Malanda State School

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

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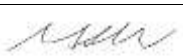
Principal Signature:	
Date:	15/01/2024

P&C President:	Phil Sly
P&C President Signature:	
Date:	15/01/2024

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Purpose

Malanda State School is committed to providing a safe, respectful and supportive learning environment for students, staff, parents and visitors.

This 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. This plan applies to all students while they are at school or engaged in school related activities, excursions or camps.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring high quality 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

Welcome to our *'positively remarkable'* school

An education at Malanda State School is the way school is meant to be, with very high community involvement, children come to school happily – ready to engage in modern teaching of the Australian Curriculum.

Our school has a proud history of high achievement in all areas – from our successes academically, musically and on the sporting field, to a culture which promotes learning – beyond what most schools can aspire to.

Our student body is a rich tapestry of cultures – with children travelling from all around the Southern Tablelands to us each day, not to mention the families who move into our catchment to engage in our community. Our students have access to well-maintained facilities with dedicated staff ensuring every child can achieve success, every day. We take the time to celebrate the successes of individuals – with our awards on parade, our Moolah celebrations and various other events across the year.

Malanda State School has three core expectations:

- We are SAFE
- We are RESPECTFUL
- We are LEARNERS

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. We have a proud tradition of working closely with our community, while engaging in best-practice teaching – We look forward to having you as a member of the Malanda Family.

Mark Allen – Principal

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P&C Statement of Support

As president of the Malanda State School P&C Committee, I am proud to support the Student Code of Conduct. The Malanda State School Student Code of Conduct allows for parents and carers to be involved in ensuring students of the school meet the set expectations.

We encourage all parents to familiarise themselves with the Malanda 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 Malanda 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.

Any parents who wish to discuss the Malanda 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 Malanda State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Phil Sly – P&C President

Learning and Behaviour Statement

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problemic behaviours and responding to unacceptable behaviours.

Positive Behaviour for Learning (PBL) and Pause are embedded in our school culture which are unpinned by our 3 main school rules – *We are Learners, We are Respectful and We are Safe*. This provides clear and consistent expectations of behaviour for our students to ensure a positive and productive learning and teaching environment is achieved.

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.

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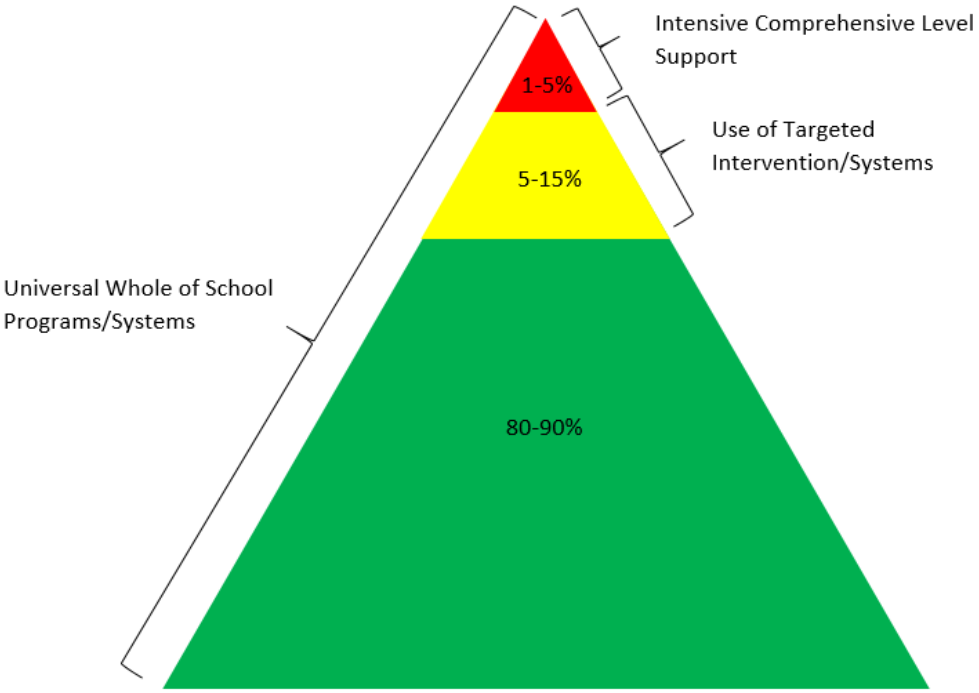
Multi-Tiered Systems of Support

Malanda 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 1

Tier 1: Prevention description

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.

Tier 1: Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to use a least-to-most-intrusive approach, therefore using low-level strategies (such as non-verbal redirections) for responding to minor problem behaviour, and more 'intrusive' strategies (such as time-out) for more serious infringements.

