
- Be Safe;
- Be Responsible;
- Be Respectful; and
- Be Prepared.

We have used the National Framework for Values Education in Australian Schools to work collaboratively with our school community:
- To identify our school's core values and beliefs; and
- To explore the place of values education within our school in providing whole school behaviour support.

An important guiding principle used by St George State High School is the key element of a safe and supportive learning environment. This states that schools provide a positive climate within and beyond the classroom to help develop students’ social and civic skills while building student resilience and responsibility. Students, staff and parents are encouraged to explore their own values. Values Education reflects good practice pedagogy and is introduced in the curriculum at appropriate times for learners. The National Framework for Values Education also recognises that partnerships with parents and caregivers and the local community are fundamental to successful values education. As part of the values in the school, all members of the school community have rights and responsibilities. These are listed below.

<table>
<thead>
<tr>
<th>Responsibilities – All students should:</th>
<th>Rights – All students have the right to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>learn to the best of their ability</td>
<td>learn and achieve in a supportive</td>
</tr>
<tr>
<td>respect property, school equipment and</td>
<td>environment</td>
</tr>
<tr>
<td>the rights of peers and teachers</td>
<td>be safe</td>
</tr>
<tr>
<td>show courtesy to everyone within the</td>
<td>be happy</td>
</tr>
<tr>
<td>learning environment</td>
<td>be valued and treated with respect</td>
</tr>
<tr>
<td>follow reasonable instructions from</td>
<td>courtesy</td>
</tr>
<tr>
<td>teachers</td>
<td>be included</td>
</tr>
<tr>
<td></td>
<td>be heard</td>
</tr>
</tbody>
</table>
Rights and Responsibilities of Staff Members

<table>
<thead>
<tr>
<th>Responsibilities – All staff should:</th>
<th>Rights – All staff have the right to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• educate students to the best of their ability in a caring environment.</td>
<td>• be treated with respect, courtesy and consideration by students, peers, administration and parents/care-givers.</td>
</tr>
<tr>
<td>• work with parents/care-givers to ensure the best possible educational outcomes for students.</td>
<td>• teach with minimal disruption.</td>
</tr>
<tr>
<td>• be consistent, fair and reasonable to students, peers and parents/care-givers.</td>
<td>• give reasonable instructions to students.</td>
</tr>
<tr>
<td>• model the behaviour standards and values they expect students to exhibit.</td>
<td>• receive cooperation from students, peers, administration and parents/care-givers.</td>
</tr>
<tr>
<td>• uphold the rules and policies which govern their profession.</td>
<td>• participate in the management process.</td>
</tr>
</tbody>
</table>

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

Whole school behaviour support can be identified under the following three categories: Universal Support, Targeted Behaviour Support and Intensive Behaviour Support. The aim is to have the overall behaviour of the school processes reflect the following diagram.

- **Universal Behaviour Support** (100% of students)
- **Targeted Behaviour Support** (approximately 10 - 15%)
- **Intensive Behaviour Support** (approximately 2 - 5%)

**Universal behaviour support**

Whole school behaviour support procedures and processes at St George State High School apply to all students and staff across all settings. Our Administration team oversees implementation, adjustment, and evaluation of our whole school approaches and related school activities. Strategies include having:

- a clearly stated, positive purpose as outlined in the Responsible School Behaviour Plan
- a set of positively stated expectations through The Code of School Behaviour
- active engagement by students
- procedures for teaching school-wide expectations.
**Targeted behaviour support**

Each year a small number students at St George State High School are identified through our data 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 requiring targeted support are managed by a line-manager (Senior Teachers, DP, HOD) who implements a variety of strategies to support them including - daily monitoring, referral to student services, alternate programs, referral to learning support, parental contact, GO referral, counselling etc. Students are provided with positive feedback via SWPBS rewards and letters home. Students receiving targeted behaviour support are also supported by the AVT Behaviour Support and are invited to participate in relevant alternate programs.

**Intensive behaviour support**

Intensive behaviour support includes intervention procedures that respond to chronic problem behaviour with the aim of improving learning engagement. This process is managed by the Principal, Deputy Principal or HOD.

- regular case review through primary or secondary meetings;
- a team-based approach which includes the home/school partnership for providing intensive individualised support that includes a high frequency of adjustments;
- use of behaviour data for the accurate identification of students requiring individualised support;
- accessing regional support personnel for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment);
- use of individual behaviour plans prepared through a case management process and signed off by the principal and parent/caregiver;
- use of risk management plans which may include planned use of any physical intervention required to ensure student safety (e.g. restraint);
- flexible and or alternative learning options which may include limiting class or playground participation; and
- regional and state behaviour support options.

