



Manly State School

# Student Code of Conduct 2022-2025

## ***Every student succeeding***

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2019-2023

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## Purpose

Manly State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Manly State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

## Principal's Foreword (Optional)

Manly State School is surrounded by a wonderful supportive community of students, parents and teachers. We are committed to providing a respectful learning environment for students, staff and parents, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Student Code of Conduct 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.

You will find that our focus is on being primarily proactive in our approach to student behaviour, with various practices and processes embedded in the daily and weekly learning for all students. This reflects what we believe occurs in the wider community, whereby students need to understand how to best regulate their emotions and behaviours so they can become productive members of society, in the context of working and living alongside others.

We believe that by working together, we can develop respectful and resilient students who persevere when required.

Best wishes,

Clayton Carnes

## Contact Information

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## Endorsement

Principal Name:	Mr Clayton Carnes
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	Candice Woods
P/C President and-or School Council Chair Signature:	
Date:	

## Introduction

Manly State School has a long and proud tradition of providing high quality education to students in Manly, Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Manly State School has three core values, Respect, Resilience and Perseverance.

**Respect** Showing concern and support for the feelings, beliefs, abilities, differences and well-being of yourself and others.

**At Manly State School, we value:**

- Ourselves
- Others
- Property

**Resilience** The ability to manage when things become difficult or challenging.

**At Manly State School, we value:**

- Curiosity
- Adaptability
- Challenge

**Perseverance** A continued effort to achieve success

**At Manly State School, we value:**

- Commitment
- Patience
- Effort

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Manly State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Manly State School Student Code of Conduct together over the last twelve months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## P&C Statement of Support (Optional)

As president of the Manly State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Carnes and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Manly State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Manly State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Manly State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Manly State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Manly State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

## Data Overview (Optional)

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.



# School Opinion Survey

Department of Education

## Highlights report for (1222) Manly State School, 2022



178

Parents and Caregivers  
(36.3%) participated.



123

Students  
(64.7%) participated.



49

Staff  
(59.0%) participated.

### Most positive items

### Agreement

Teachers at this school treat students fairly.	97.7
This is a good school.	97.2
Teachers at this school are interested in my child's wellbeing.	97.2

### Least positive items

### Agreement

This school asks for my input.	81.6
My child's learning needs are being met at this school.	88.0
I understand how my child is assessed at this school.	88.6

### Most positive items

### Agreement

My school encourages me to participate in school activities.	98.3
My school encourages students to respect one another.	98.3
My teachers expect me to do my best.	98.2

### Least positive items

### Agreement

Student behaviour is well managed at my school.	84.7
I feel accepted by other students at my school.	85.3
I can get help with my school work at home.	85.5

### Most positive items

### Agreement

I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0
I enjoy working at this school.	100.0
I modify my teaching practice after reviewing student assessment data.	100.0

### Least positive items

### Agreement

I am confident that poor performance will be appropriately addressed in this school.	86.7
I receive useful feedback about my work at this school.	91.5
Recruitment and promotion decisions in this school are fair.	92.1

**Agreement** presents the aggregation of positive responses as a percentage; i.e.: "Somewhat agree", "Agree", and "Strongly agree".

The **most positive items** and **least positive items** are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail on the information presented. The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

## School Opinion Survey

	Parent/Caregiver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
<b>Common items</b>												
...student behaviour is well managed...	95.4	8.6	13.2	3.8	84.7	14.5	17.4	-7.5	100.0	20.4	23.6	5.3
...students are treated fairly...	97.7	6.4	9.0	2.9	90.2	11.3	12.9	1.8	100.0	8.0	10.1	0.0
...expectations and rules are clear...	96.6	2.2	3.6	-1.5	97.6	3.9	4.6	0.1	100.0	11.0	12.2	0.0
...respectful student relationships fostered...	97.1	4.8	7.7	1.7	98.3	6.6	8.1	0.2	100.0	5.7	7.9	2.6
...gender equality at school...	97.0	3.8	5.8	1.8	90.5	13.1	15.5	-1.4	100.0	4.6	5.0	0.0
...this is a good school...	97.2	3.1	5.5	-0.9	95.8	11.1	13.7	-1.1	100.0	6.5	8.3	0.0
...opinions are taken seriously...	89.4	4.7	7.5	-0.9	89.8	17.5	18.8	1.8	98.0	19.9	20.5	5.7
...like being at school...	96.6	3.5	6.3	-2.1	90.8	10.9	14.1	-4.2	100.0	7.9	8.9	2.6
...feel safe at school...	96.0	3.2	6.1	-0.2	96.7	11.3	13.4	0.4	98.0	5.9	7.4	-2.0
...students are interested in school work...	93.2	4.1	6.5	-1.0	87.0	13.0	15.1	-2.2	100.0	9.3	14.2	0.0
<b>Concepts</b>												
Fairness / Clarity of rules	96.6	5.7	8.6	1.7	90.9	9.9	11.7	-1.8	100.0	12.0	13.7	1.3
Safety	96.6	3.5	6.0	0.4	95.1	7.9	9.4	-1.5	98.0	5.0	5.8	1.4
Partnerships	91.1	1.6	3.4	-1.1	91.3	9.2	10.3	-1.6	99.0	13.2	14.2	2.9
School culture	95.9	3.2	5.4	-0.6	93.8	10.0	11.7	-0.8	100.0	8.5	9.6	2.2
Teaching and learning	92.2	1.7	3.1	-1.6	95.0	7.1	8.2	0.3	100.0	6.1	7.9	0.5
Staff wellbeing									97.5	20.7	21.5	5.3
Staff development									96.8	12.0	12.6	2.1
Workplace culture*									96.0	15.3	15.5	3.4

**Agreement** presents the aggregation of positive responses as a percentage; i.e.: "Somewhat agree", "Agree", and "Strongly agree".

**Common items** are asked in the Parent/Caregiver Survey, the Student Survey and the Staff Survey.

**Concepts** show the overall result for items that belong to a concept.

A **green reference result** means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.

\* The result for 'Workplace culture' does not include responses in relation to staff interactions in the Staff Survey.

## Consultation (Optional)

The consultation process used to inform the development of the Manly State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between March and April 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in July 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in August 2020 for endorsement. The P&C Association unanimously endorsed the Manly State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Manly State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Manly State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### **Review Statement**

The Manly State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Learning and Behaviour Statement (Optional)

### Student Wellbeing and Support Network

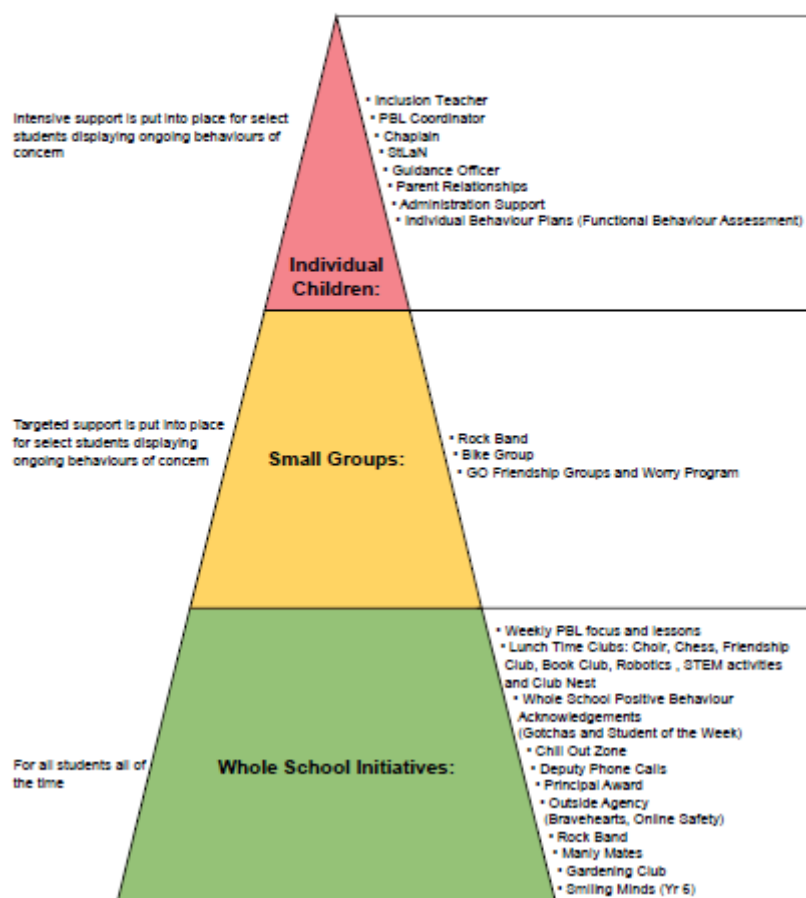
Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school.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

