

Elliott Heads State School

STUDENT CODE OF CONDUCT



Artwork Design by Joanna Broome



Contact Information

Postal Address:	143 Breusch Road, Elliott Heads, 4670
Phone:	07 43394333
Mobile:	0434944862
Email:	principal@elliotttheadsss.eq.edu.au
School Website:	https://elliotttheadsss.eq.edu.au
Principal:	Nichola Lister

Endorsement

Principal Name:	Nichola Lister
Principal Signature:	
P&C President Name:	Bianca Emerson
P&C President Signature:	

Brighter Futures

Delivering excellence in every state school, for every student.

Our Focus Areas: Educational Achievement & Belonging and Engagement

Queensland Department of Education

Contents

Principal's Foreword	4
Purpose and P&C Endorsement	5
Legislation and Related Procedures & Guidelines	6
School Context	7
Learning and Behaviour Statement	8
School Opinion Survey	9
Values & Expectations for Behaviour	10
Multi-Tiered System of Support	12
Student Well-Being	20
Student Support Team	22
Classroom Guidelines	25
Behaviours of Concern & Consequences	27
Success Champions Acknowledgment Program	28
School Disciplinary Absences	32
School Policies	33
• Medications, School Uniform, Temporary Removal School Property, Prohibited Items, Responsibilities, Mobile Phones, Social Media	
Preventing and Responding to Bullying	41
Restrictive Practices	45
Critical Incidents	46
Conclusion	47
Appendix	49
• Pause Program • BundaWanDi Rangers • Essential Skills for Classroom Management • Student ICT Use Agreement • Switch4Schools	

Principal's Foreword

Welcome to Elliott Heads State School, a vibrant coastal community where every student is encouraged to grow, thrive, and succeed. Located just 20km east of Bundaberg, our school is a place where kindness, inclusivity, and a shared commitment to learning come together to create a supportive and inspiring environment for all.

At Elliott Heads, we believe that education is about more than academic achievement—it's about nurturing the whole child. We are passionate about equipping our students with the skills they need to navigate life's challenges, build meaningful relationships, and contribute positively to their communities. Central to this is our focus on emotional intelligence and well-being, which we know are critical to both personal and academic success.

This year, we are proud to build on our strong foundation with the introduction of innovative programs that align with our school values and vision. **Switch4Schools** is an initiative that empowers students to identify, understand, and regulate their emotions through daily check-ins and targeted activities. By embedding these practices into our daily routines, we aim to create classrooms that are calm, focused, and conducive to learning.

We also continue to implement the **PAUSE program**, which combines neuroscience, mindfulness, and positive education to help students develop self-regulation skills and foster a deeper understanding of their own behaviour and that of others. This program not only supports students in achieving their learning goals but also enhances teacher well-being by promoting a positive and harmonious classroom environment.

Our schoolwide behaviour plan, **Act Like Elliott**, remains at the heart of our approach to student behaviour and engagement. Guided by the principles of acting respectfully, responsibly, safely, and as a learner, these expectations provide a consistent framework for all members of our school community. Together with our school motto, Every Hour Strive to Succeed, these values inspire us to aim high and work collaboratively towards our goals.

At Elliott Heads State School, we are proud to be a community where every child is known, valued, and supported to reach their full potential. Our Student Code of Conduct outlines the behaviour expectations, supports, and strategies that help us maintain a safe, respectful, and engaging learning environment. It reflects our unwavering commitment to fostering a culture of excellence, well-being, and inclusion.

Thank you for being part of our journey as we continue to grow and strengthen our school community. Together, we can ensure that every student at Elliott Heads State School has the opportunity to succeed and flourish.

Nichola Lister

Principal

Elliott Heads State School

Purpose

Every Queensland State School is required to have a Student Code of Conduct. This is the school's behaviour policy, with information about rules, consequences and processes for addressing bullying and the use of technology. The Student Code of Conduct is developed in consultation with the local school community and is published on the school website and provided to families upon enrolment. Elliott Heads State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

Elliott Heads State School's Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to supporting student behaviour.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

P&C Endorsement

As president of the Elliott Heads State School P&C Committee, I am proud to support the Student Code of Conduct. The inclusive, transparent consultation process led by the principal, Mrs Nichola Lister and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Elliott Heads State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students at the school to meet expectations.

We encourage all parents to familiarise themselves with the Elliott Heads State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to assist students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Elliott Heads State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of digital technologies. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart included in this document provides an excellent starting point to understand how to approach the school about these types of problems.

Any parent who wishes to discuss the Elliott Heads State School Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Elliott Heads State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social, emotional and learning needs.

Bianca Emerson, President
Elliott Heads SS P&C Committee

Legislation

Elliott Heads State School's Code of Student Behaviour aligns with the legislative and policy requirements of the Queensland Department of Education. These include:

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Cwth\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

Related Procedures & Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices
- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies

School Context

School Context

At Elliott Heads State School, we are proud of our strong sense of community and our commitment to fostering a safe, inclusive, and supportive learning environment. Located in a vibrant coastal community, our school provides a welcoming and nurturing space where every student is encouraged to strive for success and achieve their personal best. As a small, close-knit school near the stunning coastline, we take pride in fostering a strong connection to our natural environment and providing personalised learning opportunities for every student.

Vision, Motto, and Values

- **Vision:** Every student at Elliott Heads State School is empowered to achieve their personal best and contribute positively to their community. We empower students by fostering a love of learning, building resilience, and encouraging active participation in their local and global communities.
- **Motto:** Every Hour Strive for Success.
- **Values:** Our school values of safety, respect, responsibility, and learning underpin all aspects of school life. These values guide behaviour, shape expectations, and support a positive school culture for students, staff, and the wider community.

Our Community

The Elliott Heads State School community is made up of students, families, staff, and community members who work in partnership to support student learning and wellbeing. This includes teachers, specialist staff, teacher aides, administration and support staff, wellbeing professionals, the Community Education Counsellor (CEC), chaplain, grounds and cleaning staff, volunteers, and visitors.

We value the contribution of every member of our school community and recognise the important role each person plays in fostering a positive, respectful, and nurturing environment for students. Families are an integral part of our school, engaging in events, volunteering, and working collaboratively with staff to enhance student learning and wellbeing.

Diversity and Inclusion

At Elliott Heads State School, we celebrate the diversity of our community and acknowledge that each individual brings unique experiences, perspectives, and strengths. We are committed to creating an environment where all students feel valued, respected, and supported to achieve their full potential.

We proudly acknowledge the Traditional Custodians of the land on which our school stands. We pay respect to Aboriginal and Torres Strait Islander Elders, past, present, and future, and recognise the ongoing connection of First Nations peoples to Country. We honour their stories, traditions, and living cultures and are committed to building a shared future grounded in respect.

We support diversity through inclusive teaching practices, celebrating cultural events, and working closely with families to ensure every student feels a sense of belonging.

Together, we create a school community where every student is inspired to learn, grow, and succeed.

Learning & Behaviour Statement

At Elliott Heads State School, we are committed to providing a safe, inclusive, and supportive learning environment where every student can thrive academically, socially, and emotionally. We believe that learning and behaviour are interconnected, and that student wellbeing is central to success in both school and life.

Our approach is grounded in trauma-informed and relational practices that prioritise strong relationships, high expectations, and consistency for every learner. By fostering positive relationships and maintaining predictable environments, we empower students to develop the skills, confidence, and self-regulation needed for success.

We promote a culture of high expectations, inclusion, and respect. We value the diversity of our school community and recognise that each student brings unique experiences, perspectives, and strengths. In partnership with students, families, and the wider community, we ensure a shared understanding of expectations and consistent approaches that support positive engagement and learning.

Our approach to student behaviour is proactive, preventative, and responsive. It is supported through a whole-school framework that includes:

- Explicit teaching of expected behaviours.
- Consistent routines and predictable practices.
- Recognition and reinforcement of positive behaviour.
- Targeted and individualised support for students requiring additional assistance.
- Responsive strategies to address inappropriate behaviour when it occurs.

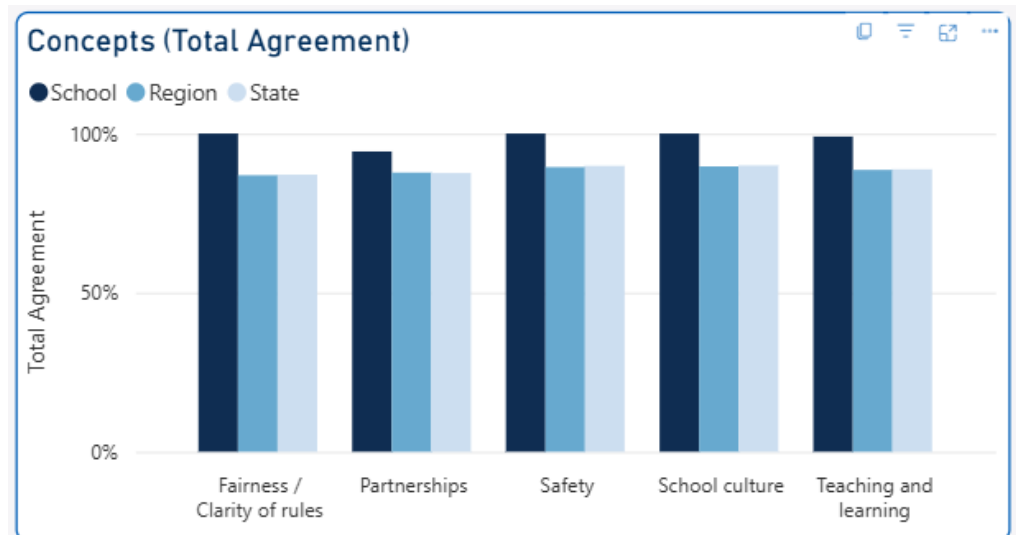
This approach reflects a multi-tiered system of support (MTSS), which provides a structured framework to ensure that all students receive the right level of support at the right time, whether through universal strategies for all students, targeted interventions for some, or intensive support for a few.

At Elliott Heads State School, our behaviour expectations are brought to life through our schoolwide framework: Act Like Elliott, which is built on the principles of acting safely, respectfully, responsibly, and like a learner.

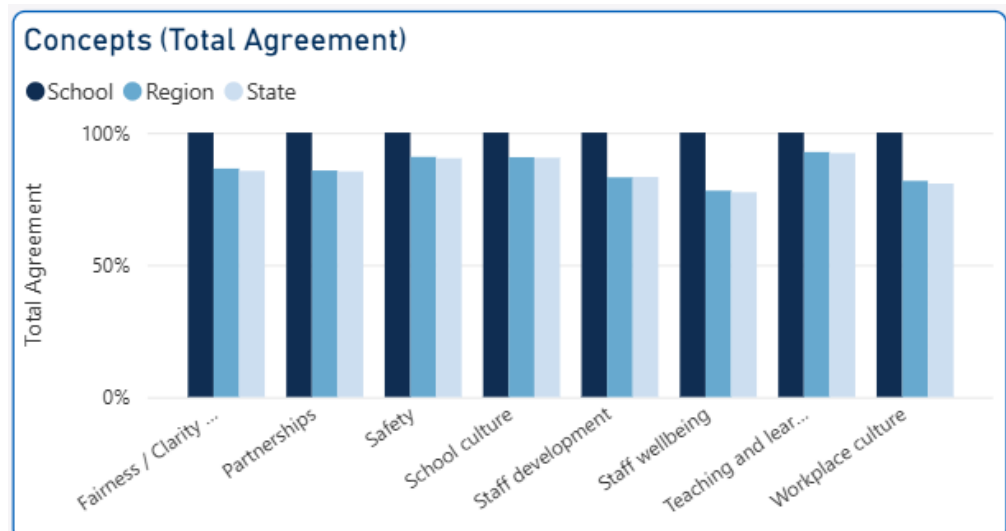
School Opinion Survey

Elliott Heads State School consistently receives positive feedback from staff, students, and parents in the annual School Opinion Survey, reflecting the strength of our school community and practices. Our survey data regularly exceeds regional and state averages, highlighting our commitment to excellence in education and student well-being. Key areas such as clarity of rules, school culture, safety, and well-being are consistently rated highly across all respondent groups, demonstrating a shared understanding and appreciation of our school's values and supportive environment. These results affirm our ongoing efforts to foster a safe, inclusive, and positive learning environment where every student can thrive.

