



Shailer Park State High School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education

State Schools Strategy 2020-2024

Purpose

Shailer Park State High School believes that a student's educational outcomes are maximised when they are provided a safe and supportive learning environment. A safe, respectful and calm environment is required to allow the big plans and bold aspirations of every student to be realised.

The Shailer Park State High School Student Code of Conduct sets out the approach, the responsibilities and the processes we use in our school to promote a productive, effective whole school approach to behaviour development and empowered engagement.

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

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Date *20.1.2021*

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Principal's Foreword

Shailer Park State High School is a progressive campus whose shared vision is Lifting Aspirations through Big Plans and Bold Ambitions for a bright future. We support students to become Future Ready Learners who are able to achieve a personal pathway to success. Through excellent teaching practices, high expectations and a supportive and nurturing educational community, a tradition of excellence and belonging has been created and is being maintained by our staff, students and broader community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Our Vision for Learning drives our teaching and learning practices and the decisions we make. The school community has identified effective learners are:

Resilient

Reflective

Resourceful

Relational

These values, the 4Rs, are the foundation of our Student Code of Conduct, with the aim of shaping and building the skills and dispositions of all our students to be confident, self-disciplined and kind young people. Our staff believe that communication and positive connections with other people are the most valuable skills our communities need now and into the future.

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

The Student Code of Conduct provides a clear explanation of what we expect from students and how we will support them to meet those expectations. This plan is underpinned by the National Framework for Values Education in Australian Schools. It was developed after lengthy consultation with key members of the school community.

Our school is committed to developing Future Ready Learners through partnerships, our people and our place. Our culture is one of inclusion and belonging, that empowers students to live a life of choice. This vision is enacted through the following *beliefs* which support the teaching of expected behaviours to grow our learners.

1. It is reasonable to have high expectations of our students and that they will, at all times, act in a manner that will bring credit to themselves, their families and the school.
2. Behaviour is learned and that when behaviour is inappropriate, new behaviours can replace old.
3. Behaviour development should be taught and aims to promote self-regulation, self-discipline and prevent negative behaviours.
4. Individuals are responsible for their behaviours and are capable of problem solving to “make it right”. Therefore, our preferred model for behavioural consequences is based upon restoration and restitution where possible.
5. Early intervention and a progression of consequences from least to most intrusive is the best way of reducing inappropriate behaviour.
6. “Reactive” management, while sometimes necessary, should be seen as the final stages in a positive and supportive educational environment.
7. Students need to be taught expectations and their behaviour developed explicitly.
8. Strong and respectful partnerships with families support students to behave in ways that bring credit to themselves, their families and the school.



Abbreviations

4Rs	Resilient Resourceful Reflective Relational
AIP	Annual Improvement Plan
AO	Attendance Officer
BM	Business Manager
DP	Deputy Principal
ELT	Executive Leadership Team Principal, DPs, BM
FB	Facebook
GO	Guidance officer
HOD	Head of Department
HOH	Head of House
HR	Human Resources
ILO	Industry Liaison Officer
JET	Junior Education and Training
MCO	Marketing and Communications Officer
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
SBYHN	School based Youth Health Nurse
SET	Senior Education and Training
SLT	Senior Leadership Team ELT, HODs, HOHs, GO
SRS	Student Resource Scheme
SSH	Student Services Hub
SSO	Student Services Officer
SST	Student Services Team DP Engagement, HoH, AO, GO, SSO, Chaplain, SBYHN
TA	Teacher Aide
YSC	Youth Support Coordinator

Learning and Behaviour Statement

Empowered Engagement describes our approach to engagement, learning and behaviour and is underpinned by three guiding principles.

Three GUIDING Principles:

1. The best in me, speaks to the best in you.
2. Discipline is about teaching, guiding and instructing. Do I want to hurt (punish) or help (discipline)?
3. I see you as a person not as a problem.

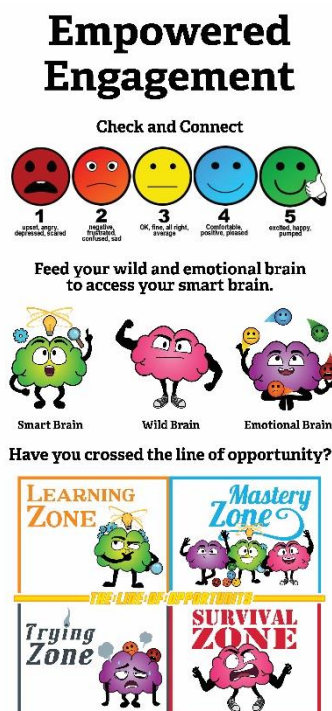
Five BIG IDEAS critical to Empowered Engagement:

1. Be committed and consistent.
2. Consequences apply – this is not about letting students ‘get away’ with poor behaviour, but rather to educate.
3. This is a process, not a script. We are dealing with people, not problems.
4. The informal, universal, every day strategies are the most important.
5. This is about a psychologically safe environment for all members of our school community.

At Shailer Park State High School, our philosophy is that **every student is capable of engagement and achievement**. To support this, we enact a model of behaviour development, using a *Power With* approach. We believe:

- In developing student behaviour
- That the engagement and achievement of all students is everyone’s responsibility
- That effective Empowered Engagement involves a partnership approach
- That we must explicitly teach all students to be Resilient, Reflective, Resourceful and Relational
- That the adults in the community must embody and model the 4Rs in their interactions with students, families and each other
- That the student role in engagement is key, and that we have high expectations for all learners

Our Empowered Engagement frameworks support us to enact our vision and teach expected behaviours to grow future ready learners.



