



Kin Kora State School

Student Code of Conduct 2021-2023

Every student succeeding


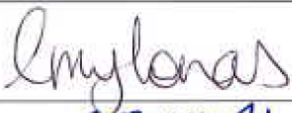
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2021-2025

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Endorsement

Principal Name:	Jorgen Neilson
Principal Signature:	
Date:	28.10.21
P/C President and-or School Council Chair Name:	Larissa Mylonas
P/C President and-or School Council Chair Signature:	
Date:	28.10.21

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Purpose

Kin Kora State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/carers and visitors.

The Kin Kora State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Principal's Foreword

Kin Kora State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Kin Kora State School has three core values, High Expectations, Inclusion and Connections.

These values have been revised this year- in line with this new Student Code of Conduct, and through the establishment of the current 4 Year Strategic Plan. Our values aim to

- Develop our students as fine citizens and strong learners.
- Allow staff to be strong and confident in supporting this need.
- Provide perspective to our community of the standards we expect from all members, and the expectations they can hold us accountable to – as we work together to support the students of this school.

Kin Kora State School staff take view challenging behaviour as requiring a learning based intervention- 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 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.

I thank the students, teachers, parents and other members of the community for their work in bringing this Kin Kora State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Kin Kora State School P&C Committee, I am proud to support the Student Code of Conduct. The inclusive, transparent consultation process led by the Deputy Principal and the team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Kin Kora 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 Kin Kora State School Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Kin Kora State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

Any parents who wish to discuss the Kin Kora State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Kin Kora 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.

School Captains' Statement

School leaders were consulted to state what they believe are the important expectations of students in our school community and the right for all students, staff and others to be in a safe, supportive and disciplined learning environment.

2021 School Captain Name: Allyra Peters
School Captain Signature: *APeters*

Date: *28.10.2021*

2021 School Captain Name: Cooper Kornbrekke
School Captain Signature: *CK*

Date: *28.10.2021*

Consultation

The consultation process used to inform the development of the Kin Kora State School Student Code of Conduct consisted of a series of surveys for parents, staff and Year 5 and 6 students.

A communication strategy has been developed to support the implementation of the Kin Kora State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails.

The results of these 2021 surveys are as follows:

Parent Opinion Survey	1	2	3	4	5	NR
My child likes being at this school	0%	0%	0%	33.3%	66.6%	0%
My child feels safe at this school	0%	0%	16.7%	50%	33.3%	0%
Teachers at this school expect my child to do his or her best	0%	0%	0%	50%	50%	0%
Teachers at this school treat students fairly	0%	0%	16.7%	66.6%	16.7%	0%
I can talk to my child's teachers about my concerns	0%	0%	16.7%	16.7%	66.7%	0%
This school works with me to support my child's learning	0%	0%	50%	16.7%	33.3%	0%
This school takes parents' opinions seriously	0%	0%	0%	50%	50%	0%
Student behaviour is well managed at this school	0%	0%	0%	66.7%	33.3%	0%
Teachers at this school are interested in my child's wellbeing	0%	0%	16.7%	50%	33.3%	0%
Staff at this school are approachable	0%	0%	0%	83.3%	16.7%	0%
Staff at this school are responsive to my enquires	0%	0%	0%	66.7%	33.7%	0%
This school celebrates student achievements	0%	0%	33.3%	33.3%	33.7%	0%

NR: No Response

1: Lowest

5: Highest

Staff Opinion Survey	SD	D	SWD	SWA	A	SA
I feel this school is a safe place in which to work	0%	0%	0%	35.7%	42.8%	21.4%
Students are treated fairly at his school	0%	0%	7.1%	28.6%	57.1%	7.1%
Student behaviour is well managed at this school	0%	0%	14.3%	71.4%	14.3%	0%
This school takes staff opinions seriously	0%	0%	0%	21.4%	50%	28.6%
Students with a disability are well supported at my school	0%	0%	0%	14.3%	50%	35.7%
My school has an inclusive culture where diversity is valued and respected	0%	0%	7.1%	14.3%	50%	28.6
People are treated fairly and consistently at my school	0%	0%	14.3%	42.8%	35.7%	7.1%
This is a good school	0%	0%	0%	28.4%	57.1%	14.2%
I feel confident managing the behaviour of all of my students at my school	0%	0%	0%	28.6%	71.4%	0%

SD: Strongly Disagree

D: Disagree

SWD: Somewhat Disagree

SWA: Somewhat Agree

A: Agree

SA: Strongly Agree

Student Opinion Survey	1	2	3	4	5	NR
I feel safe at my school	5.9%	11.8%	11.8%	41.2%	23.5%	5.9%
My teachers motivate me to learn	0.0%	13.6%	18.2%	31.8%	36.4%	0.0%
My teachers expect me to do my best	0.0%	4.5%	4.5%	18.2%	59.1%	13.6%
Teachers at my school treat students fairly	8.0%	12.0%	16.0%	52.0%	12.0%	0.0%
I can talk to my teachers about my concerns	3.7%	14.8%	40.7%	25.9%	11.1%	3.7%
My school takes students' opinions seriously	8.7%	8.7%	21.7%	43.5%	13.0%	4.3%
Student behaviour is well managed at my school	8.3%	12.5%	29.2%	25.0%	16.7%	8.3%
My teachers care about me	4.2%	8.3%	12.5%	33.3%	33.3%	8.3%
My school encourages me to participate in school activities	8.3%	20.8%	4.2%	29.2%	33.3%	4.2%
My school encourages me to be a good community member	4.5%	4.5%	18.2%	27.3%	45.5%	0.0%
My school celebrates student achievements	0.0%	4.3%	21.7%	26.1%	47.8%	0.0%
I would recommend my school to others	7.7%	7.7%	26.9%	26.9%	30.8%	0.0%
This is a good school	8.0%	20.0%	20.0%	24.0%	24.0%	4.0%

NR: No Response

1: Lowest

5: Highest

Review Statement

The Kin Kora State College Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle, this will occur in 2024.

