



SHAILER PARK STATE HIGH SCHOOL

STUDENT CODE

OF CONDUCT

2025 - 2028

OUR PURPOSE

Inspiring lifelong learners to succeed in a world of opportunities

OUR VISION

Excellence in Learning and Life

OUR 4R VALUES

Respectful
Resilient
Reflective
Resourceful

OUR 3C PRIORITIES

Culture:
Safe, Supportive, Collaborative
Classrooms:
Effective Teaching and Learning
Curriculum:
Guaranteed and Viable, Data and Differentiation

Equity and Excellence: Realising the potential of every student.

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

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1.0 Purpose

At Shailer Park State High School, we are guided by our vision of *Excellence in Learning and Life*. This vision drives our commitment to creating a safe, supportive, and collaborative learning environment for all students, staff, parents, and visitors. In this environment, both academic and social learning outcomes are maximised through a guaranteed and viable curriculum.

The *Shailer Park State High School Student Code of Conduct* outlines our approach, responsibilities, and processes for fostering a whole-school commitment to positive behaviour development and learning engagement.

The purpose of this document is to:

- Define and promote high standards of behaviour expected from all members of our school community.
- Ensure teaching and learning are prioritised, enabling all students to experience success.
- Provide a framework that supports staff in maintaining a safe and respectful workplace.

The development of this *Student Code of Conduct* represents an opportunity to build a shared understanding with parents, carers, and students, securing their partnership in implementing a consistent and effective approach to behaviour and learning. Together, we aim to fulfill our vision of *Excellence in Learning and Life*.

2.0 Principal's Foreword

Shailer Park State High School is a progressive school with a shared vision of *Excellence in Learning and Life*. We strive to inspire lifelong learners to succeed in a world of opportunities. Through excellent teaching practices, high expectations, and a supportive educational community, we have built and continue to nurture a tradition of excellence and belonging. Central to this success are the strong, positive relationships we foster with and among our students, staff, and broader school community.

We are proud to know and value each of our students as individuals, recognising that these relationships are the foundation of their success. Our four core values – Respectful, Resilient, Reflective, and Resourceful – underpin everything we do and are embedded in this *Student Code of Conduct*. These values guide our efforts to develop confident, self-disciplined, and compassionate young people who are well-prepared to achieve *Excellence in Learning and Life*.

In 2023, Shailer Park State High School underwent a comprehensive School Review, culminating in the collaborative development of our 2024–2027 Strategic Plan (see Attachment 1). This process was guided by Dr. Robert Marzano's High Reliability Schools (HRS) Framework and focused on three key priorities:

1. **Culture** – Safe, supportive, and collaborative.
2. **Classrooms** – Effective teaching and learning.
3. **Curriculum** – Guaranteed and viable, informed by data and differentiation.

Our commitment to these priorities aims to deliver lasting, positive, and significant impacts on student achievement. By integrating multiple initiatives into a cohesive, research-based system, we are working toward HRS certification within the Marzano Network of High Reliability Schools.

At Shailer Park State High School, we take an educative and developmental approach to discipline, emphasising that behaviour can be taught and that mistakes are opportunities for growth. The *Student Code of Conduct* outlines the policies and processes that guide this approach, detailing how we educate students about expectations, reinforce positive behaviours, and respond when breaches occur.

This document reflects the shared vision of our school community, developed through extensive consultation with key stakeholders and aligns with the *National Framework for Values Education in Australian Schools*. It provides a clear roadmap for supporting students to meet high expectations and thrive in a safe, respectful, and inclusive environment.

Together, we are committed to achieving *Excellence in Learning and Life*.



3.0 Culture: Safe, Supportive, Collaborative

3.1 House Identity

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 Ambassador, 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 within these groups. This time helps us to build a stronger sense of community and pride in our school.

Bilin Bilin was a well-known and well-respected Aboriginal man in the Logan district. He was born in the early 1800s and became a leader of the Yugambah people around 1863. Often described as "A different kind of warrior," as he "chose diplomatic rather than confrontationalist methods to remain on his traditional land during extremely difficult times". For more information see [The story of Bilin Bilin](#).

Karle was named after a foundational teacher, Val Karle, from 1980 who retired in 2021. Val established the vision and grew with the school to allow 1400 students to be enrolled in 1990-1991. She was a passionate educator who returned to Shailer Park even after retirement because of her love for the school and its community.

Francis was named after Francis Shailer a migrant who established the area- Shailer Park in 1866. Francis was also a teacher at the first and second Slacks Creek Provisional Schools and contributed to local government.

Barnes was named after the foundation Principal, K.H Barnes, who opened the school in 1980. He established a P&C committee, reached out to surrounding feeder schools (Slacks Creek Primary) and enrolled 101 students with 8 teaching staff to open in 1980.



3.2 Student Learning and Wellbeing Framework

Shailer Park State High School continues to provide an inclusive environment that nurtures the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence. We recognise that learning, engagement and wellbeing are inextricably linked – and that students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

The school vision – *Excellence in Learning and Life* aligns with the Department's understanding that young people are growing up in a world driven by new technologies and economic globalisation and the need to develop cognitive, social and emotional skills for success. Healthy, confident and resilient young people who can successfully navigate a more complex world are vital for Queensland's future.

The Student Learning and Wellbeing Framework builds on the [DoE Student Learning and Wellbeing Framework](#), the research of Dr Amy Berry and John Hattie into student engagement and provides a shared language to empower students to reflect on and monitor their own engagement levels within the Wellbeing, Uniform, Behaviour, Attendance and Academic domains of school life. These elements are known throughout the school as WUBAA and have been seen in the image below 'The Shailer Way – WUBAA'.