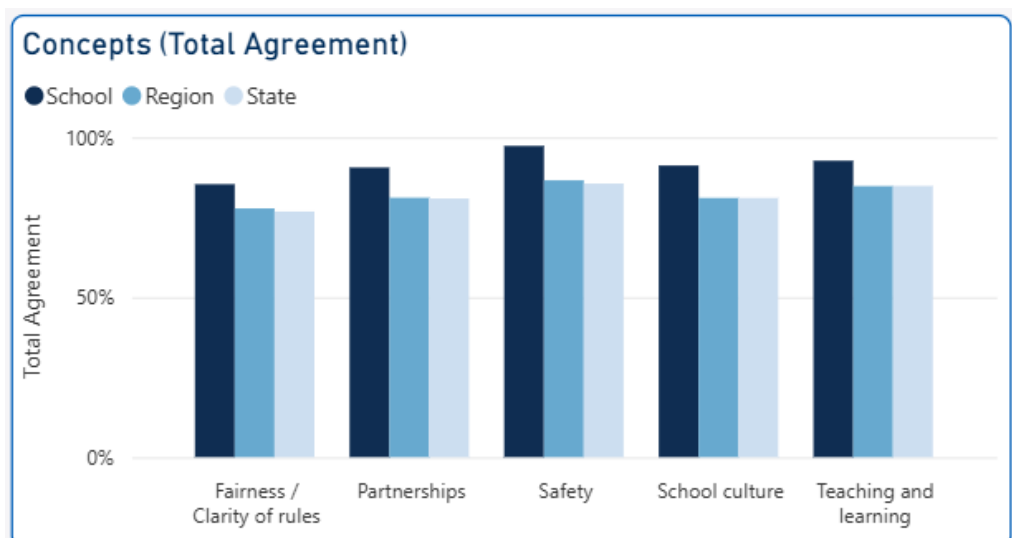
Parent/Caregiver Response



Staff Response



Student Response



Values & Expectations for Behaviour

At Elliott Heads State School, we believe that clear and consistent behaviour expectations are essential to fostering a culture of safety, respect, responsibility, and learning, where every student can thrive academically, socially, and emotionally. Our behaviour expectations provide a shared understanding of how we interact with one another, care for our environment, and engage in learning. They form the foundation of our school culture and guide the way we work together as a community.

The Act Like Elliott Framework

Our schoolwide behaviour expectations are outlined in the **Act Like Elliott** framework, which is underpinned by our core values of **Safety, Respect, Responsibility, and Learning**. These expectations guide behaviour across all areas of school life, including classrooms, playgrounds, and school activities, and support students to build positive relationships, make responsible choices, and achieve their personal best.

The **Act Like Elliott** framework ensures consistency in language and expectations across the school, supporting a safe, respectful, and inclusive environment where every student can thrive.

The **Act Like Elliott Behaviour Matrix**, included on the following page, provides clear examples of what these expectations look like in practice. It is a practical tool for students, staff, and families, supporting understanding of how expectations apply across different settings, including school and off-campus activities. Families are encouraged to use the matrix as a guide to reinforce these expectations at home and in the community, fostering a consistent approach to positive behaviour.

In addition, the **Act Like Elliott** framework is embedded in classroom practice. Teachers and students use the framework to co-construct classroom expectations that align with the whole-school approach. This ensures consistency while allowing expectations to be meaningful and relevant to individual classroom contexts.

By working together as a school community, we ensure that the **Act Like Elliott** framework is not just a set of rules, but a shared commitment to creating a positive and supportive environment for all.

EHSS Values & Expectations



	Act Respectfully: Receiving respect from others is important because it helps us to feel safe and to express ourselves. ◊ Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. ◊ Respect in your relationships builds feelings of trust, safety, and wellbeing. ◊ Respect doesn't come naturally - it is something you learn and EARN! ◊ Respect means that during a disagreement you listen, be patient and respond respectfully. ◊ Respect means you are not trying to control the other person's choices. ◊ Respect means you can admit when you've made a mistake.
	Acting Respectfully means that you act in a sensible way and can demonstrate that you are reliable and can be trusted to do the right thing. ◊ Acting Respectfully means you are punctual, organised and are prepared to learn. ◊ When you are being responsible you are a 'Problem Solver'. ◊ Being Responsible means you take care of your belongings and equipment and school property. ◊ Acting responsibly shows that you have good judgment and the ability to act correctly and make decisions on your own.
	Acting Like a Learner means we develop a 'Growth Mindset'. Our brain is a muscle and with exercise and practice we can improve the way our brain thinks. ◊ Growth Mindset encourages you to 'have a go' and challenge your current thinking and abilities so that they can grow. ◊ A Learner is resilient - A learner can deal with change and adapt to things that are different than what is expected. ◊ A Learner shows Character - There are five areas that Learners develop: self-awareness, self-management, social awareness, relationship skills and responsible decision making. - Success in life does not solely rely on academics; it's about social skills that help the individual to deal with failure, create character, learn how to fit into society and how to face challenges and solve problems. ◊ A Learner listens to feedback and strives to improve and is able to take risks and show persistence.
	The priority at Elliott Heads State School is that everyone is safe and has the opportunity to learn in a safe, supportive learning environment. Every person in the school community has a responsibility to ensure safe practices are met at all times. ◊ Safe behaviour is expected in all areas of the school; classrooms, playgrounds, eating areas, library, pathways etc. ◊ Evacuation and Lockdown procedures are taught and practiced throughout the school year. ◊ Routines and expectations are very clear in regards to hand washing and hygienic practices. ◊ School crossing is to be utilised when crossing the road to enter or leave the school.

Multi-Tiered Systems of Support

At Elliott Heads State School, we use a Multi-Tiered Systems of Support (MTSS) framework as the foundation for our integrated approach to learning and behaviour. This proactive, evidence-based model focuses on prevention, differentiation, and data-informed decision-making to meet the diverse academic, social, and emotional needs of all students.

Our approach is grounded in the belief that behaviour is a form of communication and an opportunity for learning. We are committed to maintaining a safe, supportive, and disciplined learning environment through proactive, consistent, and relational practices. These practices align with the Essential Skills for Classroom Management (ESCM) and reflect trauma-informed and relational approaches, ensuring that the dignity of every student is upheld at all times.

The MTSS framework is organised into three tiers of support to ensure that every student receives the appropriate level of intervention:

Tier One: Universal Support

This tier includes high-quality, evidence-based teaching and behaviour strategies that are designed to engage all students in a positive and inclusive environment. Universal support focuses on prevention, fostering student engagement, and maintaining a safe and supportive school culture. These strategies are implemented consistently across all classrooms and settings to meet the needs of the majority of students.

Tier Two: Targeted Support

For students who require additional assistance, targeted support provides small-group interventions or tailored strategies to address specific academic, social, or behavioural needs. These supports are informed by data and designed to help students overcome challenges, build skills, and achieve success. Targeted support is flexible and responsive, ensuring that students receive the help they need to stay engaged and on track.

Tier Three: Intensive Support

This tier provides individualised and highly targeted interventions for students with significant or complex needs. Intensive support is designed to address specific challenges through personalised strategies that minimise disruption, promote positive behaviour choices, and support students in achieving their full potential. These interventions are delivered in collaboration with families, specialists, and external agencies as needed.

By organising support into these three tiers, we ensure that every student at Elliott Heads State School receives the appropriate level of intervention to thrive academically, socially, and emotionally. This continuum of support allows us to move from least intrusive to more intensive strategies as needed, always prioritising the well-being and success of our students.

Tier 1: Universal Support for All Students

At Elliott Heads State School, all students (100%) receive high-quality instruction and support for their academic, social, and emotional development through Tier 1: Universal Support. This tier focuses on whole-school implementation of the Australian Curriculum and the Code of Behaviour expectations, ensuring a safe, supportive, and inclusive learning environment for all.

Our proactive approach is designed to prevent issues before they arise, promote positive behaviours, and create calm, predictable, and engaging classrooms. Teachers explicitly teach and reinforce expected behaviours while fostering a school-wide culture of respect, responsibility, and resilience.

Key Features of Tier 1: Universal Support

- **Explicit Teaching of Positive Behaviours:** Students are taught expected behaviours in the settings where they will be used, with regular refresher lessons and targeted recognition throughout the year.
- **Proactive Behaviour Management:** Staff use preventative strategies to anticipate and address potential challenges before they arise, applying least-to-most intrusive redirection strategies informed by the Essential Skills for Classroom Management (ESCM).
- **Developmentally Appropriate Responses:** Challenging behaviours are addressed with consideration of developmental norms and the underlying function of the behaviour.
- **Continuous Improvement:** Feedback from students and families about school climate, teaching practices, and behaviour support strategies is actively sought to refine and enhance Tier 1 practices.

Proactive and Preventative Strategies

Teachers at Elliott Heads State School use a range of proactive, preventative, and responsive strategies to create calm and engaging learning environments. These include:

- **Body Language Encouragers:** Eye contact, gestures, and proximity to reinforce positive behaviour.
- **Non-Verbal and Visual Cues:** Signals, displays, and routines to guide students.
- **Pre-Correction:** Anticipating and addressing potential challenges (e.g., "Remember, walk quietly to your seat").
- **Curriculum Questioning:** Engaging students with questions like, "What did you get for question 3?"
- **Tactical Ignoring:** Ignoring the behaviour (not the student) to avoid escalation.
- **Whole-Class Practice:** Reinforcing routines and expectations with the entire class.
- **Positive Feedback Ratio:** Maintaining at least a 5:1 ratio of positive to corrective feedback.
- **Calm Communication:** Using a low voice and calm tone to de-escalate situations.
- **Take-Up Time:** Allowing students time to process instructions.
- **Minimising Verbal Language:** Reducing verbal input to avoid overwhelming or escalating students.

Responsive Strategies for Low-Level Behaviours

When students exhibit low-level or infrequent problem behaviours, staff use respectful and effective strategies to redirect and guide students towards positive choices. These include:

- **Parallel Acknowledgement:** Reinforcing expected behaviour by acknowledging others who are demonstrating it.
- **Descriptive Encouragement:** Reinforcing an instruction by acknowledging students who have demonstrated what was asked of them.
- **Curriculum Refocus:** Encouraging students to self-correct/refocus by asking curriculum questions such as:
 - "What question are you working on?"
 - "What was your answer for number 3?"
 - "Can you tell me who is the author of the text?"
- **Explicit Behavioural Instructions:** Clear, direct instructions (e.g., "Pick up your pencil").

- **Corrective Feedback:** Providing constructive feedback (e.g., "Hand up when you want to ask a question").
- **Rule Reminders:** Reinforcing expectations in a calm and respectful manner. "What is our Rule about asking questions?" e.g. Put your hand up to have a go.
- **Individual and Class-Wide Incentives:** Recognising and acknowledging positive behaviour.
- **Short Breaks:** Prompting students to take a brief break within the classroom to refocus.
- **Task Modification:** Breaking tasks into smaller, manageable steps or providing choices within learning tasks.
- **Revised Seating Plans:** Adjusting seating arrangements to support engagement.
- **Modelling:** Demonstrating expected behaviour and language.
- **Private Conversations:** Addressing concerns respectfully and discreetly.

De-Escalation Strategies (When Required)

If more direct responses are needed, staff may use:

- **Clear Verbal Redirection:** Calmly and clearly redirecting inappropriate behaviour.
- **Warnings of Consequences:** Providing clear, respectful warnings about potential consequences.
- **Detention or Withdrawal of Privileges:** Applying consequences in line with the school's behaviour management policy.

Class teachers are responsible for managing low-level and minor behaviours using these strategies, ensuring consistency across the school. By empowering students to reflect on their behaviour, understand its impact, and make positive choices, we create a supportive environment where every student can thrive.

Tier 2: Targeted Support for Some Students

At Elliott Heads State School, **Tier 2: Targeted Support** is provided to students requiring additional assistance beyond universal classroom strategies. Approximately 10-15% of the school population may benefit from these interventions, which are designed to address specific academic, social, or behavioural needs while building on the foundation of Tier 1.

Tier 2 interventions are:

- **Aligned with school-wide expectations:** Skills taught are directly connected to the behaviours and values outlined in our Code of Behaviour.
- **Sustainable and efficient:** Strategies are manageable for classroom teachers and easy to implement.
- **Evidence-based:** Interventions are research-backed and tailored to meet the specific needs of students.