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

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The SWPBS Expected Behaviours Matrix outlines our rules and behavioural expectations in all school settings.
## SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT
### BEHAVIOUR EXPECTATIONS

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Be Prepared</th>
</tr>
</thead>
</table>
|              | • Use equipment safely  
• Keep hands, feet and objects to yourself 
• Walk safely on pathways 
• Follow staff directions 
• Care for others 
• Care for yourself  
| • Be responsible for your own behaviour  
• Follow instructions 
• Be honest 
• Look out for one another  
| • Respect others’ personal space and property 
• Treat others the way you want to be treated 
• Respect and value the differences in others 
• Respect and care for our school environment 
• Use polite language and tone 
• Wait your turn  
| • Be on time  
• Wear correct uniform at all times |
| To and From School | • Enter and exit school through correct gates  
• Obey all road safety rules 
• Use supervised crossings 
• Walk bike, scooters & skateboards in school grounds 
• Wear a helmet when riding  
| • Move away and seek help if there is a problem with the behaviour of other students  
| • Represent your school with pride 
• Be respectful and courteous to everyone  
| • Change out of your uniform when you are at home |
| Classroom | • Walk  
• Sit on chairs safely  
| • Strive for excellence 
• Be persistent 
• Stay on task 
• Participate fully in individual and/or group activities  
| • Raise your hand to speak 
• Respect others’ right to learn and the teacher’s right to teach 
• Be an active listener 
• Respect others’ opinions  
| • Have the right equipment at all times  

| Transition | • Enter and exit room in an orderly manner 
• Walk between classes in an orderly manner  
| • Move promptly to class after breaks 
• Move promptly from class to parade 
• Leave school promptly at the end of the day  
| • Be respectful of other classes  
| • Be on time for your classes |
| Toilets | • Wash hands  
• Flush toilet  
• No playing  
| • Use the correct toilets 
• Report any problems  
| • Respect the privacy of others 
• Keep toilet area tidy  
| • Remember to use toilets during breaks  

| Eating areas | • Sit in the correct area to eat 
• Use good hygiene  
| • Eat your own food 
• Put rubbish in the bin 
• Wait for the 10 minute bell 
• Make healthy food choices  
| • Sit down when eating 
• Respect the tuckshop workers 
• Respect the need for all to have their lunch  
| • Bring or buy a healthy lunch |
| Playground | • Play safely  
• Play school approved games  
• Use balls safely in appropriate areas 
• Wear lace-up shoes and socks at all times 
• Be sun – safe 
• Wear a hat  
| • Play responsibly 
• Play in the correct area 
• Return equipment  
| • Play fairly 
• Care for the environment  
| • Bring a hat and sunscreen |
St George State High School's strategies for whole-school behaviour support include:

- Induction programs in the St George State High School's Responsible Behaviour Plan for students delivered to new students and staff
- A clear and documented *Enrolment Agreement* signed by parents/carers, students and the enrolling officer;
- A set of positively stated expected behaviours through the *SWPBS Expected Behaviours Matrix*;
- School-wide Positive Behaviour Support team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Weekly School Wide Positive Behaviour lessons to teach expected behaviours;
- Active engagement in learning by students supported by teacher aide time (where available);
- Encouraging expected behaviours through Zingers, Star Awards and Positive Referrals;
- Positive recognition – Weekly parade
  - Weekly Zinger draws
  - End of term Major Zinger draws
  - Star Awards presented in care class and published in newsletter
  - Positive referrals presented in Year Level parades each week

A more detailed overview of St George State High School positive incentives can be found in Appendix One of this document.
**STATE HIGH SCHOOL**

**Student Behaviour Support Plan - Referral Process**

- **Appropriate Behaviour**
  - **Positive Consequences Options**
    - Praise / Encouragement
      (Verbal / Non-verbal / Written)
    - Positive Phone Call Home to Parents
  - Class Responsibilities
    (Messenger / Teacher’s Helper / Class Jobs)
  - Class reward system
    (Sticker / Stamps / Token / Voucher / Certificates / Free time)
  - Whole Class Reward
    (Parties / Fun days / Game Time / DVD’s)
  - Sharing good news with others
    (Take work to show other teachers / Principal), School newsletter
  - One School Awards on Parade
  - Student Leadership Roles
  - One School Preferrals (Record in One School)

  **Teacher Intervention using Corrective Strategies (ESCM)**
  - Non-verbal redirection, proximity, cueing with parallel acknowledgement, expectations restated, redirection to learning, descriptive encouraging
  - Peer Teacher Consultation
  - Improvement

  **Crisis Plan Options**
  - Contact Office
    (Phone / send messenger)
  - Ensure student / Class Safety
    (Remove class if necessary)
  - Withdraw Student
    (Class / playground)
  - Observe & Monitor student closely

- **Teacher Intervention using Corrective Strategies (ESCM)**
  - (Give Choice, Follow through, Time Out, Buddy Class, 1-1 with teacher or teacher aide, Logical consequence, Behaviour Expectations Matrix)
  - PARENT CONTACT MUST BE MADE
    Discuss with Snr Teacher / Yr Level Coordinator,
    Document in CONTACTS in ONE SCHOOL
  - Improvement

- **Referral to HOD's – Intervention**
  - Meeting with HOD AND TEACHER before documenting in ONE SCHOOL – INCIDENT using
    Minor/Major
    Meeting between Parent, Teacher and Student.
    Lunch Detention, internal or external suspension
    Consider Supportive Learning Strategies (flexible learning arrangements).
  - PARENT CONTACT MUST BE MADE
    Referral on One School
    Referral to GO or BST and Behaviour Plan Developed
  - Improvement

- **Referral to Deputy Principal/Principal**
  - Intensive Intervention
    Referral: Student Services, Guidance Officer
    Internal or external suspension
    (Followed by Re-Entry)
    Exclusion / Cancellation of Enrolment
  - NO

- **NO**
  - MANAGEABLE? Safe? Nonthreatening?
  - NO

- **YES**
  - Appropriate Behaviour
  - NO
5. Emergency responses or critical incidents

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.

