

Goodna State School

# Student Code of Conduct 2020-2023

## ***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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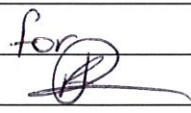
## Endorsement

Principal Name:	Nathan Eiby
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Principal Signature:	
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Date:	24/11/2020
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P/C President and-or School Council Chair Name:	Kylie Soe
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P/C President and-or School Council Chair Signature:	
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Date:	24/11/2020
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## Purpose

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

The Goodna 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

### Introduction

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

Goodna State School has *three core expectations* within a *Hero Culture*.

**I am SAFE**

**I am RESPECTFUL**

**I am a LEARNER**



These expectations 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.

Goodna 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 Goodna State School Student Code of Conduct together. 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

As president of the Goodna State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Nathan Eiby and his team has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Goodna 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 Goodna 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 Goodna 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 in this document provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Goodna 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 Goodna 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.



## Learning and Behaviour Statement

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

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

#### Tier

#### Prevention Description

- 1 **All students** (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:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

- 2 Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

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:



- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

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.

- 3** Individualised services for **few students** (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.

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:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student’s use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

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.

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.

## Consideration of Individual Circumstances

Staff at Goodna State School take into account students’ individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a 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 equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not 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**

Goodna 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](#).

### **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.

#### *Specialised health needs*

Goodna 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*

Goodna 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 College 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.

Goodna 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*

Goodna State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. Goodna State School funds a full time Guidance Officer.

## **Student Support Network**

Goodna State School is proud to have a comprehensive Student Support Network 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 Goodna 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 Support Network.

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

Role	What they do
Community Liason Officer	<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>
Principal/ Deputy Principals	<ul style="list-style-type: none"><li>leadership to promote an inclusive, positive school culture</li><li>monitors attendance, behaviour and academic data to identify areas of additional need.</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>
Access to regional 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> <li>• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>
Student Wellbeing Officer and PBL support staff	<ul style="list-style-type: none"> <li>• leads PBL practices</li> <li>• provides behaviour and wellbeing support and advice for students, staff and parents</li> <li>• implements and supports Tier 1, 2 and 3 support strategies</li> </ul>
Therapy Dog - Teddy	<ul style="list-style-type: none"> <li>• Teddy is a therapy dog used to support the well-being of students exhibiting stress or anxiety.</li> <li>• supports children in shut-down mode</li> <li>• stimulus for children to building their writing and composition skills</li> </ul>

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.

## Whole School Approach to Discipline

Goodna 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 Goodna 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 Goodna 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.

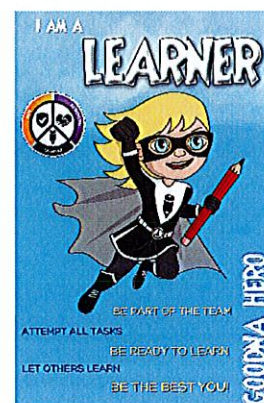
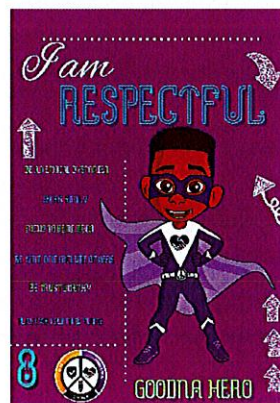
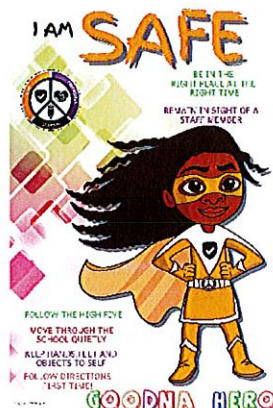
Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

### PBL Expectations

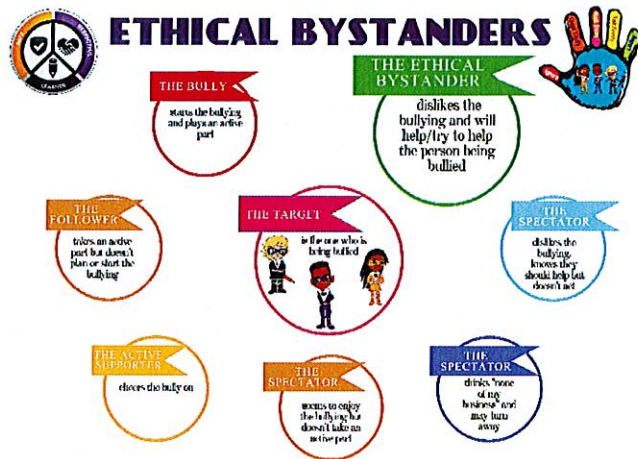
Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being **SAFE**, **RESPECTFUL LEARNERS**.