Key Features of Tier 2 Support

Targeted Interventions	Interventions focus on providing additional time, support, and specialised instruction to help students succeed. Examples include: • Curriculum Adjustments: Differentiated or scaffolded classwork, assistive technologies, or peer-assisted learning. • Check-In/Check-Out (CICO): A structured system where students set goals, reflect on progress, and receive regular feedback from a designated staff member. • Small Group or Individual Programs: Social skills programs (e.g., Friends program), self-regulation strategies, or conflict resolution training. • Mentoring and Support: Adult mentoring with Inclusion Teachers, Chaplains, or Wellbeing Psychologists. • Learning Hub Access: A flexible learning space offering tailored support, sensory resources, and a calm environment for focused learning.
Proactive and Positive Reinforcement	Staff use verbal and non-verbal strategies to encourage positive behaviour, such as: • Specific Praise: "Thank you for sitting quietly and listening." • Rule Reminders: "Remember, our rule is to raise our hand before speaking." • Non-Verbal Cues: Smiles, thumbs up, or visual aids like behaviour charts. • Recognition: Certificates, tokens, or awards as part of a reward system.
Increased Attention and Individualised Support	Some students may require additional attention, such as: • One-on-one curriculum support with a teacher or teacher aide. • Small group instruction or intervention sessions. • Collaboration with school staff, including the Guidance Officer or Chaplain.

Collaborative Problem-Solving	A team-based approach is used to identify and address student needs. Staff meetings and the Student Support Network (SSN) provide opportunities to discuss emerging concerns and develop tailored strategies. Parents and carers are key partners in this process, with regular communication to celebrate progress and align school and home strategies.
---	--

Examples of Tier 2 Strategies

- Functional Behaviour Assessments (FBA): Identifying the underlying causes of behaviour to inform interventions.
- Individual Behaviour Support Plans: Personalised plans to address specific needs.
- Self-Monitoring Plans: Encouraging students to track and reflect on their own behaviour.
- Token Economies and Behavioural Contracts: Structured reinforcement systems to motivate positive behaviour.
- Targeted Social and Emotional Learning (SEL): Explicit teaching of skills like mindfulness, empathy, and problem-solving.
- Added Responsibilities: Providing meaningful roles, such as peer mentoring or classroom jobs, to build confidence and a sense of belonging.

Focus on Early Intervention

Tier 2 emphasises early intervention, skill development, and collaboration to prevent escalation. By addressing concerns early and providing structured, targeted support, we aim to maintain student engagement and ensure every student has the opportunity to thrive academically, socially, and emotionally.

If school data indicates that more than 10-15% of students require targeted services, this signals a need to review and strengthen Tier 1 practices to better meet the needs of all students.

Tier 3: Intensive and Individualised Support for a Few Students

At Elliott Heads State School, Tier 3: Intensive Support is designed for the small percentage of students (approximately 2-5%) who require the most individualised and targeted interventions to succeed. These supports are tailored to meet the unique and complex needs of each student and are delivered in very small groups or on a one-to-one basis.

Building on the foundation of Tier 1 and Tier 2 supports, Tier 3 interventions focus on identifying and addressing the underlying reasons for a student's behaviour through a Functional Behaviour Assessment (FBA). This ensures that interventions are targeted, effective, and aligned with the student's specific needs.

Guiding Principles for Tier 3 Support

Tier 3 strategies are guided by the following principles:

- **PREVENT:** Address triggers and create supportive environments to reduce the likelihood of problem behaviours.
- **TEACH:** Equip students with acceptable replacement behaviours that serve the same function as the problem behaviour.
- **REINFORCE:** Use positive reinforcement and recognition to encourage the use of replacement behaviours.
- **MINIMISE:** Reduce the reinforcement or payoff for problem behaviours to decrease their occurrence.

A Continuum of Tier 3 Supports

Tier 3 supports exist along a continuum to ensure interventions are appropriately matched to the complexity of a student's needs:

1. **Simple Functional Behaviour Assessment (FBA):** A brief FBA to identify specific strategies for success.
2. **Comprehensive FBA:** A detailed FBA involving thorough data collection, collaborative problem-solving, and input from a multidisciplinary team.
3. **Intensive FBA and Wraparound Plan:** For students with significant needs, this involves collaboration with external agencies (e.g., allied health professionals, community organisations) and rigorous problem-solving procedures.

Individual Behaviour Support Plans (IBSPs)

Students requiring Tier 3 interventions will have an Individual Behaviour Support Plan (IBSP) developed to address their specific needs. These plans are created collaboratively and include: Input from the Student Support Committee, which oversees the development and implementation of the plan.

Consultation with key stakeholders, including the Guidance Officer, Classroom Teacher, Parents/Carers, and other relevant staff (e.g., Inclusion staff, Wellbeing Psychologist, Chaplain). Clear goals, strategies, and supports tailored to the student's individual circumstances. Regular monitoring and review to ensure the plan remains effective and responsive to the student's progress.

The IBSP process reflects our commitment to inclusive education and aligns with the Department of Education's Inclusive Education Policy, ensuring that every student has equitable access to the resources and support they need to succeed.

Examples of Tier 3 Interventions

Tier 3 interventions are highly individualised and may include:

- Comprehensive FBA-informed individual support plans.
- Complex case management, monitoring, and regular review.
- Stakeholder meetings involving parents/carers, regional staff, and external agencies.
- Targeted adjustments to the learning environment and program.
- Social and emotional learning (e.g., self-regulation strategies, conflict resolution).
- Mentoring and support from trusted adults (e.g., Inclusion Teachers, Chaplains, Wellbeing Psychologists).
- Access to the Learning Hub, a flexible space for tailored support, sensory regulation, and focused learning activities.

Formal Disciplinary Responses

In cases where behaviours significantly impact learning or the safety and wellbeing of others, formal disciplinary responses may be enacted in accordance with Department of Education procedures. These responses are used only when necessary and with consideration of the individual circumstances of the student and all available support options. Examples include:

- Temporary removal of student property (e.g., mobile phones).
- Short-term suspension (up to 10 school days).
- Long-term suspension (up to 20 school days).
- Charge-related suspension.
- Suspension pending exclusion.
- Exclusion.
- Cancellation of enrolment for students beyond compulsory school age.

Collaboration and Continuous Improvement

Tier 3 interventions are part of a dynamic, data-driven process. If school data indicates that more than 2-5% of students require individualised services, this signals a need to review and strengthen Tier 1 and Tier 2 supports to ensure the quality of universal and targeted interventions. By addressing the effectiveness of these foundational supports, we aim to reduce the need for intensive interventions and ensure that all students benefit from a positive, inclusive, and supportive learning environment.

Consideration of Individual Circumstances

Our Commitment to Supporting Every Student

At Elliott Heads State School, we are dedicated to understanding and supporting the unique needs of every student. We recognise that each child's individual circumstances—such as their behaviour history, disability, mental health and well-being, cultural and religious background, home environment, and care arrangements—shape their experiences and influence their behaviour. These factors are carefully considered when teaching expectations, addressing behaviour, and determining appropriate responses.

Our approach is guided by the principles of equity and fairness. We understand that fairness does not mean treating every student the same, but rather ensuring that each student receives the specific support they need to succeed. This means our teaching, support, and responses may vary to meet individual needs. For example:

- Some students may need additional guidance to interpret or understand expectations.
- Others may benefit from extra opportunities to practise and develop specific skills or behaviours.
- For students who have experienced complex trauma or challenging life circumstances, alternative disciplinary responses may be more appropriate and effective.

These considerations are at the heart of our relationship-based philosophy, which prioritises building trust, understanding, and connection with every student. By tailoring our approach, we aim to foster a safe, supportive, and inclusive environment where all students feel valued and are empowered to thrive.

Protecting Privacy and Dignity

We are committed to upholding the privacy and dignity of every student. While we understand that parents, carers, and students may be curious about the consequences applied to others, our staff are legally and ethically bound to maintain confidentiality. This means we will only discuss a student's behaviour and any related consequences with that student's family.

This policy applies even in situations where a behavioural incident, such as bullying, involves your child. Our focus remains on resolving issues constructively and respectfully, ensuring the well-being of all students involved.

Student Wellbeing

At Elliott Heads State School, we are proud to place student well-being at the heart of everything we do. We believe that when students feel safe, supported, and valued, they are empowered to achieve their best both academically and personally. Our approach to well-being is proactive, inclusive, and designed to equip students with the skills they need to thrive in school and beyond.

We are particularly proud of our implementation of the PAUSE program and Switch4Schools, which guide the explicit teaching of social and emotional skills across all year levels. These programs provide students with opportunities to reflect on their feelings, develop emotional intelligence, and build self-regulation strategies. Through daily check-ins, mindfulness practices, and engaging lessons, students learn to identify and manage their emotions, build resilience, and foster positive relationships with others.

We recognise that learning and well-being are inextricably linked - students learn best when their well-being is optimised, and they develop a strong sense of well-being when they experience success in learning. To support this, we embed well-being into all aspects of school life, connecting the learning environment, curriculum, pedagogy, policies, and partnerships to create a positive and inclusive school culture.

Our well-being initiatives include:

- PAUSE Program: A structured program that teaches students about neuroscience, mindfulness, and positive education, helping them to self-regulate their emotions and behaviours.
- Switch4Schools: A digital tool that encourages students to “check in” daily, reflect on their emotions, and engage in activities that build emotional intelligence and resilience.
- Success Goals: Weekly well-being and social skills lessons aligned with our school’s Success Goal of the Week, ensuring consistent messaging and skill development across the school.
- Buddy Program: Older students mentor and support younger students, fostering positive peer relationships and leadership skills.
- Chaplaincy and Wellbeing Support: Our school chaplain and Wellbeing Psychologist provide additional support for students who may need help navigating challenges or building their confidence.
- Learning Hub: A flexible, inclusive space where students can access sensory resources, transition support, and individualised assistance from Inclusion staff.

We also work closely with families to ensure that every student receives the support they need. Parents and carers are encouraged to speak with their child's teacher or make an appointment with the Guidance Officer if they would like individual advice about accessing specific services or supports.

Our commitment to well-being is guided by the Student Learning and Wellbeing Framework, which supports Queensland state schools in creating positive school cultures. This framework helps us embed well-being into all aspects of school life, ensuring that every student has the opportunity to develop the knowledge, skills, and resilience they need to succeed in learning and life.

At Elliott Heads State School, we are proud of the strong relationships we build with our students, families, and community. Together, we create a safe, inclusive, and supportive environment where every child is encouraged to grow, reflect, and strive for success.

Curriculum and Pedagogy

At Elliott Heads State School, we believe that the curriculum is a powerful tool for building the foundations of well-being and lifelong learning. Through the implementation of the P-12 Curriculum, Assessment and Reporting Framework, we embed personal and social capabilities—including self-awareness, self-management, social awareness, and social management—into all aspects of teaching and learning. These capabilities are essential for helping students develop the skills they need to navigate life's challenges, build positive relationships, and achieve their full potential.

We also recognise the transformative impact of meaningful relationships between teachers and students on academic and social outcomes. Our relationship-based philosophy, underpinned by Berry Street Education Model training, ensures that every student feels supported, valued, and connected to their learning environment.

As part of our whole-school curriculum, we deliver age-appropriate drug and alcohol education that reinforces public health and safety messages. These lessons are designed to empower students with the knowledge and skills to make informed decisions about their health and well-being.

Our curriculum is further enriched by the PAUSE program and Switch4Schools, which provide explicit teaching of emotional intelligence, self-regulation, and resilience. These programs are seamlessly integrated into our curriculum to ensure that social and emotional learning is prioritised alongside academic achievement.

Student Support Team

At Elliott Heads State School, we are proud to provide a comprehensive Student Support Network that prioritises the social, emotional, and physical well-being of every student. Our team of dedicated professionals works collaboratively to ensure that our school is an inclusive, nurturing environment where all students feel supported and valued.

We believe that well-being is a shared responsibility, and every member of our school community plays a role in creating a safe and supportive environment. Students are encouraged to approach any trusted staff member for assistance or advice. If the staff member is unable to provide direct support, they will guide the student and connect them with the appropriate member of the Student Support Network.

Parents and carers who would like more information about the roles and responsibilities within the Student Support Network are encouraged to contact the Principal.

