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Whites Hill State College

Student
Code of Conduct
2022-2024

Every student succeeding

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

Queensland Department of Education
State School Strategy 2020-2024

Contact Information

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Endorsement

Principal Name:	Andrew Beattie
Principal Signature:	*Beattie*
Date:	25/10/2021

P/C President Name:	Karen-Leigh Clifford
P/C President Signature:	K. L. Clifford.
Date: 24/11/2021	

Contents

Queensland
Government

Purpose

At Whites Hill State College, we are a Prep to Year 12 college community dedicated to personal and holistic educational pathways.

We offer a learning pathway for every student in our care and aligned to our school motto *Imagine Believe Achieve* we have a proud history of fostering our students' innate curiosity into many successful careers and futures. At WHSC we partner with our students and educate the lawyers, teachers, doctors, engineers, chefs, creatives, and tradespeople of the future.

We are committed to providing our diverse student population with a learning environment aligned to our CARES values. These core values extend to our entire college community which includes all students, staff, parents/caregivers, college partners and visitors.

The Whites Hill State College Student Code of Conduct sets out the responsibilities and processes we use in our College to promote a productive, effective whole college approach to behaviour and learning.

The Code of Conduct purpose is to outline clear expectations and communications, maximise student learning, support shared partnerships between staff and students, and to be explicit ensuring learning and teaching in our college is prioritised so all students are able to experience success and enjoy a safe place of learning.

College motto:

IMAGINE BELIEVE ACHIEVE

College Values:

Whites Hill State College has five core values, cooperation, achievement, respect, enthusiasm and safety.

cooperation
- We work together to accomplish goals
- We encourage and strive for success

respect
- We value ourselves, others and our community
- We embrace every opportunity

safety
- We actively support the wellbeing of all

achievement

enthusiasm

cares

These CARES values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people.

Imagine Believe Achieve is our College motto and is based on a shared understanding of the mindset, skills, knowledge and values needed by our students to fulfil their dreams. We believe that relationships, communication and positive connections with other people are some of the most valuable skills our communities need both now and into the future and for this reason we prioritise developing young adults that strive for the best in themselves as well as those around them.

Our Student Code of Conduct provides an overview of the College'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 college staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

This code represents the collective values of our entire college community. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

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P&C Statement of Support

We encourage all parents to familiarise themselves with the Whites Hill State College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place and the strong action the college takes to ensure students are safe and supported.

Treating others with respect and understanding are community-wide values in which we all have a role in supporting and promoting; this is particularly relevant for our young people. It is important that every parent and child of Whites Hill State College knows what to do should an incident occur that doesn't fulfil these values, regardless of where it occurs. This includes the misuse of social media or text messaging. It is important that parents and children know that college is here to provide support and advice in all situations.

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

College Captains' Statement

On behalf of the student body at Whites Hill State College, we endorse the Student Code of Conduct for 2021.

Any student who has questions or issues they would like raised by the College Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Senior College Captain:

Date:

Senior College Captain:

Date:

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Government

Consultation

The consultation process used to inform the development of the Whites Hill State College Student Code of Conduct occurred in three phases.

In the first phase, a review of the current Behaviour Plan was conducted with consideration given regarding how the plan could be improved. This included establishing revised agreed strategies for dealing with incidents at the college.

In the second phase, the PBL committee looked at key components of the Student Code of Conduct and provided feedback and recommendations. Staff were then provided the opportunity to provide additional feedback which was incorporated into the newly developed Student Code of Conduct.

Finally, the finished version, incorporating suggested changes and feedback, was sent to P&C Queensland who endorsed the Student Code of Conduct for implementation in 2022.

A communication strategy has been developed to support the implementation of the Whites Hill State College Student Code of Conduct, including parent information sessions, promotion through the college website, weekly updates and promotion via our social media. Any families who require assistance to access a copy of the college's Student Code of Conduct, including translation to a suitable language, are encouraged to contact the college principal or the relevant Head of School.

Review Statement

The Whites Hill State College Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A review is conducted every four years in line with the scheduled review process for the College Planning, Reviewing and Reporting cycle.

Data Overview

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 college community on the perceptions of students, parents and staff about the college climate, attendance and college disciplinary absences.