The Shailer Way - WUBAA

	Wellbeing	Uniform	Behaviour	Attendance	Academic
Safety Net 1	Regulating my emotions Managing my wellbeing Accessing support when required	Wearing my uniform with pride 0 uniform infringements	Actively engaging in my learning My behaviour does reflect the 4 R Values <2 Minor OS per term	Attendance (>90%) 100% explained absences	'On Track' Passing all subjects
Safety Net 2	Learning to regulate my emotions I sometimes accept supports for my wellbeing	Needing reminders to wear my uniform appropriately <5 uniform infringements	Passively engaging in my learning My behaviour sometimes reflects the 4 R Values >5 OS per term	Attendance (75-89%) >90% explained absences	'Working Towards' Failing up to 2 subjects
Safety Net 3	Resisting support to meet expectations	Resisting support to meet uniform expectations >5 infringements	Avoiding my learning or actively disrupting others My behaviour does not reflect the 4 R Values >10 OS per term	Attendance (<75%)	'At Risk' Failing 3 or more subjects

The Shailer Park State High School Student Learning and Wellbeing Framework and WUBAA are supported by the Shailer Park State High School Safety Net System; a proactive and differentiated approach to whole person development that is grounded in strong relationships, data-informed intervention and stakeholder collaboration. The Safety Net System ensures that the needs of every single student within the Shailer Park community are systematically reviewed so that the Student Services Team are able to personalise increasingly intensive interventions to assist all students to make progress in their learning journey, wherever they are at. The model below identifies the universal, targeted and intensive supports available to students through the Safety Net System.

3.3 Student Services Team

Shailer Park State High School offers a range of services and programs to support the engagement and wellbeing of students in our school. We are proud to have a comprehensive Student Services Team in place to help the social, emotional and physical wellbeing of every student.

The Student Services Team includes a Deputy Principal, Head of House, Student Advisor and Guidance Officer plus a Guidance Officer- Wellbeing, Senior Schooling Head of Department, Junior Secondary Head of Department, Head of Special Education Services, Student Services Officer, Senior Schooling Officer, Attendance Officer, Youth Support Coordinator, School Chaplain, School Based Youth Health Nurse and a School Based GP.

Students can access the Student Services Team through a referral from a parent or staff member to a Head of House or through a self-referral form that can be located at Student Services.

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

3.4 Student Leadership

We believe that all students have the capacity to lead within our school and we endeavour to develop individuals that embody *Excellence in Learning and Life*. All students within the senior school are looked at as leaders within the school environment, particularly within House Care Groups. Each House Care Group has an elected House Care Group Ambassador who is responsible for collaborating with the Student Advisor team to facilitate House Care Group Challenges and develop house spirit.

We also 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. For more on Student Leadership visit the [school website](#).

3.5 Student Recognition and Celebration

At Shailer Park State High School our goal is to recognise progress, growth and resilience as we celebrate success. We recognise the success individual and collective successes of students in a variety of ways:

3.5a Attendance Recognition

Student attendance is tracked on a weekly basis and recognised and celebrated on three levels.


Level 1 – Overall House Attendance – House points are allocated to the house with the highest attendance %.

Level 2 – House Care Group (HCG) Attendance - House points are allocated to the House Care Group with the highest attendance %.


Level 3a – Fortnightly Individual Student Attendance – House points are allocated to individuals who have been an attendance rate of 90% or above for the previous two weeks. Those students go into a random draw.

Level 3b – Termly Individual Student Attendance - House points are allocated to individuals who have been an attendance rate of 90% or above for the term.

TERM 4	Whole School	Week 2	Week 1	Week 2	POINTS
1	BARNES	83.98	B03 901 B01 892 B09 884	B01 892 B02 865 B04 864	8
3	BILIN BILIN	83.07	BB06 918 BB02 895 BB05 891	BB07 873 BB05 835 BB08 851	8
2	FRANCIS	83.77	FO9 894 FO1 879 FI1 877	FO6 884 FI2 865 FI1 864	8
4	KARLE	82.64	K07 881 KI1 861 K04 847	KI1 878 K05 832 K07 831	8



HOUSE	Number of Students	% of House	POINTS
BARNES 250	122	48.8	10
BILIN BILIN 258	119	46.1	8
FRANCIS 252	113	44.8	6
KARLE 248	90	37	4



3.5b Academic Recognition

Student academic achievements are recognised and celebrated during two key events each year. These events highlight the importance of commitment to education and encourages students to strive for excellence.

The mid-year event celebrates students' academic success across Semester 1 and the End of Year is inclusive of Semester 1 and 2 academic achievements. The end of year Night of Excellence also recognises the highest achieving student in each subject, the highest achieving student in each year level and outstanding students through perpetual awards.

3.5c Values Awards

Recognising and celebrating students who embody our 4Rs values— Respectful, Resilient, Reflective, and Resourceful —is essential to fostering a positive school culture. Students and staff are able to nominate a student for behaviour that aligns to one of the 4R Values. All nominees are allocated house points and recognised on assembly.

3.5d House Participation

At Shailer Park State High School, the House Competition is an exciting way to foster school spirit, teamwork, and friendly rivalry among students. The competition includes three major carnivals, weekly challenges, faculty events, and bonus live challenges. Other events such as Year 6 Orientation days and teacher events provide additional



opportunities to earn valuable house points. The competition points begin in Term 4 through to the end of Term 3 the following year. At the conclusion of Term 3 Houses are celebrated on their overall position in the House Cup with different activities. This day aims to celebrate house spirit, foster community engagement, and reward houses for their participation and achievements throughout the year.