Our Student Support Team

Community Education Counsellor	• Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities • Builds connections with Indigenous community, liaises with families, and supports individual students. • Offers cultural guidance and support to students, staff and parents to enhance the educational experience for both Indigenous and non-Indigenous students. • Co-ordinates & plans BundaWanDi Rangers: extra-curricular program
Guidance Officer	• Conducts observations, academic and psycho-educational assessments to identify learning difficulties, giftedness, disabilities, or emotional and psychological needs. • Collaborates with staff to develop Educational Support Plans (ESPs), Individual Curriculum Plans (ICPs), and funding applications for students in out-of-home care. • Provides one-on-one or group counselling to support students' mental health and well-being. • Acts as a mediator, supports students with specific challenges, and connects families with external health providers when needed.

Registered Nurse	• Builds staff capacity to manage specialised health procedures and interventions for students with complex health needs. • Provides health assessments, develops health management plans, and delivers training and ongoing support for staff.
Inclusion Teacher / HOSES	• Supports students with disabilities to overcome barriers to learning and engage with education. • Provides case management for students with disabilities, including the development of Individual Curriculum Plans (ICPs) and Personalised Learning Plans. • Collaborates with teachers to differentiate learning, co-teach, and prepare achievement tracking for students on ICPs. • Ensures inclusive practices are implemented for all students, including support for camps, excursions, and incursions. • Liaises with external agencies and allied health professionals (e.g., Occupational Therapists, Physiotherapists, Advisory Visiting Teachers) to provide additional support and training for staff and students.
Advisory Visiting Teachers (AVTs)	• Provide specialised support for students with specific needs, including: • Vision Impairment, Hearing Impairment, Physical Impairment, Inclusive Curriculum, Assistive Technology. • Work collaboratively with teachers to implement adjustments and strategies that support student learning.
Speech Language Pathologist	• Conducts diagnostic assessments to identify speech and language difficulties and their impact on learning. • Develops reasonable adjustments and supports schools in implementing them to ensure students can access and participate in learning. • Works as part of the school team to promote inclusive education and support students with communication needs.

Student Wellbeing Psychologist	• Provides increased access to mental health and well-being support for students. • Offers individual and group support to help students develop resilience, manage emotions, and overcome challenges.
School Chaplain	• Provides pastoral care and personal support to students, staff, and families. • Supports students in building positive relationships with peers, family, and adults. • Implements programs and activities to engage students at risk of disengagement and promote well-being. • Builds connections with community organisations, churches, and support agencies to provide additional services to students and families.
Additional Support Services	In addition to our school-based Student Support Network, Elliott Heads State School has access to a range of regional and state-wide support services to further enhance the well-being of our students. These include: • Principal Advisor Student Protection • Mental Health Coach • Autism Coach • Inclusion Coach • Advisory Visiting Teachers • Senior Guidance Officers
These services work in partnership with our school to provide specialised advice, training, and support for students, staff, and families. For more information about these services and their roles, please contact the Principal.	

Classroom Guidelines

Classroom Rules, Expectations, and Consequences

At Elliott Heads State School, we believe that clear and collaboratively developed classroom rules and expectations are essential for creating a safe, respectful, and engaging learning environment. Each class is responsible for identifying approximately six classroom-specific rules that align with our school-wide behaviour expectations: Safety, Responsibility, Respect, and Learning.

These classroom rules are:

- Aligned with school values: Reflecting our core expectations of acting safely, responsibly, respectfully, and as a learner.
- Focused on positivity: Emphasising positive practices and behaviours that contribute to a supportive classroom environment.
- Fair and clear: Framed in a positive and inclusive way to ensure all students understand what is expected of them.
- Collaboratively developed: Created with input from students to encourage ownership, understanding, and accountability.
- Dynamic and evolving: Revisited regularly and reviewed each term to ensure they remain relevant and meaningful.
- Modelled by staff: Demonstrated consistently by teachers and staff to reinforce expectations and set a positive example.
- Consistently implemented: Applied fairly and equitably to ensure all students feel supported and respected.

Classroom rules are displayed prominently in each classroom to serve as a daily reminder for students and staff. They are referred to regularly during lessons, transitions, and other classroom activities to reinforce expectations and maintain a positive learning environment.

Positive and Negative Consequences

At Elliott Heads State School, we believe that consequences should be meaningful, fair, and designed to support students in learning from their experiences. Each class collaboratively identifies and documents **Positive and Negative Consequences**, which are displayed in the classroom to ensure transparency and consistency.

Positive Consequences - Acknowledging appropriate behaviour

Positive consequences are designed to recognise and reinforce appropriate behaviour, encouraging students to continue making positive choices. Examples of positive consequences may include:

- Verbal praise and encouragement.
- Earning points, tokens, or rewards as part of a classroom recognition system.
- Certificates, awards, or public recognition during assemblies.
- Opportunities for leadership roles or additional responsibilities.
- Invitations to class/school celebrations or special activities. (Camp, Disco, Graduation, Sport, excursions)

Negative Consequences

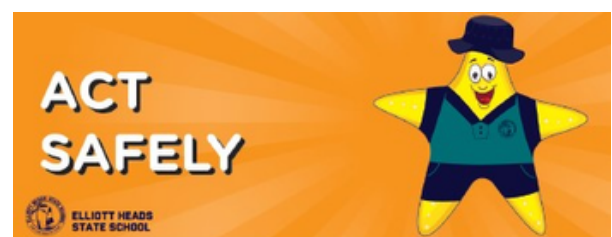
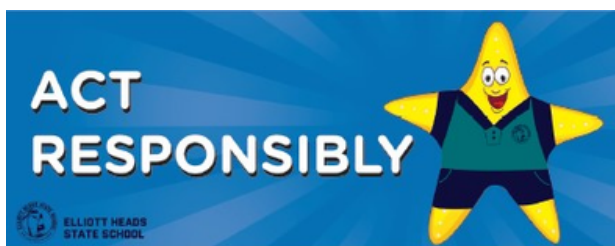
Negative consequences are designed to help students reflect on their behaviour, understand its impact, and take responsibility for their actions. These consequences are applied in a fair and consistent manner and are always accompanied by opportunities for students to learn and improve. Examples of negative consequences may include:

- Verbal reminders or redirection.
- Time away from the group to reflect on behaviour and reset.
- Restorative conversations to repair relationships and address the impact of behaviour.
- Individual behaviour plans for ongoing or significant concerns.
- Parent contact
- OneSchool Behaviour incident report
- Participation in special events or activities (e.g. camp, disco, graduation, excursion, sporting events, etc.) is by invitation and determined by the principal, based on meeting behavioural expectations.

Collaborative and Inclusive Approach

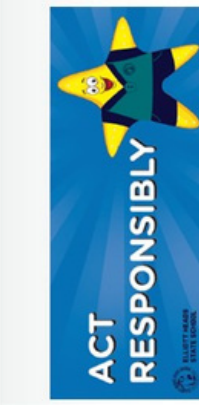
Our approach to classroom rules, expectations, and consequences is grounded in collaboration and inclusivity. By involving students in the development of rules and consequences, we empower them to take ownership of their behaviour and contribute to a positive classroom culture. Staff model and reinforce the expectations daily, ensuring that all students feel supported and respected. This consistent and relationship-based approach reflects our commitment to fostering a safe, inclusive, and engaging learning environment for every student.

Act Like Elliott - Mascots and Signage





Behaviours of Concern & Consequences



Examples of Behaviour		Consequences
Disrespectful Behaviour - Threatens/Intimidates or bullies others - Throws objects at people or in the general area - Annoys, Teases others - Takes objects from others / Steals - Making noises which inhibits the learning of others - Verbally abusive (Yells, swears) - Disrupts the learning for others - Littering		Elliott Heads State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. 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. When students behave in a manner that does not adhere to the school rules and expectations staff will use their professional judgment to respond to the behaviour and a variety of strategies will be used to support the student to learn from their experience and improve their behaviour. Examples of the 'Positive Supportive Strategies' used to assist students to choose appropriate behaviour are: - Rule Reminder & Bridge Builders Discussion - Non-verbal Redirection (Eye contact, Hand up, Shake Head) - Proximity (Adults moves close to student) - Curriculum Redirection (Focus on task/activity) - Cueing with Parallel Acknowledgment (Acknowledged student displaying appropriate behaviour) - Move a Student/s - Verbal encouragement (Clear instruction given to allow student to change behaviour, e.g. 1-2-3 Magic Strategy) - Rewards, awards, acknowledgement given to students who display positive behaviour. (See 'Act Like Elliott' program) - Restorative Justice discussions Examples of 'Negative Consequences' to support students to learn and choose appropriate behaviour: (Consequences may be combined and depending on the significance of the behaviour the incident/s will be recorded in 'OneSchool'.) - Loss of Point for the Session (Act Like Elliott Rewards Points) - Removal from desired activity. Not invited to 'Rewards Day'. - Phone call to parents /carers - Meeting with Principal - Bridge Builders - "U-Turn" Conference <i>In cases where behaviour has been intentional, harmful, repetitious and or significantly detrimental to the well-being of others or the school culture the Principal will follow protocols to consider Suspension. Major behaviour infringements will be investigated and consideration of individual circumstances will be paramount. At Elliott Heads State School we value implementing consequences that allow the student to learn and improve themselves over 'punishment'.</i>
Irresponsible Behaviour - Defies teacher / teacher aide / adult - Non-compliant - Blames Others - Makes excuses - Late returning to class following breaks - Damages Property / Vandalism (School, peers, own) - Inappropriate use of mobile phones, technological devices		
Not Being a Lifelong Learner - Fidgets, Off Task - Choosing to not engage in set tasks (walking around, talking, off task) - Not listening or following instructions - Calling out - not giving others a chance to think and answer - Demanding attention - Poor Sportsmanship - Being dishonest 'Giving Up' - Not being resilient,		
Unsafe Behaviour - Harms Self - Harms Others (Pushing, kicking, punching, pinching etc.) - Leaving the classroom / school without permission - Climbing on unsafe objects - Moving around the school in an unsafe manner - Not wearing correct uniform - (Sunsafe hat, closed in shoes, wearing jewellery)		



Success Champions Acknowledgment Program

At Elliott Heads State School, we are committed to fostering a positive school culture where students are recognised and celebrated for their efforts, achievements, and positive behaviour. The Success Champions Acknowledgment Program is designed to encourage students to live by our school motto, **Every Hour Strive for Success**, and to uphold our four core school rules:

- Act Safely
- Act Respectfully
- Act Responsibly
- Act Like a Learner

This program provides a consistent, school-wide approach to acknowledging and rewarding positive behaviour, effort, and achievement. It is a key part of our strategy to promote a supportive and inclusive learning environment.

How the Program Works

1. Success Stickers:

- Students demonstrating excellent behaviour that aligns with our four school rules are acknowledged by staff and awarded a Success Sticker which is worth 1 point.
- If the behaviour is directly related to the Success Goal of the Week, the student will receive a Gold Sticker, which is worth 5 points for their House (Turtles or Dolphins).

2. Weekly Success Goals:

- Each week, the school focuses on a specific Success Goal connected to our four school rules. These are determined during Professional Learning Community sessions using behaviour data and staff observations.
- House Captains announce the new Success Goal at weekly assemblies, and teachers explicitly teach the goal using resources from the Bounce Back Chats, PAUSE Program, and Switch4Schools.

3. House Points and Weekly Champion House:

- House Captains tally the stickers on classroom House Charts each week.
- The Weekly Champion House is announced at weekly assemblies, celebrating the House with the highest total points for the week.

4. Success Champions of the Week:

- Each week, teachers select two Success Champions from their class who have excelled in demonstrating the weekly Success Goal.
- Success Champions are recognised during assembly and presented with Success Champion Certificates.
- Their photos are taken and published in the school newsletter to celebrate their achievements with the wider school community.

5. Specialist Class Awards:

- Each week, the following awards are presented during assembly to recognise outstanding effort and achievement in specialist areas:
 - Champion PE Class of the Week
 - Champion Music Class of the Week
 - Champion Technologies Class of the Week
- Individual students who excel in these specialist classes are also recognised and celebrated during assembly.

6. Principal's Award:

- Each week, the Principal's Award is presented to two students who have demonstrated outstanding behaviour or exceptional effort.
- These students are personally recognised by the Principal during assembly and celebrated for their achievements.

