
This booklet is provided to each parent at time of student enrolment. The booklet directly addresses the student and outlines five Student Responsibility Levels. In terms of each level, the student is informed of examples of conduct that may necessitate assigning a level to a student, and examples of consequence and subsequent school staff intervention in response to student placement on the level. The assigning of Student Responsibilities Levels is at professional discretion.
The primary school years are a window of opportunity during which students can be taught to be responsible for their things, for work, for their actions, for their talents and potential, for their character and for their choices. The biggest problem with discipline is that teachers, parents and adults too often just react to what children do, instead of assuming responsibility for the situation, taking control and acting like teachers, parents and adults. If teachers have no real clear or specific objectives for their teaching, all they can try and do is react properly. But with clear goals in mind in terms of what they want to teach children, they can act, they can take the initiative, they can assume control of their class’ destiny. The teacher and parent must actively support each other in this endeavour, “To achieve best educational outcomes for all students.” Instead of measuring student performance on momentary feelings or emotions, a Student Responsibilities Framework is used.

Responsibility means to become mature in the sense of being responsible to family, to self, to society. To be responsible for all aspects of our lives and our situations; for our talents, for our potential, for our feelings, for our thoughts, for our actions, for our freedom.

Responsibility is not the result of maturity but the cause of it.

- On its most basic level, responsibility is obedience.
- At its next higher level it becomes morality or care for how our actions and attitudes affect others.
- Then it becomes discipline.
- At the highest level it becomes service.

Children best learn responsibility through this sequence. The earlier levels of responsibility prepare a child to accept the later levels. Attempting to learn responsibility out of sequence is rarely successful. The ages on the chart are general and approximate. Different children can grasp and gain different forms of responsibility at different ages. What is important, is not the age but the sequence responsibility levels are taught. The first concepts should be taught as early as children can handle them.

<table>
<thead>
<tr>
<th>AGE as:</th>
<th>Responsibility as:</th>
<th>Responsibility for:</th>
<th>Responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 or younger</td>
<td>Obedience (Meaning just that!) Things (Looking after, caring for property) Work (Getting the job done. Reliability. Not reliant on supervision)</td>
<td>parents / teachers</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Morality Actions (You do it so are responsible for your choice. Do not blame others) Talents and gifts (Making the most and being the best at what we are good at – This provides benefit to self &amp; others) Peaceful attitude (Being rational. Not letting emotion take control. You make the decision so don’t make excuses. Take control of yourself)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Discipline Choices (You make decisions for yourself. Don’t be influenced by friends. Eg. Drugs, foolishness, pressure) Character (Sow a thought-Reap an action. Sow an action-Reap a habit. Sow a habit-Reap a character) Potential (Being responsible means – Doing all that one can do. Becoming all that one can be &amp; Developing all that one has. You should … Imagine-Goal-Commitment-Win it.)</td>
<td>Self</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Service Family (As children seek to become good adults, teachers &amp; citizens) Dependability (True maturity means being able to be trusted, relied upon and guarantee your promises) Contribution (Give, lead and assist others)</td>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>
To succeed in teaching responsibility to children, there are six important principles:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Every child is different</td>
</tr>
<tr>
<td>2.</td>
<td>Expectations determine performance</td>
</tr>
<tr>
<td>3.</td>
<td>Example is the best teacher</td>
</tr>
<tr>
<td>4.</td>
<td>Consistency is crucial</td>
</tr>
<tr>
<td>5.</td>
<td>Children learn from what is really happening</td>
</tr>
<tr>
<td>6.</td>
<td>Pride is the sustaining force behind responsibility</td>
</tr>
</tbody>
</table>

**TO THE STUDENT:** “Assuming Self-Responsibility.”

YOU are responsible for YOUR actions and YOU are obliged to see that the rights of every other person in the school are guaranteed. To protect YOUR rights in this school, YOUR teachers will work out with YOUR class, a set of rules and expectations. It is YOUR right to insist that all students obey these. TEACHERS will impose consequences on students who choose to break rules and ignore expectations. TEACHERS will also monitor YOUR achievement of responsibilities and guide YOU in celebrating YOUR success.

You are a unique individual. The class teacher will acknowledge, support and work with you in addressing your differing needs. Potential has to be earned.

**SOCIAL JUSTICE**
Enhancing opportunities for everyone

**EFFECTIVENESS**

**RESPONSIVENESS**

**PARTICIATION**

**ACCOUNTABILITY**

**EQUITY**
Focus on groups of students that are not as advantaged as others

**GIFTED & TALENTED**

**CULTURE**

**GENDER**

**DISABILITY**

**GEOG. ISOLATION**

**POVERTY**

All students, staff, parents and adults have rights and an equal balance of responsibilities focused upon individual safety, equal opportunity, anti-discrimination and mutual trust. This expectation demands that all individuals account for their actions and meet stated responsibilities to the school community. Your teachers and parents have a responsibility in guiding you toward self-discipline.

“We celebrate student success and teach students to assume self-responsibility.”

**THE TEACHER’S RIGHTS**

1. The right to establish an educational programme and routine (as per School Programme) that provides the optimal learning environment in light of the teacher’s expertise and abilities.
2. The right to specify and expect appropriate behaviour from students (as per Responsible Behaviour Plan for Students) which meet the teacher’s professional needs and encourage the positive social and educational development of the child.
3. The right to expect support and assistance from parents, professional peers, administration and support agencies; when the teacher needs assistance with a child.
4. The right for all to feel safe.