Student Wellbeing and Support Network

Shailer Park State High School offers a range of services and programs to support the engagement and wellbeing of students in our school. Our Student Services Team is designed to support students as they progress through school. By personalising the student experience, strong relationships and productive partnerships that enable student wellbeing are established. Our school acknowledges the positive impact that a meaningful relationship between staff and students can have on students' academic and social outcomes.

Our House System means that every student at Shailer Park SHS belongs to one of four houses – Barnes, Bilin Bilin, Francis or Karle. These Houses are each led by a Head of House and Student House Leaders, whose focus it is to build a strong sense of belonging, connection and identity within our school.

Our Multi-Age House Care Groups mean that every morning, students Check and Connect with their House Care Group, consisting of a teacher-mentor and students from Year 7 through to 12. This allows our younger students to aspire to their in-class senior role models, and our older students to rise to expectations and responsibilities as leaders and mentors in these groups. Staff are able to connect with students outside of their faculty, using signature practices such as '[The 5 Faces](#)'. This time helps us to build a stronger sense of community and pride in our school. We encourage families and students to speak with their House Care Group mentor or Head of House if they would like individual advice about accessing the SST and related services.

We believe that all students have the capacity to lead within our school culture and we aim to develop individuals to have Big Plans and Bold Ambitions for a Bright Future. We have an elected Student Leadership Team who collaborate with staff to lead the student body, share student voice and ensure that inclusion and belonging typifies the student experience in our school.

Our student leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. As leaders, they play an integral role in building a welcoming school culture that values diversity, and fosters positive, respectful relationships. They are encouraged to seek and share student voice and perspectives as part of their leadership commitment. For more on Student Leadership visit <https://shailerparkshs.eq.edu.au/our-school/student-leadership>

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 Curriculum, Assessment and Reporting Framework.

As part of the whole school curriculum at Shailer Park State High School, every student participates in one lesson of LIFT (Lifting Individuals, Flourishing Together) each week. This subject focuses on the education of the whole person, and facilitates learning about self, others and the world around us. This lesson also supports the reinforcement of our 4Rs: building resilient, reflective, relational and resourceful learners. In LIFT, many aspects of the general capabilities of the Australian Curriculum, as well as Health, is covered. These lessons provide age-appropriate nutrition, sleep, drug and alcohol education that reinforces public health and safety messages; healthy relationships and approaching adolescence; cyber-safety; social and emotional learning; how your brain works; study skills; career education and supporting your own development through self-regulation, wellbeing and mental health promotion.

Policy and expectations

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

Drug and alcohol education and intervention

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

Specialised health needs

Shailer Park State High School works closely with families 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

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

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

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

Mental health

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

Suicide prevention

Shailer Park State High School staff who notice suicide warning signs in a student should seek help immediately from the Guidance Officer, Senior Guidance Officer or other appropriate staff.

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

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Shailer Park State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected. The school has a postvention plan co-developed by the school, regional and external supports.

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

Student Services Team

We are proud to have a comprehensive SST in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers and House Care Group mentors, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

The SST is led by the Deputy Principal of Engagement and includes four Heads of House, a Student Services Officer, a Guidance Officer, a School Based Youth Health Nurse, an Attendance Officer, a Youth Support Coordinator and a School Chaplain. The SST collaborates closely with the Deputy Principals of Junior and Senior Secondary, and their teams, to ensure the most appropriate outcomes for students.

Students can approach any trusted school staff member at our school to seek assistance or advice. They will provide guidance and help ensure the student is connected to the appropriate representative of the Student Services Team.

Families who would like more information about SST roles and responsibilities are invited to contact the DP - Engagement or their student's Head of House, on the school phone number or via email.

Roles

Deputy Principal - Engagement

- leadership of SST to promote an inclusive, engaging and positive school culture
- oversees attendance, behaviour and engagement data to identify areas of additional need
- monitors attendance support measures for Years 9 and 10 students
- oversees student wellbeing and engagement
- coordinates and oversees the Student Code of Conduct, Empowered Engagement Framework, House system and HCG curriculum
- in partnership with DP Junior Secondary, oversees the Year 7 UPLIFT program
- In partnership with other members of the leadership team, oversees the 7-12 LIFT curriculum

Deputy Principal – Junior Secondary

- leadership of Junior Secondary curriculum and assessment to promote an inclusive, engaging and positive school culture
- oversees academic data to identify areas of additional need
- monitors attendance support measures for Years 7 and 8 students
- coordinates intervention responses to support student learning needs
- in partnership with DP Engagement, oversees the Year 7 UPLIFT program
- in partnership with GO, coordinates additional support services and programs for Aboriginal and Torres Strait Islander students

Deputy Principal – Senior Secondary

- leadership of Senior Schooling Teaching & Learning
- oversees academic and attendance in Years 10, 11 & 12
- enacts senior schooling support & intervention processes
- manages Refusal to Engage in the Program of Study process, including cancellation of enrolment
- oversees Senior Data Team and Senior School UPLIFT response to intervention
- assists and guides students and families with pathways and subject selection in Year 10, 11 & 12
- oversees JET and SET planning processes

Guidance Officer

- provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting
- assists students with specific difficulties, acting as a mediator or providing information on other life skills
- liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
- provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
- provides educational counselling and support services to students living in Out of Home care arrangements.