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 redirect 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 St George State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using 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
- Health and Safety incident record (available from the office)
- debriefing report (for student and staff)
6. Consequences for unacceptable behaviour

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 and the age of the student.

Minor behaviours are those that:
- are minor breaches of the individual’s right to learn, teach or be safe;
- 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; and
- are not part of a pattern of problem behaviours.

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; and
  4. gives positive verbal acknowledgement for expected school behaviour.
- Class withdrawal- student completes class work under Administration supervision;
- Playground withdrawal- student is withdrawn from playground interaction and is under supervision of PGD supervisor or Administration;
- Admin Detention – student is withdrawn from the playground for up to 20 minutes during school hours or 30 minutes after school hours. After school detentions require 24 hour notice to parents.

Major behaviours are those that:
- require the involvement of Student Services staff or Administration to assist with correcting a persistent or pattern of problem behaviours;
- significantly violate the rights of others to learn, teach or be safe;
- put others / self at risk or harm.

Note: Students involved in supplying or selling drugs, the use of weapons or such offences can expect to be excluded from the school and will be reported to police.

Major Problem behaviours may result in the following consequences:
- Admin withdrawal / In School Suspension- student is withdrawn from class and playground for a period up to 1 day and is under Administration supervision
- Suspension - Student Disciplinary Absence (SDA) from school from 1-20 days. School work is provided by the school and a case manager is appointed to assist student with school and return to school if SDA is greater than five days.
- Cancellation of enrolment (students in Years 11 and 12)- applied if unacceptable behaviour, effort and attendance amount to a refusal to participate in a program of instruction. Enrolment is cancelled for a period of 12 months from St George State High School;
- Behaviour Improvement Condition - a required behaviour program for the student to address challenging behaviour. Contravening a Behaviour Improvement Condition may result in a recommendation for Exclusion;
Exclusion – the Principal investigates the severity of the student’s behaviour and reviews previous behaviour history and makes a decision or recommendation to the Principal’s Supervisor on whether the student should be excluded from St George State High School or all state schools. A case manager is appointed by the Darling Downs South West Education Region to assist parents/caregivers in understanding the process, including their right to appeal, and the provision of the student’s continued education.

Refusal to enrol – the Principal may refuse to enrol a student according to Education Queensland policy – "Refusal to Enrol – risk to safety or wellbeing"

Representing the school: If a student is suspended (1 to 5 days) they are not permitted to represent the school or attend the next extracurricular activity in a term; the student must complete 9 days of Behaviour Card and 9 Volunteer activities are to be completed before involvement in further activates. If the student has another suspension or is suspended for 6 to 10 days they are not permitted to participate in any extracurricular activity for that term. This includes representative sport, cattle club, camp or other such events as deemed by the Principal to be school representation.

Ensuring Consistent Responses to Problem Behaviour

At St George State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, staff work to ensure consistent responses to problem behaviour across the school. Staff refer to the RBP section “Consequences for Misbehaviour” to apply consistent consequences.

Students also receive informal 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.