- First place - Platinum reward – offsite activities (Bounce, Inflatables, water park etc)
- Second Place - Gold reward – school activity and offsite activity (movie etc)
- Third & Fourth Place -Silver & Bronze reward – school activities

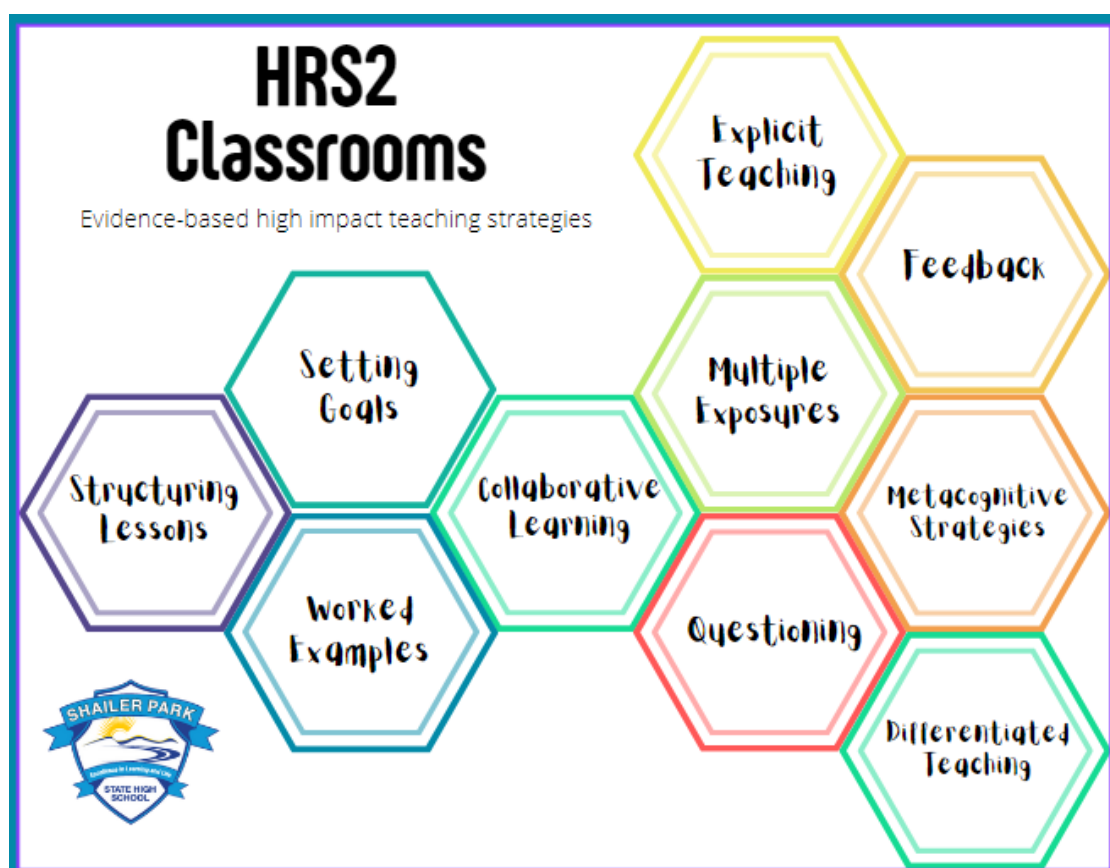
3.5e Bright Spots

Staff, students and community are frequently celebrated as 'Bright Spots' through recognition at assemblies, updates and newsletters and on social media platforms. These are an acknowledgement of achievements and successes which may or may not be more formally recognised through other celebration processes. This frequent system of celebration ensures real time acknowledgement and information sharing with the community.

4.0 Classrooms- Effective teaching and learning

4.1 Pedagogy

The pedagogical approach taken at Shailer Park State High school is deeply rooted in evidence-based high impact teaching strategies with the cornerstone of practise at Shailer Park SHS the Strong Start and Fantastic Finish model outlined below.

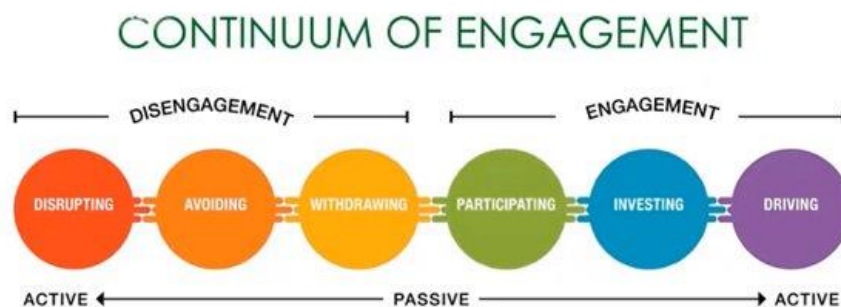


4.2 Engagement

Based on the work of Dr Amy Berry, Research Fellow with the Australian Council for Educational Research and an Honorary Fellow at the University of Melbourne under the tutelage of John Hattie, the Student Engagement Continuum describes six different forms of engagement in the planned learning experience.

Shailer Park State High School has adopted the engagement model that positions students as active partners in the learning process and explores how to encourage learners to participate, invest, and drive their own learning experiences.

Dr Berry asserts that ‘when we try to control students and their engagement in learning activities, we might be successful in getting some students to a level of compliance, but this is a far cry from being highly invested and motivated to learn.’ Teachers, therefore, need to work in partnership with students to leverage some of what students bring to school – their curiosity, interests and passions, their desire to connect with others. This partnership, combined with developing vocabulary around the states of engagement, enables students to develop their capacity to actively engage and drive their learning.