#### Students

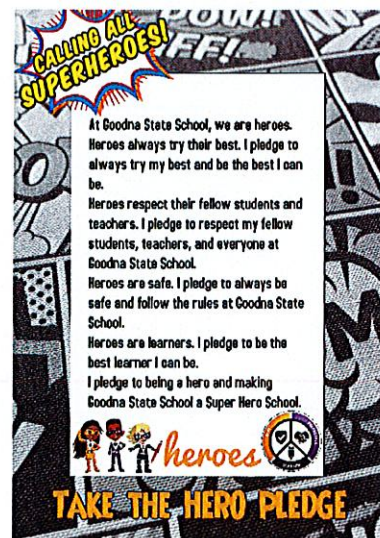
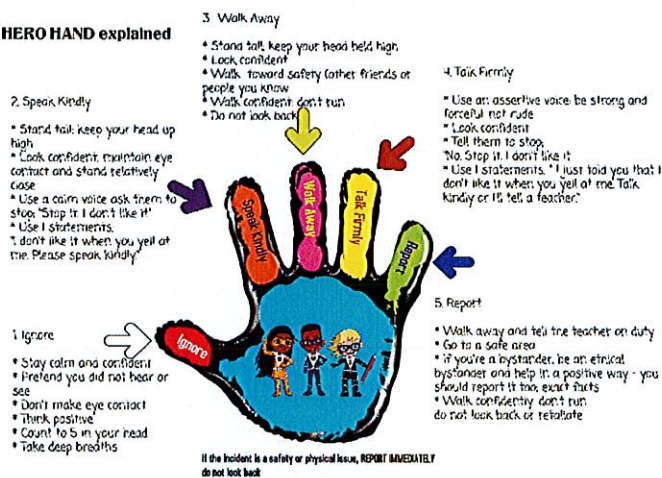
Below are examples, documents and posters of what these PBL expectations look like for students across the school.







#### HERO HAND explained



#### All members of school communities are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

#### Students are expected to:

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority

#### Parents are expected to:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

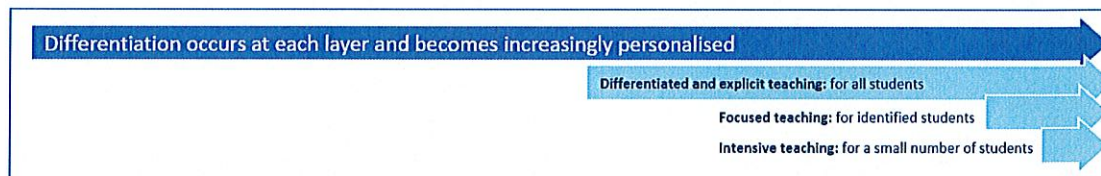


## Differentiated and Explicit Teaching

Goodna 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 Goodna 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.



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.

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.

GOODNA STATE SCHOOL BEHAVIOUR MATRIX

	All Areas	In the classroom	Online	PREP 'M block'	In the playground	In the toilets	Pick up zone / Bus line	Kiss and drop	Excursion and sport	Lining up	In an audience
<b>I am SAFE</b>	Self manage - keep hands and feet to myself. Be in the right place. Transition quickly and quietly between areas. Keep passageways clear and stay to the left. Remain under the covered Year 1 and 2 area until 8:00am. Use class equipment and furniture safely. Walk on the footpath. Cross roads at the zebra crossing. Be sun safe and wear appropriate school uniform/clothing at all times (broad brim hat, shoes/socks, helmet).	Remain in the room - seek permission to leave. Enter, exit and move around the learning space in an orderly manner.	Follow acceptable use guidelines and report unsafe behaviours.	Sit and wait to be picked up from your class line. Sit on designated lines outside the building and wait to be dismissed. Do not block the entrance way.	Play school approved non contact games. Line up for tuckshop by standing quietly and waiting your turn.	Wash hands carefully. Go to the toilet with a buddy during class time. Leave the toilets quickly and quietly.	Listen for the correct bus and move safely when directed. Stay away from the play equipment after school. Walk like a soldier in the school grounds. Walk with aide to your car.	Walk with teacher aide to pick up zone. Sit and wait behind the line in the designated area for your name to be called. Walk with aide to your car.	Remain with your teacher/coach/group/buddy. Wear a sweatshirt (if provided). Follow the specific rules for being off the school site.	Keep to the left in single lines.	Remain with class. Stay in my space as I stand and sit.
<b>I am RESPECTFUL</b>	Follow directions first time, every time. Use manners and speak kindly. Wait your turn to speak or interact with others. Listen actively at all times. Respect others' personal space and property by asking permission to use others' belongings. Stay out of others' personal space bubble. Look after ALL property - no graffiti, damage or misuse. Tell the truth and accept consequences for my actions. Place rubbish in the bin and tidy up after yourself.	Keep all books, equipment and workspace in good condition.	Post only appropriate content.	When leaving the campus walk quietly following the path, with your parent/carer.	Encourage others and abide by the rules of the game or activity. Report any problems to the teacher. Keep toilets clean and tidy.	Maintain personal space. Report any problems to the teacher. Keep toilets clean and tidy.	Be on time at the waiting area.		Encourage and congratulate others when participating.	Face the front and know my place in the line. Sit quietly and use a whisper voice until a teacher arrives.	Stand to face the front during the singing of the national anthem. Show whole body listening. Respond the way I have been taught e.g. clapping where appropriate and no put downs.
<b>I am a LEARNER</b>	Follow the GSS Expectations and Peace Code. Follow lockdown and evacuation process. Arrive at 8:30am and be punctual back to class after breaks. Accept ALL viewpoints and reflect on your learning. Set and review learning goals.	Attempt all tasks and ask for help when needed. Be ready to learn with pencil and equipment. Share learning ideas and ask questions in small groups.	Follow all staff instructions about appropriate internet use.	Use the toilet and get a drink during break time before the second bell.	Return to class as quickly and quietly as possible.	Know how you are getting home every day at 2:30pm. Report to the office if you're not collected by parent/carer.		Follow the rules of the activity/sport. Ask questions to learn more.	Stay quiet in line. Get to class quickly and quietly by the second bell.	Face the speaker when listening. Follow the protocols for assembly and special ceremonies.	