Heads of House

- lead role for implementation of Empowered Engagement Framework and Student Code of Conduct
- monitors student attendance, engagement and wellbeing, and arranges support and intervention where necessary
- provides individual/small groups with support, information and referral options related to barriers to achieving success at school, to attending school and to arriving on time or staying whole day
- check and connect with identified students daily to monitor engagement and attendance
- encourages belonging and interaction at a whole school level
- supports student wellbeing
- provides continuity of contact for students and their families through the six years of schooling
- support students to feel safe and comfortable and want to come to school
- nurture a sense of belonging to House and school

House Care Group Mentors

- check and connect with students daily
- encourages belonging and interaction at HCG level
- monitors student attendance, engagement and wellbeing, and contacts home or refers to Head of House where necessary
- ensures students in House Care Group feel safe and comfortable and want to come to school

School-Based Youth Health Nurse

Provides individual health consultations with assessment, support, health information and referral options related to:

- healthy eating and exercise
- relationships
- personal and family problems
- feeling sad, worried and angry
- sexual health
- smoking, alcohol and other drugs.

Attendance Officer

- monitors student attendance, truancy, late arrivals and early departures and refers to Head of House or DPs where necessary
- Identifies needs around the development of proactive programs to support, engage and increase attendance and engagement

School Chaplain

Provides individual and small group support with support, information and referral options related to:

- friendships and relationships
- personal and family problems
- spirituality
- feeling sad, worried and angry
- barriers to achieving success at school
- designs and delivers proactive programs to support, engage and increase belonging and wellbeing
- monitors the social and emotional wellbeing of identified students

Student Services Officer:

- triages student issues to ensure referral to correct members of Student Services Team
- administers first aid and medication
- supervises students who have been referred to Safety Net Two
- responds to student and parent enquiries and makes appointments

Youth Support Coordinator

- provides individual and, at times, group support to students to assist their engagement with education and training
- provides individual/small groups with support, information and referral options related to barriers to achieving success at school, to attending school and to arriving on time or staying whole days
- support students to overcome barriers to education such as
 - attendance at school
 - drug and alcohol support needs
 - QCE/learning support
 - suspension/exclusion/referral for behaviour support
 - relationships/social skills
 - conflict with family/peers/teachers
 - Social/emotional/physical wellbeing.

It is also important for students and families to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal of Engagement.

Whole School Approach to Discipline

Shailer Park State High School has a whole school approach to discipline known as Empowered Engagement that focuses on behaviour development. Our multi-tiered approach is locally known as our **Safety Net System** which is used in all classrooms and programs offered through the school, including sporting activities and excursions.

The Empowered Engagement framework relies on research about how the brain works, strategies for learning self-regulation and discipline, and an understanding that strong relationships are key to positive outcomes for students.

The Student Services Team collaborate closely with Heads of Department and staff across the school to collect, analyse and use data 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 practices that support engagement and academic achievement.

We believe that student behaviour is best served by dealing with the person, and not the problem. We want to support students to make positive choices, to own mistakes when they make them, and to play their part in restoring or repairing situations. Under our Empowered Engagement framework, behaviour development is part of an overall approach to teaching and learning in our school. Our staff take responsibility for developing relationships with their students, planning a range of engaging learning experiences in Safety Net One, making expectations clear, for providing supportive instruction about how to meet these expectations and striving to use behavioural incidents as opportunities to re-engage and re-teach.

The Student Code of Conduct is an opportunity to engage our families and our students as well as our whole school community with our Empowered Engagement framework, and to form partnerships to implement a consistent approach to developing behaviour. The language, expectations and strategies used in our Empowered Engagement framework can be used in any environment, including the home setting for students. Doing everything we can do to facilitate students being future ready learners who are able to develop their big plans and bold ambitions for success is a shared goal of every family and school staff member.

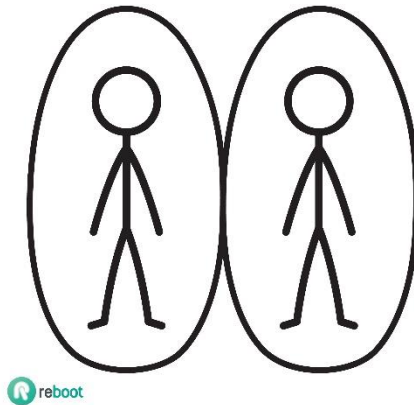
The Empowered Engagement framework acknowledges that everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes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

Our Safety Net System is an integrated approach to teaching, learning and behaviour that supports all students to engage in classroom and external settings, and to be offered a positive and differentiated approach grounded in strong relationships, practical strategies, targeted and personalised planning and data-informed decision making. The Safety Net system allows staff to match increasingly intensive interventions to the identified needs of individual students.

At Shailer Park State High School, safety is a term that encompasses a supportive and safe environment that fosters learning and achievement, as well as emotional, social, physical and psychological safety and wellbeing for all members of our community.

Tight Principles of our Safety Net System

- The teacher continues to be involved in transition from Safety Net One to Safety Net Two
- A personalised approach – each student is responded to individually
- Teacher, student and families are involved in collective planning and collective responsibility
- There is a feedback loop between parent, teacher, student and staff – this is our Partnership Approach
- We remove barriers where possible
- The Shailer Park State High School community uses a Power With, rather than a Power Over approach to interactions with each other – teachers, students and families.



Partnership Principles - Families and staff

Staff at Shailer Park State High School recognise that the most effective outcomes for all students are achieved with productive partnerships between staff, students and families. The table below explains the 4R expectations for families when visiting our school and the standards we commit to as staff.