### Multi-Tiered Systems of Support

Manly State School uses response to intervention systems of support (RTI) as the foundation for our integrated approach to learning and behaviour. RTI is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in RTI school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"><li>• teaching behaviours in the setting they will be used</li><li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li><li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li><li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li></ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"><li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li><li>• interventions require little time of classroom teachers and are easy to sustain</li><li>• variations within each intervention are limited</li><li>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</li></ul>

	<p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for <b><u>few students</u></b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student's use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>



## **Consideration of Individual Circumstances**

Staff at Manly State School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

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

## Student Wellbeing

Manly State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### **Curriculum and pedagogy**

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Manly State School, we provide age-appropriate cyber-safety, drug and alcohol and positive relationship education.

### **Policy and expectations**

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

#### *Drug education and intervention*

Manly State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

Manly State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

#### *Medications*

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

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Manly State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

#### *Mental health*

Manly State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

#### *Suicide prevention*

Manly State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Manly State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

#### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Manly State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Manly State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

#### *Inclusion Policy*

Our shared vision is that every student at Manly State School succeeds and receives the support they need to belong to the school community, engages purposefully in learning and experiences academic success (Every Student Succeeding – State Schools Strategy 2022-2025).

The Department of Education's Inclusive Education Policy supports Manly State School's shared vision and the right for students of all social, cultural, community and family backgrounds, and of all identities, and all abilities to receive high quality education.

All students benefit, academically and socially, when provided with a high-quality inclusive education. Students experience inclusive education when they can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

At Manly State School we support inclusive education that may include students who are Aboriginal and Torres Strait Islander, students with mental health needs, LGBTIQ+, students in out of home care, refugee students, culturally and linguistically diverse students, students with disability, and gifted and talented students.



## Whole School Approach to Discipline (Mandated)

Manly State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Manly State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Manly State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

## Managing Student Behaviour at Manly State School

At Manly State School, we follow the Positive Behaviour for Learning Framework where an engaging school is developed through following the positive relationships petal. We also follow a three-tiered response to intervention approach.



Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.

Schools which implement the PBL framework make sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

### Tier 1 Supports

#### 'Universal' supports

Tier 1 'differentiated and explicit teaching for all students', or school-wide interventions, are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom.

Examples of Tier 1 supports include:

- explicit teaching of behavioural expectations and social-emotional competencies
- clear boundaries in place
- high rates of acknowledgement for expected behaviours
- effective instruction
- active supervision.

## **Tier 2 Supports**

### **'Targeted' interventions**

Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions.

The focus of Tier 2 is to reduce the number of existing students requiring additional support.

Examples of Tier 2 supports include:

- daily check ins
- academic modifications
- mentoring support
- social skills groups.

At Manly State School Tier 2 supports may involve a Team Around the Child (TAC) where more intensive supports are offered to the student to support the student's behavioural outcomes. The team may include the class teacher, deputy principal, principal, guidance officer, PBL external coach from the education department.

Examples of support may look like:

- Check-in check -out sheet
- Scheduled play areas
- Intensive behaviour support programs
- Alternative program within the school day

## **Tier 3 Supports**

### **'Intensive' interventions**

Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1.

Tier 3 interventions and supports involve:

- a case management approach
- a process for assessment, such as a functional behaviour assessment
- an individual behaviour support plan
- ongoing monitoring and review.
- support from the external PBL Team from the education department

### Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about	We will work with every family to quickly address any complaints or

the behaviour of a staff member, another student or parent.	concerns about the behaviour of staff, students or other parents.
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<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

## **Consideration of Individual Circumstances (Mandated)**

Staff at Manly State School considers students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

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

## Student Support Network

Manly State School is proud to have a comprehensive Student Success Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Manly State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Success Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school on the school phone number.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> <li>provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>
Community Elder	<ul style="list-style-type: none"> <li>provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.</li> </ul>
Deputy Principal PBL, Inclusion and Differentiation	<ul style="list-style-type: none"> <li>leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>monitors attendance, behaviour and academic data to identify areas of additional need.</li> <li>coordinate transition to secondary for students moving from Year 6 to Year 7</li> <li>lead role for implementation of Positive Behaviour for Learning (PBL)</li> </ul>
Deputy Principal - Curriculum	<ul style="list-style-type: none"> <li>coordinates the curriculum delivery of Prep to Year 6</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>provides individual health consultations with assessment, support, health information and referral options related to:               <ul style="list-style-type: none"> <li>healthy eating and exercise</li> <li>relationships</li> <li>personal and family problems</li> <li>feeling sad, worried and angry</li> <li>sexual health</li> <li>smoking, alcohol and other drugs.</li> </ul> </li> </ul>
Registered Nurse	<ul style="list-style-type: none"> <li>works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> </ul>

	<ul style="list-style-type: none"> <li>• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>
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It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.



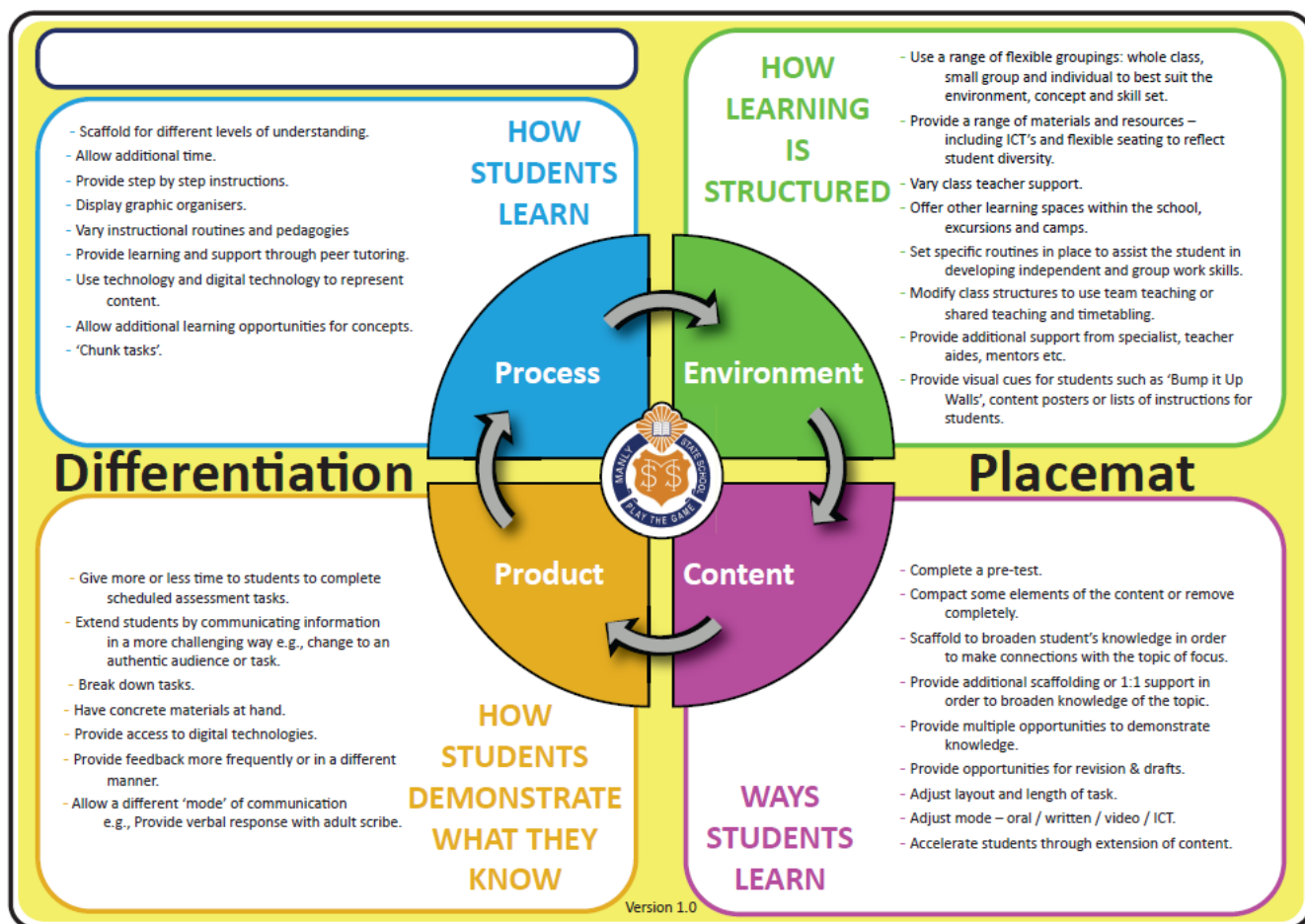
## Differentiated and Explicit Teaching (Mandated)

