<table>
<thead>
<tr>
<th>Responsible Behaviour Plan for Students</th>
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<tr>
<td><strong>1. Purpose</strong></td>
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<td>Mountain Creek State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students are able to achieve excellent outcomes. The school provides an innovative and socially responsible environment maximising learning outcomes for young people in a safe, secure and well ordered school to prepare them for a productive future of active citizenship and employment in a global society.</td>
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<tr>
<td>This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.</td>
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<td>This plan should be read in conjunction with its appendices.</td>
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| **2. Consultation and data review**     |
| Mountain Creek State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken in 2016 and in previous years. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process. |
| The Plan was endorsed by the Principal, the President of the P&C, Chair of the School Council and Executive Director Schools in April 2016 and will be reviewed in 2018 as required in legislation. |

| **3. Learning and behaviour statement**|
| The Mountain Creek State High School community believes that students are ultimately responsible for their own behaviour. The school community including staff, parents, outside organisations and student peers provide the infrastructure and support mechanisms to enable students in accepting responsibility for their behaviour. |
| The responsibilities of students, staff and parents are clearly articulated through the school's Student Management Framework which reflects the responsibilities as outlined in the Code of School Behaviour. The framework acknowledges the rights of all students to learn, the rights of teachers to teach and the rights of all to be safe. The Student Management Framework also embraces the intent of other related policies and Acts. |
| The Mountain Creek State High School Community believes that students must be aware of likely consequences for breaching the Code of Conduct. To this end, the school specifies responses and consequences for a range of scenarios when dealing with inappropriate student behaviour. It should be stated that these responses are not exhaustive and that the individual student and family circumstances may need to be considered. |
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

In keeping with the Positive Behaviour Support approach Mountain Creek State High School addresses the behaviour support needs of all students within a whole school context. Our approach considers support from the following perspectives:

- Universal behaviour support
- Targeted and classroom support
- Intensive individual student support

The school support structure is exemplified in the school’s Student Management Framework and the Student Creeker Code (Appendix 4).

### Universal behaviour support

Universal behaviour support procedures and processes at Mountain Creek State High School apply to all students and staff across all settings. The following elements characterise a model of whole school behaviour support at Mountain Creek State High School.

- The school population is divided into four autonomous sub-schools which allow for pervasive caring within a large complex organisation.
- The middle management of the school is primarily responsible for the day to day management of student affairs including behaviour allowing for a more efficient response to student needs.
- The Workplace Reform initiatives have provided a number of additional staff to support the management within the sub-schools.
- The Student Management Framework exists to specify the responsibilities of all members of the school community and articulates the logical consequences for inappropriate behaviours.
- Student diaries contain important snapshots of the Student Management Framework, Acceptable Computer Use Policy, Assignment Policy, Uniform and Attendance protocols and procedures (including truancy and chronic absenteeism), Use of Technology Devices, Bullying and Harassment (including cyber bullying).
- Wall charts in each classroom outline the Statement of Purpose, Student Code of Ethics and Emergency Response Procedures.
- Enrolment packages contain documentation in regard to a number of the policies listed above which the students and parents sign as a condition of enrolment.
- The school enrolment procedure requires all parents and students to view the school video which also outlines these policies.
- All staff are trained in the mandatory elements of the Code of Conduct, Student Protection, WH&S, Crossing Cultures and the Student Management Framework.

All new staff undergo an exhaustive induction process which ensures knowledge of the school’s procedures and practices.

### Targeted behaviour support

Mountain Creek State High School has in place a number of specific strategies that target the individual and groups of students for whom the whole of school policies are not effective. The following are indicative of a range of strategies used to assist students who require more personalised management.
• A school wide student behaviour database to which all staff have access for recording reportable behaviour incidents that require intervention. The database also indicates strategies used to re-direct the student to more positive conduct. The database allows staff to obtain general information in regard to parent contact and any constraints that may apply and indicate whether parent contact was made. Consequences when applied are also recorded.

• Senior staff are able to query the database to establish patterns of behaviour that may exist for individuals, groups, teaching staff, specific times and days.