Tier 2

Tier 2: Prevention description

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.

Tier 2: Targeted behaviour support

Each year a small number of students at Malanda State School 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.

Malanda State School responds to students requiring additional support through the following processes:

- Teachers seek assistance from staff in Student Services, Deputy Principal and Principal to support students with targeted-level needs.
- Team approach to supporting students on targeted programs (e.g., involvement of parents/carers, school chaplain, teachers, Student Services Staff, Guidance Officer, Head of Inclusive Practices, Deputy Principal, Principal and other relevant stakeholders as required).
- Adjustments and support implemented to address individual students' needs e.g., curriculum tasks, routines, etc., and are recorded in an Individual Student Support and Adjustments Plan (ISSAP)
- Any plans created, need to be communicated with specialist staff.

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- Access appropriate support strategies such as:
  - *Social Skills* – small group intervention with Student Services Staff, Chaplain or external agencies. These sessions may focus on self and social awareness, relationship/friendship skills, resilience and responsible decision-making.
  - *Success Tracker* – A student success tracker may be used to set an achievable goal for the week. The behaviour the student demonstrates is reflected on the chart throughout the day. In consultation with parents/carers, a reward incentive (preferably from home) is provided should they achieve their goal. The success tracker goes home daily.

  - *How was my day card* – Two to three targeted goals are listed on the card which are filled out by the teacher and sent home to inform the parent/carer about how their child went each day. The teacher may also elect to write a message home on the back.

  - *Tick Chart* – A specific goal is listed on the tick chart and is designed to acknowledge the student every time they achieve the targeted goal. The teacher will tick a box for each time the student achieves the goal. Once the strip is complete, the student receives their reward/acknowledgement.

  - *Playground Support Plans* – The purpose of the plan is to support the student to interact with others in a safe, respectful manner at lunch times with teacher supervision in close proximity. Plans can be initiated as support or they can be created in response to 3 visits to OOP within a 5-week period. In consultation with the student, activities/areas are listed on the plan for each school day. The student must follow the plan and is able to take a friend to the designated activity. The student takes the plan with them to the activity and the supervising staff member will sign and may write a brief comment about the student. The plans are reviewed weekly.

  - *Self Check In* – This can be used as a well-being check for learning or play environments. It is to encourage students to follow processes such as incident reporting. Check in is monitored and followed up by class teacher.

  - *Check In & Connect* – Student Services Team staff meet with selected students between 8:30-8:55 every morning in the PI room. Students are identified through attendance data, the referral process and in discussion through our Student Services Team meeting. The support:
    - tracks attendance
    - checks on wellbeing using zones of regulation resources
    - provides basic needs as required
    - proactively helps to identify factors that might put a student at risk of not attending school
  - *Strategy cards* – These may include:
    - conflict resolution strategies (high five, bullying no way)
    - self-regulation strategies (PAUSE process, zones of regulation
    - how big is my problem
    - internal weather
    - preferred activities
    - photos of a loved one

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- *I need a break card* – These cards are only provided by PI staff. They give the student a way to ask for a short-supported break to safely 'walk away' from a conflict or emotional situation during learning time. The student must show the card to the teacher and be given permission to use it.

- If a strategy is implemented, parent/carer contact is made to discuss:
  - the purpose of the support strategy
  - how it is implemented and ongoing monitoring
  - daily/weekly expectations (student behaviour, teacher and parent/carer role to ensure successful implementation of the strategy and student acknowledgment of meeting goals)
  - how the student's data is used to evaluate and exit from targeted support programs

Students who require ongoing Tier 2 behavioural intervention are referred to the Student Services Team to discuss Tier 3 intervention options. The Student Services Referral system is Malanda State School's structure for identifying and catering to students in need. By maximising the learning outcomes and wellbeing of all students we ensure equitable access to education for all.

Tier 3:

Tier 3: Prevention description

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 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.

Tier 3: Intensive behaviour support

Malanda 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 Student Services Team:

- works with other staff members to develop appropriate behaviour support strategies;

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- monitors the impact of support for individual students through data collection;
- makes adjustments as required for the student;
- works with the Guidance Officer, parents/guardians and the student; and
- may access professional input from external agencies.

Whole School Approach to Discipline

Malanda 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 Malanda State School we believe discipline is about opportunities to re-teach desired behaviours. Our belief is that student behaviour is 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.

The development of the Malanda 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 enrouaged to speak with their child's class teacher.