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

Opinions on the college, 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 college as a workplace are sought from all college staff. There are additional questions for teaching staff on their confidence to teach and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

College Opinion Survey

SCHOOL OPINION SURVEY 2019 – Highlights report for (2410) Whites Hill State College

Agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. Survey respondents may not respond to all survey items. The survey items displayed below are selected according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown below. Please refer to the relevant section of this report for further detail on the information presented below.

51 parents participated in the Parent/Caregiver Survey

Most positive items	Agreement (%)
I understand how my child is assessed at this school.	91.7
My child likes being at this school.	90.2
My child's English skills are being developed at this school.	90.0

Least positive items	Agreement (%)
Student behaviour is well managed at this school.	57.1
This school asks for my input.	66.0
This school takes parents' opinions seriously.	70.2

Greatest positive and negative change from 2018	Agreement 2018 (%)	Agreement 2019 (%)	Change
This school has a strong sense of community.	73.8	84.0	+10.2
This school is well maintained.	89.2	82.4	-6.9

222 students participated in the Student Survey

Most positive items	Agreement (%)
My teachers expect me to do my best.	98.1
My teachers encourage me to do my best.	96.3
I can access computers and other technologies at my school for learning.	95.9

Least positive items	Agreement (%)
Student behaviour is well managed at my school.	62.1
I would recommend my school to others.	74.8
I can talk to my teachers about my concerns.	75.9

Greatest positive and negative change from 2018	Agreement 2018 (%)	Agreement 2019 (%)	Change
My Maths skills are being developed at my school.	84.7	90.8	+6.1
I enjoy using computers and other technologies at my school for learning.	96.8	90.3	-6.5

79 staff (including teaching staff) participated in the Staff Survey

Most positive items	Agreement (%)
Students with a disability are well supported at my school.	97.3
Students are encouraged to do their best at this school.	96.1
My school encourages me to take responsibility for my work.	94.9

Least positive items	Agreement (%)
My school encourages me to undertake leadership roles.	70.8
There is good communication between all staff at my school.	71.8
My workplace offers flexible work arrangements.	72.6

Greatest positive and negative change from 2018	Agreement 2018 (%)	Agreement 2019 (%)	Change
My school inspires me to do the best in my job.	87.0	89.9	+2.9
My school encourages me to undertake leadership roles.	90.2	70.8	-19.3

52 teaching staff participated in the Staff Survey

Most positive teaching items	Agreement (%)
I feel confident in my knowledge of the Australian and Queensland curriculums.	100.0
I feel confident in my ability to work autonomously.	98.1
I feel confident using curriculum support materials to enhance student learning at my school.	98.0

Least positive teaching items	Agreement (%)
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	76.9
I am able to speak up and share a different view to my colleagues and the school leadership team.	77.6
My school has the buildings and infrastructure to support teaching and learning practices.	80.8

Greatest differences between staff types	Teaching Agreement (%)	Non-Teaching Agreement (%)	Gap
My school encourages coaching and mentoring activities.	90.4	68.2	+22.2
I can cope with the pressures of my workload.	76.5	100.0	-23.5

College Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of all college community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their School annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the College.

Type of school disciplinary absence	2018	2019	2020
Short suspensions – 1 to 10 days	150	127	120
Long suspensions – 11 to 20 days	8	18	7
Exclusions	6	14	2
Cancellations of enrolment	0	5	8

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Whites Hill State College caters to a diverse range of learners from a diverse range of backgrounds. As a priority, the College has developed a range of highly inclusive practices to address this need. We encourage any student or parents/caregivers to make an appointment with the principal to discuss the model of behaviour support and discipline used at the college.

The first step in facilitating standards of positive behaviour is communicating clear expectations to all students. At Whites Hill State College, we emphasise the importance of teaching and acknowledging the behaviours we want students to demonstrate at school. We achieve this through implementing of the PBL Framework directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations is explicitly set out in our CARES Matrix.

cooperation
- We work together to accomplish goals
- We encourage and strive for success

respect
- We value ourselves, others and our community
- We embrace every opportunity

safety
- We actively support the wellbeing of all

achievement

enthusiasm

Whites Hill State College implements proactive and preventative processes to support student behaviour. These processes ensure:

- a comprehensive induction program in the Whites Hill State College Student Code of Conduct is provided for new students as well as new and relief staff
- specific student support teams manage referrals for students identified with behaviours or learning characteristics that require case management
- the maintenance of a dedicated section of the school newsletter communicating the CARES expectations is maintained to inform parents and community.
- the College provides opportunities for parents to be actively and positively involved in school behaviour expectations
- the presentation of CARES awards for students at various intervals during the year, recognising positive behaviours and commitment to the school philosophy. This also involves collaboration with student council to ensure that all students P - 12 find CARES relevant and rewarding.