Source: Reimagining student engagement: Webinar. Dr Amy Berry

5.0 Curriculum- Guaranteed and viable; Data and differentiation

5.1 Guaranteed and Viable Curriculum (GVC)

A Guaranteed and Viable Curriculum (GVC) responds to the critical question, “What do we want our students to learn?” and is the first step towards ensuring all students are learning at high levels. (Mattos, Dufour, Dufour, Eaker, & Many, 2016, p.75)

The terminology of a guaranteed and viable curriculum is sourced from Marzano, which indicates the curriculum ensures that ALL students have an equal opportunity to learn. “Guaranteed” commits that each student has access to effective teachers and access to the same content, knowledge and skills to have the opportunity of success in school. Content cannot be randomly replaced by teachers on a whim. “Viable” ensures that students have been allocated enough time to learn the guaranteed curriculum.

A guaranteed and viable curriculum (is) the variable most strongly related to student achievement at the school level... One of the most powerful things a school can do to help enhance student achievement is to guarantee that specific content is taught in specific courses and grade levels” DuFour & Marzano, Leaders of Learning 2011, p89. Shailer Park State High School has made a strategic commitment to the development of a guaranteed and viable curriculum.

5.2 Personal and social capabilities

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Shailer Park State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages as part of a broader sexuality and respectful relationships education programme; and ensure CPR for Life in schools skills training is offered to all Year 10 and 12 students.

Shailer Park State High School delivers social and emotional learning in line with the expectations of the [Department of Education](#) (DOE), the [Queensland Curriculum and Assessment Authority](#) (QCAA), the [P-12 curriculum, assessment and reporting framework](#) (P-12 CARF) and the [Australian Curriculum](#) (AC).

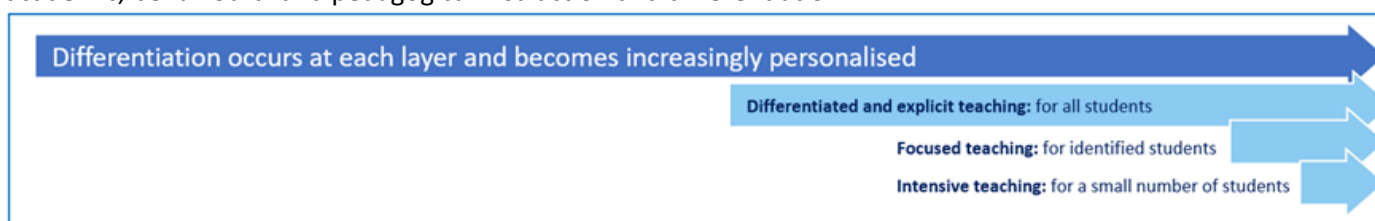
Our Wellbeing curriculum, delivered through RISE, HPE and Extended House Care Group lessons aligns with the [Australian Student Wellbeing Framework](#), the QLD DOE's [Student learning and wellbeing framework](#), the [Personal and Social Capability Learning Continuum](#), the [Alcohol and Other Drugs \(AOD\) education program](#) and the [Respectful Relationships Curriculum](#).

5.3 Multi-Tiered Systems of Support

Shailer Park State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. We use a multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in a multi-tiered systems of support school staff match increasingly intensive interventions to the identified needs of individual students.

This involves explicitly teaching both content and behaviour and providing opportunities for students to practise the content, application of knowledge and behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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



5.3a Tier 1: Differentiated and Explicit Teaching

All students in the school receive explicit instruction and differentiated support for their academic and behavioural development.

Teachers vary what students are taught, how they are taught and how students can demonstrate what they know as part of this responsive and differentiated approach to curriculum mastery and behaviour development. Decisions about differentiation are made in response to data with continuous monitoring to ensure that specific behavioural and/or subject specific learning targets are met. 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.

5.3b Tier 2: Focused Teaching

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Targeted instruction and supports for some students are more intense than Tier 1 differentiated strategies, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

A number of students in any school or classroom (approximately 10-15%), may require additional support to meet behaviour, engagement and/or mastery expectations, even after being provided with explicit and differentiated instruction. These students may have difficulty meeting behavioural or mastery expectations in a particular learning area or setting and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key concepts and/or skills and using explicit and structured teaching strategies to deepen student understanding and practise of the concept and/or skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and/or expected behaviour.

Classroom teacher/s, Heads of Faculty and the Student Services Team work collaboratively to provide focused teaching opportunities. Student progress is monitored to identify and support those who:

- no longer require additional support
- require ongoing focused teaching
- require intensive teaching.

5.3c Tier 3: Intensive Teaching

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Intensive teaching involves frequent and highly individualised explicit instruction, with individuals or in small groups, to develop mastery of basic concepts, skills and knowledge. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- TEACH the student a behaviour, concept or skill
- SUPPORT the student to use a behaviour, concept or skill
- REINFORCE the student's use of the replacement behaviour, application of concept or skill
- MINIMISE a barrier or the payoff for problem behaviour, avoidance or distraction.

Some students may require intensive teaching for a short period, for particular behaviour, skill or concept. 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/s, and following consultation with the student's family.

Classroom teacher/s, Head of Faculty and Head of House teams work collaboratively to provide intensive support and intervention. Student progress is monitored to identify those who:

- no longer require intensive support
- require ongoing intensive teaching
- require additional intervention in order to access particular concepts, skills and knowledge.