**THE STUDENT’S RIGHTS**

1. The right for all students to learn.
2. The right to have a teacher who is empowered to provide the child with proactive firm guidance and support toward appropriate behaviour.
3. The right to have a teacher who is empowered to proactively, firmly guide and teach the child to limit inappropriate self-destructive behaviour.
4. The right to choose how to behave and know the consequences that will follow.
5. The right for all to feel safe.
This ‘Student Responsibilities Booklet’ is provided to each parent at time of student enrolment. YOU are asked to read this booklet carefully and then discuss the contents with YOUR parents and YOUR teacher. The ‘Student Responsibilities Booklet’ outlines five graduated levels from 1 through to 5, each requiring increased personal acceptance of self-responsibility for YOUR actions or those YOU fail to do. As the Student Responsibility Level rises so increases the guidance, direction, expectation and support from YOUR parents, teachers and peers. YOU are responsible and accountable for YOUR own actions.

For each Student Responsibilities Level, you are provided examples of conduct that may typically necessitate assigning a particular Level to a student’s behaviour. Examples of consequence and subsequent teacher intervention in response to an incident are also provided. Not all behaviours and interventions are listed. The teacher, upon investigation into a particular incident, retains discretion in assigning a Student Responsibilities Level. Student Responsibilities Levels provide teachers, parents and you with a COMMON LANGUAGE in adequately describing levels of behavioural concern and in guiding appropriate consequence. The assigning of a Student Responsibilities Level to a student’s behaviour is not in itself, a consequence. You may be required to provide restitution in some way.

All students begin on Level 0 and the majority of students remain on Level 0 throughout their school career. Level 0 indicates that you are exhibiting behaviours as expected of a McDowall State School student. You should therefore wear your school uniform proudly. Co-operation, responsibility and team-work are learned skills requiring personal effort and self-reflection in adult and student alike. Your teacher will provide a varied and consistent programme to meaningfully encourage and support you in the mastery of these skills. Teachers gain enormous satisfaction in celebrating your achievements with you.

Unfortunately, some students, despite the efforts and support of those around them, choose to repeatedly and deliberately fail to respect themselves, respect others and take responsibility for their own actions. Student Responsibilities Level 5 reflects the exhaustive efforts and intervention by school staff in promoting appropriate student behaviour, with minimal or measured success. The consequences of Level 5 placement include student suspension, alternative schooling and/or student exclusion from the school.

ABOUT THE SCHOOL: “Standards of Responsibility.”

<table>
<thead>
<tr>
<th>SCHOOL VISION STATEMENT</th>
<th>Achieving Best Outcomes for All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL RULES</td>
<td>SCHOOL MOTTO</td>
</tr>
<tr>
<td>RESPECT FOR YOURSELF</td>
<td>COURTESY in attitude, conduct, service</td>
</tr>
<tr>
<td>RESPECT FOR OTHERS</td>
<td>HONESTY in valuing truth and exercising good judgement</td>
</tr>
<tr>
<td>TAKE RESPONSIBILITY FOR YOUR OWN ACTIONS</td>
<td>KNOWLEDGE on which to base informed decisions</td>
</tr>
</tbody>
</table>

HEALTH / ABSENTEEISM

At times, there may be good reason why you cannot fully participate in a lesson or school activity. Eg. Physical Education. You are required to provide written medical advice and/or a letter from your parent, provided to the teacher concerned. Your parents are to advise the class teacher when you will be absent from school. Many parents make telephone contact with School Administration as a convenient alternative to writing a note on your absence or for your return to school.

ADOPT-A-COP

Our Adopt-a-Cop and his colleagues seek to support teachers, parents and students through personal and regular involvement within school initiatives and programmes. An educational programme covering a broad range of topics is presented throughout the school. Eg. Road and personal safety, Protective behaviour, Cyber-bullying, Role of police, etc.

BOY / GIRL RELATIONSHIPS

There is no segregation of boys and girls playing together at the McDowall State School, in fact you are encouraged to have a wide selection of friends, but exclusive boyfriend / girlfriend relationships at school are inappropriate and actively discouraged. Students of primary school age are children and have the right to learn without such peer group pressures and distractions to studies.
As a McDowall State School student, you are considered a responsible individual who is expected to approach teachers about issues causing you concern so that appropriate guidance, intervention and remediation can be worked through. Generally, this is to occur when taught personal conflict resolution strategies fail to adequately deal with a concern in the first instance. Recess Debriefing is your twice daily forum to have issues raised and resolved before entering the classroom. Teachers are extremely approachable and seek to assist you when-ever possible. You may also seek assistance from the Deputy Principal. Bullying is the willful, conscious desire to hurt, threaten, frighten or intimidate someone. Bullying usually means there is an imbalance of strength and intention to upset, over a period of time. It can be done by one child but usually occurs as a group. Bullying can be physical or psychological and usually undermines the self-esteem. A child can interpret another child’s anger, criticism, frustration or annoyance as bullying or harassment. This may not be the case – but if criticism is in the form of on-going verbal insults, then it is bullying. Sexual harassment, harassment generally and/or discrimination, will not be tolerated. The teacher will impose a consequence befitting the type of misbehaviour evident. Should you not feel that your concern has been adequately resolved, you should advise the Principal.

**DRESS STANDARD**

_The McDowall State School & P. & C. Association expects that every student attending the school will be wearing school uniform each school day. Special Day exceptions require pre-approved by the Principal._

It is expected that you attend school neatly, modestly, suitably dressed and well groomed each day. It is expected that you will wear school uniform (including wide-brimmed hat and shoes). McDowall State School implements ‘SUNSMART’ practices endorsed by the Queensland Cancer Council. You will be advised in writing of Casual Dress Events (as approved by the Principal) or school uniform not be required to be worn. Dress is generally to be of like standard in design, practicality and suitability to that of the approved school uniform. Quality enclosed, secured footwear is to be worn. A wide 7-8cm brimmed hat is to be worn in sunlight. It is expected that all students own and have access to a hat at school.

