



Student Code of Conduct 2021-2022

Every student succeeding

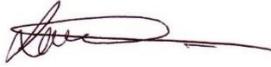
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

*Queensland Department of Education
State Schools Strategy 2020-2024*

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<i>Date:</i>	22-01-2021

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<i>Date:</i>	22-01-2021

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Principal's Foreword

Coomera State School has a long and proud tradition of providing high quality education to students in the Coomera Area. At the centre of our educational philosophy is a firm belief that positive relationships between all members of our school are the foundation to supporting the success of all students.

Coomera State School has three core expectations. Be Safe, Be Respectful and Be a Learner. These expectations are integral in supporting our school vision of 'Exceptional Learning, Every Student, Every Day.

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

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

P&C Statement of Support

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

We encourage all parents to familiarise themselves with the Coomera State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

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

Data Review

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

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

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

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

Please click on the [link](#) to access information from the School Annual Report in relation to School Opinion Data and Student Disciplinary Absences.

Learning and Behaviour Statement

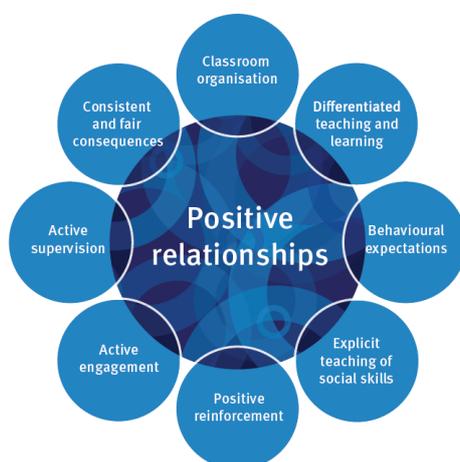
Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

PBL – A Whole School Approach

Positive Behaviour for Learning, known as PBL, is an evidence-based whole school systems approach, which is a process for teaching expected social and behavioural skills. PBL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBL helps schools to develop consistent systems to discourage unproductive behaviour.

Some key features of PBL include:

- Establishes positive social expectations for all in the school community.
- Provides a framework for the school and its community to collectively support the wellbeing of every student.
- Addresses the diverse academic and social needs of every student to support them to be successful.
- Enables schools to establish a continuum of supports that are intensified to meet the needs of every student.
- Is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff.



A Multi-Tiered System of Support

PBL has a tiered system as the foundation for our integrated approach to learning and behaviour. This system is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students. (See *Appendix A*).

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

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

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what 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.

Student Wellbeing

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

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Coomera State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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



Student Support Services (SSS)

Coomera State School provides comprehensive Student Support Services to help the academic, social, emotional and physical wellbeing of every student. Referrals are placed by members of staff and help ensure the student is connected to the appropriate representative of the Student Support Service. In addition to the assistance provided by class teachers, we have a team of professionals whose roles are to help ensure our school is an inclusive, nurturing environment.

Complex Case Management Meeting (CCMM)

In the aim of providing every student at Coomera State School the opportunity to thrive and succeed, we understand that some students have specific and complex needs that must be supported in order for them to learn. The Complex Case Management Meeting occurs in Weeks 3 and Week 7 of each term as an additional tier to review students who require intensive teaching, adjustments, differentiation, wrap around supports (external agency intervention) and intensive intervention strategies. Students who require this level of explicit teaching are assigned an individual case manager at the school who oversees the coordination of their program, communicate with stakeholders and directly consult with the student.

The Complex Case Management Meeting follows the *Consistent Approach to Student Support Complex Case Management Flow chart* (see *Appendix B*) in order to provide appropriate and timely support.

Role	What they do
Classroom Teacher	The classroom teacher offers first hand experience and observations of students who may be requiring additional support. Their role is integral to understanding the needs of the student and practices that have been utilised within the classroom setting to support that student in their learning. A classroom teacher will provide academic reports, parent communications, specialist reports as well as discussions with other staff regarding the learning of the student.
Behaviour Support Teacher (BST)	A Behaviour Support Teacher (BST) leads staff in the implementation of Positive Behaviour for Learning (PBL) throughout the school. They facilitate and support all staff in knowing and teaching PBL expectations to all students. Their role also supports students in feeling safe and comfortable and want to come to school, as well as support students to self-regulate and cope with difficult situations. The BST is responsible for assessing and addressing the needs of students requiring the most intensive behaviour support within the school.
Guidance Officer	Guidance officers (GOs) are teachers with additional qualifications and training in the areas of guidance and counselling. GOs are appointed as a regional resource. Each region will allocate GOs to either individual schools or a number of schools, according to regional needs. The GO provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. Their role also assists students with specific difficulties, acting as a mediator or providing information on other life skills. The GO will liaise with parents, teachers, or other external health providers as needed as part of the counselling process.
Chaplain	The Chaplain (or Chappy) provides spiritual and emotional support to school communities. They are in the prevention and support business: helping students find a better way to deal with issues ranging from family breakdown and loneliness, to drug abuse, depression and anxiety. Their role specifically provides support for staff and parents in school communities.
SEP Case Managers	The special education teacher's main role is to support the classroom teacher in enabling students with disability to access and participate in the curriculum. Their role requires liaison with parents, classroom teachers and therapists to ensure the educational priorities for students with disability are met.
Learning Support	The Learning Support Teacher works within school teams and with students to improve student achievement. They assist with planning, preparation and delivery of effective learning and teaching programs for identified students to improve their learning outcomes, with a focus on literacy and numeracy. Learning Support Teachers maintain teaching expertise and knowledge of evidence based, effective teaching practices to improve student achievement across the learning areas or subjects with a focus on literacy and numeracy.
Speech Pathologist	Speech pathologists study, diagnose and treat communication disorders, including difficulties with speaking, listening, understanding language, reading, writing, social skills, stuttering and using voice. They work with people who have difficulty communicating because of developmental delays, stroke, brain injuries, learning disability, intellectual disability, cerebral palsy and hearing loss, as well as other problems that can affect speech and language. People who experience difficulties swallowing food and drink safely can also be helped by a speech pathologist.
English as a second language/dialect (ESL/D) teacher	ESL/D teachers work within school teams to support English as a Second Language or Dialect learners to develop the English language required to access and achieve across the school curriculum. ESL/D teachers help classroom teachers to work with ESL/D learners in whole class contexts as well as providing intensive teaching to small groups or individual ESL/D students if required.
Deputy Principals	The Deputy Principal will provide an overview and background of the student as well contacts made with external organisations. DPs often make contact with the parents as well as arrange stakeholder meetings which allow all parties supporting the student to meet and create a plan to move forward.