These expectations are communicated to students via a number of strategies, including:

- Focussed lessons conducted by classroom teachers
- Reinforcement of learning from focussed lessons at school assemblies and during active **supervision** by staff during classroom and non-classroom activities

## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Goodna State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Goodna State School has a range of Student Support Network staff (Inclusion and Behaviour support) in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Check in / Check Out
- Check and Connect
- Functional Based Assessment.

For more information about these programs, please speak with Principal, Mr Nathan Eiby.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This



approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Support

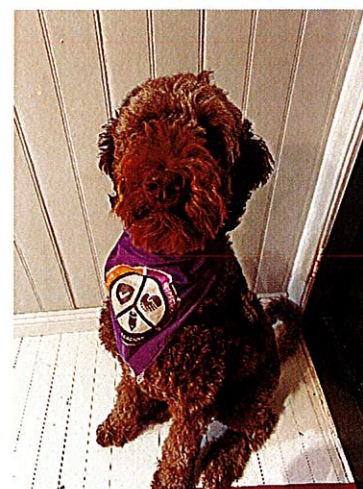
Goodna State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular communication in the school newsletter and social media, enabling parents to be actively and positively involved in school behaviour expectations
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Induction in the Goodna State School Responsible Behaviour Plan, delivered to new students and new staff
- Individual Success Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all learning environments and play areas
- Therapy dog

## Teddy – Therapy Dog (Animal Therapy for Children)

Teddy is used to support the well-being of students exhibiting stress or anxiety. He has been used to support children in shut-down mode to great effect. He has been used on a regular basis in classroom learning as a stimulus for children to building their writing and composition skills.

Teddy accesses training from The Positive Pet Project (along with his recognised handlers). This organisation has been deliberately retained for training purposes due to their ongoing business relationship with the Delta Society. These particular service providers have an understanding of / and the expertise to determine if Teddy would meet the standards normally recognised as a Therapy Dog.



*(DELTA Society are the nationally recognised authority in training and using Therapy Dogs. They have established a set of criteria that dogs must attained to be used by their organisation as a Therapy Dog. Due to the existing DELTA Society business model they will not accredit any dog that is not used exclusively in their own Therapy Dog programs)*

## Site/ Day-to-Day

On a daily basis it is a clear expectation that Teddy's use in therapy does not exceed 50% of the time he spends on-site on any given day. The remainder of the time Teddy remains in the school office area or in one of the two Inclusion Hubs in the school in an off-duty capacity; where he mingles with staff, sleeps and plays with toys (to maintain a happy and calm animal). Home-bases have been established in the school facilities to support his routine and well-being.



Only designated (and trained) handlers are used with Teddy in all therapy situations. Teddy remains supervised by these staff members at all times when with students. Whenever Teddy is walked throughout the school he remains on a lead/ harness.

### **Hero Headquarters**

Goodna State School has established a fully staffed support centre, known as the Hero Headquarters.

The roles of the Hero Headquarters (HQ) is as follows:

1. A place of social and emotional support
2. A place for supporting the individual social and emotional needs of children and/or challenging or inappropriate behaviours
3. A place for social and emotional support of the school community

The Hero HQ personnel support community social and emotional wellbeing in many ways, including:

- Eliminating barriers to students' success at school, e.g. provision of uniforms, food and learning materials as required
- Supporting students with individual needs
- Liaising with support staff
- Offering support strategies for parents
- Supporting staff with students demonstrating challenging behaviour
- Discussion and preparation of behaviour support strategies
- Parent/caregiver communication
- Providing social and emotional support for those at risk
- Drop-off and/or pick-up point for students
- Facilitating supported play and positive behavioural recognition programs
- Supporting students to be in the right place
- Investigation and follow up of behavioural incidents and issues
- Assisting in the timely re-engagement of students to access mainstream learning

## Reinforcing expected school behaviour

At Goodna State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of peaceful, positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.



### Hero Culture



At Goodna State School, our behaviour support is facilitated through our Hero Culture, reinforced through two initiatives: Heroes in Training (HIT) reinforcement system and the Hero Program.

### Heroes in Training (HIT) Reinforcement System

The Heroes in Training (HIT) system is designed to reward students who are heroes in both the classroom and in the playground, as well as increase the level of positive reinforcement in the school and the positive data recorded on OneSchool.

Hero tokens are handed out consistently to students throughout the year for demonstrating 'hero' behaviours. These tokens are collected by students and progress is monitored by staff. Class teachers add student milestones to OneSchool regularly.