7. Term Reflection and Gold Awards:

- At the end of each term, students reflect on their behaviour and how they have demonstrated the Success Goals across all areas of school life, including the classroom, playground, and extracurricular activities.
- Students can self-nominate for a Gold Award, which is reviewed by teachers and the principal. Gold Award winners are selected based on specific criteria and receive a special Gold Hat Pin. This is presented at the beginning of the following term.

8. Platinum Medallion:

- Students in Years 2 to 6 who receive a Success Champion Gold Award during any of the four terms will be eligible for consideration for a Platinum Award at the end-of-year Awards Ceremony. This prestigious recognition celebrates their outstanding effort, positive behaviour, and commitment to our school values. Students in Prep and Year 1 are not eligible for the Platinum Award, as they are still developing their understanding of school rules, social interactions, and positive behaviours appropriate to their age and maturity. Prep/Year 1 will have classroom based recognition.

9. Champion House of the Term

- At the end of each term, the House with the most points overall is crowned the Term Champion House. The House Captains of the Champion House will collaborate to select a theme for a 'Free Dress Day,' which all students are invited to participate in. A gold coin donation will be collected on the day. The Champion House Captains will also choose a local charity to receive the funds raised. Representatives from the selected charity will be invited to a school assembly, where the House Captains will present them with the donation.

The Success Champions Acknowledgment Program is about more than rewards—it's about recognising and celebrating the amazing effort, positive behaviour, and commitment to our school values that we see in our students every day. It encourages students to make good choices, demonstrate effort, and strive for success in all areas of their school life.

This program not only focuses on positive reinforcement and self-reflection but also provides students with the opportunity to give back to their community. By working together to raise much-needed funds for a local charity, students learn the importance of kindness, generosity, and supporting others in need. This act of giving instils a sense of empathy and social responsibility, helping students understand the value of making a difference in the lives of others.

Through their participation, students contribute to building a culture of respect, responsibility, safety, and learning. The program fosters a sense of belonging and pride in our school community, as students work collaboratively to achieve success for themselves and their Houses while also supporting a greater cause.

At Elliott Heads State School, we believe that every student has the potential to shine. The Success Champions Acknowledgment Program is one of the many ways we support and celebrate our students as they live our motto: **Every Hour Strive for Success.**

Examples of visual resources:

EVERY HOUR STRIVE FOR SUCCESS

RULE OF THE WEEK



TURTLES

AWESOME!					
GREAT EFFORT					
LOOKING GOOD					
GREAT START					

ACT LIKE ELLIOTT

ACT LIKE A LEARNER

ACT SAFELY

ACT RESPONSIBLY

ACT RESPECTFULLY

EVERY HOUR STRIVE FOR SUCCESS

RULE OF THE WEEK



DOLPHINS

AWESOME!					
GREAT EFFORT					
LOOKING GOOD					
GREAT START					

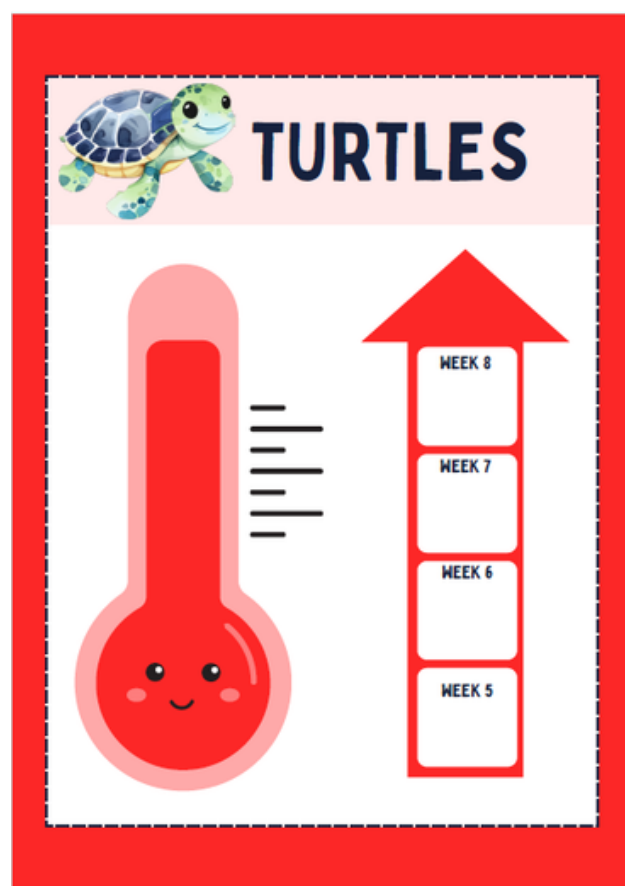
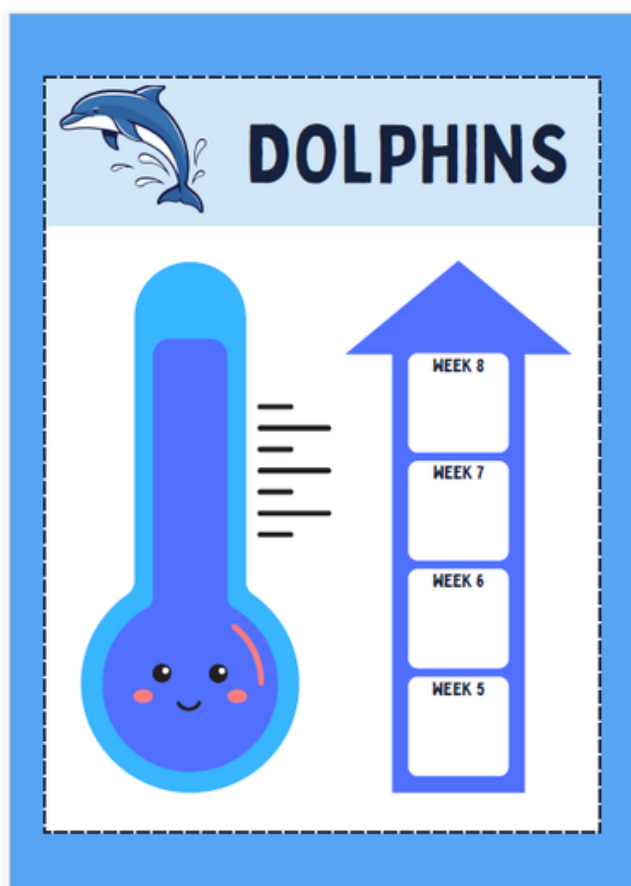
ACT LIKE ELLIOTT

ACT LIKE A LEARNER

ACT SAFELY

ACT RESPONSIBLY

ACT RESPECTFULLY



School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from a Queensland state school, applied by the Principal to address serious student behaviour.

There are four types of SDAs:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (for up to one year or permanently).

At Elliott Heads State School, SDAs are considered a serious decision and are only used when other strategies have been exhausted, or when a student's behaviour poses a significant risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension, or exclusion. Appeals are reviewed by the Director-General (or delegate) within 40 school days. During this process, students are supported to continue their education.

Re-entry Following Suspension

Re-entry meetings are offered to support students in successfully re-engaging with school after a suspension. These meetings are tailored to the individual needs of the student, taking into account factors such as family circumstances, disability, age, and parent/carer availability.

The purpose of the re-entry meeting is to welcome the student back to school, strengthen home-school communication, and set the student up for future success. It is not a time to review the behaviour or the suspension decision, as the disciplinary consequence has already been applied.

Re-entry meetings are optional and brief (less than 10 minutes), involving the Principal (or delegate), the student, and their parent/carer. Invitations are communicated via phone and email, and a record of the meeting is saved in OneSchool.

Reasonable adjustments are made to ensure the re-entry meeting is accessible and supportive. This may include:

- Selecting an appropriate meeting space.
- Providing translation or interpretation services (e.g. AUSLAN).
- Offering written or pictorial information.
- Involving support staff, such as guidance officers or Community Education Counsellors, to provide additional advice.

By individualising the re-entry process, Elliott Heads State School ensures all students are supported to re-engage with their learning in a positive and inclusive way.

School Policies

Policy and Expectations

Elliott Heads State School has developed tailored school discipline policies to ensure that students, staff, and visitors work together to create and maintain a safe, supportive, and respectful learning environment. All members of the school community are encouraged to familiarise themselves with the responsibilities outlined in the following policies:

- Medications
- School Uniform
- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Specialised Health Needs

Elliott Heads State School works closely with parents and carers to ensure that students with specialised health needs, including those requiring medical procedures, receive the support they need to fully participate in school life.

To achieve this, we:

- Develop and implement individualised health plans for students with specialised health needs.
- Ensure that staff are informed of students' medical conditions and understand their specific needs.
- Provide training for an appropriate number of staff to support students' health conditions safely and effectively.

Our collaborative approach ensures that students with specialised health needs can access a safe and inclusive learning environment where they feel supported and empowered.

Medications

Elliott Heads State School follows strict guidelines for the administration of medication to ensure the safety and well-being of all students.

- **Parent consent and medical authorisation** are required for any medication, including over-the-counter medications, to be administered at school. Medications must be labelled by a pharmacist and the student's name must be evident.
- Parents of students requiring medication during school hours must complete a **Request to Administer Medication at School** form, signed by the prescribing health practitioner.
- For students with long-term health conditions requiring medication, parents must provide an updated health plan and ensure the school has the necessary documentation.

The school maintains a minimum of one **adrenaline auto-injector** and **asthma reliever/puffer** in the first aid kit to provide emergency first aid if required.

School Uniform

At Elliott Heads State School, our uniform policy reflects our commitment to fostering a sense of belonging, equality, and pride in our school community. The uniform is designed to be practical, inclusive, and in line with workplace health and safety standards, while also promoting a positive and respectful learning environment.

Our policy aims to minimise negative peer pressure related to personal appearance, including coloured hair, jewellery, and make-up. We encourage all students to adhere to the guidelines below to ensure consistency and fairness.

Daily Uniform

- Elliott Heads Shirt: Available for purchase at InnStyle Mensland.
- Bottoms: Navy blue shorts, skirt, or skort.
- Hat: A wide-brimmed hat in line with our SunSmart policy is required for all outdoor activities.
- Footwear: Covered footwear with socks is mandatory. Black shoes and socks are preferable but not compulsory.
- Hair: Hair that is shoulder-length or longer must be tied back for hygiene and safety reasons. Coloured hair is discouraged to maintain uniformity and reduce peer pressure.

Winter Uniform

- Navy or black jumpers, jackets, and long pants are permitted during colder months. These items should align with the school's colour scheme to maintain a cohesive appearance.

Jewellery and Accessories

- Watches: Standard watches are permitted. Smartwatches must be set to "watch mode" during school hours to avoid disruptions.
- Earrings: Only sleepers or studs are allowed. Dangly or decorative earrings are not permitted.
- Necklaces, Bracelets, and Bangles: These are not allowed for safety reasons.
- Other Accessories: Hair accessories should be simple and in school colours where possible.

Make-Up and Skincare

To maintain a natural and professional appearance, the following rules apply:

- Make-Up: No make-up is permitted, including mascara, foundation, or coloured lip products.
- Sunscreen and Lip Balm: Sunscreen (including tinted sunscreen) and clear lip balm or moisturiser are encouraged as part of our SunSmart policy.

Rationale

Our uniform policy is designed to:

- Promote equality by reducing visible markers of socio-economic differences.
- Encourage a focus on learning by minimising distractions related to personal appearance.
- Support workplace health and safety standards.
- Foster a sense of pride and belonging within the school community.

We appreciate the support of parents and carers in ensuring students adhere to the uniform policy. If you have any questions or require assistance with uniform requirements, please contact the school office.

Temporary Removal of Student Property

To maintain a caring, safe, and supportive learning environment, school staff may temporarily remove property in a student's possession. This process is guided by the Temporary removal of student property by school staff procedure, which outlines the responsibilities of principals and staff when removing and returning student property. When determining a reasonable timeframe for retaining student property, the principal or staff will consider:

- The condition, nature, or value of the property.
- The circumstances in which the property was removed.
- The safety of the student, other students, or staff members.
- The effective management and administration of the school.

The principal or staff will decide when the property can be returned, unless it has been handed over to the Queensland Police Service.