The daily wearing of school uniform is diligently monitored with firm intervention. Students not wearing school uniform will not be denied educational instruction but interventions will apply. (a) Parent contacted (b) Steps taken for parent to assist you to meet dress standard (c) You may be required to change into a school uniform provided by school (d) Alternate programme. The school seeks to work with parents in assisting you to meet policy requirements. Should exceptional circumstances apply, please contact School Administration.

**SCHOOL EXCURSIONS / REPRESENTATIONS / EXTRA-CURRICULA STUDIES**

All students attending _all_ school events, activities, excursions and representations (Approved by the Principal, whether organized by staff, P&C Association, or organizations / guests) both on or off the school site, are expected to wear the stated (as advised) school uniform and display exemplary behaviour. Includes: inter-school sports, concerts, camps, etc. You will have your invitation for such outings withdrawn if you are on a Student Responsibilities Level 2 or above at the time of the event. An accumulative Points Scheme applies to students in the lead up to Year 6 Presentations.

**HOMEWORK / ASSIGNMENTS / PROJECTS**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Phase</th>
<th>Homework</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory</td>
<td>Early P-3</td>
<td>No Homework</td>
<td>Many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills</td>
</tr>
<tr>
<td>Year 1-2</td>
<td>Early P-3</td>
<td>Max. 1hr pw</td>
<td>Many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills</td>
</tr>
<tr>
<td>Year 3</td>
<td>Early P-3/4</td>
<td>Max. 1hr pw</td>
<td>Many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills</td>
</tr>
<tr>
<td>Year 4</td>
<td>Early P-3/4</td>
<td>Max. 1-3hrs pw</td>
<td>Some homework can be completed daily, over a weekly or fortnightly period</td>
</tr>
<tr>
<td>Year 5-6</td>
<td>Middle Phase 4-9</td>
<td>Max. 3hrs pw</td>
<td>Some homework can be completed daily, over a weekly or fortnightly period</td>
</tr>
</tbody>
</table>

When homework, an assignment, project or set task is set for students to complete, the teacher advises (a) Details of task (b) Resource requirements (c) Due date (d) Marking criteria (e) Standard expected (f) Marking contribution toward end of semester rating; and (g) Consequence for failure to complete. Failure to complete homework or set studies, will prompt an interview with you, possible detention to complete tasks, parent notification; and/or parent interview. You are expected to take responsibility for personal learning. If experiencing difficulty, speak with your class teacher as soon as possible.
STUDENT LEADERSHIP POSITIONS

Students are expected to exemplify the high standards of conduct and behaviour required of a senior McDowall State School student in modelling this standard for their younger peers and the general community. The following characteristics for Student Leadership Positions are highlighted during the selection process:

- Demonstrates high scholastic achievement.
- Demonstrates leadership qualities both in current and in previous years.
- Consistently demonstrates behaviour (self-discipline & self-responsibility) and conduct of a very high standard.
- Consistently complies with the Student Dress Code (Dress and deportment) at a high standard.
- Continues to demonstrate collaborative and pro-social team skills in working both with staff and student peers.
- Has been awarded the Senior Badge.
- Demonstrates consistent scholastic and general effort in seeking to do one’s very best.
- Demonstrates good public speaking skills in both formal and informal contexts.
- Consistently demonstrates emotional resilience as evident as ‘habits of the mind’.
- Consistently supports and complies with School Codes, Plans, Policies, Rules and Procedures.
- Continues to demonstrate involvement in a range of both school activities and extra-curricula activities.
- The Class Teacher (and Year Level Team) endorses the student nomination as a candidate.

Student Leaders are closely monitored and supported throughout their year of service. Where student misconduct devalues the standing of the position and/or the reputation of the McDowall State School, the Student Leader will lose their position either temporarily (SRL1) or permanently (SRL2+).

BUS TRAVEL

Education Queensland and Queensland Transport endorse the “Code of Conduct for School Bus Travel”. A clear expectation exists that all students accessing School Bus Services will exhibit a high standard of conduct contributing to the general safety of all onboard and in ensuring that the journey of other passengers remain safe and unaffected.

- Respect other people and property
- Whilst on the bus, conduct yourself in an orderly manner.
- When alighting from the bus, do so in an orderly manner.
- Wait for the bus in an orderly manner.
- Use designated stops.
- In case of emergency or breakdown, follow the driver’s directions.
- The Principal supports reasonable interventions on behalf of the bus company, including the right to refuse travel to repeat misbehaviour offenders (Due notice given to the parent).

PERSONAL PROPERTY

Personal belongings and clothing brought to school must be clearly marked with your name. Valuable property and that of sentimental value should not be brought to school. Money must be well secured and delivered directly to staff responsible for collections. Many personal belongings are not suitable for school and will be placed in the teacher’s care until arrangements are made for their collection. Your teacher will advise you on what is not to be brought to school.

Mobile Phones: Mobile phones are to be handed to the class teacher or at School Administration for safe / secure care. Mobile phones are not to be used in taking pictures or vision from within the school nor of people without their knowledge or consent. Phones used in this way will be confiscated, parent informed and arrangements made for the deletion of the file, with the phone returned to the parent or yourself (discretion of Principal) after hours.

Cameras: Photographs and vision may only be taken during school events where such events are directly related to you or your family participation; and the Principal has authorized for photographs to be taken.