Specifically in relation with behavioural change, research 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. For this 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 behaviour teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

5.4 Consideration of Individual Circumstances

Shailer Park State High School has high expectations of all students, recognising that, with the right support, all students can succeed. We are committed to inclusive education and teaching practices in line with the Departments [Inclusive education policy](#). This commitment involves embedding best practice to maximise the outcomes for all students through the effective identification and reduction of barriers to learning. We are committed to supporting all students with reasonable, suitable adjustments and provisions within the curriculum that will ensure meaningful engagement within the school community, whilst enabling each student to work and achieve at the appropriate level for their learning needs. We believe in setting high, yet achievable expectations, as well as valuing and celebrating diversity in others and ourselves.

Staff at Shailer Park State High School considers students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support, they require to be successful. This means that there cannot be a 'one size fits all' approach to discipline. Some students need additional support to interpret or understand our school expectations. 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 staff 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.

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

6.0 Whole School Approach to Discipline

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

Shailer Park State High School has used our values to guide the whole school approach to discipline that can be implemented in all learning environments and contexts. These values: Respectful, Resilient, Reflective and Resourceful underpin our multi-tiered system of support and discipline.

Our staff are committed to delivering a high-quality education for every student with includes a proactive and preventative approach to ensure that all students are explicitly taught the expected behaviours, that expectations are clear and consistent and that all students receive the support they require to successfully engage at school.

6.1 Disciplinary Consequences

At Shailer Park State High School, disciplinary consequences follow a differentiated and personalised model in the same way that we approach curriculum and behaviour instruction. 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 will 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 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.

6.2 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 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

6.3 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.

6.3a 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.

6.3b 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

6.3c 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.

6.4 The RESTORE System



The RESTORE System

REBOOT

"REBOOT" is a Tier 1 Wellbeing and Engagement Intervention available to all students.

A student can elect to go to REBOOT if they require a 'timeout' from a classroom situation.

A teacher can send a student to REBOOT if a student would benefit from a 10 minute 'time out' to regulate or support reengagement on return to the classroom.

There is **no punishment** for accessing REBOOT however:

- it is monitored by the Head of House Team
- multiple REBOOTS from one class can be reclassified as a REFLECT Referral
- multiple REBOOTS in one day across different classes may result in a student being sent home for the remainder of the day.
- A pattern of use in a particular class will be identified by the Student Services Team and supported as necessary

REFLECT

REFLECT is a Tier 2 Behaviour Intervention

A teacher can send a student to REFLECT if;

- Exhausted all of their classroom management strategies
- Asked the two distinct sets of prompting questions

SET 1:

- WHAT ARE YOU DOING?
- WHAT SHOULD YOU BE DOING?
- DO YOU KNOW WHAT WILL HAPPEN IF THIS BEHAVIOUR CONTINUES?
- WHAT SUPPORT DO YOU NEED TO ENGAGE?

SET 2:

- WHAT ARE YOU DOING?
- WHAT DID WE AGREE WOULD HAPPEN IF YOU CONTINUED?
- YOU ARE NOW CHOOSING TO GO TO REFLECTION- COMPLETE REFERRAL FORM

- AND behaviour continues to be disruptive to the teaching and learning process.

A restorative conversation between the student and teacher **MUST** occur before a student can return to that class. A Member of the Student Services Team can facilitate a restorative conversation, or a teacher can elect to hold one independently.

A OneSchool Behaviour Incident **MUST** be recorded and a contact made with parents.

RESET

'RESET' is a Tier 2 regulation space for use by students on a documented support plan.

All students who have approved access to RESET have had an induction with a Guidance Officer and will carry a 'Reset Card' to present to the Teacher if requiring access to the space.

There is no punishment for accessing RESET however it is monitored by the Student Services Team. Students with a RESET Support Provision should be encouraged to use the RESET space.



RESPECTFUL



RESOURCEFUL



REFLECTIVE



RESILIENT

6.4 Tier 1 Behaviour

Tier 1 Behaviours are defined as behaviours 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

Tier 1 behaviours include:

- Refusing to participate in activity/event as instructed.
- Refusing to follow classroom routine (e.g. lining up, Strong Start/Strong Finish routines)
- Not being prepared for learning with the required equipment
- Truancy – late, no show, no return to class.
- Breach of uniform policy
- Refusal to sit in allocated seating plan
- Repetitive missed learning time - toilet
- Refusal to follow reasonable instruction
- Inappropriate language that is non-threatening and used within peer-to-peer conversations
- Rough or boisterous play without malicious intent to harm e.g. Tackling, Wrestling, Pushing, shoving
- Misuse of objects, facilities or equipment which are in breach of Shailer Park SHS WHS policy.
- Using an object not for its intended purpose which poses a risk to others safety.
- Throwing an object (e.g., pen/pencil) without intent to harm another person
- Unsafe use of equipment or facilities in the playground or inappropriate areas posing harm to those in the immediate vicinity.
- Minor graffiti (can be easily cleaned/removed)
- Littering
- Inappropriate use of school resources and facilities resulting in property damage which is low level and/or easily fixed.
- Taking or using other students or school equipment or property without consent

Possible Management Strategies:

- 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 4 (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 Reset card if provided one
- 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
- detention

6.5 Tier 2 Behaviours

Tier 2 Behaviours are defined as behaviours that:

- Violate the rights of others
- Put others/self at risk of harm
- Constitute a pattern
- Interrupt the good order and management of our school
- Require the involvement of the school's senior leadership and/or student services team

Tier 2 behaviours include:

- Cheating while under supervised conditions
- Collusion
- Cheating or contract cheating
- Copying work
- Pattern of refusal to submit assessment tasks to meet course requirements of compulsory participation
- Non-submission of final assessment
- Repetitive classroom disruption
- Repetitive refusal to follow classroom routine
- Repetitive refusal to follow staff instructions
- Leaving school grounds without following correct sign-out process (1st instance)
- Repetitive lateness/truancy
- Repetitive breach of uniform policy
- Ongoing disruption of classroom learning
- Misuse of school approved technology
- Repetitive misuse of technology
- Repetitive breach of phone policy
- Accessing non approved websites/apps/programs
- Refusing to connect to classroom app
- Phone or headphones not switched off and out of sight in school hours
- Smartwatch has notifications that are not disabled in school hours
- Use of inappropriate/ offensive/ derogatory/ abusive comments
- Repetitive targeted bullying / harassment of peer/s
- Delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.
- Student intentionally delivers socially rude, dismissive or mocking messages to staff or student, including but not limited to verbal or non-verbal communication, inappropriate use of hand gestures.
- Falsifying document
- Lying to staff member during incident investigation
- Displaying physical aggression directed towards objects such as bins, walls, doors, poles, trees, plants, animals or other
- Serious misuse of objects, facilities or equipment or work practices /negligence which are in breach of Shailer Park SHS WHS policy.
- Serious misuse of objects/equipment resulting in injury to self or others.
- Major graffiti (difficult to remove, large, offensive)
- Wilful damage (major – teachers' property, student's personal property/school work and projects and/or school property)
- Serious misuse of objects, facilities or equipment or work practices/negligence which are in breach of Shailer Park SHS WHS policy and resulting in damage to property

Possible Management Strategies:

- Any combination of Tier 1 and/or 2 Management strategies
- Temporary removal from a subject
- Timetable change
- Supervised breaks
- Student attendance in support programs
- Individual behaviour support plan (IBSP)
- Restorative practices
- Restitution
- Discipline improvement plan (DIP)
- Functional behaviour assessment (FBA)
- Mediation
- Rules of Engagement
- Targeted skills teaching in small group
- Engaging in personalised learning opportunities on Monday afternoon (P4)
- Detention (lunch/before school/afterschool)
- Counselling and guidance support
- Referral to student services team for team-based problem solving
- Self-monitoring plan
- Behaviour monitoring card
- Daily check in with member of student services team
- Teacher coaching and debriefing
- Stakeholder meeting with families and external agencies
- Temporary removal of student property (e.g. Mobile phone)
- Short term suspension (up to 10 school days)

6.6 Tier 3 Behaviours

Tier 3 Behaviours are defined as behaviours that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Constitute a pattern
- Interrupt the good order and management of our school
- Require the involvement of the school's senior leadership and/or student services team

Tier 3 behaviours include:

- Pattern of refusal to submit assessment tasks to meet course requirements after HOD intervention
- Multiple non submissions
- Refusal to follow instructions from Head of Department, Head of House or member of ELT
- Ongoing misuse of technology
- Accessing, copying or distributing any material deemed controversial, inappropriate, obscene or offensive through electronic medium
- Use of an electronic device to film or photograph another student/s without their consent
- Use of an electronic device to film or photograph staff without their consent
- Use of an electronic device to film or photograph another student/s engaging in any Tier 3 behaviour
- Inappropriate/offensive/derogatory/ abusive comments directed at staff and/or students or directly in response to staff
- Making direct threats to a student or teacher in person, via other students or through social media channels
- Repeated delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.
- Bullying; deliberate and persistent verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm.
- Breach of bullying related mediation agreement deliberate delivery of disrespectful messages through verbal, physical and/or social behaviour with the intention to cause ongoing physical, social and/or psychological harm.
- Threatening/malicious socially rude or dismissive messages to staff or students. Including but not limited to verbal or non-verbal communication, inappropriate use of hand gestures, exposure of body parts, graffiti.
- Falsifying documents that puts self or others at risk of safety, harm or wellbeing.
- Threatening physical or gestural interactions directed toward peers, indicating the intent to injure or cause physical or emotional harm
- Threatening physical or gestural interactions directed toward staff, indicating the intent to injure or cause physical or emotional harm
- Inciting inappropriate behaviours including violence, swarming, intimidation
- Deliberate and targeted physical assaults and altercations (e.g., punch, kick, slap) between two or more mutually participating parties
- Fighting
- Premeditated attacks
- Other Charge Related Suspension
- Possession/consumption/supplying/ selling/using/providing:
 - Illegal substances/narcotics (Including but not limited to cannabis).
 - Illegal drug utensils /paraphernalia (e.g., cannabis pipes, bongs).
- Possession/consumption/supplying/ selling/using/providing legal and restricted substances:
 - Alcohol
 - Cigarettes and associated utensils (lighters, rolling papers).
 - Inhalants (e.g., Nangs).
 - Prescription drugs
 - Vapes
- Possession or use of a combustibles which poses harm to occupants of the school community. Examples including but not limited to:
 - Lighters/Matches
 - Fireworks
 - Compressed air/gas canisters
 - Explosive or incendiary devices
- Possession or use of a weapon which poses harm to occupants of the school community. Examples including but not limited to:
 - Knives/blades

Possible Management Strategies:

- Any combination of Tier 1 and/or 2 Management strategies
- Functional Behaviour Assessment (FBA)
- Individual Behaviour Support Plan (IBSP)
- Discipline improvement plan (DIP)
- Individual Student Safety Plan (ISSP)
- Risk Assessment (RA)
- Complex Case Management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Timetable change
- Part Time Education Plan (PTEP)
- 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.



- | | |
|---|--|
| <ul style="list-style-type: none">○ Bats○ Guns● Threat or attempt to bring and/or detonate an explosive or incendiary device on school grounds.● Taking items of high or significant value from the school, staff or students without permission or without returning items. | |
|---|--|

7.0 Other procedures and expectations

Shailer Park State High School has tailored school discipline procedures designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

7.1.1 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.