Prohibited Items

The following items are explicitly prohibited at Elliott Heads State School and will be confiscated if found in a student's possession:

- Illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains).
- Imitation weapons (e.g. toy guns or fake knives).
- Potentially dangerous items (e.g. blades, rope).
- Drugs (including tobacco and vaping devices)**.
- Alcohol.
- Aerosol deodorants or cans (e.g. spray paint).
- Explosives (e.g. fireworks, flares, sparklers).
- Flammable solids or liquids (e.g. fire starters, lighters, mothballs).
- Poisons (e.g. weed killer, insecticides).
- Inappropriate or offensive material (e.g. racist literature, <censored>, extremist propaganda).

*Knives of any kind are strictly prohibited at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives, or craft knives. Any item that can be used as a weapon, such as a chisel, is also prohibited.

Knives required for school activities will be provided by the school and used under staff supervision. If students are required to bring their own knives or sharp tools for specific subjects or vocational courses, the school will provide clear instructions on how these items must be carried and stored.

**The administration of medication to students by school staff is only permitted when prescribed by a health practitioner and deemed necessary for the treatment of a specific health need. Schools require medical authorisation to administer any medication, including over-the-counter medications such as paracetamol or alternative medicines.

Responsibilities

To ensure a safe, supportive, and respectful learning environment, all members of the Elliott Heads State School community have specific responsibilities regarding the management of student property.

State School Staff at Elliott Heads State School

State school staff are responsible for ensuring the safety and wellbeing of all students, staff, and visitors. In relation to student property, staff:

- Do not require the student's consent to search school property such as lockers, desks, or laptops that are supplied to the student by the school.
- May seize a student's bag if there is a reasonable suspicion that it contains a dangerous item (e.g. a knife), prior to seeking consent to search from a parent or contacting the police.
- Require consent from the student or parent to examine or otherwise deal with temporarily removed student property. For example, staff who temporarily remove a mobile phone are not authorised to unlock the phone or read, copy, or delete messages stored on the device.
- May, in emergency circumstances, search a student's property without the student's or parent's consent (e.g. to access an EpiPen during an anaphylactic emergency).
- Require consent from the student or parent to search the person of a student (e.g. pockets, shoes). If consent is not provided and a search is deemed necessary, the police and the student's parents will be contacted to make a determination.

Parents and Carers of Students at Elliott Heads State School

Parents and carers play an essential role in supporting the school's policies and ensuring a safe and respectful environment. Parents and carers are expected to:

- Ensure their child does not bring prohibited or inappropriate items onto school grounds or other settings used by the school (e.g. camps, excursions, sporting venues). Prohibited items include those that:
 - Are listed as prohibited in the Elliott Heads State School Student Code of Conduct.
 - Are illegal.
 - Pose a risk to the safety or wellbeing of others.
 - Disrupt a caring, safe, supportive, or productive learning environment.
 - Undermine mutual respect within the school community.
- Collect temporarily removed student property as soon as possible after being notified by the Principal or school staff that the property is available for collection.

Students of Elliott Heads State School

Students are responsible for ensuring their behaviour and actions align with the school's expectations. Students must:

- Not bring prohibited or inappropriate items onto school grounds or other settings used by the school (e.g. camps, excursions, sporting venues). Prohibited items include those that:
 - Are listed as prohibited in the Elliott Heads State School Student Code of Conduct.
 - Are illegal.
 - Pose a risk to the safety or wellbeing of others.
 - Disrupt a caring, safe, supportive, or productive learning environment.
 - Undermine mutual respect within the school community.
- Collect their property as soon as possible when advised by the Principal or school staff that it is available for collection.

Use of Mobile Phones and Other Devices by Students

Digital literacy refers to the skills needed to live, learn, and work in a society where communication and access to information are dominated by digital technologies such as mobile phones. While these technologies offer significant benefits, their misuse can harm others or disrupt learning.

At Elliott Heads State School, we recognise the importance of explicitly teaching students how to use mobile phones and other devices responsibly as part of developing their digital literacy. This knowledge and confidence to navigate and use technology safely is a shared responsibility between parents, school staff, and students.

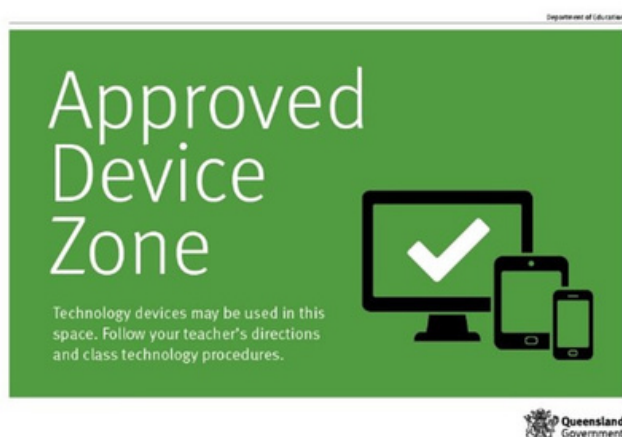
To support a safe and productive learning environment, Elliott Heads State School has implemented the following rule regarding mobile phones:

All students are required to hand their mobile phones to the school office each morning upon arrival and collect them in the afternoon before leaving school.

This policy ensures that mobile phones do not disrupt learning or social interactions during the school day.

Additionally, we believe it is important to provide time and space at school where technology is not permitted, encouraging students to engage in face-to-face social interactions and other developmental activities. Posters around the school clearly identify technology-free zones and times, and we ask all students, parents, and visitors to respect these community-agreed expectations.

By working together, we can ensure that students develop the skills to use technology responsibly while maintaining a safe, respectful, and engaging learning environment for all.



Responsibilities for Mobile Phones, Other Devices, and 1-to-1 Devices

Students at Elliott Heads State School are expected to use mobile phones, personal devices, and school-provided devices responsibly and in accordance with school and departmental policies.

1-to-1 Device Program (Years 4, 5, and 6)

Elliott Heads State School provides a 1-to-1 Device Program for students in Years 4, 5, and 6 to support their learning. Participation in this program requires students and their parents/carers to sign a 1-to-1 Device Agreement outlining the responsibilities and expectations for the use and care of the device. This agreement ensures that students use their devices responsibly, safely and ethically and for educational purposes. A copy of the agreement can be found in the appendix of this document.

Acceptable Use

Students may use mobile phones, personal devices, and school-provided devices for:

- Class work, assignments, and research as directed by teachers.
- Developing digital literacy and communication skills.
- Collaborating with peers, teachers, or parents on school-related activities.
- Accessing online resources, including the department's eLearning environment.

Students must:

- Be courteous, considerate, and respectful when using devices.
- Switch off and store personal devices (e.g. mobile phones) at the school office each morning and collect them in the afternoon.
- Use school-provided 1-to-1 devices in line with the 1-to-1 Device Agreement.
- Seek teacher approval for device use in special circumstances.
- Smart watches must be in 'watch mode' during school hours.

Unacceptable Use

Students must not:

- Use devices unlawfully or in technology-free zones.
- Download, share, or publish offensive or inappropriate material.
- Use devices to bully, harass, or threaten others.
- Damage school ICT equipment or misuse resources.
- Cheat during exams or assessments.
- Record or share private conversations or activities without consent.
- Use devices inappropriately in exams, change rooms, or toilets.

ICT Facilities and Devices

When using school ICT facilities or devices, students and parents must:

- Understand and follow the school's behaviour and network access requirements.
- Report and stop access to harmful or inappropriate content.
- Be aware that:
 - Access to ICT facilities supports learning but requires responsible use.
 - The school is not responsible for safeguarding personal information stored on school devices.
 - Misuse of ICT facilities may result in disciplinary action.

By adhering to these responsibilities, students contribute to a safe, respectful, and productive learning environment.

For further details on the 1-to-1 Device Agreement for Years 4, 5, and 6, please refer to the appendix of this document.

Appropriate use of social media

Social media, mobile phones, and the internet provide exciting opportunities for students to connect, learn, and share ideas. These platforms can foster creativity, collaboration, and communication. However, they also come with responsibilities and potential risks, including the possibility of causing harm to individuals, groups, or the broader school community.

It's important to recognise that comments or posts about the school community can have far-reaching consequences. Negative or inappropriate online behaviour can damage the reputations of students, staff, schools, and families. In serious cases, such behaviour may result in legal consequences, including police involvement.

To ensure social media is used positively and constructively, we encourage students, parents, and carers to follow these guidelines:

Tips for Positive Social Media Use:

1. **Think Before You Post:** Before sharing anything online, ask yourself:
 - Is this necessary, relevant, and constructive?
 - Could this post harm someone's reputation or privacy?
 - Would I feel comfortable if this post were shared widely?
2. **Be a Digital Role Model:** Your online behaviour reflects who you are. Demonstrate respect, kindness, and integrity in your posts and interactions.
3. **Pause Before Responding:** If a situation becomes heated online, take a moment to step away and reflect. Avoid posting in anger or frustration, as this can escalate conflicts unnecessarily.
4. **Protect Privacy:** Avoid sharing personal information or posting content that identifies individuals without their consent. This includes photos, names, or details about students, staff, or families.
5. **Understand the Reach of Social Media:** A private conversation at the school gate is very different from a post on social media. Online discussions can quickly reach a much larger audience than intended, with lasting consequences.

Parents and Carers: Supporting Positive Online Behaviour

Parents and carers play a vital role in guiding their children's online activities. By modelling respectful and responsible social media use, you can help your child develop healthy digital habits. Here are some ways you can support your child:

- **Supervise Online Activity:** Be aware of the platforms your child uses and monitor their interactions to ensure they are safe and appropriate.
- **Discuss Online Safety:** Teach your child about privacy, cyberbullying, and the importance of respectful communication online.
- **Encourage Open Communication:** Create a safe space for your child to talk about their online experiences, including any concerns or challenges they face.

Providing Feedback About the School

We value feedback from parents and the community. If you have a compliment, concern, or enquiry about the school, we encourage you to contact us directly. This ensures your feedback is addressed promptly and appropriately, while also protecting the privacy of all parties involved. While many schools use social media to share updates and celebrate achievements, it's important to remember that social media is not the appropriate platform for resolving concerns or complaints. For privacy and confidentiality reasons, please contact the school directly to discuss any issues.

Preventing & Responding to Bullying

At Elliott Heads State School, we are committed to fostering a safe, inclusive, and respectful environment where all students can thrive. To support this, students are explicitly taught strategies to manage conflict, develop resilience, and build positive relationships through the PAUSE program and social skills lessons aligned with the Australian Curriculum. These lessons are enriched with engaging resources such as videos, posters, games, and activities, all designed to promote the wellbeing of students, staff, and visitors.

We recognise that student learning is optimised when individuals feel connected to others and experience safe, trusting relationships. Students who feel secure are more likely to actively participate in their learning and achieve positive physical, emotional, social, and educational outcomes. Similarly, teachers who feel valued and supported are better equipped to engage positively with students and strengthen connections within the school community. When parents are actively involved in their child's education, it enhances student self-esteem, attendance, and behaviour, contributing to a positive school culture.

At Elliott Heads State School, we prioritise the implementation of proactive strategies that enhance wellbeing, promote safety, and prevent violence, bullying, and abuse in all environments—both online and in physical spaces. By working together as a school community, we aim to create a culture of respect, kindness, and inclusion that benefits not only our students and staff but also the broader Australian community.

Bullying

At Elliott Heads State School, we adopt the national definition of bullying for Australian schools, which describes bullying as:

- The ongoing and deliberate misuse of power in relationships through repeated verbal, physical, and/or social behaviour that is intended to cause physical, social, and/or psychological harm.
- Involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Occurring in person or online, via various digital platforms and devices, and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated or has the potential to be repeated over time (e.g., through the sharing of digital records).
- Having immediate, medium, and long-term effects on those involved, including bystanders.

It is important to note that single incidents, conflicts, or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance).
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation, or violence.

At Elliott Heads State School, we are committed to addressing all forms of inappropriate behaviour, including those that do not meet the definition of bullying. By fostering a culture of respect, empathy, and inclusion, we aim to create a safe and supportive environment for all members of our school community.

Key contacts for students and parents to report bullying:

1. Prep to Year 6 – Class teacher
2. Guidance Officer: Mrs Vicky Ross – Phone for appointment: 43394333
3. Principal: Mrs Nichola Lister – Phone for appointment: Phone 43394333

Elliott Heads State School - Bullying response flowchart for teachers



1. Listen & Reassure

When a concern is raised:

- Listen calmly and respectfully.
- Allow the student to explain what has happened.
- Reassure the student that their concerns will be taken seriously.
- Assess immediate safety concerns.



