



West End State School

Student Code of Conduct 2025-2028



Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

West End State School


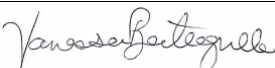

Vision: Empower a generation to positively impact the world.

Mission: Children who are leaders of their own learning, who are self-regulated, kind, generous and respectful, excelling at learning and excelling at life, embracing a lifelong love for learning and life.

Contact Information

Postal address:	24 Vulture Street, West End 4101
Phone:	07 3010 8222
Email:	admin@westendss.eq.edu.au
School website address:	www.westendss.eq.edu.au
Contact Person:	Tony Maksoud (Principal)

Endorsement

Principal Name:	Tony Maksoud
Principal Signature:	
Date:	28 th July 2025
P/C President Name:	Vanessa Bertagnole
P/C President Signature:	
School Council Chair Name:	Katrina Anthony (2023-2025), Emma Heard (2025-current)
School Council Chair Signature:	

Document History

Policy Owner	West End State School		
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Purpose

Purpose

West End State School is deeply committed to the social, emotional and well-being of our entire school community, including staff, students, and parents. We aim to integrate this commitment into every aspect of school life, creating an environment and curriculum that supports the social, emotional, and mental health of all.

Recognising the diversity of parenting experiences and perspectives on behaviour within our community, our relationship, self-regulation, the Student Code of Conduct seeks to unite us around key principles that reflect our school's ethos:

- We strive to maintain a clear, fair, and consistent approach to behaviour management, grounded in nurturing principles and restorative practices.
- We place a high value on fostering, nurturing, and maintaining strong and healthy relationships, understanding the importance of these skills throughout life.
- Our goal is to create a safe, respectful, equitable, and joyful school environment where learning opportunities are maximised.
- We equip our staff with the tools they need to support students in managing their emotions and anxieties, helping them build positive relationships with others.

We are also committed to recognising students who go 'Above & Beyond,' exceeding our school's values and expectations, and achieve our school's vision to empower a generation to positively impact our world.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." (Paul Dix, 2022; When the Adults Change, Everything Changes)

When making any decision under this policy it is particularly important that each student is treated as an individual having regard to their particular needs. It is particularly important that if a child has a disability that these are appropriately taken into account, and that reasonable adjustments are actively considered. *(Remembering, Paul Dix suggests we imagine having the child's parent on your shoulder when interacting with a child, and instructions are given/requests are made).*

At a Glance

This summary captures the depth, intent and structure of the [West End State School's Student Code of Conduct](#). Grounded in relational practices and a strong culture of belonging, the code serves as both a guide and a reflection of the school's values. It reinforces our unwavering commitment to fostering a safe, inclusive and supportive environment where every student is seen, heard and valued. Through this approach, we aim to nurture confident, capable learners who thrive emotionally, socially and academically.

The West End State School Student Code of Conduct outlines the shared expectations, responsibilities, and practices that guide student behaviour, engagement and wellbeing across the school community. This document provides a comprehensive framework to ensure a safe, respectful, inclusive and disciplined learning environment for all students.

Purpose and Vision

The Student Code of Conduct is driven by a clear purpose: to support students in becoming responsible, respectful, and engaged learners. It reflects the school's values and vision for a supportive, high-performing learning community. The Principal's Foreword, along with statements of support from the P&C Association and the School Council, underscores a strong collective commitment to student learning, wellbeing and high standards of behaviour.

Foundational Principles

The [Learning and Behaviour Statement](#) sets out expectations for positive student conduct and the school's proactive approach to managing behaviour. The [Student Wellbeing and Engagement](#) section highlights the importance of belonging, resilience, and mental health. A strong [Student Support Network](#) reinforces the school's wrap-around approach to care.

Behaviour Support and Interventions

West End State School uses a [Whole School Approach to Discipline](#), tailored to individual needs through [Multi-Tiered Systems of Support](#):

- [Tier 1](#) – **Universal Prevention**: Clear behaviour expectations, preventative education, and positive reinforcement.
- [Tier 2](#) – **Targeted Interventions**: Programs and support for students requiring additional assistance.
- [Tier 3](#) – **Intensive Teaching**: Individualised support plans for students with complex needs.

The [Connect 'n' Learn FlexiSpace](#) is a purposefully designed, specialised setting that plays a vital role in supporting students who require targeted intervention. It provides structured, responsive support for emotional regulation, behavioural development, and sustained learning engagement. As an integral component of West End State School's Tier 2 and Tier 3 support strategies within the MTSS framework, the FlexiSpace fosters safety, connection and readiness to learn, ensuring that every student can succeed in the classroom and beyond.

Responding to Behaviour

Behavioural incidents are categorised and responded to using clear protocols for [Minor and Major Behaviours](#), documented in the [WESS Responding to Behaviour Flow Chart](#), the [Step Plan for Classroom and Play](#) and the [SWITCH Out](#) Referral system. The school applies consistent [Disciplinary Consequences](#) while considering individual circumstances and needs.

Legislative and Policy Framework

The Code aligns with relevant [Legislation](#) and [Delegations](#), ensuring legal compliance and ethical standards. [School Policies](#) address critical areas such as:

- Use of mobile phones and ICT
- Temporary removal of student property
- Dress Code
- Sun safety
- Attendance
- Prevention of and response to bullying (including an [Anti-Bullying Compact](#))
- Appropriate use of social media

Restrictive Practices and Critical Incidents

The school outlines strict protocols for any [Restrictive Practices](#) and [Critical Incidents](#) responses, ensuring student safety remains paramount.

Community Engagement and Communication

Transparent [Communications and Complaints Procedure and Guidelines 2024 – 2026](#) ensure parents and caregivers are well-informed and empowered to engage with the school in a constructive and collaborative way.

Culture and Recognition

The Student Code of Conduct celebrates student contributions through [School Assemblies](#), [Student Leadership](#) opportunities, and [Academic & Student Leadership Awards](#). [The West End Way](#) and [WESS Expectations](#) articulate the school's cultural values, with shared language and routines promoting consistency across classrooms and playgrounds.

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Principal's Foreword

Building a culture of joy, responsibility and connection is the cornerstone of our school's Student Code of Conduct - Relationships are at the centre of all we do at West End State School. Relationships are the foundation for our ethos, values and moral purpose. Without positive, meaningful relationships across the whole school community it would not be possible to provide a safe, inclusive learning environment.

Positive relationships are essential to the promotion of positive behaviour, leading to the reduction of major behaviour incidents, bullying and exclusion, improving learning and teaching and accelerating growth and achievement, and ensure all our students achieve their potential.

Staff will ensure consistency of expectations and approach, will model appropriate relationships and behaviours and will have a focus on the mental, emotional, social and physical wellbeing of students and colleagues.

Research has shown that a positive ethos based on mutual trust and respect has a positive impact on improving learning and behaviour.

Relational practices are at the heart of how we get the best out of everyone. As a structure, students, staff and parent¹ will understand the main pillars of our shared expectations, 'Ready, Kind, Safe'. The students, staff and parents should know and understand these expectations. They are displayed throughout the school and in each classroom. They should be referred to whenever there are any discussions regarding relationships, behaviour and learning.

I have consistently emphasised my unwavering commitment to inclusivity and fostering a sense of belonging for every student. I firmly believe that diversity is a strength that enriches the educational experience for all. Inclusivity extends beyond conventional boundaries, and it is imperative that we cultivate an environment where every student feels valued, respected, and safe. This approach is firmly engrained in our school's core values of *Community, Compassion, Challenge, Confidence and Creativity*.

Our philosophy has been designed around the principles presented in two books – Paul Dix's *When the Adults Change - Everything Changes* and Bernii Godwin's *Loving Our Students on Purpose*.

Tony Maksoud
Principal

¹ The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

P&C Statement of Support

As President of the West End State School P&C, I am proud to support the school's new Student Code of Conduct. An important aspect in the development of the Code of Conduct has been the consultation process, which has ensured that Students, Parents, School Staff, School Council, and the P & C have been given opportunities to engage and become familiar with the new Code.

Having a Code of Conduct will help to foster a safe, respectful and inclusive learning environment for our children, and support the school expectations of being 'Ready, Kind, Safe'.

I strongly encourage all parents to familiarise themselves with the Student Code of Conduct, and to discuss the set expectations with your children. West End State School is a richly diverse community, and the Student Code of Conduct will help support all students through their learning journey and development.

Vanessa Bertagnole
P & C President

School Council Statement of Support

As the School Council Chair of West End State School, I am proud to support our Student Code of Conduct, which serves as a vital framework for fostering an inclusive and respectful learning environment for everyone in our community. This document has been created through consultation with Students, School Staff, School Council, P&C and community. Consideration has been given to all our school community needs with sustainable ways for setting, managing and monitoring expectations.

Emphasising the [The West End Way](#), whilst aligning to Department of Education guidelines, ensures that every student feels valued, supported and empowered in a physically and psychologically safe environment.

Together, we can enhance pride in our school community, creating a space where every individual can thrive, have their social and learning needs met, reinforcing our commitment to kindness, respect, and collaboration.

We encourage all our families to familiarise yourselves with the Student Code of Conduct and discuss together the expectations and any support you may need. Having a common Student Code of Conduct for our students, not only contributes to a conducive learning environment for WESS, but also helps set our students up for future success in being prepared for high school, workplaces and societies' expectations.

Katrina Anthony
School Council Chair (2023-2025)

Consultation

The Student Code of Conduct (2024-2027) prompted a school-wide review of the programs, systems and processes at West End State School to ensure alignment to legislation and policies.

The WESS Student Code of Conduct has been developed after a consultation process where opportunities for feedback was sought from the Executive Leadership Team, the Belonging, Engagement and Wellbeing Strategic Team, WESS staff, Student Council, School Council, P&C Executive in 2024 and Parents in 2025:

- Belonging Engagement and Wellbeing Strategic Team – Week 4 Term 3, 2024– areas for consultation discussed; draft of Student Code of Conduct shared.
- Staff Meeting – Week 5 Term 3, 2024: Consultation with Teaching staff: Whole School Approach to discipline and Disciplinary Consequences.
- Teacher Aides - Week 7 Term 3, 2024: Consultation with Teacher Aides: Whole School Approach to discipline and Disciplinary Consequences.
- Belonging Engagement and Wellbeing Strategic Team - Week 2 Friday Term 4, 2024 – areas for consultation discussed; draft of Student Code of Conduct shared
- Staff Meeting – Week 4 Term 4, 2024: Consultation with Teaching staff: Whole School Approach to discipline – rewards and awards
- School Council Working Party – WESS School Council input was facilitated through the working party leading the document's development.
- A draft Student Code of Conduct was prepared and distributed for comment to all members of the School Council in Term 1, 2025. Suggested changes and feedback were enacted and document and returned to the School Council in Term 2, 2025.
- Student Council – feedback sought from students 18th March 2025 and ongoing socialisation for staff and students through the Belonging, Engagement and Wellbeing Strategic Group.
- Whole School Community Consultation Term 2 2025

Review Statement

The WESS Student Code of Conduct will undergo annual minor updates to reflect and changed policies and procedures. All changes will be shared with our families at P&C, School Council and through our various communication platforms and endorsed by the School Council. The most current version of the document will always be available from the school website.

A full review will be conducted in alignment with the scheduled review processes of the School Planning, Reviewing and Reporting Framework.

Learning and Behaviour Statement

West End State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning, engagement and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. In MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with a member of the school Leadership Team through the school office to discuss the school's model of behaviour support and discipline.

Student Wellbeing and Engagement

West End State School offers a range of programs and services to support the wellbeing and engagement of students in our school. We encourage parents to arrange a time to speak with the class teacher or sector Deputy Principal if they have concerns about their child.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of belonging when they experience success in learning. The [Student Learning and Wellbeing Framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the V9 [Australian Curriculum](#) and P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that meaningful relationships between teachers and students can have on students' academic and social outcomes. As part of the whole school's curriculum plan at West End State School, we link the Personal and Social Capabilities through a scope and sequence plan through age- appropriate health education, including initiatives such as the Department of Education's [Respectful relationships education](#), [SWITCH4Schools](#) and [Life Ed Qld Programs](#) (Year 5 and 6 Puberty Education).

Policy and expectations

A school community will always be confronted with supporting students' specific health and wellbeing needs.

Specialised health needs

West End State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs. We ensure that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition. Parents are responsible for providing the most up-to-date health plans to the school.

Medications

West End State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with assigned [Consent to administer medication form \(DOCX, 109KB\)](#).

