Welcome to Our School

Welcome to our school community. The Charleville School of Distance Education, together with a number of other Schools of Distance Education, forms part of a network of distance education services provided by Education Queensland.

The Charleville School of Distance Education caters for a wide range of students from prep to year 10 who, for various reasons, are unable to attend a face to face school. This handbook provides information regarding eligibility for enrolment, together with other information relating to the operation of our school.

Ours is a strong and supportive school community which has evolved over the years through the combined efforts of students, staff, parents and home tutors working together to provide programs that help our children to reach their potential.

This valuable work can be destroyed through a breakdown in communication. It is most important that the communication channels are kept open and that you seek assistance when required from the relevant members of the school community.

I extend every best wish to you in your distance education enrolment, and hope that your time with our school is enjoyable and rewarding.

Jenny Swadling
Principal

Vision:
Excellence in education for all students attending Charleville School of Distance Education.

Mission:
Provide educational support and programs to meet the needs of all students attending Charleville School of Distance Education.

Values & Beliefs:
Trust and credibility.            Effective communication.
Inclusivity and diversity.       Innovation and flexibility.
Support and encouragement.       Personal responsibility.
Commitment to life long learning.
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SCHOOL PROFILE

The Charleville School of Distance Education, a Band 8 school within the Queensland Department of Education, is a Prep to Year 10 school. The school caters for approximately 20 prep children and 180 Year 1-10 school age students across a geographical area of approximately 402 000 square kilometres. It is anticipated that the number of students enrolled will remain fairly static over the next few years.

STUDENTS

Categories of students include: geographically isolated students (from grazing properties and remote mining communities), mobile students, medical students (long term physical or psychological disabilities), family circumstance (where student is unable to attend a local state school due to parenting/carer responsibilities), home based learners by choice, school based learners and independent learners (over 18 years). The school has an active Student Council which is conducted on-air via the telephone/audiobridge and is concerned with leadership and fundraising activities.

HOME TUTORS

Each student studying through distance education is required to have a Home Tutor. In most instances this work is carried out by a parent, however some families employ a person to be a Home Tutor.

In lower primary years, home tutors teach students using the curriculum materials provided. Students in the upper primary and secondary years generally work independently through instructional papers. Home Tutors also manage classroom resources, liaise with teaching staff and ensure students attend field services. Home Tutors are an integral part of the schooling process. They are responsible for helping students in the classroom to complete curriculum materials.

STAFF

The staff population is comprised of the following: Principal, Deputy Principal, Prep, Primary and Secondary teachers, a LOTE teacher, 2 Learning Support teachers, a part time Physical Education teacher, a part time Arts teacher, Teacher-aides, Parent Liaison Officer, Administration staff, a Technical Officer, a Digital Learning Facilitator, a Janitor, Groundsman and Cleaner.

COMMUNITY

The school enjoys a strong degree of parent participation in planning and review processes, with a structure that incorporates parent representation at a strategic and operational level. Meetings are held face to face and by teleconference.

The school also has a supportive P & C, whose members work co-operatively to provide personal and financial support through catering at school functions, fundraising to assist with school camp costs and school resourcing, and through the provision of encouragement awards in recognition of student effort. The P & C also provide valued input into departmental surveys.

The P & C Association has links with the Queensland Council of Parents and Citizens’ Association (QCPCA) and parents are also involved with the Isolated Children’s Parents’ Association (ICPA), Volunteers for Isolated Students’ Education (VISE) and Schools of Distance Education Alliance (S.O.D.E.A.).
CURRICULUM PROGRAMS AND DELIVERY
The school offers the following range of curriculum to its students:
• Program for prep students
• Primary curriculum for Year 1 to 7 students
• Core subjects secondary students - English, Maths, Science, SOSE, History, Geography
• Japanese (Years 6, 7 and 8)
• Co-Curricular activities eg. music, choir, Readers Club, Japanese Club.

Additional curriculum support is available from the Support Teachers-Learning Difficulties attached to the school, as well as through teacher modified and alternative programs (IEPs). Support Teachers provide additional support for gifted students as well as those with learning difficulties. A Physical Education and an Arts Teacher provide field activities. Progressive assessment allows students to move through all levels of P-10.

Teaching occurs via the curriculum materials (paper based and on-line), on-air program and through the field service program. In distance education programs, the parent/teacher partnership is a crucial element in providing support to students.

Learning materials are prepared, with teachers, home tutors and students, contributing to the process by consulting with and providing feedback to writers. Teachers also modify curriculum materials at the school level to take into account students’ individual learning needs. Student work and parent/home tutor responses are sent to teachers mainly via print and electronically. Teacher feedback is through individualised written, electronic and phone comments, as well as through the on-air medium. Depending on the level of schooling, students receive a number of on-air lessons per week.

Teachers share the co-ordination of the field program which consists of the following activities: Home Visits (on a needs basis), Cluster Musters, Camps, Sports Muster, Minischools, Speech and Awards Day and Swim Muster.

FACILITIES
A school servicing such a widely dispersed clientele necessitates a number of sizeable teaching support facilities that include: Dispatch and Mailroom; Curriculum Store; Multi-media Room; A combined Charleville State High School/Distance Education P-12 Library and Resource Centre; A classroom / meeting room. Use of technology in most of these areas increases the operational efficiency of the school.

ACCOMMODATION IN CHARLEVILLE
Cattle Camp Motel  Cobb & Co Caravan Park
149 Alfred Street   Ridgeway Street
Phone 4654 3473    Phone 4654 1053

Charleville Motel  Bailey Bar Caravan Park
148 King Street   196 King Street
Phone 4654 1566    Phone 4654 1744

Waltzing Matilda Motor Inn Mulga Country Motor Inn
125 Alfred Street    Sturt Street
Phone 4654 1720    Phone 4654 3255

Warrego Motel Corones Hotel/Motel
75 Wills Street   33 Wills Street
Phone 4654 1299    Phone 4654 1022
ATTENDANCE / ABSENCES

The Education (General Provisions) Act 2006 refers to the responsibility of the principal of a State School to record student attendance and request an explanation for the continued absence of a student.

Attendance in a face to face school is measured by the number of days a student is present at school. Education for distance students occurs in a home environment with regularly documented interaction between teacher and student providing the indication of attendance. Non-return of completed papers is considered parallel with non-attendance without a valid excuse in a face to face school. This constitutes truancy. Principals are required to act according to regulations and have non-attendance without a valid reason investigated by the appropriate authorities.

The following situations constitute truancy in a school of distance education:

- Non-return of completed learning materials for a period longer than six weeks and failure to notify the school
- Non-documented contact with the school for a period longer than six weeks
- Non-attendance on-air for students with telephone facilities for one week without explanation.

In addition, prolonged absence from school without valid reason may result in the loss of the Educational AIC Allowance for Isolated Students, Austudy or Abstudy. A minimum of 75% of work is required to be returned. Report cards may not be issued by this school for students who have been absent for 10 weeks or more without valid reason.

Parents are required to contact their child's teacher when their student is absent from schooling. This can be done via mail, E-mail, phone or fax. Parents are also required to negotiate, with their child's teacher, deviations from the suggested instructional paper schedule forwarded to families at the commencement of each semester.

COMMON ABBREVIATIONS

Education Queensland like other Government Departments, seems to have a language of its own and makes extensive use of abbreviations. To help you decipher these abbreviations, please refer to this code breaker.