7.1.2 Bullying

Shailer Park State High School aligns with the agreed national definition for Australian schools' description of 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 Shailer Park State High School approach to reports of bullying (including bullying which may have occurred online or outside of the school setting):

Stage 1: 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, advise student how this will be managed. (Immediate concern 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.)

Stage 2: Document

- Ask the student for examples of the alleged bullying (e.g. hand written notes or screenshots)
- Document timeline of interaction and concerns being reported.
- 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

Stage 3: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Establish the facts- who, what, where, when and how
- Clarify information with student and check on their wellbeing

Stage 4: 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
- Consider a 'Rules of Engagement' contract between parties

Stage 5: Monitor

- 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

Stage 6: 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

*Please note that the indicative timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

7.1.3 Conflict Resolution and Complaints Management

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
 - 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, the relevant Head of House, Deputy Principal or the Principal.
 - Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [school's directory](#).
 - Parents and students can find information about lodging a complaint on the Departments page [Customer complaints](#), in this [fact sheet](#) or in the [Making a customer complaint - Information for parents and carers Guide](#).
- 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.

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 [Complaints and grievances management policy](#).

7.1.4 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.

7.1.5 Cyberbullying

At Shailer Park State High School cyberbullying is treated 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.

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 instances of 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.

In the first instance, students or families who wish to make a report about cyberbullying should approach their respective Head of House.



For subsequent concerns (after an initial report to the respective Head of House), after reporting the concern to the respective Head of House, the relevant Deputy Principal should be linked in to assist in preventing and responding to cyberbullying.

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.

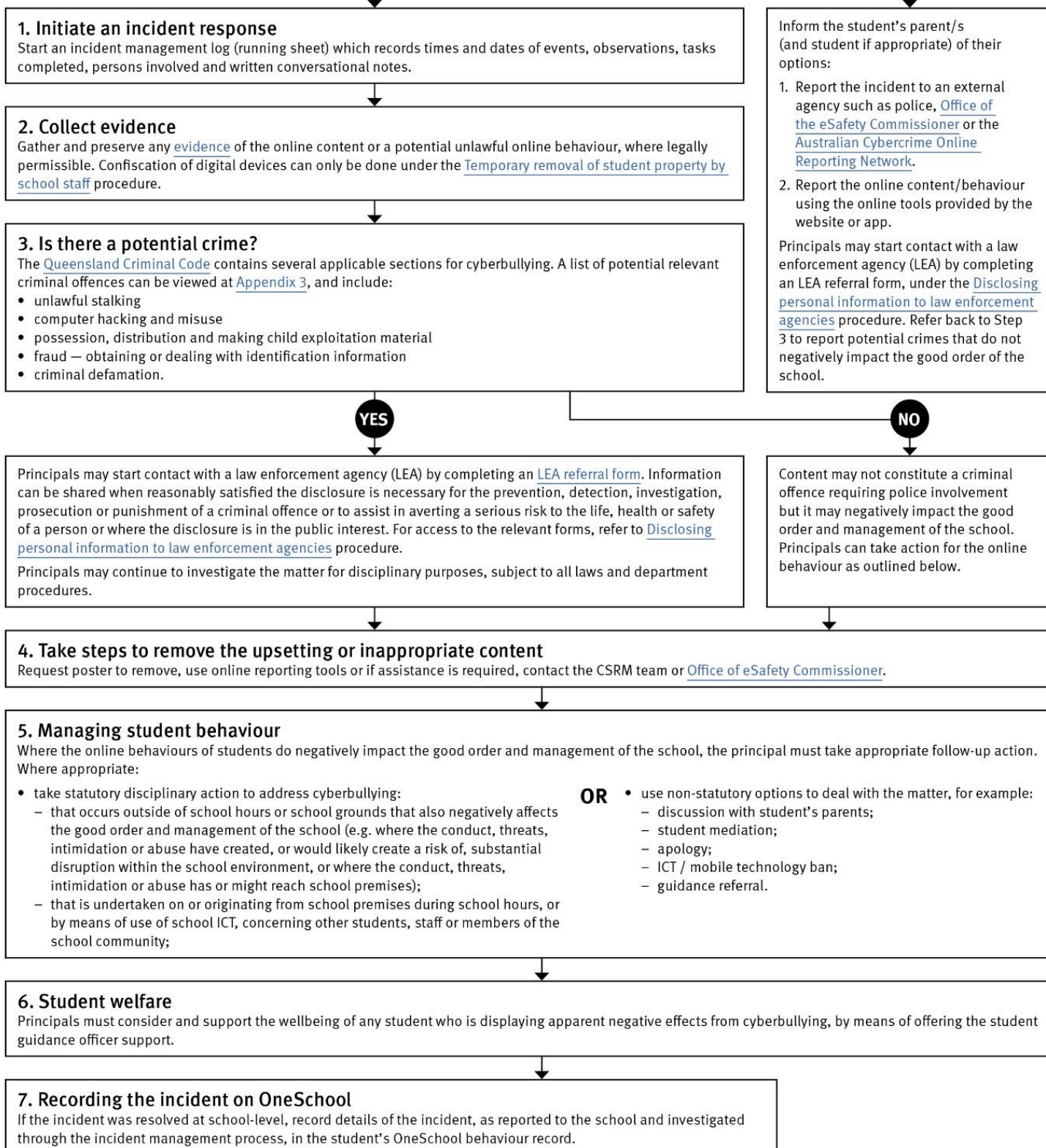
State school staff who engage in inappropriate online behaviour towards students, staff or parents will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

The [cyberbullying and school aged students fact sheet](#) has also been developed to clearly outline the responsibilities of principals and school staff in responding to bullying and cyberbullying. For further information and resources, visit the Queensland Government's [bullying and cyberbullying](#) and [cybersafety in Queensland state schools](#) page or the [Bullying No Way website](#).

