TOLGA STATE SCHOOL

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

Endorsement

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Date effective:

From ...February 2017...to......January 2020
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Tolga State School

Responsible Behaviour Plan for Students

1. Purpose

Tolga State School is committed to providing a safe, respectful and responsible learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values of global citizenship which will be supportive of their lifelong wellbeing.

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

2. Consultation and data review

Tolga State School developed this plan in collaboration with our school community. Amendments and updates were based on feedback from staff, students and parents, alongside information gathered from the ongoing monitoring and review of our Positive Behaviour for Learning framework (see below).

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2016, and will be reviewed in 2019 as required in legislation.

3. Learning and behaviour statement

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

Tolga State School is therefore implementing the Positive Behaviour for Learning (PBL) framework as a means to embed a collaboratively developed whole-school approach to supporting student behaviour and academic success. Positive Behaviour for Learning is a widely used evidenced-based framework that focuses on developing systems for facilitating and actively teaching expected behaviours, preventing problem behaviours from occurring and responding to both acceptable and unacceptable behaviour in ways that reinforce what we want students to do.

Tolga State School school-wide expectations:

- Be safe
- Be responsible
- Be respectful

These school-wide expectations:

- support embedding the Values, that our School Community has identified as being important, into the systems and practices within the school
- ensure our actions are unified by having a common language
- have been agreed upon and endorsed by all staff and our school P&C
- are framed in a positive way that recognises and focuses on positive practices and behaviours
- are aligned with the values, principles and expected standards outlined in the Department of Education and Training (DET) Code of School Behaviour.

Furthermore, in daily practice they are:

- specifically taught by all staff, so there is consistency across our school community
- continually revisited and reinforced in class, on parades, in newsletters, etc.
- modelled by staff at all times
- clearly displayed throughout the school
- implemented in a consistent, fair and just manner
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal behaviour support

Tolga State School Vision Statement: Dedicated to enabling every child to succeed and realise their potential.

The first step in facilitating standards of positive behaviour is **communicating** those standards to all students. In order to clarify the behaviours we wish to see our students using, we have developed the school-wide Matrix of Expectations (Appendix 1). This details what each of our three school-wide expectations looks like or sounds like in specific settings. Some of these behaviours apply to all settings, whereas others may be more specific to a particular routine or area.

At Tolga State School we emphasise the importance of **directly teaching** students the behaviours we want them to demonstrate at school. Communicating and explicitly teaching behavioural expectations is a form of universal behaviour support – directed towards all students, designed to prevent problem behaviour, and providing a framework for responding to unacceptable behaviour. Resources are provided by the PBL team to support teaching weekly focus rules.

**To facilitate the development and maintenance of positive learning behaviours in classrooms, each classroom teacher:**

*Develops a plan in the classroom in consultation with students*
- Students are more likely to respect a classroom plan if they have been involved in its creation
- Although the language and phrasing of class rules will vary according to year level, each set will be consistent with the values expressed by the school-wide expectations of Be Safe, Be Responsible and Be Respectful.
- Class rules are linked to the School-wide Expectations Matrix (Appendix 1)
- The classroom plan is revisited on a regular basis throughout the year

*Engages in quality teaching and learning*
- Ensures learning experiences are relevant and meaningful
- Ensures that there is an appropriate level of challenge for each student
- Matches learning experiences and assessment techniques with student interests and learning styles
- Uses the Explicit Teaching model
- Encourages cooperative learning
- Provides opportunities for students to make decisions about their own learning
- Clearly communicates fair and reasonable expectations
- Encourages students to set goals and persist in problem solving situations
- Assists students to develop time management and study skills
- Implements the Essential Skills for Classroom Management (ESCM) in everyday practice

*Specifically teaches expected behaviours, routines and social skills across all settings within the school community*
- Using our School-wide Expectations
- Using our community agreed Values (caring, problem solver, good communicator, fair, hardworking)
- Using a fortnightly school-wide focus e.g. I am Respectful when I raise my hand in class
- Using resources such as Mindup Curriculum, PowerPoints, Posters, Vignettes, gr8 People and WITTS (Walk away, Ignore, Talk friendly, Talk firmly, Seek help) http://www.witsprogram.ca/schools/primary-program/

**To facilitate the development and maintenance of supportive interpersonal relationships, all staff members:**

*Provide positive feedback and reinforcement*
- Catch students being good
- Communicate a genuine interest in and care for the students
- Establish a rapport with and welcome the involvement of parents
- Develop a sense of responsibility for students’ own progress and personal behaviour goals
- Provide verbal/visual feedback when students display positive behaviour
- Utilise a wide array of positive acknowledgement strategies
Develop self esteem

- Plan for success by breaking tasks into manageable steps which ensure individual success
- Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents
- Record positive behaviour on OneSchool
- Minimise criticism and accept mistakes as a part of the learning process
- Communicate regularly with all students
- Create a sense of belonging to the classroom group
- Give students responsibility

Tolga State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be informed and positively involved in the teaching and reinforcing school-wide behaviour expectations
- The regular provision of information to staff and parents by members of the school’s Positive Behaviour for Learning team
- Scheduling of professional development activities to share successful practices
- Comprehensive induction (using the Responsible Behaviour Plan for Students) distributed to existing staff and families, delivered to new and relief staff, as well as newly enrolled students and their families
- Individual behaviour support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (see Appendices)
  - Procedures for Preventing and Responding to Incidents of Bullying (see Appendices)

Reinforcing Expected School Behaviour

The most effective way to change behaviour, in anyone, is to point out what they are doing right and tell them about it. A crucial component of Positive Behaviour for Learning is the acknowledgment and reinforcement of students’ positive behaviours.

At Tolga State School, positive acknowledgement is provided using a variety of strategies, ranging from frequent verbal and non-verbal recognition, through to more formalised acknowledgment such as the Student of the Week award. Our systems have been designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

The form that frequent acknowledgement takes will vary from classroom to classroom, although all staff will ensure that this is age appropriate and is achievable for all students.

School-wide Gotcha System

- Staff members award Gotcha tickets each day to students observed demonstrating expected behaviours
- Gotchas are awarded in conjunction with specific verbal feedback
- Particular emphasis is placed on the currently taught ‘fortnightly school-wide focus’
- Students place their Gotcha ticket in the designated collection point at the school administration block
- The tickets are drawn (as a raffle) on the weekly School parade (5 Junior; 5 Senior; 5 Playground)
- Those students whose tickets are drawn are awarded a prize from the Gotcha Box

Student of the Week

- Each week each class teacher identifies a student who has consistently demonstrated safety, respect and responsibility, either socially or academically.
- The teacher awards that student with a certificate, which is presented on Parade and recorded on OneSchool.
Responding to unacceptable behaviour

At Tolga State School our preferred way of re-directing problem behaviour is to use a least to most intrusive approach, therefore using low-level strategies (such as non-verbal redirections) for responding to minor problem behaviour, and more ‘intrusive’ strategies (such as time-out) for more serious infringements.

We ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Staff will also utilise a range of consequences if these strategies prove ineffective in modifying the student’s behaviour (See section 6 – Correcting Inappropriate Behaviour).

Targeted behaviour support

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

Tolga State School responds to students requiring additional support through the following processes:

- In-school referral processes to seek assistance in supporting students with targeted-level needs.
- Small group/classroom programs (social skills, self-esteem, anti-bullying) target individual or group of students with specific needs
- Team approach to supporting students on targeted programs (e.g. involvement of parents/carers, teachers, the Guidance Officer, the Principal, and other relevant stakeholders as required).
- Making adjustments to address individual students’ needs e.g. curriculum tasks, routines, etc.
- Accessing appropriate support strategies such as: behaviour tracking, adult mentoring, targeted/small group social skilling
- Use of data for evaluation and exit from targeted support programs.
- Documenting support in an Individual Behaviour Support Plan (IBSP) and sharing this with all relevant staff. The IBSP is developed collaboratively, using student data to identify the areas in which support should be provided.
- Working with the student on developing individual behaviour goals, aligned with the school-wide expectations. These goals are stated on the front of the Green Behaviour Booklet, which is used to monitor and support the student to achieve those goals.

Teachers keep a record of both the student’s behaviour and the targeted support in order to gauge when more intensive support is warranted.

Intensive behaviour support

Tolga State School is committed to educating all students. We recognise that when a student continues to have difficulty meeting behavioural expectations, despite the support offered through universal and targeted support, they are considered to be ‘at risk’ of (a) significant educational underachievement and/or (b) significantly disrupting the educational outcomes of others.

Teachers (after consultation with parents/carers) may submit a referral to request more comprehensive systems of support for these students. Stakeholder involvement and consultation is a necessary component in the provision and development of this level of support. Priority will be determined by a number of factors, principally the perceived impact on educational and social/emotional outcomes of the referred student.

The Student Support Team comprises of teachers, STLAN, SWD, GO and Deputy Principal.
This team:
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the Positive Behaviour Team to achieve continuity and consistency.

For students identified as requiring intensive behaviour support, the development of an Individual Behaviour Support Plan is implemented through a collaborative process involving the class teacher, parents/carers and the Support team.

**This process of developing a plan promotes:**
- Positive relationship building
- Shared responsibility
- Understanding and communication of the key issues and concerns
- Consensus regarding the behavioural and educational goals for the student
- Collective accountability for the outcomes and monitoring and reviewing of the plan

**PROCESS FOR SUPPORT:**

1. **STUDENT IDENTIFIED**
   - Teacher or support staff referral to the Support Team or
   - Identification by administration (ascertained through OneSchool by Principal/PBL)

2. **DATA GATHERING**
   Background information and data is collected on the student including:
   - History and pattern of problem behaviours
   - School history
   - Academic information
   - Student’s strengths, competencies and weaknesses
   - Health and medical information
   - Family information
   - Environmental factors and considerations

3. **DEVELOPMENT OF INDIVIDUAL BEHAVIOUR SUPPORT PLAN**
   The class teacher, parents/caregivers, other school personnel (STLAN, SWD, GO, DP and Principal) collaboratively develops a plan so that the student’s needs are met and behavioural goals are set.

4. **IN VolvE ME OF MORE INTENSIVE SUPPORT**
   If student is still exhibiting severe and challenging behaviour, Tolga State School may engage support of the Guidance Officer, Regional Support Personnel and where necessary agencies such as CYMHS, Department of Child Safety.

5. **INTERVENTION IMPLEMENTATION AND REVIEW**
   The Individual Behaviour Support Plan is implemented and timelines are put in place to:
   - Monitor outcomes
   - Collect data on outcomes
   - Modify where necessary

6. **MONITORING AND REVIEWING**
   Through the Support Team, the student will be monitored regularly and carefully, to ensure that modifications of the plan are made when necessary.
5. Consequences for unacceptable behaviour

Tolga 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.