AADES  Australasian Association of Distance Education Schools
AGM   Annual General Meeting
AIC   Assistance for Isolated Children
AOP   Annual Operation Plan
CLC   Connected Learning Curriculum
CPO   Community Participation Officer
DG    Director General of Education
DLF   Digital Learning Facilitator
DLU   Distance Learning Unit
EA    Educational Adviser
ED    Executive Director (Schools)
GO    Guidance Officer
HBLWC Home Based Learners With Choice
HBLWLC Home Based Learners With Limited Choice
HT    Home Tutor
ICPA  Isolated Children's Parents Association
COMMUNICATION

It is imperative that you contact teachers at least monthly, preferably fortnightly, to ensure any small issues are dealt with before they become a problem and to keep communication channels clear. **If you have a concern, contact your teacher first.** Use open communication and respectful language and tone. Remember it is usually not what you say but how you say it that affects your rapport. If you would like assistance about how to go about broaching an issue, the Parent Liaison Officer may be able to help.

The establishment and maintenance of effective communication is paramount in forming a cooperative relationship between staff and parents/home tutors. Such a relationship can only enhance the child’s educational progress. It is most important that home tutors/parents contact the class teacher should they have any concerns and/or queries with regards to their student’s learning. Structures in place to ensure effective communication include:

**Assembly**
Assembly will be conducted on-air as required. Notified on Notices. Dial – 1800 248 311 (Limited Choice) - 4650 5400 (By Choice) An assembly is held at the beginning of each field event.

**“InPrint” (School Newsletter):**
Published at the beginning of each month, the newsletter contains regular columns as well as school news. The newsletter is coordinated by the Administration Officer. If you wish to receive an electronic copy of this, please contact the office.

**“Kalora” (School Magazine):**
Student work is selected for inclusion in the school magazine which is produced once a year. The Deputy Principal coordinates the collation of the articles for publication. A Home Tutor section is also available. Each class group is allotted space and clubs are asked to write reports of their yearly activities. Kalora is ordered in Term 4 and delivered the following year.

**School Notices:**
Notices are updated twice a week – Monday and Thursday. They are emailed to everyone whose email address we have listed at the school.
Home Tutors on Blackboard:
Online discussion / news site allows Home Tutors to communicate with each other, access School Notices and other information.

Progress Reports
Provided for year 1 to 10 students at the end of each semester. After Minischool there is a written or oral report for every student that attends. A Year 2 Diagnostic Net report is provided at the end of both semesters in Year 2. This report is also provided at the end of second semester in Years 1 and 3. Prep children are provided with a Development Learning Record at the end of each semester.

Parent-Teacher Interviews:
Can be conducted at any time of the year, but the final week of the school year is set aside for 10 minute telephone interviews. Parents are asked to contact teachers to arrange a mutually convenient meeting time.

Staff Away Notices:
These are emailed each morning. Please ensure the office has a current email address.

Teacher and Home Tutor Feedback Sheets:
Written comments at the end of each unit of work from both the home tutor and the teacher on the progress of the student.

COMMUNICATION CHARTER
See Appendix 1
This outlines clear expectations for responsible communication between members of the school community.

DENTAL CLINICS
Dental treatment is available to children enrolled at Schools of Distance Education in Queensland. Dental Clinics are attached to some school centres. A mobile clinic also operates in some areas. Dental Clinic information is also included in Notices.

EXCLUSION FOR ILLNESS
See attached “Time Out Notice” – Appendix 2

ELIGIBILITY FOR ENROLMENT
Catchment Area:
Our general catchment area is bound by Chinchilla in the East, the Northern Territory border in the West, the New South Wales border in the South and Tambo/Springsure in the North. Families who live outside this area however are eligible to enrol.

Prep:
A Preparatory Year is available to children who live more than 4.5 kilometres from their nearest State School. Children must be five years of age on or before June 30 of the year they attend.

Enrolment Procedures:
Proof of date of birth must be submitted (birth certificate or hospital card) with the completed Application for Enrolment form. An Application for Enrolment form may be obtained from the school's office by phoning (07) 4656 8999 or faxing (07) 4656 8900. Copies of birth certificates may be obtained from the Registrar-General's Office, Brisbane (Phone: 3247 9200)
Compulsory Years (From 6 to 15 years of age) Age Requirements:
To be eligible for enrolment in Year 1, children must be 5 ½ years of age. When enrolling a child in year 1, proof of date of birth must be submitted (birth certificate or hospital card) with the completed Application for Enrolment form. An Application for Enrolment form may be obtained from the school's office by phoning (07) 4656 8999, or faxing (07) 4656 8900.

Students enrolled at the Charleville School of Distance Education must NOT enrol at any other school. Students may have the option of attending a State School on a casual basis, with attendance being limited to ONE FULL DAY PER FORTNIGHT.

Parents wishing to take up this option should first discuss the possibility of their child's casual attendance with the Principal of the local school. Such attendance is at the discretion of the other schools’ Principal in light of available resources, teaching staff and class numbers.

Eligibility Criteria:
Geographic Isolation / Distance:
The student is unable to attend a local school due to the home location being in a remote area within the meaning of the Education (General Provisions) Act 2006. A student is deemed to be living in a remote area:

a. Where the student's home:
   - Is not less than 16 km from the nearest applicable school; and
   - Is not less than 4.5 km from a school transport service approved by the chief executive (transport) or a public transport service to the nearest applicable school; or
b. Where the student's home:
   - Is not less than 16 km from the nearest applicable school; and
   - Is less than 4.5 km from a school transport service approved by the chief executive (transport) or a public transport service to the nearest applicable school; and
   - Is: Not less than 56 km from the nearest applicable school using the route travelled by the transport service; or
   - Not less than 3 hours travelling time per day from the nearest applicable school using the transport service.

Medical Condition:
Students who are medically unfit to attend a day school for a period in excess of 16 weeks (four months) are eligible to enrol. Enrolment forms must be accompanied by the schools’ medical statement form endorsed by a qualified medical practitioner. The medical statement must state the medical reason for the child’s inability to attend a ‘day’ school. For the purposes of this, a medical practitioner is defined as a person registered under the Medical Practitioners Registration Act 2001 and/or registered under the Psychologists Registration Act 2001.

Mobility:
The student is mobile within Queensland for the majority of the school year due to family employment/business.

Exclusion:
The student has been excluded from all state schools or has been excluded from their local state school and is unable to attend the next nearest state school for reasons of excessive distance (refer to the geographical isolation/distance criterion)
Family Circumstance:
The student is unable to attend a local school regularly due to the need to undertake parenting of their own children or other carer responsibilities. In the case of carer responsibilities, documentation to support an application for eligibility must include the supply of information from a relevant medical practitioner registered under the *Medical Practitioners Registration Act 2001* and/or registered under the *Psychologists Registration Act 2001*, concerning the requirement for care. This information is to be provided in response to advice outlining the services of the distance education provider.

Curriculum Enhancement option – home based:
The student is attending a remote or very remote school with a highly modified curriculum and it has been determined that home-based learning is most appropriate. Supporting documentation must include the original assessment that accessing the services of distance education from a home location is most appropriate.

Home Based Learners With Choice
Any student, not meeting the above criteria, may still undertake their education by enrolling in our school. Students who are home based learners by choice will have additional fees.

School Based Learners
Students enrolled in a mainstream school may undertake a course of study through this school. Arrangements for enrolment in this category is through the principal of the student’s school.

Independent Learners
Persons over 18 years of age may enrol in our school’s courses and receive the appropriate set of services.

Parents may enrol at the School of Distance Education of their choice (eg. based on the type of service offered and course offerings), however, in doing so accept the services and offerings of that school with regard to field services and school activities.

Note that the term ‘Home Schooling’ refers to the situation where a parent has registered their intention to provide teaching and curriculum, outside of any school including an SDE. In these instances, the parent provides their own learning materials and is responsible for all aspects of schooling.