Queensland state schools respond to cyberbullying according to the flowchart outlined below.

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

YES OR **NO**





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, a 'Rules of Engagement' or a Support Plan 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.

7.1.6 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. [Cybersafety in Queensland schools](#) 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.

7.1.7 and Alcohol Education and Intervention

Shailer Park State High School implements three levels of drug and alcohol intervention; Universal drug and alcohol education occurs within the Health and Physical Education curriculum across all year levels. Targeted drug and alcohol education occurs within the RISE curriculum with year level specific teaching occurring at different times throughout the year. Intensive drug and alcohol education occurs in collaboration with the student, parent and Student Services Team in response to 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.

Drug education pertains to illicit and over the counter drugs, cigarettes, e-cigarettes and vapes.

7.1.8 Management of Contagious Conditions

Shailer Park State High School is required to manage contagious conditions in schools, as prescribed in the [Public Health Act 2005 \(Qld\)](#) and the [Public Health Regulation 2018 \(Qld\)](#). As well as a general duty under the [Work Health and Safety Act 2011 \(Qld\)](#) to minimise the risk of exposure of staff, students and others to infectious diseases (including contagious conditions) in the workplace.

The [Queensland Health Time Out](#) document provides condition specific exclusion periods.

The responsibilities and processes enacted at Shailer Park SHS apply to the following contagious conditions referred to in the [Act](#):

- coronavirus (COVID-19)
- diphtheria
- enterovirus 71 neurological disease

- gastroenteritis
- haemophilus influenza type b (invasive)
- hepatitis A
- human influenza with pandemic potential
- measles
- meningococcal infection (invasive)
- paratyphoid and typhoid,
- pertussis (whooping cough)
- poliomyelitis infection
- rubella
- tuberculosis
- varicella – zoster virus infection (chickenpox).

**This list of contagious conditions is accurate at the time of publication.

***Shailer Park SHS reviews the list of contagious conditions at regular intervals and liaises with the Public Health Medical Officer (PHMO) of the closest Queensland Health Public Health Unit (PHU) to ensure school response remains appropriate.

7.1.9 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.

** 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).

7.2.1 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](#) and ongoing support of the student under the Safety Net System.

Shailer Park State High School does not provide therapeutic intervention, rather it provides supplementary mental health support through the Student Services Team internally lead by the Guidance Officer as well as referrals to providers of therapeutic intervention.

External support is available to students and families through the following, but not limited to government and community agencies such as:

- Family and Child Connect (FACC)
- Intensive Family Support (IFS)
- Child and Youth Mental Health (CYMHS)

- Department of Communities – (Child Safety Services and Intensive Family Support)
- Queensland Police Service (QPS)
- Local Council
- Disability Services Qld
- Aboriginal Torres Strait Islander Health Children Health Services (ATSICHS)
- Government Health services
- Education Queensland Regional Support Staff.

7.2.2 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 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 drop off and pick up your child from the designated area at school.	We will give clear guidance about a designated area for parents to drop off and pick up 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

7.2.3 Restrictive Practices

School staff sometimes 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.

7.2.4 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.

7.2.5 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 Executive Leadership Team.

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.

7.2.6 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.

7.2.7 Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote and maintain the caring, safe and supportive learning environment of the school and to maintain and foster mutual respect between all 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, vapes and e-cigarettes)
- 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.

Designated 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.

7.2.8 Use of Mobile Phones and Other Devices by Students

All state school students, including those at Shailer Park SHS, must keep their mobile phones switched off and 'away for the day' during school hours. This approach is being implemented in all Queensland state schools to help:

- reduce distractions in the classroom
- increase face-to-face interactions between students
- promote student health and wellbeing
- reduce the potential for student exposure to negative impacts of the digital world, such as cyberbullying.

'Away for the Day' includes mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to a telecommunications device, networks, or the internet. Wearable devices, such as smartwatches, can be worn – however, notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. The policy does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of our school's Bring Your Own Device (BYOD) policy.

The Principal or delegate will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, the Principal or delegate may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day. Exemptions may be temporary for a fixed period or for a student's on-going individual circumstances.

Consideration of individual circumstances will be given, including where:

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure).
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties.
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g., navigation or object/people identification applications.
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect.
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or students in Years 11 and 12 applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Exemptions issued will be documented in the student's OneSchool Support Provisions tab and communicated to school staff, including temporary relief staff, including details of how and when a student may access their mobile phone or wearable device.

Student Responsibilities:

It is acceptable for students to:

- be in possession of a mobile device if it is switched off and out of sight.
- store a mobile device on their person (such as in student's pocket or pencil case) or in the student's school bag.
- use school-sanctioned devices (iPads or laptops) for:
 - 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 that if a student chooses to bring a phone to school, they will be responsible for the mobile phone during the school day. The school makes no provision for the storage of student mobile phones or other personal devices, except for the safe keeping of devices confiscated for a breach of this policy under the school's Student Code of Conduct and in compliance with the temporary removal of student property by school staff procedure. Students' personal devices brought to school are at the risk of the student, save for matters to which the school's Student Code of Conduct may apply, for example, the theft or wilful damage to a student's device. In any circumstance, the school is not responsible for the replacement of, or compensation to, the student or parent for any loss or damage to a device the student brings to school.
- 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.

8.0 Legislative Delegations

8.1 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 \(Cwth\)](#)

8.2 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](#)

9.0 Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadsace](#)
- [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](#)