Behaviours at St George State High School can be classified by the following table into Major or Minor Incidents.
<table>
<thead>
<tr>
<th>Behaviour Category</th>
<th>Minor Behaviours</th>
<th>Major Behaviours</th>
</tr>
</thead>
</table>
| Verbal Misconduct                | • Low level swearing not directed at anyone  
• Direct swearing at another student  
• Stating derogatory comments to others eg egging on fights, name calling  
• Verbal harassment of other students                                                                                                                 | • Direct swearing at a staff member                                                                    |
| Truant/Skipping Class            | • Truant from class  
• Truant from school                                                                                                                                                                                          | • Persistent non-attendance and refusal to attend a class                                              |
| Threats to others                | • Threats towards students                                                                                                                                                                                         | • Threats of violence towards staff members eg “I will get you” “They better watch out”               |
| Third Minor Referral             | • Third minor documentation for the same incident                                                                                                                                                                |                                                                                                       |
| Substance misconduct involving tobacco and other legal substances |                                                                                              | • Incidents involving the use of and/or the presence of Cigarettes, Lighters/Matches, Alcohol or Sharing or prescription/non-prescription drugs at school |
| Substance misconduct involving illicit substance |                                                                                              | • Any illegal substance and/or implement related to substance use                                     |
| Refusal to participate in program of instruction | • Not following staff instructions eg completing set work and may include passive refusal  
• Failure to complete homework (failure to complete homework 3 times in a term = minor referral on One School)  
• Non-attendance at compulsory school event (assembly, year level parade)  
• Failure to negotiate extensions for assessment (exams/assignments)  
• Refusal to go to buddy class or HOD  
• Not completing set work                                                                 | • Persistent and repeated refusal to participate in classroom activities after repeated warnings and/or causing major disruption to the teaching and learning of the class eg student repeatedly refuses to follow the routine/expectations of the classroom and may verbalise non-compliance eg I’m not doing that and/or walk away from a staff member when given directions  
• Refusal to follow instruction by HOD, Deputy Principal or Principal |
| Property misconduct              | • Damage to property eg drawing on desks & chairs, lab benches, classroom equipment  
• Damage of school property (school sprinklers, sports equipment)  
• Graffiti of school property                                                                                                                            | • Vandalism or Destruction of school property                                                          |
<table>
<thead>
<tr>
<th>Behaviour Category</th>
<th>Minor Behaviours</th>
<th>Major Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prohibited items</td>
<td>• Prohibited items that are not illegal or illicit such as aerosol, metal rules, white out, phone, Ipod, MP3</td>
<td>• Refusal to hand in prohibited item eg IPod/Phone to staff member</td>
</tr>
<tr>
<td>Possess prohibited item</td>
<td>• Use Prohibited item</td>
<td></td>
</tr>
<tr>
<td>Physical misconduct</td>
<td>• Any deliberate contact eg rough play and/or throwing a ball at another student, dropping the shoulder into someone</td>
<td>• Physical contact with staff</td>
</tr>
<tr>
<td></td>
<td>• Physical intimidation of students</td>
<td>• Physical intimidation of staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student assaulting another student eg punching, biting, slapping, hair pulling, scratching</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
<td>• Misconduct on the way to and from school including bus</td>
<td>• Inappropriate behaviour while on work experience or school excursion or camp that is major in any other category</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate behaviour while on work experience or camp or school excursion that is minor in any other category</td>
<td></td>
</tr>
<tr>
<td>Non compliant with routine</td>
<td>• Refusal to follow staff instructions outside the classroom</td>
<td>• Breach of Flexible arrangement agreements</td>
</tr>
<tr>
<td></td>
<td>• Failure to follow school procedures eg late, permission to leave</td>
<td>• Persistent refusal to follow staff instructions or school procedures</td>
</tr>
<tr>
<td>Misconduct involving object</td>
<td>• Student engages in non-serious but inappropriate physical contact using an object towards students</td>
<td>• Threatening staff member with an object</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Actions involving serious physical contact using an object where injury may occur eg hitting someone with an object with the intent to cause harm or unsafe practices</td>
</tr>
<tr>
<td>Cheating/Lying</td>
<td>• Evidence of cheating on exams or assignments</td>
<td>• Student delivers message that is untrue and/or deliberately violates rules with the intent to slander or harm the reputation of another, including students and staff</td>
</tr>
<tr>
<td></td>
<td>• Plagiarism of assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student engages in lying/cheating not involving any other person</td>
<td></td>
</tr>
<tr>
<td>Late</td>
<td>• Late to school in the morning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Late to class</td>
<td></td>
</tr>
<tr>
<td>IT misconduct</td>
<td>• Failure to follow ICT Policy</td>
<td>• Gross misconduct of IT items such as laptop phones, cameras including the recording, displaying or publishing of images or voice</td>
</tr>
<tr>
<td></td>
<td>• Refusal to hand in phone or banned IT item</td>
<td></td>
</tr>
<tr>
<td>Dress code</td>
<td>• Failure to follow dress code policy</td>
<td></td>
</tr>
<tr>
<td>Behaviour Category</td>
<td>Minor Behaviours</td>
<td>Major Behaviours</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| **Disruptive**     | • Failure to follow classroom rules (calling out, talking while teacher is giving instructions, inappropriate noises) | • Gross disruption requiring removal of other members of the class  
• Persistent disruption of class |
| **Defiant/threat/s to adults** | | • Making verbal threats towards staff members |
| **Bullying/harassment** | • Bullying fellow students  
• Unwanted attention or gestures or continuous verbal misconduct  
• Bystander behaviour to bully/harass/intimidate students | • Cyberbullying that directly affects the good order of the school  
• Verbal harassment of staff members |
| **Other** | • Non submission of drafts and final submission of assessment. (Drafts=teachers, final submission = admin) | |
8. Consideration of individual circumstances

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

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

In addition, students who are faced with suspension, exclusion or cancellation of enrolment have the right to natural justice. This includes being advised why the proposed action is being taken and being given opportunity to respond (either by written or verbal statement) to the allegations and present their case prior to any decision being made. This opportunity must be given in relation to all relevant adverse evidence.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. The Principal reserves the right to vary consequences upon investigation of individual circumstances.
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

- 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 Education Institutions
- Acceptable Use of Department’s Information Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement

Principal P&C President Assistant Regional Director

Date effective:

From: January 2013. to January 2016
# APPENDIX ONE: Positive Rewards

## ST GEORGE STATE HIGH SCHOOL - BEHAVIOUR INCENTIVES

This document is an overview of all of the positive behaviour incentives that are on offer at St George SHS.