The tables in Appendix 2 define a number of behaviours which staff have designated as either minor or major.

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

**Minor** problem behaviour is handled by staff members at the time it happens. These behaviours are those that:
- Do not seriously harm the student, staff or others
- Do not cause you to suspect that the student or others may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or Administration

**Major** problem behaviour is referred to the school Administration team, in order to provide follow-up support to previous staff actions or in some cases to provide more immediate assistance. These behaviours are those that:
- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of specialist support staff or Administration.

**Crisis** behaviours are those that require an immediate response from administration, crisis team, entire team or community support (see section 6 – Responding to Emergency or Critical Incidents).

**Consequences for Minor and Major Behavioural Incidents**

**Minor** problem behaviours may result in the following actions:
- A redirection. For example:
  - Asks student to name expected school behaviour
  - States and reteaches expected school behaviour if necessary
  - Gives low level positive verbal acknowledgement for return to expected behaviour
- A consequence, logically connected to the problem behaviour. For example:
  - Removal from an activity or event for a specified period of time
  - Individual meeting with the student
  - Apology or restitution
  - Detention for work completion

**Major** and crisis behaviours may result in the following actions:
- The Deputy Principal or Head of Student Services may refer the student to Rethink. The student may spend one or more play breaks with a teacher, discussing their actions and what they could have done differently, and writing and delivering an apology. A copy of the written reflection, along with a letter of explanation, is posted home to the parent.
- The Principal may implement a school disciplinary absence (short or long term suspension) after due consideration has been given to all other responses and interventions.
- A student may be suspended with a proposal/recommendation to exclude, if the student's actions are so serious that the suspension of the student is considered inadequate to deal with the behaviour.
**School Disciplinary Absences**

Some students may persist in using inappropriate behaviour and/or engage in a serious breach of the Code of School Behaviour, despite the above support processes and consequences being implemented. In this event, the Principal makes a decision about issuing a Disciplinary Absence (Suspension or Exclusion).

This decision will take into consideration the school’s Responsible Behaviour Plan for Students, any existing support plan already in place for the student, the Education Act, the relevant DET policies and procedures and school records/data.

Examples of more serious breaches (both in and out of the classroom) include:

- Physical aggression resulting in significant harm to another person;
- Persistent bullying (physical, emotional, verbal);
- Persistent breaches of the school-wide expectations despite provision of intensive behaviour support.

School Disciplinary Absences can be:

- 1 – 10 day suspension
- 11 – 20 day suspension
- Charge-related suspension
- Suspension with proposal to exclude

If a student receives an 11-20 day suspension, charge-related suspension, or suspension with a proposal to exclude, the Principal takes reasonable steps to ensure the student accesses an alternate education program.

When returning from a School Disciplinary absence student with parent/carer attend an interview. Student is then placed on a red monitoring booklet for which identifies the changed behaviour that needs to be observed by staff.

**Note:** Should a serious breach of the school rules occur, which endangers the safety/welfare of others, the use of suspension/proposal to exclude may be considered immediately. Breaches that warrant this level of consequence include:

- Use of weapons
- Arson
- Prohibited substances
- Physical aggression resulting in significant harm to another person

### 6. Emergency responses or critical incidents

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

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

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

**BASIC DEFUSING STRATEGIES**

**Avoid escalating the problem behaviour**

Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
Maintain calmness, respect and detachment
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

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

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

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/her or to others.

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

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

NOTE: The victim should be of primary concern and be taken from the situation in immediately.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened
- Students with weapons that are considered life threatening

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.
Process for Students with Weapons:
1. Isolate the child from the school population if possible, without making the student feel ‘hemmed in’.
2. Send another student to Admin for assistance - **lockdown** (see appendix 12 for procedure) may be required
3. School Admin to notify police if necessary
4. See Appendix 5 - Confiscation of Property

Debriefing
In line with the relevant departmental procedure (Safe, Supportive and Disciplined School Environment v7.3), after a critical incident has occurred a formal debriefing with those involved should be led by a staff member trained in the process who has not been involved in the event.

The goals of debriefing are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Record keeping
Each instance involving the use of physical intervention must be formally documented. The relevant Health and Safety incident record, located on One Portal through MYHR, must be maintained and the incident recorded accurately on OneSchool.

In the event that a student requires physical restraint for safety reasons, the DET Physical Restraint Guidelines will be followed ([http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx](http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx))

7. Network of student support

Students at Tolga State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Peer networks
- Class teachers
- Parents and carers
- School support staff e.g. teacher aides, office staff
- Guidance Officer
- Principal
- Learning Support/ SWD
- Advisory visiting teachers
- Department of Child safety
- Health professionals
- Adopt a Cop
- School Support Services
- Specialist teachers

Support is also available through other government and community agencies.
8. Consideration of individual circumstances

Students at Tolga are viewed as unique individuals with differing needs, interests, values, expectations and abilities. Each student is catered for according to this belief. Tolga State School considers the individual circumstances of students when applying support and consequences by:

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

This is achieved through an awareness of the student’s:

- family circumstances and current support
- behaviour history
- age / developmental level
- ability to learn

In addition to this, when dealing with a behavioural issue, we consider:-

- the context in which the behaviour incident occurred
- the relative severity of the incident
- the degree of known intent
- the degree of known provocation
- reliability of evidence

Students have the right to be heard and if anyone feels they have been unjustly treated there are procedures in place to resolve the matter.

In the first instance, students may explain their views to the teacher/staff member in a respectful manner. If the student still believes that they have not been fairly treated, they should explain their case to another adult (parent, staff member or school leadership representative). The final decision is made by the Principal.

In the case of an extended suspension or proposal to exclude a student, an appeal process is available via the Director-General or their delegate.

9. Related legislation

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

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

11. Some related resources

Safe, Supportive and Disciplined Schools
National Safe Schools Framework
Working Together resources for schools
Cybersafety and schools resources
Essential Skills for Classroom Management
Bullying. No way!
Take a Stand Together
Safe Schools Hub
Appendices
# TOLGA STATE SCHOOL WIDE BEHAVIOUR EXPECTATIONS MATRIX

<table>
<thead>
<tr>
<th>Whole school/all settings</th>
<th>Classroom</th>
<th>Library</th>
<th>Excursions/Camps/Extra Curricular</th>
<th>Play areas</th>
<th>Toilets</th>
<th>Before and After School</th>
<th>Bus line</th>
<th>Tuckshop/Eating Areas</th>
<th>Transitions/lining up</th>
<th>Sport/PE/Oval</th>
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</thead>
<tbody>
<tr>
<td>I am respectful when I...</td>
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<tr>
<td>respect personal space and property</td>
<td>respect the learning rights of others</td>
<td>listen to my teacher</td>
<td>raise my hand to speak</td>
<td>raise my hand to leave my seat</td>
<td>take my shoes off before entering</td>
<td>use the allocated cubby holes in the library for my belongings</td>
<td>line up outside the library and wait to be invited in</td>
<td>respect the learning rights of others</td>
<td>listen to my teacher</td>
<td></td>
</tr>
<tr>
<td>follow directions</td>
<td>follow directions</td>
<td>put my hand up to go to play</td>
<td>wait my turn</td>
<td></td>
<td>speak respectfully</td>
<td>follow camp rules</td>
<td>participate in school approved games</td>
<td>respect the privacy of others</td>
<td>invite others to play</td>
<td>ask permission for its intended purpose</td>
</tr>
<tr>
<td>put my hand up to go to play</td>
<td>wait my turn</td>
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<td>I am responsible when I...</td>
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</tr>
<tr>
<td>follow school dress code</td>
<td>ask permission to leave the classroom</td>
<td>am on time</td>
<td>sit to eat</td>
<td>stay in designated area</td>
<td>put rubbish in the bin</td>
<td>clean up after myself</td>
<td>care for equipment</td>
<td>return equipment that I borrowed</td>
<td>am prepared</td>
<td>complete set tasks</td>
</tr>
<tr>
<td>I am safe when I...</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>keep my hands and my feet to myself</td>
<td>walk</td>
<td>keep my hands and feet to myself</td>
<td>enter and exit in an orderly manner</td>
<td>keep objects to myself</td>
<td>sit safely on my chair</td>
<td>know safety procedures</td>
<td>ask for permission to leave</td>
<td>use all equipment correctly</td>
<td>walk in the Walk Zones</td>
<td>wear my shoes and hat (Hat + Shoes = Play)</td>
</tr>
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<td>keep my hands and feet to myself</td>
<td>enter and exit in an orderly manner</td>
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<td>sit safely on my chair</td>
<td>know safety procedures</td>
<td>ask for permission to leave</td>
<td>use all equipment correctly</td>
<td>walk in the Walk Zones</td>
<td>wear my shoes and hat (Hat + Shoes = Play)</td>
<td>ask permission to retrieve play equipment outside gates</td>
<td>flush the toilet</td>
</tr>
</tbody>
</table>

- **Move quietly**
- **wait in line**
- **walk**
- **consider other students’ learning**
- **show sportsmanship**
- **take turns**
- **play fairly**
- **listen to and follow instructions from adults**
- **am considerate of others**
- **show sportsmanship**
APPENDIX 2

Tolga State School - Behaviour Referral sheet

Playground Supervisor: ___________________________ Name of Student: ___________________________ Yr ________

Date: ____________________ Area Supervised: __________________________________________ Time: ______________

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor behaviours</th>
<th>Major behaviours or Persistent behaviours --- reportable to Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>Running on concrete or around buildings</td>
<td>Willful destruction of property</td>
</tr>
<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>Physical fighting/abuse or assault of staff/students</td>
</tr>
<tr>
<td></td>
<td>Not playing school approved games</td>
<td>Severe bullying</td>
</tr>
<tr>
<td></td>
<td>Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>Minor physical contact (eg: pushing and shoving)</td>
<td>Severe defiance</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>Not wearing a hat in playground</td>
<td>Strong verbal, emotional abuse</td>
</tr>
<tr>
<td></td>
<td>Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Illega[] drugs at school</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>Not being punctual (eg: lateness after breaks)</td>
<td>Sexual abuse</td>
</tr>
<tr>
<td></td>
<td>Not in the right place at the right time.</td>
<td>Threatening staff/students with a weapon</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uncooperative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>Minor dishonesty</td>
<td></td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td></td>
</tr>
<tr>
<td>Being Respectful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Inappropriate language (written/verbal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor attitude</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>Petty theft</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of care for the environment</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>Not playing fairly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minor defiance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minor bullying / harassment</td>
<td></td>
</tr>
<tr>
<td>Others involved in incident</td>
<td>None            Peers       Staff</td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Action taken/consequences: Please write on back of this form

Step 3: One-Schooled – Minor behaviours to be reported by the staff member by the end of the week.