PBL and Pause

Malanda State School endorses two whole school approaches intended to promote and support appropriate behaviours and wellbeing for all members of our school community – Positive Behaviour for Learning (PBL) and Pause.

A PBL or Pause foci is explicitly taught in all classrooms each Monday with the skills also referred to on weekly parade and the school Facebook page. Teachers may choose to teach a particular focus skill if there is a need in that area. The weekly lesson foci rotate between pre-selected PBL lessons, pre-selected Pause lessons (vital for self-regulation) and PBL lessons determined throughout the year by current OneSchool data. This data is used to reflect on whole school systems, their effectiveness, cohort groups, individual class groups as well as individual student needs. This data guides us to improve deficit areas of current systems, provides direction for re-teaching of social skills and expectations relating to **learning, safety and respect** in our school environment. With the ultimate goal of learning always in view, it is recognised that to learn, a child must be socially and emotionally capable of self-regulation. Our program aims to provide students with a toolbox of strategies

and skills to keep them balanced and therefore best able to learn. Teachers also have a toolbox of strategies for being proactive rather than reactive.

PBL – Effective Classroom Management

Malanda State School has a culture of care and high expectations for all students. Staff endeavour to:

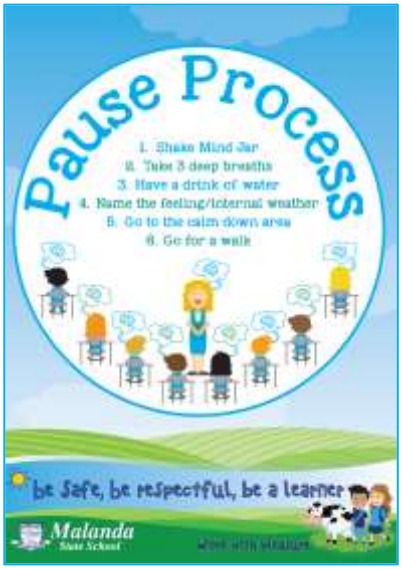
- build effective relationships with each student.
- set positive classroom learning tone
- establish an atmosphere of high expectations
- ensure that each student feels valued and respected.
- engage each student in their progress towards their learning goals
- have a high standard of display which includes:
  - school rules: *we are safe, we are respectful & we are learners*
  - behaviour management process: *Learning Time & Break Time*
  - prosocial behaviour: *High 5, Pause Process, sports rules, being a good friend and Dream Work Goals*
  - weekly PBL/Pause social skill focus

Pause

The Pause program teaches the students the skills to emotionally self-regulate their own behaviour as well as gain the knowledge of the neuroscience of the brain, specifically the three key parts of the brain (Prefrontal Cortex, Amygdala and Hippocampus).

The program:

- is designed to deliver improvements in teacher wellbeing as a direct result of students being able to emotionally self-regulate their behaviour
- is implemented through processes which involve staff, students' and parents learning about Neuroscience, Mindfulness and Positive Education
- is implemented and supported by a set of lessons delivered in a similar manner to the lessons associated with the Department of Education Positive Behaviour for Learning (PBL)
- teaches the three key parts of the brain that are responsible for thinking, emotions and long term memory
- encourages self-regulation by taking notice and acting on the signals received from our brain in a positive way
- improves both teachers and students wellbeing by learning about and using the knowledge of neuroscience and mindfulness strategies in our daily lives



- Pause was created by teacher, Wendy Fox in 2018 when she was based at Malanda State School.

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PBL Expectations

Our school uses the Positive Behaviour Matrix in all settings and is visible throughout our school and classrooms.

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Prosocial Behaviour System: High 5!

Students are explicitly taught the High Five and are strongly encouraged to use these strategies when dealing with conflict.

1. Talk Friendly

- Use a calm voice
- Maintain eye contact
- Maintain confident body language
- Use "I" statements e.g. "I feel upset when you don't speak nicely to me"
- Maintain relatively close body proximity

2. Talk Firmly

- Use assertive voice, slightly raised
- Tell them to stop
- Restate your "I" statement e.g. "Do not speak to me like that thanks"

3. Ignore/Walk Away

Ignore:

- Pretend you did not hear it
- Do not make eye contact
- Maintain positive body posture (calm, confident)
- Think positive self-esteem statements
- Count to five in your head slowly
- Take deep breaths

Walk Away:

- Stand tall, head up high
- Mouth closed
- Look confident
- Do not use eye contact
- Walk towards a safe zone: duty teacher
- Do not look back
- Walk confidently, do not run

4. Warn

- Tell the person you are going to report the incident to a staff member

5. Report

- Walk away and tell a staff member
- Go to a safe area
- Bystanders should support and report
- Students should be able to give the exact facts to the teacher

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Reinforcing Expected Student Behaviour

At Malanda 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 school-wide formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. Positive behaviour may be recorded on OneSchool.

