

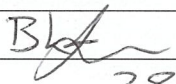
Woodhill State School

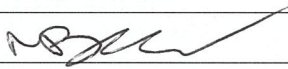
**Student
Code of Conduct
2025-2028**

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Endorsement

Principal Name:	Belinda Jenkins
Principal Signature:	
Date:	28/11/25

P/C President and-or School Council Chair Name:	Margot Becker
P/C President and-or School Council Chair Signature:	
Date:	28/11/2025

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Purpose

Woodhill State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Woodhill State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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. Woodhill State School staff is committed to establishing a nurturing and disciplined environment where all students can learn, achieve and reach their full potential.

Student Wellbeing and Support Network

Woodhill State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services. Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations of wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the K-12 Curriculum and Assessment and Reporting Framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Across the years of primary schooling we provide age appropriate education on a range of Health topics including:

- Respectful relationships: establishing and maintaining respectful relationships, including others, resolving conflict, communication skills, challenging issues in friendships, developing respect and empathy, emotions, cultural understanding.
- Personal identity including strengths, weaknesses, emotional responses, similarities and differences, diversity, culture, impact of positive social interaction
- Personal safety and wellbeing and resources to support safety
- Physical growth and development
- Dealing with transitions, eg, transitioning from primary school to high school

- Health and hygiene practices
- Health messages and advertising
- Physical activity to promote health
- Nutrition
- Bullying behaviour (including cyberbullying), strategies to reduce bullying and seeking help
- Cybersafety and online protocols

Policy and Expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances. Woodhill State School staff work closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the students' medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Woodhill State School requires parent consent and medical authorisation to administer any medication (including over the counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a Request to Administer Medication at School form signed by the prescribing health practitioner. Woodhill State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer with disposable spacers, stored in the school's first aid kit to provide emergency first aid medication if required. Woodhill State School implements early intervention measures and treatments for students where there is a reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Student Support Network

Woodhill State School is proud to have a comprehensive Student Services and Support Team (SSS Team) to support the social/emotional, academic and physical wellbeing of every student. In addition to the assistance provided by the class teachers, students are supported via a referral system by the SSS Team which includes:

- Principal
- Guidance Officer
- Inclusion Teacher
- Pedagogy Coach/Head of Department
- Chaplain
- Speech & Language pathologist

External support is also available to students and families through the following government and community agencies, but not limited to:

- Family and Child Connect
- Autism Queensland
- Intensive Family Support
- The Benevolent Society
- Beyond Blue Support Services
- Family and Community Place

- Wesley Mission – Counselling Services
- Child and Youth Mental Health (CHYMS)
- Evolve
- Department of Communities
- Local Council
- Disability Services Queensland
- Aboriginal Torres Strait Islander Health Children Health Services (ATSICHS)
- Education Queensland Regional Support Staff
- Parent Line
- Kids Helpline
- Head to Health
- Bravehearts

Partnerships with external agencies ensure our students and families are able to access a range of support and intervention to foster optimal outcomes for all:

- PCYC Fun Squad
- Deadly Choices
- Life Education
- Bravehearts
- Bully No Way
- Lifeline
- The Fathering Project

Parents and carers are invited to contact Woodhill State School office staff if they have questions or concerns about supporting their child's wellbeing at home or if they would like further information about external support services available to families and students.

Whole School Approach to Discipline

Woodhill State School uses a whole-school approach to explicitly teach positive behaviours. We teach and model the behaviours we value in our students and provide a multi-tiered system of support so that all students are able to learn in a calm, supportive school environment. This whole school approach applies to all classrooms and programs offered throughout the school, including sporting activities and excursions.

Our approach is used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Woodhill State School we believe discipline is about more than punishment. Discipline is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to educate and re-teach.

The development of the Woodhill State School's Student Code of Conduct is an opportunity to explain our approach to discipline with parents and students, and gain their support to

implement a consistent approach to teaching behaviour. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member. The language and expectations we use at school can be used in any environment, including the home setting for students.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Behaviour Expectations

Our staff are committed to delivering a high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same four expectations: I am a Learner, I am Respectful, I am Responsible, and I am Safe.

Every classroom in our school uses the Behaviour Expectations Matrix below as a basis for developing their behaviour standards. The class teacher works with all students to explicitly teach what each of the expectations look, sound and feel like in their classroom. The matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

See Appendix 1 for Woodhill State School's behaviour expectations as per below:

Woodhill State School Behaviour Expectations				
Our staff are committed to delivering a <u>high quality</u> education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations in place for students: Be a Learner, Be Responsible, Be Respectful, Be Safe.				
	Be a Learner	Be Responsible	Be Respectful	Be Safe
All Areas	Have a growth mindset to learning	- Ask permission to leave the room - Be in the right place at the right time - Follow instructions the first time, every time - Care for equipment - Clean up after yourself	- Use polite language - THINK before you speak - Wait for your turn - Be kind - Respect others' space and property - Respect difference	- Use equipment appropriately - Keep hands, feet and objects to yourself - Move safely around the school and in the classroom
CLASS	- Be ready to learn each day - Attempt new tasks – be persistent - Ask for help when required	- Be prepared - Complete set tasks - Take an active role in classroom activities - Keep <u>work-space</u> tidy - Be honest	- Raise your hand to speak - Respect others' right to learn - Talk in turns - Be a good listener	- Show whole body listening - Enter and exit room in orderly manner
Playground	Try new games and activities	- Use High-5 to solve problems - Return equipment - Play in approved play areas	- Play fairly - Take turns - Invite others to join-in - Follow the rules	- Participate in approved school games - Wipe down surfaces, sock out all shoes - Be sun safe, wear a hat - Use equipment safely as designed
Toilets		- Use toilet during break times - Use toilet for the intended purpose - Report damage immediately	Respect privacy of others	- Wash hands after using the toilet and before eating - Walk in the toilet block
Before / After School	Complete home learning tasks	- Move to your waiting area or bus area promptly - Phones away while on school property	- Keep personal belongings nearby - Follow staff instructions promptly	Wait in your designated area to be picked up or after <u>drop</u> off
Transitions around the school	Learn the protocol for walking using stairs safely	- Move quietly in your lines - Follow the direction of the arrows to walk up and down on the left	Consider others as you walk	- Use the handrails for hands only - Take one step at a time - Walk up and down on the <u>left-hand</u> side
Technology / online	- Complete online learning tasks - Have a growth mindset to new technologies	- Report any unacceptable behaviour to your teacher - Post only appropriate content online - Use school email for school purposes only	Be courteous and polite in all online communication	- Participate in appropriate online sites and educational games - Secure your passwords and update privacy settings

Differentiated Approach

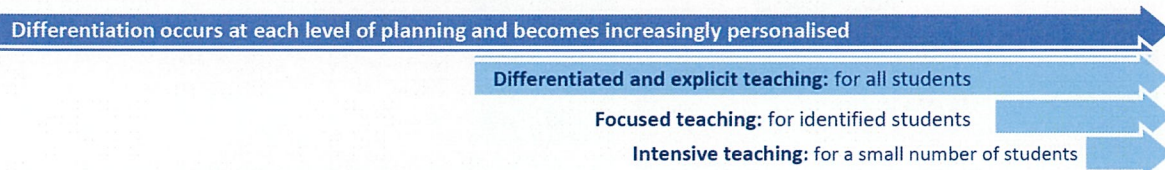
Woodhill State School provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Woodhill State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour.

Multi-Tiered System of Support

Woodhill State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS, school staff match increasingly intensive interventions to the identified needs of individual students as needed. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

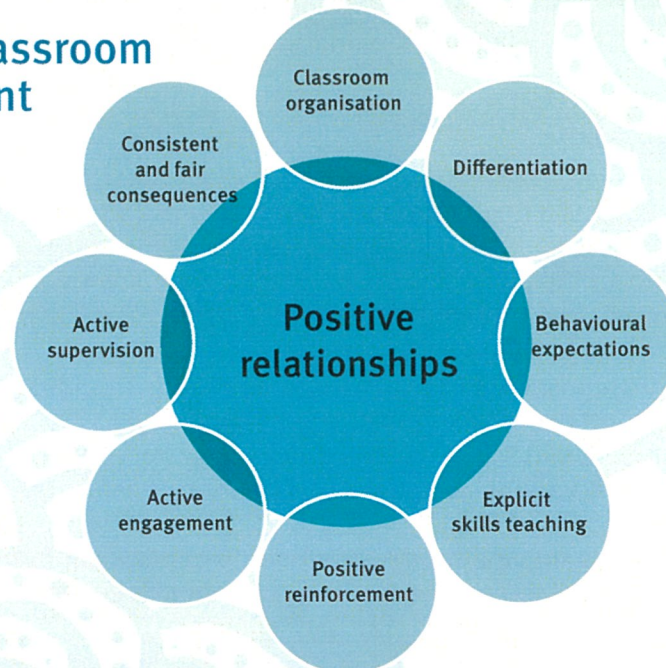
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Tier 1: Quality First Teaching

All students in the school receive support for their academic and behavioural development. Focus is on the whole school implementation of both the Australian Curriculum and school expectations. This involves:

Effective classroom management



- embedding use of effective Classroom Management strategies across all settings and with all staff as above
- teaching expected behaviour in the setting in which they will be used, including our Weekly Focus which is determined using behaviour data, drawing on You Can Do It! Strategies and Respectful Relationships themes when appropriate. These foci are delivered consistently across whole of school
- revisiting previous foci throughout the school year as required with year-level, whole class, small group or individual students, so skills and strategies are developed and practiced to give our students best opportunity to regulate their behaviours and engage in their learning
- providing frequent acknowledgements across all school settings
- being consistent when addressing challenging behaviours, while taking developmental norms and behavioural function into account
- ensuring early and ongoing communication with parents
- asking students and their families for their perspectives on school climate, instructions, reinforcement, and discipline to ensure our Tier 1 processes remain current and effective