Deputy Principal of Special Education	The Deputy Principal of Special Education provides a comprehensive knowledge of the supports in place in the Special Education Program at Coomera. They will assign a case manager if required and oversee supports offered to support a student who may be engaged in the Special Education Program.
Principal	The Principal attends all meetings across the school and contributes comprehensive understanding of where the support is required for a particular student. The Principal will liaise with Deputy's and the BST, as well as any other support staff or outside organisations to support all students within Coomera State School.

Whole School Approach to Discipline

Positive Behaviour for Learning, known as PBL, is an evidence-based whole school systems approach, which is a process for teaching expected social and behavioural skills. PBL establishes strong school-wide universal systems in classrooms and programs offered through the school, including activities and excursions. PBL helps schools to develop consistent systems, social and emotional skills and to discourage unproductive behaviour.

Some key features of PBL include:

- Establishes positive social expectations for all in the school community.
- Provides a framework for the school and its community to collectively support the wellbeing of every student.
- Addresses the diverse academic and social needs of every student to support them to be successful.
- Enables schools to establish a continuum of supports that are intensified to meet the needs of every student.
- Is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff.
- Continually support staff members to maintain consistent school and classroom improvement practices.

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

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

PBL Expectations

Our staff are committed to delivering high quality education to every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students; Be Safe, Be Respectful and Be A Learner.

At Coomera State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support (Tier 1) a strategy directed towards all students which is designed to prevent problem behaviour. The Coomera State School PBL Expectations Matrix outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies, including:

- Weekly whole school assemblies that explicitly introduce the expectation for the week.
- Weekly behaviour lessons conducted by classroom teachers that explicitly teach and reinforce the expectations.
- Reinforcement of correct behaviours through explicit feedback in all settings and intrinsic reinforcement through superhero slips.



Coomera State School



Our School Rules	School Wide	Learning Area	Playground	Amenities	Eating Area	Before/After School
<p>I will walk quietly & sensibly through the school. I will keep my hands & feet to myself. I will be safe with materials, property and furniture.</p>	<p>I will show respect, use manners & be polite. I will follow staff instructions first time, every time. I will be in the right place, at the right time. I will wear the correct uniform. I will respect the school environment.</p>	<p>I will only enter & exit a classroom with staff permission. I will use ICT & devices with care.</p>	<p>I will play in my designated area. I will use play equipment appropriately. I will wear a school hat to play.</p>	<p>I will use amenities appropriately. I will keep food & drinks out of the toilets. I will wash my hands.</p>	<p>I will walk straight to my eating area. I will sit in my eating area. I will eat my own food.</p>	<p>I will sit in the designated area. I will walk when entering & exiting the school. I will wait patiently. I will be responsible for my personal belongings.</p>
<p>I will come to school ready to learn. I will accept consequences. I will be resilient. I will use the High 5 strategies.</p>	<p>I will respect everyone's right to learn. I will raise my hand to speak. I will knock before entering classrooms. I will communicate respectfully when using technology. I will show my 5Ls. I will follow class routines. I will participate & complete my best work.</p>	<p>I will flush the toilet. I will keep the amenities block clean & tidy. I will respect the privacy of others.</p>	<p>I will wait to be dismissed from the eating area. I will finish eating before playing.</p>	<p>I will follow eating area routines. I will follow pick-up/drop off routines.</p>	<p>I will return straight to class.</p>	