Moolah

- Individual Moolah: may be distributed to students at any time throughout a school day by any staff member.
- Whole Class Moolah: can be given by any staff at any time when a class is showing exemplary behaviour – e.g., walking in line, working on an activity in class, showing kindness

Dream Work

Students are positively acknowledged throughout the term as their class reaches Dream Work goals.
At the start of each term, classes choose 3 target activities. As a class reaches their target, all students participate in the activity. Poster to be displayed in the classroom.

Classes are able to participate in their chosen activities as their class reaches each of their targets:

- Bronze = 50 Moolah
- Silver = 100 Moolah
- Gold = 150 Moolah

Moolah points:

- individually (10 = 1 point)
- whole class (1 = 1 point)

Star Student

Class teachers to select at least one student per week to be presented with a certificate at parade.

Positive Postcards

Postcards are sent home to parents as a way of acknowledging student achievement, success, effort and hard work.

Positive Phone Calls/Text Messages/Emails

Teachers regularly acknowledge student success through the means of a positive phone call, text message or email home to parents/guardians.

- ❖ Teachers may choose to award a star student certificate, send a positive postcard or make a positive communication to family for any student who achieves/demonstrates:
  - Academic success – e.g. moves up reading levels/sight words, produces quality work (assessment piece/daily writing), completing homework or mastering a mathematics concept
  - PBL – demonstrates focus behaviour
  - PAUSE – models PAUSE behaviours (paying attention, self-calming/self-control, self-care and caring for others)

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- Citizenship – e.g. being a good friend, helpful, respectful to others, being organised, community work
- Representing the school

Gratitude Cards

Staff are encouraged to write a letter of gratitude to colleagues, community members and visitors for any random acts of kindness and positive contributions to our school.

**Disclaimer:*

If the risk of the student participating in an activity/excursion is deemed too high, the student will be ineligible to attend.

- *If a child **is at risk of being withdrawn** from attending Camps/Excursions, Extra-curricular, Musical, Representative/School Sporting and Language activities, a discussion with the student and parent should occur as early as possible with contact recorded on OneSchool. HoIP, PI Teacher, DP and Principal to be included in the contact.*

Inter-school, District and Regional Sport:

Only students who are meeting or exceeding our student learning, behaviour and attendance expectations will be eligible to participate in Inter-school Sport or attend District/Regional Sporting Trials.

Attendance – *Be Cool, Be at School*

- 'Be Cool, Be at School – every child, every day' is our attendance mantra at Malanda. We value the progress of all students, with school attendance being one of the key components contributing to student success. Our goal is that students attend 95% or more, which is a very achievable target, allowing students to be absent for up to 10 school days in case of sickness or appointments. It is imperative that we monitor and encourage attendance actively, as a whole-school community approach is a critical driver of success.
- *The Attendance Flowchart is used to monitor student attendance with any concerns regarding individual students followed up in line with the Department of Education's* **Managing student absences and enforcing enrolment and attendance at state schools procedure**

If your child misses….	That equals….	Which is…..	And over 13 years of schooling that's...	Which is equal to finishing in
1 day per fortnight	20 Days per year	4 weeks per year	Nearly **1.5 years**	Equal to finishing in grade 11
1 day per week	40 Days per year	8 weeks per year	Over **2.5 years**	Equal to finishing in grade 10
2 days per week	80 Days per year	16 weeks per year	Over **5 years**	Equal to finishing in grade 7

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Cool Student Activities

- Each day before school and at both play breaks, students have the opportunity to attend a number of activities in a fun and supported manner. Some of these activities include sports games, robotics, gardening and chess.
- Family Time @ The Yum Tum Garden occurs on Tuesday mornings, Bike Bus operates on Wednesday mornings and Scooter Bus operates on Friday mornings (weather permitting).
- Selected students who excel or have a keen interest in the areas of art, music and technology, are invited to be involved in clubs, which meet weekly. Student Council, VEX Robotics and MSS Dance Crew are some examples of what's available for students.

Playground Buddies

Each term, students from Year 4-6 can elect to be rostered to support safe, respectful play in the junior school areas. Students can sign this off towards their student leadership community service.

Toys

'Your toys and balls are too cool to be at school' and students should be discouraged from bringing them to school. This includes balls, as sports tubs are available each day with equipment available for students to use. This is to avoid toys being broken/lost/stolen and/or friendship issues arising. Any toys that find their way to school or are required to be brought in for 'show and tell', will be given to the teacher to put away to collect at the end of the day or when required. Staff cannot assume responsibility for any loss or breakage.