West End State School maintains a minimum of one adrenaline auto-injector and asthma puffer, stored at school and first aid kits to provide emergency first aid if required.

Mental health

West End State School implements early intervention measures and supports for students where there is reasonable belief that a student has a mental health condition. This includes facilitating the development, implementation and periodic review of supports required. School staff will work with parents and appropriate external agencies when required.

Student Support Network

West End State School is proud to have a comprehensive team that is in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, students can approach any school staff member at WESS to seek assistance or advice. If they are unable to assist, they will provide guidance and help to ensure the student is connected to appropriate supports.

There are regional and state-wide support services also available to supplement the school network.

Role	What they do
Principal	<ul style="list-style-type: none"> leads the school community to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students forms partnerships with parents, other government agencies, community groups, industry and business manages resources to achieve goals
Deputy Principals	<ul style="list-style-type: none"> assists the Principal to lead the school community to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students improves the educational outcomes of students in their schools nurtures positive relationships between students, teachers, the community and stakeholders monitors attendance, behaviour and academic data to identify areas of additional need liaises with parents, teachers, or other external health providers as needed
Guidance Officer	<ul style="list-style-type: none"> assists students with specific difficulties, acting as a mediator or providing information on other life skills leads complex case management processes liaises with parents, teachers, or other external health providers as needed as part of the counselling process advises staff through professional development
Head of Department: Inclusion	<ul style="list-style-type: none"> leads the Inclusion Team to assist and ensure students with disabilities are supported under the Disability Discrimination Act (DDA) leads inclusive education for all students at the school leads inclusive school reform through development of inclusive culture, policies and practices coordinates and collaborates with external support providers monitors academic data to identify areas of need

Role	What they do
	<ul style="list-style-type: none"> identifies needs and allocates resources to support students identified through the Inclusion Team Review and Referral Cycle liaises with parents, teachers, or other external health providers as needed as part of the counselling process
Head of Department: Curriculum	<ul style="list-style-type: none"> ensures all students have access to the Australian Curriculum in alignment with P–12 Framework manages whole of school curriculum frameworks and implementation schedules to support student learning and engagement builds capabilities of teachers and support staff to deliver school and curriculum initiatives
Inclusion Team	<ul style="list-style-type: none"> provides Tier 2 supports for students in an intervention model responsive to student needs assist with case management processes ensures students have the adjustments needed in an inclusive model through classroom supports develops inclusive teaching and learning practices to ensure equitable access to curriculum
Student and Family Support Care Team	<ul style="list-style-type: none"> Tier 2/3 intervention Members Deputy Principals, Guidance Officer, Principal Review referrals to the Connect 'n' Learn FlexiSpace Review students who are experiencing very high levels of difficulty engaging in learning due to the emotional, social and/or cognitive demands of school and navigate next steps in their case management process
Engagement Team - Connect 'n' Learn FlexiSpace	<ul style="list-style-type: none"> provides Tier 2/3 supports for students in an intervention model, responsive to student needs assist with case management processes ensures students have the adjustments needed in an inclusive model through classroom supports develops inclusive teaching and learning practices to ensure equitable access to curriculum
Engagement Professional	<ul style="list-style-type: none"> support the school in understanding and managing student engagement and complex student behaviour through preventative, early, targeted and individualised interventions for Prep to Year 6 students provide specialist advice and develop flexible strategies to address engagement and behaviour concerns, tailored to the needs of both the school and individual students
Wellbeing Professional (Social Worker)	<ul style="list-style-type: none"> delivers targeted instruction via small intensive groups, individual supports students to overcome barriers to education such as social emotional skills, behaviour and attendance liaises with families and external agencies supports identified students with mild to moderate mental health concerns through the delivery of appropriate and tailored interventions advises staff through professional development
Coaches	<ul style="list-style-type: none"> support teachers to deliver effective teaching and learning to improve student learning outcomes and engagement
Speech Language Pathologists	<ul style="list-style-type: none"> provides early intervention, testing and support for students with identified speech language needs.
Teachers	<ul style="list-style-type: none"> promoting an inclusive, positive culture of learning and well-being, where students feel safe to come to school. implement a range of strategies and lessons to help support the various needs of students in their class and school as a whole.
Teacher Aides	<ul style="list-style-type: none"> contribute to the provision of a quality educational service by assisting and supporting teachers, students and parents with learning activities and administrative duties in a supportive school environment.

Role	What they do
	<ul style="list-style-type: none"> work alongside teachers to support a diverse range of student needs.
Administration Officers	<ul style="list-style-type: none"> ensure students feel safe and comfortable and want to come to school. provide supervision for students with medical needs.

Whole School Approach to Discipline

Discipline is not about punishment. At West End State School, we believe that a restorative approach to discipline is more effective than punishment. Discipline is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing explicit and supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Your child, our student. One team.

We all deserve a [respectful, safe and non-violent environments](#), so aggression and harassment of any kind—physical, verbal or otherwise— isn't acceptable. When you interact with school staff, remember we're all on the same team to support your child. We all have your child's best interests at heart, and the best way to achieve a positive learning experience is to work together.

WESS uses a whole-school approach as the multi-tiered system of support for student engagement in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including specialist lessons and sporting activities, as well as excursions.

We use an evidence-based approach to:

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

The development of the WESS Student Code of Conduct is an opportunity to explain our MTSS framework with families and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our approach can be used in any environment, including the home setting for students. Supporting students to be successful is a shared goal of every family and school staff member.

Expectations

The Student Code of Conduct articulates our expectations for behaviour, assisting the WESS community to create and maintain a positive and productive environment. An environment where ALL school community members have clear and consistent expectations as well as a clear understanding of their role in the educational process.

Our staff are committed to delivering a high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same three expectations in place for students, 'Ready, Kind, Safe'.

[The West End Way](#) unites our school community and forms the foundation for meeting the needs of all students and guides our decision-making processes.

The fair and consistent implementation of our Student Code of conduct is everyone's responsibility.

Throughout the school, everyone is expected to uphold our three (3) expectations:

1. Ready
2. Kind
3. Safe

Our Core Beliefs

- Behaviour can change and every child can be successful.
- Utilising positive and targeted praise has the power to bring about behavioural change through a restorative approach.
- Reinforcing positive behaviour helps children feel good about themselves.
- A whole school, year level and class acknowledgment system, and celebrating success helps to further increase children's self-esteem enabling them to achieve even more and move from extrinsic to intrinsic motivation.
- Understanding each child's needs and their individual circumstances helps us to act in the most equitable way possible for that child, at that moment.

Below explain the expectations for students and staff, and parents and community when visiting our school:

It is expected that every student will:

1. **Show pride in themselves, their class, and their school** by following the school's "Student Code of Conduct" and embrace the expectations of being "Ready, Kind, and Safe" by displaying self-discipline, responsibility and a strong work ethic, while collaborating with teachers and staff to foster a positive and safe learning environment.
2. **Promote a safe and welcoming environment** where everyone feels they belong by prioritising the health, safety and well-being of the school community, rejecting bullying, harassment, intimidation and discrimination, nurturing a culture of love, joy, responsibility and respect.
3. **Take ownership of their personal growth and learning** by setting goals, participating fully, staying focused, seeking feedback and reflecting on their progress in order to improve and succeed.
4. **Demonstrate resilience and a growth mindset** by embracing challenges, learning from mistakes, and persevering, even when things are difficult.
5. **Always do their best and support their classmates** by sharing ideas, encouraging progress, and contributing to a helpful and positive environment for everyone to learn and grow.
6. **Take responsibility for their actions** by admitting mistakes, apologising when necessary, and working with staff and fellow students to resolve conflicts.
7. **Express themselves effectively and respectfully** by communicating their ideas clearly in writing, speaking, and through digital tools, ensuring others can easily understand their thoughts and ideas.

It is expected that every parent will:

1. **Demonstrate commitment to the school's core beliefs, values and expectations** by modelling respectful behaviour and adhering to all policies, procedures, and rules to foster a safe, inclusive, and productive learning environment.
2. **Create a safe and inclusive environment** by prioritising the health, safety, and well-being of all members of the school community, rejecting bullying, harassment, intimidation, and discrimination, and nurturing a culture of love, joy, and responsibility.

3. **Respect all members of the school community** by treating staff, students, and families with kindness and courtesy, while consistently following the direction of school staff to foster psychological safety, trust, and a strong sense of belonging.
4. **Act with integrity** by refraining from inappropriate, offensive, or derogatory communication, both in person and on social media or group chats.
5. **Engage in calm, respectful, and solution-focused communication** by following the school's "Communications and Complaints Procedure and Guidelines" to resolve concerns constructively, approach conflicts with respect, and ensure fair and constructive resolutions that strengthen relationships.
6. **Reinforce the school's expectations at home** by promoting self-discipline, responsibility, and a strong work ethic, while supporting the "Student Code of Conduct" and collaborating with all staff to foster a positive and safe learning environment.
7. **Partner with the school to help your child achieve their potential** by actively supporting their academic, sporting, artistic, and character development through open communication, participation in school events, and reinforcement of shared values and high expectations.
8. **Prioritise your child's education** by ensuring daily attendance, punctuality, and timely pick-up, and notify the school promptly of any absences with a valid reason, such as illness.
9. **Maintain open and respectful communication** by informing the school of any issues affecting your child's learning, keeping contact and medical information updated, actively participating in meetings and school events, and engaging in online discussions that reflect the school's values, ensuring respectful and constructive interactions.
10. **Support a positive school culture** by fostering respect, reinforcing shared values, and promoting a sense of belonging, while guiding your child to develop problem-solving skills, personal responsibility, and resilience to navigate challenges with confidence and respect.

It is expected that all staff members will:

1. Understand each child individually - recognise their strengths, challenges, interests, and backgrounds to provide **tailored support** that meets their academic, social and emotional needs.
2. Design and deliver purposeful, engaging **learning experiences** that ignite curiosity, promote critical and creative thinking, and provide appropriate challenge to foster growth and success.
3. Utilise **evidence-based practices** and data-driven insights to refine teaching strategies, monitor progress, and make informed decisions that maximise learning outcomes for all students.
4. Set and uphold clear, consistent **expectations** for behaviour, engagement and effort, creating a structured, respectful, and inclusive learning environment where all learners feel safe and motivated to succeed.
5. Cultivate a culture of **belonging** by building strong, positive relationships with all students, creating an atmosphere where every student feels respected, connected, and empowered to take risks in their learning.
6. Celebrate pride and belonging within the **school community** by nurturing connections, recognising contributions, and celebrating achievements to create a positive and inclusive school culture.
7. Identify and **eliminate barriers** to learning - ensure all students, regardless of background or ability, have access to the resources and encouragement needed to achieve their potential.

8. Build strong, respectful **partnerships** with parents, and the wider community to enhance student engagement, well-being and academic success through open dialogue and shared responsibility.
9. Create a safe, supportive learning **environment** where every student feels valued, supported, and encouraged to grow academically, emotionally and socially, whilst cultivating strong character and the skills necessary to positively impact the world.
10. Ensure transparent **communication** with parents - address concerns promptly regarding students' attendance, behaviour and academic progress in accordance with school policies, guidelines and procedures.

To be agreed and signed to upon enrolment.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not equitable. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of School Disciplinary Absence may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

During the enrolment interview process, or when circumstances change for families, parents are encouraged to share critical information to school staff so appropriate support and care can be provided.