Assessment of Eligibility for Fully Subsidised Scheduled Lessons Provided by Education Queensland – for Home Based Learners With Choice:
Schedule 1 should be used to provide appropriate supporting documentation to enable the Assistant Director-General (School Administration) to make a determination on the eligibility of the student to access fully subsidised scheduled lessons by telephone. (Schedule requested if needed).

Request for review of eligibility decision:
Schedule 2 should be used to provide appropriate supporting documentation to enable the Deputy Director-General (Office of State Schooling) to review the decision by the Assistant Director-General (School Administration) and make a determination on the eligibility of the student to access fully subsidised scheduled lessons by telephone. (Schedule requested if needed).
Cancellation of Enrolment:
Please contact Administration when cancelling an enrolment with the School of Distance Education. A Cancellation of Enrolment form will be forwarded to parents, to be completed and returned immediately to the school. In the event of doubt of continued eligibility for enrolment, parents should contact the Principal for clarification.

Once Notice of Cancellation is given, parents are required to return all resources (music, library books), mail bags, telephone and headset to the school.

ENROLMENT AGREEMENT
See Appendix 3
From 2010 Parents and Students and the Principal will sign an enrolment agreement that sets out the responsibilities of each party in the education of the students.

EXTRA CURRICULAR SERVICES
Additional Services (Co-Curriculum) will be offered if there are staff members or willing parents and home tutors available to meet the demand for programs. Not all Clubs detailed here are offered every year.

Bookclub:
Anyone interested in purchasing books from the Ashton Scholastic Company will receive book catalogues and order forms approximately every six weeks. Forms and money are to be returned to the Teacher Librarian by the due date with family and property name clearly marked. Once books are received by the school, they will then be sent on to those families who have made a purchase.

Guitar/Recorder/Keyboard Clubs:
Depending on staff experience, the school offers guitar, recorder and keyboard lessons as an extra curricular activity. Students are required to purchase recorders and class text. A number of guitars and tuners are available for hire through the school.

Choir:
Open to students of any age, as song material is selected for middle to upper primary students.

Japanese Club:
The school offers a Japanese club for years 4-10 students. The children learn basic Japanese language and writing, Japanese songs and culture and participate in rudimentary conversation. Home Tutors and other interested adults are most welcome to participate in this club.

Home Tutor / Parent Liaison Officer On-Air Sessions:
The Parent Liaison Officer presents sessions on occasion. The topics covered during these sessions aim to address the needs and interests of home tutors and parents. Guest speakers from the school and wider community are frequently involved in these sessions. Join these sessions to learn practical ideas and useful information to help you as Home Tutor.

Violin:
Conducted through the PCAP Instrumental Program, on-air lessons are offered once a week. Students are required to purchase their own instrument after the first 6-12 months of tuition. Prior to this, they may access a PCAP violin. Travel at the student’s own cost to participate in Eisteddfods, exams, music camps and Music Fest is an essential requirement when joining violin club, as is daily at home practice.
Readers’ Club:
Is for students who like to read for enjoyment and fun. Our on-air sessions provide opportunities to read, talk about and review texts together.

Technology Club:
This club, more affectionately known as ‘The Smarties Club’ is all about Technology and ICT. Students will experiment with new online technologies through a range of design challenges. It is open to students of all ages. If you like technology, computers, inventing and designing strange contraptions, learning new things, laughing and having fun then this club is for you.

FIELD SERVICES PROGRAM
The instructional program is enhanced by regular face to face contacts. It is the aim of the school to provide one opportunity each term for the students to have face-to-face contact with his/her teacher. Such contact may be through home visits, Minischools, camps, activity days, Sports Muster, Speech & Awards Day and visits by children to the school’s centre in Charleville.

Cluster Musters:
Cluster Musters are held in Terms 2 & 3. These days are aimed at providing an opportunity for parents, students, home tutors and teachers to meet. They are held at various centres throughout the region such as Windorah/Quilpie, Noccundra/Eromanga/Thargomindah, Cunnamulla, Charleville, Roma, Miles and Mitchell. Venues, usually local State Schools, may change each year depending on the number of students at the centre. These days generally have an arts and physical education focus, with workshops for parents.

Home Visits:
Home visits are not compulsory and may be accessed upon request for: New families; Year 1 students; Home Tutors with multi grades (i.e. 3 or more students); Yr 1-10 students with learning / behavioural disabilities; Where Home Tutor requests classroom support. Home visits can be conducted by support teachers, class teachers, parent liaison officer and/or administrators.

Minischool:
Minischool Weeks are held in Term 1 and Term 4. These weeks allow teachers to work with students as teachers would in a mainstream school. Class teachers organise these weeks and each child in Years P-10 has his/her teacher present for the 4 days if numbers permit. In order to guarantee the presence of class teachers, Minischools are usually held in - Charleville, Roma, Quilpie / Thargomindah / Eromanga and Cunnamulla. Minischools commence at 9am on day one, concluding at 12.30pm on day four.

Minischools provide activities in key learning areas such as english, maths, digital technology, art, music, environmental studies and physical education. Team sports and swimming are also included. Class teachers conduct Minischools and work with their classes for a minimum of 2 hours per day.

Minischools for Years 8 - 10 students are held at a central location such as Charleville or Roma. This is a valuable time as it allows students, teachers and home tutors to meet to discuss study expectations and for students to interact in a social situation. Writing personal timetables and understanding subject overviews are a vital part of Minischools for Years 8-10. A workshop fee per person in attendance applies to assist with accommodation and catering costs.
School Camps:
Students in Years 4 - 10 are invited to participate in the school's camp program. Dates and venues for camps are advised when full details are available. Teachers, in conjunction with the Deputy Principal, are responsible for developing the program. Venues are chosen to complement the curriculum program, and as such, camps are not holidays, but are valuable learning experiences for students.

Speech & Awards Day/Swim Muster:
Each year the school organises and conducts a formal Speech & Awards Day at Charleville where the academic, sporting and community achievements of students are recognised. Children in years 7 and 10 also formally graduate at this ceremony. The following years' School and House Captains are announced. Year 7 & 10 students attend Graduation Dinner in the evening. Speech & Awards Day is generally held on the 3rd Thursday of November, in conjunction with a Swim Muster.

Sports Muster:
The school organises a 2 day Sports Muster in Term 3, in Charleville, on the 3rd Thursday and Friday in August. During Sports Muster, events such as the following take place:
- Athletics Carnival involving the students competing for their sporting houses - Narungi and Kanyanna
- ICPA BOTA
- VISE Gathering
- Displays of competitions entered by the students: Art & Craft,
- Book Fair, Adopt-A-Cop Competition
- P & C get together and barbecue on the Thursday evening
- School Photos
- Student Council Disco on the Thursday evening
- P-2 Activities with teachers
- Yr 3-10 – Field activities Thursday, Friday is main Sports Day

Visits by Students to the School:
Staff members always welcome visits from the families enrolled with the school. Before your visit please contact your child’s teacher in order to negotiate a time and to allow the teacher to reschedule his/her day.

Your child's teacher will allow half an hour to work with your child. The child may also participate in his/her on-air lesson in the studio. Time may also be allocated for the child to visit the library. Depending on the frequency of visits, and the needs of the child, a maximum of 2.5 hours will be allocated for the visit. Any visit over 2.5 hours must have the approval of the Principal.

To avoid any misunderstanding, please negotiate your visit with your child's teacher.

FINANCIAL ASSISTANCE FOR ISOLATED CHILDREN
A Federal Government Allowance (AIC) is available for primary and secondary students under the age of 16 enrolled at the Charleville School of Distance Education and who meet the following criteria:
- At least 56 kilometres from the nearest appropriate Government school, or
- At least 56 kilometres from the nearest Government School and at least 4.5km from the nearest available transport service, or
• The student does not have reasonable access to an appropriate Government school for at least 20 days of the school year because of circumstances beyond the family’s control, or the return travel exceeds 3 hours, or
• The student’s parent(s) have an occupation which involves frequent moves.