Exceptional Learning, Every Student, Every Day

Reinforcement of Expected Behaviour

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

Free and Frequent Reward	
Superhero Slip (1pt)	Students earn Superhero Slips through their appropriate demonstration of behaviours from the school expectation matrix. Explicit and positive verbal feedback is provided when demonstrating these expected behaviours.
Superhero Reward Chart (1-25pts)	Students then take their Superhero Slip to their classroom teacher to earn a Superhero stamp on their visual reward goal chart.
Short/Medium Reward	
Superhero Postcard (25pts)	When students earn 25 Superhero Slips they will receive a Superhero Postcard . Postcards are acknowledged on Whole School and Year Level assemblies. Students then take this award home to celebrate their achievement with their families.
Superhero Certificate (50pts)	When students earn 50 Superhero Slips they will receive a Superhero Certificate . Certificates are acknowledged on Whole School and Year Level assemblies. Students then take this award home to celebrate their achievement with their families.
Superhero Ribbon (75pts)	When students earn 75 Superhero Slips they will receive a Superhero Ribbon . Ribbons are acknowledged on Whole School and Year Level assemblies. Students then take this award home to celebrate their achievement with their families.
Medium/Long Reward	
Superhero Badge (100pts – Blue)	When students earn 100 Superhero Slips they will receive a Blue Superhero Badge . Badges are acknowledged on Whole School and Year Level assemblies. Students are then permitted to wear these medallions on their uniform for the remainder of the year.
Superhero Rewards Menu (125pt, 150pt, 175pt)	When students earn increments of 125, 150 and 175 Superhero Slips they will receive a Superhero Rewards Menu . These are acknowledged on Whole School and Year Level assemblies. Students are then given the opportunity to choose a reward from a list of preferred options offered at school.
Superhero Badge (200pts – Silver)	When students earn 200 Superhero Slips they will receive a Silver Superhero Badge . Badges are acknowledged on Whole School and Year Level assemblies. Students are then permitted to wear these medallions on their uniform for the remainder of the year.
Superhero Rewards Menu (225pt, 250pt, 275pt)	When students earn increments of 225, 250 and 275 Superhero Slips they will receive a Superhero Rewards Menu . These are acknowledged on Whole School and Year Level assemblies. Students are then given the opportunity to choose a reward from a list of preferred options offered at school.
Superhero Badge (300pts – Gold)	When students earn 300 Superhero Slips they will receive a Gold Superhero Badge . Badges are acknowledged on Whole School and Year Level assemblies. Students are then permitted to wear these medallions on their uniform for the remainder of the year.
Superhero Rewards Menu (325pt, 350pt, 375pt)	When students earn increments of 325, 350 and 375 Superhero Slips they will receive a Superhero Rewards Menu . These are acknowledged on Whole School and Year Level assemblies. Students are then given the opportunity to choose a reward from a list of preferred options offered at school.

Responding to Inappropriate Behaviour

Consistency in responding to major and minor behaviour is practiced across the school with the school's universally levelled Behaviour Continuum. This ensures fairness and equity to managing behaviour for all staff and students (see *Appendix C*).

Minor and major behaviours

Minor problem behaviour is that which is not of serious nature to deliberately; harm, injure, disrespect or adversely impacts upon themselves, others students or staff/property at the school.

Major problem behaviour is referred directly to the BST or Administration team.

Teachers need to establish order in their class, and then respond flexibly to student management issues. Once students have a positive concept of themselves as learners and have developed greater self-control, the Essential Skills pertaining to the 'language of correction' are likely to be less frequently required.

By using the Essential Skills for Classroom Management, teachers will be able to reduce time spent on managing conversations and increase the time spent on learning conversations. More effective learning conversations and experiences i.e. clear instructions, clear expectations and well-sequenced pedagogy will also reduce time spent on managing conversations.

Essential Skills for Classroom Management

Essential Skill	Description
1. Establishing expectations	Making rules.
2. Giving instructions	Telling students what to do.
3. Waiting and scanning	Stopping to assess what is happening.
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others.
5. Body language encouraging	Smiling, nodding, gesturing and moving near.
6. Descriptive encouraging	Praise describing behaviour.
7. Selective attending	Not obviously reacting to certain behaviours.
8. Redirecting to the learning	Prompting on-task behaviour.
9. Giving a choice	Describing the student's options and likely consequences of their behaviour.
10. Following through	Doing what you said you would.

The High 5

The 'High 5' is an effective strategy to assist students to develop problem-solving strategies. These 5 strategies can be used in all school-wide contexts, from the classroom to the playground. Students use these strategies to develop resilience and form better relationships with peers, which in-turn, develops their well-being. At Coomera State School, we have the 'High 5' clearly displayed within the school grounds and all classrooms, to positively influence students when they require a model for social skills and resilience. See *Appendix D for Coomera State School, High 5 Poster*.

Classroom Profiling

At Coomera State School, Classroom Profiling is available for teachers to utilise as a reflective tool. Classroom Profiling is a voluntary, confidential and non-judgemental process that enables a teacher to reflect on the effective learning and teaching strategies that they employ to manage the behaviour of the students in their care.

The Classroom Profiling Program is about 'relationship management' and 'improved learning outcomes for students.' This program also allows for teachers to reflect on their use of the above Essential Skills for Classroom Management within their classroom.

Roles and Responsibilities of all parties involved

Parents/Carers are provided with a copy of the school's Code of Conduct and are specifically informed of the policy document when enrolling a student. Parents/Carers will be asked to sign in acknowledgement of being advised of the policy. In the event of a parent/carer refusing to sign acknowledgement, the Principal will advise of the policy and will sign in acknowledgement that this has been completed.

Students:

- participate actively in the school's education program.
- take responsibility for their own behaviour and learning.
- demonstrate respect for themselves, all members of school staff and community, and the school environment.
- behave in a manner that respects the rights of others and themselves, including everyone's right to learn.
- are co-operative with staff and others with authority and members of the school community.

Parents and Carers:

- show an active interest in their child's schooling and progress.
- co-operate with the school to achieve the best outcomes for their child.
- support school staff in maintaining a safe and respectful learning environment for all students.
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- contribute positively to behaviour support plans that concern their child.
- ensure their child attends school every day for the education program in which the child is enrolled.
- provide advice to school with reason for any non-attendance.

Staff:

- provide safe and supportive learning environments.
- provide inclusive and engaging curriculum and teaching.
- initiate and maintain constructive communication and relationships with students and parents/carers.
- promote the skills of responsible self-management.
- reflect on their practice to ensure that their teaching is meeting the needs and learning styles of students.