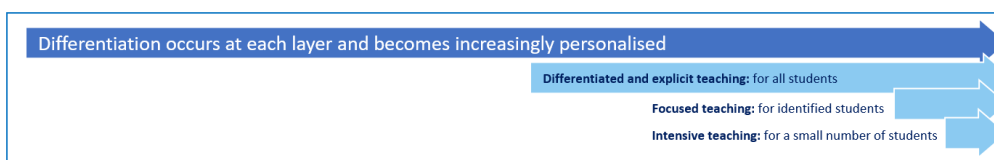
Manly State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Manly State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

**Manly State School has a Professional Learning Community (PLC) for Differentiation where a committee of teachers from all areas of the school meet to develop a differentiated curriculum. The PLC developed a differentiation placemat based off the Maker Model. Teachers highlight the adjustments made for students and record this on Oneschool.**





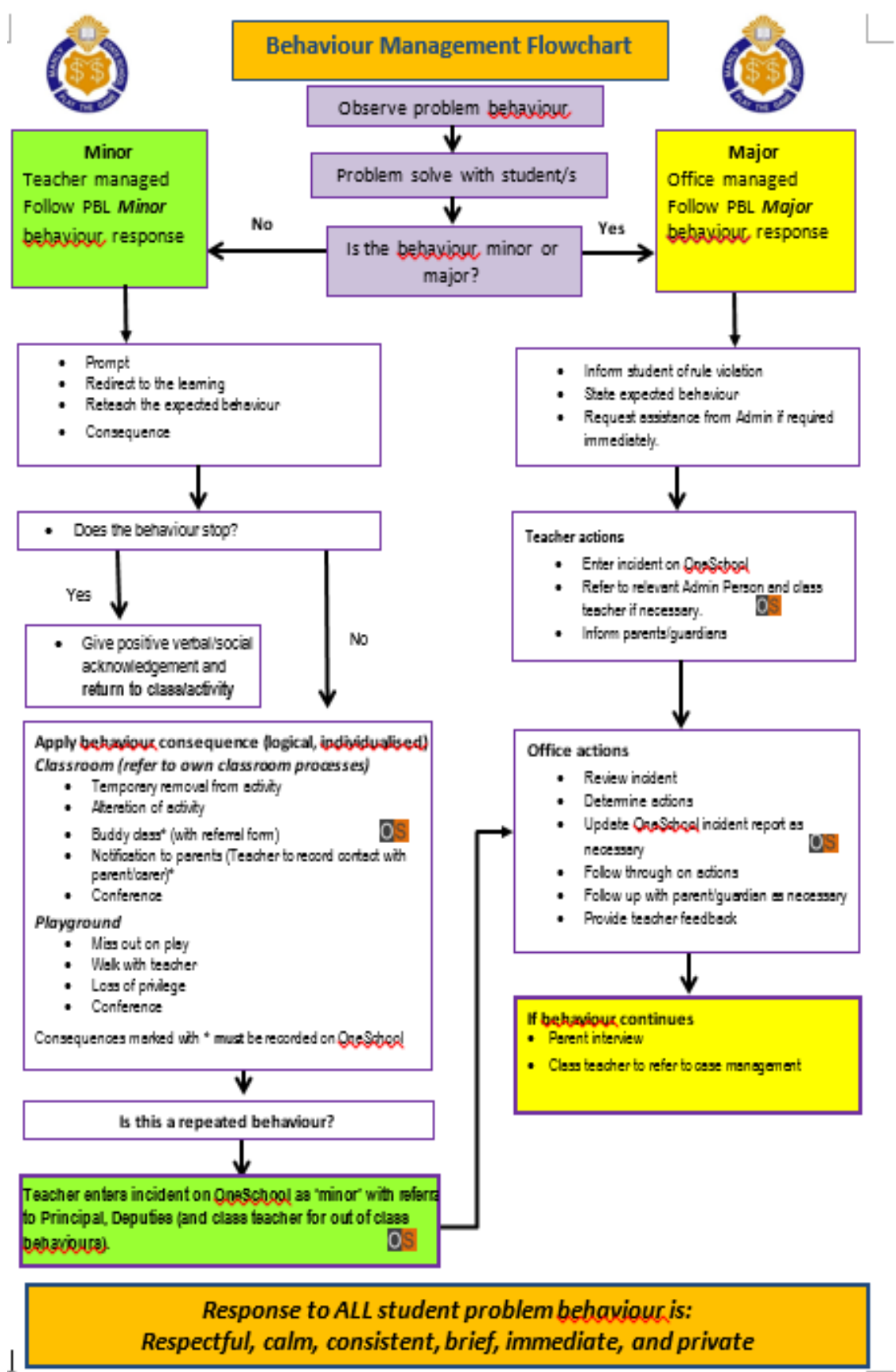
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Manly State School

### Behaviour Matrix

Area	All settings	In class	Playground, tuckshop and eating areas	Toilets	Before and after school	Verandas, walkways, Transition areas
<b>Respect</b> <i>Respect for self, others and property</i>	Hands and feet to yourself. Use equipment appropriately. Respect personal space. Speak and listen respectfully to others. Wear uniform correctly.	Walk. Use furniture properly. Ask permission to leave the room. Take turns to speak. Work independently and in teams. Keep the classroom clean, tidy and organised.	Eat in the eating areas. Include everyone in games. Communicate with each other. Care for others. Wear a hat in the playground.	Wait quietly. Turn the taps off. Consider privacy of others. Return to class as quickly as possible. Keep toilet areas clean.	<b>Before school:</b> Arrive between 8.30 and 8.50am. Prior to 8.40, sit in <b>undercovered</b> area with bags. Go to classroom when released by supervisor.  <b>After School:</b> Leave school straight away. Sit quietly at 2 minute zone with siblings and watch for your car. Vacate school grounds at 3.12 bell. Complete homework	Line up at all classrooms properly and quietly. Be mindful of others and what's happening around you. Move around the school quietly during class time. Give way to passing adults.
<b>Resilience</b> <i>When the plan falls apart...</i>	Ask for help if required. Be enthusiastic and positive.	Ask questions for clarification or support. Be flexible in your thinking.	Join games. Negotiate games. Be adaptable in social situations.	Toilets are a 'play free' zone.	Organise your equipment for the day including classroom, music and sport equipment.	Keep bodies calm. Choose a different route if necessary.
<b>Perseverance</b> <i>Working hard at all times</i>	Try your best – have a go! Attempt a challenge! Encourage others to follow rules.	Be responsible for your own learning. Respond to feedback.	Develop team skills. Know/learn the rules of the games.	Wait your turn.	Commit to practices and rehearsals for music, sport etc.	Encourage other to follow the rules.