• Parents are provided with a copy of the student’s record from the database twice a year and on request. This is not the first time the parents have knowledge of inappropriate behaviour but in the case of low level nuisance behaviours it may be useful in highlighting potential problems before they occur.

• The Student Management Framework also specifies the consequences for behaviours such as truancy, smoking and unsafe practice. Additionally the framework provides staff with a range of standardised proformas which are used for data collection and tracking of student behaviour.

• Behaviour Cards are used to track student’s behaviour in all classes over the period of a week. The feedback to the student at the end of each lesson is regarded as important for the student in order to take responsibility for their behaviour and provide them with an opportunity to correct this on their own. Goals are detailed to the student at this stage.

• Class attendance checks are also used to ensure that the student has attended every lesson and these are reviewed by the student’s Head of Sub-school (HOSS).

• Contact with the parents, interviews with the students and provision of staff information and strategies used to date is an important component of this stage.

• Low level intervention by school based student services is sometimes called upon at this stage to assess whether student misbehaviour is influenced by social or emotional issues.

Individual Behaviour Plan
Each of the strategies outlined above is regarded as a possible element of a student’s Individual Behaviour Plan. Teachers of the student under this plan are made aware by the coordinator of the plan with regards to targets that have to be met by the student in terms of behaviour, industry and academic achievement.

Intensive behaviour support: Behaviour Support Team
Mountain Creek State High School employs a range of intensive support strategies in response to students for whom early intervention and targeted management under the Student Management framework has not worked. The strategies are determined collaboratively by a team selected in response to the nature of the incident and/or student history. The team draws on a range of school, community and government personnel, support groups and agencies as appropriate for the student.

The strategies include:

• Placement of student in a different class, year level, timetable shift for a period of withdrawal from routine classes.
• Partial withdrawal of student from classes and or playground until preventative strategies are in place. Withdrawal is often associated with mandated assessment or counselling being undertaken before return to class;
• School to work transition program; (work skills more appropriate than just school enrolment)
• Prescribed enrolment in an alternate program (bullying, life skills, conflict resolution, anger management…) as a way of gaining skills needed to return to the class;
• Intervention by outside agencies;
• Student Behaviour Contract with prescribed consequences;
• Temporary/Permanent cancellation of access to Laptop Take-Home program and/or modified conditions for At-School program;
• Suspension from school (1-5 days);
• Suspension from school (6 – 20 days);
• Recommendation for exclusion from school;
• Cancellation of school enrolment;

Students identified as needing intensive behaviour support are those who have had targeted behaviour support and are still at risk of significant educational underachievement due to their inappropriate behaviour. In this case, the student’s behaviour database records have been reviewed regularly and further support is now deemed appropriate.

Heads of Sub-school, administration staff and student services personnel assist in the co-ordination of an individual student’s case management and this includes involving and coordinating specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers and relevant school support personnel such as the Guidance Officer.

A Functional Behavioural Assessment may be integrated, if appropriate, throughout the process of developing, reviewing and revising the student’s Individual Behaviour Plan. The Functional Behavioural Assessment is focused on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours. Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police, Local Council, Neighbourhood Centre and EQ Regional Office.

From the Functional Behavioural Assessment and interagency input, the following supports may be added to the Individual Behaviour Plan:

- Counselling with the school Guidance Officer
- Modified timetable or attendance
- Teacher Aide support through school or district behaviour funding
- Invitation to parents/caregivers to attend Triple P program
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner
- Referral to the Positive Learning Centre (see below)
- Use of the Restorative Justice process (see below)
The Individual Behaviour Plan continues to be reviewed and adjusted if necessary every fortnight.

**Physical Restraints: (Individual Plan)**

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal’s supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
  - not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
  - restoring safety in other practicable ways such as removing harmful objects;
  - employing responses such as increased monitoring and support within classrooms and/or referral to appropriately trained staff; and
  - use of movement limiting and/or protective devices at times of high risk.
- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

**Targeted Skills & Academics Program**

When on a 6-20 day suspension, or suspension with recommendation to exclude, the student is provided with academic support from the school and may be required to attend specific counselling or psychology sessions to improve social skilling or to meet the re-entry requirements of the school.
5. Emergency responses or critical incidents

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

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

The school follows its emergency response plan when actioning a response to such incidents.