Tier 2: Early Intervention

Tier 2 supports build on the processes provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to whole classes and small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of school expectations. The types of interventions offered at this level will vary according to the needs of our school's student body, but all have certain things in common:

- There is a clear connection between the skills taught in the interventions and the school-wide expectations
- Interventions are delivered within classroom processes and are easy to sustain
- Variations within each intervention are limited

- Interventions have a good chance of being effective as they are evidence-based interventions that are matched to student needs

If the school data indicates more than 15% of students require early intervention supports, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Tier 3: Intensive Support

Tier 3 supports continue to build on the processes provided at Tier 1 and Tier 2, and are individualised to each student to enable the Student Services and Support Team to identify what is needed for the student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behaviour Analysis) and should include strategies to:

- Prevent the problem behaviour,
- Teach the student an acceptable replacement behaviour,
- Reinforce the student's use of the replacement behaviour, and
- Minimise the payoff for problem behaviour

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, collaboration, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

Positive Reward System

Woodhill State School is strongly committed to encouraging and rewarding achievement in all aspects of school life. We reward positive behaviour, as we believe that this will develop an environment of kindness and cooperation. Our positive system of rewards include:

- Certificates presented during school assemblies
- Positive behaviour is recognised and rewarded with 'Gotchas' with a gotcha draw carried out during assembly
- Individual classroom rewards system
- Verbal praise and feedback about student learning and behaviour
- Special mention in school communications, including in class, assembly, school newsletter, etc

Strategies and Practices to Manage Inappropriate Student Behaviour

We expect students to display positive learning behaviours and show respect for staff, fellow students and school visitors. Our whole school practices that prioritise co-regulation, relational repair, and connection to prevent behaviour errors.

When students display inappropriate classroom behaviour, staff will:

- Actively supervise, remind student of appropriate expectation, redirect, reteach the expectation, conference, provide choice
- Provide an opportunity to reset or regulate in an appropriate area/space
- If inappropriate behaviour continues, the student may be sent to a buddy classroom and/or another space in the school where the student is given an opportunity to co-regulate and reflect on their behaviour

Consideration of Individual Circumstances

Staff at Woodhill State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Disciplinary Consequences

The disciplinary consequences model used at Woodhill State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a

consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

All Students

Woodhill State School staff have agreed upon the following consequences for students who demonstrate minor breaches of our school's Student Code of Conduct. Woodhill State School staff also agree to follow the Managing Behaviour Flowchart (Appendix 2) and to apply minor behaviour consequences as they happen. This may include:

- Delayed start to a preferred activity
- Individual meeting/conversation with student (redirect, reteach)
- Selective positioning
- Student provided with choice where staff identify options
- Apology (verbal or written)
- Fix the situation (clean, fix, complete)
- Community/school service
- Reflection completed at play time
- Complete unfinished work in play time
- Parent contact
- Loss of privileges
- Play/area card

Focussed

Staff are supported by other school-based staff to address problem behaviour. This may include the above and/or:

- Reflection completed at play time
- Loss of privileges
- Supervised play plan
- Individual Goal setting and Success Tracker
- Parent contact
- Apology
- Restorative Conversation
- Guidance Support

Intensive

School leadership team work in consultation with the school's Student Support and Services Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Complex case management and review

- Discipline Improvement Plan
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Woodhill State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

The invitation to attend the re-entry meeting will be communicated via the Notification of Suspension letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

The structure of the re-meeting should follow a set **agenda**, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Goal setting (related to behaviour set in a positive manner)
- Set a date for follow-up if appropriate
- Thank student and parent/s for attending
- Walk with student to classroom

School Policies

Woodhill State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- School Uniform Policy
- Homework Policy
- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and Responding to Bullying
- Appropriate use of social media

School Uniform Policy

Woodhill State School community endorses the universal wearing of school uniforms by students from Prep to Year 6. This policy has been endorsed by the school's Parents and Citizens' Association. Students are expected to wear correct school uniform at all times. A child in uniform readily identifies with their school and establishes a school identity in the local community.

This policy has been developed in accordance with Chapter 12, Part 9, Section 360 of the Education (General Provisions) Act 2006 (Qld).

Rationale

The uniform exemplifies students' pride in being part of the Woodhill State School community. There is a belief that having all students wear a school uniform helps create a sense of belonging and good school ethos (culture or spirit). By showing that we expect high standards with our uniform, expectations are raised, and students respond with better behaviour, self-esteem, work ethic and student learning. The dress code involves maintaining appropriate dress standards and wearing the school uniform with pride.