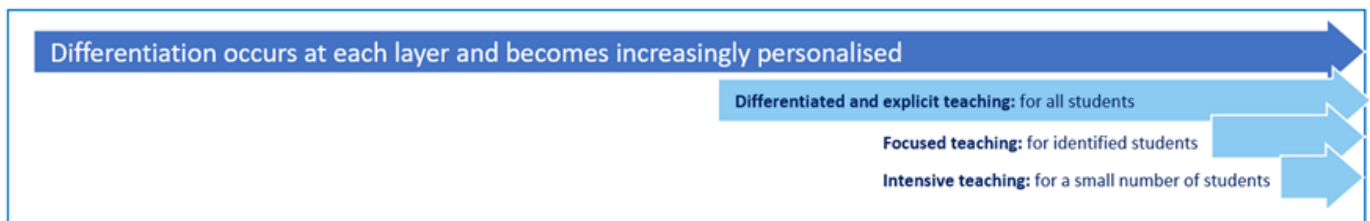
What we expect to see from you	What you can expect from us
You make an appointment to speak with the class teacher or staff member to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist	We will check in with you about your child's needs or any support your family may require.
You share relevant information about your child's learning, social and behavioural needs with school staff	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families

Differentiated and Explicit Teaching

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

Teachers 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 development. 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. The same model is used for academic, behavioural and pedagogical differentiation.



These three layers map directly to the Safety Net system. For example, in the Empowered Engagement framework, Safety Net One is differentiated and explicit teaching for all students, Safety Net Two is focused support and teaching for identified students and Safety Net Three is intensive support and teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Our Vision for Learning – the 4Rs

Our staff are committed to delivering a high quality education for every student. We also believe all adults in the school, whether visiting or working, should encapsulate the same 4R expectations: resilient, resourceful, relational and reflective.

Student behaviour that does not comply with the expected standards to maintain a disciplined, safe and supportive learning environment is not acceptable. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Consequences are applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and student
- assist students who exhibit challenging behaviours to self-regulate, and to accept responsibility for themselves and their actions
- provide opportunity for students to reflect and adopt the support strategies put in place

The following table is a list of examples of expected behaviours.

	Resilient	Reflective	Resourceful	Relational
Class	<ul style="list-style-type: none"> - I follow classroom routines that provide predictability and consistency that allow me to engage in my learning. - I use a student planner to organise my learning. - I use my work book to plan and record learning. - I set goals and work toward achieving them through effort, strategy and feedback. 	<ul style="list-style-type: none"> - I actively seek feedback from my teacher, peers and self. - I use the WALT and WILF for each lesson to monitor my progress toward learning. - I use feedback to develop strategies for improving my learning. 	<ul style="list-style-type: none"> - I bring all my required equipment to class ready for learning. - I engage in my learning time effectively. - I use equipment and resources safely. - I follow instructions of all staff members. - I follow the communications device policy. - I am aware of and can manage distractions. 	<ul style="list-style-type: none"> - I actively build positive learning relationships with my teachers and peers. - I value learning from others and contribute to others learning. - I am open to and accepting of different perspectives.

	Resilient	Reflective	Resourceful	Relational
Break time	<ul style="list-style-type: none"> - I act and interact with peers and staff in ways that promote positive well-being. - I encourage my peers to behave in ways that are objective and seek support from a staff member when needed. 	<ul style="list-style-type: none"> - I consider how my behaviour can be helpful to support my peers. - I intentionally deescalate situations. - I am respectful to staff, peers and school property. 	<ul style="list-style-type: none"> - I use break time effectively to feed my wild and emotional brain - I do this through healthy food, toilet breaks, and choosing activities that support my learning and well being. - I am environmentally conscious and ensure that my rubbish and unwanted food is placed in the bins. - I am sustainable and recycle. 	<ul style="list-style-type: none"> -I use break time to talk with friends and connect with peers and staff. -If a peer is requiring support, I help and/or I ask a staff member to support.
Transport (bus, bike, walking, pick-up)	<ul style="list-style-type: none"> -I am steadfast in my commitment to demonstrating our school values when in public. 	<ul style="list-style-type: none"> -I consider on how my behaviour represents myself, my family and my school. -I wear my uniform according to the dress code policy and am considerate about how I am perceived by others around me. 	<ul style="list-style-type: none"> -I follow road rules and directions from staff when walking to and from school. -I safely walk across the school car park. -I report incidents or inappropriate behaviour to staff. -I have my bus pass, Go Card or bus fare ready. -I use technology safely and appropriately outside of school, and do not let it distract me or impact on others. 	<ul style="list-style-type: none"> -I get on and off the bus without pushing. -I wait a safe distance whilst waiting for the public bus. -I show care for the safety of myself and others. -I am aware of my surroundings and am concerned with my safety and that of others.
Assemblies	<ul style="list-style-type: none"> -I stay focussed and attentive throughout assembly. -I self-regulate to ensure my behaviour is appropriate at all times. 	<ul style="list-style-type: none"> -I use assembly as an opportunity to reflect on my contribution to our school culture and house spirit. -I embrace and demonstrate a willingness to challenge my thinking. 	<ul style="list-style-type: none"> -I arrive on time for assembly and am seated with my House Care Group. -I place my bag in an appropriate space that shows respect for my own and others property. 	<ul style="list-style-type: none"> -I act and interact with my peers respectfully. -I model behaviour that shows respect to the speaker. -I use the check and connect opportunity to relate to my peers.