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

Basic defusing strategies

Avoid escalating the problem behaviour
(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

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

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

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

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

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

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

It is important that all staff understand:

• physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve the situation
• the underlying function of the behaviour.

Staff will:

• give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
• call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
• notify the principal (if not directly involved) and the student’s parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student’s physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour

Physical intervention is not to be used as a response to:

• property destruction
• school disruption
• refusal to comply
• verbal threats
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.

Record Keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found at [http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx](http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx) online. Following each instance involving the use of physical intervention, the following records are to be maintained:

- Physical Intervention Incident Report.
- Debriefing Report

Latest version of report held at admin office.

**Debriefing**

Following each instance involving the use of physical intervention:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
- a debriefing meeting with the relevant staff members to be held
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

### 6. Consequences for unacceptable behaviour

Heads of sub school or individual class teachers will be primarily responsible for dealing with minor behaviours. The School Administration Team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they should be:

- Supportive
- Fair
- Logical
- Consistent.

Mountain Creek State High School employs a range of consequences at differing levels which are applied logically in response to the type of misconduct for which the student is being managed. The following, whilst not exhaustive, are indicative of the type of misconduct for which the consequences may be applied. It is also necessary to note, that repeat offences may attract higher level consequences as deemed appropriate.

- Student behaviour card (classroom disruption, nuisance behaviour, lack of industry, inconsistent behaviour)
- Placement of student in a different class, year level, timetable shift for a period of withdrawal from routine classes; (classroom disruption, anti-social behaviours, bullying, harassment, lack of positive relations with peers, disruption due to social interactions)
- Partial withdrawal of student from classes, playground until preventative strategies are in place; (fighting, bullying, offensive language or material)
- Withdrawal is often associated with mandated assessment or counselling being undertaken before return to class; (harassment, bullying, smoking, anger management)
• School to work transition program; (work placement, work experience, prevocational courses, traineeship, apprenticeship)
• Prescribed enrolment in an alternate program (bullying, life skills, conflict resolution, anger management…) as a way of gaining skills needed to return to the class;
• Intervention by outside agencies; (counselling, psychological assessment, intellectual assessment, medical assessment, ascertainment, police)
• Student Behaviour Contract with prescribed consequences; (cancellation of particular subject enrolment, termination of traineeship, exclusion from extra/co-curricula activities)
• Inappropriate Use of NSSCF Laptops may result in the student’s temporary or permanent removal from the Take-Home Program and/or modified conditions being applied to the At-School Program for that student. Examples of Inappropriate Use may include, but is not limited to, unauthorised playing of games and watching of movies, accessing or attempting to access restricted sections of the school network, recording/capture/dissemination of non-approved material, and interfering with another student’s laptop.
• Suspension from school (1-5 days); (lying about or withholding information in the course of an investigation, smoking, assault, bullying, low level misconduct, Mobile phones and inappropriate use of technology (see below), graffiti, disobedience, dangerous, unlawful, violent, anti-social, inappropriate use of technology)
• Suspension from school (6 – 20 days); usually for repeat of high level (assault, bullying, high level misconduct, graffiti disobedience, dangerous, unlawful, violent, anti-social, significant and/or repeat inappropriate use of technology)
• Recommendation for exclusion from school; Students who have failed to respond to all other consequences applied or for whom the act is criminal, or for those students for whom the risk to others continues to remain unacceptable. (E.g. drugs, violent assaults, weapons).
• Cancellation of school enrolment; Students for whom education is no longer a compulsory requirement and their engagement in school is contrary to the good order and management of the school.