As a community, we each have a responsibility to uphold our School Uniform Policy in the following ways:

- **Students:** will wear the school uniform respectfully
- **Parents/carers:** will ensure students wear the correct uniform each day
- **School staff:** encourage and expect students to follow the dress code each day

The design of our school uniform focuses on practicality, sun safety, climate, comfort, modesty, cost, and social equity.

Please refer to Appendix 3 for a condensed infographic of this Uniform Policy.

Unisex School Uniform

- WSS unisex polo Shirt
- WSS unisex Black shorts, mid-thigh length, or own black shorts of suitable length
OPTIONAL: black skirt or skirt of appropriate length
- Optional: WSS dress
- Black or white socks
- Black shoes or black joggers
- WSS School hat: wide brim or bucket hat

Winter

- WSS jumper or zip jacket
- Plain bottle green or black jumper
- Plain bottle green or black trackpants

Woodhill State School has a “No Hat, No Play” policy. A school wide brim hat or bucket hat is required. Caps and visors are not permitted at school.

All items should be clearly marked with the student’s name for ease of identification.

Grooming/Hair

- Hair must be neat, clean and tidy. Hair touching the collar should be tied back off the face.
- Natural hair colouring only.
- Hair accessories (eg, ribbons, scrunchies) are to be in the school colours

Jewellery

- Watch – wearable devices such as smartwatches, can be worn, however, notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.
- Earrings – small stud or sleepers only
- Medical alert bracelet/necklace
- Religious or cultural necklaces may be permitted with principal’s permission.

Makeup/Cosmetics

- Makeup is not a part of the school uniform and must not be worn.
- Fingernails must be natural (no fake nails) and free from polish
- No temporary tattoos are to be visible while attending school.

Free Dress Days/Sports Days

- Sports Days – students may wear a plain shirt in their Sports House colour
- Students are required to wear school appropriate and sun safe clothing on free dress days
- Closed in footwear must be worn

- T-shirts or hats with inappropriate slogans and images, singlets, tank tops are not appropriate clothing for school.

Infringement of School Uniform Policy

Parents are responsible for ensuring that their children comply with this School Uniform Policy before they leave for school each day. Parents may be contacted and requested to bring a spare change of clothes or students may be required to remove inappropriate aspects of their dress if appropriate and safe.

Questions and Communication

If you have any questions about the School Uniform Policy, please contact the office or your child's teacher.

Homework Policy

Homework provides students with opportunities to consolidate their classroom learning, and to develop patterns of behaviour for lifelong learning beyond the classroom, and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and sport.

Homework that enhances student learning:

- Is purposeful and relevant to students needs
- Is appropriate to the phase of learning (early, middle and upper primary)
- Is appropriate to the capability of the student
- Develops the students' independence as a learner
- Is varied, challenging, and related to class work
- Allows for student commitment to recreational family and cultural activities

In developing this school homework policy, Part 4 Section 23 Education (General Provisions) Regulation 2006 regarding Detention of Students for not completing homework. Regular monitoring and collaboration amongst teachers will ensure consistent and effective implementation of the school homework policy.

Homework Non-Compliance

Students will not be issued with a school based consequence for non-completed homework but may receive school or class-based positive acknowledgement.

RESPONSIBILITIES

Classroom teachers:

- Set homework on a regular basis & clearly communicate the purpose, benefits and expectations of all homework.
- Check homework and provide feedback if necessary
- Use homework that is related to class work and appropriate to students' learning needs
- Give consideration to other academic and personal development activities that students could be engaged in when setting homework
- Discuss with parents/carers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

Students

Students can take responsibility for their own learning by:

- Being aware of their teacher's expectations
- Discussing with their parents/carers homework expectations

- Accepting responsibility for the completing of homework tasks within set time frames
- Seeking assistance when difficulties arise
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

Parents/Carers

Parents/carers can help their children by:

- Reading to them, talking with them, and involving them in tasks at home including shopping, playing games and physical activity
- Helping them to complete tasks by discussing key questions or directing them to resources
- Encouraging them to organise their time and take responsibility for their learning
- Encouraging them to read and take an interest in and discuss current local, national and international events
- Helping them to balance the amount of time spent completing homework, playing games/sport, TV, family time and other recreational activities
- Contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Exemplar State College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)

- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

Woodhill State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Woodhill State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) including on school organised excursions, that:
 - is prohibited according to the Woodhill State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Woodhill State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) including excursions that:
 - is prohibited according to the Exemplar State College Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

An increasing number of parents/carers wish to provide their children with mobile phones or wearable devices with messaging, Internet and Bluetooth capabilities for safety, security and/or emergency. While we recognise that the use of technology is important, the risks and benefits from its use need to be managed. Mobile phones and other devices can present a distraction to students in the classroom and can deter students from social interaction and physical activity during lunchtimes. These devices and their software can also provide a gateway for cyberbullying.