Step 4: After one-school – send to office for data collection point.
<table>
<thead>
<tr>
<th>Behaviour (aligns with OneSchool)</th>
<th>Definitions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespect</td>
<td>Behaviour which shows contempt for authority</td>
<td>Rolling eyes, smirking, making faces, walking away when an adult is addressing them, entering class without permission, wearing clothes with an inappropriate message, wilful littering, spitting on the ground</td>
</tr>
<tr>
<td>Disruptive</td>
<td><strong>Low</strong> intensity but inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others</td>
<td>Inappropriate/non-related comments, talking to friends, touching other people or their property, repeated noises - pencil tapping, throwing objects without intent- wads of paper, playing with objects, calling out, leaving chair without permission, tapping on the classroom window/door, arriving at class unprepared – incorrect materials, unprepared to work</td>
</tr>
<tr>
<td>Non-Compliance with Routine/Work Refusal</td>
<td>Brief or low intensity failure to respond to a reasonable request</td>
<td>Talks while an adult is talking, is slow to respond but eventually does what is asked, saying ‘this is stupid’ – ‘I’m not doing it’</td>
</tr>
<tr>
<td>Inappropriate Verbal Language</td>
<td><strong>Low</strong> intensity instance of inappropriate language which is not directed at a person</td>
<td>Swearing in the classroom (e.g. this is sh#t) and does not respond to re-direction, swearing during a game in the playground</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>Student deliberately provides false information</td>
<td>Copying work from others, lying to an adult</td>
</tr>
<tr>
<td>Unsafe Behaviours/Property Misuse/Property Misconduct/Dress Code</td>
<td><strong>Low</strong> level behaviours which endanger self or others. <strong>Low</strong> intensity misuse and/or misconduct of property. Breaching school dress code standards.</td>
<td>Breaking pencils, ripping paper or work, taking bags/kicking bags, riding bikes in grounds, running on the cement, being in ‘out of bounds’ areas, climbing unsupervised, pushing to get into line, sitting on the port racks, playing ball games out of the designated areas, wearing jewellery, non-safe clothing/shoes, playing in the toilets. Using sport equipment unsafely.</td>
</tr>
<tr>
<td>Theft</td>
<td>The acquisition of other’s property without permission and with intent to permanently deprive.</td>
<td>Removing property from another student’s bag or desk without permission.</td>
</tr>
<tr>
<td>Possession of a Prohibited Item</td>
<td>Student possesses on their person or in their bag an item that has been declared by the school as prohibited.</td>
<td>Aerosol cans. Water bombs. Matches/lighters.</td>
</tr>
<tr>
<td><strong>Behaviour</strong> (aligns with OneSchool)</td>
<td><strong>Definitions</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Verbal Misconduct/Abusive Language</strong></td>
<td>Swearing or curse words directed towards others in a demeaning or provoking way. Repeated intentional use of inappropriate language. Disrespectful messages including negative comments related to religion, race, gender, ethnicity, appearance, disabilities or other personal matters.</td>
<td>Name calling and personal attacks about self, peers and family members. Saying, “F...you” saying to an adult, “F...k Off!”</td>
</tr>
<tr>
<td><strong>Bullying/harassment</strong></td>
<td>Repeated teasing, physical and/or verbal/non-verbal intimidation of a student. Inciting others e.g. rumouring, Cyber Bullying (Appendix 5).</td>
<td>Escalating verbal abuse. Inappropriate touching of others. Sexual comments/pictures that are used to intimidate. Verbal and physical threats to harm another person. Encouraging/egging others on to deliberately provoke. Student delivers disrespectful messages (verbal/gestures/cyber bullying) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes. NB Disrespectful messages include: negative comments based on race, religion, ethnicity, gender, appearance, disabilities or other personal matters.</td>
</tr>
<tr>
<td><strong>Defiance/Disrespect/Threat/s to Adults</strong></td>
<td>Persistent refusal to follow directions and/or behaviours that challenge authority.</td>
<td>Persistently yelling at an adult. Leaving class without permission. Continuing to walk away when an adult addresses you. Back chatting. Repeatedly refusing to follow directions. Student has failed to comply with teacher applied consequence. Does not adequately complete the applied consequence.</td>
</tr>
<tr>
<td><strong>Disruptive</strong></td>
<td>Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop for a prolonged period of time.</td>
<td>Yelling/persistent calling out. Turning over furniture. Sustained loud talking or out of seat behaviour. Not responding to classroom behaviour management strategies. Running away/leaving class without permission.</td>
</tr>
<tr>
<td><strong>Fighting/Physical Aggression</strong></td>
<td>Physical contact with intent or outcome of causing injury or harm to others.</td>
<td>Hitting. Punching. Hitting using an object. Kicking. Actions using sharp/dangerous objects.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Theft</strong></td>
<td>The acquisition of other’s property without permission and with intent to permanently deprive.</td>
<td>Taking another’s money or valuables.</td>
</tr>
<tr>
<td><strong>Truancy/Late</strong></td>
<td>Unexplained absence/s with or without parent’s knowledge.</td>
<td>Leaving school without permission. Repeated failure to attend scheduled classes. Repeated absences from school with/without parent permission.</td>
</tr>
<tr>
<td><strong>Unsafe Behaviour</strong></td>
<td>Behaviours that endanger self or others.</td>
<td>Using equipment unsafely e.g. sports equipment. Projectiles. Spitting at/on someone. Failure to act when others are in danger e.g. bullying, passive bystander.</td>
</tr>
</tbody>
</table>

**Extreme Behaviours (Admin Managed)**

<table>
<thead>
<tr>
<th>Behaviour (aligns with OneSchool)</th>
<th>Definitions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possession of alcohol/drugs/tobacco (extreme)</strong></td>
<td>Student is involved in a process of consuming (past, present); dealing or in possession of alcohol, drugs, tobacco or paraphernalia.</td>
<td>Any alcohol products or illegal drugs, brought into the school grounds. Attending school seemingly under the influence of alcohol or a drug. Misuse of prescribed/non-prescribed medication. Student is observed smoking a tobacco substance. Student is in possession of a tobacco substance.</td>
</tr>
<tr>
<td>** Possession of Combustibles **</td>
<td>Student is in possession of substances/objects with intent of causing bodily harm or property damage</td>
<td>Matches, lighters. Firecrackers. Gasoline/petrol. Lighter fluids, aerosol sprays (including deodorants), spray paints.</td>
</tr>
<tr>
<td>** Possession of Weapons **</td>
<td>Student is in possession of knives, guns (real of look-alike) or other objects presumed to be or capable of causing bodily harm.</td>
<td>Bringing guns, knives, other potentially dangerous items to school. Using an item as a weapon to harm or threaten to harm.</td>
</tr>
</tbody>
</table>
APPENDIX 4

IN THE PLAYGROUND

ROLE
- The role of the playground supervisor is the supervision of students during first recess and second recess.

“BUM BAGS” AND FLORESCENT JACKETS
- Prior to duty, collect a ‘Bum Bag’, florescent jacket and clipboard from the classroom.
- In your ‘Bum Bag’ you will find:
  1. Basic first aid supplies to allow you to treat minor cuts/grazes as they occur.
  2. Red Cross Card - child takes this to the first aid room to receive assistance.
  3. Playground ‘Gotcha’ tickets to catch students behaving appropriately.

NB: It is the teacher’s responsibility to maintain the supply of first aid equipment, red-cross cards and playground ‘gotchas’ in their ‘bum bag’.

CLIPBOARD
- In your clipboard you will find:
  1. Tolga State School Behaviour Referral Sheet (Appendix 2).
  2. Staff and Student Special Information sheets (special notes about health, behaviour or disabilities).
  3. Playground duty roster.

NB: It is the teacher’s responsibility to update information in the folder.

STAFF EXPECTATIONS
- Roam your area regularly to ensure the safety of the children.
- Settle minor fights/conflicts as they occur. For major conflicts send the students to the office or ask for assistance from Admin.
- Ensure your area is clean of litter. Have students pick up litter while you do your duty.
- If you are on duty before school, at 8:30, you are to make sure students are in the covered parade area and not wandering around the school and that they are behaving safely, responsibly and respectfully. Do not send students to their classroom unless their teacher has said their classroom is open.
- If you are on duty in the sessions near the end of first recess and second recess, you are to remain on duty until 11:30 and 1:40, respectively.
- If you are on duty near the end of second recess you are to go to the covered parade area and supervise students lining up until their respective teachers collect them.
- If you are ever involved in a playground duty session where you are being directly replaced in a particular area, then you are to remain on duty until you are replaced (If the replacement does not turn up, advise the office).
- Be punctual in your arrival times for playground duty. Duty does take priority over other commitments.
- If you are going to be away on a field trip, excursion, camp etc., it is your responsibility to arrange your own replacement for duty of if this difficult, contact the office to arrange a replacement.

STUDENT EXPECTATIONS/BEHAVIOURS
- Students are not to be in classrooms or verandas at all before school. At other break times students are not to be in classrooms or verandas unless supervised.
- Before school students are to remain in the covered parade area sitting quietly until their teacher opens their classroom. Students are supervised by a teacher aide.
- Before playtime at morning tea (11:00am), students are to remain seated with their classroom teacher unless they are going to the tuckshop or toilet.
- At first recess students are not to be dismissed to go to play without the teacher’s permission.
- At second recess students are to sit in designated areas and eat their lunch.
- When play bell goes for second recess, students are to remain seated with their hand up. Teachers are to check area is clean of litter before dismissing students.
- Students should have a hat in their possession at all times. No hat, no play.
- Students who are still eating are to remain seated in the covered parade area until they finish. This includes ice-blocks and drinks.
BEHAVIOUR IN SPECIFIC SITUATIONS
The student’s safety is a priority. Use common sense.

- For scuffles which are in progress, tell the students to stop and help them sort it out.
- For major fights and fights where injury has occurred, send students to office and report in yourself as soon as possible following duty.
- If situation becomes extremely difficult, send another student for help from the office.
APPENDIX 5

The Use of Personal Technology Devices* at School

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

Personal Technology Devices Banned From School:
Students will not bring mobile phones and other personal technology devices to school, unless personal health or safety circumstances require the consideration of the Principal to allow special approval.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Recording voice and Images:
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Tolga State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting), builds a culture of distrust and disharmony.

Students must not record images anywhere within the school unless they are using school equipment in a supervised activity. Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording

Breach of this policy will be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication:
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages should ensure they keep the message as evidence and bring the matter to the attention of parents and if related to school matters, to the attention of the Principal.