Community	-I demonstrate behaviour that models determination. -I help others to be tenacious through taking collective responsibility.	-I look for ways to improve and strengthen my community. -I actively engage in opportunities to contribute to my community. -I demonstrate behaviours that show I value my community.	-I actively contribute to my community. -I use and respect resources within my community.	-I participate in community activities and events. -I am respectful to people and property within the community. -I speak politely and offer assistance to community members.
At all times, I choose to be an upstander.				

We use the 4Rs matrix as a basis for developing behaviour standards. Using this matrix, which is in the student Resilience Planner, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Safety Net One

Differentiated and explicit teaching of behavioural expectations as Shailer Park State High School is known as Safety Net One

WHO?	All Staff and Students
WHERE?	In classrooms, House Care Rooms, on assembly and in the school grounds, on excursions and at school events.
WHY?	We believe that every student is capable of engagement and achievement.
WHAT?	Deliberate, informed pedagogical practices to support Empowered Engagement
HOW?	Staff engage in a range of Safety Net One practices. Where student engagement does not result, staff document this in One School as a Behaviour Record, FYI HOD (Academic disengagement) or FYI HOH (Behaviour support, engagement and wellbeing) and select a Pathway – A, B, C or D. Safety Net One is where Universal behaviour support is developed through a range of whole-school processes and strategies, such as the LIFT program, assemblies, House Care Group, a clear attendance focus and our uniform code. This involves teaching behaviours in the setting they will be used; being consistent when developing a student’s behaviour, while taking developmental norms and behavioural function into account; explicitly addressing and teaching behaviour; asking students and their families for their perspectives on school climate, behaviour development and our Safety Net system so improvements may be made.

Reflective Prompts for transition from Safety Net One to Two

- What outcome is desired? For example, is the outcome to engage the student in learning? Is the outcome to ensure student safety? Is this a Pathway A, B, C or D transition?
- What practices in Safety Net One have already been effectively utilised?
- What other practices in Safety Net One could I deliberately practice? Who might be able to support me to strengthen my Safety Net One toolkit?
- What is the function of this student's behaviour? How could I find this out?
- Has the student voice been heard in this situation? Have you explored the situation with the student? (NB: may not be relevant in a situation where student safety is the priority)
- Has student choice been provided in any form?

Transitioning students from Safety Net One to Safety Net Two

PATHWAY A: If a staff member has utilised Safety Net One practices over time, documented on One School, including contact home, without satisfactory student response (that is, the teacher makes a judgment that the student needs immediate further support with engagement, behaviour development and/or wellbeing), the student is sent with a Reboot Pass to Student Services Hub (F Block). At this point, the student transitions to Safety Net 2.

PATHWAY B: If a student is making a choice that places at immediate risk the student's own safety and wellbeing, or a student is making a choice placing at immediate risk the safety, wellbeing or learning of others, they transition to Safety Net Two immediately. Teacher uses a Reboot Pass to send the student to Student Services Hub in F Block (send with transitioning student if appropriate, or send another student to F Block with the pass). If it is a PGD issue, staff member can accompany student to F Block; or direct them to F Block and inform HoH via OneSchool referral or Student Services desk.

PATHWAY C: If a staff member has utilised Safety Net One practices, documented on One School, without satisfactory student response (that is, the teacher makes a judgment that the student needs further support with academic engagement) the student is referred via OneSchool to the relevant HOD. The HOD will collaborate to determine relevant extra support: from HOD, or from other staff such Student Services Team, HOSES or STLaN; HOD will access Safety Net Two if required.

PATHWAY D: If a staff member has utilised Safety Net One practices, documented on One School, without satisfactory student response (that is, the teacher makes a judgment that the student needs further support with engagement, behaviour development, wellbeing or academic engagement) but does not require immediate attention in F Block, the student is referred via OneSchool to the relevant HOH. The HOH will collaborate to determine a pathway forward, including accessing Safety Net Two if required.



THE LEARNING CHALLENGE

CONTEXT

Engagement

- *Hook, WALT, WILF and TIB
- *Clear Instructions *Giving Choice
- *3 Brains *Quadrants
- *Line of Opportunity
- Rules and Procedures
- *Established Expectations * Roll marking *Entry & Exit Routines, including Reboot, Toilet & First Aid Pass *Seating designed for learning
- Relationships
- *Greeting Students *5 Faces
- *Power With *Selective Attending
- *Encouraging body language
- *Positive reinforcement
- High Expectations
- *Follow through *With-it-ness
- *Waiting and scanning

CONTENT

Direct Instruction

Practicing and Deepening Knowledge

Applying Knowledge

Integrate and Revise Knowledge

- *Strategically planned lesson designed for learning and engagement

FEEDBACK

Learning Goals and Feedback

- *Hook, WALT, WILF and TIB
- *Descriptive encouragement
- *Positive reinforcement
- Assessment
- *Strategically planned lesson designed for engagement



Focused Teaching

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

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

Staff work collaboratively to provide focused teaching. Focused teaching is aligned to our 4R Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Shailer Park State High School has a range of staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in evidence-informed programs to address specific skill development for some students.