<b>HERO TOKENS</b>	<b>MILESTONE</b>
15	HERO CARD
30	BRONZE certificate + Zooper Dooper
60	SILVER certificate + \$1 Tuckshop Voucher
100	GOLD certificate + Hero Item
150	PLATINUM AWARD + Hero Pin
180	SUPER HERO AWARD + Mystery Box



## Hero Program

The Hero Program involves a range of school extra-curricular (non-compulsory) activities, clubs and initiatives. Students will start every term with 100 points. Hero Points will be linked directly to student behaviour. Students are encouraged to keep the problem small and be heroes to avoid losing their points. If a student has lost all their points over the term and has a zero total, they will not be able to participate in the Hero Program activities.

<b>HERO PROGRAM</b>
School Disco
End of Term activities
School Excursions
School Sports (GALA)
Year Six Graduation Party
Swimming Club
Maths and Science Club
Makerspace
Cultural Groups

<b>HERO POINTS: 100 at the start of each term</b>
Every minor = minus 10
Every major = minus 20
In-School Suspension = minus 30
Suspension = minus 40

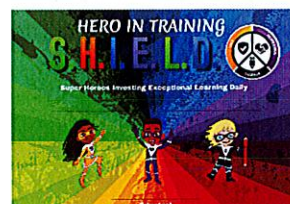
## Hero of the Week

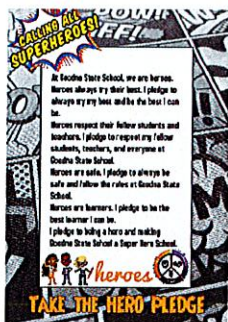
Hero of the Week is a weekly reward for each class to choose one person who has demonstrated the qualities of a hero (work/effort/behaviour). Reasons may be linked to the Hero token (HIT) reward system, learning assets, classroom curriculum and/or the fortnightly PBL focus. Each week, the spotlighted student will attend a *Principal's afternoon tea* on Thursdays.



## S.H.I.E.L.D Award

The S.H.I.E.L.D award is a class based award to recognise the group efforts of a whole class or group of students and is presented at regular times where appropriate. S.H.I.E.L.D stands for Super Heroes Investing Exceptional Learning Daily.





## Hero Pledge

The Hero Pledge is used on assembly and events to reinforce our Hero Culture.

## Attendance/Classroom Engagement

Attendance and engagement is expected at all times. Students should be *'in class, on time, every day'*.

## Learning Assets:

*Communication / Collaboration / Self-Management / Research / Thinking*

<p><b>Growing my Learning Assets</b></p> <p><b>I AM A THINKER</b></p> <p>I can think logically, creatively and reflectively.</p> <p>I think about <i>how</i> I use my thinking and have different strategies for making my thinking visible to others.</p> <p>I am open-minded and know that my thinking changes as I learn.</p> <p>I am open-minded, flexible and persistent</p>	<h1>LEARNING ASSETS</h1>	<p><b>Growing my Learning Assets</b></p> <p><b>I AM AN INQUIRER</b></p> <p>I ask questions.</p> <p>I am an adventurer — I love making discoveries and taking my thinking deeper.</p> <p>My skills and dispositions are my learning assets.</p> <p>The more I think about and practice <i>how</i> to learn – the better learner I become.</p> <p>My assets help me learn anywhere, any time.</p>	<p><b>Growing my Learning Assets</b></p> <p><b>I AM A COMMUNICATOR</b></p> <p>I can communicate ideas confidently in different ways and for different purposes.</p> <p>I listen thoughtfully to what others communicate to me.</p> <p>I willingly share my learning.</p> <p>I am confident, responsive and respectful</p>
<p><b>Growing my Learning Assets</b></p> <p><b>I AM A RESEARCHER</b></p> <p>I ask questions.</p> <p>I can locate and use a wide range of sources and techniques to investigate problems, issues and questions and take my learning into the unknown.</p> <p>I think critically about the information I gather and I am careful to acknowledge my sources.</p> <p>I am curious, courageous and critical</p>		<p><b>Growing my Learning Assets</b></p> <p><b>I AM A SELF-MANAGER</b></p> <p>I can learn independently and make wise decisions about my learning and behaviour.</p> <p>I know myself as a learner and can set and work towards personal goals.</p> <p>I can reflect on my learning and challenge myself.</p> <p>I am resilient, responsible and reflective</p>	<p><b>Growing my Learning Assets</b></p> <p><b>I AM A COLLABORATOR</b></p> <p>I can work with others on shared goals, questions and challenges.</p> <p>I know how to be a productive member of a team, and how to take on different roles.</p> <p>I can actively listen to and respect other people's ideas and opinions.</p> <p>I am empathic, compassionate and reliable</p>