Assumption of cheating:
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff.
Recording Private Conversations and the *Invasion of Privacy Act 1971*:

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

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

**Special Circumstances Arrangement:**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or family circumstances) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

**PROCEDURES FOR PREVENTING AND RESPONDING TO BULLYING BEHAVIOURS (INCLUDING INCIDENTS OF CYBERBULLYING)**

**Purpose**

Staff at Tolga State School consistently strive to create a positive environment for all students where our school-wide expectations of being **safe, respectful, and responsible** are upheld and adhered to at all times. In view of these expectations, there is no place for bullying behaviours at Tolga State School.

Bullying behaviours that will not be tolerated at our school include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- children in care.

**Rationale**

Research indicates that students who observe bullying can react to it in ways that may increase the likelihood of it occurring again in the future. These reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Through the explicit teaching of expected behaviours at Tolga State School, a set of safe and effective responses to bullying behaviour will be promoted.
Prevention

It is important to note that the school’s attempts to address specific problem behaviours (such as bullying) will be more successful if the general level of disruptive behaviour is kept to a low level. Therefore, through the school’s Positive Behaviour for Learning strategies, we aim to ensure that disruptive behaviour is effectively minimised by focusing on:

- preventative strategies which involves explicitly teaching the behaviours associated with our school-wide rules – Be Safe, Be Respectful and Be Responsible. We aim to ensure that all students understand these expectations and can give examples regarding what they look and sound like.

- teaching and reinforcing specific routines in the school’s non-classroom areas (such as the playground, tuckshop, walkways, and undercover / parade areas).

- actively supervising the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through their designated areas.

- giving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.

Our ‘Focus behaviour for the fortnight’ is a key strategy for introducing and reinforcing these expected behaviours. The frequency and/or nature of actual bullying behaviour will be more likely reduced if students have opportunities to practice respectful and safe behaviours. We will aim to take care to combine knowledge with practice, so that students understand by ‘doing’ as much as by ‘knowing’.

As part of our PBL framework, Tolga State School gathers behavioural data for decision-making (through the One School database). This process will allow the school to monitor the effectiveness of its anti-bullying processes and to make any necessary adjustments (for example, we may identify specific bullying behaviours or problem areas that need to be revisited or targeted as part of our teaching strategies).
APPENDIX 6

Essential Classroom Management Skills

The Essential Skills for Classroom Management (ESCM) package outlines the 10 evidence-based ‘micro-skills’ for successfully managing student behaviour.

The first three skills are concerned with the setting of clear expectations and can be viewed as providing the foundation for behaviour management practices in the classroom. Clear expectations afford the teacher increased opportunities to give positive feedback (acknowledgement), and to use corrective language in a timely manner when required. This is illustrated in the ‘Balance Model’ below, which exemplifies evenness in the rates of positive feedback and corrective responses.

<table>
<thead>
<tr>
<th>Acknowledgment</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ‘Balance Model’

<table>
<thead>
<tr>
<th>Language of Expectation</th>
<th>1. Establish Expectations – to clearly establish, post, teach and reinforce expected behaviours and routines for all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Instruction Giving – providing clear directions so students know what task to complete/ how to complete it and when to complete it.</td>
</tr>
<tr>
<td></td>
<td>3. Waiting and scanning - to strategically wait 5 – 10 seconds after an instruction is given to ascertain the readiness/attentiveness of students before proceeding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language of Acknowledgement</th>
<th>4. Cueing and acknowledgement – to acknowledge students’ on-task behaviour with the intention of prompting others to follow suit.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. Body language encouragement – to intentionally use body language (non-verbal actions) to encourage students to remain on-task. E.g. proximity.</td>
</tr>
<tr>
<td></td>
<td>6. Descriptive encouraging – to provide explicit feedback to students about their positive actions and therefore raise their awareness of these competences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language of Correction</th>
<th>7. Selective attending – to intentionally give minimal attention to off-task behaviour.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8. Redirecting to the Learning – Correcting student behaviour by referring them to or re-focusing on the immediate the learning task/activity (and therefore avoiding overtly corrective language that specifies the problem behaviour).</td>
</tr>
<tr>
<td></td>
<td>9. Giving a choice – to respectfully correct a student who is continually disrupting others by outlining the available choices of behaviour and their consequences.</td>
</tr>
<tr>
<td></td>
<td>10. Following through – planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.</td>
</tr>
</tbody>
</table>
APPENDIX 7

Behaviour Booklets

Tolga State School uses coloured behaviour booklets. They are used by the Principal, Deputy Principal, Classroom Teacher, parent and student as a resource to monitor, reinforce and teach specific behaviours.

Red Book
A red book is used by the Principal as a re-entry process from suspension. The book is used for a duration of three weeks to monitor, reinforce and teach specific behaviours.
A red book can also be used by the Principal for playground behaviour.

Green Book
A green book is used by Classroom Teacher in conjunction with the Principal. Teachers can use the green booklet to monitor, reinforce and teach specific goals.

Support Book (purple)
A support book is used by the classroom teacher in conjunction with the Principal and Guidance Officer. The books is used for a duration of 2 weeks to monitor, reinforce and support social behaviour.
Rules
1. This booklet covers a five day period. If the booklet is lost the five days will begin again.
2. Hand your booklet to your teacher at the beginning of each session and collect it at the end of the session.
3. Hand your booklet to the Principal at the end of Morning Tea, Lunch and Home time to have it signed and discuss your progress.
4. Take your booklet home for your parents to sign and discuss your progress.
If, at the end of five days progress is not satisfactory, there may be additional consequences.

Rating
You will be rated:
S – Satisfactory or
UN – Unsatisfactory

Notes for Parents/Caregivers
- Discuss the events of the day with your child.
- Sign the card each evening and make comment where appropriate.
- Do not hesitate to contact the school about any aspect of your child’s performance.
- Please acknowledge and reinforce your child’s efforts to improve themselves.

Purpose
1. To monitor your behaviour and schoolwork each day for **five days**.
2. To encourage you to improve your self-discipline and take responsibility for your own behaviour.

**Behaviour Focus:** ______________________
______________________________________

Name:_______________________ Class:________
<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1 - Comments</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Satisfactory ☐ Unsatisfactory ☐

Class Teacher Comments: ..........................................................

Signature: ...................... Date: ...............

Parent/Caregiver Comments: ..................................................

Signature: ...................... Date: ...............
Rules
5. This booklet covers a two-week period. If the booklet is lost the two weeks will begin again.
6. Hand your booklet to your teacher at the beginning of each session and collect it at the end of the session.
7. Hand your booklet to the Principal at the end of Morning Tea, Lunch and Home time to have it signed and discuss your progress.
8. Take your booklet home for your parents to sign and discuss your progress.
If, at the end of two weeks progress is not satisfactory, there may be additional consequences that may include suspension.

Rating
You will be rated: S – Satisfactory or UN – Unsatisfactory

Notes for Parents/Caregivers
• Discuss the events of the day with your child.
• Sign the card each evening and make comment where appropriate.
• Do not hesitate to contact the school about any aspect of your child’s performance.
• Please acknowledge and reinforce your child’s efforts to improve themselves.

Purpose
1. To monitor your behaviour and schoolwork each day for three weeks after a suspension.
2. To encourage you to improve your self discipline and take responsibility for your own behaviour.
3. To provide a structured program which will help you become more organised.

Behaviour Focus: _____________________
_______________________________________

Name: _______________________ Class: _________
<table>
<thead>
<tr>
<th>Date / /</th>
<th>Subject</th>
<th>On Time</th>
<th>Homework</th>
<th>Classwork</th>
<th>Equipment</th>
<th>Comment</th>
<th>Tch</th>
<th>Adm</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:55am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning Tea</td>
<td>11:30am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>1:40pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hometime</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administration………………………. Comment………………………………………………...  
Parent/Caregiver ………………………. Comment………………………………………………...
Student Support Booklet

SAFETY – RESPECT – RESPONSIBILITY

Purpose
1. To monitor you settling into class and/or the playground.
2. To encourage your successes and support your progress.

Name: _________________________________________ Class: _____
Supporting your child
1. This booklet is to support a student transitioning into a classroom and/or playground.
2. Through the information provided the support team, parent/teacher/admin/GO/STLaN can identify differentiation needs to better support the student.
3. The booklet is to be handed to the teacher at the beginning of each learning session.
4. The teacher will complete the booklet with students input.
5. Student then takes the booklet to Principal or Deputy Principal for final comment and signature.
6. Booklet then goes home for parents to review, discuss and comment.

Notes for parent/caregiver
- Discuss the events of the day with your child.
- Sign the days report and if you choose you can add a comment.
- Do not hesitate to contact the school about any aspect of your child’s performance.
- Please acknowledge and reinforce your child’s efforts to help them transition and settle into their classroom and/or playground.
<table>
<thead>
<tr>
<th>Behaviour observed</th>
<th>Teacher felt</th>
<th>Student’s view</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Fine</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**FIRST PLAYBREAK**

<table>
<thead>
<tr>
<th>Behaviour observed</th>
<th>Teacher felt</th>
<th>Student’s view</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Fine</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**MIDDLE CLASS SESSION**

<table>
<thead>
<tr>
<th>Behaviour observed</th>
<th>Teacher felt</th>
<th>Student’s view</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Fine</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**SECOND PLAY BREAK**

<table>
<thead>
<tr>
<th>Behaviour observed</th>
<th>Teacher felt</th>
<th>Student’s view</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Fine</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**AFTERNOON CLASS SESSION**

<table>
<thead>
<tr>
<th>Behaviour observed</th>
<th>Teacher felt</th>
<th>Student’s view</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Fine</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Admin signature __________ Comment ________________________________________

________________________________________________________________________

Parent/Caregiver signature __________ Comment ________________________________________

________________________________________________________________________
**APPENDIX 8**

**BEHAVIOUR INCIDENT REPORT**

Name: 

Date: 

Person Completing Form: 

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

Where was the student when the incident occurred? 

Who was working with the student when the incident occurred? 

Where was staff when the incident occurred? 

Who was next to the student when the incident occurred? 

Who else was in the immediate area when the incident occurred? 

What was the general atmosphere like at the time of the incident? 

What was the student doing at the time of the incident? 

What occurred immediately before the incident? Describe the activity, task, event. 

Describe what the student did during the incident. 

Describe the level of severity of the incident. (e.g. damage, injury to self/others) 

Describe who or what the incident was directed at. 

What action was taken to de-escalate or re-direct the problem? 

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
APPENDIX 9

Bus Line
At Tolga State School teachers ensure students are dismissed on time in the afternoon to minimise students missing buses. On arrival at the bus line Teachers/Teacher Aides take a roll of children who are travelling by bus each day. Rolls are available from the office each afternoon. Teachers do not have bus duty on a Tuesday afternoon as attendance is required at the staff meeting. Teacher Aides cover this duty.

Those students who have not been collected by 3:30pm (or by the last bus departure) are escorted back to the school office and parents/caregivers are contacted.