Safety Net Two

Focused teaching of behavioural expectations as Shailer Park State High School is known as Safety Net Two

WHO?	Classroom teachers, Heads of House, Heads of Department, Student Services Officer, Guidance Officer, Deputy Principals, Youth Support Coordinator, Chaplain, School-based Health Nurse
WHERE?	Based in Student Services Hub in F Block.
WHY?	We believe that every student is capable of engagement and achievement, and acknowledge that some students will need additional support and intervention to achieve this.
WHAT?	Deliberate and informed support and intervention to facilitate student Empowered Engagement.
HOW?	<p>Safety Net 2 and 3 are where personalised behaviour supports are developed in a partnership approach. Sustained inappropriate or unacceptable behaviour requires a focused and individualised intervention by a range of staff, both within and out of the school. Safety Net 2 practices include:</p> <ul style="list-style-type: none"> • partnership approach – involving students, staff and families • student voice heard • connected to the opportunity centre – access to a range of programs, supports and mentorship • restorative conversations and/or mediation • shailer park shs behavioural assessment – including in-class observations if appropriate • focused teaching for behaviour development, social-emotional learning, self-regulation and empowered engagement • coaching, mentoring and co-teaching of safety net one strategies – negotiated with referring teacher • logical school based consequences - such as behaviour development plans and monitoring cards, making up missed learning time, detentions, restorative conversations, rectifying mistakes made, apologising • champion system – being assigned a champion/case manager on staff • restorative consequences – such as repairing damage, cleaning up what you have caused, accepting support to repair the situation • behaviour improvement plans and discipline improvement plans • student disciplinary absences (3-20 day suspensions) • empowered engagement frameworks: PPF – past, present, future framework; 3Es – explore, explain, empower framework; Get out of BED (blame, excuse, denial) and use your OAR (ownership, accountability, responsibility) frameworks

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Safety Net Three

Intensive teaching of behavioural expectations as Shailer Park State High School is known as Safety Net Three

WHO?	Classroom teachers, Heads of House, Heads of Department, Student Services Officer, Guidance Officer, Deputy Principals, Principal, Youth Support Coordinator, Chaplain, School-based Health Nurse, Department of Education – SER and/or Central office, Government agencies, external agencies and organisations
WHERE?	Based in Student Services Hub in F Block, Administration building and offsite as required.
WHY?	We believe that every student is capable of engagement and achievement, and acknowledge that some students will need extensive additional support and intervention to achieve this.
WHAT?	<p>Deliberate and informed support and intervention to empower and engage students and/or their families, including intervention and referral to Principal, Department of Education, government and external agencies where appropriate to achieve the best possible outcome for a student. Strategies include:</p> <ul style="list-style-type: none"> • programs – offered internally – such as PCYC, Top Blokes, AMAYDA empowerment programs • programs – offered externally – such as Project Booyah (QPS), Get Set for Work • intensive in-school support from SST • close links to families • regional support - from Senior Guidance Officer, SER Engagement team • referral to external agencies – Headspace, Child Safety, Intensive Family Support, CHYMS • reviews of timetable – reduced timetables or flexible learning arrangements • pathways discussions – looking at alternate educational settings and post-school training options • student cancellation processes • student disciplinary absences (including suspensions pending exclusion). If a decision is made to exclude, students are supported by our GO and Senior Guidance Officer, SER.

For a variety of reasons, some students may not respond to early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning. Students identified as Safety Net Three support are those who have had extensive support in Safety Net Two and are still at risk of significant educational underachievement due to their behaviour and engagement challenges.

Consideration of Individual Circumstances

We recognise that factors that influence behaviour and educational outcomes are complex and responses need to be varied. Students and parents may be referred to government or non-government outside agencies, where appropriate, to provide further specialised assistance.

Staff 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 consequence 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 the relevant Head of House or Deputy Principal to discuss the matter.

Legislative Delegations

Legislation

In this section of the Shailer Park State High 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 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

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](#)

Disciplinary Consequences

At Shailer Park State High School, disciplinary consequences follow a differentiated and personalised model in the same way as our approach to behaviour development. Our school considers natural justice principles, and are required to consider these in making decisions regarding consequences. Each situation is dealt with individually and given due consideration.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Some students 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 Safety Net Two for additional support.

For a small number of students, 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 levels, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. The school’s response to unacceptable behaviour is dependent upon the seriousness of the action.

Low-level behaviours are those that:

- are handled by staff members at the time it happened
- are minor breaches of the school rules
- do not seriously harm others
- do not violate the rights of others in any serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or administration

More serious behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- are a pattern
- interrupt good order and management of our school
- require the involvement of the school's senior leadership and/or Student Services Team.

Differentiated – Safety Net One

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 (corrective) commentary or feedback to class
- corrective feedback (e.g. "Hand up when you want to ask a question please")
- rule reminders (e.g. "When the bell goes, stay seated until I dismiss you. Thanks.")
- explicit behavioural instructions (e.g. "Pick up your pencil please")
- proximity control
- tactical ignoring of inappropriate behaviour (not student)
- revised seating plan designed for learning and relocation of student/s
- individual positive reinforcement for appropriate behaviour
- class wide incentives
- reminders of incentives or class goals
- redirection
- low voice and tone for individual instructions
- give 30 second 'take-up' time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks
- provide positive choice of task order (e.g. "Which one do you want to start with?")
- prompt student to take a break or time away in class – use Time Out card if provided with one by SST
- model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- provide demonstration of expected behaviour
- peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences (e.g. Transition to Safety Net Two)
- detention

Focussed – Safety Net Two

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

- Functional Behaviour Assessment (FBA)
- temporary removal from a subject
- supervised breaks
- individual student behaviour support strategies (e.g. Student behaviour plan)
- student attendance/participation in Student Services Hub programs
- restorative practices or restitution
- mediation
- targeted skills teaching in small group
- engage in UPLIFT personalised learning opportunities on Monday afternoons
- detention
- behavioural contract
- counselling and guidance support
- self-monitoring plan
- check in strategy – with member of SST or HCG mentor
- teacher coaching and debriefing
- referral to SST for team-based problem solving
- stakeholder meeting with families and external agencies