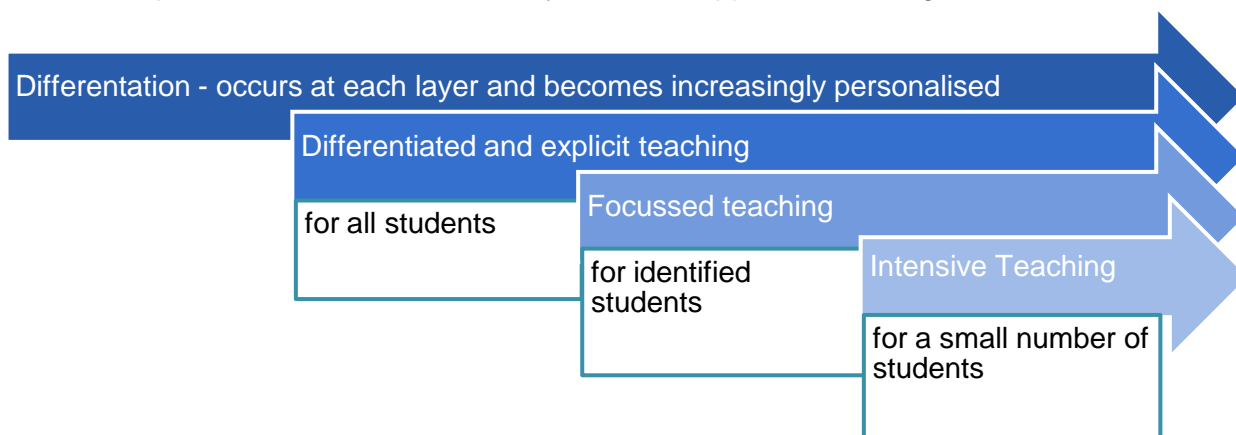
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

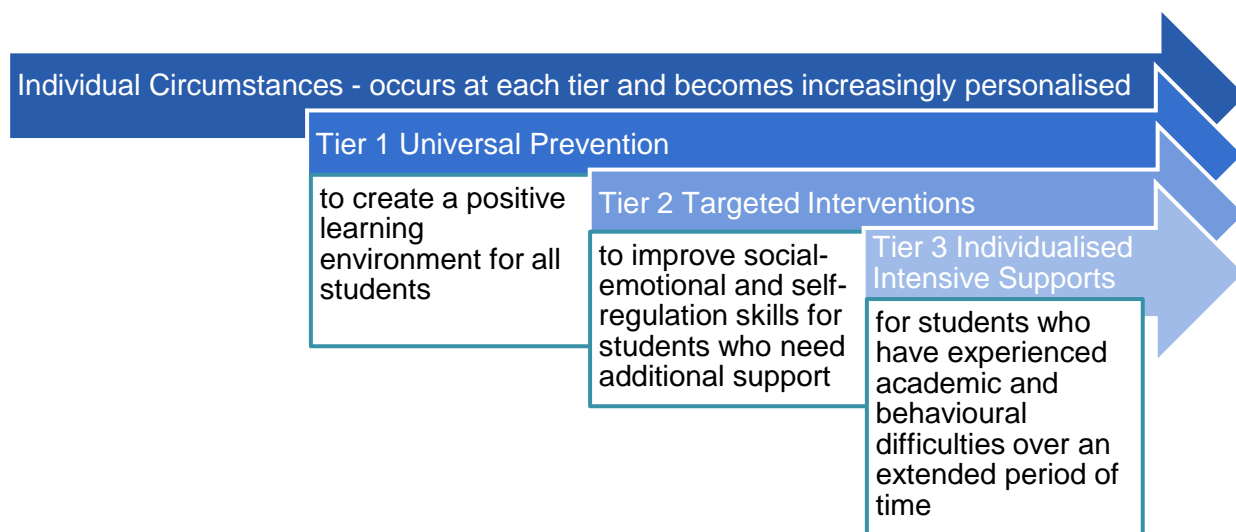
Multi-Tiered Systems of Support

West End State School uses Multi-Tiered Systems of Support (MTSS) as the foundation for our integrated approach to both learning and behaviour, through relational and restorative practices.

The three specific levels to Multi-Tiered Systems of Support for learning are referred to as:



The three specific levels to Multi-Tiered Systems of Support for learning are referred to as:



Tier 1
All students (100%) in the school receive an inclusive and differentiated curriculum which is responsive to their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum, the General Capabilities Personal and Social capability strand and WESS Expectations.

Differentiated and Explicit Teaching	Universal Prevention
West End State School is a safe, supportive and disciplined school environment that provides differentiated teaching to respond to the individual needs of all students. This involves teaching expected behaviours and providing opportunities for students to learn and practise these behaviours. Teachers	Our approach is grounded in the principles outlined in Paul Dix's <i>"When the Adults Change, Everything Changes"</i> and Bernii Godwin's <i>"Loving Our Students on Purpose - Building a Culture of Joy, Responsibility and Connection"</i> .

Differentiated and Explicit Teaching	Universal Prevention
<p>reinforce expected behaviours, provide feedback and correction, and opportunities for students to practise and develop appropriate behaviours and skills.</p> <p>Teachers at West End State School follow the Australian Curriculum and differentiate to support engagement and positive behaviour by using a restorative approach. Using Carol Tomlinson's Model of Differentiation (2010), decisions about differentiation are made in response to data, observations and day-to-day monitoring that indicates the learning and behavioural needs of students. This enables our teachers to purposefully plan a variety of ways to engage students so that they realise their potential.</p> <p>Every classroom in our school uses the same WESS Expectations chart for developing their teachable moments and behaviour standards. Using this chart, the class teacher works with all students to explain exactly what each of the expectations and its associated rules look, sound and feel like within the school and within their classroom.</p> <p>Each classroom identifies their individual teachable moments and behaviour standards and records them on the WESS EXPECTATIONS in Class XXX proforma, revisiting them regularly to address any new or emerging issues.</p> <div data-bbox="300 1339 710 1413" data-label="Image"> </div> <p>"Switch4Schools" is our whole-school initiative designed to support students in developing emotional literacy and self-regulation. This approach empowers students to recognize and understand their own levels of alertness and readiness for learning, equipping them with the tools they need to manage their emotions effectively throughout the school day.</p> <p>The core objective of "Switch4Schools" is to guide students in identifying their emotional states and understanding how these states impact their learning and interactions. By fostering this awareness, we aim to help students make more informed choices about</p>	<p>These principles include:</p> <ul style="list-style-type: none"> • fostering a culture of joy, responsibility, and connection • consistent, calm adult behaviour • first attention to best conduct • relentless routines • scripting difficult interventions • restorative follow-up. <p>This involves:</p> <ul style="list-style-type: none"> • aligning with the school's 3 Expectations – 'Ready, Kind, Safe' • teaching behaviours in the setting they will be used, e.g. classroom or playground from the WESS Expectations chart. • calm down space • recognise and reinforce appropriate behaviour by using attention to best conduct • being consistent when addressing unsafe, unkind or disruptive behaviour, while taking developmental norms and behavioural function into account by using a common language and script when approaching students about WESS Expectations (Step Plan Script for Classroom and Play) • providing targeted lessons around expected behaviours to ensure student's ability to co and self-regulate (SWITCH4Schools) <p>If school data indicates concerns for school climate, instruction, reinforcement and discipline, a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

Differentiated and Explicit Teaching	Universal Prevention
<p>how they engage with their environment, peers, and the learning process.</p> <p>As educators, our role extends beyond traditional teaching; we are also facilitators of emotional growth and self-regulation. Through consistent support and guidance, we help students learn strategies to manage their emotions, allowing them to "switch" between different states of alertness to find the optimal level for focus and learning. This approach not only enhances their academic performance but also contributes to their overall well-being and development as emotionally intelligent individuals.</p>	

Tier 2
<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable identified students to meet the required academic and behavioural standards. They may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.</p>

Focussed Teaching	Targeted Interventions
<p>Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.</p> <p>Deputy Principals, Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at West End State School to provide focused teaching.</p> <p>Staff make data informed and student centered decisions by integrating all relevant engagement data sets, assess progress, adapt strategies and use feedback to drive measurable improvements in student outcomes across engagement, wellbeing and academic performance.</p>	<p>Tier 2 supports build on the SWITCH4schools Social and Emotional Learning Framework lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the WESS Expectations.</p> <p>The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited

Focussed Teaching	Targeted Interventions
<p>Focused teaching is aligned to the Australian Curriculum, the General Capabilities Personal and Social capability strand, the WESS Expectations and the SWITCH4schools Social and Emotional Learning Framework. Student progress is monitored by the classroom teacher/s and Inclusion Team to identify those who:</p> <ul style="list-style-type: none"> no longer require the additional support require ongoing focussed teaching may now require intensive teaching (Tier 3) and be identified through data and/or referred to the Student and Family Support and Care Team <p>WESS has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school will invest in evidence-informed programs to address specific skill development for some students:</p> <ul style="list-style-type: none"> SWITCH4Schools Aussie Optimism Fab Friends Social Thinkers – WE Thinkers, Superflex takes Flight Circle of Security Pre-Prep Program – Joeys Transition Program <p>For more information about these programs, please speak with a member of the school Leadership Team.</p>	<ul style="list-style-type: none"> interventions have a good chance of working (e.g. they are “evidence-based” interventions that are matched to the student’s need) <p>Tier 2 supports:</p> <ul style="list-style-type: none"> Switch Out - OneSchool classroom incident referrals will be made to SWITCH Out via the Deputy Principals. Playground Plan – specific locations approved to play; duty staff aware of student plan; School Step Plan with adjustments or Individual Step Plan/Flow Chart with clear steps and processes for students requiring this Tier of support, inclusive of the process for calling for assistance. Student at a Glance (SAAG) - a snapshot of a student's needs, look for, triggers, language to use and working strategies. Function of Behaviour and IBSP - supports are based on the underlying reasons for a student’s behaviour as assessed through a Functional Behaviour Assessment (FBA) and should include strategies to: <ul style="list-style-type: none"> PREVENT problem behaviour TEACH the student an acceptable replacement behaviour REINFORCE the student’s use of the replacement behaviour CORRECTION to manage the problem behaviour in difficult times. FlexiSpace Intervention – referral process for identification Guidance Officer – short term intervention <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

Tier 3
<p>Research evidence shows that even in an effective, well-functioning school there will always be approximately (2-5%) of the student population who require individualised services and intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, delivered to individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.</p>

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful.

Intensive Teaching	Individualised Intensive Supports
<p>Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.</p> <p>Students who require intensive teaching are assigned an individual Case Manager that will oversee the coordination of their Individual Support Plan, and communicate with stakeholders and directly consult with the student.</p>	<p>For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.</p> <p>Students who require intensive teaching may be referred to the school's Student and Family Support Care Team and assigned an individual Case Manager that will oversee the coordination of their Individual Support Plan, and communicate with stakeholders and directly consult with the student. The team may refer this student to the Regional Services Team and the Senior Guidance Officer will be consulted.</p> <p>Tier 3 supports are based on the underlying reasons for a student's behaviour as assessed through a Functional Behaviour Assessment (FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • CORRECTION to manage the problem behaviour in difficult times. <p>Types of FBA's that may be undertaken to support Tier 3:</p> <ul style="list-style-type: none"> ○ A comprehensive one includes a more thorough process for data collection, teaming, and problem solving. ○ an intensive FBA and wrap around plan includes personnel from outside agencies and rigorous problem-solving procedures. <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Legislative Delegations

Legislation

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2017 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

Disciplinary Consequences

The disciplinary consequences model, Multi-Tiered Systems of Support (MTSS), used at West End State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations

Responding to Minor and Major Behaviours

Our approach to managing student behaviour focuses on clarity, consistency, and the pivotal role of adult responses in shaping positive outcomes. When responding to behaviour incidents, it is essential that staff members accurately determine whether the behaviour is minor or major, ensuring that responses are appropriate and effective. Refer [Minor and Major Behaviours](#). The following guidelines provide a structured framework for this process:

Minor Behaviour Incidents

Minor **Error! Reference source not found.** behaviours are managed directly by the staff present at the time of the incident. These situations are seen as opportunities to guide and correct behaviour through immediate, supportive intervention.

Characteristics of Minor Behaviours:

Minor behaviours are typically defined by their low level of severity and the ease with which they can be resolved. Specifically:

- **No Malicious Intent:** The behaviour does not stem from a desire to cause harm or distress to others.
- **No Risk to Safety:** The behaviour does not endanger the physical or emotional safety of the student or others around them.
- **No Serious Violation of Rights:** The behaviour, while perhaps inappropriate, does not infringe significantly on the rights of others.
- **Teacher-Manageable:** The behaviour can be effectively addressed through standard classroom management techniques, such as redirection, support, or issuing a warning, or 'switch-in'.

Response to Minor Behaviours:

The majority of students at WESS will be confident and capable of meeting the established WESS Expectations for 'Ready, Kind, Safe' learners that are clear, explicitly taught and practised. In response to low-level or minor problem behaviours staff will use the WESS Step Plan Script for Classroom and Play – Connect, Verbal Reminder, Redirection, SWITCH In, SWITCH Out, Deputy Principal for corrective feedback, sanctions and rule reminders.

Major Behaviour Incidents:

Major behaviours, due to their severity, are referred immediately to the school Leadership Team, including the Deputy Principal and Principal. These incidents require a more formal response.

Characteristics of Major Behaviours:

Major behaviours are distinguished by their seriousness and the potential harm they may cause. Specifically:

- **Ongoing or Repeated:** The behaviour is persistent and has not been resolved through previous interventions, indicating a pattern that requires further attention.
- **Malicious Intent:** The behaviour is deliberate and intended to cause harm or distress to others.