2. Record & Investigate

Gather the facts:

- Record the concern in OneSchool.
- Collect information from students, staff and witnesses.
- Review any available evidence (screenshots, messages, notes etc.).
- Clarify who was involved, what happened, where, when and how often.



3. Plan & Act

Determine the appropriate response:

- Decide whether the behaviour meets the definition of bullying or another behavioural concern.
- Meet with students involved.
- Inform parents/carers.
- Develop agreed actions and support strategies.
- Implement consequences and supports as required.



4. Monitor & Follow Up

Ensure the issue has been resolved:

- Check in with students regularly.
- Monitor wellbeing and behaviour.
- Communicate outcomes with parents/carers.
- Record follow-up actions in OneSchool.
- Escalate concerns if behaviours continue.

Cyberbullying

Cyberbullying is treated at Elliott Heads State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

Cyberbullying Continued

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Elliott Heads State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Cybersafety and Reputation Management

The Queensland Department of Education is committed to maintaining the integrity of its reputation and ensuring the safety of students, staff, and the wider school community in relation to cybersafety and reputation management. A dedicated team of experts supports schools in addressing concerns about inappropriate online behaviour and the misuse of information and communication technology (ICT). This team leads the development and implementation of departmental cybersafety processes and provides direct support to schools.

The Department offers a range of resources and guidance to assist schools, parents, and students in navigating cybersafety and cyberbullying issues. These include:

- Guides for parents and carers with important information about cybersafety and cyberbullying, as well as practical advice on what to do if their child is a target or responsible for inappropriate online behaviour.
- Resources for principals and school staff to assist in managing incidents of cyberbullying and online reputation concerns.

For more information about cybersafety sessions at your school or for assistance with issues relating to online behaviour, schools can contact the Department's dedicated cybersafety and reputation management team.

Resources and Links:

Queensland Department of Education – Cybersafety and Cyberbullying

The Queensland Department of Education provides resources and guidance on cybersafety and cyberbullying.

<https://education.qld.gov.au/students/student-health-safety-wellbeing/student-wellbeing>

Bullying. No Way!

Website: <https://bullyingnoway.gov.au>

This national initiative, endorsed by the Queensland Department of Education, provides resources for schools, parents, and students to address bullying and cyberbullying.

eSafety Commissioner

Website: <https://www.esafety.gov.au>

The eSafety Commissioner is a trusted source for online safety information. It offers resources for schools, parents, and students, as well as reporting tools for serious online abuse.

ThinkUKnow Australia

Website: <https://www.thinkuknow.org.au>

This program, run by the Australian Federal Police, provides education on online safety and cybercrime prevention.

Contacting the Queensland Department of Education for Support

If you need specific guidance or resources for cybersafety and cyberbullying, you can contact the Department's Cybersafety and Reputation Management team through the DoE Service Centre:

Phone: 1800 680 445

Email: servicecentre@qed.qld.gov.au

Restrictive Practices

School staff at Elliott Heads State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. 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.
2. 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.
3. 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.
4. 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.
5. Debrief: At an appropriate time when there is low risk of re-escalation, 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.

Conclusion

Elliott Heads State School staff are committed to ensuring every student is supported to feel safe, welcomed and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. Internal review: contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

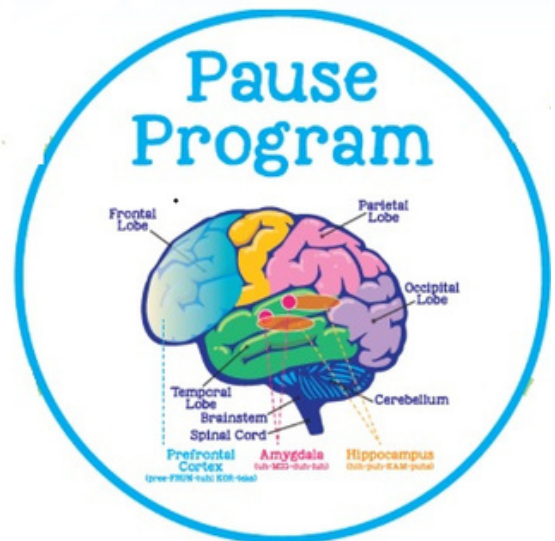
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

Appendix

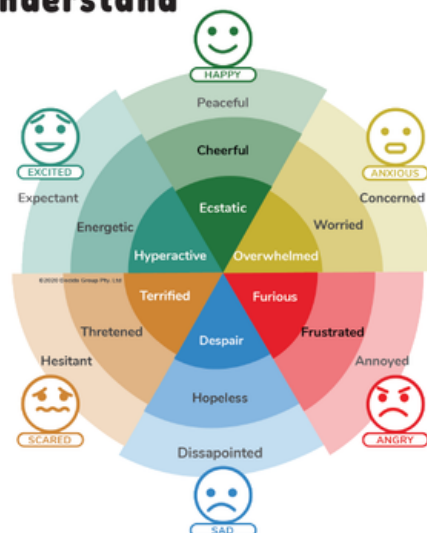
- Essential Skills for Classroom Management
- BundaWanDi Rangers
- Pause Program
- Student ICT Use Agreement
- Switch4Schools



Switch4Schools helps children understand and name their feelings clearly

Instead of saying "I feel bad," children learn to say exactly how they feel. For example, they might say they feel annoyed, frustrated or very angry. They might say they feel disappointed, sad or very upset.

This helps children understand their emotions better and talk about them in the right way.



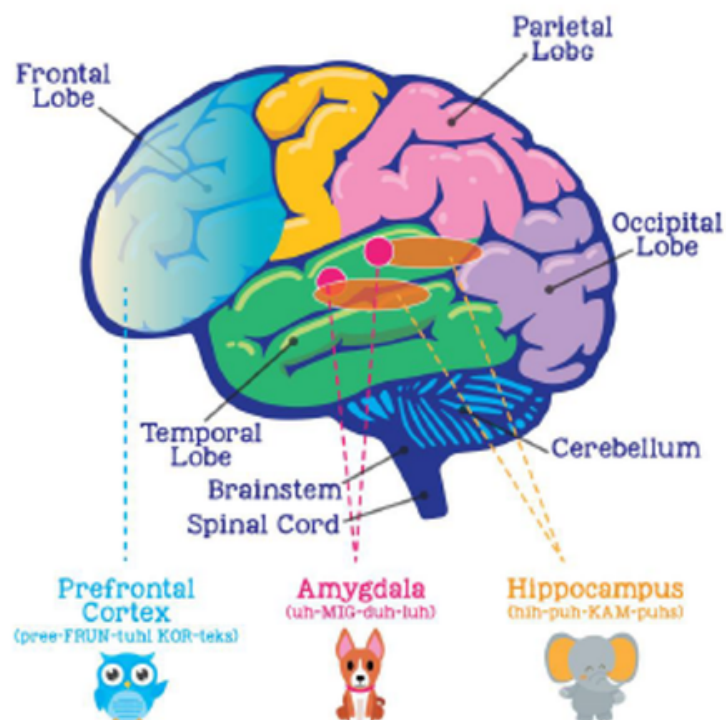
Pause Program

Why Pause?

- Pause teaches the students the importance of recognising the signals in their body that their brain sends them.
- Pause teaches the students the three key parts of the brain that are responsible for thinking, emotions and long term memory.
- Pause empowers students to self-regulate their own behaviour by taking notice and acting on the signals they receive from their brain in a positive way.
- Wellbeing underpins the way children feel about themselves and how they relate to others.
- Pause improves children's wellbeing by teaching them about Neuroscience and Mindfulness.

3 Key Parts of your Brain

Name	Function
Prefrontal Cortex	<u>Owl – Thinking part of the brain</u> Part of the frontal lobe Responsible for - Executive function, Decision making Problem solving, Complex thought
Amygdala	<u>Guard Dog – Emotional part of the brain</u> Part of the limbic system Responsible for processing our emotions
Hippocampus	<u>Elephant – Memory part of the brain</u> Part of the limbic system Responsible for forming, organising and storing memories



Staff, Parents and Community

- Pause develops an understanding of the relationship between the Prefrontal Cortex, Amygdala and Hippocampus and their connection to thinking, feeling, learning and behaviours
- Pause provides a whole school approach including a common language and strategies to support students to self-regulate and become successful learners

Trauma

- Pause develops an understanding of the link between the Prefrontal Cortex, Amygdala and Hippocampus and their connection to thinking, feeling and learning. It is this link that helps us better understand the traumatised child by connecting brain development, trauma and self-regulation
- Pause provides strategies for self-regulation and calming techniques to enable the learner to set themselves up to be a successful learner

Building Resilience/ Mental Health

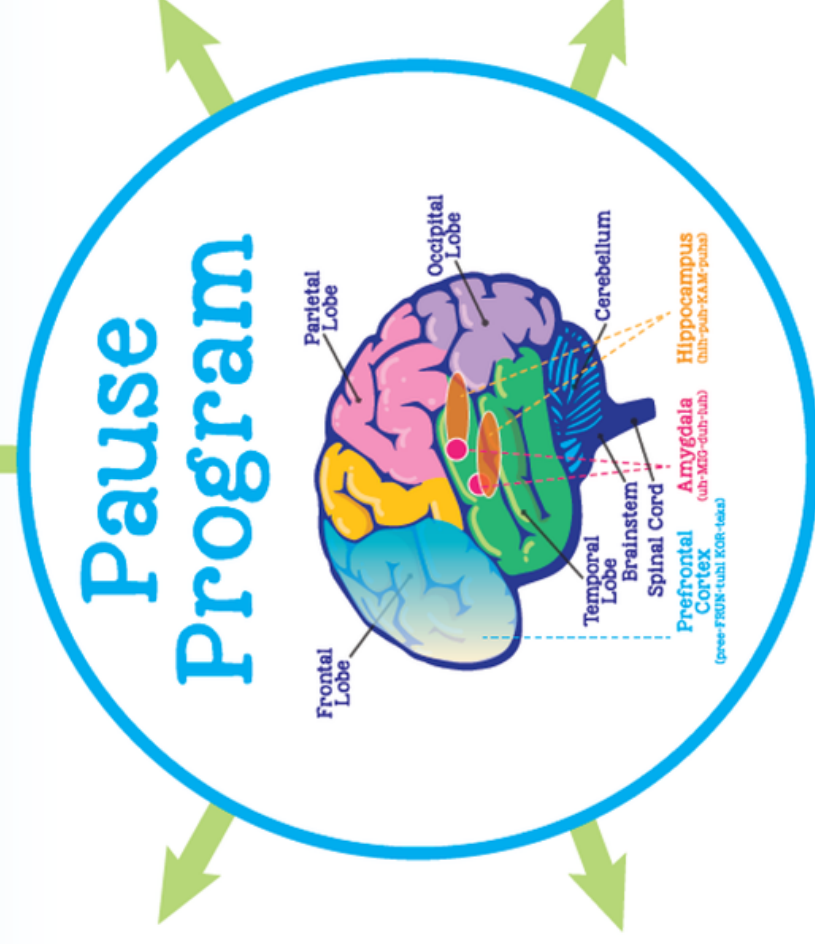
- Pause provides self-regulation and calming techniques to build resilience and promote well-being for both students and staff
- Pause helps students to understand what causes their stress, anxiety and feelings of being overwhelmed and helps them to identify strategies to assist in these challenging times

Learning Difficulties

- Pause helps students realise that all brains work differently and each of us have our own strengths and different ways of learning
- Pause works to develop student responsibility to understand how they learn and enable them to set themselves up to be a successful learner

Challenging Behaviours

- Pause assists students in developing an understanding around of the causes of their behaviours by developing knowledge about the links between the Prefrontal Cortex and Amygdala and their roles in learning and being
- Pause provides strategies for self-regulation and calming techniques to enable the student as a learner to set themselves up to be a successful learner



Every Student Succeeding

Courage - Connection - Creativity

BundaWanDi Rangers



The BundaWanDi Rangers program is a school-wide initiative at Elliott Heads State School that fosters learning, respect, and exploration of the rich cultural heritage of the local First Nations peoples. The program takes its name from the Taribelang language, with "BundaWanDi" meaning "People Gathering Together." This name reflects the program's core purpose of bringing students together to deepen their understanding and appreciation of the local Indigenous culture.