<table>
<thead>
<tr>
<th>Incentives</th>
<th>Purpose</th>
<th>Criteria</th>
<th>Incidence</th>
<th>Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal’s Excellence Awards</strong>&lt;br&gt;(Acknowledges efforts in Semesters 1 &amp; 2)</td>
<td>• To reward and acknowledge students who have demonstrated excellence in effort and behaviour in Semester report cards.</td>
<td>• C or better in Academic results for all subjects&lt;br&gt;• B or better in Effort and Behaviour for all subjects.&lt;br&gt;• Behaviour Profile on One School.&lt;br&gt;• Attendance / Late Profile on One School – 85% or higher</td>
<td>Few (once a Semester)</td>
<td>• Acknowledgment in Principal’s Excellence ceremony and name published in newsletter.&lt;br&gt;• Certificate presented during ceremony.</td>
</tr>
<tr>
<td><strong>End of term rewards events</strong>&lt;br&gt;(Acknowledges efforts in Terms 1 &amp; 3)&lt;br&gt;&lt;br&gt;To be on Friday of Week 2, Term 2 &amp; Term 4</td>
<td>• To reward and acknowledge students who have demonstrated excellence and consistency over many subjects.&lt;br&gt;• To encourage more students to aspire to excellence in their effort and behaviour.</td>
<td>• Long term consistent positive behaviour identified by a high number of Positive Referrals or Star Awards.&lt;br&gt;• B or better in Effort and Behaviour for all subjects in interim reports.&lt;br&gt;• No suspensions &amp; &lt; 2 minor referrals in that term.&lt;br&gt;• Nominations from two or more staff members.</td>
<td>Few (once a Semester)</td>
<td>• Attendance at the end of term event&lt;br&gt;• Acknowledgment during the event and name published in newsletter.</td>
</tr>
<tr>
<td><strong>Positive Referrals</strong>&lt;br&gt;(One School)</td>
<td>• To reward and acknowledge outstanding and excellent behaviour.&lt;br&gt;• To reward and acknowledge specific achievements either in the classroom or in extra-curricular activities.</td>
<td>• Long term consistent good behaviour (classroom or non-classroom) over a month or more.&lt;br&gt;• Achievement (or participation) in extra-curricular events (where attendance is not required).&lt;br&gt;• Achievement (or participation) in regional or state level sporting events.</td>
<td>Few</td>
<td>• Name published in newsletter.&lt;br&gt;• Certificate presented in Year Level Parade and letter sent home.&lt;br&gt;• 10 Zingers awarded with certificate.&lt;br&gt;• Invitation to end of term rewards events</td>
</tr>
<tr>
<td><strong>Star Awards</strong></td>
<td>• To reward students who demonstrate consistent good behaviour and effort in the classroom.&lt;br&gt;• To reward students who perform consistently at district level sporting events.</td>
<td>• Consistent good behaviour (classroom or non-classroom) over a week or a fortnight.&lt;br&gt;• Consistent demonstration of SWPBS focus behaviours over three or more lessons.&lt;br&gt;• Achievement (or participation) in district level sporting events.</td>
<td>Some</td>
<td>• Name published in newsletter (dependent on Behaviour records in that fortnight).&lt;br&gt;• Certificate presented in Care group.&lt;br&gt;• 5 Zingers awarded with Star Award.&lt;br&gt;• Chance of an invitation to end of term rewards events (dependent on number of Star Awards and student’s One School Behaviour and Attendance Profiles).</td>
</tr>
<tr>
<td><strong>Zingers</strong></td>
<td>• To provide an immediate reward for students displaying good behaviours that staff members want to encourage.&lt;br&gt;• To encourage students to participate actively in the classroom.</td>
<td>• Short term demonstrations of appropriate behaviours.&lt;br&gt;• Demonstrations of good (or alternative) behaviours that deserve encouragement or repetition.</td>
<td>Many</td>
<td>• Chance to win a $5 tuckshop voucher in the weekly Zinger draws.&lt;br&gt;• Chance to win gift vouchers in the end of term Zinger draws.&lt;br&gt;• Care Groups with the most Zingers awarded extra points in the Care Challenge Cup.</td>
</tr>
<tr>
<td><strong>Extra-curricular involvement</strong>&lt;br&gt;i.e. red slips</td>
<td>• To encourage students to participate actively in the classroom.&lt;br&gt;• To encourage students to complete all assessment.&lt;br&gt;• To encourage students to attend school.</td>
<td>• Satisfactory classroom behaviour&lt;br&gt;(no suspensions &amp; &lt; 2 minor referrals during term).&lt;br&gt;• No outstanding assessment recorded on One School.&lt;br&gt;• 85% or better attendance.&lt;br&gt;• Textbook Hire Scheme payments current.</td>
<td>Many</td>
<td>• Attendance at extra-curricular events such as sporting events, camps or trips.</td>
</tr>
</tbody>
</table>
St George State High School Anti-Bullying Policy

St George State High School is committed to providing a safe and caring environment, which fosters self-respect and respect for others, and does not tolerate bullying.