Woodhill State School enforces this policy to ensure that the rights of all students and staff are respected as well as ensuring a safe and supportive environment. This policy details the conditions under which these devices are permitted at Woodhill State School. This policy applies to students while on school grounds, as well as during school excursions, camps and extra-curricular activities.

Woodhill State School understands that students may be in possession of a personal mobile phone or device if they are travelling independently to and from school. At Woodhill State School:

- Students who choose to bring a mobile phone or device to school must have them switched off and sign it into the school Administration during school hours to it to be stored securely. Devices are to be handed in to the office by students when they arrive at school.
- No liability will be accepted by the school in the event of the loss, theft or damage of any device
- Students who require the use of a personal assistive technological device in circumstances that would contravene this policy (for example, to assist with a medical condition or other disability), should negotiate a special circumstances arrangement with the Principal. Where a student has been granted an exception by the Principal, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner
- When emergencies occur, parents or carers should reach their child by calling the school's office.



Student Responsibility

It is a requirement for a student at Woodhill State School to:

- Switch off their mobile phone on arrival at school and hand it to the Administration (office) where it will be placed in secure storage for the day.
- Repost to Administration from 3.00pm to collect their mobile phone / device.
- Students are not permitted to use their phone while waiting for the bus and under staff supervision in the afternoon.
- Devices may not be switched on until after the student has left the school grounds.

Secure Storage

Mobile phones and other devices owned by students at Woodhill State School are considered valuable items and are brought to school at the owner's (student or parent) risk. Students are encouraged not to bring personal devices to school unless there is a compelling reason to do so. Where students bring a mobile phone to school, Woodhill State School will provide secure storage. Secure Storage is storage that cannot be readily accessed by those without permission to do so.

Technology Use

It is unacceptable for a student at Woodhill State School to:

- Allow another student to use their personal device
- Use a mobile phone or other devices in an unlawful manner
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Insult, harass or attached others or use obscence or abusive language
- Use in-phone camers anywhere a normal cameral would be considered inappropriate, such as change rooms or toilets
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material

Policy Infringements:

Appropriate disciplinary action will be taken against any student who breaches this policy.

- Students who are found in possession of a mobile phone or device will be instructed to place it in Administration (office) where it will remain securely stored until it can be collected at 3.00pm.
- A breach of the policy will be dealt with in line with the Temporary Removal of Student Property Policy.
- Persistent breaches of the policy will be dealt with in-line with the Student Code of Conduct and may result in severe consequences.

Technology Use at School

Woodhill State School will provide ICT devices and equipment. Students have a responsibility to act in line with expecations within this Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

See Appendix 3 for a copy of the ICT agreement. Teachers explicitly teach expectations every year.

Preventing and responding to bullying

Woodhill State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends 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;
- happening 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 (for example, through sharing of digital records);

- having immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict 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.

However, these conflicts are still considered serious and need to be addressed and resolved. At Woodhill State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Woodhill State School uses the following strategies to prevent and respond to single incidents, conflicts, fights or ongoing deliberate misuse of power shown by students to others in the school:

- Explicit teaching to all students, whole school Focus lessons
- Respectful Relationships Education Program
- The High-5
- You Can Do It! Program Achieve & Keys ot Success
- Zones of Regulation
- Classroom Management
- Disciplinary consequences