- Review the roster to identify your required duty
- Arrive for bus duty by 3:00pm
- Have teacher aides hand over and advise of any changes
- Mark rolls that aren’t completed
- Monitor students’ behaviour in alignment with the PBL
- Students to wait in the undercover area of A Block
- Reward appropriate behaviour
- Record on OneSchool inappropriate behaviour
- After the final bus has gone take rolls to the office
- Any students remaining after 3:30pm and/or are not waiting for a bus are to go to the office and await collection
APPENDIX 10

Values

- **Caring** – kind, considerate, sensitive to people’s feelings, respecting the beliefs and opinions of others
- **Problem Solver** – use a range of thinking skills, plan and carry out investigations, consider different strategies, find things out before making decisions, solve a variety of problems
- **Good Communicator** – listen to others, speak clearly and confidently, read and write well, express ideas effectively, choose the right way to get a message across
- **Fair** - know about responsibilities as well as rights, believe in justice and a fair go for all, honest and trustworthy, consider values of others
- **Hardworking** – determined, focused, responsible and disciplined
‘Buddy Class’ is a behaviour management strategy that assists with minimising disruption to learning through removing those students that repeatedly display inappropriate Minor behaviours, from the classroom. To ensure accurate student data is collated, it is expected that a OneSchool incident report is completed for each student targeted for ‘Buddy Class’, each occasion.

- The teacher is to contact parents following 2 buddy class visits in a week or on a regular basis and record contact on OneSchool.
- 3 visits a week are to be referred to Admin via OneSchool - refusal to go to buddy classroom is also referred to admin and reported on OneSchool.
- An Individual Behaviour Plan may be the next step.

**Prior to the use of the ‘Buddy Class’ System:**

- A conversation is had with students linking ‘Buddy Class’ to the Classroom Behaviour Chart
- A designated ‘Buddy Class’ is confirmed between teachers
- No more than one student sent to a class at one time
- Agreed upon procedures to ensure that students arrive at designated classroom.
- Practise entry and re-entry with designated ‘Buddy Class’

**‘Buddy Class’ Process:**

- Teacher directs student to ‘Buddy Class’, outlining inappropriate behaviour
- A mentor student escorts student to ‘Buddy Class’, if required
- *Reflection Sheet* and independent work is provided for the student to complete whilst in ‘Buddy Class’.
- Student completes *Reflection Sheet* and work provided
- P-3 to remain in ‘Buddy Class’ for 5 - 15min and years 4-6 to remain in ‘Buddy Class’ for 15 - 30min, unless the student is not ready to go back to class the teacher sends student back to original class
- Student returns to class and waits for teacher direction
- Teacher organises a suitable time to meet with student to evaluate work completed and *Reflection Sheet* responses (meeting to be in a timely fashion, and contact with student is to be added as a OneSchool). Reflection sheet to be signed by both teacher and student, dated and kept for the teacher’s record.
Tolga State School Reflection Sheet

Student Name: ___________________  Date: ____________

Tick the box that shows your location.

☐ Classroom  ☐ Playground  ☐ Other

Tick the box that best describes your behaviour.

I was not

☐ Respectful  ☐ Responsible  ☐ Safe

Draw what you did.  Write what you did.


Circle the picture that shows how you are feeling

Worried  Angry  Sad  Scared  Frustrated

Tick what you could do next time.

<table>
<thead>
<tr>
<th>be kind</th>
<th>Keep hands and feet to myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>be safe</td>
<td>follow directions</td>
</tr>
<tr>
<td>do my work</td>
<td>listen to the teacher/teacher aide</td>
</tr>
</tbody>
</table>

Student signature  Teacher signature  Date
Tolga State School Reflection Sheet

Student Name: ___________________ Date: ____________

Tick the box that shows your location.

☐ Classroom  ☐ Playground  ☐ Other

Tick the box that best describes your behaviour.
I was not

☐ Respectful  ☐ Responsible  ☐ Safe

Write in two to three sentences what you did.


Circle the picture that shows how you are feeling

Worried  Angry  Sad  Scared  Frustrated

What will you do differently next time?


Student signature  Teacher signature  Date
## Tolga State School Reflection Sheet

**Student Name:** | **Date:**
---|---

### Classroom □ Playground □ Other □

<table>
<thead>
<tr>
<th>School Rules:</th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What choices did you make?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I chose to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who else do you think was affected?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How were they affected?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How were you affected?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What actions can you take to try to make things right?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Student signature** | **Teacher signature** | **Date**
Tolga State School

Emergency Management Plan

2017
A current hardcopy of this plan should be kept on file and be accessible in the event of a disaster or emergency.

Emergency Management Plan key contact

<table>
<thead>
<tr>
<th>Key Contact:</th>
<th>Kayleen Wright</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Details:</td>
<td>(W) 0740 895 111 (H) 0740 925 192 (M) 0414 516 870</td>
</tr>
<tr>
<td>Email Details:</td>
<td><a href="mailto:kwrig50@eq.edu.au">kwrig50@eq.edu.au</a></td>
</tr>
<tr>
<td>Campus/es included:</td>
<td>Tolga State School</td>
</tr>
<tr>
<td>Document Status:</td>
<td>Final</td>
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</tbody>
</table>

Details

<table>
<thead>
<tr>
<th>School or Campus/es</th>
<th>Tolga State School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Address</td>
<td>Main Street, Tolga</td>
</tr>
<tr>
<td>DET Region</td>
<td>Far North Queensland</td>
</tr>
</tbody>
</table>

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kayleen Wright</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Huelin</td>
<td>Regional Director or delegate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review

| Next review date | March 2018 |
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   DET Contacts (When RRT not enacted) .............................................................. Error! Bookmark not defined.
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1. **Purpose**

The purpose of this Emergency Management Plan is to provide details of how Tolga State School will prepare for and respond to a disaster or emergency situations.

2. **Scope**

This Emergency Management Plan applies to all staff, students, visitors, contractors and volunteers at Tolga State School.

3. **Response Strategies**

When a School facility is impacted, or is about to be impacted, by a disaster or emergency this plan will be enacted at the direction of the Principal who assumes the role of School Response Controller (SRC). Each disaster or emergency may have extenuating circumstances which require the application of an additional appreciation to provide a solution to new risk or circumstance.

DET has adopted an *'all hazards approach'* to the planning of response strategies to disasters or emergencies and subsequently there are generally three response strategies that can be implemented prior to or during a disaster or emergency.

The general response strategies, which can be implemented singularly or jointly, are:

1. Evacuation of the facility;
2. Lockdown of the facility;
3. Temporary Closure of the Facility

It is also noted that disasters or emergencies may also be categorised as

- *'rising tide'* or *'slow burn'* events which enables decision makers to act prior to the impact of the event; or
- *sudden or spontaneous* events for which there are no warnings or indications that allow pre-emptive actions and the event has to be responded to during or post impact.

Disasters or emergencies may occur under such circumstances that the School Response Controller can make pre-emptive decisions to take action and best prepare the students, staff or school for the event. This is the preferred scenario for DET in that when a disaster or emergency is identified as having a potential impact on a school, the School Response Controller can begin preparations as early as practicable with a view to ensuring the safety of students, staff and other stakeholders.

4. **Mission**

To ensure the safety of students, staff and any other persons within the facility.
To minimise the damage to DET property and facilities
To resume educational services when safe to do so.
5. **Execution**

**Imminent event**

Upon identifying an emerging risk to the School the School Response Controller (SRC) should;

1. Form the School Response Team (SRT);
2. Identify the risk and expected impact on the School;
3. Consider the courses of action;
4. Consult with stakeholders where practicable;
5. Decide on the strategy;
6. Implement the strategy;
7. Commence the Communication Strategy;
8. Brief the Regional Response Team (RRT) on the progress and status; and

**Event impact**

Upon the impact of a sudden event on the School, the SRC;

1. Assess safety of students and staff;
2. Advise Emergency Services if required;
3. Implement Lockdown, Evacuation or Temporary Closure if required;
4. Brief the Regional Response Controller (RRC);
5. Monitor impact of event and response;

**Post impact**

After the event has impacted the School the following should occur;

*If school has been not been temporarily closed:*

1. Assess safety of students and staff;
2. Assess the status of the school, noting BAS protocols;
3. If any visible damage or potential hazards e.g. asbestos, engage BAS for site inspection;
4. If required consider Temporary Closure under CE Directive 1/2015; and
5. Implement Business Continuity Plan as required.

*If school has been vacated (holidays, weekends) or temporarily closed under CE Directive 1/2015 then:*

1. Assess safety and wellbeing of staff;
2. Assess status of school;
3. If any visible damage or potential hazards e.g. asbestos, engage BAS for site inspection;
4. Implement Business Continuity Plan as required;
5. Decide on resuming educational services;
6. Invoke, or continue, Temporary Closure of the school under CE Directive 1.2015 as required and advise the Regional Response Controller.
7. Utilise Communication Strategy; and
8. Re-open school after conducting a Suitability Assessment and determining that it is safe to do so.

6. Administration and Logistics

The School Coordination Centre is to be located at Tolga State School, Main Street Tolga where the School Response Controller (SRC) and the School Response Team (SRT) will operate if practicable. This facility has the requisite support for occupation, communications capability and other resources for the response structure.

Hard copies of the School Emergency Management Plan should be stored in the main Administration building of the school, held by the Principal and other staff who form part of the School Response Team.

Section 19 – provides a document, the Suitability Assessment, to be used to support the decision making around keeping schools temporarily closed or re-opening.

7. Command and Communications

The Principal will assume the role of the School Response Controller (SRC) and will form, and chair, the School Response Team (SRT).

The SRC is responsible for making decisions about the Temporary Closure and Re-opening of schools in accordance with the CE Directive 1/2015.

When formed, the SRT is to establish and maintain communications with the Regional Response Team as practicable. In the absence of communications the SRC must operate independently until communications are able to be established.

The SRC is to maintain contact with the LDMG and attend scheduled meetings if possible or send a delegate.

The SRT is as follows:

<table>
<thead>
<tr>
<th>Role</th>
<th>Assigned staff including shadow</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Controller</td>
<td>Kayleen Wright</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Belinda Johnston</td>
<td></td>
</tr>
<tr>
<td>Operations Officer</td>
<td>Katrina Klein</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carl Stroud</td>
<td></td>
</tr>
<tr>
<td>Logistics Officer</td>
<td>Kimberley Howlett</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wasyl Macala</td>
<td></td>
</tr>
<tr>
<td>Public Information Officer</td>
<td>Kayleen Wright</td>
<td></td>
</tr>
<tr>
<td>Finance and Administration Officer</td>
<td>Jo Pasetti</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kimberley Howlett</td>
<td></td>
</tr>
<tr>
<td>Safety and Wellbeing</td>
<td>Elise Humpherys</td>
<td></td>
</tr>
<tr>
<td>Officer</td>
<td>Janet Bathgate</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
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<td></td>
</tr>
<tr>
<td>Advisory Group</td>
<td>Regional Health &amp; Safety Consultant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brett Moore</td>
<td></td>
</tr>
</tbody>
</table>

Some schools due to their size will not have the staff to fill the suggested positions and available staff will have to undertake multiple roles.