- **Risk to Safety:** The behaviour poses a significant risk to the physical or emotional safety of the student or others, necessitating immediate and decisive action.
- **Deliberate Impact:** The behaviour is a conscious action that has a negative effect on others, either physically, emotionally, or socially.
- **Need for Specialist Involvement:** The behaviour is complex and requires the intervention of specialist support staff or leadership to address effectively.

Response to Major Behaviours:

The incident will be managed by the WESS Leadership Team whereby they will investigate and determine consequences: restorative action, SWITCH Out, remove from setting, suspension. This will be recorded on OneSchool as a Major incident.

Consistency Across the School

By using the [WESS Responding to Behaviour Flow Chart](#) for Classroom and Play, we create a unified approach to behaviour management. This consistency helps students understand the expectations and consequences of their actions, and it reinforces the school's commitment to fairness and transparency.

Support and Reflection

Regardless of the severity of the behaviour, the ultimate goal is to support the student in understanding the impact of their actions and to guide them toward more positive behaviours in the future. This may involve reflective conversations, restorative practices, or targeted interventions designed to address underlying issues.

West End State School takes into consideration individual circumstances when applying disciplinary consequences for behaviour. Supports for students are mapped directly to the multi-tiered approach and each layer provides a progressively more personalised level of support.

Universal Prevention Tier 1

Staff provide in-class or in-school disciplinary responses to low-level or minor problem behaviour when interacting with students. This may include the following strategies, supports and Non-Negotiables:

Essentials Skills Classroom Management

The Balance Model of Behaviour Management

- Behavioural Ratio of 5 positive to 1 negative commentary or feedback to class.
- When a teacher is said to be “in balance” in the classroom, they have: clearly articulated their expectations to students and established an evenness (balance) in their use of verbal and non-verbal language to acknowledge appropriate behaviour and correct inappropriate behaviour.
- Refer Appendix [Essential Skills Classroom Management](#)

Behavioural Expectations

- [WESS Expectations](#) - taught, made visible, periodically reviewed, referred to regularly, and retaught as needed.
- Classroom rules developed from WESS Expectations; few in number — as a rule of thumb, 1–3 rules for each expectation.
- Classroom specific expectations, EXPECTATIONS in CLASS XXX proforma, is developed to be an age-appropriate resource to reinforce expected behaviours. It provides students with instant and visible feedback on their behaviour. Refer Appendix [Classroom Expectations Proforma](#).
- Active Supervision
- Meet n Greet at the door

Social and Emotional Skills

- expectations taught explicitly to students at the start of the year, when taking over a class from another teacher, or to new students when they join the class.
- expectations should be regularly reviewed, especially after breaks or when introducing new activities or retaught when students continue to make behavioural errors
- calm down space
- some of the skills that will need to be explicitly taught include:
 - using manners (define and demonstrate what these are in the classroom context)
 - listening to others
 - coming prepared to learn
 - asking for help
 - following instructions
 - accepting feedback
 - staying on task
 - contributing to discussions
 - waiting your turn ([Australian Curriculum - General Capabilities – Personal and Social Capability](#)).

Step Plan Script for Classroom and Play

Refer Appendix [Step Plan for Classroom and Play](#).

Differentiated Teaching and Learning

- Content — the curriculum (what students will learn); Process — the way the content is presented (how students will learn); Product — the ways students are able to demonstrate their knowledge (what students produce); Learning environment — the way the classroom environment supports differentiation of the content, process and product (Tomlinson, 2020).
- Active engagement - provide positive choice of task order (e.g. “Which one do you want to start with?”) This, Then

Positive Reinforcement

- Whole School:
 - House tokens for playtimes, eating times and specialist lessons
 - School Assemblies *Principal Awards for Recognition and Celebration*:
 - Attendance awards (95-100%)
 - School Expectations Awards – “above and beyond” aligned with school expectations of ready, kind and/or school values (one student from across each class).
 - Spotlight on student excellence across the school - student academic achievement, sport, community – “above and beyond” (school expectations and values) and leadership (one student from across each class).
 - “House Points Update”
 - Academic celebrations P - 6 – end of year
 - Postcards – posted to the student’s home address
 - Sharing achievements with our community via Facebook, Newsletters, classroom displays etc.
- Class:
 - Community goal
 - Recognition Board - class goals;
- Individual:
 - Class Menu Board

**** Positive reinforcements are never removed as a consequence for problem behaviour. ****

WESS implements the following positive, proactive and preventative process and strategies to support student behaviour:

- behavioural expectations and foci are explicitly taught in classrooms, presented by student leaders at assemblies, and shared with community via Social Media, Newsletters
- school-wide behaviour data is shared with staff and analysed at Year Level Meetings and at Staff Meetings
- comprehensive induction programs include the WESS Student Code of Conduct and processes and expectations
- personalised Learning Plans (PLP) are maintained for students who present with Tier 2 or Tier 3 level behaviours. This PLP includes differentiated engagement strategies and personalised behaviour plans (IBSP).

Staff are provided with a range of professional development opportunities including and not limited to:

- OneSchool data entry
- Analysis of class, year-level and school-wide behaviour data
- Essential Skills for Classroom Management
- Classroom Profiling
- SWITCH4Schools
- Understanding Functions of Behaviour
- Understanding Complex Behaviour
- Trauma informed practices

Targeted Interventions Tier 2

Some students will need additional support, time and opportunities to practise expected behaviours. According to the general population, approximately 15% of students may experience difficulty with meeting the stated expectations, and even with focussed teaching, inside-class/outside corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the Deputy Principal for determination of a disciplinary response and/or consequence.

Class teacher/staff is supported by other school-based staff to address in-class disengagement. This may include P-6:

- When a student needs to be withdrawn from the classroom, wherever possible, the Leadership Team or support staff member responding, takes the class, and leaves the classroom teacher to support the student to withdraw from the classroom.
- Review of ESCM strategies
- Review positive relationships strategies
- Review of student learning needs
- Whole class, small group or individual reteach of class expectations, SWITCH4Schools lessons
- Whole class or individual use of classroom Learning Walls to reinforce concepts
- Referral to Inclusion Team
- Referral to Student and Family Support and Care Team
- Targeted skills teaching in small group
- Playground Support Plan
- Supported play space at lunchtimes
- Counselling and guidance support
- Self-monitoring plan
- Stakeholder support meeting with parents and external agencies
- Guidance Officer input
- Wellbeing Professional programs
- SWITCH OUT WESS Step Plan for Classroom and Play
 - Step 6
 - removal from classroom to reset
 - Time out with Leadership Team – options that may be considered:

- Restorative justice / practice / conversation
- SWITCH4schools toolkit
- Regulation strategies
- Behaviour plan/play plan – developed or reviewed
- Supported Play
- Classroom monitoring tool developed or reviewed
- Sent home for RESET– when student is unable to regulate; after every attempt has been made to co regulate or self regulate a parent may be called for pick up/collection to protect the safety of all students/staff; returning the next day; this will be recorded as a Major Incident on OneSchool

Students who require targetted support will have a Personalised Learning Plan created and maintained, to track supports and progress. The student's Case Management Team (Class Teacher, Deputy Principal, Inclusion Team member, Parent/s, Student) will work collaboratively to create individualised plans as required, which may include:

- Functional behaviour assessment (FBA) - process for collecting information to help determine why problem behaviour occurs and to serve as a basis for the development of behaviour support plans.
- Individual (age-appropriate) Behaviour Support Plan (IBSP) - a summary of the information collected showing the problem behaviour pathway, desired behaviour and alternative behaviour to be taught.
- Individual, age-appropriate behaviour flowchart
- Students at a Glance (SAAG) – snapshot of student's strengths, language to use, triggers
- Visuals for rewards / consequences
- [Behaviour Risk Assessment](#)

SWITCH Out Room

The SWITCH Out Room is a calm, respectful space that:

- assists students to take responsibility for their behaviour
- provides a supervised environment
- allows time for reflection
- provides support
- emphasises to students that The WESS Way and that learners are 'Ready, Kind, Safe'.

Process:

- Students are referred to the Switch Out room by a Deputy Principal for a major incident or ongoing minor incidents, within the classroom or playground. A OneSchool Record of Incident is created by the referring staff member and at the Deputy Principal's discretion it is then emailed to the SWITCH Out duty team advising of incident. Refer Appendix [Switch Out Referral Lunchtime](#).
- Students can also be referred to the SWITCH Out room during play time, for major playground behaviour by the staff member on duty by completing a Switch Out Referral. If the student does not comply a Deputy Principal is called to assist in this incident.
- Students engage in a restorative conversation with the SWITCH Out Duty Teacher where they identify the WESS Expectations and rules that need to be addressed, and discuss how they can restore the situation. Strategies to assist in regulation and coping with difficult emotions, are also discussed and a plan of what to do next time is co-constructed with the teacher on duty.
- Students can also engage in supportive activities during their time in this room e.g. social skilling, restorative practices, supervised play, conferencing, structured play.
- Switch Duty teacher communicates with Deputy Principal and class teacher to pass on what was discussed and actions that need to occur; these may be sent to families if previously discussed as part of their PLP
- class teacher communicates with parents that their child has attended the Switch out room, as required.

Connect 'n' Learn FlexiSpace

Our Connect 'N' Learn FlexiSpace is a dedicated, supportive classroom environment designed to assist students who may be showing early signs of disengagement from learning or relational practices.

This space features flexible furniture and tailored learning zones, providing students with targeted teaching and curriculum support. Through relational practices and meaningful connections, the Connect 'N' Learn FlexiSpace reinforces our school values of Challenge, Compassion, Creativity, Confidence and Community, as well as our school expectations of Ready, Kind, Safe.

Staffed by a teacher, teacher aide, and Engagement Specialist, the Connect 'N' Learn FlexiSpace ensures that students continue accessing the Australian Curriculum with high expectations for success, while receiving the adjustments and support they need to stay engaged in learning and social interactions.

Why the FlexiSpace?

The FlexiSpace model has been successfully implemented in schools across Queensland, demonstrating positive impacts on student attendance, academic progress, and well-being, while also reducing the need for disciplinary measures.

Designed specifically for our school community, this evidence-based initiative provides a bespoke approach to supporting students in both their home classrooms and broader school life. The Connect 'N' Learn FlexiSpace reflects our commitment to engagement, belonging, and success, ensuring every student has the opportunity to develop the skills and confidence needed to thrive.

What Happens in the FlexiSpace?

In the Connect 'N' Learn FlexiSpace, students will:

- Learn in smaller groups with a focus on individual learning goals
- Experience innovative and evidence-based teaching approaches
- Receive support to build confidence, trust, and motivation
- Work in an environment that prioritises belonging and well-being
- Develop strategies to enhance learning habits and engagement
- Strengthen connections with teachers and peers

The FlexiSpace is not just about academic support - it's about ensuring that students become strong, self-regulated learners who are prepared for life.

We are united in empowering our students to become their best selves - confident, engaged, and positive about life.

Intensive Teaching Tier 3

For a small number of students, according to the general population, approximately 5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis or for shorter periods as required. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

To address persistent or ongoing serious problem behaviour WESS may utilise the following strategies:

- Support from the Leadership Team – offered through various strategies for students/staff
- Referral to the Student and Family Support and Care Team
- Referral to Regional Student Complex Needs Team for consultation and team based problem solving
- Complex Case Management and review – Guidance Officer
- Stakeholder meeting with parents and external agencies including regional specialists eg Occupational Therapist, Guidance Officer, Psychologist, Psychiatrist, ...
- Referral to Regional Support Network
- Student behaviour consult and FBA
- Teacher coaching and debriefing
- Short term suspension (up to 10 school days) – based on indiv circumstances
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently); staff support through coaching and debriefing offered
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

The Principal of WESS uses a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. At WESS, the Principal will balance individual circumstances and the actions of the student with the needs and rights of school community members.

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four types of SDA:

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school

and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from WESS may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received an appropriate and logical consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success, including by identifying additional support strategies which may assist the student to experience successful behavioural outcomes and strengthen home-school communication. This may include learning of additional extenuating or challenging circumstances which may impact on the student's behaviour at school and which should be taken into account in managing a student's behaviour e.g. disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with school support personnel OR only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officer, Head of Department – Inclusion, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Use of ICT including facilities, devices and by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at West End State School:

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

Parents of students at West End State School

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

Students of West End State School

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

Use of mobile phones and other devices by students

West End State School has established the following policy [“Away for the Day” Mobile Phone and Electronic Device Policy 2024 – 2027](#) that covers mobile phones and wearable devices, encompassing smartwatches, handheld devices, and other emerging technologies with telecommunication and internet capabilities. Excluded from this policy are personal or school-owned iPads, tablets, and laptops approved for educational use under the school's [Bring Your Own Device \(BYOx\) policy](#).