# Positive Rewards

<b>Individual</b>	<ul style="list-style-type: none"> <li>• Gotchas</li> <li>• Activity breaks</li> <li>• Sticker chart</li> <li>• Raffle tickets</li> <li>• Student of the Week</li> <li>• Special jobs</li> <li>• Praise</li> <li>• Dojo</li> <li>• Class money</li> <li>• Prize box</li> <li>• Visit administration</li> <li>• Phone call home</li> <li>• Privileges</li> <li>• Treasure in a box</li> <li>• Golden ticket</li> <li>• Challenge activities</li> <li>• Email parent</li> </ul>
<b>Small Group</b>	<ul style="list-style-type: none"> <li>• Presenting to class</li> <li>• Games time in class</li> <li>• In class lunch time activity</li> <li>• Phone/email home</li> <li>• Gotchas</li> <li>• Free time</li> <li>• Public praise</li> <li>• Dojo</li> <li>• Class money</li> </ul>
<b>Whole Class</b>	<ul style="list-style-type: none"> <li>• Class dojo</li> <li>• Class money</li> <li>• Marble/pasta jar</li> <li>• Feedback/praise</li> <li>• Prize box</li> <li>• Free time/games</li> <li>• Sticker chart</li> <li>• Kind words list</li> <li>• Deputy reward</li> </ul>

## Camp Inclusion Policy

Manly State School is an inclusive environment that values the holistic development of all students. Camp is considered part of the school curriculum, and as such, the school will work towards all students attending camp. Policy is framed in terms of expected positive behaviours, with a rationale for each behaviour. Safety and enjoyment are critical aspects of school camp, and all students have the right to access camp activities in this manner.

Children are expected to be able to consistently demonstrate the following behaviours. Manly State School acknowledge that some students may require support to do this, and these students may require support while on camp. However, there may be occasions where a student's behaviour impacts the safety and participation of themselves and other students. If there are concerns, please contact the relevant administrator for your year level.

Camp expectations are based on our school values of *Respect*, *Resilience* and *Perseverance*.

### Respect:

Expectation	Rationale
<b>Respect</b>	
Children are expected to be able to follow directions given to them by an adult.	Following directions while on camp is critical not only to the safety of students and staff, but also ensures activities are completed with maximum enjoyment and learning.
Children are expected to be able to listen, in a group situation, without disrupting.	The ability to listen while on camp is important as information regarding safety, activity instructions and expectations often need to be given orally.
Children are expected to speak to others in a respectful way, using appropriate words, tone of voice and volume.	Camp can be emotionally challenging for all students, and it is important that all communication is respectful in order to ensure full participation by all students.
<b>Perseverance</b>	
Children are expected to attempt challenging tasks, individually and with classmates.	Many activities on camp are challenging for students, both physically and emotionally. While students will never be forced to do something they do not want to do, they will be encouraged and supported to attempt new and challenging tasks.

<p>Children are expected to attend school for at least 85% of the school year.</p>	<p>Children are expected to attend school unless they are unwell or have been given special permission from the principal e.g. extended family holidays. The Education Department has a motto – every day counts which is a state-wide initiative that aims to assist in improving student attendance at school through a shared commitment by students, parents, care givers, schools and the community.</p> <p>Every day counts promotes four key messages:</p> <ul style="list-style-type: none"> <li>• All children should be enrolled at school and attend on every school day</li> <li>• Schools should monitor, communicate and implement strategies to improve regular school attendance</li> <li>• Truancing can place a student in unsafe situations and impact on their future employability and life choices</li> <li>• Attendance at school is the responsibility of everyone in the community.</li> </ul> <p>School camps links into curriculum learning, therefore children should have prior knowledge of the curriculum expectations and outcomes taught in class before attending camp. Friendships and relationships are built in the classrooms and playground, and act as a safety net for children to feel comfortable attending camp with their friends. Teachers explain the camp expectations prior to attending camp so that there is a clear understanding of the behavioural expectations and processes to follow on the camp. Health and safety are of the utmost importance when taking students on a school camp. Therefore, an understanding of each student's needs and anxieties about being away from home needs a partnership to have been fostered between the teacher, student and family.</p>
<p style="text-align: center;"><b>Resilience</b></p>	
<p>Children are expected to demonstrate a level of independence, particularly regarding personal belongings.</p>	<p>Keeping personal belongings organised is important on camp to prevent loss and 'mix-ups' of clothing. Children need to be able to quickly access clothing and equipment when getting ready for camp activities.</p>

Children are expected to be able to ask for help, clarification or support if required.	Camp can be very busy, with many instructions and a timetable of events. We acknowledge that this can be difficult for students as it is a completely new, and temporary, routine. While they are also expected to listen, and show independence, it is also important that they are able to ask for help if necessary.
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While every effort will be made to ensure each student attends camp in some capacity, individual needs will be considered. The school may offer alternatives such as:

1. A reduced number of days at camp.
2. Support provided by the school.
3. Day trips only.
4. An alternate program at school.

### **Focused Teaching**

The Positive Behaviour for Learning (PBL) Committee has a bank of focussed lesson plans around the Manly State School values – Respect, Resilience and Perseverance, for teachers to access to assist students to make positive choices regarding their behaviour. The weekly PBL focus is discussed at parades, displayed on the school sign at the front of the school, and published in the school newsletter for the whole community.

### **Intensive Teaching**

The PBL Committee has developed a suite of lessons specifically targeting the Australian Curriculum Achievement Standards for social and emotional well-being on Onenote for all staff to access. These lessons have been designed to meet the maturity and age appropriateness of students from Prep to Year 6.

## Legislative Delegations (Optional)

### Legislation

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



# Disciplinary Consequences (Mandated)

<b>OneSchool</b> <b>Behaviour Wizard</b> <b>New Behaviour options, definitions and mapping</b>						
New Behaviour options	Definition	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension	
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	✓	✓	✓		
Bomb Threat/Fake Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	✓	✓	✓		
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	✓	✓	✓		
Defiance	Student refuses to follow directions given by school staff.	✓	✓	✓		
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	✓	✓	✓		
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	✓	✓	✓		
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.					
Fighting	Student is involved in mutual participation in an incident involving physical violence.	✓	✓	✓		
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	✓	✓	✓		
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incidents of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals, or flora or fauna.	✓	✓	✓		
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, paying work, disclosing/stealing assessment information, fabricating, impersonation, examination misconduct, plagiarism.	✓	✓	✓		

Version 1.0, November 2022

<b>OneSchool</b> <b>Behaviour Wizard</b> <b>New Behaviour options, definitions and mapping</b>						
New Behaviour options	Definition	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension	
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	✓	✓	✓		
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	✓	✓	✓		
Property damage	Student participates in an activity that results in destruction, damage or impairment of property.	✓	✓	✓		
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	✓	✓	✓		
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/implements or implements.	✓	✓	✓		
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, phone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	✓	✓	✓		
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	✓	✓	✓		
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	✓	✓	✓		
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	✓	✓	✓		
Other – charge-related suspension	Principal is reasonably satisfied that the student has been: <ul style="list-style-type: none"> <li>charged with a serious offence; or</li> <li>charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</li> </ul>				✓	

Version 1.0, November 2022

# Consequences

<p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>• Administration consultation</li> <li>• Reflection sheet</li> <li>• Buddy class</li> <li>• Call / email parent</li> <li>• One school</li> <li>• Lunchtime out</li> <li>• Behaviour plan</li> </ul>
<p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>• Temporary seat change</li> <li>• Private chat</li> <li>• Fine of class 'money'</li> <li>• Take childrens' time</li> <li>• Remove child from situation</li> <li>• Send on a message/drink</li> <li>• Time out</li> </ul>
<p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>• Teacher look</li> <li>• Class expectation reminder</li> <li>• Proximity</li> <li>• ESCMs – 1. Establishing expectations 2. Instruction giving 3. Waiting and scanning 4. Cueing with parallel acknowledgement 5. Body language encouraging 6. Descriptive encouragers 7. Selective attending 8. Redirecting to learning 9. Giving a choice 10 Following through</li> <li>• Verbal warning</li> <li>• Ignore behaviour</li> <li>• Wait time</li> <li>• Repeat/practise instruction</li> <li>• Non-verbal signs</li> <li>• Redirect to task</li> <li>• Exit strategies</li> <li>• Warning</li> <li>• Whole class chat</li> </ul>