A list of key contacts is included in this EMP. It lists the school and regional response entities and mechanisms to assist communications before, during or after an event. It also lists other agency and stakeholder contact points.
8. School/Campus Map

Distance to Primary off-site assembly point:
Approx. time to reach Primary off-site assembly point:

Distance to Secondary off-site assembly point:
Approx. time to reach Secondary off-site assembly point:

Legend

Primary off-site assembly point
Route to Primary off-site assembly point
Secondary off-site assembly point
Route to Secondary off-site assembly point
Emergency services access point
9. Evacuation Response

<table>
<thead>
<tr>
<th>Priority</th>
<th>Safety of students, staff, parents, members of the community and/or site visitors.</th>
</tr>
</thead>
</table>
| Reporting the emergency | • Contact Emergency Services immediately on 000  
• Notify the Regional Director |
| Evacuation | Signal- Evacuation Alarm  
Will be activated by the Principal and notification through speaker. School Officer will be responsible for using the alternate alarms if required. |

**Procedure**

a) **Remove** all persons/students from the immediate area.

b) **Alert** the Fire Service by dialling **000**, if administration is not available.

c) **Evacuation Alarm** - will be activated by Principal and notification through speaker. School Officer will be responsible for using the alternate alarm if required. The hand held alarm is in B02 for easy access.

d) **Evacuation:**

1. Gather students/visitors

2. Children stand and file in an orderly fashion to the nearest safe exit.

3. Teacher collects class roll, files children from the room, counting them as they file out. Each teacher should check their room as they leave to ensure no student/visitor is left behind and then pull the door closed to demonstrate that checking has occurred.

4. Move quickly don’t run

5. Teacher moves class to the assembly point, following at the rear of the class group, calls the roll, children sit when their name has been called, and notifies Principal if a child is missing with an unexplained absence. Principal to then advise Administration Officer at front gate so correct information can be forwarded on to Fire Officers on arrival at school.

6. The following blocks will be checked by nominated staff:

   **Block A** - Administrative Officer (Jo Pasetti)
   **Block B** - Year 1/2C Teacher (Sandra Morris)
   **Block C** - Teacher Aide (Carmel Ciranni)
   **Block D** - Teacher Aide (Carmel Ciranni)
   **Block E (Ground Level)** - Year 2A Teacher (Victoria Collins)
   **Block E (Upper Level)** - Year 3B Teacher (Elise Humpherys)
   **Block F** - Year 4A Teacher (Juanita Fisher)
   **Block G** - Teacher Aide (Jeanette Ogilvie)
   **Prep** - Prep A Teacher (Georgina Coase)
   **Block H** - Teacher Librarian (Jenny McAuliffe) & Teacher Aide (Jeanette Ogilvie)
   **Tuckshop** – Teacher Aide (Carmel Ciranni)

7. Administrative Officer to proceed to main gate to be there to advise fire officers of fire situation and of any missing persons. Also to ensure no one else enters sites.

Administration Officer to wear either a helmet or vest so
Principal can see easily and Fire Officers know who to approach on arrival at school for information.

<table>
<thead>
<tr>
<th>Special considerations</th>
<th>Children with Special needs require assistance for movement.</th>
</tr>
</thead>
</table>
| Special responsibilities | - Familiarise yourself with the evacuation route from your classroom/area  
- If you have visitors- you are responsible to assist them to evacuate  
- Checking toilets/all areas/rooms are cleared |

| Evacuation assembly | Assembly area/s  
Multi-Purpose Court |
|---------------------|------------------------------------------------|
| Assembly procedure | 1. Class lists/rolls are checked.  
2. Report all students/persons unaccounted for to the Principal (or delegate). |

| Evacuation clearance | 1. No person is to return to any area of the school until advised by the Principal.  
2. One blast on the alarm is the clearance signal. |

| General principles | Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms.  
1. **FIRST PRIORITY** is to the safety of pupils and persons in the school.  
2. **ALL** staff, parents and visitors are automatically involved.  
3. **ALL VISITORS** should sign the Visitors book at the office.  
4. **ALL VOLUNTEERS** in school should sign in the ‘Volunteers’ book in the classroom or in Tuckshop.  
5. **TUCKSHOP** manager and volunteers must follow the Evacuation Procedures including bringing the sign on book.  
6. **PARENT HELPERS/TUTORS** must follow Evacuation Procedures.  
7. **NO** person should be placed in a position of risk.  
8. **EVACUATION** drill will be conducted twice a year. Annual revision of the use of Fire Extinguishers will be conducted.  
9. **PRINCIPAL OR DELEGATE** is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance. |

| Communications | • If the evacuation goes for an extended time then the Response Controller informs the parents and stakeholders via the Police, SES and local radio station. |

| Pre-arrangements | • Site Emergency Evacuation Maps must be clearly displayed in all rooms.  
• Visitor sign-in registers maintained in the office or Tuckshop.  
• Emergency class lists kept by exit door.  
• Relief staff provided with Evacuation summary. |
<table>
<thead>
<tr>
<th>Priority</th>
<th>This procedure minimises access to the school environment and secures all persons in rooms.</th>
</tr>
</thead>
</table>
| Reporting the emergency | - Contact Emergency Services immediately on 000  
- Notify the Regional Director |
| Lockdown Signal | An electronic alarm, consisting of an intermittent ring, will be activated or staff will be advised via intercom/telephone system. |
| Procedure | 1. First person aware of the emergency is to immediately inform the office and/or the Principal  
2. An electronic alarm, consisting of an intermittent ring, will be activated or staff will be advised via intercom/telephone system.  
3. Principal or administrative staff will contact the Police. Information to be provided includes:  
   - Time of incident  
   - Nature of incident  
   - Details of offender, and if armed  
   - Type of weapon  
4. Administration doors are locked by office personnel.  
5. Classroom doors are locked by teachers.  
6. Pull shut curtains and blinds  
7. Turn off all lights  
8. Access to any and all persons denied.  
9. All outside activities and lessons stop immediately and students are taken to the nearest classroom.  
10. If a class or group are not on the school site the teacher should keep the students off-site until an all clear signal is given to return.  
11. Staff not in their own classroom will remain in the building and room they are currently in until told it is safe to move.  
12. Class lists/rolls are checked.  
13. Report all students/persons unaccounted for to the Principal (or delegate).  
14. Students are to remain calm and silent inside classrooms out of line of sight i.e. under desks or against walls.  
15. Toilet block checked by executive staff or principal (if safe to do so) to ensure all students are safely in their rooms.  
16. Names of missing students should be provided to executive and front office as soon as possible.  
17. Staff and students remain in their rooms until told that the school is safe. |
| Special considerations | - Students with Specialist teachers will remain with that teacher until the ‘all clear’ is given  
- Children at physical education lessons or involved in outdoor activities are to proceed at the safest secure place, under the direction and supervision of the teacher |
| Special responsibilities | - Toilet block checked by executive staff or principal (if safe to do so) to ensure all students are safely in their rooms. |
Names of missing students should be provided to executive and front office as soon as possible.

| Lockdown cancellation | 1. Staff and students remain in their rooms until advised by the Principal that the Lockdown procedure is cancelled.  
2. One blast on the alarm is the clearance signal. |
|------------------------|-------------------------------------------------------------------------------------------------|
| General principles     | - These help to prevent persons from entering the school site.  
- Normal school routine should re-commence as soon as possible after the event.  
- Staff to be vigilant in reporting the entry of unauthorised person or persons onto the school grounds. |
| Communications         | - If the lockdown goes for an extended time then the Response Controller informs the parents and stakeholders via the school messaging system, Police, SES and local radio station. |
| Pre-arrangements       | - Facilities can be locked internally.  
- Visitor sign-in registers maintained in the office or Tuckshop.  
- Emergency class lists kept by exit door.  
- Relief staff provided with Lockdown summary.  
- Staff and students will be made aware of this signal and its meaning and importance at regular times throughout the year. |

11. Temporary Closure Response

| Priority               | Safety of students, staff, parents, members of the community and/or site visitors.  
Staff and students must remain off-site until advised by the School Response Controller (Principal) that the school or campus is safe and available to be re-occupied and re-opened. |
| Decision              | In accordance with CE Directive 1/2015. Consultation undertaken prior to decision to temporarily close a State School with Regional Director, Local Disaster Management Group and Advisory Group as practicable. |
| Reporting the closure | 1. Notify the Regional Director or delegate  
2. Notify the local Radio Station **Hot FM 4092 6979**  
3. Notify staff – phone tree  
4. Notify school community – school website, school sms messaging  
5. Notify other stakeholders |
| Temporary Closure     | Prepare  
- Engage the site’s Response Team  
- Prepare for Temporary Closure Plan with stakeholders  
- Undertake required communications |
|                       | Respond  
- Monitor the event and stay informed  
- Maintain communications with the LDMG and RRT  
- Wait till safe to deploy to site for inspection  
- Inspect facilities/campus to identify damage. Report damage to BAS and RRT.  
- Assess staff status and support required  
- Engage Business Continuity Plan as required  
- Undertake Suitability Assessment for decision to re-open or not. |
<table>
<thead>
<tr>
<th>Recover</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Liaise with BAS and RRT re repair schedule</td>
</tr>
<tr>
<td>• Manage and support staff welfare issues</td>
</tr>
<tr>
<td>• Monitor business continuity activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special considerations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Re-opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Notify the Regional Director – if unavailable advise ESMU 13 25 00</td>
</tr>
<tr>
<td>2. Notify Radio Station Hot FM 4092 6979</td>
</tr>
<tr>
<td>3. Advise P&amp;C President: Roberto Leonforte</td>
</tr>
<tr>
<td>Next contact would be Bindi Rose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ‘Safety before schedule’ Normal school routine should re-commence as soon as possible after the event and when safe to do so.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Response Controller informs the parents and stakeholders via the school messaging system, Police, SES and local radio station.</td>
</tr>
</tbody>
</table>