In practice:

- Before entering the school grounds (8:15am), mobile phones and electronic devices must be switched off and put away, out of sight. They can be turned back on once the student has left the school grounds (3:15pm). This policy also applies during school activities, including representative school sports, excursions, and camps. Students are expected not to linger on school premises before or after regular school hours, except when they are participating in Out of Hours School Care (OHSC) or activities officially sanctioned by the school.
- Smart watches must have notifications switched off by placing them on “aeroplane or school mode”.
- Earphones are to be away and out of sight.
- The use of cameras on any device is strictly prohibited on school premises or during excursions unless prior permission has been granted by school staff.
- Students granted an approved exemption will receive an exemption card.
- Mobile phones and wearable devices are prohibited from use on school property, including making phone calls, sending or receiving text messages, playing music or videos, receiving notifications, capturing video or still photographs, or attempting to “hotspot” to bypass the school's network. These devices must be switched off and kept out of sight at all times.
- Security of a personal device. Students are responsible for the safe keeping of personal items including mobile phones and wearable devices.

Where a student does not follow this school policy:

- Where the student is unable to produce an exemption card, a mobile phone or electronic device that is not ‘away’ will be asked to hand in their device and parents are contacted to collect it from the office.
- Parents may be requested to keep their child's mobile phone or wearable device at home for an extended period if there is a consistent breach of this policy.

Mobile phones and wearable devices that have been temporarily removed from the student must be stored and retained in accordance with the department's Temporary removal of student property by school staff procedure.

Persistent breach of the “Away for the day” policy may result in a more serious consequence in accordance with the school's Student Code of Conduct, this may include a disciplinary absence.

Use of ICT facilities, mobile devices and online learning environments by students

[Bring Your Own Device \(BYOx\)](#) is a term used to describe a digital device ownership model where students use their personally owned devices to access the departmental networks and information management systems in an educational setting. BYOx iPad at WESS require students to have their own iPad for use at school and home.

Responsibilities of Students

It is **acceptable** for students at West End State School to:

- use computers, laptops and iPads or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on online learning environments for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environments
- be courteous, considerate and respectful of others when using a device.

It is **unacceptable** for students at West End State School to:

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- impersonate any person or entity
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of online email and online communication channels
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- use of school images, logos or school name used inappropriately that bring the school into disrepute.

At all times, while using ICT facilities, mobile devices and online learning environments students will be required to act in line with the West End State School Student Code of Conduct.

In addition, staff, students and their parents:

- understand the responsibility and behaviour requirements as outlined by WESS Expectations and [BYOx Student iPad Participation Agreement](#) that come with accessing the department's ICT facilities, mobile devices and online learning environments
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities, mobile devices and online learning environments provides valuable learning experiences for students and supports the school's teaching and learning programs

- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use the school's ICT facilities, mobile devices and online learning environments inappropriately may be subject to disciplinary action by the school
- despite strict internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accidentally displayed
- staff will always exercise their duty of care, by avoiding or reducing access to harmful information but this also requires responsible ICT use by the student.

Preventing and responding to bullying

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

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

WESS has a diverse range of teams (Inclusion Team, Student and Family Support and Care Team; Belonging, Engagement and Wellbeing Strategic Team) that meet regularly with the school Leadership Team to promote strategies to improve student wellbeing, safety and learning outcomes.

West End State School also has a **Student Leadership Team and a Student Council subcommittee**. Student Council representatives, from Years 3-6, who meet regularly with the school leadership team to discuss ideas to improve student wellbeing, safety and learning outcomes.

The core elements of the Australian Student Wellbeing Framework taken into consideration include:

1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.



4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at West End State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

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

West End State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

- Class teacher
- Deputy Principals
- Principal



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher. Each Year Level Deputy Principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

West End State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

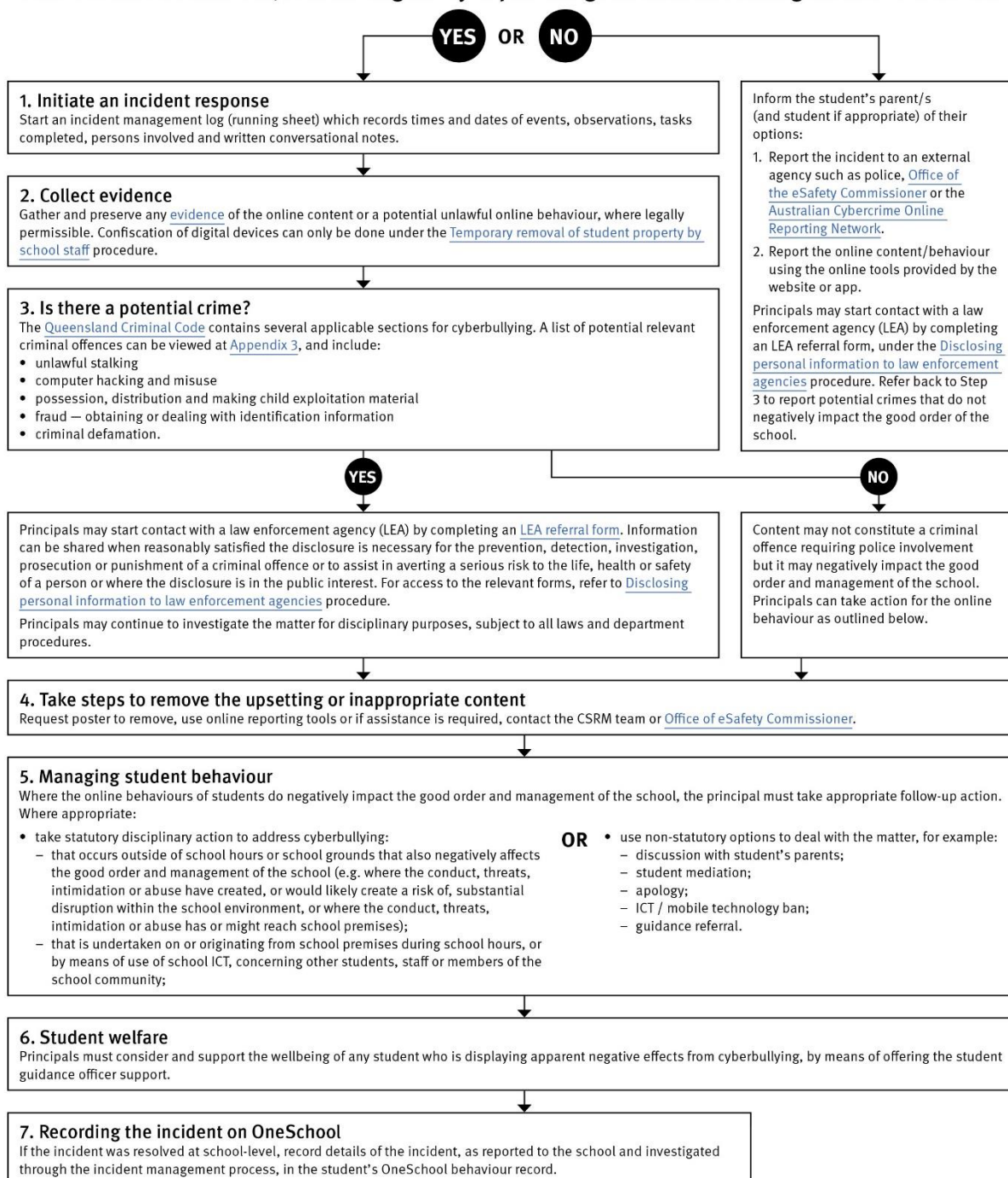
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues.

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

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

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

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

Student Intervention and Support Services

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

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

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

Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at West End State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

West End State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at West End State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;

- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

To be agreed and signed to upon enrolment – Enrolment Agreement – “It is expected that every student will...”.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

In order to ensure the safety and well-being of all students and staff during critical incidents, it is crucial that all school staff have a consistent understanding of how to respond effectively in emergencies involving student behaviour that poses a serious risk to the student or others. This consistency is vital for taking appropriate actions that prioritise safety.

A critical incident is defined as a sudden, urgent, and often unexpected event that requires immediate action (e.g. a child has left the school grounds and is near traffic). The primary aim in these situations is to bring the student's behaviour under rapid and safe control. This is a time for crisis management, not for punishment or discipline.

For students who are involved in frequent critical incidents, staff should follow the student's documented safety plan, which should be saved in OneSchool and accessible for staff review. For unexpected critical incidents, staff should employ basic defusing techniques as outlined below:

- 1. Avoid Escalating the Problem Behaviour:**
 - Refrain from actions that could escalate the situation, such as having too many adults involved, shouting, cornering the student, invading their personal space, touching or grabbing them or responding suddenly.
 - Avoid sarcasm, defensiveness, or displaying anger and frustration through body language.
- 2. Maintain Calmness, Respect, and Detachment:**
 - Model the behaviour you want students to exhibit by staying calm and controlled.
 - Use a serious and measured tone, choose your words carefully, and avoid embarrassing the student.
 - Remain matter-of-fact and avoid responding emotionally.
- 3. Approach the Student in a Non-Threatening Manner:**
 - Move slowly and deliberately toward the situation, speaking privately to the student(s) whenever possible.
 - Speak calmly and respectfully, minimise body language, and maintain a reasonable distance.
 - Establish eye-level contact, keep your communication brief, stay focused on the issue, acknowledge cooperation, and withdraw if the situation escalates.
- 4. Follow Through:**
 - If the student begins to exhibit appropriate behaviour, briefly acknowledge their positive choice. Then, either redirect the attention of other students back to their work or activities.
 - If the problem behaviour continues, calmly remind the student of the expected behaviour and outline the consequences of continued unacceptable behaviour. If the safety of other students is at risk, evacuate the classroom.
- 5. Debrief:**
 - Once the situation has de-escalated and there is a low risk of re-escalation, engage the student in a debriefing process.
 - Help the student identify the sequence of events that led to the unacceptable behaviour, pinpoint decision points, evaluate the decisions made, and discuss acceptable options for future situations.

Related Procedures and Guidelines

Student Dress Code

All Prep to Year Six students are to be neatly dressed in the correct uniform at all times. This includes extra-curricular situations that require our students to act as representatives of our school. Our [Student Dress Code 2025-2028](#) is supported and endorsed by our Parents and Citizens Association and School Council.




The WESS school community expects students to wear the uniform without alterations or additions. Any variation to the approved dress items must gain prior approval from the principal. Our uniforms, which have been chosen in consultation with students, staff and families is worn to instil pride in one's appearance and a strong sense of belonging within the West End State School community and allows all students to participate in all school activities in a comfortable and safe manner.

Students are not to wear jewellery apart from plain studs or sleepers in ears - no other body piercing permitted and a watch. Make-up and nail polish is not to be worn at school. Long hair is to be tied back neatly with all hair accessories in school colours.









The only acceptable shoes are black school shoes and/or predominantly black sports joggers/trainers, with black or white laces. Hi-top and mid-cut shoes are not acceptable.

Students are required to wear the school hat (reversible school and sports' house bucket hat with school logo and house name) during any outdoor play or activity as part of the school's Sun Safety Policy. The school encourages students to use sunscreen before leaving home and reapplying at school from the sunscreen stations.

Prep – Year 6 SCHOOL UNIFORM (Unisex)

Polo Shirt	Navy and sky blue panelled short sleeved, sublimated, polo shirt with school logo on left chest.	
Shorts / Skorts	Navy shorts with white WESS lettering at the bottom, right-hand side, with a zip pocket on the right side. Skorts with white WESS lettering at the bottom, right hand side.	
Winter Uniform	Navy and sky blue panelled jacket with front zip and school logo on left chest. Plain navy tracksuit pants.	
Undergarments	Plain long sleeve navy shirt and bottoms. These are to be worn under school uniform.	