Intensive – Safety Net Three

Our school's leadership team collaborate to address persistent or ongoing serious problem behaviour. This may include:

- functional behaviour assessment based individual support plan
- complex case management and review
- stakeholder meeting with parents and external agencies including regional specialists
- temporary removal of student property (e.g. mobile phone)
- short term suspension (up to 10 school days)
- long term suspension (up to 20 school days)
- charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- suspension pending exclusion (student is suspended from school pending a decision by the director-general or delegate (principal) about their exclusion from school)
- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing, usually via email. Re-entry meetings are short and kept small with only the relevant member of staff, as delegated by Principal, attending with the student and their family. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Generally, re-entries follow this agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and family for attending
- Facilitate student returning 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 Student Services Team members, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Individual Behaviour Plan

Students identified as requiring targeted support may require an Individual Behaviour Plan. Teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan are required to have attendance records and negotiated goals for class lessons. A record sheet is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson. The student's Individual Behaviour Plan is reviewed regularly and further support applied appropriately. The Student Services Team may recommend referral to outside agencies to assist the student re-engage meaningfully in learning. Record sheets of goals and lesson attendance are used when reviewing the Individual Behaviour Plans.

School Policies

Shailer Park State High 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 delegate 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 delegate 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 Shailer Park State High 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 (including handcrafted objects that could constitute a weapon)
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities e.g. for cooking 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

Staff at Shailer Park State High 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.

Parent/carers of students at Shailer Park State High 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 Shailer Park State High 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 Shailer Park State High 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 Shailer Park State High 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 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.

In consultation with the broader school community, Shailer Park State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between families, school staff and students.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is acceptable for students to:

- use school-sanctioned devices (iPads or laptops) for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device
- switch off and place the mobile device out of sight during all classes, including House Care Group and assemblies

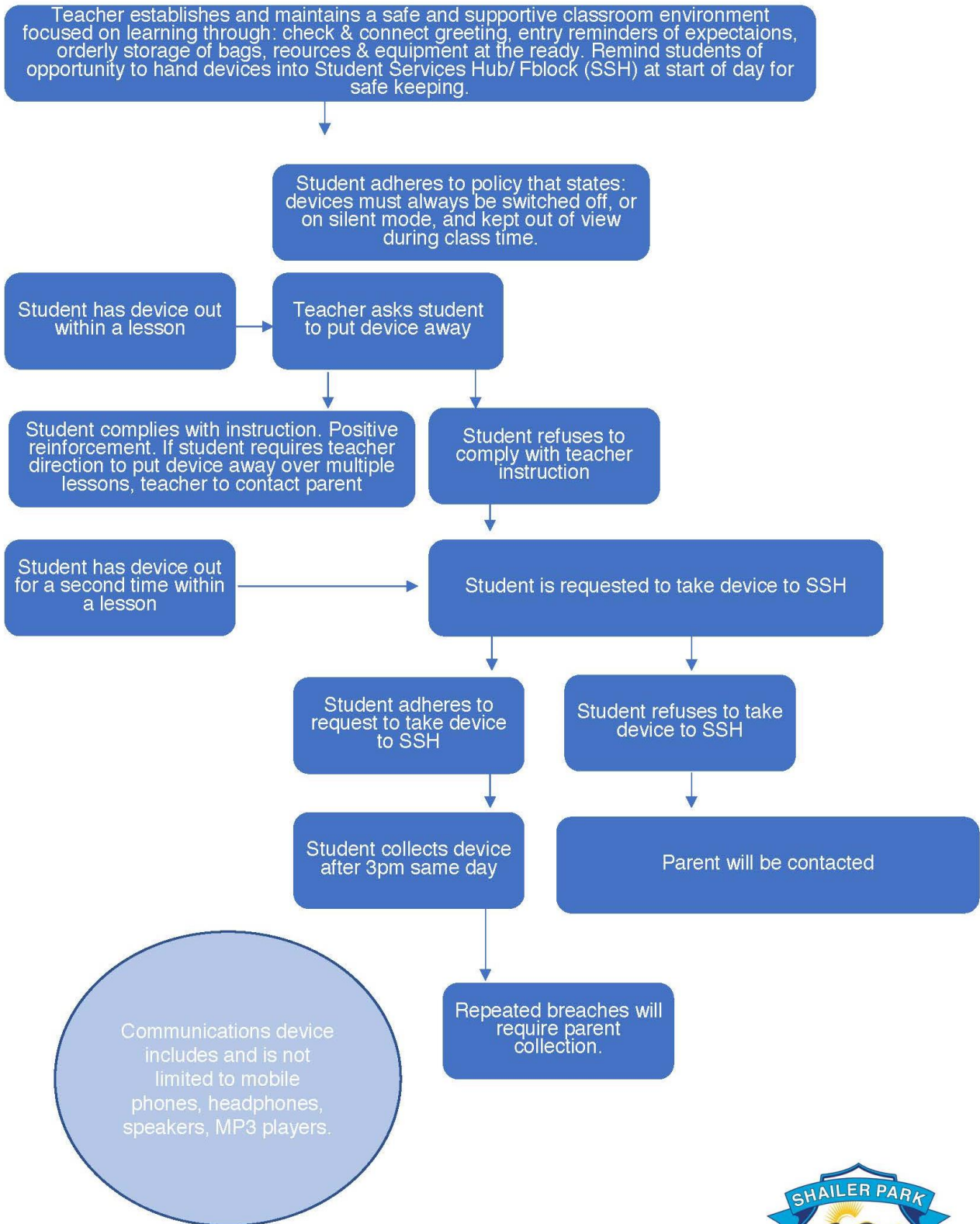
It is unacceptable for students to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free times, such as class time, House Care Groups and assemblies
- 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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of our 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.