Policy Statement
St George State High School practices a “zero tolerance” approach to bullying in all its forms, in line with Education Queensland’s policy and the provisions of the Child Protection Act. This means we will always respond to reported or identified incidents of bullying. Our school and school community endorses the right to safety of all school community members. Bullying undermines this right, and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, and can damage the supportive environment of the class and of the school in general. For these reasons, it cannot be tolerated and must be addressed with immediacy and consistency.

Definition of Bullying:
As defined in Education Queensland’s Child Protection Act,

“Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.”

At St George State High School, we consider the following behaviours to be bullying:

Physical:
- hitting, kicking, punching, slapping
- pushing, shoving, spitting, kicking, tripping
- making rude &/or threatening gestures
- throwing objects
- unwanted physical contact eg dacking, jumping on back etc
- invading another’s personal space
- taking or damaging something which belongs to someone else
- forcing others to hand over something that belongs to them
- making someone do something he/she does not want to do

Verbal:
- name calling/teasing,
- threatening or insulting remarks
- making offensive or rude remarks
- making discriminatory remarks making fun of someone because of his/her appearance, physical characteristics or cultural background
- intimidating others
- use of communication technologies to abuse
Emotional/social bullying
- excluding others from the game or group
- spreading rumours about someone
- leaving people out
- ignoring someone
- gossiping
- making fun of someone
- stopping people from befriending someone
- communication technologies eg unwanted text messages, SMS, emails

Aims Of The Policy
1. To counter views that bullying is an unavoidable part of school life
2. To overcome communication barriers associated with bullying
3. To create a safe and supportive teaching/learning environment for students and staff
4. To provide support and counselling services for both bully and victim
5. To proactively promote a school climate where bullying behaviours are not tolerated and are infrequent in incidence.

Strategies We Will Use To Deal With Bullying:
At St George State High School, we will:
- openly talk about bullying – what it is, how it affects us and what we can do about it
- teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves – give them the opportunity to practise these skills
- implement a policy which clearly states what actions we will take to deal with bullying behaviour, review this policy regularly.
- Implement a program of proactive measures.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

A) Parent/Caregiver Responsibilities
- Watch for early warning signs in your child, including a reluctance to go to school, unexplained illnesses or injury, missing possessions, moodiness.
- Take an active interest in your child’s school and social life, encouraging them to talk about daily events and occurrences
- If you suspect bullying of your child at school, record any details and contact the class teacher or school administration immediately.
- Encourage your child to report persistent school bullying to those in the best position to provide immediate help ie. the teaching staff and administration.
- Assure your child that seeking help is okay and an assertive measure.
- Do not encourage your child to hit back or verbally abuse the bully.
- Be prepared to assist the school in modifying your child’s behaviour if he/she is identified as bullying. Do not accept personal blame for their actions; instead, support the school in its endeavours to assist your child.
B) Student Responsibilities

Action Plan for Perceived Bullying

Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others.
This response will take the following form:

**STEP 1**  **Tell the bully to stop.**

This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim’s control over handling the situation.

**STEP 2**  **If the bullying does not cease immediately, or has caused significant physical or emotional harm, tell someone in authority**  (Teacher, CEC, Chaplain, Teacher Aide, Member of Admin, Peer Mediator)

Students are encouraged to assist peers who may be bullied.

C) Staff Responsibilities

1. Model appropriate behaviour at all times
2. Watch for early warning signs of bullying in students (eg apparent behaviour change, physical injuries, emotional distress etc)
3. Deal with and record all incidences of bullying, including action taken. This documentation will be on a normal referral process after discussion with the Head of Department or Deputy Principal. This will ensure all incidents are recorded in relevant student files.
4. Offer the victim immediate support and help, but avoid ‘bullying’ the bully.
5. Discuss bullying in class sessions when the need arises. (eg after incidents)
6. Monitor all areas of the school during breaks and in between lessons.
7. Support and implement the proactive measures (Lifeskills programs, Focus Days, camps, Care programs etc)

Education of School Community

1. All students and parents, upon enrolment at the school, will be made aware of the School’s Bullying Policy, including expectations and consequences.
2. Education of all year levels will occur through the school’s Lifeskills programs, Focus Days, Care groups and within the context of the curriculum and during school assemblies.
3. Where possible, parents/caregivers will be included in the education process and informed of developments within the school in the area of Bullying.
4. All teaching staff will undertake regular professional development in regard to Bullying issues and their professional responsibilities in combating Bullying.
**Action Plan for Bullying Incidents**

Teachers will adopt a logical and sequential approach when responding to reports of bullying, using the following process:

- Teacher stops any on-going bullying that may be occurring
- Teacher listens to all sides of the story (Victim, bully and available witnesses to the incident where possible)
- Teacher requests a genuine APOLOGY from the identified bully/bullies and documents incident in One School. Bullies may also be requested to replace any personal property damaged.
- A student who refuses to apologise, or who re-offends after the apology, will be given a referral to the Head of Department or Deputy Principal.
- Parents will be contacted and informed of the situation. If deemed necessary, a parent conference will be held to discuss issues and collaboratively formulate a solution. This may take the form of an Individual Behaviour Management Plan.
- For extreme incidents of bullying (eg physical assault) or where previous steps have failed to modify student behaviour, then SUSPENSION (1-5 days or 1-20 days) and possibly EXCLUSION of the student may occur.