# School Policies (Mandated)

## School Uniform Policy

Students enrolled at Manly State School are required to wear the uniform. Students have the option of:

### Formal/Day Uniform

- Blue button up shirt
- Grey shorts
- Grey ankle sock
- Black leather school shoes or an all black jogger style shoe
- Blue culottes
- Blue and white pin striped blouse including a pelmet tie
- White ankle socks
- Black leather school shoes or an all black jogger style shoe, “Mary-Jane” strap, black shoe
- Manly State School Blue school dress

### Physical Education Uniform

- Blue and orange PE shirt
- Royal Blue sport pants
- Royal Blue skorts
- White ankle
- Students may wear any colour sport shoe. Students are not permitted to wear converse style gym boots or skate shoes.

### Hair Styles

- Students hair must be of a natural hair colour and of a neat and tidy presentation.
- Students who have long fringes, shoulder length or longer hair must have their hair tied back and out of the student’s face.
- Head bands are to be school colours – royal blue, orange, white
- Hair bands are to be royal blue, orange, white or black or blonde hairbands

### Jewellery

- Students with pierced ears are permitted to wear sleeper or stud style earring
- A wrist watch
- Religious pendants are to be worn on a long chain and tucked inside the uniform. Manly State School takes no responsibility for broken or damaged jewellery
- Charity wrist bands, rings, dangling earrings and other jewellery items will not be permitted
- Students are not permitted to wear nail polish on their fingernails

## The use of personal technology devices at school

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

Personal Technology Devices include, but are not limited to, games devices (such as SMART watches, portable gaming devices, laptop computers, iPads, 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.

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, handed into the school office and collected at the end of the day. Personal technology devices may not be used at morning tea, lunch breaks, before and after school.

## **Certain personal technology devices banned from school**

Students must not bring valuable personal technology devices like SMART watches, iPad, tablets, cameras, digital video cameras or MP3 players to school, as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

## **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 they being recorded without their knowledge or consent are invading their personal privacy.

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

Students must not record images anywhere that recording would not be 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 the class teacher provides express consent.

## **Temporary removal of student property (Mandated)**

### **Temporary removal of items (confiscation)**

School staff will confiscate permitted personal technology devices such as laptops, iPads, and voice recording devices used contrary to this policy on school premises. 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/carer.

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.

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

This procedure is based on the legislative framework outlined in [Division 2, Education \(General Provisions\) Regulation 2017](#)

## **Use of mobile phones and other devices by students (Mandated)**

### **The use of personal technology devices at school**

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

Personal Technology Devices include, but are not limited to, games devices (such as SMART watches, portable gaming devices, laptop computers, iPads, 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.

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, handed into the school office and collected at the end of the day. Personal technology devices may not be used at morning tea, lunch breaks, before and after school. All communication during the school day is to be through the school office and messages will be delivered to your child.

### **Certain personal technology devices banned from school**

Students must not bring valuable personal technology devices like SMART watches, iPad, tablets, cameras, digital video cameras or MP3 players to school, as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

### **Mobile phones and SMART watches**

#### **Smart Watches**

Smart watches are strongly discouraged as all communication needs to be through the office. However, in exceptional circumstances, parents/carers may request a student to wear a smart watch during the day. Parent/Carers are to request an exemption by emailing the school outlining the reasons for their child to wear a smart watch. Students may wear these during school day as long as the parental controls are set during school hours. Exemptions may be granted at the principal's discretion.

### **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 they being recorded without their knowledge or consent are invading their personal privacy.

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

Students must not record images anywhere that recording would not be 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 the class teacher provides express consent.

## Preventing and responding to bullying (Mandated)

### PBL and Bullying

PBL is based on the belief that all students should have access to the supports needed to prevent the development and continued use of problem behaviours, including bullying. PBL places emphasis on the behaviour rather than the student, therefore, labels such as “bully” or “victim” are considered unhelpful, with the focus instead directed towards describing behaviour specifically and in relation to the setting in which it occurs (for example, “name calling in the playground before school”).

PBL takes a school-wide approach to bully prevention by teaching:

- what bullying looks like
- what to do before and when bullying behaviour is seen
- how to teach others what to do
- how to reduce the effectiveness of bullying through establishment of a positive school environment.

Research shows that investing in the following proactive activities leads to improvements in positive school environments:

1. A school-wide approach to teaching the social skills needed for success at school.
2. An emphasis on teaching and learning within a positive school and classroom culture.
3. Delivery of quality instruction to maximise academic success for all students.
4. Monitoring of student learning and behaviour through continuous active supervision.
5. High rates of positive acknowledgement for academic and social success.
6. Engagement of all staff, students, parents and the wider community.
7. Multi-year and multi-component approaches to implementation.
8. Modelling of positive social behaviour and values by adults.

Manly State School participates in the National Day of Action for “Bullying! No Way!” where classes engage in the activities about how to handle these types of situations and to have a consistent understanding of what bullying is and is not. More information and resources about this topic can be found at <https://bullyingnoway.gov.au>

For incidents where students may feel as though they are being bullied the school implements a monitoring sheet where students report to the class teacher an incidents that occur during the day and these are referred to the principal or deputy principal to work through the situations with all parties involved. Parents and carers are made aware of these situations and involved in the process.

## Bullying response flowchart for teachers

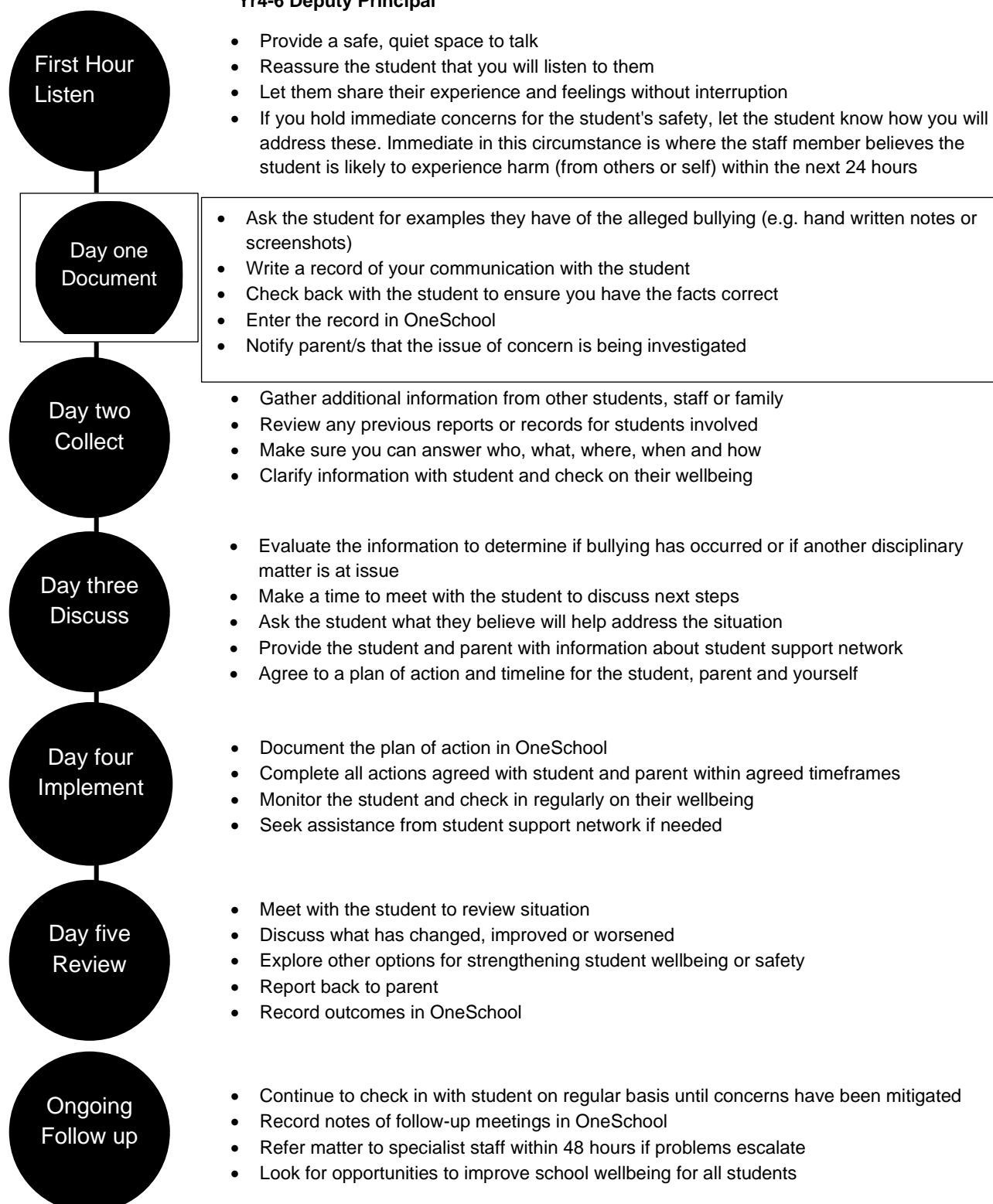
### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Prep to Yr2 – Deputy Principal