Assistance for Isolated Children is administered by Centrelink and more information can be obtained by contacting the AIC Office on 132318 or; check the Centrelink Website at www.centrelink.gov.au

All allowances are dependant upon school attendance. Regular enrolment and attendance checks are made by Centrelink. Students with a return of less than 75% of work in a term may lose their allowance.

HEALTH SCREENING (YEAR 1 & 7)
Screening involves testing of hearing and vision and may be arranged at Minischools on request. Please contact the Parent Liaison Officer or your nearest community Child Health Nurse.

HOME TUTOR SUPPORT
Support is provided by the school to home tutors in their tutoring role. Such support includes:
• On-air sessions provided by teachers to outline requirements for the work in the instructional papers
• a 3 ½ day home tutor workshop held in February a Charleville
• workshops and information giving sessions at Minischools and activity days by the Parent Liaison Officer and/or Principal
• phone contact with class teachers and the Parent Liaison Officer
• home visits upon request for home tutors requiring additional support and those with multi grades (3 or more children)
• the assistance and guidance provided by fellow home tutors (home tutor networks – Buddy System arranged by PLO)
• Online support (including Certificate III in Educational Support)

Home Tutors are encouraged to phone their class teacher or the Parent Liaison Officer should they require any assistance.

HOUSE WAR CRIES
The House War Cries are provided at the back of this handbook.

LIBRARY BAGS
Each student is issued with 2 satchels for the borrowing and return of library books. Families are requested to take good care of these bags by storing them in a clean dry place and wiping them after use with a damp cloth. They are returned in the blue mailbags and not to be mailed as they are. The bags are the property of the school and must be returned upon cancellation of enrolment.

MAILING
The Semester’s curriculum units and curriculum resources (in a red bag) are mailed out at the end of the year and at the end of May in order to arrive in time to start the new Semester. The school sends out mail once a week, in time to arrive on your mail day. Should you experience
any problems with your mail or you need to change your designated mail day, would you please contact the Mail Room Officer on (07) 4656 8902.

**After Hours Mail Box:**
For the convenience of families visiting Charleville after school hours, an after hours mail box is situated at the back door of the mail room. This box allows for the return of instructional materials and resources and assists the school to save on postage costs.

**Mail Bags:**
Each family is issued with 3 blue, vinyl mail satchels for the posting of instructional papers and resources. A 4th mail bag may be issued for families with 4 or more children. Families are requested to take good care of these bags by storing them in a dry, clean place, wiping them after use with a damp cloth, and not forcing the zip closed. The bags are the property of the school and must be returned upon cancellation of enrolment. All student work must be clearly labelled and in the clear plastic ziplock bags provided by the school.

**Mail Charges:**
The school mails curriculum materials and resources free of charge and pays the return postage of Curriculum / Resource materials for all full time students resident in Australia. These mail bags must be returned regularly even if empty to ensure continuing allocation of resources. A general rule of thumb is for one mail bag at home, one at school and one in transit from/to you.

**ON-AIR PROGRAM**
On-Air lessons are mandatory. P-2 home tutors are required to supervise students while on-air. Parents are encouraged to ensure their child attends all lessons. Regular attendance for on-air lessons is compulsory. These lessons enable teachers to have direct and daily contact with their students. Each Year P-7 child has an on-air lesson for 30 minutes each day with their teacher and classmates while Year 8-10 students receive one or two 30 minutes on-air lessons, or one hour lesson per week in most subject areas. These may vary in time and frequency.

Students in years 6, 7 and 8 receive two 30 min LOTE on-air lessons each week. ICT lessons vary in frequency. Additional time may also be spent on the telephone depending on the student's choice of extra curricular activities. If a student is to be absent from an on-air lesson, then the parent is to notify the class teacher by telephone, fax, letter or email.

Regular Home Tutor sessions are provided by class teachers. Home Tutors are expected to take advantage of this opportunity. Notify your teacher if you cannot attend a this session.

**ON-AIR TIMETABLE**
The on-air timetable is sent at the end of the year, along with your class list. Please display this near your telephone. We suggest you highlight all lessons relevant to your children. You may like to use a different colour for each child. These may change as enrolments vary. Please notify the Deputy Principal to discuss clashes of lesson times if these occur.

**PARENT LOUNGE**
The school has a parent lounge with tea, coffee and baby changing facilities. It is situated off the foyer in the Administration Building. Feel free to use this room when you visit the school.

**PARENT LIAISON OFFICER**
The PLO role is to offer support and training of Home Tutors. The PLO will contact you within the first few weeks of commencing to discuss your needs.
P & C ASSOCIATION

The School's Parents' and Citizens' Association meetings are conducted "on-air". The time and date for each meeting is announced on notices. All parents, staff and home tutors are encouraged to join and support the P & C. People wishing to be members of the P & C are required to register each year. A registration form will be forwarded at the beginning of each year. There is no fee. The Association has a major role to play in supporting the special activities offered to children. General meetings are held usually on Wednesdays as per school calendar. Subcommittees are formed from time to time for specific purposes.

Uniforms are purchased from the P&C and cheques made payable to the P&C Association.

Further information about the P & C can be obtained by writing to:

The Secretary
Parents' and Citizens' Association
School of Distance Education
CHARLEVILLE QLD 4470

PAYMENTS TO THE SCHOOL

When cheques or money are required to be forwarded to the school. We ask that you mark on the BACK of the cheque what the payment is for and put it in a separate envelope marked: ATTENTION REGISTRAR. Please ensure that separate cheques are drawn for P & C payments and school payments. Cheques for the school should be made payable to School of Distance Education, Charleville, while cheques for the P&C should be made payable to the Charleville SDE P&C Association.

The school operates internet banking facilities for payment of accounts and reimbursement of monies. This is encouraged to avoid lost cheques and to expedite accounts paid.

RESPONSIBLE BEHAVIOUR PLAN

See Appendix 4.

A Responsible Behaviour Plan for students is developed from a mandatory template provided by Education Queensland to reflect our unique situation. This states the rights and responsibilities of students in regards to their learning and that of others.

RETURN OF SCHOOL RESOURCES

All resources on loan from the school are to be returned by the due date. Families are responsible for damage or loss and an invoice for the replacement value will be issued.

SCHOOL CALENDAR

The School's Calendar of Events is published at the commencement of each school year. It contains the dates of Camps, Minischools, Sports Muster, Speech & Awards Day and other events important to the school community. Although every effort is made not to change dates, there may be a need to do so on rare occasions. When this occurs, would you please note the change on your Calendar of Events. The Calendar of Events is provided to each family in the first mail out of the school year.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years P-10 Minischool Activities</td>
<td>Cluster Musters</td>
</tr>
<tr>
<td>Home Visits - As Requested</td>
<td>Sports Muster</td>
</tr>
<tr>
<td>Home Tutor Conference</td>
<td>Year 3, 5 &amp; 7 Benchmarking (Testing)</td>
</tr>
</tbody>
</table>
Term 2
Year 4-10 Camp
Cluster Musters
Year 2 Diagnostic Net Validation
Home Visits - As Requested
NAPLAN – Year 3, 5, 7, 9

Term 4
Minischools for Prep to Year 10
Speech & Awards Day
Swim Muster

SCHOOL CHARGES
Instructional papers for P-10 students are provided to students at no cost for Home Based Learners With Limited Choice. For P-7 students, most curriculum resources are provided free of charge. However, it is expected that families will replace or pay the cost of replacement of any materials lost or damaged while on loan from the school. For Home Based Learners With Choice there is a refundable resource security fee ($150).