PBL applies evidence-based approaches, practices and strategies for all students to increase academic performance, decrease problem behaviours, improve safety, and establish a positive school environment.

PBL focuses highly on prevention and the following key elements help to create a safe, positive and productive learning environment.

PBL is a school wide system that supports all students to reduce problem behaviours by teaching students more acceptable replacement behaviours.

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Student Code of Conduct.

Consideration of Individual Circumstances

Staff at Whites Hill State College consider 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.

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

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

Student Wellbeing

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 college 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.

We acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole college's curriculum at Whites Hill State College, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in Schools skills training is provided to all Year 10 and 12 students.

Queensland
Government

Whites Hill State College offers a range of programs and services to support the wellbeing of students in our college. We encourage parents and students to speak with the appropriate primary Head of Department or secondary Culture & Engagement co-ordinator or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Policy and expectations

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

Specialised health needs
Whites Hill State College works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending the college or college-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications
Whites Hill State College requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during college hours, the main office can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the college with a *Request to administer medication at College* form signed by the prescribing health practitioner.

Whites Hill State College maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer for each campus, stored in first aid kits at the main office and primary hub to provide emergency first aid medication if required.

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

Suicide prevention

If required to deal with a mental health crisis, the college will call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, staff follow intervention and prevention advice by ensuring:
- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/caregivers are advised
- all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student, the college has a documented postvention response plan that ensures immediate support is provided to students and staff who may be affected.

Queensland
Government

Student Support Network

Whites Hill State College is proud to have a comprehensive student support team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our college is an inclusive, nurturing environment.

Students can approach any trusted college staff member to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate support person.

Parents who would like more information about the student support roles and responsibilities are invited to contact the college.

Role	What they do
Community Elder	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Guidance Officer	• provides a comprehensive student support program within the College environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, health information and referral options related to: o healthy eating and exercise o relationships o personal and family problems o feeling sad, worried and angry o sexual health o smoking, alcohol and other drugs.
Regional Registered Nurse	• works with College staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Culture & Engagement Coordinators (secondary)	• responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of secondary schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and the college.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the college network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Queensland
Government

Whole College Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating clear expectations to all students. At Whites Hill State College, we emphasise the importance of teaching students the behaviours we want them to demonstrate at school. We achieve this through implementing a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations is explicitly set out in our CARES Matrix:

PBL Matrix

WHITES HILL STATE COLLEGE

cares — In all settings students are expected to:

cooperation
- Work together, share and be prepared
- Follow college rules and instructions
- Be a positive role model

achievement
- Always do your best
- Complete your work and be proud of your efforts
- Encourage success in others

respect
- Allow others to learn
- Value yourself, others and the College
- Wear your uniform with pride
- Present yourself in correct uniform for the lesson
- Keep your hands and feet to yourself
- Speak positively and politely
- The College is a chewing gum free zone

enthusiasm
- Celebrate success
- Have a growth mindset
- Be involved in college life
- Have a positive attitude
- Attend every day and be on time

safety
- Care for yourself, others and property
- Work, learn and play safely
- Follow guidelines and procedures to ensure safety and wellbeing of all
- Respect others personal space

cares — Classroom

cooperation
- Follow start of lesson procedures
- Request permission to leave a classroom
- Have necessary equipment for each class
- Use permitted electronic devices appropriately
- Work with others appropriately when asked to do so

achievement
- Stay on task
- Be willing to learn from mistakes
- Try your best at all times and present neat and tidy work
- Ask for help if you do not understand
- Meet all assessment checkpoints
- Take feedback onboard

respect
- Use Active Listening
- Care for your own and others possessions
- Maintain a tidy work area
- Respect school property and equipment

enthusiasm
- Come to class Ready to Learn
- Take an active role in all learning activities
- Arrive at class on time

safety
- Use equipment for its designated purpose
- Leave all bags outside the classroom unless instructed by the teacher