Yr3 – Principal

Yr4-6 Deputy Principal



## **Appropriate use of social media (Mandated)**

### **Appropriate use and the role of social media**

Manly State School embraces amazing opportunities that technology and the internet provide to student learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Manly State School is committed to promoting the responsible and positive use of social media sites and apps.

As set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for a student to bully, harass or victimise another person whether within Manly State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Manly State School, whether those behaviours occur during or outside school hours.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### **Appropriate use of social media**

Students at Manly State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' faces or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and decide not to post it.



- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Manly State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Manly State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not affect the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person” (Criminal Code Act 1995 (Cth) and the Criminal Code Act 1999 (Qld))

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Manly State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Manly State School expects its students to engage in positive online behaviours.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

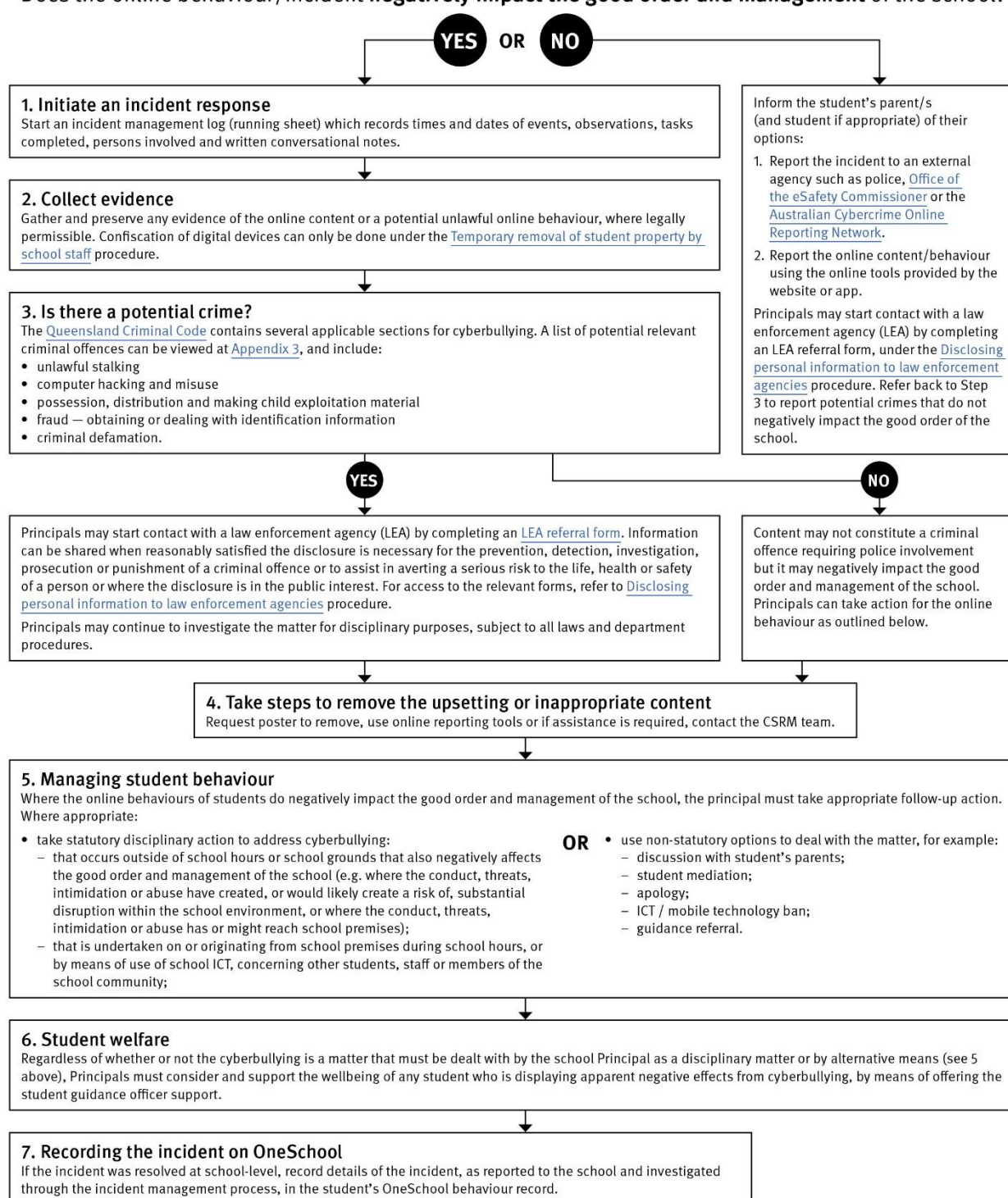
### Explicit images

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

### Help

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

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



# Manly's Cyber Safety 5!

## 3. Always Check

- ✓ Always check that websites are safe to visit ~~eg~~ web address that contain ~~gov~~, ~~org~~, ~~edu~~
- ✓ Always check that websites are appropriate for your age
- ✓ Only open emails from people you know and trust

## 4. Real Friends

- ✓ Real friends = real friends online
- ✓ Only become friends with people you know in real life
- ✓ Never agree to meet a person you have met online if you don't know them in real life
- ✓ Always ensure an adult knows which friends you are meeting and where
- ✓ Remember: PEOPLE ONLINE are not always who they say they are!

## 2. Manage Personal Information

- ✓ Never give your full name, address, photo or school name to anyone online
- ✓ Make sure photos ~~don't~~ contain any of the above information ~~eg~~ School logos on your clothing, home address.



## 1. Secure Passwords

- ✓ Always use a strong password
- ✓ Always keep your password safe
- ✓ Never tell anyone your password (except a trusted parent or trusted adult)

## 5. Tell

- ✓ Tell a parent or trusted adult if something scary or unhelpful happens online
- ✓ Tell a parent or trusted adult if you are unsure about something to do with the internet
- ✓ Tell a parent or trusted person if you see inappropriate content online
- ✓ Tell a parent or trusted adult ~~if~~ you find a picture online that you did not give permission to be online. Visit this website with your parent or trusted adult to have the image removed.
- ✓ <https://www.esafety.gov.au/report>

## Restrictive Practices (Mandated)

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

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

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

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

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

Restrictive practices are the use of interventions and practices that have the effect of restricting the rights or freedom of movement of a person. Restrictive practices include:

- a. seclusion;
- b. containment;
- c. physical restraint;
- d. mechanical restraint;
- e. clinical holding;
- f. chemical restraint.