Vision & Sound Recording Devices: Tape, CD and other vision & sound recording devices are not to be used within the school or at a school event, function, interview or activity, without the approval, knowledge and permission of the Principal and those in attendance. Devices used in this way will be confiscated, parent informed and arrangements made for the deletion of the file, with the device returned to the parent or yourself (discretion of Principal) after hours.

SMOKING / DRUGS and/or OTHER ILLEGAL SUBSTANCES

Smoking is not permitted by adult nor child within buildings and grounds of the school. If you are found smoking or in possession of any form of drug, illegal substance or related implement (at the Principal’s discretion) you will be suspended from attendance at this school. The Queensland Police may also be invited to investigate into the incident. Generally, alcohol is regarded as an illegal substance.
### STUDENT RESPONSIBILITIES LEVEL 0

- All students begin their school enrolment and each school year at this level.
- The majority of students remain on Level 0 throughout their school life.
- Level 0 reflects the expected standard of conduct for all McDowall State School students.

<table>
<thead>
<tr>
<th>REASON FOR BEING PLACED ON THIS LEVEL</th>
<th>WHAT HAPPENS WITH STUDENTS PLACED ON THIS LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students at this level are supportive, contributing, responsible members of the school community.</strong></td>
<td><strong>The teacher will celebrate your success and achievements and teach you how to assume self-responsibility.</strong></td>
</tr>
</tbody>
</table>
| 1. They respect themselves and take pride in their achievements and success. | * You may be caught doing the ‘right thing’ and told how well you are going.  
* The teacher may give you a smile, be given extra responsibilities, personal chat, special award, special activity, special assembly announcement. |
| 2. They respect others. | |
| 3. They use knowledge to inform their decisions. | |
| 4. They take responsibility for their actions. | |
| **Students at this level exercise their rights:** | **You will be involved in the full range of school programme opportunities:** |
| * To learn | * Excursions  
* Sports  
* Cultural and other performances  
* Activity and Special Days  
* Competitions  
* Computer technology activities  
* Special  
* Extra-curricula activities |
| * To express themselves in a socially acceptable manner | |
| * To develop as an individual | |
| * To be involved | |
| * To be respected and acknowledged | |
| * To feel safe and secure (physically and emotionally) | |
| **Students at this level strive to fulfil their responsibilities:** | **You could be elected to represent your class, the school and lead other students:** |
| * To positively contribute to the school community | * As a School Captain (Year 6)  
* As a Sporting House Captain (Year 6)  
* As a Student Council Rep. (Years 3-6)  
* To assist on Formal & Sharing Assembly  
* To represent your class as special events  
* To participate in special events and activities during the school calendar  
  - Anzac Day Parades  
  - Book Week Activities  
  - McDowall Magic ... Role Models  
  - Mentor to other students  
  - Class Presentations / Concerts  
  - Short Course participation |
| * To be on task | |
| * To do their best | |
| * To accept guidance and direction | |
| * To let others learn | |
| * To allow others to express themselves in a socially acceptable manner | |
| * To be a responsible team member | |
| * To be a role model for others | |
| * To treat others with respect and courtesy | |
| * To respect individual differences | |
| * To accept personal accountability for self-control and problem-solving | |
| * To allow others to participate | |
| * To act within school procedures and standards | |
| * To accept an opportunity to be involved | |
| * To respect others as they would want to be treated themselves | |
| * To take pride in their school, uniform and surroundings | |
| * To wear their school uniform on a daily basis; including wide-brimmed hat and shoes. | |
| * To take care for the property of others | |
### Student Responsibilities Level 1

- The class / school rule/s broken will be explained and discussed with you.
- A consequence will be imposed on you. You may need to apologise and make amends.
- All people make mistakes and you are promptly expected to learn from them.
- Resolution of Level 1 issues can usually be achieved *informally* between the student and the teacher.

#### REASON FOR BEING PLACED ON THIS LEVEL

<table>
<thead>
<tr>
<th>Reason for Placement</th>
<th>What Happens with Students Placed on This Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your teacher is concerned about your behaviour and attitude.</td>
<td>Your teacher will discuss with you the difficulties / problems you are causing.</td>
</tr>
<tr>
<td>An incident has occurred where it is felt that you have:</td>
<td>Given the minor nature of this incident and/or that this behaviour is not typical for you, it is your responsibility to inform your parents that you are now on Level 1.</td>
</tr>
</tbody>
</table>
  * broken school or class rules |
  * failed to exercise your responsibilities |
  * caused difficulties / disruption / problems in class or around the school |
  * not co-operated |
  * not realised your error in behaviour |
| You may be doing one or more of the following: | You are expected to discuss with your parents the consequences should your behaviour continue and you are placed on Level 2. |
  * Not completing set work, homework, project or task |
  * Disrupting or upsetting the class |
  * Annoying / harassing others / making racial comment |
  * Causing others to feel unsafe |
  * Participating in dangerous play / activity |
  * Littering / Garden play / Toilet play |
  * Not following teacher instructions or disobedience |
  * Not telling the truth (lying) |
  * Teasing / spreading rumours / annoyance to others |
  * Encouraging inappropriate relationships |
  * Late to debriefing x 3 |
  * Yelling / screaming / making silly noises |
  * Accidental swearing x 1 |
| You have not completed your homework, an assignment or set task. | You will be given the opportunity to do something about your behaviour/s *yourself*. Some guidance may be provided by your teacher. |
  * You are expected to complete your set school work within the time frame allocated |
  * You must speak with the teacher before the due date if you are experiencing difficulty with the set task |
  * Your teacher will assist and provide guidance should you require it |
| You may be required to: | |
  * Provide an apology – verbal or written (in a setting appropriate to the incident) |
  * Rectify, make amends for your role in the incident and/or do something beneficial for those affected by your behaviour |
  * Attend detention / withdrawal from extra-curricula activities / loss of marks for incomplete set work |
  * Be involved in a ‘guidance’ / ‘support’ programme developed by your teacher. |