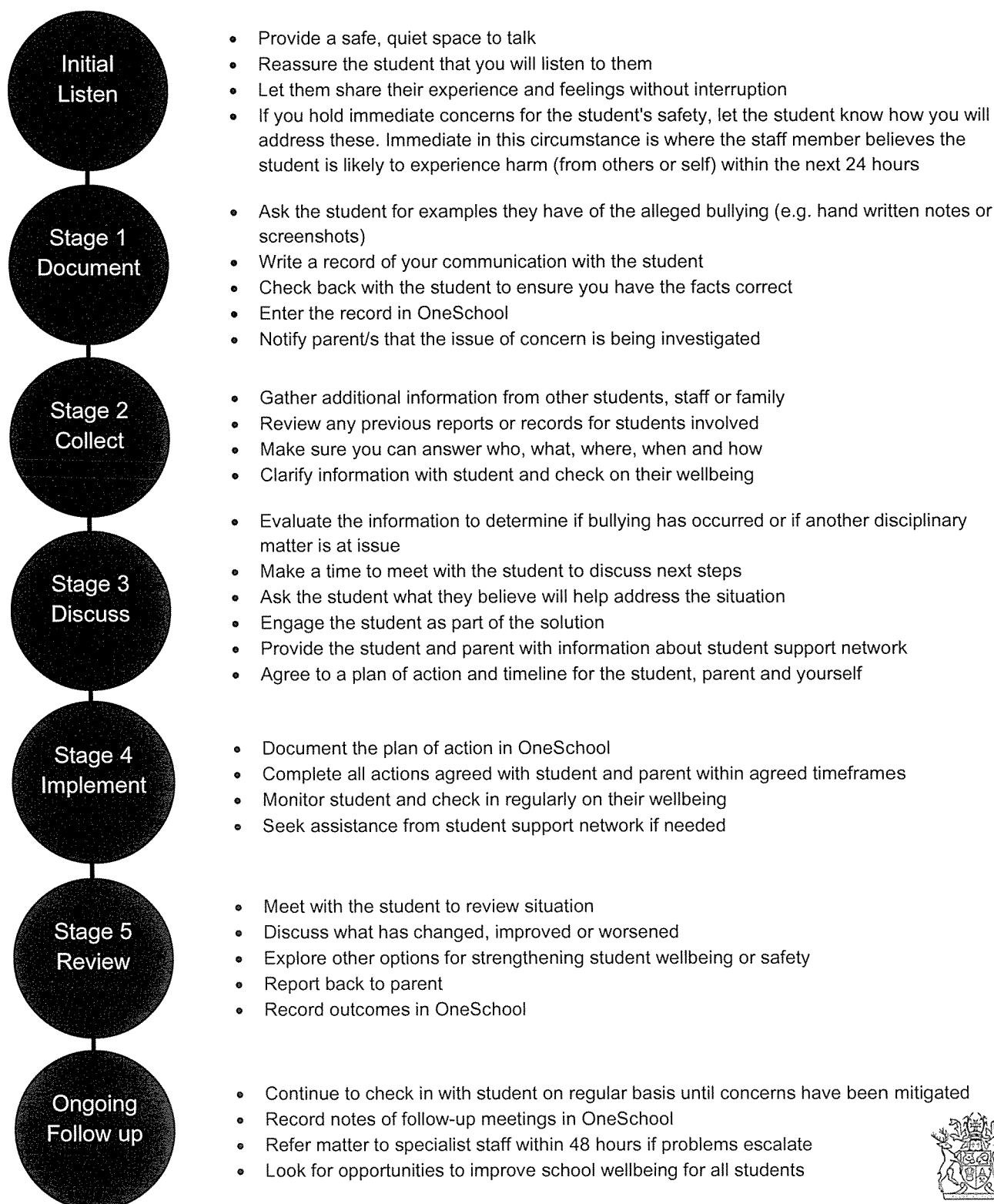
The following flowchart explains the actions Woodhill State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Woodhill State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

Cyberbullying is treated at Woodhill 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.

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 Woodhill 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.

Appropriate use of Social Media

While devices and technology provide positive platforms and opportunities for students to network and socialise online, it is important to be aware of the potential harm sharing ideas, comments or content can have on individuals, groups or communities. Negative comments posted about the school community may have a greater impact than expected. This section provides information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and parents can be permanently damaged. In some cases, instances of inappropriate online behaviour are dealt with by police and the court system.

Strategies to help keep social media positive and constructive:

- Be aware of how you are using social media and be mindful of the audience. The audience may be far larger than intended. Online discussions between friends can quickly be shared with a much wider audience.

- Before posting, consider is it relevant, positive and helpful?
- Avoid posting anything that could identify individuals.
- If you have a concern regarding a student, it is appropriate to go through school staff rather than reaching out to parents online.
- Be a good role model. Hasty, emotive responses could inflame situations unnecessarily. Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Taking a few moment to think about the context you are about to post could save upset, embarrassment, and possible legal action.
- Parents are responsible for monitoring and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers – so they will learn online behaviours from you.

Posting about schools, staff or students

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about a school issue, the best approach is to speak directly to the school about the matter rather than discussing it in a public forum. Keep comments calm and polite, just as you would over the phone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

While Woodhill State School uses FaceBook to update parents with school notices and to share information, parents should contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

Inappropriate online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter.

Other people's Privacy

Parents/carers may take photos of their own children at school and school events. If parents/carers upload photos of your own children on your personal social media, be mindful of children in the background. Some parents/carers do not want photos of their child/children posted on social media. Also consider whether it is appropriate to tag other parents to school related posts.

Online Issues – What if I encounter problem content?

The following steps may help resolve issues in a constructive way:

- Refrain from responding
- Take a screen shot or print a copy of the concerning online content
- If you consider the problem content to be explicit, pornographic or exploitative of minors, you should not print or share it. Report the content to the social media provider, block the offending user. Consider reporting to police or the eCommissioner, and the school principal if appropriate
- Block the offending user
- Report the content to the social media provider