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

Seclusion occurs:

- when the student is taken and put in a room or area that they are unable to leave or believe they cannot leave;

- if there is no adult in the room or area with the student who is secluded;
- when staff are observing the student from outside of the room or area;
- if the student is only able to leave the room or area when staff permit them to do so.

**Containment** is a planned restrictive practice that involves a single student being in a room or area for the purpose of engaging in learning. The room is secured by a fob or similar system and the student's free exit is impeded. The student is always accompanied in the room, by at least one adult and the student is not left alone in that room or area at any time.

Containment occurs:

- as a planned approach for supporting an individual student;
- when the student spends all or some of their school day in the room as outlined in their Individual Student Safety Plan which parent/s will be asked to sign;
- when there is a staff member in the room with the student at all times;
- when staff who are with the student have access to a fob or similar system which enables everyone to exit the room in an emergency;
- when the student is only able to leave the room if staff enable them to do so.

**Physical restraint** means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Physical restraint is implemented to prevent the risk of foreseeable harm to the student themselves and other people.

Physical restraint will usually be implemented when:

- a dynamic situation when despite attempts by school staff to respond to and de-escalate the behaviour, there continues to be foreseeable risk of harm to the student themselves or others.

Examples of physical restraint that might be "reasonable" in the circumstances would be:

- a) using manual guidance to prevent a student running onto a busy road
- b) holding a student to prevent them physically attacking someone, or
- c) holding a student's hand to prevent repetitive, serious self-injurious behaviour.

There are some students who have a pattern of behaviour that presents foreseeable harm to themselves or others. In circumstances where there is foreseeable risk presented by a particular behaviour of a student, the principal and school staff might plan for the use of physical restraint.

**Mechanical restraint** is the restraint of a student by application of a device to the student's body or limb of the student to restrict the student's movement. Mechanical restraint is implemented to respond to:

- serious repetitive behaviours of self-injury, that causes foreseeable harm to the student;
- self-injury that occurs as the result of a phenotype behaviour associated with a known condition e.g. Retts Syndrome.

Mechanical restraint will always be planned in advance and detailed in the student's ISSP, the device used will be prescribed to respond to a specific behaviour and parents will be consulted as part of the plan.

**Clinical holding** is a planned restrictive practice that occurs when staff employ, when necessary, pre-arranged strategies and methods (of physical restraint) that are necessary and in the best interests of the student, based upon an assessed need and agreed in advance in order to provide essential healthcare or personal care. Clinical holding is prescribed by the appropriately qualified health professional.

Clinical holding occurs in very rare circumstances and is used to provide necessary care to a student who has additional and complex healthcare needs.

Clinical holding is always planned in advance and a lot of information will be gathered to help inform the decision that it is necessary to use clinical holding. Sometimes planned clinical holding is only required for a short period of time, e.g. to provide essential healthcare to a student who is recovering following surgery who is well enough to return to school.

School staff who undertake clinical holding will be provided with specialist training from a suitably qualified health professional or specialist training provider. The trained school staff will adhere to a plan that explains why clinical holding is used, how it will be used and the specific circumstances in which clinical holding will occur. So far as possible and when safe to do so, the use of clinical holding will be reduced over time with the aim to be ceased.

Clinical holding **is not to be used** to provide routine non-essential healthcare to students who are unwilling to cooperate with the task or who refuse to consent to a routine non-essential medical treatment, this includes the provision of routine immunisations on school premises.

**Chemical restraint** is the use of medication to control or subdue a student's behaviour. Chemical restraint is prohibited in all state schools, including special schools.

**Seclusion and physical restraint should not be used to respond to:**

- a) a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- b) a student leaving the classroom/school without permission, unless the leaving of the classroom or school causes foreseeable risk to the safety of the student or another person
- c) verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately, and
- d) property destruction caused by the student unless the property destruction is placing any person at a risk of harm.

**After the use of a restrictive practice:**

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

All incidents of restrictive practices will be recorded and reported in line with departmental procedures. See Focused Review facilitator checklist and report record – Appendix C.

At times, other interventions may be utilised to support students to manage their behaviour. In an effort to empower students to understand their own behaviours, and when/how they can re-join their class when feeling regulated and ready to be a learner.

### **Time-out**

Time-out is a planned behaviour intervention. It is a behaviour strategy in which a student is taken from an activity and placed in a different, less-rewarding situation or setting whenever they engage in undesirable or inappropriate behaviour(s), the student is accompanied throughout the application of time out.

Time out occurs:

- as a planned behaviour intervention strategy;
- in the classroom or another area where the student is unable to engage in the reinforcement that is causing their behaviour;
- at the direction of the teacher;
- when the student is under the supervision of the teacher and is never left alone throughout the implementation of the strategy;
- for the shortest possible time.

### **Time-in**

Time-in is a planned behaviour intervention. It is a behaviour strategy in which a student has the ability to recharge and re-set themselves within the classroom. This is often at a desk in the room, a quiet space or in a reading corner. It can be teacher-directed or student-selected, and is usually only for a few minutes. It is not a punishment and is not a place to complete class work or a task. It may involve a reflection of what made the student behaviour unsettled and if they are ready to return to being a learner.

### **Self-directed time**

Self-directed time is sometimes called time away, chill out time or cooling off period. It is an informal behaviour support strategy that may be used as part of a planned behaviour support response. Self-directed time enables students to leave a stressful situation for supervised time alone and is often used to prevent escalation of behaviour.

Self-directed time occurs when the student:

- recognises a situation may increase stress to them or lead to an escalation in their behaviour;
- requests permission to use self-directed time away from the classroom;
- leaves the classroom or educational activity without prompting or support;
- goes to a prearranged room or area e.g. a garden, quiet space, lounge room;
- is monitored at all times while they are having self-directed time;
- chooses to return to the classroom or educational activity as soon as they feel able to do so.

# Think safe—act safe

Follow the five 'Rs' to prevent and manage escalating behaviours



### Reduce

Be proactive to prevent instances of unproductive behaviour



### Respond

Act immediately to assess risk, promote safety and monitor



### Regain

Provide students with time and space to re-establish self-control



### Report

Follow policy, procedure and school protocols to record incidents and responses



### Review

Use a structured process to examine what happened, evaluate, plan for prevention and document



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# Think safe—act safe

Reducing behaviour escalation in the junior school



## Reduce

Be proactive to prevent instances of unproductive behaviour

- Set clear expectations
- Explicitly teach behaviours
- Use visual cues
- Practise behaviours and routines
- Reinforce
- Build rapport
- Engage students positively
- Use pre-corrections
- Use narratives and social stories to model and teach
- Maintain active supervision



## Respond

Act immediately to assess risk, promote safety and monitor

- Observe
- Assess risk
- Act promptly
- Use proximity
- Maintain safe physical distance
- Use student names, redirect
- Use a calm, measured voice
- Give short clear directions
- Use diversion or distraction to refocus



## Regain

Provide students with time and space to re-establish self-control

- Provide space, remove audience, use few words, reassure
- Maintain safe physical distance
- Do not discuss consequences at this point
- Promptly re-engage
- When appropriate, briefly reflect
- Allow student to express feelings and emotions
- Younger students may want to withdraw, hide or sleep — manage appropriately
- Reinforce students' productive behaviours



## Report

Follow policy, procedure and school protocols to record incidents and responses

- Report the Incident
- Record Incident in OneSchool
- Inform parents
- Follow up child protection processes
- Refer as appropriate
- Monitor



## Review

Use a structured process to examine what happened, evaluate, plan for prevention and document

- Review process to understand what, why, how to prevent and plan
- Follow up as appropriate students and staff
- Re-teach expectations and behaviours
- Use reinforcement strategically



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# Think safe—act safe

## Responding to escalating behaviour or potential crisis

### Dos

- ✓ Observe and assess risk
- ✓ Request assistance
- ✓ Maintain a professional demeanour, remain calm
- ✓ Take action to facilitate safety
- ✓ Use a measured tone of voice
- ✓ Use few words e.g. Say "Stop!" Direct students to safety e.g. "Move away."
- ✓ Maintain safe physical distance for physical safety
- ✓ Monitor the situation
- ✓ Continue to act to promote safety
- ✓ Provide first aid or seek other medical support as required
- ✓ Record what happened

### Don'ts

- ✗ Panic
- ✗ Position yourself too closely to other persons e.g. within their physical reach
- ✗ Use an inappropriate tone of voice e.g. angry, sarcastic
- ✗ Leave the situation without appropriate supervision
- ✗ Make threats or false promises

### ! Use of physical restraint

Generally, restrictive practices such as physical restraint must only be used where:

- the restrictive practice is reasonable in all the circumstances, and
- there is no less restrictive measure available to respond to the behaviour in the circumstances.