*Student Responsibilities Level 1 is generally an ‘informal intervention’ to student misbehaviour implemented by the teacher. It generally constitutes a warning with expectation that repeat misbehaviour can be avoided. Repeat offences (or those at the discretion of the teacher) are formally recorded as SRL1 in Class Anecdotes or School Anecdotes (Recess Incident).*
### STUDENT RESPONSIBILITIES LEVEL 2

- The class / school rule/s broken will be explained and discussed with you.
- Your parents will be advised by the teacher and provided an opportunity to discuss the situation.
- A consequence will be imposed on you. Your efforts may need to remedy the situation.
- Resolution of Level 2 issues can usually be achieved between the student, teacher and parents.

<table>
<thead>
<tr>
<th>REASON FOR BEING PLACED ON THIS LEVEL</th>
<th>WHAT HAPPENS WITH STUDENTS PLACED ON THIS LEVEL</th>
</tr>
</thead>
</table>
| **Your teacher is concerned about your behaviour and attitude.**  
  * Your teacher has discussed with you, the problems you are causing. Your teacher has been available to guide your exercising your responsibilities.  
  * You may have exhibited a Level 2 misbehaviour.  
  * If you have been on Level 1, you have failed to either learn from your behaviour or develop necessary skills in avoiding a repeat of an error in judgement. You may have done little in resolving the problem or situation. | **Your teacher will contact your parents in advising them about:**  
  * the incident  
  * the problems you are causing  
  * the consequence imposed in educationally responding to the situation  
  **Your parents will be asked to discuss with you, the consequences of your being placed on Levels 3 and 4. They will highlight their expectations of your behaviour while you are at school.** |
| **An incident/s has occurred where it is felt that you have significantly or repeatedly:**  
  * broken school or class rules  
  * failed to exercise your responsibilities  
  * caused difficulties / disruption / problems in class or around the school  
  * not co-operated nor followed direction  
  * not realised the error in behaviour | **You are to give up any office of responsibility.**  
  **You will not be permitted to access extra-curricula activities**  
  **You will be guided and supported by your teacher and parents in learning to exhibit appropriate behaviours:** |
| **You may be doing one or more of the following:**  
  * More severe behaviours of Level 1  
  * Disobedience  
  * Threatening the safety of yourself and others (agression / rough play / throwing items / bullying / assault)  
  * Vandalism - minor damage to property  
  * Being regularly late or absent from class without valid reason  
  * Being rude / insolent to staff or visitors. Attitude!  
  * Loss of self-control  
  * Use of inappropriate language (swearing)  
  * Required to attend supervised Recess Withdrawal. | **You may be required to:**  
  * Rectify, make amends for your role in the incident and/or do something beneficial for those affected by your behaviour  
  * Attend detention / isolation during recess  
  * Be involved in a ‘guidance’ / ‘support’ programme developed by your teacher  
  * Complete ‘Behaviour Monitoring Card’  
  * Have your parents sign your card daily  
  * Complete, repeat or do additional set work  
  * After 3 Recess Withdrawals, you will be required to attend a Reflection Meeting with a Deputy Principal. (Possible assignment of SRL3) |
| **You have not completed your homework, an assignment or set task – First occasion.**  
  * You have refused to meet set homework, project, task requirements and to comply with teacher interventions eg. detention  
  * Your teacher will assist and provide guidance should you require it | **Your parents will be informed so that they are aware of the impact your disobedience is having on your learning.**  
  * You are still expected to complete your set school work within the new set allocated time.  
  * You will complete set school work in your time. |
| **You are not dressed appropriately.**  
  * You have refused to comply with the School Dress Standard (though reasonably dressed).  
  * You are not wearing school uniform.  
  * Arrangements may need to be made with your parents and teacher in ensuring that you are suitably dressed for school activity. Alternate programme, detention or School Uniform provided. | **Your teacher and parents will closely monitor and discuss your progress in returning to Level 0 after two weeks of appropriate behaviour being recorded.** |

*Student Responsibilities Levels 2+ are formally recorded within One School and become part of the Student Record.*
STUDENT RESPONSIBILITIES LEVEL 3

- Your disorder is continuing and is adversely affecting those around you.
- Your parents, teacher and Deputy Principal will discuss the situation and document a plan to assist you.
- A consequence will be imposed on you. You may be required to complete work outside the classroom (Usually 1 day)