	cooperation		**respect**		**safety**
cares **Transitions** **(Stairs, verandahs** **and walkways)**	• Walk promptly and directly to and from classes	• Know your timetable and the location of your class	• Respect the learning of others as you move around the college • Maintain personal space	• Encourage others and arrive at class on time	• Keep verandahs and walkways clear • When using stairs and verandahs, keep to the left
	achievement			**enthusiasm**	
cares **Assembly/ Events**	• Sit in your form group/class in alphabetical order • Listen attentively at all times	• Recognise and celebrate achievements	• Follow audience protocols relevant to the type of event	• Appropriately acknowledge the achievements of others	• Enter and depart the Hall as directed
	achievement			**enthusiasm**	
cares **Off campus** **Bus /** **Sport /** **Excursion**	• Understand the expectations for the event • Follow all instructions and transport code of conduct	• Participate fully and do your best	• Represent College pride through your uniform and behaviour	• Show good sportsmanship by congratulating opponents, thank referees and/or presenters • Thank members of the public who assist in your excursion	• Follow safety guidelines of event/venue • Remain with the group
	achievement			**enthusiasm**	
cares **Ovals and** **Playground**	• Organise and play games in designated places • Take turns and share equipment	• Ensure all players understand the rules of the game • Move immediately to class on signal	• Use equipment for its intended purpose • Return borrowed equipment in the condition it was given	• Show good sportsmanship • Conduct yourself in a positive manner • Encourage others to participate	• Be sun safe • Report safety issues and accidents • Remain in view of a teacher
	achievement			**enthusiasm**	

Queensland
Government

	cooperation		respect		safety
cares **Canteen**	• Line up in the designated area • Buy only for yourself • Use your device only for purchasing food	• After purchasing your food, vacate the serving area promptly **achievement**	• Use manners, speak clearly and politely • Recognise others' positions in the queue	• Have money and order ready **enthusiasm**	• Put all litter in bins
cares **Lunch Area**	Remain in designated areas Eat your own lunch	Allow for time to go to the toilet during breaks Leave the area cleaner than you arrived **achievement**	• Use polite and appropriate language	• Participate and support College lunch time activities **enthusiasm**	• Place all rubbish in bins
cares **Toilets**	• During class time ask for the teacher's permission and take your diary	• Plan to go to the toilet during breaks and be on time for class **achievement**	• Use toilets and bathrooms for toileting only	**enthusiasm**	• Practice good hygiene
cares **Technology and Computer labs**	• Follow ICT computer use agreement	Only work on tasks set by the teacher Be prepared for learning with batteries charged **achievement**	• Keep your password to yourself • Leave computer labs with computers logged out and keyboards and mice left neatly in front of screens	• Check and read school email and notices daily before school **enthusiasm**	• Advise the teacher if a computer is not working • Leave computers as configured by IT technicians • Store devices in a responsible manner

		cooperation	achievement	respect	enthusiasm	safety
eSafety		• Only access websites appropriate for learning • Collaborate online using approved platforms/ applications	• Be mindful of the time you spend in front of screens • Complete schoolwork without distractions	• Build a positive reputation online • Create positive peer-pressure		• Ensure you have set up appropriate privacy settings • Keep personal information private • Report inappropriate online behaviour
Entering and Exiting the school		• Follow crossing supervisors' directions • Ensure that are signed in/out if you are arriving late or leaving early	• Plan to be on time • Once arrived, stay on campus • If you are late, follow correct sign in procedures	• Respect members of the public • Use appropriate language • Whilst in uniform, from home until returning home, represent College CARES values	• Encourage others to arrive on time	• Follow road rules, use crossings and make safe choices • Walk bikes/ scooters and skateboards within school grounds • Wear your helmet when on your bike/ scooter/ skateboard • Ensure bikes, scooters and skateboards are locked in the appropriate location

Reinforcing expected school behaviours

A formal recognition and monitoring system has been developed whereby students are recognised for their positive behaviours and commitment to the CARES philosophy. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff and aligns to the CARES Matrix above.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the relevant Head of School or make an appointment to meet with the college principal.

Queensland
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Expectations

The College's expectations are clearly outlined in the enrolment agreement that all students and parents/caregivers sign upon enrolment at the college. This enrolment agreement sets out the responsibilities of all the three main stakeholders involved in the education of students enrolled at Whites Hill State College.