Woodhill State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

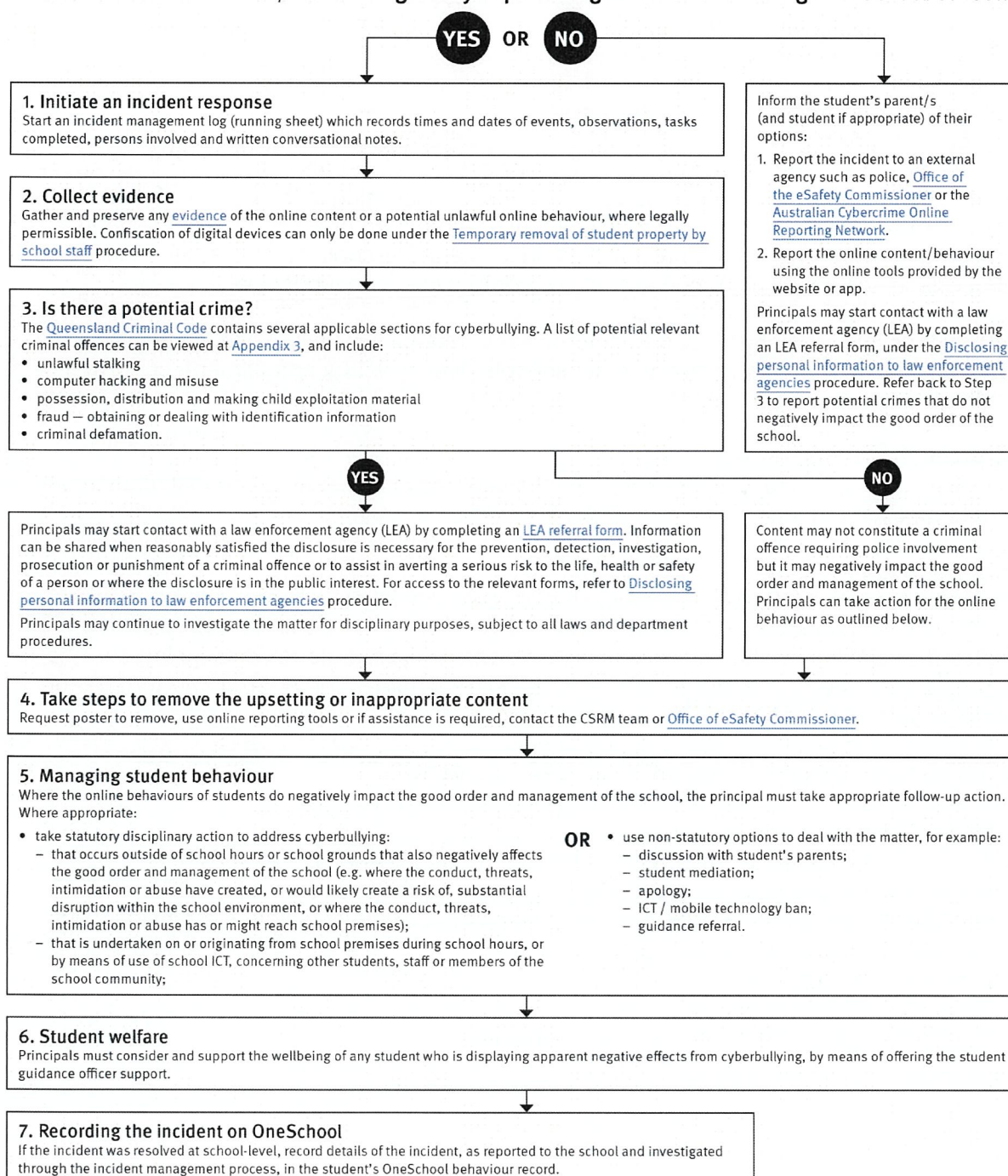
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



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).

Student Intervention and Support Services

Woodhill State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Woodhill State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Restrictive Practices