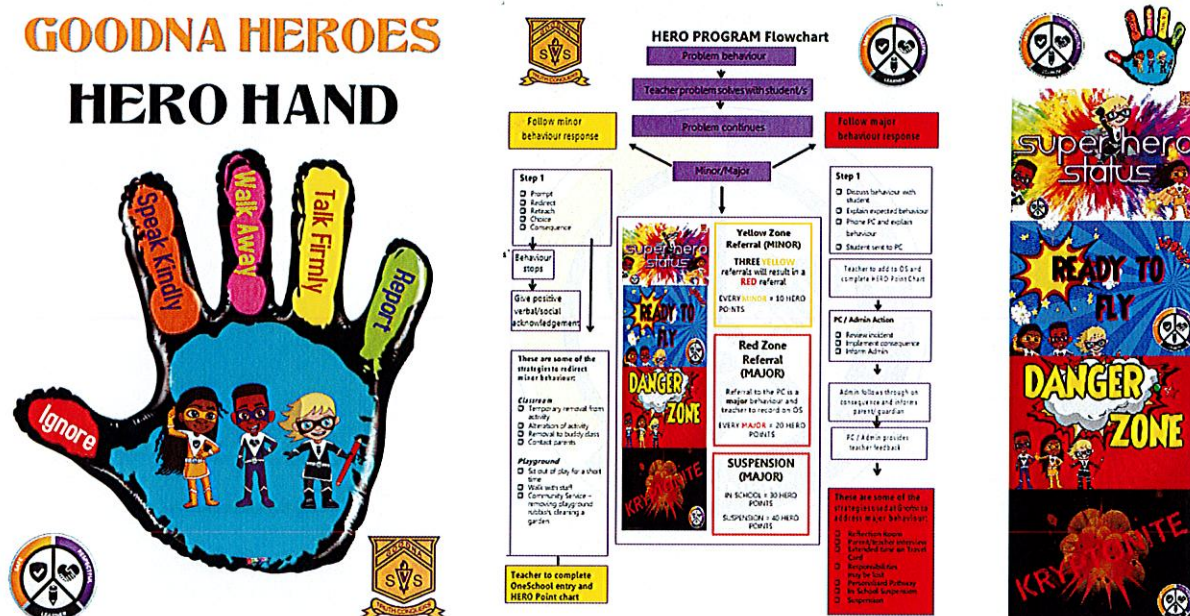
## Term 4 Showcase Awards

At the end of the school year, students are recognised for their outstanding achievement across all areas of schooling, including for academic, citizenship, class diligence, cultural, music and sporting successes and commitment.



### Re-directing low-level and infrequent problem behaviour

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more like a hero and keep the problem small. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community. We encourage students to use their HERO HAND. Students will also move up and down the HERO PROGRAM CHART (See appendix 6). Students are encouraged to be ethical bystanders showing hero qualities of standing up and telling someone that what they are saying or doing is wrong.



Each fortnight a small number of students are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Selected students (based on data and referrals) are presented at weekly behaviour case management meetings to be referred to the Travel Card check in/check out program on a term-by-term basis.

Separate supervised play options are available for specific students referred to behaviour case management meetings, or for students to self-refer. These options support positive engagement and social skilling in play based situations during break time.

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Goodna State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* meet fortnightly to discuss referrals and support required.

### **Consequences for unacceptable behaviour**

Goodna State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration

**Minor** problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying
  2. asks the student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.



**Major** behaviours result in an immediate referral to the behaviour support team, including relevant administration, because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member completes the OneSchool referral, which is followed up based on severity.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, loss of privilege, restitution, reflection room, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Student Support Team

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Support, referral for specialist behaviour services, suspension from school, Behaviour Improvement Conditions]
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition to be negotiated by administration and parents, or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Goodna State School makes systematic efforts to prevent problem student behaviour by focusing on students 'owning' their behaviour, keeping the problem small, taking responsibility to turn things around, and teaching and reinforcing expected behaviours on an ongoing basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent. It is also expected that behaviour incidents be recorded on OneSchool.

The following tables outline examples of minor and major problem behaviours:



I AM SAFE	Behaviour	Minor Definition (third minor referral of the same behaviour equals a major)	Examples	Non-examples	Major Definition (generally with the intent to cause harm)	Examples	Non-examples	Choice One School Category
		Threats to others	Low level verbal or physical interaction	Interaction as a by-stander or third party – e.g. standing over or relaying to another person a threatening message/language	Not intended as harmful or derogatory	Mild verbal or physical actions with the intent to intimidate or scare others or create fear.	Abusive and/or threatening language directed at staff and/or students Physically intimidating behaviour e.g. making threats to harm	Threats to others
I AM SAFE	Unsafe behaviour	Behaviours that cause physical harm to self or others	Rocking on chair Running on concrete Being out of bounds Lifting gates Spitting on the ground		Behaviours that endanger self or others at a high level mentally or physically.	Climbing on structures to an unsafe height Leaving the classroom – entering an out of bounds/unsafe area – roaming Using equipment unsafely e.g. inappropriate use of power points, fans Projectiles e.g. throwing objects Spitting that comes in contact with a person Tackling – tackling students to the ground Cyber bullying, inappropriate internet searches	Blowing raspberries Accidental spitting while someone is talking	Choice One School Category Verbal misconduct
	Substance Misconduct	Students bring illicit substances to school unknown to the school and without the intent to consume or pass on (age appropriateness)	Student brought the wrong bag An item is picked up without knowing what it is		Student misconduct of illicit substances with intent to consume or pass on or cause harm	Alcohol, tobacco, drugs, paint cans, aerosol cans Attending school seemingly under the influence of alcohol or a drug		Choice One School Category Substance Misconduct
	Possession of a prohibited item	Possess prohibited items deemed unsafe.	Mobile phones in accordance to school policy Possession of unsafe item without understanding	Found item with intent to hand in items brought to school for 'show and tell' without intent or understanding	Students possess on their person or in their bag an item which has been declared by the school as prohibited. Student is involved in a process of consuming (past, present), dealing or in possession of alcohol, drugs or paraphernalia	Permanent marker pens e.g. graffiti Knives Lighter Aerosol cans Any alcoholic products or illegal drugs, brought into the school grounds Misuse of prescribed/non-prescribed medication	Where a medical condition exists e.g. asthma puffer, cough lozenges Bringing a cultural item (which could be considered a weapon) to school for a curriculum task.	Possess prohibited items
	Fighting/ physical aggression	Inappropriate physical contact touching with the hands or feet which does not result in injury	Contact with another person through unsafe behaviour Barging into another person during play Pushing	Accidental contact with another person e.g. tripping into someone	Physical contact with intent or outcome of causing injury or potential harm to others Blow to the head	Hitting Punching Hitting using an object Kicking Actions using sharp/dangerous objects Biting Pulling hair		Physical Misconduct
I AM RESPECTFUL	Verbal Misconduct Lying	Inappropriate language  Lying	Use of 'Native Language' not directed at anyone Use of cultural slang/gestures  Student delivers message which is deliberately untrue.	Low level language such as (damn, bugger, shut up.)	Swearing directed towards others in a demeaning or provoking way or to cause harm Repeated intentional use of inappropriate language. Disrespectful messages/gestures include negative comments related to religion, race, gender, ethnicity, appearance, disabilities or other personal matters Verbalising an incident which is found to be blatantly untrue and affects the reputation of another student or staff member.	Repeated name calling and personal attacks about self, peers and family members Saying, "F.... you" Saying to an adult "F.... off"	Saying "stupid" or "this sucks" and it is not directed at others (consider age appropriateness)	Verbal Misconduct Lying
	Bullying/harassment	Students use inappropriate comments Exclusion or unwanted verbal or emotional advances causing upset to another	Name calling/teasing Intentional exclusion from activities Provoking behaviour – following others - making faces at a student's – invading personal space	Acceptable humour without malice e.g. - during a game, laughing at someone who misses/takes over then asks if they are ok	Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes with the intent to cause harm. (Disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities or other personal matters)	Repeated and/or escalating verbal abuse Inappropriate touching of others Sexual comments / pictures which are used to intimidate Verbal and physical threats to harm another person Repeated minor Becoming involved in an altercation without reason		Bullying/harassment



I AM RESPECTFUL	Behaviour	Minor Definition	Examples	Non-examples	Major Definition	Examples	Non-examples	Choice One School Category
		Defiance/Threats to adults	Refusal to follow direction or participate in program of instruction	Brief or low intensity failure to act on adult requests. Failure to adhere to school rules. Deliberately slow to respond. Refusal to follow instructions e.g. Talking back, snickering, eye rolling, arguing	Students who have difficulty maintaining focus due to medical needs. Students who have difficulty processing instructions	Constant / bold refusal to follow directions and/or rules combined with a negative attitude	Persistently yelling at an adult Leaving class without permission for extended periods of time Continuing to walk away when an adult addresses you Back chatting – (with mocking, abusive language) Repeatedly refusing to follow directions Failure to adhere to mobile phone policy	Defiance/Threats to adults
I AM RESPECTFUL	Dress code	Inappropriate uniform/dress that does not suit activity or agreed standards Student wears clothing that does not reflect safe practices.	Inappropriate clothing, jewelry and footwear Wearing non-sun safe clothing	Students lack of appropriate attire due to factors out of their control Wearing undershirts in winter	Students deliberately not wearing the school uniform as per the uniform policy (school based) or containing offensive content.	Wearing a shirt with an inappropriate text or message Wearing short skirts/shorts, sleeveless.	Not wearing school uniform due to circumstances out of their control, i.e. not having a jumper on a cold day, being unclean, parents inability to provide the clothing	Dress Code
	Non-compliant with routine	Brief or low intensity failure to follow routine. Failure to adhere to school rules.	Deliberately slow to respond. Incomplete work	Students have difficulty maintaining focus due to medical and education needs.	Repeated failure to follow routine Repeated failure to adhere to school rules.	Persistent refusal to follow instructions		Noncompliant with routine
	Property damage/vandalism/misconduct	Low-intensity misuse of property in a way in which it was not designed that does not cause physical harm or injury to one's self or others	Playing with staplers/scissors etc. Using school property for a purpose not intended but with no damage e.g. kicking furniture, breaking pencils, crayons, etc. Purposeful Littering (i.e. dropping rubbish, leaving rubbish)	Accidental dropping of lunch Rubbish as walking	Students participating in an activity that results in substantial destruction or disfigurement of property	Breaking classroom items with intent Throwing desks, chairs Throwing rocks, sticks at people and buildings Kicking/punching walls, doors or windows resulting in breaking or damaging the area Computer misuse Graffiti		Misconduct involving object
	Theft	Taking something that isn't yours	Taking another student's property without permission	Accidently taking another's property due to confusion as to its owner Entering with the other person's permission to acquire a tangible object.	The acquisition of other's property without permission and with intent to keep or cause harm	Entering an area with the intent to obtain an item (e.g. adults bag, store room, desk) Taking another's wallet Removing property from another's school bag e.g. taking money		Misconduct involving object
I AM A LEARNER	Disruption	Low intensity but inappropriate interference that takes away from the learning environment	Inappropriate, non-work-related comments Talking to friends Touching other people or their property Repeated noise – tapping pencils Throwing objects without intent – i.e. wads of paper, Playing with objects Casting out Leaving chair without permission Tapping on the classroom window/door	Unintentional dislocation of objects – dropping pencils, rubbers on the floor Not arriving with materials due to factors outside their control Students who have difficulty remaining still for periods of time due to medical needs	Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a period of time	Yelling/persistent calling out Turning over furniture Sustained loud talking Sustained out of seat behaviour Knocking over furniture Destruction of property	Disruption related to medical conditions Calling out answers to questions through enthusiasm	Disruption
	Late/Truancy	Out of class without permission	Late for class in the morning or after breaks. (may be reasonable doubt as to the validity of excuse).	Late because out of student control (e.g. in office, parents) Absence due to health reasons or reasons out of the individual's control	Repeatedly/constantly out of class without permission Unexplained absence's with or without parent's knowledge	Leaving school without permission Repeated failure to attend class Repeated lateness, early departures without permission Repeated absence from school without parent permission	Authorised cool down time At an official school appointment eg. Guidance Officer	Late/Truancy