12. **Specific emergencies – response procedures**

<table>
<thead>
<tr>
<th>Building Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Call 000 for emergency services and follow advice.</td>
</tr>
<tr>
<td>• Activate the fire alarm.</td>
</tr>
<tr>
<td>• Report the emergency immediately to the School Response Controller who will convene your SRT if necessary.</td>
</tr>
<tr>
<td>• Extinguish the fire (only if safe to do so).</td>
</tr>
<tr>
<td>• If appropriate, follow the procedure for on-site evacuation.</td>
</tr>
<tr>
<td>• Evacuate to the &lt;Insert the location of your assembly point/s&gt;, closing all doors and windows.</td>
</tr>
<tr>
<td>• Check that all students, staff, visitors and contractors are accounted for.</td>
</tr>
<tr>
<td>• Contact parents as required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bushfire</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Call 000 for emergency services and follow advice.</td>
</tr>
<tr>
<td>• Report the emergency immediately to the School Response Controller who will convene the SRT if necessary.</td>
</tr>
<tr>
<td>• Determine appropriate response strategy (evacuate or lockdown) in consultation with emergency services, if possible.</td>
</tr>
<tr>
<td>• If evacuation is required and time permits before you leave:</td>
</tr>
<tr>
<td>• Make sure you close all doors and windows</td>
</tr>
<tr>
<td>• Turn off power and gas.</td>
</tr>
<tr>
<td>• Check that all students, staff, visitors and contractors are accounted for.</td>
</tr>
<tr>
<td>• Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.</td>
</tr>
<tr>
<td>• Contact parents as required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major external emissions/spill (includes gas leaks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Call 000 for emergency services and follow advice.</td>
</tr>
<tr>
<td>• Report the emergency immediately to the School Response Controller who will convene the SRT if necessary.</td>
</tr>
<tr>
<td>Turn off gas supply.</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>If the gas leak is onsite, notify your gas provider.</td>
</tr>
<tr>
<td>If appropriate, follow the procedure for on-site evacuation.</td>
</tr>
<tr>
<td>Alternatively this may need to be to an off-site location.</td>
</tr>
<tr>
<td>Check students, staff and visitors are accounted for.</td>
</tr>
<tr>
<td>Await ‘all clear’ advice from emergency services or further advice before resuming normal school activities.</td>
</tr>
<tr>
<td>Contact parents as required.</td>
</tr>
</tbody>
</table>

### Intruder

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the School Response Controller.
- Do not do or say anything to the person to encourage irrational behaviour.
- Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
- Determine whether evacuation or lock-down is required. Do this in consultation with the Police where possible.
- Evacuation only should be considered if safe to do so.
- Contact parents as required.

### Bomb or substance threat

- Call 000 for emergency services and seek and follow advice.
- Report the threat to the School Response Controller.
- Do not touch any suspicious objects found.
- If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered:
- If appropriate under the circumstances, clear the area immediately within the vicinity of the object of students and staff
- Ensure students and staff are not directed past the object
- Ensure students and staff that have been evacuated are moved to a safe, designated location
- Contact parents as required.

**If a bomb/substance threat is received by telephone:**

- Do not hang up.
- If possible fill out the bomb threat checklist while you are on the phone to the caller.
- Keep the person talking for as long as possible and obtain as much information as possible.
- Have a co-worker call 000 for emergency services on a separate phone without alerting the caller and notify the School Response Controller.

**If a bomb/substance threat is received by mail:**

- Place the letter in a clear bag or sleeve.
- Avoid any further handling of the letter or envelope or object.
- Call 000 for emergency services and seek and follow advice.
- Notify the School Response Controller.
### If a bomb/substance threat is received electronically or through the school’s website:
- Do not delete the message
- Call 000 for emergency services and seek and follow advice
- Notify the School Response Controller.

### Internal emission or spill
- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the School Response Controller who will convene your SRT if necessary.
- Move staff and students away from the spill to a safe area and isolate the affected area.
- Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure.
- Contact parents as required.

### Severe Weather event
- **Sudden event during operational hours**
  - Call 000 if emergency services are needed and follow advice.
  - Advise the School Response Controller who will convene the SRT if necessary.
  - Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins.
  - Disconnect electrical equipment – cover and/or move this equipment away from windows.
  - Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.
  - Instigate a lockdown.
  - During the severe storm:
    - Remain in the building and keep away from windows
    - Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.
    - Report any matter concerning the safety and wellbeing of students, staff and visitors to the School Response Controller.
    - Listen to local radio or TV on battery-powered sets for weather warnings and advice.
- **Forecast imminent event (e.g. cyclone, floods)**
  - If weather warnings and advice from the State Disaster Management Group indicate that the location will be impacted by a severe weather event, the School Response Controller will follow the decision-making process to determine if the school will be temporarily closed.
  - The SRT will be convened.
  - If the school is to be temporarily closed, then all stakeholders will be advised including the Regional Director who will manage the School Closures advice.
  - The Temporary Closure procedure needs to be implemented.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earthquake</strong></td>
<td>Call 000 for emergency services and seek and follow advice.</td>
</tr>
<tr>
<td></td>
<td>The School Response Controller who will convene the SRT if</td>
</tr>
<tr>
<td></td>
<td>necessary.</td>
</tr>
<tr>
<td></td>
<td>Evacuate to assembly area/s.</td>
</tr>
<tr>
<td></td>
<td>Check that all students, staff, visitors and contractors are</td>
</tr>
<tr>
<td></td>
<td>accounted for.</td>
</tr>
<tr>
<td></td>
<td>Await ‘all clear’ advice from emergency services or further</td>
</tr>
<tr>
<td></td>
<td>advice before resuming normal school activities.</td>
</tr>
<tr>
<td></td>
<td>Contact parents as required.</td>
</tr>
<tr>
<td><strong>After the event, if</strong></td>
<td>After the event, if the school is situated in the impact zone,</td>
</tr>
<tr>
<td><strong>the school is</strong></td>
<td>then Building and Asset Services (BAS) will determine if the</td>
</tr>
<tr>
<td><strong>situated in the</strong></td>
<td>site is safe for the School Response Controller to enter to</td>
</tr>
<tr>
<td><strong>impact zone, then</strong></td>
<td>undertake a Suitability Assessment to Re-open.</td>
</tr>
<tr>
<td><strong>Building and Asset</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Services (BAS)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>will determine if</strong></td>
<td></td>
</tr>
<tr>
<td><strong>the site is</strong></td>
<td></td>
</tr>
<tr>
<td><strong>safe for the</strong></td>
<td></td>
</tr>
<tr>
<td><strong>School Response</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Controller to enter</strong></td>
<td></td>
</tr>
<tr>
<td><strong>to undertake a</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Suitability</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment to</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Re-open.</strong></td>
<td></td>
</tr>
</tbody>
</table>
13. Regional Response Team & LDMG Contacts

For information about the Response Team structure or roles, refer to the Quick Reference Guide – Response Team Roles and Responsibilities.

The response to a disaster or emergency event will be managed by the Officer-in-Charge at the location.

<table>
<thead>
<tr>
<th>Level</th>
<th>Team</th>
<th>Officer-in-Charge</th>
<th>Designated Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region (Operational)</td>
<td>Regional Response Team (RRT)</td>
<td>Regional Response Controller (RRC)</td>
<td>Regional Director</td>
</tr>
<tr>
<td>School (Tactical)</td>
<td>School Response Team (SRT)</td>
<td>School Response Controller (SRC)</td>
<td>School Principal</td>
</tr>
</tbody>
</table>

The Regional Response Team is the in-line reporting structure for the School Response Team. Below is a table of contacts for the Regional Response Team.

Regional Response Team (RT)

<table>
<thead>
<tr>
<th>Regional team</th>
<th>Post event response role</th>
<th>Designated support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Director (RRC)**</td>
<td>• leadership, liaison (DET and other agencies), media interviews</td>
<td>• PEO – School Improvement</td>
</tr>
<tr>
<td>Stephen Bell</td>
<td></td>
<td>• PEO - Capability Development</td>
</tr>
<tr>
<td>T: 4037 3894</td>
<td></td>
<td>• Executive support team</td>
</tr>
<tr>
<td>E: <a href="mailto:stephen.bell@dete.qld.gov.au">stephen.bell@dete.qld.gov.au</a></td>
<td></td>
<td>• ESMU team</td>
</tr>
<tr>
<td>ARDs (x3) (Reserve RRCs) **</td>
<td>• response planning and coordination</td>
<td></td>
</tr>
<tr>
<td>Richard Huelin</td>
<td>• support their affected schools</td>
<td></td>
</tr>
<tr>
<td>T: 4037 3825</td>
<td>• schools to maintain contact with their relevant ARD</td>
<td></td>
</tr>
<tr>
<td>E: <a href="mailto:richard.huelin@dete.qld.gov.au">richard.huelin@dete.qld.gov.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shirlee Gallo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T: 4037 3887</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E: <a href="mailto:shirley.gallo@dete.qld.gov.au">shirley.gallo@dete.qld.gov.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allan Thomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T: 4036 5027</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E: <a href="mailto:Allan.THOMAS@det.qld.gov.au">Allan.THOMAS@det.qld.gov.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenneth Schaumberg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T: 4037 3925</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E: <a href="mailto:Kenneth.SCHAUMBERG@det.qld.gov.au">Kenneth.SCHAUMBERG@det.qld.gov.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shirlee Gallo is resident on the Atherton Tablelands - she may be delegated role of RRC if event is restricted to Tablelands or severe Cairns impact restricts capacity of other leadership availability.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Director Regional Services**            | • Communication and information coordination, situation reporting – one point of truth |                                                          |
| John Howarth                           |                                                                  |                                                          |
| T: 4046 5242                            |                                                                  |                                                          |
| E: john.howarth@dete.qld.gov.au        |                                                                  |                                                          |

| Manager Student Engagement             | • staff and student welfare – deployment of support teams, rostering & relief | • SGO’s, GO’s, PLC team, PEO SS’s, EA |
| Kirk Findlay                           | • co-ordination/liaison external support agencies                     | • PEO SE, RYSC                                      |
| T: 40373841                            |                                                                  |                                                          |
| E: kirk.findlay@dete.qld.gov.au        |                                                                  |                                                          |