Prep – Year 6 SPORTS' HOUSE POLO SHIRT (Unisex)

Top Year 9 & 10 Sports House Polo Shirts (Check)					
Baruga (Red)			Chullawong (Green)		
Navy and red panelled short sleeved, sublimated, polo shirt with school logo on left chest, and Baruga house logo on the back.			Navy and green panelled short sleeved sublimated, polo shirt with school logo on left chest, and Chullawong house logo on the back.		
Dungar (Yellow)			Kurilpa (Blue)		
Navy and yellow panelled short sleeved sublimated, polo shirt with school logo on left chest, and Dungar house logo on the back.			Navy and blue panelled short sleeved sublimated, polo shirt with school logo on left chest, and Kurilpa house logo on the back.		
Students will be able to wear their house shirts on the following days:					
<ul style="list-style-type: none">• Class physical education lessons• Athletics, cross country and swimming carnivals• Intra and inter-school sports' days• other days designated by the principal					

Senior Polo Shirt (Year 6)

Option 1: Designated sublimated, school branded senior shirt.		Option 2: Designated sublimated, school branded senior shirt, with child's preferred given name and year on the back of the shirt.	
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The Uniform Shop is on the West End State School campus and all items are only available from the school.

Consequences Of Non-Compliance

1st Offense: Warning and Reminder.

2nd Offense: Dress Code Non-compliance breach note sent home.

3rd Offense: Referred to Deputy Principal – Parents are contacted by the Deputy Principal to discuss reasons and reinforce school expectations.

4th Offense: Referred to Deputy Principal – Possible suspension (continuous non-compliance).

Notes

1. Non-compliance of the Student Dress Code associated with genuine financial hardship or medical issues or a disability will be considered on a case-by-case basis. The principal or their nominee is the sole authority in this matter.
2. Parents and Carers will be notified in writing if their child consistently breaches the school's student dress code.
3. This policy will be reviewed as part of the Department of Education and school review cycles.

Transitioning from Old School Uniforms

There will be a two year transition period from January 2025 until December 2026, where the old school uniform will be permitted to be worn by all students (both current and incoming, for all year levels Prep – Year 6), including Senior Shirts.

Please note: The intention of the transition period is that existing serviceable uniforms/shoes are acceptable to wear, but that any new items purchased during the transition period conform to the new Student Dress Code.

Related Documents

- [Student dress code procedure](#)

Communications and Complaints Procedure and Guidelines 2024 – 2026

West End State School's [Communications and Complaints Procedure and Guidelines](#) serve to set clear expectations and effective strategies for communication and complaints management, while also fostering respectful interactions. By following these guidelines, we aim to nurture open channels of communication between the school and home, promoting collaboration and ultimately improving learning and wellbeing outcomes for all members of our school community.

Expectations of School Staff

- Staff will promptly contact a student's parent or carer via phone or email to arrange an in-person meeting to address any concerns.
- Email correspondence about sensitive or contentious matters should be avoided, with face-to-face meetings preferred.
- Staff aim to respond to parent or carer emails within two (2) school days, with allowances for part-time staff.
- Ensure clear and accessible language in communication, avoiding confusing educational terms and supporting understanding of learning terminology.
- Activate an "out of office" auto-reply message when on leave, detailing relevant information.
- All official school emails should adhere to standardised formatting guidelines, including size, colour, font, and signature format.
- Maintain privacy by using the BCC function for group emails to parents.
- Offensive or abusive emails should be forwarded to the Deputy Principal or Principal without response from staff.
- Record relevant communication with parents and carers in the OneSchool Record of Contacts.

Expectations of Parents

- Parents must ensure the school has their updated contact details, including phone numbers, emergency contacts and email addresses.
- To schedule a meeting with the classroom teacher, parents and carers can send an email, call the school, or visit the office to arrange a suitable time.

- Refrain from discussing detailed academic progress, learning expectations, or behavioural concerns via email. Reserve emails for brief information, simple requests, or to arrange a meeting with the teacher.
- Avoid sending lengthy emails regarding sensitive or contentious matters. The school prefers face-to-face meetings for such discussions. If lodging a formal complaint, it's advisable to attach your concerns as a file.
- Direct all school-related inquiries and concerns to the school directly. Refrain from discussing matters on chat apps or directly contacting other students, parents, or carers regarding school issues or concerns.
- Maintain appropriate behaviour and language in emails, mirroring the standards expected in face-to-face interactions at the school.

Procedure for raising a concern

The following procedure may assist families and school staff to reach an outcome that is in the best interests of the child:

Step 1: Discussing your concern with the relevant class teacher

- If your concern or issue is with your child's teacher or relates to an issue concerning the curriculum, make contact with that teacher as soon as possible. Your child's teacher will be best placed to discuss the curriculum within a particular subject and help find a solution to your concerns.
- If your complaint concerns your child's experience at school such as behaviour, attendance or bullying, make an appointment with the relevant year level Deputy Principal.
- Share the information you have about the problem with the staff member.
- Give the staff member an opportunity to tell you all they know about the incident or problem.
- Together, the family and staff member should then take steps to resolve the problem at this level. Please refer to the parent channels of communication flowchart located on the school's website to direct your concern to the appropriate member of staff if it involves the following: IT, resource hire, attendance, finance (see links at bottom of this section).

Step 2: Discuss your concern with the relevant Deputy Principal of the school

Where step 1 does not result in a resolution, make contact with the relevant year level Deputy Principal to discuss the issue further. Alternatively, you and the teacher may agree to ask the Deputy Principal to assist with a resolution.

Step 3: Discuss your concern with the Principal

Where the Deputy Principal has been approached as above but the issue remains unresolved, make contact with the Principal to discuss the issue further.

Parent and Community Code of Conduct

West End State School highly regards the collaboration between the school and families to achieve optimum educational outcomes for every student. We appreciate the contributions of our school community and prioritise the welfare of our students. Our aim is to address issues at the local level to cater to the academic and well-being requirements of our students.

The [Department of Education's Parent and Community Code of Conduct](#) lays out the anticipated conduct for parents, carers, and visitors while on Queensland state school grounds, during school events, and in interactions with fellow members of the school community. This code is designed to uphold the health and well-being of staff and foster a secure and respectful work environment. It mirrors our school's core values of creativity, confidence, challenge, compassion, and community, as well as our expectations of being 'Ready, Kind, Safe'.

Sun Safety Policy

Our school aims to educate our students about being sun safe in order to develop important, life-long, healthy habits, and acknowledges the important role adults play during and outside school hours to reinforce sun safety with children and young people. In implementing the WESS Sun safety policy, our school and community recognise that:

- the policy applies to all school and school-related activities and events;
- the strategies are to be implemented during the whole school day and year-round; and
- a combination of sun safe strategies is more effective than a single approach.

This policy outlines a wide range of strategies to minimise the risks associated with UVR exposure. Parents, families and the community also play an important role to model and reinforce ways to be sun safe with children.

Related documents:

[Sun safety in state schools procedure](#)

Attendance

Ensuring high student attendance is a priority for our school, as we believe that students who attend regularly and punctually are more likely to experience success in learning and life. Consistent attendance fosters a dependable routine, strengthens relationships with peers and teachers, and enhances both academic achievement and social connectedness.

Under Queensland law, parents must make sure their child of school age is enrolled and attends school all day, every school day unless they have a reasonable excuse. Principals decide if the excuse given for your child's absence is reasonable. It is important to understand that you may be prosecuted if your child is not attending school regularly, as all children have a [Right to Education](#).

If parents are having trouble getting their child to school, they should contact the school as soon as possible for advice and support.

Parents are expected to notify the school prior to 9.00 am on the day their child is absent or as soon as practicable. Notification of a student's absence can be made by:

- Qparents
- sending an email to admin@westendss.eq.edu.au
- contact with classroom teacher
- telephone contact to school phone line (directly on 3010 8222 and leave a message)
- responding to the text message sent to the primary parent of any student who is absent without explanation.

If a child will be arriving late or leaving early, parents need to ensure their child follows the school's processes and procedures for late arrival and early departure.

What should I do if our family is going on a holiday in school time? You are encouraged not to schedule holidays during school time. If your family holiday is during school time, let the school know in advance.

Application for exemption for a child or young person enrolled in a Queensland state school – greater than 10 days.

- This [form](#) is to be used for a child/young person who is currently enrolled in a Queensland state school to apply for an exemption from **compulsory schooling** or from the **compulsory participation phase**.

Our focus remains on working collaboratively with students, families, and the broader community to maintain and improve attendance at WESS, ensuring that every student has the opportunity to thrive.

High levels of attendance will be recognised and celebrated during assemblies by the Leadership Team.

The school responds to student absences in accordance with the procedures outlined below by the Department of Education.

Related Documents:

[Exemptions from compulsory schooling and compulsory participation procedure](#)


[Managing student absences and enforcing enrolment and attendance at state schools procedure](#)

[Every day counts – resources for parents](#)


[Managing student absences and enforcing enrolment and attendance at state schools](#)

Appendix









The West End Way



The West End Way





Our Vision	Our Mission
<p>Empower a generation to positively impact the world.</p>	<p>Children who are leaders of their own learning, who are self-regulated, kind, generous and respectful, excelling at learning and exceeding at life, embracing an enduring love for learning.</p>

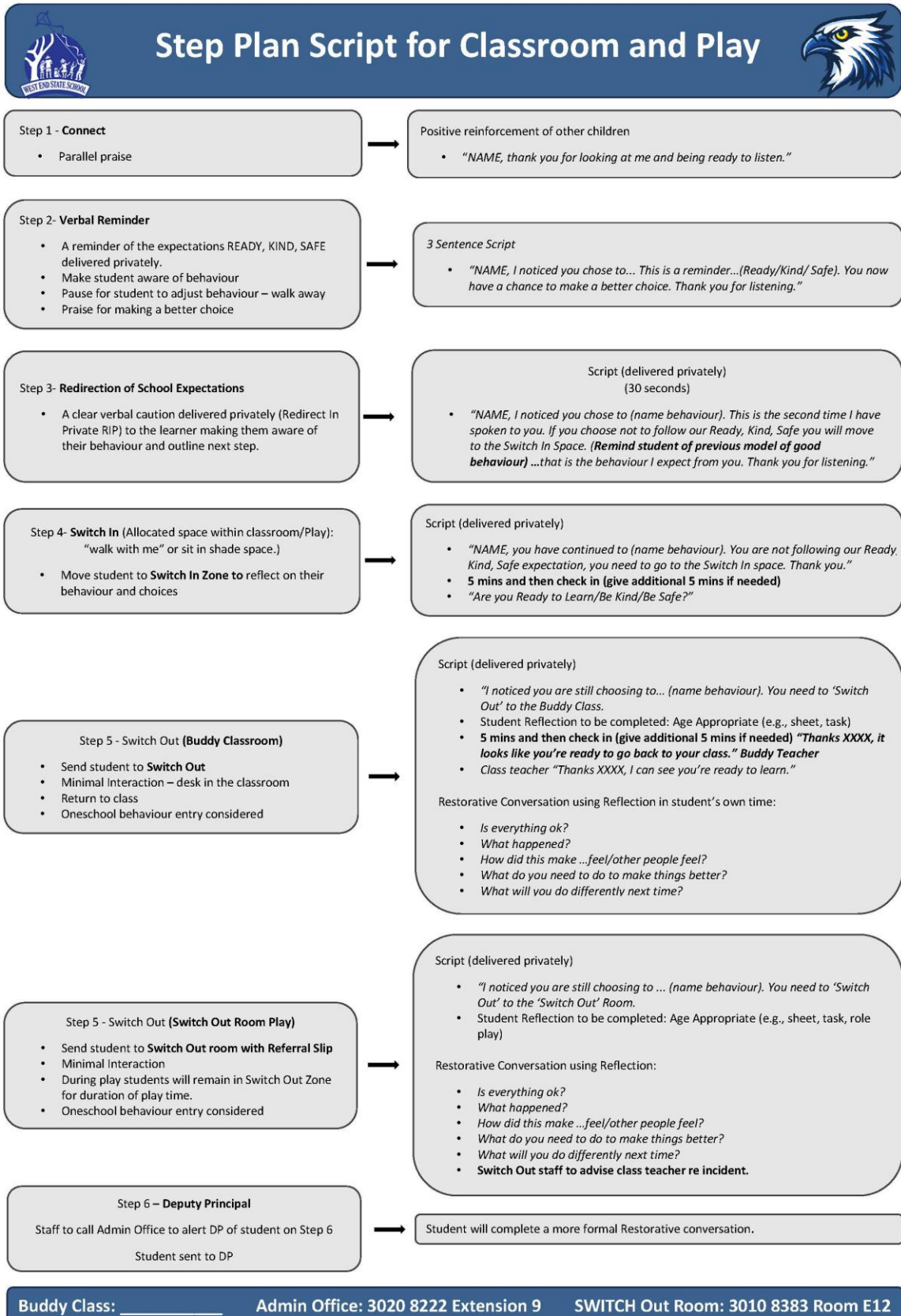
Our Values	Our Expectations
 <p style="text-align: center; color: orange;">Creativity</p>	 <p style="text-align: center; font-weight: bold;">READY</p> <p style="font-size: small;">I am READY when I am self-regulated, responsible for learning and take responsibility for helping to create a positive learning environment.</p>
 <p style="text-align: center; color: green;">Confidence</p>	 <p style="text-align: center; font-weight: bold;">KIND</p> <p style="font-size: small;">I prioritise being KIND by caring for myself, others and the environment.</p>
 <p style="text-align: center; color: red;">Challenge</p>	 <p style="text-align: center; font-weight: bold;">SAFE</p> <p style="font-size: small;">I prioritise the wellbeing of myself and others by practising SAFE actions both in person and online.</p>
 <p style="text-align: center; color: orange;">Compassion</p>	
 <p style="text-align: center; color: blue;">Community</p>	