Communication Device Policy



Preventing and responding to bullying

Shailer Park State High 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 our local and 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. Our staff will work to quickly respond to any matters raised of this nature in collaboration with students and families.

The following explains the actions Shailer Park State High 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.

Bullying response for staff

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Contact for students and parents/carer to report bullying: the relevant Head of House or another trusted adult

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

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 – contact and referral to appropriate Head of House/DP
- Notify parent/s that the issue of concern is being investigated and who (DP/HoH) is managing this

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

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

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 Services Team if needed

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

Cyberbullying

Cyberbullying is treated at Shailer Park State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, 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 families who wish to make a report about cyberbullying should approach their respective Head of House. In addition, the relevant Deputy Principal can be approached directly by students, family or staff for assistance in preventing and responding to cyberbullying.

It is important for students, families 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. Families 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 Shailer Park State High 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 Deputy Principal of Engagement, Kerri Sheppard.

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](#).

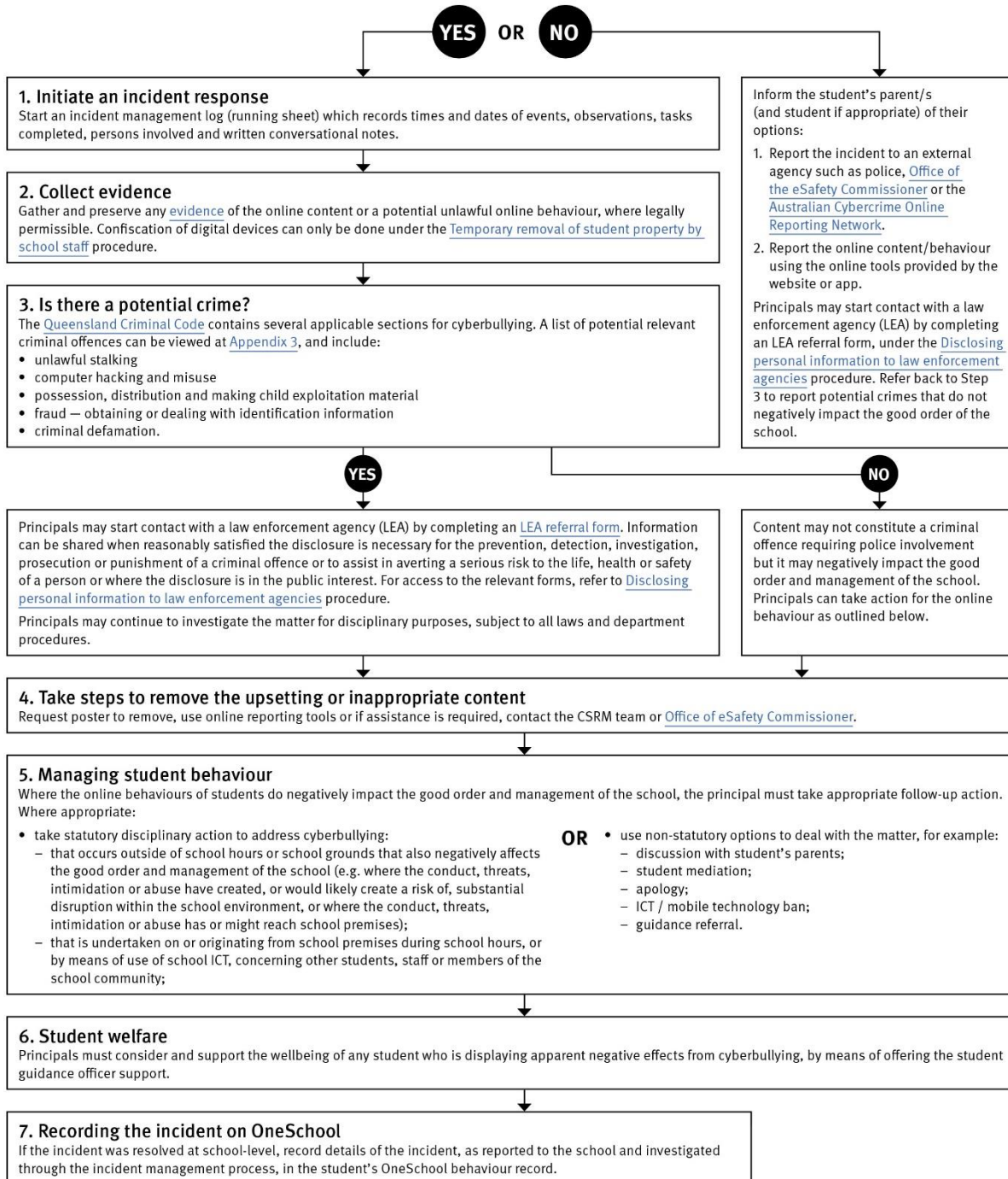
Explicit images

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?



Cyber safety 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety 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 cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Shailer Park State High 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 Services Team 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 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 internal school suspension, 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. THINK – is it True, Helpful, Interesting, Necessary and Kind?
- 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 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
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

Critical Incidents

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

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

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

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

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

Resources

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

Conclusion

Shailer Park State High 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 as per [Partnering with Shailer Park State High School \(PDF, 292KB\)](#)

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

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

2. Internal review: contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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