In all considerations of the implementation of whole-school, targeted and intensive behaviour support, Mountain Creek State High School employs supportive, fair, logical and consistent practices. The details of these practices are as follows:

MOBILE TELEPHONES & INAPPROPRIATE TECHNOLOGY

Use of Certain Technology Devices and Telecommunication Devices Banned from School

Students must not bring technology devices such as:

- Cameras
- Digital video cameras
- MP3 players
- I pods

to school as there is a risk of damage or theft. Students found with these items at school will have them confiscated. Parents will then be required to collect these items from administration.
Mobile Phones

Use of mobile phones within the school environment is strictly prohibited. If students bring these devices to school they will be confiscated and must be collected by parents from Administration. When the phone is collected, parents will receive a letter informing them that the student has received a formal warning of suspension. Should the telecommunication device be confiscated again, as mandatory suspension will occur.

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the Mountain Creek State High School Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problematic behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

Fair

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed– this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged misconduct does so only after hearing what the student has to say in his/her own defence and without prejudgement or bias against the student. When making a decision about a consequence, a student’s age, cultural background, emotional well being and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration is also given to the student’s past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

All consequences will be in accord with the Education (General Provisions) Act 2006 and with the student behaviour policies of Education Queensland.

Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

The level of a student’s behaviour will be assessed against a continuum from minor to major consequences. Staff and students are made aware of the progression of consequences for continued disruptive or dangerous behaviour.

Consistent

A consistent approach to student behaviour will occur across the school. Consistent consequences will be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.
7. Network of student support
Students at Mountain Creek State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Head of Sub-School
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Child Psychologist
- Outside Agencies
- Youth Support Coordinator.

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

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

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

10. Related policies and procedures

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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Date effective: from 1 January 2016 to 31 December 2018
Appendix 1

The Use of Technology Devices* at School

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

Use of Certain Technology Devices Banned From School
Students must not bring technology devices to school unless they have signed a BYOx agreement for their laptop or similar device. Other devices including non BYOx laptops, mobile phones, cameras, digital video cameras or MP3 players cannot be brought to school as there is a risk of damage or theft. Such devices will be confiscated by school staff if students are identified with them in their possession, and may be collected by parents at the end of the day from the school office. Subsequent breaches or refusal to follow the direction of staff to hand over the prohibited item will result in suspension.

Telecommunication Devices (Mobile Phone, IPhone, BlackBerry…)
Use of mobile phones within the school environs is specifically prohibited. Students identified using such devices to make or receive calls, send or receive messages and take or show photo or video images will be warned and then suspended.

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

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

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

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

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

In addition to other consequences, inappropriate use of Laptops, or other MCSHS devices, may result in the student’s temporary or permanent removal from the laptop Take-Home Program and/or modified conditions being applied to the 1:1
Laptop At-School Program for that student. Examples of inappropriate use may include, but is not limited to, unauthorised playing of games and watching of movies, accessing or attempting to access restricted sections of the school network, recording/capture/dissemination of non-approved material, and interfering with another student’s computer.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

A student at school who uses a technology device to record private conversations, ordinary school activities (social functions like graduation ceremonies) or violent, illegal or embarrassing matters, capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
  - knowingly being a subject of a recording
are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. This is a further reason for the strict enforcement of the mobile phone policy.

**Assumption of cheating**
Technology devices (graphic calculators, laptops, PDA’s) may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a technology device to cheat during exams or assessments.

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

**Special Circumstances Arrangement**

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

*Technology Devices includes, but is not limited to games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Mountain Creek State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying at Mountain Creek State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

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

4. Bullying may be related to:
   - race, religion or culture or disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Mountain Creek State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

1. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour,
including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

2. The anti-bullying procedures at Mountain Creek State High School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

1. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   • Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   • All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   • All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   • A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

2. The anti-bullying process consists of induction programs for all students enrolling in the school. A broader program is continuously delivered through our pastoral care to maintain consistency across the school.

3. A statement in the school diary outlines a process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

4. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mountain Creek State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

5. Mountain Creek State High School uses behavioural data for decision-making. This data is entered into the Oneschool database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Procedures for addressing chronic absenteeism, truancy and school refusal (adapted for DETA guidelines)

Each parent of a child who is of compulsory school age must ensure that the child is enrolled and attends school on every school day for the educational programs in which the child is enrolled unless the parent has a reasonable excuse.