Open to all students, the BundaWanDi Rangers program provides opportunities for participants to engage in meaningful, student-led cultural learning experiences. Weekly sessions are designed to be interest-based, allowing students to explore topics that resonate with them while aligning with local news, events, and the natural environment. A strong focus is placed on the unique flora and fauna of the region, as well as the cultural and environmental significance of the local landscape.

Indigenous students within the school are selected as BundaWanDi leaders, empowering them to take on leadership roles, share their knowledge, and build a strong sense of identity and pride in their cultural heritage.

The program is enriched by a variety of activities, including contributions to art competitions, displays at local festivals and celebrations, and excursions to culturally and environmentally significant sites such as Mon Repos. Students also engage with guest speakers, cultural presentations, NAIDOC Week celebrations, and activities such as the Assembly Acknowledgement of Country. These experiences immerse students in the traditions, history, and contemporary contributions of First Nations peoples, while fostering a connection to the local community and environment.

To recognise their involvement, BundaWanDi Rangers wear specially designed uniform shirts, symbolising their commitment to the program and its values. Through this initiative, Elliott Heads State School aims to create an inclusive environment where all students can learn from and celebrate the knowledge, history, and culture of local First Nations communities.



Essential Skills for Classroom Management

No.	Skill Name	Definition
1	Establishing Expectations <i>'making rules'</i>	To clearly articulate and demonstrate the boundaries of pro-social behaviour.
2	Giving Instructions <i>'telling students what to do'</i>	To give a clear direction about what students are to do.
3	Waiting and Scanning <i>'stopping to assess what is happening'</i>	To wait and look at your students for 5-10 seconds after you give an instruction.
4	Cueing with Parallel Acknowledgement <i>'praising a particular student to prompt others'</i>	To acknowledge students' on-task behaviour with the intention of encouraging others to copy.
5	Body Language Encouraging <i>'smiling, nodding, gesturing and moving near'</i>	To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.
6	Descriptive Encouraging <i>'praise describing behaviour'</i>	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7	Selective Attending <i>'not obviously reacting to certain behaviours'</i>	To deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8	Redirecting to the Learning <i>'prompting on-task behaviour'</i>	To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9	Giving A Choice <i>'describing the student's options and likely consequences of their behaviour'</i>	To respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10	Following Through <i>'doing what you said you would'</i>	Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment.

Student ICT Use Agreement - EHSS

1:1 – iPad Program Agreement

General Use

1. I understand it is recommended that I bring my SRS iPad to school each day inside the protective case.
2. I will ensure my iPad is charged and ready to use at the beginning of the school day.
3. I will hold the iPad with two hands when carrying it and will walk with it at all times.
4. I will ensure my iPad is kept in my school bag on my trip to and from school.
5. I will keep food and drinks away from my iPad at school and at home.
6. I will immediately report any accidents or breakages to my parents and teachers.
7. I will only take photos and record sound and video when granted permission by my teacher.
8. I will follow all staff directions in relation to the use of my iPad.
9. I understand that if any damage to a device is through substantiated negligence of the school, the school will cover the cost of repair. If damage is caused by deliberate or careless actions of a student (owner or theirs), the costs of repair will be passed on to those involved and necessary behaviour consequences may apply. The decision around the responsibility for repair costs is at the discretion of the principal.
10. If I choose not to bring my SRS iPad to school, I will follow the above expectations with school owned equipment.

Content

1. I will use my iPad only to support my school learning program whilst at Elliott Heads State School.
2. I permit my teachers and parents to perform checks to monitor that I have not installed illegal/unsuitable software and content and to check the websites which I visit. I understand there will be consequences for inappropriate use including but not limited to, loss of privilege of using the iPad for a period of time.
3. I will ensure there is adequate free storage available on my device for classroom use.
4. Social networking apps are not permitted and only appropriate pictures and videos related to the curriculum are to be stored on the device.
5. I am responsible for ensuring my iPad is backed up.
6. If I choose not to bring my iPad to school. I will follow the above expectations with school owned equipment.

Safety and Security

1. Whilst at school, I will only connect my iPad to DETE's filtered Internet service, Education Queensland's Managed Internet Service. When devices are used at home, parents are advised to monitor student online activity.
2. Whilst at school, I will only go to websites at school that support my learning activities.
3. I will only use my school email account for mail related to my learning.
4. Electronic messaging, communications and file transfer may be used for educational purposes only, under the direction of my teacher.
5. I will not reveal names, personal details or images of myself or others, online or in electronic communication unless it is safe and I am authorised to do so (parents and students are encouraged to visit the government eSafety site at <https://www.esafety.gov/> and discuss online safety and privacy.
6. I will only take photos and record sound and video when granted permission by my teacher.
7. The school's name, crest or uniform must not be used in any way which would result in a negative impact for the school and community. I will not post photos, audio or video of such online.
8. I will use my iPad lawfully and in accordance with the Appropriate Use/Behaviour of School Network guidelines regarding ethical use of equipment, technology, use of legal software, use of the Internet and the protection of personal data.
9. For security reasons, I am not to share account names and passwords with anyone unless requested by Elliott Heads State School when servicing the iPad.
10. I am responsible for the security and use of my iPad while at Elliott Heads State School. Lockable storage will be provided in each classroom for students to secure their iPad during lunch and play breaks.
11. If I choose not to bring my iPad to school, I will follow the above expectations with school owned equipment.

I have read and understand the EHSS 1:1 iPad Program Agreement, above Student ICT Use Agreement and the EHSS Responsible Behaviour Plan for Students. I agree to abide by the guidelines outlined in these documents.

I am aware that non-compliance or irresponsible behaviour will result in consequences determined by the school.

Name of Student: _____ Student Signature: _____
Name of Parent: _____ Parent Signature: _____
Year: _____ Date: _____ Class: _____



Switch4Schools: A Parent's Guide to Supporting Your Child's Wellbeing

Welcome to Switch4Schools

We are thrilled to partner with your school to help students turn their emotions into strengths. Switch4Schools is an innovative teaching tool designed to help school aged students build emotional intelligence and resilience. Through regular classroom activities, students are invited to share how they are feeling by answering simple questions about their wellbeing, energy and emotions.

What is Switch4Schools and How Does It Work?

Switch4Schools helps teachers understand the emotional climate of their classroom in real time. By taking a quick pulse through regular check-ins using our unique Emotion Wheel, teachers can proactively adjust their teaching, provide the right support and weave social and emotional learning directly into the school day.

The program is built on research from leading experts in emotional psychology. At the heart of the program is the Switch4Schools Emotion Wheel, which gives students the language to understand and manage their emotions by mapping different levels of emotional intensity.

Regular Check-Ins: Students complete regular check-ins where they report on how they are feeling emotionally, their wellbeing and energy level. This simple practice transforms how teachers understand their class dynamics and allows them to adjust their teaching approach based on how students are feeling.

Instant Support: Switch4Schools provides "Switches," which are practical, research backed activities they can do to self-regulate. These include mindfulness exercises, breathing techniques, and activities from different psychology approaches.

Teacher Response: The teacher uses this information to understand the emotional climate of the classroom and can then lead brief breathing exercises or mindfulness activities, have quiet supportive conversations with students who may be struggling, direct students to appropriate self-regulation strategies, and adjust teaching approaches to match the classroom's needs.

Benefits for your child:

- Improved emotional vocabulary and self-awareness
- Better self-regulation and focus in the classroom
- Increased empathy and understanding of others
- Practical strategies for managing stress, worry and difficult emotions
- A psychologically safe environment to learn and grow

Research consistently shows that students with stronger emotional intelligence achieve better academic results, have healthier relationships and develop greater resilience to life's challenges. When students feel safe, loved and valued, they are able to achieve their full potential.

Understanding the Emotion Wheel

The Switch4Schools Emotion Wheel is a powerful tool that helps students identify and name their emotions with precision. Rather than simply saying "I feel bad," the Emotion Wheel helps students recognise whether they are feeling annoyed, frustrated or furious (different intensities of anger), or disappointed, hopeless or despairing (different intensities of sadness).

This specificity is crucial because we cannot manage what we cannot name. By developing emotional literacy (the ability to recognise and articulate emotions), students gain better control over their responses and can select appropriate strategies to help themselves.

"How are you feeling today?"



Data Security and Privacy

We know that privacy is incredibly important to families. You can feel confident knowing that Switch4Schools has been rigorously tested and is certified compliant by the Safer Technologies for Schools (ST4S) initiative, which is the national standard for data security in Australian schools.

We also go beyond local requirements to ensure compliance with strict international standards, including the General Data Protection Regulation (GDPR). This European standard is widely considered the strongest data privacy law in the world, guaranteeing the highest level of protection and privacy for your child's information.

All information is fully encrypted and stored securely. We hold ourselves to the highest standards of cybersecurity to ensure that your child's information is always protected.

Our security measures include:

- GDPR compliance, exceeding local requirements for international level privacy protection
- Encryption of all data both in transit and at rest
- Australian servers: all data is stored securely within Australian territory
- Government approved: officially audited by the Australian Government's Safer Technology 4 Schools initiative
- Regular security audits and assessments
- Strict access controls and authentication protocols

What information is collected:

- Student name, email address and class assignment (for account access and classroom organisation)
- Check-in responses about how the student is feeling emotionally, their wellbeing and energy level
- That is all: no browsing history, location data or other personal information

Your Rights and Privacy:

- Parents have the option to request their student's account be deidentified using a pseudonym
- You have the right to ask questions about how your child's information is used
- Students can choose not to participate in check-ins while still accessing emotional learning activities
- Individual student data is accessible only to authorised classroom teachers
- Information is never shared with external parties without legal requirement

To give students a fresh start, classroom information is archived at the end of each school year. We hold this archived data securely in our system to help us evaluate and continuously improve the Switch4Schools program for future students.

Supporting Your Child at Home

The most powerful learning happens when schools and families work together. Here are practical ways you can reinforce emotional intelligence at home.

Access the Parent Portal: Visit www.switch4schools.com.au/parentportal to access valuable resources including an overview of the program, information about emotional intelligence, a message from the founders, and access to download the Switch4Schools app.

Use the Emotion Wheel at Home: Bring this powerful tool into your home conversations. When your child talks about their day, help them use specific emotional language. Instead of "I had a bad day," encourage "I felt frustrated when..." The more precise children can be about their emotions, the better equipped they are to manage them.

Build Emotional Literacy: Model emotional awareness by sharing your own emotions using the language of the Emotion Wheel. Validate all emotions—there are no "bad" emotions. Help your child understand that all emotions are information. Create safe spaces for emotional expression where your child can share feelings without judgement.

Practice Emotion Regulation: The "Switches" your child learns at school can be practised at home too, including deep breathing exercises, mindfulness activities, physical movement or exercise, creative expression through art or music, gratitude practices, and talking about feelings.

Family Check-In Conversations: Create your own family check-in routine. At dinner or bedtime, ask: "How was your energy today?", "What emotion did you feel most today?", "On a scale from low to high intensity, how strong was that feeling?", and "What helped you when you felt that way?" These conversations normalise emotional awareness and give you valuable insights into your child's daily experiences.

Connect with Teachers: Stay connected with your child's teacher about their emotional wellbeing. Teachers using Switch4Schools gain valuable insights into classroom emotional patterns and can share observations that may help you support your child at home.

Moving Forward Together

Switch4Schools is more than just a program. It is a commitment to prioritising emotional health and wellbeing as fundamental to learning and life success. When students understand and can manage their emotions, they are better equipped to focus, learn, build relationships and navigate life's challenges.

Your involvement makes a tremendous difference. By reinforcing emotional literacy at home, using the language of the Emotion Wheel, and creating safe spaces for emotional expression, you are giving your child skills that will serve them for life.

Got Questions?

Contact your child's teacher for questions about how Switch4Schools is being used in your child's classroom.

Visit the Parent Portal: www.switch4schools.com.au/parentportal

Contact Switch4Schools directly:

Email: support@switch4schools.com.au

Website: www.switch4schools.com.au

Switch4Schools is co-founded by an experienced psychologist and developed with educational and developmental experts. The program is officially approved by the Australian Government's Safer Technology 4 Schools initiative and recognised by HundrED and the International Baccalaureate for its evidence based approach to emotional health and mental wellbeing in schools.