Responsibility of student to:
- attend school on every school day, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules as outlined in the school's Responsible Behaviour Plan for Students including not bringing items to school which could be considered as weapons (e.g. dangerous items such as knives)
- meet homework requirements and wear school uniform
- respect the school property.

Responsibility of parents to:
- ensure your child attends on every school day, on time
- attend open evenings for parents
- let the school know if there are any problems that may affect your child's ability to learn
- ensure your child completes homework regularly in keeping with the school's homework policy
- inform school of student absences and reasons for absences in a timely manner
- treat school staff with respect
- support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self-discipline and self-control
- abide by school's policy regarding access to school grounds before, during and after school hours
- advise Principal if your student is in the care of the State
- keep school informed of any changes to student's details, such as student's home address and phone number.

Responsibility of school to:
- design and implement engaging and flexible learning experiences for individuals and groups
- inform parents and carers regularly about how their children are progressing
- design and implement intellectually challenging learning experiences which develop language, literacy and numeracy
- create and maintain safe and supportive learning environments
- support personal development and participation in society
- foster positive and productive relationships with families and the community
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- clearly articulate the school's expectations regarding The Student Code of Conduct and the school's Dress Code policy
- ensure that parents and carers are aware that the school does not have personal accident insurance cover for students
- advise parents and carers of extra-curricular activities operating at the school in which their child may become involved (for example Program of Chaplaincy Services, sports programs)
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner in accordance with departmental procedure, Complaints Management – State Schools
- treat students and parents with respect.

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Differentiated and Explicit Teaching

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

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
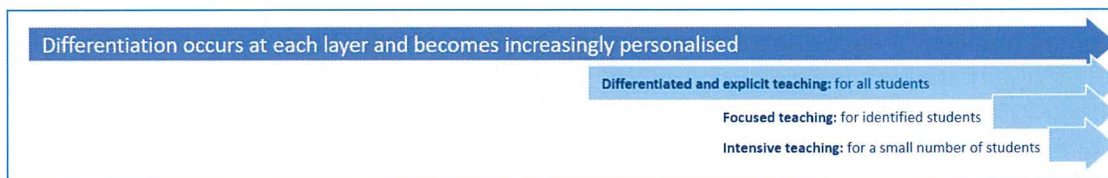
These three layers map directly to the tiered approach outlined in the Positive Behaviour for Learning framework that underpins our CARES values. Tier 1, is differentiated and explicit teaching for all students, Tier 2, is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

As students grow and progress through their learning journey, they 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 Whites Hill State College to provide focused teaching. Focused teaching is aligned to the Second Step curriculum and the Berry Street Education Model (BSEM), 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.

Whites Hill State College has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In

Queensland
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addition, the College invests in a range of evidence-informed programs to address specific skill development for some students.

For more information about these programs, please speak with the relevant Head of School.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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 College. These decision-making responsibilities cannot be delegated to other staff in the college, such as deputy principals.

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

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

Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a higher level of differentiated support or intensive teaching maybe required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal or Head of School 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 a 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 two main categories – Minor and Major, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or college operations.

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following understanding: Minor behaviour incidents are handled by staff members at the time the incident occurs. Major behaviour incidents are referred directly to a member of the college administration team (Head of Department, Deputy Principal Head of School, College Principal).

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Minor and Major levels of Behaviour