Awards – Year 6 Transition Ceremony

- Crowther Most Improved Award – This award is given to one student across the Year 6 cohort who has made a significant personal improvement during Year 6 in his or her academic performance. However, the decision is not based on marks alone. There must be accompanying progress in social behaviour, cooperation with teachers and other students, completion of homework, study habits and general attitude.
- School/Community Awards (Year 6 students) – These awards recognise a student's contribution to the school as well as being involved in community-minded projects. Students who obtain the target, will receive a medallion at the Transition Ceremony to recognise students' contributions to both of these important elements of society
- Bega All Rounder Award – This award is presented to a Year 6 student who demonstrates passion and excitement for new ideas and opportunities and are a positive influence amongst their peers and within their community.

Presented at a parade in Term 4

- McKinnon Family Shield – The McKinnon Family Shield is awarded to a student who always does their very best whilst overcoming any form of adversity.

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Awards – Celebrating Success at End of Year Parade

At the end of each school year, teachers will present the following awards to worthy recipients at a special parade. The Academic Excellence, Academic Endeavour and Citizenship recipients will receive a certificate and a book.

Academic Excellence (Year 4 – Year 6):

Definition: Students who achieve an 'A' on their Semester 2 Report Card for English, Mathematics and one other subject area.
Criteria: Semester 2 Report Cards.
 # Disclaimer: If a class has no 'A' standard student/s then the teacher may elect two (2) recipients for the Academic Endeavour award.

Academic Endeavour (Year 4 – Year 6):

Definition: The most improved student(s) who displays excellent effort and consistently tries their best.
Criteria: Malanda State School Effort Rating Criteria
 # Disclaimer: Class Teachers can elect 1-2 recipients of this award.

A *Year 1-2: Very High* *Years 3-6: Excellent*
The student is a model learner, demonstrating personal commitment, persistence and adaptability
☐ Be punctual
☐ Be prepared and organised – e.g., learning materials and toilet/drink breaks at the right time
☐ Demonstrate active listening
☐ Participate and contribute to class discussions and activities
☐ Start task promptly
☐ Present bookwork neatly
☐ Give all tasks a 'red, hot, go!'
☐ Persist and focus on my own learning
☐ Ask for assistance (if required)
☐ Accept support and assistance (if required)
☐ Review own work for accuracy when finished
☐ Accept feedback
☐ Set achievable academic goals

A *Year 1-2: Very High* *Years 3-6: Excellent*
The student always demonstrates positive learning behaviours and models the discipline expectations set out in the Student Code of Conduct
☐ Follow school expectations before and after school (bus, kiss and go, bike, etc.)
☐ Be in the right place at the right time and be ready to learn
☐ Move safely, quietly and orderly around the school at all times including transitions
☐ Line up quietly and wait for your teacher
☐ Enter and exit rooms in an orderly way
☐ Follow instructions
☐ Allow others to learn
☐ Use respectful manners and be polite
☐ Be honest
☐ Be a good friend by sharing, taking turns, encouraging others and including others
☐ Use classroom/playground equipment for its intended purpose
☐ Play school approved games according to the rules
☐ Wear correct school uniform at all times
☐ Be safe by keeping hands, feet, mouth and objects to self
☐ Keep self and others safe, clean and healthy (SunSmart hat, shoes on, hygiene)
☐ Place things where they belong including personal belongings
☐ Look after property – mine, others' and school
☐ Store electronic devices at the office
☐ Keep ICT log ins and passwords private
☐ Keep our school clean and tidy
☐ Follow the school's Litter Sustainability Program
☐ Use PAUSE behaviours
☐ Resolve problems by using the High-Five
☐ Accept responsibility for own actions
☐ Accept consequences

Citizenship Award (Year 4 – Year 6):

Definition: At school, students are routinely taught the importance of being good citizens. Classroom Teachers will choose a student who stands out by helping others, getting involved in school/class projects, great ambassadors when representing our school and are exceptional role models for others.
Criteria: Based on teacher/staff observations, using Malanda State School Behaviour Achievement Matrix and participation in school-based events.

The citizenship award is presented to a student who:

- has a positive attitude in and out of the classroom environment
- shows respect to others - students and adults
- consistently meets school expectations for behaviour
- participates in community service
- gives everything a 'red, hot, go!'

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Encouragement Award (Year 4 – Year 6):
Definition: Students who have achieved success with their learning and social interactions with others despite their personal circumstances.
Criteria: Chosen by Head of Inclusive Practices.