Disciplinary Consequences

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

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

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

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

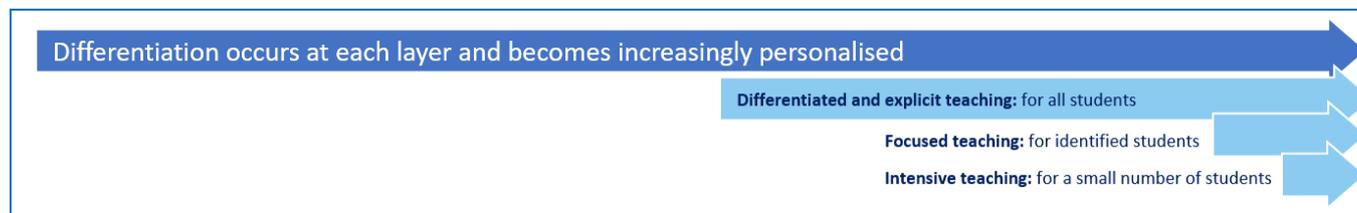
The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated and Explicit Teaching

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

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

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



In the PBL framework, Tier 1 is differentiated and explicit teaching for all students. Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

The School Wide PBL Expectation Matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

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

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

Focussed Teaching

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

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

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

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

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

- Second Steps – Social and Emotional Framework
- Second Step Outdoors Program
- Youth Flourish Outdoors Program
- Check-In/ Check-Out Strategy (*Appendix G*)
- Playground Plans (*Appendix H*)
- Individual Student Support Plan
- Functional Based Assessment.
- Targeted skills teaching in small group
- Reflection Room (*Appendix F*)
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching and debriefing
- Risk management plan
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. In addition, the school invests in the following evidence-informed programs/practices to address the specific behaviour needs of an individual student:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review (*Appendix B*)
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Legislation

In this section of the Coomera State School Student Code of Conduct are links to legislation and Queensland state school discipline procedures.

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

Delegations

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

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

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Coomera State School are advised to attend a scheduled re-entry meeting prior to returning to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students

- Preventing and responding to bullying
- Appropriate use of social media

Temporary Removal of Student Property

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

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

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

Responsibilities

State school staff at Coomera State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;

- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Coomera State School

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

Students of Coomera State School

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

Use of Mobile Phones and Other Devices by Students

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

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

Mobile Phone and Electronic Device Policy

As a school, **we do not encourage** students to bring mobile phones or other electronic equipment to school. Each school has the power to ban items which may cause disruption or harm the smooth running of the school. It is, however, acknowledged that parents may provide a mobile phone for their child for reasons of communication and security on the way to and from school and to after-school activities.

The following are the conditions under which children may bring a mobile phone to school.

1. Mobile phones and other electronic devices must be turned off and handed in at the office before school for collection after 3pm. They are not to be accessed during the school day except in exceptional circumstances with authorisation through the office. Mobile phones will be signed in and out each day at the school office so they can be accounted for. No responsibility will be accepted for any loss, damage or theft if the mobile phone and other electronic devices are **NOT** checked-in in this manner.
2. This policy applies to students during school excursions, camps and extra-curricular activities.
3. The taking of photos or videos of students, without permission of a supervising teacher is not permitted.
4. The uploading of photos or videos of students whilst under the supervision of Coomera State School without permission from supervising staff is not permitted.
5. The parents and students agree that while they are in the supervision of school staff that they report all matters directly to staff and seek permission to contact parents. Parents needing to contact a child about their welfare during school hours should contact the school directly so we can provide assistance rather than attempting to contact the student by mobile phone. Staff members have the responsibility for the child's welfare and control of the situation and must be informed so that rapid assistance can be provided. If the situation warrants it, parents will then be contacted.
6. Students should only use their mobile phones and other electronic devices before and after school.
7. Inappropriate messaging to other students will be dealt with in the same way as other forms of harassment.

The following consequences for breaches of this policy may apply:

- The mobile phone or electronic devices will be confiscated from the child until the end of the day, or
- The mobile phone or electronic device will be confiscated until the end of the day, parents contacted and the phone released only to parents when organised amongst parties.

As a condition of enrolment at Coomera State School, students and parents are required to sign an *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students* agreement.

Responsibilities

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

It is **acceptable** for students at Coomera State School to:

- use school devices for:
 - assigned class work and assignments set by teachers.
 - developing appropriate literacy, communication and information skills.

- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school.
- conducting general research for school activities and projects.
- communicating or collaborating with other students, teachers, parents or experts in relation to school work.
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment.
- be courteous, considerate and respectful of others when using a device.

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

- use a mobile phone or other devices in an unlawful manner.
- 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 on the school premises, with or without permission consent from others.
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 the Coomera State School Student Code of Conduct. In addition students and their parents should:

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

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Coomera State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Coomera State School - Bullying response flowchart for teachers (see Appendix I)

Coomera State School Process to Report Bullying:

1. Students and Parents are to first speak to their **classroom teacher**.
2. Classroom teachers will refer the matter to their **Deputy Principal and any other support persons**.
3. The relevant stakeholders will consult the **Bullying Response Flow Chart** and move through appropriate responses to resolve the student's concerns.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

The Cyberbullying response flow chart for school staff can be found in Appendix J.

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Coomera State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Coomera State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

See Appendix K for Anti-Bullying Compact.