# Legislative Delegations

## Legislation

These links relate to relevant legislation that inform the overall Student discipline procedure.

- [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

The disciplinary consequences model used at Goodna State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour



- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## **Focussed**

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## **Intensive**

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### Re-entry following suspension

Students who are suspended from Goodna State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### Arrangements

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



## **Structure**

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

Possible agenda:

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

## **Reasonable adjustments**

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

## School Policies

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

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

### Temporary removal of student property

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

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

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

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

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

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



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

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

## **Responsibilities**

### **State school staff at Goodna State School:**

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

### **Parents of students at Goodna State School:**

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

### **Students of Goodna State School:**

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

## **Use of mobile phones and other devices by students**

### **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 Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

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

Students must not bring valuable personal technology devices like smart watches, 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**

Mobile phones are not permitted to be kept by a student. All phones are to be handed to the school office during school hours via the payment window and collected at the end of the day.

### **Confiscation**

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

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

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

### **Recording voice and images**

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

We uphold the value of trust and the right to privacy at Goodna 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 and disharmony.



Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### **Recording private conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Special circumstances arrangement**

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



## **Preventing and responding to bullying**

### **School policy for preventing and responding to incidents of bullying (including cyberbullying)**

#### **Purpose**

Goodna State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Goodna State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

#### **Rationale**

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire

school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Goodna State School are an addition to our Positive Behaviour for Learning support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and being an Ethical Bystander and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