<table>
<thead>
<tr>
<th>REASON FOR BEING PLACED ON THIS LEVEL</th>
<th>WHAT HAPPENS WITH STUDENTS PLACED ON THIS LEVEL</th>
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</thead>
<tbody>
<tr>
<td>• You are not showing any real concern nor interest in endeavouring to live up to your responsibilities.</td>
<td>• The Deputy Principal will contact your parents and advise them of the situation. They may attend interview.</td>
</tr>
<tr>
<td>• You are disregarding the school and/or classroom rules and are disrupting both the good order of the classroom and the rights of the teacher and other students.</td>
<td>• The Deputy Principal will work with your teacher, parents and other team teachers to develop a documented programme designed to assist your re-entry to class programme routine.</td>
</tr>
<tr>
<td>• You are failing to uphold the expected standard of conduct of a McDowall State School student.</td>
<td>• You may undertake a restricted school programme which focuses on core aspects of curriculum.</td>
</tr>
</tbody>
</table>
| • You may be doing one or more of the following:  
  * More severe behaviours than Levels 1-2  
  * Disobedience  
  * Leaving the school grounds without authority  
  * Found in out-of-bounds area  
  * Verbal abuse of staff – First incident  
  * Disregarding teacher direction and authority  
  * Second non-attendance at detention / Recess Withdrawal  
  * Stealing  
  * Repeated insolence / attitude!  
  * Vandalism  
  * Loss of self-control and disregard for others  
  * Violence and aggression towards others / Assault  
  * Spitting / Chewing Gum  
  * Inappropriate behaviour while on excursion, camp, concerts, etc.  
  * Harassment (a) physical (b) verbal (c) sexual (d) Racial  
  * Bullying / Cyber-bullying | • Entry into classrooms is conditional according to the exercising of rights and responsibilities for all. When required to leave the classroom, the D/Principal will accompany you from the class to where you will work from sheets and workbooks in a supervised room (usually in another class or withdrawal room) and be required to complete set tasks prior to your classroom return. Your parents will be formally advised in writing by the D/Principal that you are on this level. |
| • You continue to not complete your homework, an assignment or set task.  
  * You have refused to meet set homework, project, task requirements and to comply with teacher interventions eg. detention  
  * Your teacher will assist and provide guidance should you require it  
  * You are inappropriately dressed for attendance and/or involvement within the school.  
  * You refuse to wear school uniform.  
  * Dress is inappropriate for school, requiring alternate programme, detention or provision of school uniform. | • Your continued presence within student areas is dependent upon safe and appropriate behaviour being exhibited. |
| • Your parents will be informed that you may be required to complete both school and set tasks during in-school suspension.  
  * You are still expected to complete your set school work within the new set allocated time.  
  * You will complete set school work in your time.  
  * Daily written monitoring of your behaviour will occur by all those involved with your education. |

REMEMBER: YOU always have the choice of returning to a lower Student Responsibilities Level. In working with the Deputy Principal, teachers and your parents and being guided by them, YOU can possibly return to a Level 0 after two weeks of appropriate behaviour being observed.
STUDENT RESPONSIBILITIES LEVEL 4

✓ Your behaviour is of serious concern to others and should be to yourself.
✓ Your behaviour is being closely monitored and recorded. Your parents are being kept informed of your progress.
✓ You are excluded from classroom routine (Usually for 3 days) until you have demonstrated that you can:
  (a) Obey school rules (b) Demonstrate a commitment in respecting the rights of others (c) Comply with the Code of School Behaviour (d) Meet the standards outlined in the ‘Responsible Behaviour Plan for Students’.
✓ You may be required to attend interview with the Principal, Guidance Officer, Visiting Teacher or other Practitioner; to assist you modify your behaviour. [Exclusion from classroom routine may vary at discretion of Principal]

**REASON FOR BEING PLACED ON THIS LEVEL**

- You have ignored the advice, guidance and assistance of those who are trying to help you. 
  Behaviours may have included:
  * Disobedience
  * Verbal abuse of teacher / insolence / attitude
  * Unauthorised leaving school grounds / out-of-bounds
  * Sustained bullying / harassment (a) physical (b) verbal (c) sexual (d) Racial (e) Rumour spreading
  * Violence / aggression / throwing objects

- You may have required physical restraint in response to your behaviour and conduct.
- You are making little (if any) effort to either learn from your behaviour or develop necessary skills in avoiding a repeat of errors in judgement. You have done little in resolving the problem or situation.

- You have demonstrated through your behaviour that you are completely unwilling to co-operate or assume responsibility in remediating this situation, as a student of this school.

- You are inappropriately dressed for attendance and/or involvement within the school.
  * You refuse to wear school uniform.
- You continue to not complete your school work and homework, an assignment or set task during in-school suspension.
  * You have refused to meet set homework, project, task requirements and to comply with teacher interventions eg. Detention
- Your behaviour necessitates your exclusion from ‘classroom’ and ‘school routine’ for both/either your benefit and the benefit of others.

**WHAT HAPPENS WITH STUDENTS PLACED ON THIS LEVEL**

- You will be excluded from all classes and have recess periods at separate designated times.
  * Withdrawal usually occurs for a minimum 3 school days after which you may return to class only after all revision set work (provided by the teacher) is completed to an acceptable standard when marked by the Deputy Principal and when your exhibited behaviour is considered appropriate for return to class routine.
  * Exclusion includes assemblies, functions and unsupervised access outside of base room.
- An interview with a Guidance Officer will be arranged (where possible)
- The Deputy Principal will work with your teacher, parents and other team personnel to develop a revised documented programme designed to assist your re-entry to and success integration within class programme routine.
  * Re-entry may be graduated from Day 3. Upon the first instance of inappropriate behaviour recurring within 2 weeks, you will be withdrawn again.

- You will be expected to set personal goals and standards to work toward in better assuming self-responsibility.
  * A written behaviour contract will outline encouragements and consequences for exhibited behaviour.
  * You will be expected to evaluate your achievements daily. Both your parents and you will be directly involved.
  * Dress is inappropriate for school, requiring in-school suspension, detention or provision of school uniform.

- Completed homework, assignment or set task will not contribute toward end –of semester reporting (Nil marks).
  * You are still expected to complete your set school work within the new set allocated time.
- Teacher-Aide time may be redirected by the D/Principal to complement teaching staff availability in providing student supervision.