Telephone / Headset refundable security fee of $120 applies to all families, plus a yearly fee of $50 for Home Based Learners With Choice.

A Textbook Hire Scheme operates for Years 8-10. On payment of a fee ($120.00 per year), students are able to borrow the set textbooks from the school rather than purchase them.

SCHOOL HOURS
Teachers’ hours of duty vary. They will notify their families of their availability between the hours of 8.00am to 4.00pm Monday to Friday. Administrative Office Staff are available from 8.00am to 4.00pm. Parents/Home Tutors are strongly encouraged to telephone staff members on their direct telephone numbers as you are more likely to get through. An answering machine will take your message if the teacher is on another call or is away from their desk. Due to on-air commitments, staff have 1 hour staggered lunch breaks from 12.00pm until 2.00pm. Staff may not always be available during this period. Parents and home tutors are requested not to phone the school office before 8.30 am or after 4.00 pm as staff are not always available at these times to answer the telephone.

SCHOOL RESOURCE CENTRE (LIBRARY)
The school’s Resource Centre provides a wide range of resources for children, students, parents, home tutors and teachers. When students are enrolled at the Charleville School of Distance Education, they automatically become eligible to borrow from the Resource Centre and are encouraged to make regular use of the Resource Centre for both their educational and recreational needs. A wide range of books, CDs and DVDs, concrete learning aids and magazines are available for loan.

The library contains over 10 000 resources which are divided into the following broad areas:
- Non fiction, including magazines - Factual reference material
- Fiction - Novels
- Junior fiction - Picture books with a small amount of text
- Teacher Reference / Home Tutor Reference
- Audio Visual – CD’s and DVD’s
- Prep’s Toy Library, puppets and costumes.

To borrow resources contact the Library Teacher Aide. Up to 10 items per borrower may be borrowed at any one time for approximately one month. All the items must be returned by the due date or an extension requested. No borrowing is permitted if the borrower has an outstanding item. Library phone numbers are (07) 4656 8962 or (07) 4656 8959.
SCHOOL MANAGEMENT PLANS
School Management Plans, or school policies, exist in a number of areas. Such plans provide specific details for all members of the school in terms of school expectations, procedures and practices. School Management Plans currently exist for:

- Resource Lending Management Plan
- Gifted and Talented Management Plan
- Home Visits
- Homework Policy
- Minischools
- Athletics Carnival Management Plan
- Sexual Harassment
- Secondary – Assessment Policy
- Digitisation Management Plan
- Mobile Phones
- Responsible Behaviour
- Learning Support
- School Leaders
- Student Council

Copies of these Management Plans may be obtained by phoning or faxing the school's office. Phone (07) 4656 8999 or Fax (07) 4656 8900.

SCHOOL PROGRAMS

Prep:
The Preparatory Year is based on the Early Years Curriculum Guidelines. The five key components are: Understanding Children, Building Partnerships, Establishing Flexible Learning Environments, Creating Contexts for Learning and Development and Exploring What Children Learn.

Primary (Years 1-7):
The Charleville School of Distance Education operates in a unique way. Each teacher is responsible for the education of approximately 15 pupils who are organised into year level groups. The school tries to arrange for children of a particular year level living in the same general area to have the same teacher. The class teacher supports both students and home tutors through the provision of:

Curriculum Materials:
All primary students work from what is commonly known as instructional materials. These consist of: (i) a fully integrated language package referred to as Language Across the Curriculum (LAC), and which incorporates social studies, science, art, music, English, physical education, human relationships education and health; and (ii) The Mathematics program for years 1 to 7.

From 2009 Year 1 commenced an online delivery of English, Maths and CLC (Connected Learning Curriculum). This will be progressed through the year levels as the program becomes available.

The school provides students with curriculum materials and resources for 1 Semester prior to the commencement of the semester eg. a suggested paper return schedule is included on the
calendar which is posted to families annually. Home Tutors are expected to keep to this calendar of returns.

However, should a legitimate reason exist for students to deviate from this schedule, then the parent / home tutor is to contact the class teacher and discuss plans for when the work is to be completed.

**Secondary (Years 8-10):**
Students in years 8 - 10 are offered a range of subjects. In year 8, students must study a minimum of 5 subjects and may take a maximum of eight. In years 9 and 10 students must study a minimum of 5 subjects and may take a maximum of seven.

All students must study five (5) subjects for 4 semesters.
- English
- Mathematics
- Science
- SOSE (Years 8&9)
- History/Geography (Yr10 electives)
- Japanese (Year 8)

Charleville School of Distance Education also offers Agricultural Science as an elective for years 9 and 10. If students wish to undertake further subjects, these are studied through the Brisbane, Charters Towers or Cairns Schools of Distance Education. Students are permitted to undertake a maximum of 3 additional subjects through other schools of distance education. Some of these subjects include: Graphics (8-10); Art (9/10); Home Economics (9/10); LOTE (9/10). Additional subjects studied through other SDEs will incur an additional cost which will need to be paid to Charleville School of Distance Education before being sent on to Brisbane.

Students work from curriculum papers and are required to submit a number of assignments and assessment items each semester for each subject. Exams are also offered in some subjects.

**Secondary Subject Term Planners**
Guidelines for each subject are placed, with dates of expectations, on term planners. These are forwarded with the appropriate papers each term, and indicate field services as well as assessment dates.

**SCHOOL SPORTING HOUSES**
The school community is divided into 2 sporting houses. These are:

- **Narungi**, which means "to remember" and whose house colour is green; and
- **Kanyanna**, which means "to gather" and whose house colour is red.

Students are allocated one of these houses upon enrolment. Teachers advise students of their house prior to Sports Muster. Narungi and Kanyanna compete at Sports Muster and Swim Muster. The War Cries for these houses are provided at the back of this handbook.
SCHOOL UNIFORMS

BOYS
Blue school polo shirt
White or navy blue shorts
White socks
Covered shoes
Navy blue hat

GIRLS
Blue school polo shirt
White or navy blue shorts or skirt
White socks
Covered shoes
Navy blue hat

Sports Uniform: Green polo shirt (Narungi) or Red polo shirt (Kanyanna)
White or navy blue shorts or skirts

Shirts and hats are supplied by the P&C Association, and may be purchased from the P&C clothing coordinator. Uniforms to be ordered from P&C with cheque attached for the P&C. It is strongly encourage students to wear the school uniform on these occasions:
- Visits to the school
- Cluster Musters
- Minischools
- Sports Muster
- Camp
- - Speech & Awards Day
- Other school functions

Wearing of the uniform fosters school pride and spirit, greatly assists teachers to identify our pupils and is economical.

NOTE: All uniform items to be clearly marked with student’s name.

MANAGEMENT COMMITTEE
The membership of this committee comprises:-
Voting membership:
• Principal
• P & C President
• One elected parent representative from each of four clusters (Roma, Cunnamulla, Quilpie/Thargomindah, Charleville)
• Elected staff representatives from each of four staffing areas (Teaching Years P-4, Teaching Years 5-10, Non-teaching, Specialist)

Non-voting membership unless elected as representative of Specialist Area:
• Deputy Principal
• Curriculum Coordination Teacher
• Digital Learning Facilitator

It has responsibility for advising the Principal on strategic matters and monitoring and approving school plans and policies. Updates are provided in “Inprint”. Parent contact details are distributed in Notices twice weekly.

STAFF
Administrators:
The Charleville School of Distance Education is made up of an administration team consisting of the Principal and Deputy Principal. All concerns or queries regarding the operations and procedures of the school should be directed to the Principal. For assistance or clarification
regarding the on-air timetable or field events please contact the Deputy Principal.