Tablelands Regional Sport Representative: Recipients will be awarded a certificate.
Criteria: Students have represented Tablelands Regional Sport in any sport.

Peninsula School Sport Representative: Recipients will be awarded a certificate.
Criteria: Students have represented Peninsula School Sport in any sport.

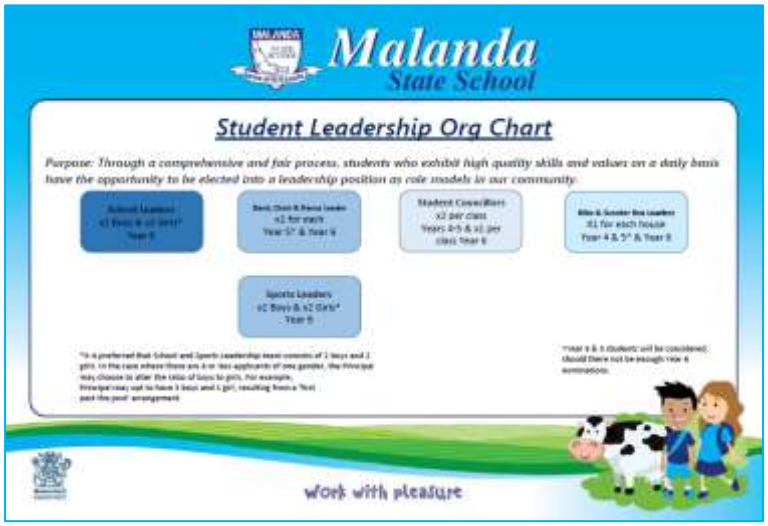
Queensland School Sport Representative: Recipients will be awarded a certificate and a silver model.
Criteria: Students have represented Queensland School Sport in any sport.

Musician of the Year Award: Recipients will be awarded a certificate and a book.
Criteria: The Music Teacher/Instrumental Music Teacher will choose the recipient of this award based on improvement throughout the year, attendance at Instrumental Music lessons, participation in band and extension activities, and outstanding musical achievement.

Japanese Award: Recipients will be awarded a certificate.
Criteria: The Japanese Teacher will choose a Year 5 and a Year 6 recipient of this award based on excellent effort and achievement throughout the year, and has represented Malanda State School at a Languages event.

Student Leadership Process

At Malanda State School, we have many opportunities for students to participate as School Leaders. Students must participate in at least five (5) school/community activities in order to nominate for any position. All positions have a Specific Role Description and score card. Students are provided with a guide of what should be included in a speech should the position require one to be delivered. A Student Leader Agreement is signed by the student and their parents/carers should they be elected into a position.



Parents and Community Code of Conduct

The Parent and Community Code of Conduct describes the ways in which parents, carers and visitors should conduct themselves while on Queensland state school grounds, at school activities, and when interacting with others in the school community.

Department of Education

Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents[1] and other members of our diverse community into schools across Queensland.

Working together with their school community[2], school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy.	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

[1]The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

[2]The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

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Consideration of Individual Circumstances

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

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

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

Student Wellbeing

Malanda State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to first contact their child's class teacher with a clear purpose (preferably by email) to make a time to address any queries. If required, the class teacher will then follow up with relevant support staff to assist further with the matter.

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.

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Respectful Relationships

Everyone has the right to be respected, feel valued and be treated equally. We all have a role to play in fostering respect.

Respect gives students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making.

All Queensland state schools are required to provide health and wellbeing education, including *respectful relationships education*, as part of the delivery of the Australian Curriculum and/or as part of the school's pastoral care program. *Respectful relationships education* aims to teach students how to develop behaviours and attitudes that promote healthy, safe and respectful relationships.

The *Respect Program*, previously called the *Respectful Relationships Education Program*, was developed by the Queensland Government and is a preventative measure which aims to positively influence student behaviour and attitudes to prevent social issues. The Prep to Year 10 component of the *Respect Program* is aligned to the Australian Curriculum: Health and Physical Education. The Curriculum into the Classroom (C2C) resources for Health and Physical Education Prep to Year 10 have been developed from the Australian Curriculum to help teachers deliver valuable learning experiences on respectful relationships, self-respect and gender equality.

What students will learn in the *Respect Program:*

Prep to Year 2

Students develop the capacity to understand and self-regulate their emotions in ways that account for their feelings and the feelings of others. They also develop skills to initiate social interactions.

The content explores the people who are important to these young students and develops their capacity to initiate and maintain respectful relationships in different contexts, including at school, at home and in the classroom. Students explore their own sense of self and the factors that contribute to and influence their identities. They learn about emotions and how to enhance their interactions with others as they grow older, including seeking, giving and denying permission (consent).