We All Smile in the Same Language







WESS Expectations

WESS Expectations			
<div style="display: flex; justify-content: space-between; align-items: center;">  <h3 style="margin: 0;">WESS Expectations</h3>  </div>			
Toilets	READY	KIND	SAFE
	<ul style="list-style-type: none"> Respect privacy of others Take a buddy 	<ul style="list-style-type: none"> Use your area toilets Return straight to class or eating area Be in the right place at the right time One student per cubicle Keep the area clean Be water-wise Report any mess or damage 	<ul style="list-style-type: none"> Ask for permission before leaving the classroom or eating area to visit the bathroom Take a buddy and remain with your buddy Wash hands with soap and water No playing Use the toilet for its intended purpose No vandalism
	<ul style="list-style-type: none"> Follow teacher directions Be on time and ready for learning Be organised with your belongings Know and follow routines Active listening Take ownership of your learning Be on task Phones/Watches off and away Enter and exit spaces quietly Be in the right learning space Do your best until you know better Follow the School Dress Code 	<ul style="list-style-type: none"> Use kind words with a friendly tone Use kind actions Respect everyone's right to learn Use inside voices Respect spaces and property Respect others working and learning in nearby spaces Ask for consent to take photos Respect others and follow expectations when interacting in online environments 	<ul style="list-style-type: none"> Keep hands and feet and objects to yourself Use kind actions Ask permission to leave the learning space Use SWITCH IN space to self-regulate Enter and exit rooms in an orderly manner Enter learning spaces when adult is present Walk when transitioning Use equipment correctly Follow the Information Technology agreement (BYOD) Uphold online privileges Be cyber-safe
	<ul style="list-style-type: none"> Sit whilst eating Wait until you are dismissed by staff Put on sunscreen Be in the right playing space Know the game rules to play fair Wait for Duty Staff to begin playing Wear your own hat (No hat, No play) 	<ul style="list-style-type: none"> Follow adult directions Leave your eating area clean Return borrowed equipment promptly Walk around gardens 	<ul style="list-style-type: none"> Running only on oval and tennis courts No food sharing Tuckshop – if you need more eating time or bought something Follow the rules* for your play areas Report unsafe and unkind behaviours to the staff on duty Non contact games only Ask an adult for help if you're feeling scared/unsure Play only during break times Use SWITCH OUT space to self-regulate
Community Spaces	<ul style="list-style-type: none"> Wait for family in agreed area only Wear your uniform correctly 	<ul style="list-style-type: none"> Leave school promptly Be mindful of other people within the school grounds Respect local shops and businesses 	<ul style="list-style-type: none"> No games after school Go to the Office if family is late for pick up Walk bikes/scooter on school grounds Follow crossing supervisor's directions Follow road and public transport rules


Step Plan for Classroom and Play



Classroom Expectations Proforma

 <h1>WESS EXPECTATIONS in Class XXX</h1> 			
	 <p>READY I am READY when I am open and receptive to learning, and take responsibility for helping to create a positive learning environment.</p>	 <p>KIND I prioritise being KIND by caring for myself, others and the environment.</p>	 <p>SAFE I prioritise the wellbeing of myself and others by practising SAFE actions both in person and online.</p>
<h1>RULES</h1>	<ul style="list-style-type: none"> Follow teacher directions Be on time and ready for learning Be organised with your belongings Know and follow routines Active listening Take ownership of your learning Be on task Phones/Watches off and away Enter and exit spaces quietly Be in the right learning space Do your best until you know better Follow the School Dress Code 	<ul style="list-style-type: none"> Use kind words with a friendly tone Use kind actions Respect everyone's right to learn Use inside voices Respect spaces and property Respect others working and learning in nearby spaces Uphold online privileges Ask for consent to take photos Respect others and follow expectations when interacting in online environments 	<ul style="list-style-type: none"> Keep hands and feet and objects to yourself Ask permission to leave the learning space Use SWITCH IN space to self-regulate Enter and exit rooms in an orderly manner Enter learning spaces when adult is present Walk when transitioning Use equipment correctly Follow the Information Technology agreement (BYOD) Uphold online privileges Be cybersafe

Switch Out Referral Lunchtime

SWITCH OUT Referral – Play	
Student Name:	Class: 
Date:	
Location:	
Staff Member on Duty:	
Steps	
<input type="checkbox"/> Connect <input type="checkbox"/> Verbal Reminder <input type="checkbox"/> Redirection of school expectations: Ready Kind Safe <input type="checkbox"/> Switch In and Reflection	
Important Contacts	
Switch Out Zone: XXXXXXXXXXXXXXXX	
Office: 3010 8222	

Minor and Major Behaviours

West End State School's

MINOR

behaviour list



Behaviour Category	Definition	Example	Non-example
Abusive language	Minor verbal messages used in an inappropriate way.	Calling other students demeaning names (e.g. dumb, stupid, loser).	Responding with raised volume due to noise.
Bomb Threat/ False Alarm	Refer to 'major' list		
Defiance	Continued refusal to comply with a reasonable request.	Comment made by student to adult, 'You can't tell me what to do.'	Comment made by student to adult, 'I can't do this, it's stupid.'
Bullying	Refer to 'major' list		
Disrespect	Intentionally delivers minor, socially rude or dismissive messages to others.	Student rolls eyes and sighs when given an instruction.	Unintentionally makes rude comment, showing remorse when spoken to.
Disruption	Continued disturbance that disrupts the learning environment which does not cause physical harm or injury to one's self or others.	Repeated noise or talking which is affecting multiple others.	Excitedly calling out an answer. Isolated incidence of calling out or talking.
Dress code	Consistently not adhering to school dress code or uniform policy.	Wearing items of clothing not connected to school colours or wearing jewellery on regular occurrences.	Out of uniform, accompanied by a note or message from parent.
Fighting	Refer to 'major' list		
Harassment	Refer to 'major' list		
Physical aggression	Refer to 'major' list		
Academic misconduct	Using minor dishonest methods to gain academic advantage.	Copying work done by someone else in order to gain advantage.	Looking at a peer's work for assistance.
Falsifying documents	Isolated, minor incident of creating, changing or modifying a document with intention of misleading.	Isolated incident of student signing homework using parent signature.	Modifying documents without intent to mislead.
Property misuse causing risk to others	Engaging in misuse of property which may cause unintentional risk to others.	Throwing workbook in frustration, accidentally hitting another student causing no injury.	Accidentally causing injuries when playing appropriately (e.g. kicking a ball during soccer and accidentally hitting someone's face).
Property damage	Inappropriate use of property or objects resulting in damage to property that does not cause harm or injury to one's self or others.	Using scissors to cut own clothes. Drawing with pencil on school property.	Roughly handling own school bag.
Substance misconduct involving tobacco and other legal substances	In possession of non-prescription medication such as Panadol, without staff knowledge or written permission.	Carrying a self-administering non-prescription medication such as Panadol.	Carrying non-prescription medication but in the process of forwarding to office.
Substance misconduct involving illegal substances	Refer to 'major' list		
Technology violation	Deliberate misuse of technology including mobile phones, drones, smart watches, cameras, computers and other devices.	Accessing games when instructed to complete online task. Using a mobile phone or other personal electronic device during school time.	Accidental redirection from a web-link.
Theft	Being in possession of, having passed on, or being responsible for removing school or someone's property.	Isolated incident of taking something minor, then showing remorse (e.g. lolly from teacher's desk).	Accidentally taking something the student genuinely thought was theirs (e.g. similar looking hat).
Use/possession of combustibles	Refer to 'major' list		
Use/possession of weapons	Refer to 'major' list		
Other - charge-related suspension	Refer to 'major' list		



Queensland
Government



Behaviour Category	Definition	Example	Non-example
Abusive language	Verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Racial or religious slurs. Directing a swearword at another student or staff member.	A student using a swear word after stubbing their toe.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on or near campus, and/or pending explosion.	With intent of causing fear, student tells peers that their parent has placed an explosive on school grounds.	Student misunderstands a news article and communicates fear of explosive with others.
Defiance	Blatantly refusing to obey staff.	Repeated refusal to comply without responding to West End Step Plan.	Begins to comply after following West End Step Plan.
Bullying	Deliberate verbal, physical and/or social behaviour intended to cause ongoing harm. Can occur online or in person.	Continued targeted behaviour (physical/verbal/written) of the same individual.	Isolated incident of physical fight with another individual. Isolated name calling, "You're stupid".
Disrespect	Intentionally delivers socially rude or dismissive messages to others.	Student rolls eyes, sighs and makes rude comments during lesson.	Student falling asleep during a lesson.
Disruption	Any major disturbance that interferes with the whole class learning environment.	Constantly walking around, yelling out or interrupting learning without responding to West End Step Plan.	Getting up in the middle of a lesson to sharpen a pencil, disrupting minimal peers.
Dress code	Blatantly and consistently not adhering to dress code or uniform policy.	Wearing visually inappropriate or offensive clothing.	Wearing unsafe clothing (singlet or thongs) which was beyond control of the student.
Fighting	Involvement in mutual participation in an incident involving physical violence.	Two or more students pushing/ punching/ kicking each other with intent to hurt one another.	A student trying to avoid or get away from another student who is attempting to physically hurt them.
Harassment	Engaging in the delivery of harmful messages in any format related to gender, identity, ethnicity, sex, race, religion, disability, physical features or other characteristics.	Student intentionally making a hurtful joke about another students physical appearance.	Unintentionally making a comment that offends another student and showing deep remorse once understanding it's impact.
Physical aggression	Intentionally engaging in actions involving physical contact with peers, adults, animals, flora or fauna, where injury may occur.	Student kicking a teacher or peer with intent to hurt them.	Student pushing someone off them in attempt to escape.
Academic misconduct	Using dishonest methods to gain academic advantage.	Student getting another student to complete their assignment for them.	Looking at a peer's work for assistance.
Falsifying documents	Creating, changing or modifying a document with intention of misleading.	Student writing a note addressed to school, impersonating parent who is unaware.	Student writing a note addressed to school and parent signing consent.
Property misuse causing risk to others	Engaging in unsafe, misuse of property which may cause risk to others.	Pushing over a desk. Throwing classroom objects around the room.	Falling over and accidentally pushing items off a desk.
Property damage	Participating in an activity that results in destruction, damage or disfigurement of property.	Deliberately kicking a hole in the wall. Drawing over the walls with permanent marker.	Falling or being pushed into a wall causing damage.
Substance misconduct involving tobacco and other legal substances	In possession of, supplied or using tobacco, alcohol, other prohibited substance or implements.	Found with or affected by alcohol. Found with or using cigarettes.	Finding items on school grounds and taking to a teacher.
Substance misconduct involving illegal substances	In possession of, supplied or using illegal drugs/ substances/ imitations or implements.	Found with, selling or affected by illegal drugs.	Finding items on school grounds and taking to a teacher.
Technology violation	Inappropriate use of any technology device. This includes fraudulent or illegal activity such as attempting to hack, sending inappropriate content and impersonation.	Using social media to bully and harass other students in and outside of school. Using ICT's or phones to access or show naked photos.	Opening an email attachment to find it is offensive but alerting a teacher immediately.
Theft	Being in possession of, having passed on, or being responsible for removing school or someone's property.	Intentionally taking home a peers watch with intent to keep it.	Taking home an item that a peer gifted them.
Use/possession of combustibles	Was/is in possession of substance/ objects readily capable of causing harm or damage.	Bringing matches, lighters, firecrackers, petrol, lighter fluid or aerosols to school.	Bringing aerosol deodorant with intent for correct use.
Use/possession of weapons	Was/is in possession of knives and/ or guns (real or look alike), or other objects readily capable of causing harm.	Bringing a steak knife to school.	Finding items on school grounds and taking to a teacher.
Other - charge-related suspension	Principal use only.	-	-

Acknowledgement



Correction

Clear Expectations

Language of Expectation

1. Establishing Expectations: making rules.
2. Giving Instructions: clearly and explicitly telling students what to do.
3. Waiting and Scanning: stopping to access what is happening.
4. Cueing with Parallel



Acknowledgement: praising particular students to prompt others.