**Note** – Reported student bullying involving a staff member must be referred immediately to the Principal.

**Evaluating the Program**

The program will be evaluated through the Parent/Teacher/Student survey process. It will be evaluated by

- Noting if there is a reduction in reported or observed incidences of bullying
- Noting if there has been a change in the ethos of the school
- Speaking to parents who have reported incidences to ascertain if the problem has been resolved.
- Discussion in staff meetings of effectiveness of program/ways to improve strategies, behaviour.
**APPENDIX THREE: Anti-Drug and Alcohol Policy**

**School Anti-Drug & Alcohol Policy**
St George State High School views the issue of alcohol and drug dependency very seriously. We attempt to provide students with accurate information about this topic. We also try to arrange appropriate guidance and help for students who may have a concern in this area.

**Preventative Action**
At St George State High School our approach to reducing student problems with drugs and alcohol is preventative through running a wide range of programs to educate students about the dangers of alcohol and drug use. These include:
- Schoolies Week Preparation
- Focus Days
- Sexual Health Seminars
- Curriculum Focuses
- Driver Education and Driving Safety Programs
- Professional Development for Staff

**Consequences**
Possession of or use of drugs/cigarettes/alcohol while at school or in school uniform or at school related events is classified as serious offences.

Consequences for possession or use are detailed in the Responsible Behaviour Plan.
THE USE OF PERSONAL TECHNOLOGY DEVICES* BY STUDENTS AT SCHOOL

This amendment is made in accordance with Department of Education, Training and the Arts (DETA) policy – SCMPR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students. 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 personal technology devices like cameras, digital video cameras, MP3 players or IPods to school. These are often very valuable and there is a risk of damage or theft.

Such devices will be confiscated by school staff (or students will be required to take them to the office) and may be collected at the end of the day from the school office by a parent. Repeated breaches of this prohibition may result in consequences being applied.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff or students will be required to take them to the office. They will be made available for collection from the school office at the end of the school day for collection by a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Mobile Telephone Etiquette
Bringing mobile telephones to school is not encouraged by the school because of the potential for theft and general disruption associated with them. Items may be handed into the office for safe keeping during the day.

Mobile telephones and other electronic devices are not permitted to be used during the school day. Any situations or issues arising from damage, theft, loss etc. of mobile phones are at the students’ personal risk and should be addressed with the police.

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 St George State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony. For example, images should not be recorded in a place where such recording would be considered inappropriate by a reasonable person (e.g. in change rooms or toilets).

Also recording of events in class is not permitted unless express consent is provided by the class teacher using a school owned device only. Actual dissemination (text messaging, display, internet uploading etc) of such material is conduct equivalent to the actual recording, as is knowingly being a subject of such recording. This type of conduct has the potential to prejudice the good order and management of the school and may lead to consequences.

Therefore, 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 occur.
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 police involvement.

**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 consequences and possible police investigation.

Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office. In these cases, the matter will be investigated and may be referred to the Queensland Police Service.

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which he/she 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 or IT based subject) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

- **Personal Technology Devices** includes (but are not restricted to) cameras, digital video cameras, MP3 players, iPods, mobile telephones.

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

What is a Lockdown Procedure?
It is the securing of persons within a building to prevent a potential threat of harm or injury to Staff, Students and visitors.

What is a Potential Threat?
- Dangerous Person
- Toxic spill (Chemical truck accident in vicinity of school)
- Bad Weather etc

Procedure
Upon identification of threat on the school grounds, office staff will notify all staff by phone. The staff member taking the call has the responsibility of notifying all in the building and locking the doors. These tasks can be delegated to save time.

On Being Advised of a Lockdown
1. Administrative Staff are to immediately contact all staff rooms, library, class rooms and facilities officers and advise them that a lockdown is in place. (Numbers and contacts are beside each phone in the office.)
2. The Police and/or Emergency Services (000) are then to be called
3. Office staff are then to secure themselves inside the building (keeping a low profile out of sight until the arrival of Police/Emergency Services).
4. Automatic Bells are to be turned off by Administrative Staff.
5. If staff and students are on the oval they are to proceed to the nearest classroom. Classes in the Agricultural plot are to go to the shed.
6. Teaching staff will take control of their students ensuring they remain in their classroom in an orderly and calm manner. Teachers should ensure all windows and doors are locked, including corridor doors where applicable. All persons should keep a low profile, out of sight from external windows, until the “All Clear” is given. This may mean sitting on the floor and may mean quietly moving to another room (eg G01, G02 to G06).
7. Students who are out of their classroom at the time of the lockdown (eg at the toilet) are to quickly make their way back to the classroom. They may use the closest door.
8. If staff and students are not in their respective classroom/area at the time of alarm or are engaged in an activity in another building eg. library, they are to participate in the lockdown for that building.
9. Staff members are required to include and take charge of any visitors/contractors that are in their vicinity at the time of lockdown activation.
10. Staff members need to check their rolls and make sure the office is notified of any students missing from the class.
11. Classes in D01, move into the music room as you cannot lock D01 door from the inside
12. Classes in L Block move to L Block toilet as it can be locked from the inside.