**Class Teachers:**
The teachers have the responsibility, in conjunction with the home tutors, for the academic and social growth of the pupils. Tasks performed by the teachers at this school are many and varied and include: correcting papers, writing letters, making telephone calls, teaching "on-air" lessons, coordinating and conducting Cluster Musters and Home Tutor Sessions, attending Camps and Minischools, supervising children visiting the school, running extra curricular activities such as "on-air" clubs, competitions and Sports Muster and maintaining close contact with home tutors.

Your teacher is the first point of contact should you have a concern or problem with your child's schoolwork. **Always keep the lines of communication open and seek help from teachers when needed.**

**Curriculum Coordinator/Key Teacher:**
The Curriculum Coordinator assists and supports all school staff. These include induction of new staff, assisting development of teaching and learning programs, organisation of the Year 2 Net, testing, assessment, intervention programs and supplementary readers are all part of the Curriculum Coordinator's responsibility. They also support families with any regarding curriculum related issues, readers and other resources.

**Support Teachers-Literacy and Numeracy:**
If your child is experiencing difficulty in learning, the **first person you need to contact** is your child's class teacher. They will provide the best possible help. They sometimes need to seek the help of the Support Teacher Literacy and Numeracy (STLN). The STLN supports those children experiencing extreme difficulty with learning and/or those children externally ascertained as gifted and talented or intellectually disabled.

The STLN offers varying support, ranging from simply talking through a problem with a home tutor or teacher to writing an alternate program. The STLN is also a resource person for home tutors and teachers of students with special needs. They also provide a range of supplementary reading materials and other resources for such students. The STLN conducts home tutor sessions and on-air lessons with special needs students.

**LOTE Teacher:**
The LOTE teacher is responsible for the delivery of the Language Other Than English program at our school. The LOTE taught is Japanese and is compulsory for all year 6, 7 and 8 students.

**Parent Liaison Officer:**
The Parent Liaison Officer is responsible for the support and training of home tutors and parents. Duties include:
• assisting home tutors to access information to help them in their role of supporting learning
• developing and accessing resources to assist parents and home tutors in their learning support role
• coordinating and providing workshops for parents and home tutors that will skill them in the teaching of their children
• identifying and establishing local networks to support parents and home tutors
• identifying financial and counselling networks to which to refer parents and home tutors

**Arts Teacher:**
A specialist arts teacher conducts on-air lessons and participates in field activities. All students in the Primary section of the school receive regular on-air lessons.
H & PE Teacher:
The Health and Physical Education Teachers provide specialist lessons in the area of Health & Physical Education. This teacher also participates in field activities.

Digital Learning Facilitator:
The Digital Learning Facilitator has responsibility for the development of the school’s computer studies program, support and advice for home tutors and professional development of staff. The Digital Learning Facilitator provides lessons to all students in the school.

Support Staff:
The Support Staff includes an Administration Officer, a Business Services Manager, several general Aides, a Mailroom Aide, a Curriculum Store Aide, a Library Aide, a cleaner, a shared Janitor and a shared Groundsperson with the High School. These staff perform a wide range of tasks in cooperation and are valued members of the school team.

The Principal can also request the services of the Education Advisers and the Guidance Officer from Roma District Office.

Technical Officer:
The Technical Officer is responsible for the maintenance of the school’s telephone system (headsets & phones). All queries regarding telephone difficulties are to be directed to the technical officer on phone 4656 8908.

STAFF LIST
The staff list is published each year with phone numbers and email addresses. This is included in the school newsletter "InPrint" at the start of each year.

STUDENT COUNCIL
The school has an active Student Council. The aims of the Student Council are to:
• provide a forum for students to discuss issues of relevance to them
• promote better communication between students and the school’s staff
• foster school spirit and pride
• create interest and encourage involvement
• raise funds for student needs.

All students in Years 5 to 10 are able to participate in once per term year level meetings. One representative from each of year level participates in the Student Council meeting which also takes place once per term, and as needed. The Junior and Senior school captains are members of the Student Council.

TEXTBOOK HIRE SCHEME
A Textbook Hire and Resource scheme operates at our school for secondary students. The purpose of the scheme is to:
• reduce costs to parents
• increase resources available to students
• reduce the number of demands on parents for costly textbooks

Books provided under the scheme include textbooks, photocopying and class sets as required by students for their study. The contribution presently made by parents to the secondary Textbook Hire Scheme is $120. Textbooks and resources are not forwarded until this amount is
received by the school. Parents who choose not to belong to the scheme must purchase all required textbooks and resources.

**TOURISTS**
Approximately 1200 tourists visit the school per year. Tours operate daily at 9.30am and are conducted by a teacher aide. Tours cost $2.00 per person. A range of souvenirs are available for sale. All profits from the sale of souvenirs go to the P&C. Tourists are invited to listen to on-air lessons. Your child’s class may have visitors listening in at any time.

**VISE**
Volunteers for Isolated Students' Education (VISE) is a volunteer educational service set up to assist children and parents in remote areas of Australia. VISE tutors are mainly retired teachers or adults with experience in education. VISE tutors stay with families for about six (6) weeks. Their travel and accommodation costs are paid for by the family requesting a tutor. For more information contact the Principal or the VISE coordinator, Mrs Julie Hawker, on phone (07) 4655 4973.

**HOUSE WAR CRIES**

**KANYANNA**
("To Gather" - Red House Colour)

Kanyanna, Kanyanna, Ya, Ya, Ya,
Kanyanna, Kanyanna, Best by far,
KANYANNA!!!

**NARUNGI**
("To Remember" - Green House Colour)

Who are, who are, who are we,
We are, we are Na-rungi,
Walla, walla, walla,
Bang, bang, bang,
We are the kids of Narungi gang.
N-A-R-U-N-G-I
NARUNGI!!!
Appendix 1

Communication Charter 2009

Background
The Charleville School of Distance Education school community embraces clear, constructive communication that promotes the exchange of ideas and concerns between all parties including students, home tutors, school staff and the wider community.

Consistent application of the following protocols will produce more effective communication and enhance the learning outcomes for all students.

Protocols

Consistency:
- To ensure that all parties know the processes of the school or knows how to find out.
- To maintain standards of school routines, curriculum and behaviour through shared language, communication cross checks and monitoring.
- To commit time to review processes and activities to ensure alignment with school priorities and strategic plans.

 Courtesy:
- To ensure that all parties accept responsibility for their roles and their contribution to the synergy of the school community.
- To demonstrate the value of relationships as a foundation to a Learning Community.

Clarity:
- To use active listening and questioning skills to clarify issues and develop consensus.
- To accept personal accountability for effective use of school communication processes:
  - Notices
  - Email
  - Telephone
  - Home Tutor Sessions
  - Outlook Calendar
  - Meeting Agenda
  - Inprint
- To accept responsibility to resolve or release frustration arising from difference in perspective, and access support as needed.