Appropriate Use of Social Media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidences

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

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

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

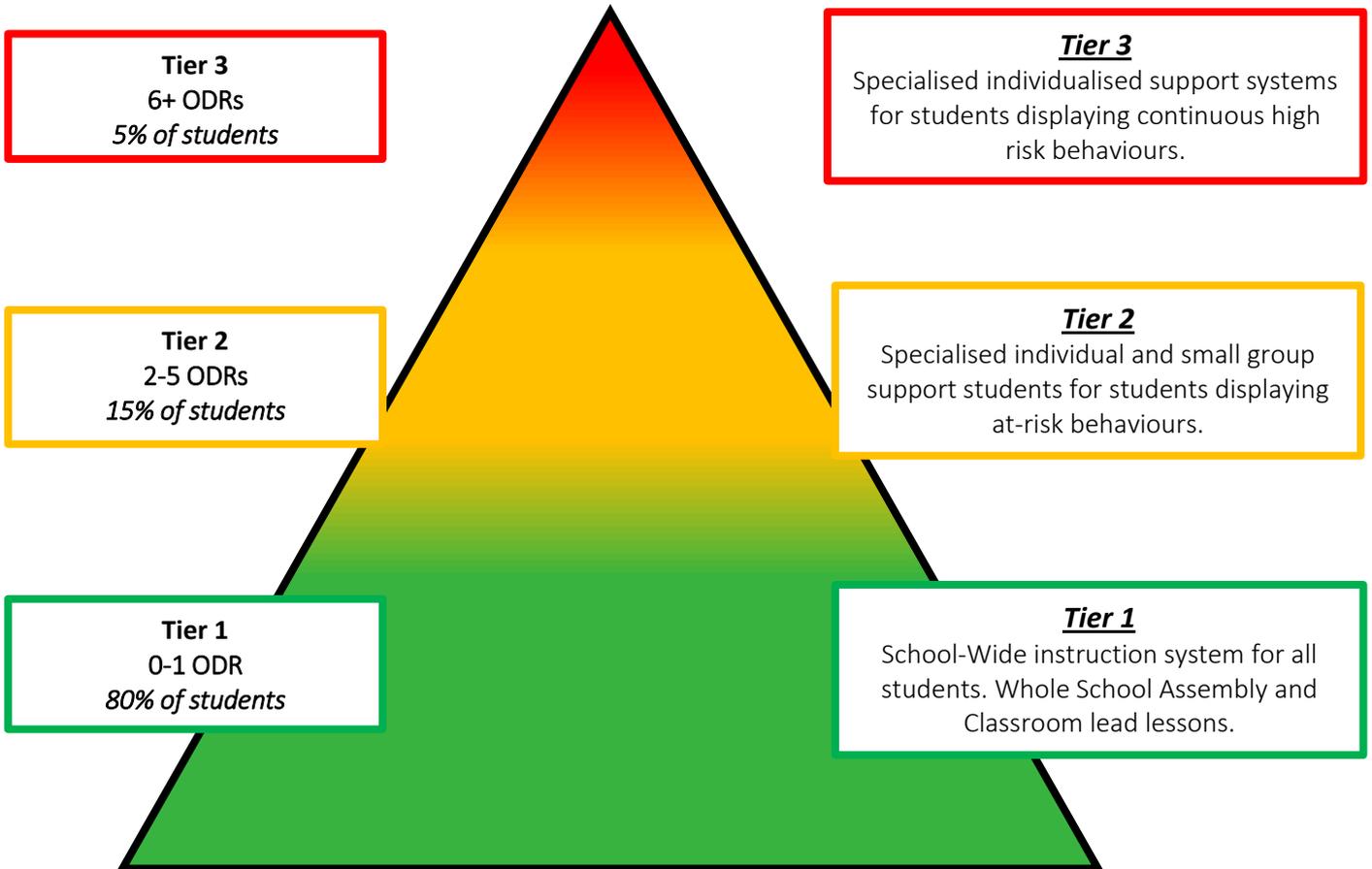
- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined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

Appendices

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PBL Support System Model for Coomera State School