Arrival of Emergency Services
When Police/Emergency Services arrive they will assume control of the situation. School staff will provide assistance as required.

All Clear
When the threat is over, the “ALL CLEAR” will be signalled. This will be sounded by the continuous ringing of the bell for 5 seconds.
ST GEORGE STATE HIGH SCHOOL

FIRE DRILL AND EMERGENCY EVACUATION PROCEDURE

NOTE: EMERGENCY DRILL PROCEDURE WILL BE CARRIED OUT ONCE PER TERM EACH YEAR. THE FIRE DRILL BOOK WILL BE KEPT IN THE OFFICE AND IS TO BE SIGNED BY ALL STAFF AT THE START OF EACH YEAR OR ON TRANSFER TO THE SCHOOL.

PROCEDURES:
If an outbreak of fire occurs, the first teacher on the scene will carry out the following procedures.

Convey the message to the office via a reliable student, keeping in mind that student's safety.

Immediately ensure classes in the wing where the fire exists are alerted.

Classes in close proximity will evacuate immediately – DO NOT WAIT FOR THE GENERAL ALARM

Proceed to evacuate those students in his/her care to the back oval. Students line up in care groups at the cricket shed.

The BSM, or available staff member will sound the fire alarm, either by ringing the electrical bell in a continual sound or, in the event of a power failure, by ringing the hand bell or sounding the fire siren.

Remember that apart from people in the main office area there is no access to the back of the school through the covered area between S, J and G blocks. Classes are to exit the building and proceed to the back oval without going under any other buildings (refer to map)

[a] The Admin Officer, or nearest available staff member will ring the fire brigade – phone 000.
[b] The Janitor will switch off the electric power. In the event of the Janitor not being available, the teacher in charge of Science will carry out this duty.
[c] Admin Officers will take rolls, absentee list, staff attendance list, staff sign-in-sign out book, visitors register, pens etc to the evacuation area at the back of the school.
[d] Block Teachers will report to the Principal that all blocks are evacuated (this person will be wearing a red hat
[e] Students will assemble in Care Groups at the back of the school at the Cricket Shed. Numbers 1 to 12 are now painted on the cricket shed cement; groups are to line up at their number in the direction of the back oval – Care Teachers are to stand on the cement in the cricket shed. Once the rolls are marked, students are to sit down on the grass, that way we will know if a group is without a teacher and we can send someone else to mark the roll. Please ensure students are aware of their Care Group number.
[f] Care teachers to report to Principal

Any special education child must be accompanied by their class teacher to the evacuation area. In some instances teachers may need to physically guide the child by placing a hand on arm or shoulder especially to hasten the child. Do not rely on verbal direction only with Bethany Salmon, Samantha Stewart, Joshua Drenkhohn, Kieren Parkes and Lachlan Banks.

BLOCK TEACHERS

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>TEACHER</th>
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<tbody>
<tr>
<td>J BLOCK</td>
<td>Tim Leadbetter</td>
</tr>
<tr>
<td>S BLOCK</td>
<td>Lauren Thorn</td>
</tr>
<tr>
<td>G BLOCK</td>
<td>Aaron Dwyer</td>
</tr>
<tr>
<td>M/D BLOCK</td>
<td>Emily Kresew</td>
</tr>
<tr>
<td>R BLOCK</td>
<td>Elaine Kann</td>
</tr>
<tr>
<td>H BLOCK</td>
<td>Julie Worboys</td>
</tr>
<tr>
<td>T BLOCK</td>
<td>Melissa Scriven</td>
</tr>
<tr>
<td>L BLOCK</td>
<td>Sue Muncaster</td>
</tr>
<tr>
<td>TOILETS</td>
<td>Male: Andrew Grevell</td>
</tr>
</tbody>
</table>

RESERVE

<table>
<thead>
<tr>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heidi Hayward</td>
</tr>
<tr>
<td>Melissa Busiko</td>
</tr>
<tr>
<td>Rebecca Bamford</td>
</tr>
<tr>
<td>Kyle Whitaker</td>
</tr>
<tr>
<td>Kym Weatherall</td>
</tr>
<tr>
<td>Leisa Mulholland</td>
</tr>
<tr>
<td>Maree Bird</td>
</tr>
<tr>
<td>Jenna Morris/Sue Mizen</td>
</tr>
</tbody>
</table>

When the threat is over, the “ALL CLEAR” will be signalled by the Principal or person in charge (wearing the red hat).