You and your parents will be advised that if this behaviour continues (particularly if you are on SRL3-4), formal enrolment suspension from McDowall State School is imminent.
If all efforts to assist you in realizing your balance of rights and responsibilities as a McDowall State School student have proven unsuccessful, the Principal or his delegate will discuss with your parents or impose the options of (a) alternative schooling (b) suspension of student enrolment 1-5 days (c) suspension of student enrolment 6-20 days (d) suspension with likely exclusion from the McDowall State School.

From Levels 1-4, you had a choice in changing your behaviours. Now you must provide a strong case to the Principal, in justifying why you should still be permitted to attend the McDowall State School.

### REASON FOR BEING PLACED ON THIS LEVEL

- Despite all attempts by teachers, team personnel, Guidance staff, the Principal and your parents; to assist you in realising your responsibilities within a school setting ......

**YOU** have denied yourself the right to remain a student at the McDowall State School.

**YOU** have shown contempt for and failure to:
1. Respect yourself
2. Respect others
3. Take responsibility for your own actions.

- **You may have done the following:**
  - Disregard for ‘The Code of School Behaviour’
  - Disregard for ‘Enrolment Agreement’ and ‘School Code of Conduct’
  - Disregard for ‘Responsible Behaviour Plan for Students’
  - Disobedience
  - Refusal to comply with staff direction / instruction
  - Found smoking and/or in possession or using any form of drug / illegal substance (including alcohol) or item whether at school, traveling to/from school or wearing school uniform
  - Misconduct

To return as a student at the McDowall State School, **YOU** and your PARENTS must attend interview. YOUR continuing enrolment at this school is conditional upon YOUR ability to convince the Principal of your commitment to positively work with others while complying with expected behavioural standards at this school.

- These conditions are to be satisfied by the Principal, at a Parent / Child / Principal Interview either upon final day of suspension or at a time designated by the Principal.

### WHAT HAPPENS WITH STUDENTS PLACED ON THIS LEVEL

- The Principal will officially suspend you:
  - from attendance at the McDowall State School for 1-5 days
  - from attendance at the McDowall State School for 6-20 days
  - The Principal may involve Specialist Staff and Outside Agencies in your educational support.
  - The Principal may advise the Regional Director that you have been officially excluded from attending the McDowall State School.

  - Violence / Aggression / Assault / Disregard for others
  - Having a weapon or like item in your possession
  - Sustained bullying / harassment (a) physical (b) verbal (c) sexual (d) racial (e) rumour spreading
  - Throwing objects with or without intent to cause harm
  - Verbal abuse of staff – Rude / Insolence / Attitude
  - Vandalism / damage / destruction to school facilities
  - Inappropriate behaviour while on excursion, camp, concerts, bus travel, etc.
  - Conduct prejudicial to the good order and management of the school

  - YOU need to state in writing what your behaviour will be like upon your return to school
  - YOUR PARENTS will outline a plan of support for the school in encouraging your appropriate behaviour while at school and in the provision of consequence in response to inappropriate behaviours.
  - THE PRINCIPAL may outline a plan for your progressive reintegration into ‘school routine’. Your behaviour will be closely monitored by the Principal and staff of this school.

Unpredictable and serious cases of misbehaviour will be directed to the Principal. Such incidents may rate directly to a Level 4 or Level 5 consequence.
### PRO-SOCIAL SKILLS “How to ……….”

#### (A) SAY THANK-YOU
1. Decide to thank someone
2. Decide how you want to thank them
   - Say Thank-you for ....
   - Say how you feel about what they did
   - Do something nice for that person
3. Choose a good time and place
4. Act out your best choice

#### (B) DEAL WITH YOUR ANGER
1. Stop and count to ten
2. Think about your choices
   - Tell the person why you are angry
   - Walk away for now
   - Do a relaxation exercise
3. Act out your best choice

#### (C) DEAL WITH ANOTHER’S ANGER
1. Listen to what the person has to say
2. Think about your choices
   - Keep listening
   - Ask why they are angry
   - Suggest an idea to fix the problem
   - Walk away for now
3. Act out your best choice

#### (D) USE SELF – CONTROL
1. Stop and count to ten
2. Think about how your body feels
   - Walk away for now
   - Do a relaxation exercise
   - Write about how you feel
   - Talk to someone about it
3. Act out your best choice

#### (E) RESPOND TO TEASING
1. Stop and count to five
2. Think about your choices
   - Ignore the teasing
   - Say how you feel in a friendly way
   - Give a reason for the person to stop
3. Act out your best choice

#### (F) PROBLEM – SOLVE
1. Stop and calm down
2. Decide what the problem is
3. Think about different ways to solve the problem
4. Choose one way
5. Do it
6. Ask yourself ... How did this work?

#### (G) RESPOND TO GROUP PRESSURE
1. Listen to what others want you to do
2. Think about what might happen
3. Decide what YOU want to do
4. If you decide not to go along, say .......
   “No, I can’t because .......”
5. Suggest something else to do

#### (H) MAKE A DECISION
1. Think about the problem
2. Decide on your choices
3. Consider the consequences for each choice
4. Make the best decision

### STUDENT RESPONSIBILITY LEVELS TO SUMMATIVE RATINGS A-E

Student Responsibilities Levels are assigned to an incident/s of student behaviour. They provide teachers, parents and students with a common language in adequately describing the severity, frequency or level of behavioural concern and in guiding appropriate consequence. Student Responsibility Levels escalate from 1 to 5 in terms of concern.