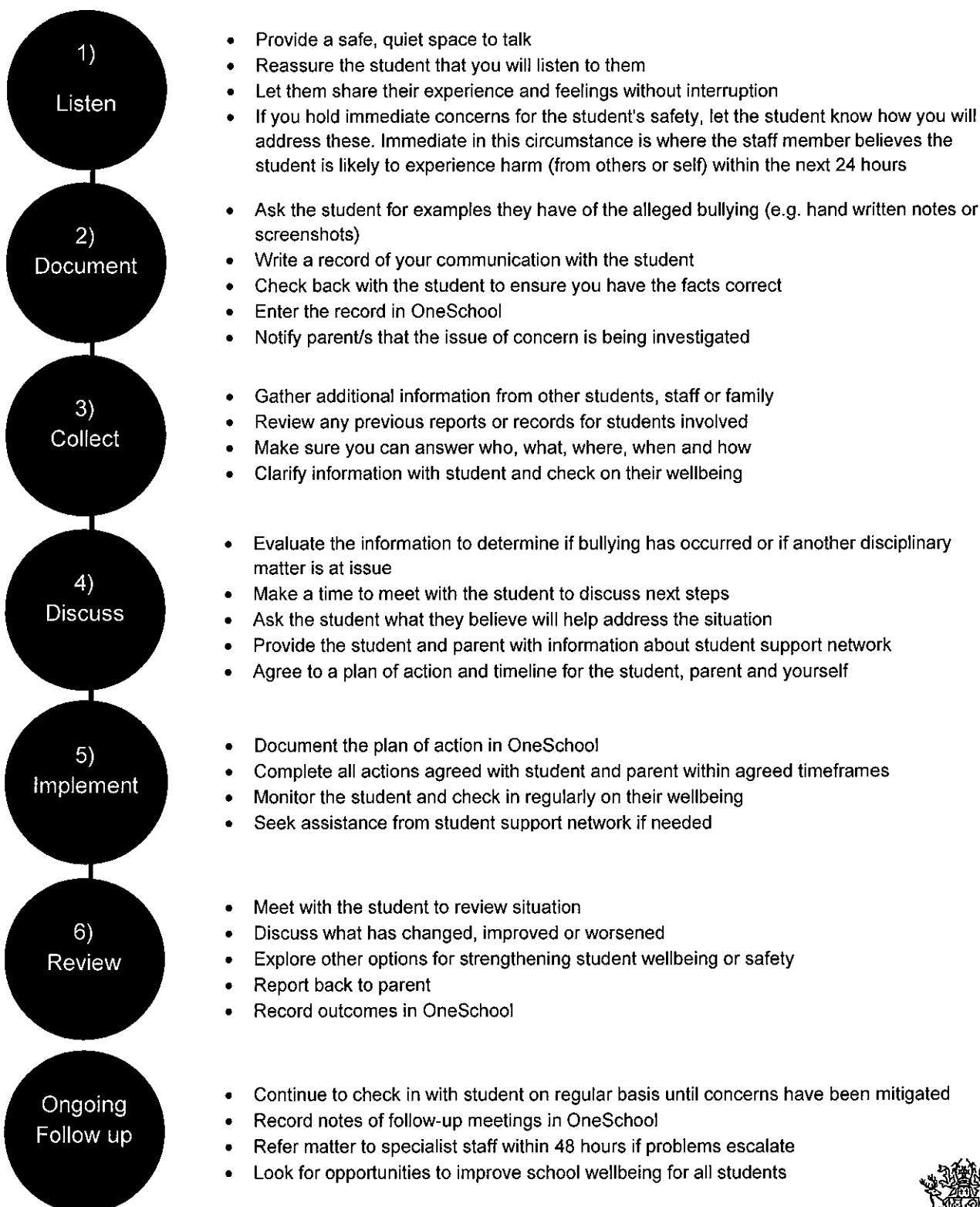


## Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation.

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

Prep to Year 6 – Class teacher and Deputy Principal



# 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](#).

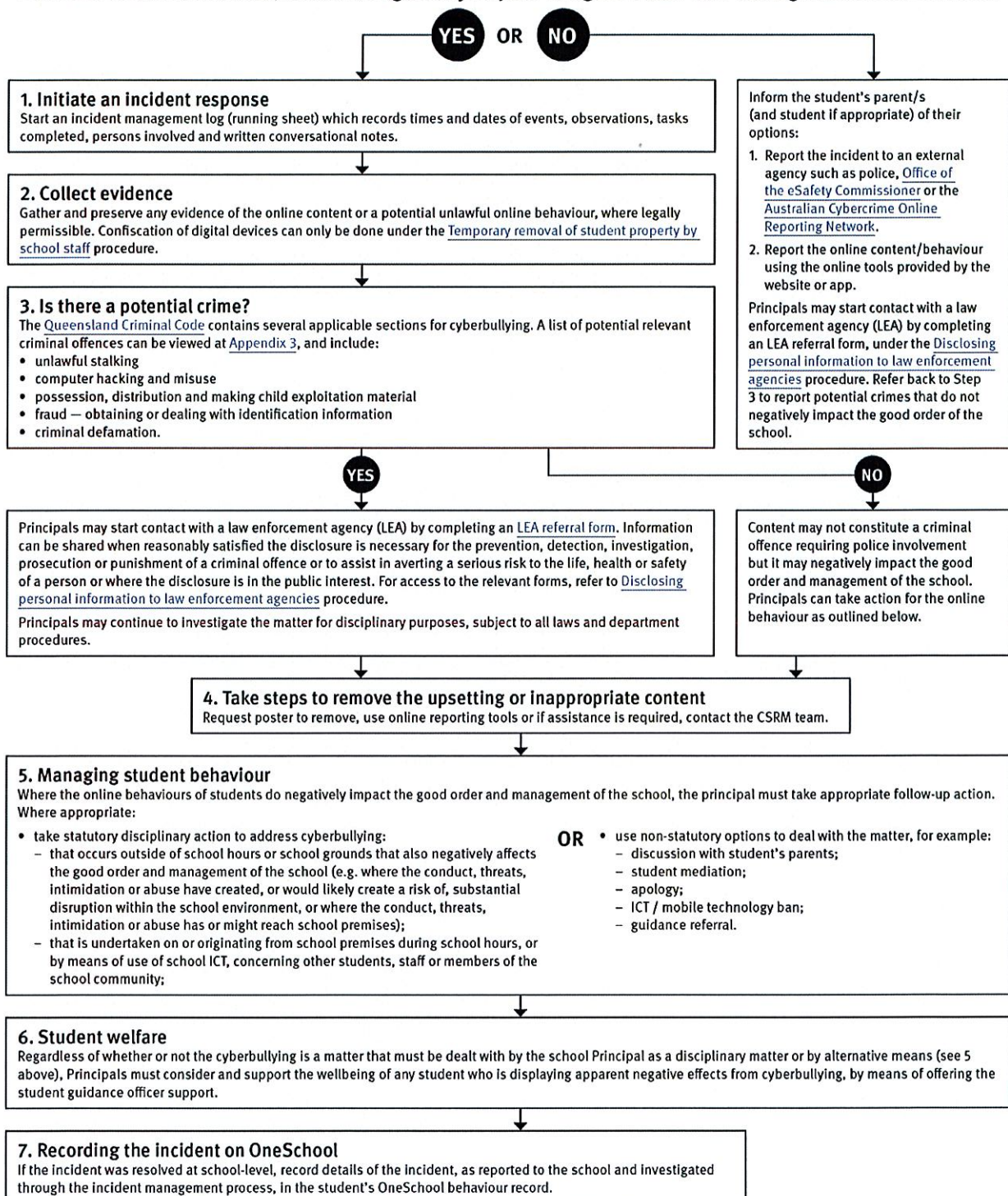
### Explicit images

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?



## **Appropriate use of social media**

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

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

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

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

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

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

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

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

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



## **Possible civil or criminal ramifications of online commentary**

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

## **What about other people's privacy?**

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

## **What if I encounter problem content?**

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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



## Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.



## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Goodna State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).



Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).