A parent of a young person in the compulsory phase must ensure the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse.

The issue of absenteeism is complex and covers a range of behaviours, including chronic absenteeism, school refusal and truancy. At Mountain Creek State High School our policy is to investigate the patterns and underlying causes of non-attendance so that appropriate strategies that address the specific type of absenteeism can be implemented.

School attendance management practices are crucial to minimising absences. At Mountain Creek State High School our policy is to:

- identify absences quickly,
- follow-up promptly, and
- send clear messages to students and parents that attendance is vital and that absenteeism will be dealt with.

Procedures for addressing absenteeism

1. **Policy**: The school has a documented attendance policy, which is communicated consistently to students and the school community through the schools website, newsletters, assemblies, enrolment interviews and in the school’s enrolment package and student diary issued to all students.

2. **Records and monitoring**: The school has a process for recording daily absences and class by class absences and automatically contacting parents by SMS when students are absent without appropriate notification. Heads of school will also track session absences for the classes they manage through weekly reports from teachers of persistent absences.

3. **Supportive School Culture**: This school promotes a safe and supportive school environment that promotes positive relationships through programs which develop social and emotional skills, anti-bullying strategies and establish positive home-school relationships.

4. **Additional support**

   Where chronic absenteeism is identified MCSHS has implemented appropriate strategies/support mechanisms, including liaising with other agencies such as Queensland Police and local non-government organisations, to address the trends or support individual students and their families to encourage attendance or identify alternate pathways.
Appendix 4

SCHOOL SUPPORT STRUCTURE - ROLES AND RESPONSIBILITIES

The support structure begins with the teacher and students and then involves the parent. When issues arise which require further intervention the administration and student services faculty will also become involved.

TEACHERS

- The teaching staff is responsible for the implementation of the Student Management Framework within the school environment.
- Teachers are expected to establish classroom protocols which deliver the intent outlined in this document.
- Documentation is of vital importance in a strategic approach to student management and relies on a consistent approach by teachers to reporting incidents and documenting strategies.
- Teachers must accept responsibility for the outcomes of their interactions with students if they are to be empowered in the student management process. This will involve them in:
  - proactive management planning;
  - collegial sharing of strategies;
  - investigation of strategies; and
  - Self-directed professional development responsibilities - clients

STUDENTS

Students are to abide by the Student Code of Ethics:

Creativity

Respect

Effort

Engagement

Knowledge

The Student Code of Ethics incorporates student expectations such as:
- following protocols as outlined in the school prospectus;
- being polite and well mannered;
- following teachers directions;
- attending school;
- applying themselves to their studies;
- being organised and attending with the correct equipment;
- only using ICTs appropriately
- reporting to the Sub-School as required;
- representing the school with honour, pride and enthusiasm.
PARENTS

Parents have the responsibility for supporting the school in the education of their children. This responsibility includes:

• ensuring students attend school on time;
• providing funds and equipment as required;
• providing, maintaining and monitoring the wearing of the school uniform;
• advising the school of absences and breaks with procedure and protocol;
• provide the school with advice on developments which may impact on the social, physical or mental well-being of the student;
• providing support for the decisions made by the school in the management of their student in the school environment.

PRINCIPAL

The Principal is responsible for establishing and maintaining alternative schooling structures avenues for those students who are unable to adapt to the large school environment to continue their education process. In situations where, despite every opportunity and support mechanism being extended to the student, they are still unable to respond appropriately, the Principal reserves the right to suspend for extended periods and/or exclude the student from the school.

HEADS OF SCHOOL AND DEPUTY PRINCIPAL

The Deputy Principal provides a supportive role for the Principal, HODs and HOSS’s. Where students are identified as being at risk, the Deputy will in consultation with the HODs and HOSS’S, determine the most effective option(s) for the student’s immediate rehabilitation. In this role they will administrate the process on behalf of the Principal.

HEADS OF SUB-SCHOOL

Heads of Sub-School are responsible for managing situations involving their Sub-School clients and personnel. They will, through access to the student management database and in consultation with their staff, track the students belonging to their Sub-School. Intervention will be in relation to evidence and support documentation and will involve students being strategically motivated to manage their individual performance.