Years 3 to 6

The *Respect Progra*m's focus broadens to include the knowledge, understanding and skills required to support students' wellbeing and that of their family and friends. Personal and social skills take on an increasing importance as they look to family, peers and the community for role models. Students begin to explore personal and social factors that support and contribute to their identities, and assist in the management of emotional responses in a range of situations over time. Students develop knowledge, understanding and skills that help them build and maintain respectful relationships, including seeking, giving and denying permission (consent).

What does this mean for our school?

All students will be learning about respectful relationships using the *Respect Program* mainly during their scheduled Health and Physical Education lessons, and as well as other times during a school day where required. If you seek further information about this curriculum program, please visit the Respectful Relationships Education Hub.

There may be elements of this program that may require your child or yourself to seek further support. We have support options available through our Student Services Team here at Malanda State School. The Learning Place also has a range of support services available to families should the need arise.

We look forward to working with our school community to build a strong culture of respect, where everyone feels valued, safe and treated equally.

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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

Malanda 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

Malanda State School requires parent/carer 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, parents/carers are required to contact the administration staff to arrange the completition of relevant documentation.

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.

Mental Health

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

Drug Education and Intervention

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

Individual Student Crisis Management

Malanda State School staff follow school referral pathways when they notice warning signs in a student, which may suggest wellbeing concerns, mental health difficulties or evidence of self-harm. Staff access support from the school Guidance Officer, Senior Guidance Officer or Principal.
Individual students are supported through documented support plans, community partnerships with external agencies and case management involving regular review of plans.

When dealing with an emergent crisis, where there is an imminent threat to the safety of the student, schools follow emergency processes and call 000, and where necessary provide first aid.

Where a critical incident results in the death of a student, Malanda State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to school staff and students.

Student Support Network

Malanda State School is proud to have a comprehensive Student Services 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 Malanda 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 administration to make an appointment with the relevant staff member.

Role	What they do
Principal	• Oversees the operation of the whole school including systems and policies
Deputy Principal	• Student Services Team Leader • Student Behaviour • External Agency Support • Part-time Educational Programs • Case Team & Re-entry Meetings • Complex Case Management
Guidance Officer	• Advise teachers and parents about educational, behavioural, wellbeing and personal challenges • Individual and small group support: counselling, mediation, skill development • Paediatric Case Conferencing • Case management between schools, parents and external agencies and health providers • Complex Case Management • Gather information through many sources: interviews with parents, observations, individual sessions, assessment • Psychoeducational assessment and recommendations for student learning needs • Work collaboratively with other Department of Education specialists and external specialists to determine appropriate supports for students
Head of Inclusive Practices	• Student Support Referrals • Individual Curriculum Plans (ICP) • NCCD • Coordinates Specialist Services/Allied Health/Clinics • Kindy / High School Transition • Part-time Educational Programs • Complex Case Management
Social Worker	• Psychosocial assessments • Counselling • Capability building • Small group intervention • Critical Incident Management
Prosocial Intervention Teacher / Teacher Aide	• PBL/Pause Co-ordinator • Student Behaviour • Social Skills • Attendance • Student Leadership • Cool Student Activities • Case Management
School Chaplain	• Wellbeing and social skills support to students, staff and families • Breaky Club Co-ordinator

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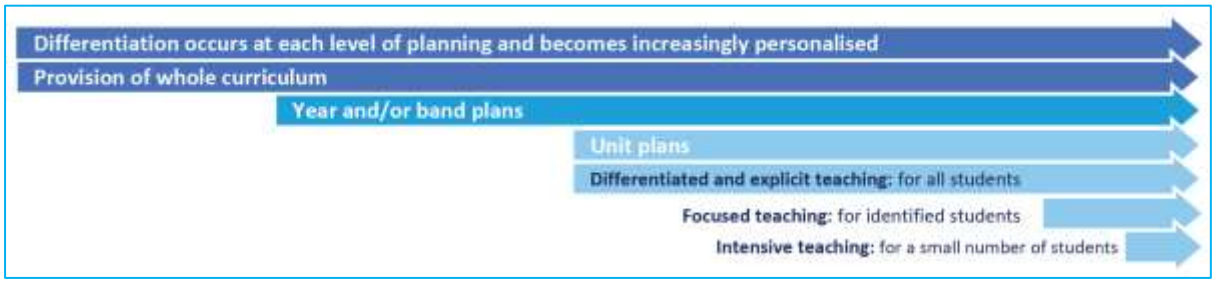
It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers, Senior Guidance Officers and Queensland Police Service through our Adopt-A-Cop. For more information about these services and their roles, please contact administration.