School staff at Woodhill 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

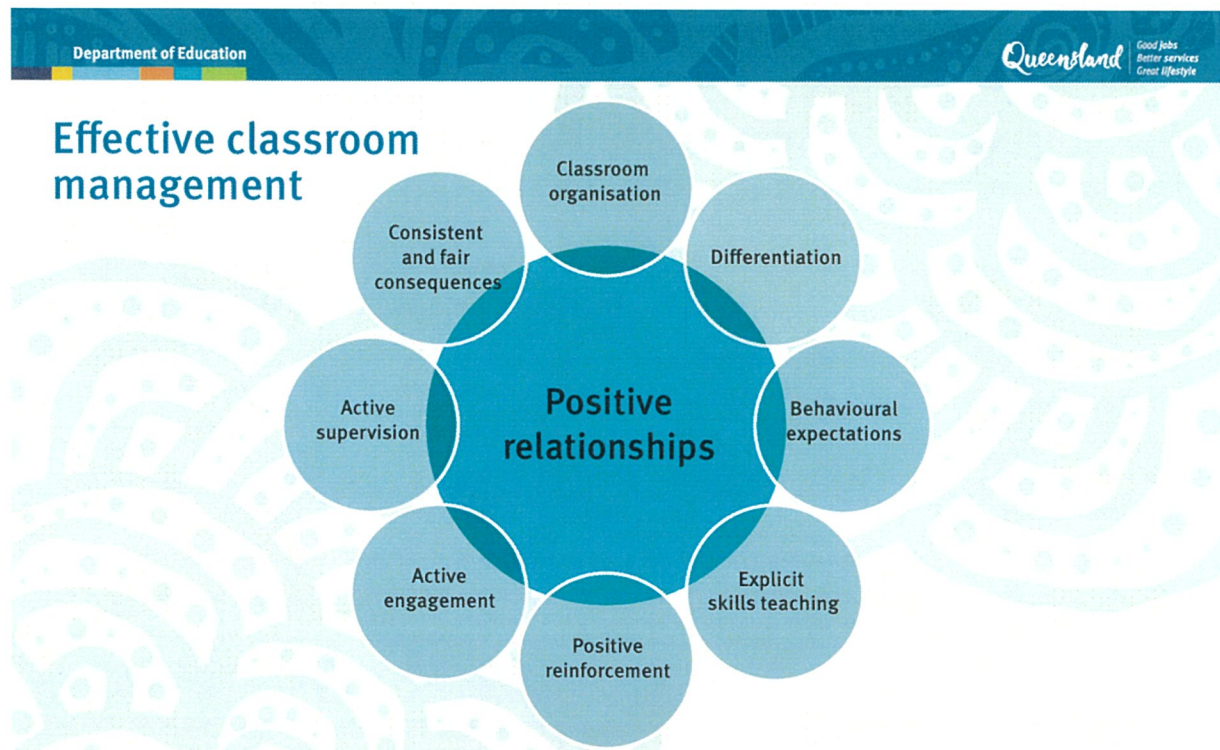
Appendix 1: Woodhill State School Behaviour Expectations

Woodhill State School Behaviour Expectations

Our staff are committed to delivering a high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations in place for students: Be a Learner, Be Responsible, Be Respectful, Be Safe.

	Be a Learner	Be Responsible	Be Respectful	Be Safe
All Areas	Have a growth mindset to learning	- Ask permission to leave the room - Be in the right place at the right time - Follow instructions the first time, every time - Care for equipment - Clean up after yourself	- Use polite language - THINK before you speak - Wait for your turn - Be kind - Respect others' space and property - Respect difference	- Use equipment appropriately - Keep hands, feet and objects to yourself - Move safely around the school and in the classroom
CLASS	- Be ready to learn each day - Attempt new tasks – be persistent - Ask for help when required	- Be prepared - Complete set tasks - Take an active role in classroom activities - Keep <u>work-space</u> tidy - Be honest	- Raise your hand to speak - Respect others' right to learn - Talk in turns - Be a good listener	- Show whole body listening - Enter and exit room in orderly manner
Playground	Try new games and activities	- Use High-5 to solve problems - Return equipment - Play in approved play areas	- Play fairly - Take turns - Invite others to join-in - Follow the rules	- Participate in approved school games <u>Wear shoes and socks at all times</u> - Be sun safe, wear a hat - Use equipment safely as designed
Toilets		- Use toilet during break times - Use toilet for the intended purpose - Report damage immediately	Respect privacy of others	- Wash hands after using the toilet and before eating - Walk in the toilet block
Before / After School	Complete home learning tasks	- Move to your waiting area or bus area promptly - Phones away while on school property	- Keep personal belongings nearby - Follow staff instructions promptly	Wait in your designated area to be picked up or after <u>drop off</u>
Transitions around the school	Learn the protocol for walking using stairs safely	- Move quietly in your lines - Follow the direction of the arrows to walk up and down on the left	Considers others as you walk	- Use the handrails for hands only - Take one step at a time - Walk up and down on the <u>LEFT hand side</u>
Technology / online	- Complete online learning tasks - Have a growth mindset to new technologies	- Report any unacceptable behaviour to your teacher - Post only appropriate content online - Use school email for school purposes only	Be courteous and polite in all online communication	- Participate in appropriate online sites and educational games - Secure your passwords and update privacy settings

Appendix 2: Effective Classroom Management



Appendix 3: Uniform Policy Infographic



WOODHILL STATE SCHOOL UNIFORM



Unisex polo
shirt



Black shorts,
mid-thigh length



Year 6
School Shirt



Optional: dress



School Uniform

- WSS unisex polo Shirt
- WSS unisex Black shorts, mid-thigh length, or own black shorts of suitable length **OPTIONAL:** black skirt or skort
- **OPTIONAL:** WSS dress
- White socks
- Black shoes or black joggers
- WSS School hat: wide brim school hat



Wide-brimmed
school hat

Winter

- WSS jumper or zip jacket
- Plain bottle green or black jumper
- Plain bottle green or black trackpants

Other:

- Make-up is not part of the school uniform
- Small sleepers or studs permissible

ORDER

NOW

Contact the P&C or order
through the QKR app



woodhillpandc@outlook.com



Refer to our School Uniform
Policy within our Student Code
of Conduct for more detail