Coomera State School Behaviour Continuum

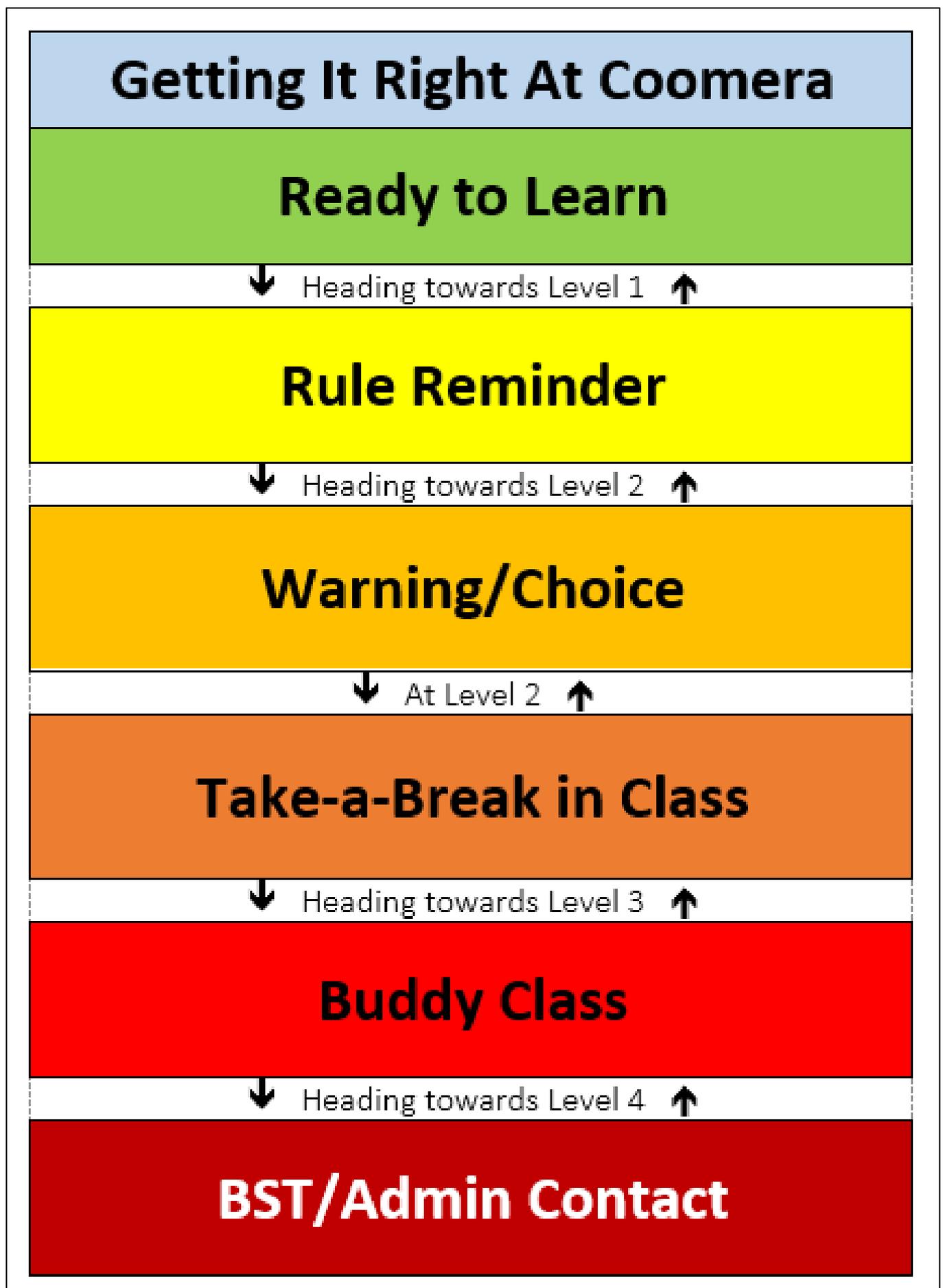
 LEVEL 1 Discuss behaviours with student Optional logical consequence No recording in Duty Folder eg. -walk with teacher -pick up litter -sit out and watch play -go back and walk -play in undercover area only		LEVEL 2 Discuss behaviours with student Record name and behaviour Immediate logical consequence eg. -walk with teacher -pick up rubbish -sit out and watch play -go back and walk -play in undercover area -remove object		LEVEL 3 Discuss behaviours with student Record name and behaviour 20 min detention/Thinking Room Parent notified via Behaviour Management Record Sheet Public Service / Restitution		LEVEL 4 Record name and behaviour Public Service / Restitution Administration Intervention Follow up sessions by Admin Parent notified / interview held if required 20 minute detention in office Behaviour contract if required	
		SCHOOL RULES ↓					
Be Safe 	1. Work and play safely	R1:L1 Not wearing hat / shoes correctly Running on paved areas or around buildings Eating gum/lollies Sitting on port racks/tables Shoelaces untied	R1:L2 Spitting on the ground Throwing objects at ground Using sticks in an unsafe manner Rough play Riding bike/skateboard/scooter/roller blades on school grounds	R1:L3 Bullying: physically bullying, threatening or excluding Actions with the potential to injure Deliberately hurting or intending to hurt Damaging other student's clothing Throwing objects with potential to hurt	R1:L4 Possession of unlawful objects or substances Having dangerous objects at school eg. matches, knives, screwdrivers Actions that cause injury Throwing objects causing injury Spitting on others or school property	Possession of unlawful objects or substances Having dangerous objects at school eg. matches, knives, screwdrivers Actions that cause injury Throwing objects causing injury Spitting on others or school property	
	2. Always be in the appropriate area	R2:L1 Not waiting in designated area before school Playing on play equipment before or after school	R2:L2 Eating outside of eating area Walking and eating Playing in and around toilets Playing outside own play area	R2:L3 Leaving desk for inappropriate reason Being in an out of bounds area Leaving room without permission	R2:L4 Leaving school grounds during school hours	Leaving school grounds during school hours	
	3. Follow supervisor's directions first time and act respectfully at all times	R3:L1 Ignoring a direction Disruptive Dishonest	R3:L2 Repeated disobedience Repeated disruption Repeated dishonesty	R3:L3 Continued insolence / disobedience / refusal Continued disruption Continued dishonesty	R3:L4 Deliberate physical, verbal or written abuse Defiance	Deliberate physical, verbal or written abuse Defiance	
	4. Use non-abusive and non-threatening language	R4:L1 Responding with disrespectful tone	R4:L2 Hostile to others eg pulling faces, laughing/pointing at low level name calling	R4:L3 Swearing at someone causing offence Offensive actions, verbal/written comments Harassment/teasing/threats Encouraging someone to break a rule	R4:L4 Deliberate verbal or written abuse (including messaging, email and text). Deliberate harassment towards others Creating/spreading malicious rumours	Deliberate verbal or written abuse (including messaging, email and text). Deliberate harassment towards others Creating/spreading malicious rumours	
	5. Be prepared for learning	R5:L1 Not wearing correct school uniform (as per Coomera State School Uniform policy) Bringing toys to school	R5:L2 Late to class Not seated and lined up ready for class after second bell Loitering after school Playing with toys Smart device (with the capacity to access internet, send, receive or record information/images) not handed in to Office	R5:L3 Work refusal Inappropriate use of toys Retaining smart devices (with the capacity to access internet, send, receive or record information/images)	R5:L4 Continuous refusal to work Use of smart devices (with the capacity to access internet, send, receive or record information/images) during school hours Accessing/distributing inappropriate materials	Continuous refusal to work Use of smart devices (with the capacity to access internet, send, receive or record information/images) during school hours Accessing/distributing inappropriate materials	
	6. Care and appropriate use of all personal and school property	R6:L1 Littering Inappropriate use of resources (eg. water, paper, paint) Jumping and swinging off school structures Unassigned ICT usage	R6:L2 Unnecessary movement of property and fixtures (pushing, pulling, touching, kicking) Engaging with wildlife in school grounds ICT misconduct involving access to inappropriate websites, images and language	R6:L3 Touching / using others' or school's property without permission Misusing own property/equipment Misusing toilets – running, playing and using soap inappropriately ICT misconduct involving school ICT Causing harm to wildlife in school grounds	R6:L4 Stealing items Vandalising school or private property Misuse / fouling of toilets or deliberate vandalism making environment unsafe for public use Tampering with hardware/school ICT systems	Stealing items Vandalising school or private property Misuse / fouling of toilets or deliberate vandalism making environment unsafe for public use Tampering with hardware/school ICT systems	