<p>| PEO – Regional Services                | • logistics co-ordination incl fleet/transport prioritisation (drivers, if needed, to come from ECEC &amp; Training teams), emergent purchasing | • Regional BSM &amp; designated officers from Regional Services, ECEC, Training and corporate teams |
| Carmel Day                             |                                                                  |                                                          |
| T: 4095 6803                            |                                                                  |                                                          |
| E: <a href="mailto:carmel.day@dete.qld.gov.au">carmel.day@dete.qld.gov.au</a>          |                                                                  |                                                          |</p>
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Contact Details</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager Infrastructure**</td>
<td>Geoff West</td>
<td>T: 4037 3852, E: <a href="mailto:geoffrey.west@qld.gov.au">geoffrey.west@qld.gov.au</a></td>
<td>• impact assessments&lt;br&gt;• school and other infrastructure – business continuity recovery&lt;br&gt;• Infrastructure team&lt;br&gt;• ESMU team&lt;br&gt;• WHSO Consultant&lt;br&gt;• designated officers if needed</td>
</tr>
<tr>
<td>Manager Information Technology **</td>
<td>Julian Warnock</td>
<td>T: 4037 3857, E: <a href="mailto:julian.warnock@dete.qld.gov.au">julian.warnock@dete.qld.gov.au</a></td>
<td>• all sites - business continuity recovery&lt;br&gt;• IT team&lt;br&gt;• School IT officers</td>
</tr>
<tr>
<td>Director Human Resources**</td>
<td>Vicki Godkin</td>
<td>T: 4037 3837, E: <a href="mailto:vicki.godkin@dete.qld.gov.au">vicki.godkin@dete.qld.gov.au</a></td>
<td>• all sites – staffing for business continuity and managing response staff welfare&lt;br&gt;• HR team (designated officers)&lt;br&gt;• maintain normal operations for unaffected areas&lt;br&gt;• OPTUM</td>
</tr>
<tr>
<td>Manager Finance**</td>
<td>Neradeene McKendry</td>
<td>T: 4095 6821, E: <a href="mailto:neradeene.mckendry@dete.qld.gov.au">neradeene.mckendry@dete.qld.gov.au</a></td>
<td>• capture expenses for recovery from disaster funding&lt;br&gt;• emergent purchasing&lt;br&gt;• liaise with logistics team&lt;br&gt;• Finance team including HUB&lt;br&gt;• maintain normal operations for unaffected areas</td>
</tr>
<tr>
<td>Director Early Childhood Education and Care**</td>
<td>April Schipke</td>
<td>T: 4037 3893, E: <a href="mailto:april.schipke@dete.qld.gov.au">april.schipke@dete.qld.gov.au</a></td>
<td>• post-event sector intelligence for reporting/media purposes&lt;br&gt;• support sector as needed&lt;br&gt;• logistic support – e.g. deliveries to affected areas&lt;br&gt;• ECEC team (designated officers)&lt;br&gt;• maintain normal operations for unaffected areas</td>
</tr>
<tr>
<td>Director Training**</td>
<td>Jo Ward</td>
<td>T: 4037 3827, E: <a href="mailto:jo.ward@dete.qld.gov.au">jo.ward@dete.qld.gov.au</a></td>
<td>• post-event sector intelligence for reporting/media purposes&lt;br&gt;• support sector as needed&lt;br&gt;• logistic support – e.g. deliveries to affected areas&lt;br&gt;• Training team (designated officers)&lt;br&gt;• maintain normal operations for unaffected areas</td>
</tr>
<tr>
<td>Manager State Schooling**</td>
<td>Leanne Plasto</td>
<td>T: 4037 3883, E: <a href="mailto:leanne.plasto@dete.qld.gov.au">leanne.plasto@dete.qld.gov.au</a></td>
<td>• maintain business as usual for unaffected schools&lt;br&gt;• Teaching and Learning team&lt;br&gt;• Indigenous Performance Team</td>
</tr>
<tr>
<td>Manager Indigenous Performance**</td>
<td>Gail Mitchell</td>
<td>T: 4037 3836, E: <a href="mailto:gail.mitchell@dete.qld.gov.au">gail.mitchell@dete.qld.gov.au</a></td>
<td></td>
</tr>
</tbody>
</table>
School communications details

Phone tree

In a disaster or emergency event, the following phone tree will be activated.
14. **External and internal phone numbers**

15. **Staff trained in First Aid**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Training</th>
<th>Date Qualified To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Fraser</td>
<td>Senior First Aid Certificate</td>
<td>09/12/2018</td>
</tr>
<tr>
<td>Annette Graves</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Andreana Klein</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Belinda Johnston</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Carl Stroud</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Carmel Ciranni</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Eleishia Anthony</td>
<td>Senior First Aid Certificate</td>
<td>09/12/2019</td>
</tr>
<tr>
<td>Elise Humpherys</td>
<td>Senior First Aid Certificate</td>
<td>05/12/2019</td>
</tr>
<tr>
<td>Georgina Coase</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Graeme Lamperd</td>
<td>Senior First Aid Certificate</td>
<td>24/10/2018</td>
</tr>
<tr>
<td>Janet Bathgate</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Jasmine Cox</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Jayne Geddes</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Jean McMaster</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Jeanette Ogilvie</td>
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<td>17/10/2019</td>
</tr>
<tr>
<td>Juanita Fisher</td>
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<tr>
<td>Julianne Green</td>
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<tr>
<td>Julie Dilger</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Kimberley Howlett</td>
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<tr>
<td>Melissa Green</td>
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</tr>
<tr>
<td>Michelle Toshach</td>
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<td>17/10/2019</td>
</tr>
<tr>
<td>Monique Schwarz</td>
<td>Senior First Aid Certificate</td>
<td>15/03/2018</td>
</tr>
<tr>
<td>Natalie Knight</td>
<td>Senior First Aid Certificate</td>
<td>27/02/2019</td>
</tr>
<tr>
<td>Sandra Morris</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Shannon Cifuentes</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Susan Mete</td>
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<td>17/10/2019</td>
</tr>
<tr>
<td>Susan Spencer</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
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<tr>
<td>Suzanne Scrivner</td>
<td>Senior First Aid Certificate</td>
<td>05/12/2019</td>
</tr>
<tr>
<td>Tracey Poggiolo</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Vicki Bates</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Victoria Collins</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Wasyl Macala</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
<tr>
<td>Wendy Carroll</td>
<td>Senior First Aid Certificate</td>
<td>05/12/2019</td>
</tr>
<tr>
<td>Wendy Fox</td>
<td>Senior First Aid Certificate</td>
<td>17/10/2019</td>
</tr>
</tbody>
</table>
### Telephones (Landlines):

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Office (A Block)</td>
<td>40895 111</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Telephones are located in ALL Classrooms

### Alarms

<table>
<thead>
<tr>
<th>Location</th>
<th>Monitoring Company</th>
<th>Location of Shut-off Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire:</td>
<td>B02 B Block on Wall Shelf (North Internal Wall)</td>
<td></td>
</tr>
<tr>
<td>Intrusion:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Utilities

<table>
<thead>
<tr>
<th>Location</th>
<th>Service Provider</th>
<th>Location of Shut-off Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas / Propane:</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Water:</td>
<td>Water Main (Central North Perimeter Fence)</td>
<td></td>
</tr>
<tr>
<td>Electricity:</td>
<td>Eastern External Wall C Block</td>
<td>Main Power Cabinet</td>
</tr>
</tbody>
</table>

### Sprinkler System

Location of Control Valve: N/A
Location of Shut-off Instructions:

### Boiler Room

Location: N/A
Access:

### Emergency Power System

Type: N/A
Location:
Provides Power To:
Location of Shut-off Instructions:

### Building and Site Hazards

<table>
<thead>
<tr>
<th>Hazard Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. **Suitability Assessment to re-open the school or campus.**

After an event which has caused the school to temporarily be closed the following process needs to occur in the course of deciding to re-open the school. Principals need to undertake an assessment to determine to the impact of the event on essential infrastructure and resources.
## SUITABILITY ASSESSMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Considerations</th>
<th>Observation/Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a Police or District Disaster Management Group direction to close the school?</td>
<td>Yes</td>
<td>If the direction has not been revoked then the school or campus must remain closed.</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Does storm debris prevent safe access around the school?</td>
<td>Yes</td>
<td>Is there a large amount of debris in school or campus grounds that prevents safe movement/supervision around the site? Can affected areas be barricaded and traffic diverted to allow safe movement around the school or campus?</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Are access roads to the school cut by debris or flood waters?</td>
<td>Yes</td>
<td>Liaise with the Local Disaster Management Group (LDMG) to determine when the roads will be safe to travel. Ensure access roads are not at risk of being cut off due to rising flood waters that will inhibit staff and students to leave the site safely. Contact the Local Disaster Management Group or the Police.</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>If the site can be accessed safely then consider re-opening if there are sufficient resources to provide for the safe supervision of students.</td>
</tr>
<tr>
<td><strong>BUILDINGS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Have buildings been damaged? | Yes | If all buildings are damaged then then school or campus remains temporarily closed. If not all buildings are damaged then consider the following:  
- Can access to damaged buildings be restricted to allow safe unimpeded access to other areas of the school or campus?  
- Are there sufficient teaching spaces available to deliver services (even in a limited capacity)?  
- Have Building & Asset Services (BAS) inspected the buildings and provided certification that the buildings are safe to reoccupy? |
<p>| | No | |
| <strong>HAZARDS</strong> | | |
| Has asbestos-containing material (ACM) been exposed/damaged in the school grounds? | Yes | DET Policy is that no persons can be in the vicinity of damaged ACM or on site when ACM removal is undertaken. If ACM requires specialist removal then the school or campus needs to stay closed. Contact Building &amp; Asset Services (BAS). |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Considerations</th>
<th>Observation/Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WATER</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Has water supply to school been disrupted?</td>
<td>Yes If Yes, can bottled water be sourced quickly for staff/student use? Parents can be asked to provide water for students but some bottled water will be required for emergencies. If Yes, is water available for amenities such as toilets? Contact the Infrastructure Manager.</td>
<td>No</td>
</tr>
<tr>
<td>TOILETS</td>
<td>Have septic tanks, sewer treatment equipment or sewage pumps been affected? Yes Have all the grounds been affected by sewage overflow or just an area? Can this area be barricaded off to restrict access without impacting on teaching space?</td>
<td>No</td>
</tr>
<tr>
<td>Are the toilet buildings safe to be used?</td>
<td>Yes Are they structurally safe and accessible?</td>
<td>No Are other facilities available nearby or can Porta-loos be sourced.</td>
</tr>
<tr>
<td>COMMUNICATIONS</td>
<td>Have external telecommunications been affected? Yes If landlines have been affected then is there mobile phone capacity? Are mobile phones readily accessible? Are satellite phones required? Does an adjoining site have phones?</td>
<td>No</td>
</tr>
<tr>
<td>ELECTRICITY</td>
<td>Has the electricity supply been affected? Yes Are there power lines down within the school? Contact Energex immediately on 13 19 62. School must remain closed. Does the school have an external generator supply point installed? Can the supervision of students be undertaken without power to the classrooms? Is power required to operate the septic tanks?</td>
<td>No</td>
</tr>
<tr>
<td>STAFFING</td>
<td>Has the event impacted on staff availability to support an acceptable staff/student supervision ratio? Yes If there is limited capacity to supervise students safely then remain closed. Consider contacting the Regional Response Team to request staff wellbeing support.</td>
<td>No</td>
</tr>
<tr>
<td>Item</td>
<td>Considerations</td>
<td>Observation/Mitigation</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OTHER ISSUES**


**DECISION RECORD**

Record the decision to keep the school *Temporarily Closed* or to *Re-open* the school.

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
</table>