Language of Acknowledgement

1. Body Language Encouraging: smiling, nodding, gesturing, moving near.
2. Descriptive Encouraging: explicit praise describing the behaviour.



Language of Correction

1. Selective Attending: not reacting to certain behaviours
2. Redirecting to the learning: prompting on task behaviour
3. Giving a choice: describing the student's options and likely consequences of their behaviour.
4. Following through: doing what you said you would.



- No surprises
- Catch your students making good choices
- Certainty over severity

REMEMBER!



Teach
Model
Practise



WESS Responding to Behaviour Flow Chart



WESS Responding to Behaviour Flow Chart



Essential Skills for Classroom Management (ESCM)			SWITCH4Schools	WESS Expectations	Step Plan Script for Classroom and Play
Language of Expectation <ul style="list-style-type: none">Establish expectationsGive clear instructionsWait and scanCue with Parallel acknowledgement No surprises	Language of Acknowledgment <ul style="list-style-type: none">Body language encouragingDescriptive encouraging Acknowledge the good	Language of Correction <ul style="list-style-type: none">Selective attendingRedirecting to the learningGiving a choiceFollowing through Consistency over severity			
Level of behaviour	Meeting WESS Expectations	Behaviours requiring “on the spot” interactions	Minor behaviours	Major behaviours	
Managed by	All staff	All staff	Teachers / Teacher-Aides	Teachers / Teacher-Aides	
Definition	Behaviours that meet the WESS expectations. Students are: Ready, Kind, Safe.	Any behaviour that can be managed on the spot by following school embedded processes and approaches above.	Any behaviour that requires support, redirection or warning, and does not have malicious intent or risk the safety of others.	Any behaviour that is ongoing, has unkind intent, puts self or others at risk or is a deliberate action that detrimentally impacts others.	
Behaviour examples	<ul style="list-style-type: none">Right place, right time, right personActive engagement in learningSafe, respectful interactions	<ul style="list-style-type: none">Inappropriate behaviours that may begin to impact on learning or play of others.	See Minor / Major table for details <ul style="list-style-type: none">Repeated actions that cause disruption to learning and/or play – frequency and intensity	See Minor / Major table for details <ul style="list-style-type: none">Unsafe behaviours that may cause harm or repeated disruptive behaviour that causes teaching and learning or play to stop – frequency and intensity	
Actions and consequences	<ul style="list-style-type: none">Use ESCM Language of Correction and Acknowledgement (Ratio 5:1 – five positive comments on every negative)Share student success with other teachers, Leadership Team, parentsAwards: class rewards, assemblies, certificates, postcardsStudents earn house points towards end of term celebrationStudents earn right to represent WESS at District eventsCalm down space	<ul style="list-style-type: none">Use ESCM Language of CorrectionReteach WESS ExpectationsAssist to problem solve by teaching strategies – SWITCH4Schools toolsFollow processes for redirection and support (e.g., sensory supports, Switch In, calm down space or playground)Give choice to re-engage (modify content, process, product, environment)Use logical consequences (matching the behaviour) and restorative actionsCalm down space	<ul style="list-style-type: none">Use ESCM Language of CorrectionUse SWITCH4Schools toolsRedirect to appropriate behaviourGive choice and slow take up time.Check in with student to assess whether that are ready to re-engage.Give warning of consequence, Switch In, Switch Out or Restorative ActionIf unable to record the incident immediately, contact teacher by phone to let them know the incident has occurred and that you will record it in OneSchool ASAP.Calm down space	<ul style="list-style-type: none">Use ESCM Language of CorrectionCalm down spaceRight place, right time, right personEnsure safety for all; evacuate the room/space if necessary; CALL FOR ASSISTANCE IF REQUIREDComplete Switch Out Referral form (play only)Record incident on OneSchool ASAPInform parent of incident and consequences <p>Leadership Team (P, DP, HOD-IL):</p> <ul style="list-style-type: none">Investigate and determine consequences: restorative action, Switch Out room, remove from setting, suspensionInform parent of incident and consequencesInform class teacher of any consequence (e.g., restorative action, Switch Out room, remove from setting, suspension)Follow through with consequences including re-entry meeting after suspension; modelling forgivenessConsider support from IT, GO, Wellbeing Professional, Engagement TeamAttendance/ Behaviour PlanReferral to outside agencies e.g., FaCCReferral to WESS Family and Student Support and Care Team	
OneSchool recording and home contact	Teacher/Deputy Principal responsibility: OneSchool Positive Behaviour category recorded for <ul style="list-style-type: none">Assembly AwardsPostcardPhone calls home	Recording/communicating not required if issue is small and managed by staff. Teacher judgement re whether OneSchool recording and/or parent contact is required.	Teacher responsibility: <ul style="list-style-type: none">Contact parent if behaviour is regular/repeated or being monitored by teacher and parent	<p>Teacher and Teacher-Aide responsibility:</p> <ul style="list-style-type: none">OneSchool Incident Report – refer DP, CT and indicate major behaviour <p>Leadership Team responsibility:</p> <ul style="list-style-type: none">OneSchool Admin Follow Up Record and contact parent if required	

Academic & Student Leadership Awards

At West End State School, we are dedicated to recognising and celebrating the academic excellence, character development, and leadership qualities of our students.

The [Academic and Student Leadership Awards](#) document provides a comprehensive list of the awards presented at the Annual Awards Presentation and outlines the criteria for selecting the nominees and recipients.

Families are welcome to attend the Principal “Whole School” Assemblies. Dates and times throughout the year will be made available on the school calendar.

Student Leadership

The purpose of the [Student Leadership Guidelines](#) is to provide students at West End State School in Years 5 and 6, the opportunity to take on the role of a leader and the responsibilities that come with the role.

Student Leadership Guidelines 2021-2025 is currently under review, and provides families and students at West End State School in Years 5 and 6 an overview of practices and opportunities

The purpose of the Student Council is to provide students at West End State School in Years 3 – 6, the opportunity to take on the role of a leader and the responsibilities that come with the role.

Student Council leadership is to be updated in the Student Leadership Guidelines (currently under review) and provides families and students at West End State School in Years 3-6 an overview of practices and opportunities.

Glossary – our Common Language

Term	Definition
Acceleration	The student's behaviour continues to escalate, the focus is on safety – the student, other students in the vicinity, and adults involved
Active supervision	Comprises of three components: moving, scanning, and interacting. It communicates that they are actively involved and aware of what is going on all times
Agitation	The student is experiencing stress, agitation or other negative emotions
Connect 'n' Learn Flexispace	WESS's learning space that is a proactive Tier 2/3 intervention. It focuses on students' sense of belonging and engagement with the aim to re-engage learners socially and academically back into the classroom. The goal is to have learners back in class self-regulating and participating.
Consequence	The effect, result or outcome of something occurring earlier. It's purpose is to correct and teach; therefore the provision of a consequence should always contain an opportunity to reteach the expected behaviour

Term	Definition
Corrective feedback	Should be provided to students to get the student back on track without the need for further consequences. Corrective feedback describes the observed behaviour and tells the student what to do next time
De-escalation	The behaviour will have run its course and the student needs time to return to a calm state
Discipline	To teach and guide students towards self control, responsibility and positive behaviour
Expectations	Are the valued beliefs or attitudes that we want students to display
FlexiSpace	Department of Education Tier 2 Intervention: A place in a school where students who are facing challenges in a normal schooling environment can continue to be supported to stay engaged at school while still being able to stay at school with their friends and to eventually get them back into their mainstream class; it is not a behaviour room
Functional behaviour assessment (FBA)	Is a process for collecting information to help determine why problem behaviour occurs and to serve as a basis for the development of behaviour support plans
Giving choices	When students continue not to follow class expectations, the teacher can provide a simple choice between a preferred and less preferred option, both of which are acceptable to the teacher
Individual Behaviour Support Plan (IBSP)	A summary of the information collected showing the problem behaviour pathway, desired behaviour and alternative behaviour to be taught
Individual conference	At times it may be necessary to spend time talking privately 1:1 with a student about expectations for their behaviour
Intensive Support	Students who do not respond to universal classroom supports and targeted supports will need individualised support and intervention. This kind of intensive support may involve external agencies and should always include caregivers
Kind	I prioritise being kind by caring for myself, others and the environment
Learning walks	A group of teachers visiting multiple classrooms at their own school with the aim of fostering conversation about teaching and learning in order to develop a shared vision of high quality teaching that impacts on student learning
Logical consequences	Planned in advance and designed to help students learn appropriate prosocial behaviours to help them succeed at school. Logical consequences should match the type and severity of the problem behaviour
Major behaviours	Major behaviours can be defined as behaviours that have direct negative impact on others and due to their severity, are referred immediately to the school Leadership Team, including the Deputy Principal and Principal. These incidents require a more formal response
Minor behaviours	Are managed directly by the staff present at the time of the incident and are seen as opportunities to guide and correct behaviour through immediate, supportive intervention

Term	Definition
Parallel cueing and planned ignoring	Ignoring the inappropriate behaviour (not the student, the behaviour) and provide acknowledgement to another student nearby who is meeting the classroom expectations
Parent	The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.
Peak	Behaviour must be allowed to run its course. Adults should continue to monitor the student and ensure that the immediate environment is as safe as possible by removing objects and keeping a distance from the escalated student
Play Plan	A playground support plan with specific locations approved for play
Positive reinforcement for expected behaviours	Positive feedback in order to learn and maintain a behaviour or skill
Pre-correction	Verbal prompt which is provided prior to known problem times or activities in order to encourage appropriate behaviour and reduce problem behaviour. A pre-correct tells the students what to do and how to do it, by using the previously taught rules
Prompting	Many low-level inappropriate behaviours can be managed by minimal teacher prompts such as proximity and body language
Punishment	To deter undesirable behaviour through negative consequence "to teach a lesson" that does not take into account the reason for the behaviour
Ready	I am ready when I am open and receptive to learning, and take responsibility for helping to create a positive learning environment
Recognition Board	A collaborative strategy that focusses on one learning behaviour, a shared class responsibility to own it and the aim is for everyone to have their name on the board
Recovery	The re-establishment of routines and activities. Focus on problem-solving and accountability, the opportunity to debrief should happen once the student has returned to a rational and calm state. If possible, debriefing should take place on the same day, but in some cases may need to wait till the day after
Redirection	Privately and briefly stating what you want the student to do using a neutral, firm voice when the problem behaviour continues despite initial prompting
Redirection in private (RIP)	Used during the Step Plan Script (delivered privately) "NAME, I noticed you chose to (name behaviour). This is the second time I have spoken to you. If you choose not to follow our Ready, Kind, Safe you will move to the Switch In Space. (Remind student of previous model of good behaviour) ...That is the behaviour I expect from you. Thank you for listening."
Restorative Practice	Teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be accountable for their behaviour and to repair any harm caused to others as a result of their actions.
Reteach	When a student fails to stop problem behaviour after a prompt or redirection, the teacher should quickly reteach the expected behaviour

Term	Definition
Rules	Are the specific behaviours which define what students need to do to meet the expectations
SAAG (Student at a Glance)	A snapshot of a student's needs, look fors, triggers, language to use and working strategies
Safe	I prioritise the wellbeing of myself and others by practising safe actions both in person and on line
School community	The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school
Step Plan Script	Universal script for steps to approach behaviour inside and outside the classroom
SWITCH4schools	Our whole-school initiative designed to support students in developing emotional literacy and self-regulation. This approach empowers students to recognize and understand their own levels of alertness and readiness for learning, equipping them with the tools they need to manage their emotions effectively throughout the school day
Targeted Support	When students have ongoing minor behavioural concerns, such as persistent disruption or task refusal, targeted support should be put in place, aimed at groups of students with similar concerns. A referral process is in place to identify students and match students to the appropriate evidence-based intervention.
Trigger	Something in the environment or inside the student triggers a stress reaction. This is usually signalled by physical changes in the student
Visual schedules	Help all students to understand what is going on and the order of events