 **Coomera State School** 



**Do the
'High Five'**

Exceptional Learning, Every Student, Every Day



Reflection Room Referral RECORD SHEET



Student _____ Class _____

Referring Staff Member _____

Location of Incident Classroom Area _____

Rule ___ Level ___ Playground Session _____

Date Issued _____ Date of Incident _____

Reason for behaviour referral to reflection room:

Parents/Carers Signature _____

This Record Sheet must be
Signed by a parent/guardian and returned the day after issue.

Thank-you for your support!

Supervisor's Signature: _____

Comments: _____

Coomera State School Behaviour Continuum

		LEVEL 1 • Discuss behaviours with student • Optional logical consequence • No recording in Duty Folder eg. -walk with teacher -pick up litter -sit out and watch play -go back and walk -play in undercover area only	LEVEL 2 • Discuss behaviours with student • Record name and behaviour • Immediate logical consequence eg. -walk with teacher -pick up rubbish -sit out and watch play -go back and walk -play in undercover area -remove object	LEVEL 3 • Discuss behaviours with student • Record name and behaviour • 20 min detention/Thinking Room • Parent notified via Behaviour Management Record Sheet • Public Service / Restitution	LEVEL 4 • Record name and behaviour • Public Service / Restitution • Administration Intervention • Follow up sessions by Admin • Parent notified / interview held if required • 20 minute detention in office • Behaviour contract if required
	LEVELS ↓ SCHOOL RULES				
Be Safe	1. Work and play safely	R1:L1 Not wearing hat / shoes correctly Running on paved areas or around buildings Eating gum/lollies Sitting on port racks/tables Shoelaces untied	R1:L2 Spitting on the ground Throwing objects at ground Using sticks in an unsafe manner Rough play Riding bike/skateboard/scooter/roller blades on school grounds	R1:L3 Bullying: physically bullying, threatening or excluding Actions with the potential to injure Deliberately hurting or intending to hurt Damaging other student's clothing Throwing objects with potential to hurt	R1:L4 Possession of unlawful objects or substances Having dangerous objects at school eg. matches, knives, screwdrivers Actions that cause injury Throwing objects causing injury Spitting on others or school property
	2. Always be in the appropriate area	R2:L1 Not waiting in designated area before school Playing on play equipment before or after school	R2:L2 Eating outside of eating area Walking and eating Playing in and around toilets Playing outside own play area	R2:L3 Leaving desk for inappropriate reason Being in an out of bounds area Leaving room without permission	R2:L4 Leaving school grounds during school hours
Be Respectful	3. Follow supervisor's directions first time and act respectfully at all times	R3:L1 Ignoring a direction Disruptive Dishonest	R3:L2 Repeated disobedience Repeated disruption Repeated dishonesty	R3:L3 Continued insolence / disobedience , refusal , Continued disruption Continued dishonesty	R3:L4 Deliberate physical, verbal or written abuse Defiance
	4. Use non-abusive and non-threatening language	R4:L1 Responding with disrespectful tone	R4:L2 Hostile to others eg. pulling faces, laughing/pointing at, low level name calling	R4:L3 Swearing at someone causing offence Offensive actions, verbal/written comments Harassment/teasing/threats Encouraging someone to break a rule	R4:L4 Deliberate verbal or written abuse (including messaging, email and text). Deliberate harassment towards others Creating/spreading malicious rumours
Be a Learner	5. Be prepared for learning	R5:L1 Not wearing correct school uniform (as per Coomera State School Uniform policy) Bringing toys to school	R5:L2 Late to class Not seated and lined up ready for class after second bell Loitering after school Playing with toys Smart device (with the capacity to access internet, send, receive or record information/images) not handed in to Office	R5:L3 Work refusal Inappropriate use of toys Retaining smart devices (with the capacity to access internet, send, receive or record information/images)	R5:L4 Continuous refusal to work Use of smart devices (with the capacity to access internet, send, receive or record information/images) during school hours Accessing/distributing inappropriate materials
	6. Care and appropriate use of all personal and school property	R6:L1 Littering Inappropriate use of resources (eg. water, paper, paint) Jumping and swinging off school structures Unassigned ICT usage	R6:L2 Unnecessary movement of property and fixtures (pushing, pulling, touching, kicking) Engaging with wildlife in school grounds ICT misconduct involving access to inappropriate websites, images and language	R6:L3 Touching / using others' or school's property without permission Misusing own property/equipment Misusing toilets – running, playing and using soap inappropriately ICT misconduct involving school ICT Causing harm to wildlife in school grounds	R6:L4 Stealing items Vandalising school or private property Misuse / fouling of toilets or deliberate vandalism making environment unsafe for public use Tampering with hardware/school ICT systems