Student Progress Report Summative Ratings A-E for Behaviour refer to a descriptive standard or overall mark denoting student achievement for the semester. As a summary, it does not refer to a particular incident, instead, it describes the sum of all incidents both in class, at specialist lessons, at school events and during recess, (severity, frequency, concern, intervention, programmes and stakeholder involvement) during each semester. The teacher uses descriptive standards as a guide professional decision-making in the assignment of a Summative Rating for Behaviour on the Student Programme Report.

### STUDENT RESPONSIBILITY LEVEL

<table>
<thead>
<tr>
<th>Severity</th>
<th>Frequency</th>
<th>Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Summative Rating</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

Referenced against …
SUMMATIVE RATING A-E for BEHAVIOUR MATRIX

This matrix provides a reference guide to the teacher in assigning a Student Progress Report Summative Rating A-E for Behaviour at the end of each semester.

<table>
<thead>
<tr>
<th>A</th>
<th>EXCELLENT</th>
<th>Manager: Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning experience through infrequent minor mistake/s or errors in judgement.</td>
<td>Informal Intervention</td>
<td>SRL 0 McDowall SS Standard Up to SRL 1 x 2</td>
</tr>
<tr>
<td></td>
<td>Class Anecdotal Record</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>VERY GOOD</th>
<th>Manager: Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning experience through irregular and infrequent minor mistake/s or errors in judgement.</td>
<td>Class Anecdotal Record</td>
<td>Up to SRL 1 x 3</td>
</tr>
<tr>
<td></td>
<td>School Anecdotal Record</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>SATISFACTORY</th>
<th>Manager: Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning experience through minor mistake/s or errors in judgement with two of concern. Teacher &amp; parent working with student.</td>
<td>Class Anecdotal Record</td>
<td>Up to SRL 1 x 4</td>
</tr>
<tr>
<td></td>
<td>School Anecdotal Record</td>
<td>And up to SRL 2 x 1</td>
</tr>
<tr>
<td></td>
<td>OneSchool Entry SRL 2+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Letter to Parent SRL 2+</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>NEEDS ATTENTION</th>
<th>Manager: SRL 1-2 Teacher SRL 3 D/Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too frequent minor mistake/s or errors in judgement, some of significant concern. Behaviour Intervention and Management Plan documented and implemented by teacher and parent working with student. Support by D/Principal, Specialists &amp; GO.</td>
<td>Class Anecdotal Record</td>
<td>SRL 1 x 5+</td>
</tr>
<tr>
<td></td>
<td>School Anecdotal Record</td>
<td>And/or SRL 2 x 2+</td>
</tr>
<tr>
<td></td>
<td>OneSchool Entry SRL 2+</td>
<td>And/or SRL 3 x 1</td>
</tr>
<tr>
<td></td>
<td>Written Letter to Parent SRL 2+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behaviour Management Plan SRL 3+</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>UNACCEPTABLE</th>
<th>Manager: SRL 3-4 D/Principal SRL 5 Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal leading and managing Behaviour Intervention and Management – Alternate Programme with stakeholder involvement and support. Student Profiling prior to possible formal enrolment suspension and/or exclusion by Principal.</td>
<td>Class Anecdotal Record</td>
<td>SRL 3 x 2+</td>
</tr>
<tr>
<td></td>
<td>School Anecdotal Record</td>
<td>And/or SRL 4 – BMP</td>
</tr>
<tr>
<td></td>
<td>OneSchool Entry SRL 2+</td>
<td>And / or SRL 4 – In-school</td>
</tr>
<tr>
<td></td>
<td>Written Letter to Parent SRL 2+</td>
<td>Suspension</td>
</tr>
<tr>
<td></td>
<td>Behaviour Management Plan SRL 3+</td>
<td>And/ or SRL 5 – Suspension</td>
</tr>
<tr>
<td></td>
<td>Student Profile SRL 4+</td>
<td>And / or SRL 5 – Exclusion</td>
</tr>
</tbody>
</table>

As a student of McDowall State School, do **YOU ……**

- Independently and consistently …. A
- Consistently ….. B
- Usually …….. C
- Sometimes ……. D
- Rarely …….. E

- Interact appropriately in playground
- Co-operate within a group in the classroom
- Show respect and consideration toward others
- Show empathy to others
- Actively discourage bullying behaviours
- Takes turns, shares things
- Uses humour appropriately
- Do not use put downs
- Encourage all team members
- Seek to include everybody
- Respect property
- Use appropriate conflict resolution skills
- Reacts to situations reasonably
- Copes with change
**VISION FOR A McDOWALL SS STUDENT**  
Achievement, Social-Emotional-Behavioural Well-Being, Leadership, Self-responsibility and Citizenship

### EDUCATION

<table>
<thead>
<tr>
<th>Phase</th>
<th>Core Values</th>
<th>To Whom</th>
</tr>
</thead>
</table>
| Obedience 6yrs | - Obedience  
- Things  
- Work                                                                 | Parents / Teachers |
| Morality 8yrs | - Actions  
- Talents / Gifts  
- Attitude                                                                 | Society |
| Discipline 10yrs | - Choices  
- Character  
- Potential                                                                 | Self |
| Service 12yrs | - Family  
- Dependability  
- Contribution                                                                 | Others |

**Curriculum, Instruction, Programmes, Experiences.**

### FOUNDATIONS

<table>
<thead>
<tr>
<th>Responsibility(for)</th>
<th>Getting Along</th>
<th>Organisation</th>
<th>Persistence</th>
<th>Confidence</th>
</tr>
</thead>
</table>

**EMOTIONAL RESILIENCE**

|---------------------|-----------------------|----------------------|---------------|--------------------------|------------------|--------------|---------------|---------------|-------------|-------------------|-------------|-------------------|

**STANDARDS**

**HABITS OF THE MIND**