Guidelines:
The Parent and Staff Handbooks detail school routines and strategies that provide the guidelines for effective communication.
### TIME OUT

<table>
<thead>
<tr>
<th>Condition</th>
<th>Child with the infection</th>
<th>Persons exposed to the child with the infection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox and shingles</td>
<td>Exclude for at least five days after the first appearance of the rash and the last blister has scabbed over. (Some remaining scabs are not a reason for continued exclusion)</td>
<td>Exclude children with immune deficiencies (e.g., Leukaemia or on chemotherapy), otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cytomegalovirus</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (campylobacter, cryptosporidium, giardia, rotavirus, salmonella, shigella)</td>
<td>Exclude until diarrhoea has ceased for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular Fever (mononucleosis)</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, Foot and Mouth Disease</td>
<td>Exclude until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until 7 days after onset of illness or jaundice. Readmit with a medical certificate of recovery</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes (cold sores)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while sores are weeping (Sores should be covered with a dressing where possible)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza &amp; Influenza like illness</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least four days after rash first appears.</td>
<td>Immunised children not excluded. Non immunised children and staff should be excluded until 14 days after</td>
</tr>
</tbody>
</table>
first day the rash appears in the last infected person. Excluded children or staff may return to the school if immunised within 72 hours of contact with the first infected person.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion Description</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacterial Meningitis and Meningococcal infection</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>Excluded for 9 days or until swelling goes down</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiosum, slapped cheek or ‘Fifth Disease’)</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm, Scabies, Head Lice</td>
<td>Exclude until day after approved treatment commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Exclude for at least 4 days after rash first appears</td>
<td>Not excluded (Female staff of childbearing age should check their immunity to rubella with their GP)</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until child has received antibiotic treatment for at least 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until well and approval to return has been given by a Public Health Unit Physician or delegate</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid Fever (including paratyphoid fever)</td>
<td>Exclude until well and approval to return has been given by a Public Health Unit Physician or delegate</td>
<td>Not excluded unless advised by public health authority</td>
</tr>
<tr>
<td>Whooping Cough (pertussis)</td>
<td>Exclude for 14 days from onset of coughing or until child has taken five days of a 7-day course of antibiotics (erythromycin)</td>
<td></td>
</tr>
</tbody>
</table>
Charleville School of Distance Education
Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Charleville School of Distance Education is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation
Charleville School of Distance Education developed this plan in collaboration with our school community. Consultation with parents and staff was undertaken throughout 2009.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools)) in November 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement
All areas of Charleville School of Distance Education are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Charleville School of Distance Education believes that students have both rights and responsibilities in regards to their learning and that of others. We have codified these rights and responsibilities in the following “on-air” and “field activity” codes of behaviour. On Air includes both telephone teaching and interactive distance learning lessons.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
“ON-AIR” CODE OF BEHAVIOUR FOR STUDENTS

RIGHTS

1. **All students have a right to be heard, and to hear what others have to say.**

   1.1 Students observe on air protocol.

   1.2 Students are patient in larger than normal groups.

2. **All students have a right to equal “on-air” time.**

   2.1 Students accept that teacher attempts to spread interaction fairly.

   2.2 Students reflect on each other’s input to maximize “wait-time”.

3. **All students have a right to a quality phone communication system.**

   3.1 Students use established phone etiquette.

   3.2 Students act responsibly with telephone equipment.

4. **All students have a right to a quality “on-air” provision.**

   4.1 Students are punctual and prepared for lesson, as modelled by the teacher.

   4.2 Students listen carefully to teacher and classmates to avoid need for repeats by the teacher at the expense of other student’s time.

   4.3 Students concentrate and participate throughout the lesson with the teacher and each other.

   4.4 Students are able to say “I don’t know” yet should attempt a response as often as possible.

5. **All students have a right to appropriate language models.**

   5.1 Students use appropriate language on the phone medium and home tutors are mindful of background noise.

6. **All students have a right to courtesy and respect.**

   6.1 Students always speak courteously and clearly.

   6.2 Students demonstrate tolerance of other points of view.

   6.3 Students show respect to teachers and classmates.

The rights identified need to be interpreted within the capabilities of our communications system.
"FIELD ACTIVITY" CODE OF BEHAVIOUR FOR STUDENTS

Field Activity refers to Cluster Musters, Sports Muster, Camp, Minischool, Speech & Awards Day, Swim Muster and any other Charleville School of Distance Education organised and staffed activity for students.

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students have a right to work and play in a safe environment.</td>
<td>1.1 Students do not bully or endanger others by word or action.</td>
</tr>
<tr>
<td>1.2 Students accept ultimate authority of the person in charge (eg. home tutor or teacher aide).</td>
<td></td>
</tr>
<tr>
<td>1.3 Students listen, contribute and clearly accept the rules established with the person in charge at the commencement of field activities.</td>
<td></td>
</tr>
<tr>
<td>1.4 Students seek to be a positive role model to their peers.</td>
<td></td>
</tr>
<tr>
<td>2. All students have a right to courtesy and respect.</td>
<td>2.1 Students demonstrate consideration and sensitivity towards others, and follow given directions.</td>
</tr>
<tr>
<td>2.2 Students are to be tolerant of different learning styles and rates.</td>
<td></td>
</tr>
<tr>
<td>3. All students have a right to learn without disruption from others.</td>
<td>3.1 Students try to meet group expectations and limits so as not to impinge on each other’s rights.</td>
</tr>
<tr>
<td>3.2 Students accept responsibility for their own behaviour and not seek to blame others.</td>
<td></td>
</tr>
<tr>
<td>3.3 Students encourage peers in field activities and refrain from criticising other’s efforts.</td>
<td></td>
</tr>
<tr>
<td>4. All students have a right to a range of field activities.</td>
<td>4.1 Students make an effort to participate in activities available.</td>
</tr>
<tr>
<td>5. All students have a right to expect cooperative effort.</td>
<td>5.1 Students share in preparing for activities and tidying up on completion.</td>
</tr>
<tr>
<td>5.2 Students demonstrate willingness to work as a member of a group.</td>
<td></td>
</tr>
</tbody>
</table>

It is acknowledged that the learning process needs to be reinforced in relation to these rights and responsibilities as the students have limited opportunity for face-face contact.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Charleville School of Distance Education we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Whole-school behaviour support on-air

Targeted behaviour support  Intensive behaviour support

Clarification of appropriate behaviour to students and parents.

• Facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.

• Promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.

• Foster mutual respect.

• Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Praising/rewarding of appropriate behaviour.

Ignore minor instances of inappropriate behaviour.
CORRECTING INAPPROPRIATE BEHAVIOUR “ON-AIR”

- Remind class of appropriate behaviour.
- Remind individual of appropriate behaviour.
- Insist on appropriate behaviour from individual.
- Contact home tutor for support.
- Request home tutor present “on-air”.
- Consult with Principal re further action:
  - Parent interviews
  - Other intervention strategies
  - GO input

Whole School Behaviour Support

Targeted Behaviour Support

Intensive Behaviour Support

WHOLE-SCHOOL BEHAVIOUR SUPPORT “IN FIELD”

- Clarification of appropriate behaviour to students and parents.
- Facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
- Promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.
- Foster mutual respect.
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Praising/rewarding of appropriate behaviour.

Ignore minor instances of inappropriate behaviour.
CORRECTING INAPPROPRIATE BEHAVIOUR “IN FIELD”

Remind class of appropriate behaviour.  
Whole School Behaviour Support

Remind individual of appropriate behaviour. 

Insist on appropriate behaviour from individual.  
Targeted Behaviour Support

Contact home tutor if present, for support.

Consult with Principal re further action  
Intensive Behaviour Support

Exclude individual from group activity. (If the child’s home tutor is present, hand over child, otherwise SDE staff continue to provide supervision.)

Consult with Principal and home tutor to remove individual from field activity if behaviour remains consistently inappropriate, and future participation in field events to be discussed prior to next field event.

5. Consequences for unacceptable behaviour

Consequences for Unacceptable Behaviour Action Flow Chart

Section 27 of Education (General Provisions) Act 1989 complied with

Individual/Student Behaviour Plan

Behaviour Management Plan implemented  
Early positive support sought from parents  
Student and parents made aware of unacceptable behaviour and consequences

Appropriate behaviour management strategies implemented
Imminent Action

- Student and parent made aware that suspension/exclusion/cancellation imminent and advised of procedures

Determine extent of investigation process required and follow through on required actions (refer to Schedule 2).