Appendix G

CHECK-IN/CHECK-OUT							
NAME	CLASS	DATE:	Goal:	Points Earned:	Achieved Goal 😊 ☹️		
EXPECTATIONS	MORNING SESSION	1 ST BREAK	MIDDLE SESSION	2 ND BREAK	AFTERNOON SESSION	SPECIALIST	SPECIALIST
BE SAFE  I will keep my hands and feet to myself	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
BE RESPECTFUL  I will show respect to everyone	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
BE A LEARNER  I will own my own behaviour	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
 REWARD							

2: (Way to Go)= Meet expectations with positive behaviour 1: (So-So)= Needed 2-3 reminders or corrections 0: (Tough Time)= Needed 4 or more reminders or corrections

Comment: _____

Parent Signature: _____ Teacher Signature: _____

Appendix H

 NAME SURNAME CLASS PLAYGROUND PLAN	I will keep my hands and feet to myself				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1ST BREAK AREA  Staff: _____	AREA  Staff: _____	AREA  Staff: _____	AREA  Staff: _____	AREA  Staff: _____	
2ND BREAK AREA  Staff: _____	AREA  Staff: _____	AREA  Staff: _____	AREA  Staff: _____	AREA  Staff: _____	
Goal: After 2 weeks, if I achieve positive results in the playground I can play in either play area.					

Coomera State School Bullying Response Flow Chart

First Hour

► Listen ◀

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

Day One

► Document ◀

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

Day Two

► Collect ◀

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

Day Three

► Discuss ◀

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

Day Four

► Implement ◀

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

Day Five

► Review ◀

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

Ongoing

► Follow Up ◀

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

Cyberbullying Flow Chart

How to manage online incidents that impact your school

Student protection

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

Explicit images

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

Report

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

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



1. Initiate an incident response

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

2. Collect evidence

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

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

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

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

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

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



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

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

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

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSR team or [Office of eSafety Commissioner](#).

5. Managing student behaviour

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

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR
- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

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

7. Recording the incident on OneSchool

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

Coomera State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Coomera State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as:

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature: _____

Parent's signature: _____

School representative signature: _____

Date: _____



Department of Education

COOMERA STATE SCHOOL

Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the *Education (General Provisions) Act 2006*
(‘EGPA’)**

I, Loretta White, Principal of Coomera State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Ben Austen who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Ben Austen tells the student about my decision, as per section 283(2) of the EGPA.

LORETTA WHITE
COOMERA STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

DATE

25/5/2024



Department of Education
COOMERA STATE SCHOOL
Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Loretta White, Principal of Coomera State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Ben Austen who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Ben Austen tells the student about my decision, as per section 293(3) of the EGPA;
- when a Ben Austen tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

LORETTA WHITE
COOMERA STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

DATE

25/5/2021



Department of Education

COOMERA STATE SCHOOL

Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12, Part 3,
Division 2 of the Education (General Provisions) Act 2006
(‘EGPA’)**

I, Loretta White, Principal of Coomera State School, authorise the persons who are from time to time the holders of the position of Deputy Principal Special Education at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Jo Eastman who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Jo Eastman tells the student about my decision, as per section 283(2) of the EGPA.

LORETTA WHITE
COOMERA STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

25/5/2021

DATE



Department of Education

COOMERA STATE SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the Education (General Provisions) Act 2006 ('EGPA')

I, Loretta White, Principal of Coomera State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal Special Education at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal Special Education to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Jo Eastman who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Jo Eastman tells the student about my decision, as per section 293(3) of the EGPA;
- when a Jo Eastman tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

LORETTA WHITE
COOMERA STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

25/5/2021

DATE



Department of Education

COOMERA STATE SCHOOL

Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the *Education (General Provisions) Act 2006*
(‘EGPA’)**

I, Loretta White, Principal of Coomera State School, **authorise** the persons who are from time to time the holders of the position of Early Years Liason Officer/Prep at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Kerri Underwood who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Kerri Underwood tells the student about my decision, as per section 283(2) of the EGPA.

LORETTA WHITE
COOMERA STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

DATE

25/5/2021



Department of Education

COOMERA STATE SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Loretta White, Principal of Coomera State School, **authorise** the persons who are from time to time the holders of the position of Early Years Liason Officer/Prep at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Early Years Liason Officer/Prep to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Kerri Underwood who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Kerri Underwood tells the student about my decision, as per section 293(3) of the EGPA;
- when a Kerri Underwood tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

LORETTA WHITE
COOMERA STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

DATE

25/5/2021



Department of Education

COOMERA STATE SCHOOL

Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the *Education (General Provisions) Act 2006*
(‘EGPA’)**

I, Loretta White, Principal of Coomera State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Eileen Furlonger who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Eileen Furlonger tells the student about my decision, as per section 283(2) of the EGPA.

LORETTA WHITE
COOMERA STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

DATE 25/5/2021



Department of Education

COOMERA STATE SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Loretta White, Principal of Coomera State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Eileen Furlonger who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Eileen Furlonger tells the student about my decision, as per section 293(3) of the EGPA;
- when a Eileen Furlonger tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

LORETTA WHITE
COOMERA STATE SCHOOL
QUEENSLAND DEPARTMENT OF EDUCATION

DATE 25/5/2021