For the use of physical restraint to be "reasonable", the restraint must be:

- proportionate to the risk of harm
- discontinued once the risk of harm has dissipated, and
- respect the student's dignity.

See the [Restrictive practices](#) procedure for more information.



# Health, safety and wellbeing Issue resolution flowchart

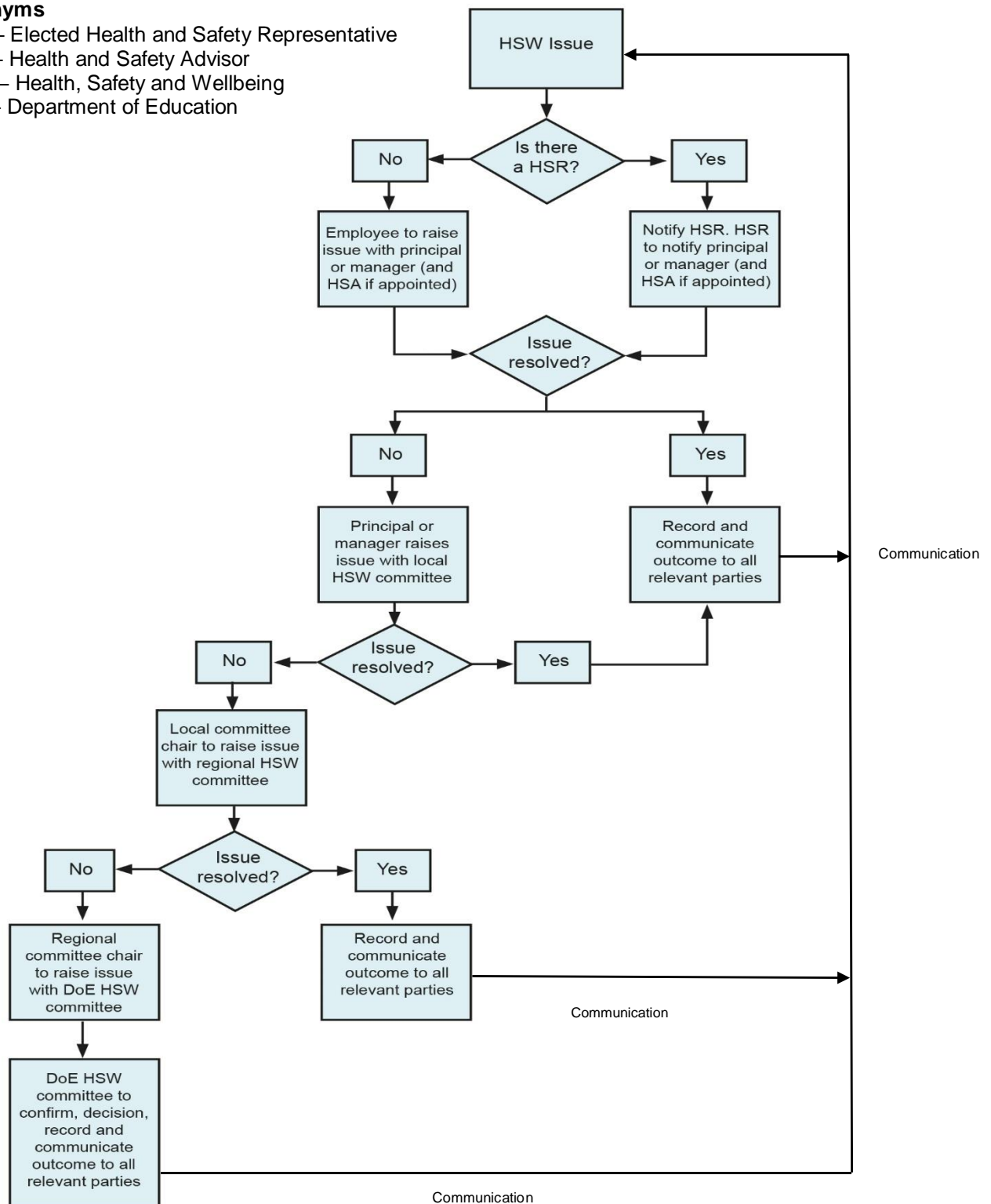
## Acronyms

HSR – Elected Health and Safety Representative

HSA – Health and Safety Advisor

HSW – Health, Safety and Wellbeing

DoE – Department of Education



**MANLY STATE SCHOOL  
FIRE AND EMERGENCY EVACUATION REPORT 2022**

Date:

Time alarm sounded:

Alarm sounded by:

Time taken to effect evacuation:

Fire services notified:            Yes / No

Police notified:                      Yes / No

---

Evacuation to **Green Meadows** checked by **Deputy**:

Class	Yes	No	Checked by:
3B			Classroom teacher or relief teacher
3G			Classroom teacher or relief teacher
3JS			Classroom teacher or relief teacher
3S			Classroom teacher or relief teacher
4A			Classroom teacher or relief teacher
4D			Classroom teacher or relief teacher
4DL			Classroom teacher or relief teacher
4H			Classroom teacher or relief teacher
5B			Classroom teacher or relief teacher
5H			Classroom teacher or relief teacher

**MANLY STATE SCHOOL  
FIRE AND EMERGENCY EVACUATION ROUTES**



All evacuation routes to be used, only if it is safe to do so.  
All volunteers are to evacuate with the class they are working with.

**Route to Green Meadows**

4H	Down the closest B Block stairs. Use the stairs between the senior toilet block and Top Adventure. Proceed to Green Meadows.
4B	Down the closest B Block stairs. Use the stairs between the senior toilet block and Top Adventure. Proceed to Green Meadows.
4A	Down B Block stairs towards Top Adventure. Use the stairs between the senior toilet block and Top Adventure. Proceed to Green Meadows.
5H	Down the closest B Block stairs, use the grass area beside the church to access the uncovered cement stairs beside the Music Room. Proceed to Green Meadows.
5S	Down the closest B Block stairs, use the grass area beside the church to access the uncovered cement stairs beside the Music Room. Proceed to Green Meadows.
6MS	Move to the stairs between the senior toilet block and Top Adventure. Proceed to Green Meadows.
6L	Move to the stairs between the senior toilet block and Top Adventure. Proceed to Green Meadows.
6B	Move to the stairs between the senior toilet block and Top Adventure. Proceed to Green Meadows.
5KH	Use the grass area beside the church to access the uncovered cement stairs beside the Music Room. Proceed to Green Meadows.
5B	Use the grass area beside the church to access the uncovered cement stairs beside the Music Room. Proceed to Green Meadows.
4DL	Down closest stairs, across Top Adventure and use stairs to the Undercover Area. Proceed to Green Meadows.
4D	Down closest stairs, across Top Adventure and use stairs to the Undercover Area. Proceed to Green Meadows.
3G	Proceed to Green Meadows
3JS	Proceed to Green Meadows
3S	Proceed to Green Meadows.
3B	Proceed to Green Meadows.
STEM	Down the STEM Room stairs and proceed to Green Meadows.
Music Room	Down the Music Room stairs and proceed to Green Meadows.