Processes employed by the HOSSES will be entered into One School. Movement of students through referral to Student Services and administration for advanced strategies will be determined by the Hoss in consultation with Administration.
Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
• reverse or minimise the negative effects of physical intervention;
• prevent the future use of physical intervention; and/or
• address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:
• who was involved;
• what happened;
• where it happened;
• why it happened; and
• what we learned.

The specific questions we want to answer through the debriefing process are:
• FACTS: what do we know happened?
• FEELINGS: how do you feel about the event that happened?
• PLANNING: what can/should we do next?

Questions for staff
• What were the first signs?
• What de-escalation techniques were used?
• What worked and what did not?
• What would you do differently next time?
• How can physical intervention be avoided in this situation in the future?
• What emotional impact does using physical intervention have on you?
• What was your emotional state at the time of the escalation?

Questions for student
• What was it that you needed?
• What upset you most?
• What did we do that was helpful?
• What did we do that got it that way?
• What can we do better next time?
• Would you do something differently next time?
• What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
WORKING TOGETHER TO KEEP MOUNTAIN CREEK SHS SAFE

We can work together to keep knives out of school. At Mountain Creek State High School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- 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 Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Mountain Creek State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.
## ROLE OF STUDENT SERVICES FACULTY IN STUDENT MANAGEMENT

<table>
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<tr>
<th>HOD – SENIOR SCHOOL</th>
<th>HOD – MIDDLE SCHOOL</th>
<th>HOD – Senior School</th>
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<th>SCHOOL BASED YOUTH HEALTH NURSE</th>
<th>CHAPLAIN</th>
<th>STUDENT SERVICES Officer</th>
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<td><strong>Student leadership</strong></td>
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<td><strong>Emotional and personal issues</strong></td>
<td><strong>Emotional and medical issues (Not first aid)</strong></td>
<td><strong>Emotional, social, spiritual and general life issues</strong></td>
<td><strong>School based Apprenticeships and Traineeships</strong></td>
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<tr>
<td>• Organisation of student ballot</td>
<td>• <strong>Year 7 Orientation Program</strong></td>
<td>• Universities (guest speakers, visits etc)</td>
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<td>• Support for both students and staff.</td>
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<td>• <strong>Year 8 Back-to School Program</strong></td>
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<td>• Programs developed and implemented for identified needs</td>
<td>• Programs developed and implemented for identified needs</td>
<td><strong>Support for all Student Services Events and staff</strong></td>
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<tr>
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<td>• <strong>Year 7 Initiative Days</strong></td>
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<td>• Individual support for students</td>
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<td>• Networking with community organizations.</td>
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<td>• <strong>Year 7-9 Enrichment</strong></td>
<td>• QTAC/SET Plans</td>
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<tr>
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<td>• Manage Junior Seconday Curriculum</td>
<td>whole of school</td>
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<tr>
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<td><strong>Establishment and Maintenance of a Careers Room</strong></td>
<td><strong>School based YOUTH HEALTH NURSE</strong></td>
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<tr>
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<td><strong>Emotional and medical issues (Not first aid)</strong></td>
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<td><strong>Tutorisation organisation</strong></td>
<td><strong>Organisation of Careers Expos</strong></td>
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<td><strong>Support for all Student Services Events and staff</strong></td>
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<td><strong>Academic issues/counselling (special considerations)</strong></td>
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<td><strong>QTAC applications</strong></td>
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<td>• 10,11 and 12</td>
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<td><strong>Management</strong></td>
<td><strong>Management</strong></td>
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<tr>
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<td><strong>Tertiary Entrance Organisation</strong></td>
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<td><strong>Tertiary Entrance Organisation</strong></td>
<td><strong>Coordinate volunteers that assist with various programs.</strong></td>
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<tr>
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<td><strong>Programs</strong></td>
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<tr>
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<td><strong>E.g. Defence Forces, Uni etc.</strong></td>
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<td>• As above</td>
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