MINOR – Managed by the Classroom Teacher	MAJOR – Referred to and managed by Admin
Verbal misconduct: inappropriate verbal language which is minimal, not directed at a person and stops after a warning.	**Verbal misconduct:** inappropriate verbal language which may or may not be directed at a person, is ongoing and/or continues despite teacher correction. **Threats to individuals:** electronically/ physically/ gesturally/ verbally threatening the safety or wellbeing of a person.
Harassment: isolated annoying or irritating actions or comments that cause psychological or emotional concern to another student.	**Repeated harassment:** repeated annoying or irritating actions or comments that cause psychological or emotional concern to another student. **Bullying (repeated harassment):** ongoing intimidation (including but not limited to, electronically, verbally or with gestures or proximity) of a student or staff member for the purpose of imposing power; with the intent to cause physical, psychological or emotional harm.
Physical misconduct: physical contact between students that is either unwanted or inappropriate. This may include misconduct involving an object.	**Physical misconduct:** physical contact between students that is either with the intent to cause injury or harm or is of a sexual nature. This may include misconduct involving an object.
Defiance: ignoring or refusing to follow a reasonable direction from an adult including refusal to participate in program of study/instruction.	**Repeated defiance:** persistent/ repeated refusal to follow directions from an adult, including refusal to participate in program of study/instruction and/or refusal to go to Office/Green Room.
Non-compliant with routine: student does not comply with the established routines and procedures of the college	**Non-compliance with routine:** student repeatedly fails to comply with the established routines and procedures of the college, is significantly late to a session (more than 10mins) or leaves class without teacher permission. **Non-compliance with routine - truanting:** failure to attend scheduled classes or is found to have left the college grounds without permission
Unpreparedness for program of study: student present to class in a manner indicting they are not ready to learn and has not addressed this with the teacher (eg. Uniform, diary, pencil case, books, laptop/iPad)	**Repeated unpreparedness for program of study:** student repeatedly presents to class in a manner indicting they are not ready to learn and has not addressed this with the teacher (eg. Uniform, diary, pencil case, books, laptop/iPad)
Disruption: disruption of the learning environment that does not result in physical harm to self or others and does not impact upon assessment	**Repeated disruption:** repeated disruption of the learning environment and/or the disruption of the buddy/Green room after referral from the classroom.
IT misconduct: not following the Student College Agreement for ICT (including but not limited to, not using ICTs, including the internet, for learning purposes, playing games, using devices outside of learning areas and connecting unauthorised devices to the college network).	**Repeated IT misconduct:** repeated minor breaches of the Student College Agreement for ICT **Major IT misconduct:** illegal use of electronic equipment (including but not limited to, hacking, sharing of Copy Righted materials, accessing /creating inappropriate websites, sexually explicit material)
Misconduct with personal electronic devices: unauthorised use of personal electronic devices between 8.45am and 2.55pm. (Personal electronic devices include but not limited to, portable gaming devices, phones, smart watches, and laptops or iPads/tablets that are not permitted to be connected to the school network).	**Misconduct with personal electronic devices:** repeated misconduct with personal electronic devices or, refusal to hand in electronic devices, including headphones, to the office.
Academic Misconduct: a single incident of minor non-compliance with the College's Assessment Policy	**Academic Misconduct:** repeated minor non-compliance with the College's Assessment Policy and/or a major single breach of the College's Assessment Policy (eg. Non-submission of draft, plagiarism, exam room disruption and/or cheating).
Possess items classed as prohibited by the College: possessing, on their person or in their bag, an object that has been declared banned by the College (large sums of money, aerosol sprays, chewing gum, liquid paper, permanent markers).	**Possess prohibited item:** possessing, on their person or in their bag, illegal, stolen items or items that can cause harm eg. weapons, stolen goods, smoking/vaping paraphernalia and illicit substances. **Substance misconduct involving tobacco and other legal substances:** involvement in possession, a process of consuming (past or present) or dealing with cigarettes, alcohol, or prescription drugs (including nicotine). **Substance misconduct involving illicit substances:** involvement in possession, a process of consuming (past or present) or dealing with drugs or paraphernalia.
Property misconduct: misconduct involving personal or school property that is repairable or removable, eg. graffiti on own or another student's diary or schoolbook, being in out of bounds areas, being in a room without teacher supervision.	**Repeated minor property misconduct:** misconduct involving personal or school property that is repairable or removable, eg. graffiti on own or others diary or schoolbook, being in out of bounds areas, being in a room without teacher supervision. **Major Property misconduct:** misconduct involving school or others property that cannot be restored, or takes significant repair or removal to do so, eg. graffiti on walls, equipment, cut wires, smashed windows. **Misconduct that brings the school into disrepute:** conduct that declines the good reputation of the school or its individuals and/or resulting in a decrease of the state of esteem of the school in the community. **Conduct prejudicial to the good order and management of the school:** conduct that impacts upon the school significantly enough that the daily activities are disrupted or the course of study and intended learning for individuals is interrupted or significantly changed due to the impact of misconduct.

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

At Whites Hill State College, 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 College is considered a risk to the safety or wellbeing of the College community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the College and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the College 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.

Whilst not classified as an SDA, students who are older than compulsory school age (have completed Year 10 or have turned 16) who refuse to participate in the educational program provided at the College may undergo the Cancellation of enrolment process.