Differentiated and Explicit Teaching

Malanda 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 thes e behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Malanda 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.

Every classroom in our school uses the PBL Expectations Matrix as a basis for developing their behaviour standards. Our staff explicitely teach all students the expectations.

Legislative Delegations

Legislation

In this section of the Malanda State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- *Anti-Discrimination Act 1991 (Qld)*
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *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)
- *Work Health and Safety Act 2011* (Qld)
- *WorkHealth and Safety Regulations 2011* (Cwth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General’s delegations
- Education (General Provisions) Act 2006 Minister’s delegations
- Education (General Provisions) Act 2006 Director-General’s authorisations
- Education (General Provisions) Regulation 2006 Minister’s delegations
- Education (General Provisions) Regulation 2017 Director-General’s delegations

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Disciplinary Consequences

The disciplinary consequences model used at Malanda 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, conferences 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. A small number of our 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 – Dream Work

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- Redirection
- Low voice and tone for individual instructions
- Give ‘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
- Support Class / Prosocial Intervention Room / Office
- Out of play

Focussed

Class teacher is supported by Student Services 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
- Moolah
- Success Tracker, How was my day card?, Tick chart, Playground Support Plan
- Check in and Connect
- Self-check in
- Out of play
- Counselling and guidance support
- Teacher coaching and debriefing
- Referral to Student Services Team for based problem solving
- Case Team meeting with parents/carers, school staff and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex Case Management and review
- Case Team meeting with parents/carers, school staff 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)

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- 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 Malanda 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 schools 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 Malanda 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/carers, back to the 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 email. Re-entry meetings are short, taking less than 10-15 minutes.

A record of the meeting taken on the Re-entry Meeting template and is saved in *OneSchool*, under the *Contact and Action (in Behaviour)* tab.

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Structure
The structure of the re-entry meeting should follow a set agenda. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Agenda generally includes:
- Welcome back to school
- Check in on student wellbeing
- Re-iterating school rules and expectations
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up (if required)
- 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, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Malanda 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 Malanda 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)
- e-cigarettes, pod vapes, vape pens, box mods and vaporizers
- 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 Malanda 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/Carers of students at Malanda 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 Malanda State School 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 Malanda 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 Malanda 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

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Personal technology devices include, but are not limited to, games devices (such as Portable gaming devices, watches, laptop computers, 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.

Malanda State School accepts that parents may give their child a mobile phone as a safety measure to contact them as they commute to and from school (e.g. bus, walk)

Personal technology devices and etiquette at Malanda State School

Students of Malanda State School are discouraged from bringing mobile phones or electronic devices to school as they can distract from quality learning activities. Parents/carers or families can contact their children directly through the School Administration Office.

If personal technology devices (including mobile phones and watches with cameras) must be bought to school, the child is held solely responsible for its safekeeping and must abide by the following rules:

- Upon arrival at school, the student must immediately drop off their technology device to the office for safe keeping during the school day
- Students are not permitted to carry their mobile phone on them, unless prior approval from the Principal (e.g. medical condition)
- They must be clearly marked with the student's name
- The student is to collect their device from the office at 3pm each afternoon
- Students must be courteous, considerate and respectful of others when using a device

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- Students must not use their device to send harassing or threatening messages
- Students who catch the bus home from school, must keep their device in their schoolbag until they are seated on the bus. Devices are not to be used in the bus lines

It is **unacceptable** for students at Malanda State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in school hours
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

When using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Malanda State School's Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
    - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
    - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
    - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

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Confiscation

Permitted personal technology devices (gaming devices, mobile telephones, watches, iPods and devices of a similar nature) used contrary to this policy on school premises may be confiscated by school staff. They will be made available for collection from the school office at the end of the 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.
Special Circumstances Arrangement

Students who require the use of a device in circumstances that would contravene this police (e.g. the device is used to assist with a medical condition or other disability or for a special project) should negotiate a special arrangement with the Principal.

Preventing and responding to bullying

Malanda State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Malanda State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.
Our school supports 'The National Day of Action Against Bullying and Violence' each year.

Malanda State School - Bullying response flowchart for teachers

The following flowchart explains the actions Malanda State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

Cyberbullying is treated at Malanda State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents/carers who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents/carers and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Malanda State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

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Malanda State School - 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.

Report
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.

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Malanda State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Malanda State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include an alternative school based consequence in a non-classroom setting, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from 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 Malanda 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.

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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 where this 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
- 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

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Conclusion

Malanda 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.
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.

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 deciions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet

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