- Give student opportunity to state own case

Decision to Take Action

- Try other strategies → restart process ↑

Suspension (1-5 days)
- Alternative education program agreed upon and arranged

Suspension (6-20 days)
- Alternative/continuing education program agreed upon and arranged

Recommendation for Exclusion
- Talk with student about consequences to non-compliance

- Send letter to parents advising of continued non-compliance

Notice of suspension (1-5 days) forwarded to:
- Student (Schedule 3.1)
- Parent (Schedule 3.2)

Notice of Suspension (6-20 days), and Submission Guide* forwarded to:
- Student (Schedules 4.1 & 7)
- Parent (Schedules 4.2 & 7)

Notice of Recommendation to Exclude, and Submission Guide* forwarded to:
- Student (Schedules 5.1 & 7)
- Parent (Schedules 5.2 & 7)

Notice of Cancellation of Enrolment, and Submission Guide* forwarded to:
- Student (Schedules 6.1 & 7)
- Parent (Schedules 6.2 & 7)

Enter all appropriate data into SDA Central Data Collection System

- Complete Record of SDA and file.

- Complete Record of SDA then attach completed investigation report and post to District Office for decision

- District Office to inform school regarding exclusion decision within 20 days

- If submission is made to principal’s supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision

- If submission is made to principal’s supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision
School to record principal’s supervisor’s decision regarding exclusion on SDA Central Data Collection System

⚠️ In the event of suspension (6-10 days), recommendation for exclusion or cancellation of enrolment, student or parent may send a submission appealing against the decision to the principal’s supervisor.

Reasons for School Disciplinary Absences
The list of reasons depends on the type of school disciplinary absence chosen (1-5 day suspension; 6-20 day suspension; recommendation for exclusion; cancellation of enrolment).

<table>
<thead>
<tr>
<th>Reasons for Suspension (1-5 days or 6-20 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistently disruptive behaviour adversely affecting others</td>
</tr>
<tr>
<td>Refusal to participate in the program of instruction</td>
</tr>
<tr>
<td>Verbal or Non Verbal Misconduct</td>
</tr>
<tr>
<td>– Involving Adults</td>
</tr>
<tr>
<td>– Involving Students</td>
</tr>
<tr>
<td>Physical Misconduct</td>
</tr>
<tr>
<td>– Involving Adults</td>
</tr>
<tr>
<td>* Not Involving an Object</td>
</tr>
<tr>
<td>* Involving an Object</td>
</tr>
<tr>
<td>– Involving Students</td>
</tr>
<tr>
<td>* Not Involving an Object</td>
</tr>
<tr>
<td>* Involving an Object</td>
</tr>
<tr>
<td>Property Misconduct</td>
</tr>
<tr>
<td>– Involving Own Property</td>
</tr>
<tr>
<td>– Involving Other’s Property</td>
</tr>
<tr>
<td>Substance Misconduct</td>
</tr>
<tr>
<td>– Tobacco</td>
</tr>
<tr>
<td>– Other legal substances</td>
</tr>
<tr>
<td>– Illicit substance</td>
</tr>
<tr>
<td>Absences</td>
</tr>
<tr>
<td>Other Conduct prejudicial to the good order and management of the school (s28(c) of Act)</td>
</tr>
</tbody>
</table>
Reasons for Suspension with a Recommendation for Exclusion

As for Suspension except replace the last “Other Conduct” reason with the following:

<table>
<thead>
<tr>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Serious Conduct prejudicial to the good order and management of the school (s33(b) of Act)</td>
</tr>
</tbody>
</table>

Reasons for Cancellation of Enrolment:

<table>
<thead>
<tr>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistently disruptive behaviour adversely affecting others</td>
</tr>
<tr>
<td>Refusal to participate in the program of instruction</td>
</tr>
</tbody>
</table>

6. Reporting of inappropriate behaviour

When behaviour escalates to Targeted or more serious behaviour, reporting will be on the Behaviour Referral form (Appendix 3) and details entered on OneSchool.

7. Emergency or critical incident responses

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

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

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

Basic defusing strategies:

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

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

Debrief

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

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

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

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

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

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. Records must be maintained.

8. Network of student support
School staff that support positive student behaviour:
- Principal
- Deputy Principal
- Learning Support Teachers
- Class Teachers
- Non Teaching Support Staff.
- Parent Liaison Officer

Education Queensland staff that support school staff:
- Guidance Officer
- AVT
- Behaviour Management Specialist

External agencies that help:
- Local schools
- VISE
- Remote Area Families Services

All of the above personnel work with the parents/guardians to provide appropriate support for students.

9. Consideration of individual circumstances
All of our students learn in an isolated environment away from their peers. All learning is therefore tailored to their unique circumstance. Our responses to inappropriate behaviour therefore must be appropriate to their needs.

10. 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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
11. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

12. Some related resources

- Bullying _ No Way!
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal
Jenny Swadling

P&C President
Di Hansen

Executive Director (Schools)
Judy Menary

Effective Date: 1 January 2010 – 31 December 2013

Appendix 1
The Use of Personal Technology Devices* at School

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

Use of Personal Technology Devices in School

Students may bring personal technology devices like cameras, digital video cameras or MP3 players to school for use in classes upon permission from their class teacher/Digital Learning facilitator.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes unless under the supervision of the teacher. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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

Students must not record images anywhere 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).

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter 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 personal 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

Breach of this policy 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. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. 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 personal 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 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.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberries®, 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.*

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**Appendix 2**

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

**Purpose**

1. Charleville School of Distance Education 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 in Charleville School of Distance Education. 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 Charleville School of Distance Education 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
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care
5. At Charleville School of Distance Education 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

6. 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 response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Charleville School of Distance Education are an addition to our already research-validated schoolwide 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

8. 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 schoolwide 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 are taught the rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific protocols in on air lessons and at field events in accordance with the school expectations.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines.
- A high level of quality active supervision is a permanent staff routine in the all areas. This means that duty staff members are easily identifiable and are constantly scanning and positively interacting with students.
Problem Behaviour

<table>
<thead>
<tr>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defiance/Disrespect</strong></td>
<td><strong>Defiance/Disrespect</strong></td>
</tr>
<tr>
<td>Low intensity brief failure to follow directions</td>
<td>Continued refusal to follow directions, talking back and / or socially rude interactions.</td>
</tr>
<tr>
<td><strong>Physical Contact</strong></td>
<td><strong>Physical Aggression</strong></td>
</tr>
<tr>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)</td>
</tr>
<tr>
<td><strong>Inappropriate language</strong></td>
<td><strong>Inappropriate / Abusive language</strong></td>
</tr>
<tr>
<td>Low intensity language (eg shut up, idiot etc)</td>
<td>Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group</td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td><strong>Disruption</strong></td>
</tr>
<tr>
<td>Low intensity but inappropriate disruption.</td>
<td>Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)</td>
</tr>
<tr>
<td><strong>Property Misuse</strong></td>
<td><strong>Vandalism</strong></td>
</tr>
<tr>
<td>Low intensity misuse of property.</td>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td><strong>Dress Code</strong></td>
</tr>
<tr>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td>Refusal to comply with school dress code.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td><strong>Safety</strong></td>
</tr>
<tr>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
<td>Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td><strong>Dishonesty</strong></td>
<td><strong>Major Dishonesty</strong></td>
</tr>
<tr>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td>Student delivers message that is untrue and / or deliberately violates rules and/or harms others</td>
</tr>
</tbody>
</table>

Student Name: ________________________

Date: ____________________________

Time: ____________________________

Class: ____________________________

Location (please tick)

- Playground
- Specialist
- Lesson
- Classroom
- Other

Referring staff member:

Charleville School of Distance Education
Behaviour Referral Form
<table>
<thead>
<tr>
<th>Other</th>
<th>Harassment / Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Expectation Category</th>
<th>Be SAFE</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Others involved in incident</th>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>