Re-entry following suspension

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

Attendance of the student and their parents at the re-entry meeting is critical to support for the student to assist in their successful re-engagement in college following suspension. If required, alternative program delivery will be implemented in order to continue to educationally support the student until a re-entry meeting can be conducted.

Arrangements
The meeting team for the re-entry meeting will be communicated via telephone or in writing, usually via email.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes/discussions occurring during the meeting as well as any agreed actions.

Reasonable adjustments

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

College Policies

Whites Hill State College has tailored 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 College, to maintain and foster mutual respect between all staff and students. The **Temporary removal of student property by college staff procedure** outlines the processes, conditions and responsibilities for all state school principals and college staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or college 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 College.

The principal or 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 Whites Hill State College and will be removed if found in a student's possession:

- any item without a direct link to a student's instructional program
    - illegal items or potentially dangerous items (including butter knives, fruit knives and craft knives).
    - imitation guns or other weapons
    - drugs** (including tobacco)
    - alcohol

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- aerosol deodorants or cans (including spray paint)
- explosives (e.g. firecrackers, flares, sparklers)
- flammable solids or liquids (e.g. lighters, matches, fire starters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- 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.

** The administration of medications to students by college 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. Colleges require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

Staff at Whites Hill State College:
- do not require the student's consent to search college property such as lockers, desks or laptops that are supplied to the student through the college;
- may seize a student's bag where there is suspicion that the student has a prohibited item (for example, cigarettes) in their 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 Whites Hill State College
- ensure your children do not bring property onto college grounds or other settings used by the college (e.g. camp, sporting venues) that:
- is prohibited according to the 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 you have been notified by the Principal or staff that the property is available for collection.

Students of Whites Hill State College
- do not bring property onto college grounds or other settings used by the college (e.g. camp, sporting venues) that:
- is prohibited according to the Code of Conduct
- is illegal

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- 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 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 community, Whites Hill State College has determined that when it is age appropriate the explicit teaching of the 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, staff and students.

Personal technology devices (including mobile phones) are not permitted on the primary campus. Primary students with a device are required to log them in at the office each morning immediately following their arrival at the college. Secondary students with a device are also able to log them in at the office each morning immediately following their arrival, but are also permitted to retain their personal device/s on their person, however these devices are not permitted to be accessed from 8:45am – 2:55pm.

The college definition of a personal technology device does not include the BYO IPads (Year 7 – 9) or laptops covered by the Year 10 – 12 program.

Should a student be required to access their mobile device due to emergent/special circumstances then they are required to seek and receive a staff member's prior approval.

In addition to the consequences issued for not complying with this policy, additional consequences will be given for students engaging in the following **unacceptable** conduct whilst on college grounds, being able to be associated with the college, and/or involving another student at the college:
- 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
- commit plagiarism or violate copyright laws
- 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 without explicit staff permission and/or to record other students without their permission
- 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

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- take into or use mobile devices at exams or during class assessment

At all times students, while using ICT facilities and devices supplied by the college, will be required to act in line with the requirements of the Whites Hill State College Student Code of Conduct. In addition, students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the college) that come with accessing the department's ICT network facilities. These are outlined in detail in the college's ICT Agreement.
- 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 college's teaching and learning programs
    - the college 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 the ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the college, 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.

Preventing and responding to bullying

The college defines an incident of bully as a Major level of Behaviour and should it occur, it is immediately referred to the most appropriate member of the administration team. This included bullying which may have occurred online or outside of the college's grounds.

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 Whites Hill State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the relevant Head of Department or Head of School.

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 college hours or college grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the <u>Office of the e-Safety Commissioner</u> or the Queensland Police Service.

Students enrolled at the college may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from college for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the college. This also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

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Whites Hill State College - Cyberbullying response flowchart for college staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
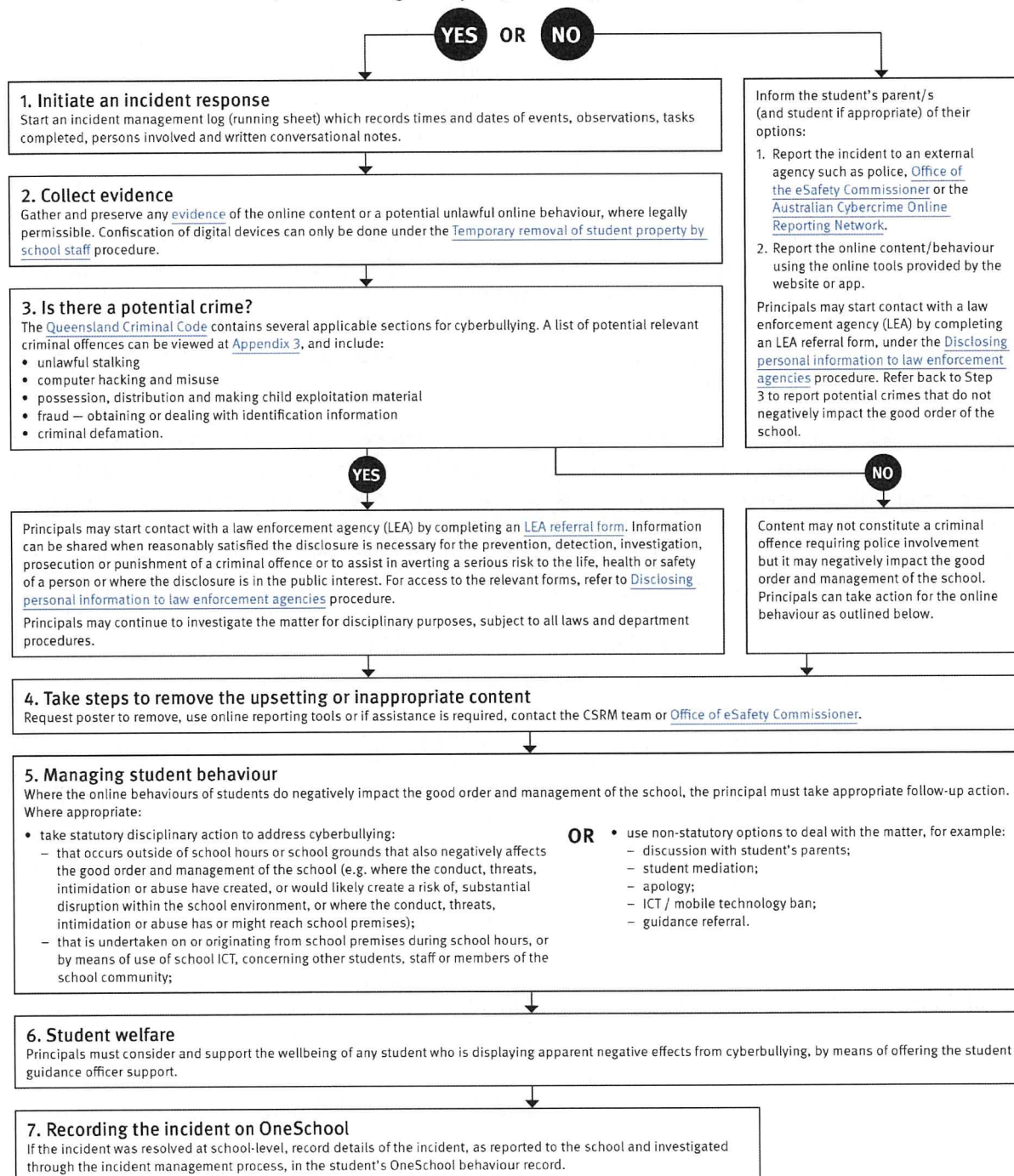
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

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.

YES

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

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

NO

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

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

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

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

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

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

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

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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

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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 college 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 college 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 Colleges, staff or students?

Parental and community feedback is important for Colleges 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 college about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

If you have raised an issue with the college 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 college, hinders a child's learning and/or affects the college community at large, contact the college principal.

Possible civil or criminal ramifications of online commentary

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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). 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 College principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

College staff at Whites Hill State College 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.

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected College 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.

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Related Procedures and Guidelines

These are related procedures or guidelines which 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 Colleges
- Hostile people on College 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 College staff
- Use of ICT systems
- Using mobile devices

Resources

- Australian Professional Standards for Teachers

- Behaviour Foundations professional development package (College 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

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Conclusion

Whites Hill State College staff are committed to ensuring every student is supported to feel safe, welcome and valued in our college. 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 college staff member or a college'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 College 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 college staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the College
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the College 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..

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

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Some matters need to be handled in a different way to college 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.

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