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 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 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 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.

School Opinion Survey

Parent Opinion Survey

Percentage of parents who agree * that:	2017	2018	2019	2020*	2021
Their child is getting a good education at school	94.2%	100%	93.8%		
This is a good school	92.3%	97.3%	91.7%	96.9%	90.2%
Their child likes being at this school	98.1%	94.7%	93.8%	95.9	88.6%
Their child feels safe at this school	94.2%	97.4%	95.8%	94.8%	85.0%
Their child's learning needs are being met at this school	88.5%	94.7%	95.8%	91.8	87.8%
Their child is making good progress at this school	88.5%	100%	91.7%	89.7%	85.4%
Teachers at this school expect their child to do his/her best	96.2%	100%	100%	100%	97.4%
Teachers at this school provide their child with useful feedback about his or her school work	92.3%	94.6%	95.8%	94.7%	89.7%
Teachers at this school motivate their child to learn	96.1%	92.1%	93.8%	96.8	90.9%
Teachers at this school treat students fairly	88.2%	91.9%	91.7%	95.7%	93.7%
They can talk to their child's teacher about their concerns	96.2%	92.1%	95.7%	95.8%	92.8%
This school works with them to support their child's learning	90.4%	92.1%	93.8%	95.8%	88.1%
This school takes parents opinions seriously	92.3%	88.9%	91.5%	90.9%	80.7%
Student behaviour is well managed at this school	84%	83.8%	79.2%	90.1%	76.0%
This school looks for ways to improve	94%	88.9%	89.4%	95.8%	90.4%
This school is well maintained	80.8%	92.1%	89.6%	96.9%	88.6%

Student Opinion Survey

Percentage of students who agree * that:	2017	2018	2019	2020*	2021
They are getting a good education at school	95.7%	93.2%	91%		
They like being at their school	88.9%	85.2%	89.5%	83.9%	68.6%
They feel safe at their school	91.4%	86.4%	89.4%	90.3%	71.4%
Their teachers motivate them to learn	92.2%	95.7%	91.2%	93.2%	87.3%
Their teachers expect them to do their best	96.5%	97.4%	97.6%	97.1%	92.1%
Their teachers provide them with useful feedback about their school work	95.7%	91.5%	93.3%	94.9%	86.4%
Teachers treat student fairly at their school	85.2%	78.3%	85.4%	85.0%	75.9%
They can talk to their teachers about their concerns	89.4%	80.2%	85%	85.4%	66.4%
Their school takes students opinions seriously	81.2%	81.4%	79%	75.0%	65.2%
Student behaviour is well managed at their school	68.4%	68.4%	69.7%	80.2	58.6%
Their school looks for ways to improve	94.7%	94.9%	91%	86.4	87.3%
Their school is well maintained	77.8%	90.5%	81.4%	86.3%	77.6%
Their school gives them opportunities to do interesting things	84.3%	88.7%	93.5%	92.7%	80.9%

School Opinion Survey

Staff Opinion Survey

Percentage of staff who agree * that:	2017	2018	2019	2020*	2021
They enjoy working at this school	95.2%	92.7%	93.5%		91.1%
They feel that their school is a safe place in which to work	88.1%	90.2%	89.1%	96.2%	100%
They receive useful feedback about their work at their school	81%	80%	82.6%		88.4%
They feel confident embedding Aboriginal and Torres Strait Islander perspectives across all learning areas	93.9%	89.7%	87.5%	88.5%	90.0%
Students are encouraged to do their best at their school	95.2%	100%	95.6%		97.7%
Students are treated fairly at their school	88.1%	82.1%	89.1%		79.5%
Student behaviour is well managed at their school	73.8%	61.5%	64.4%		79.1%
Staff are well supported at their school	81%	80.5%	76.1%	92.6%	84.4%
Their school takes staff opinions seriously	82.9%	71.8%	78.3%		84.1%
Their school looks for ways to improve	90.5%	89.7%	95.6%	96.2%	95.6%
Their school is well maintained	61.9%	65.9%	80.4%		75.6%
Their school gives them opportunities to do interesting things	83.3%	74.4%	82.2%		93.0%

* School opinion survey questions were adjusted during 2020, some previous questions were omitted.

School 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 school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their 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 school.

Kin Kora State School Disciplinary Absences				
Type	2017	2018	2019	2020
Short Suspensions – 1 to 10 days	123	127	144	34
Long Suspensions – 11 to 20 days	4	4	3	2
Charge related Suspensions	0	0	0	0
Exclusions	1	0	1	0

Learning and Behaviour Statement

Kin Kora State School believes strong, positive relationships between all members of our school are the foundation to supporting the success of all students. It believes in inclusive education so that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

Our staff are committed to delivering a high quality of education for every student that aligns our vision (strive, think, create) to our values.

- Be safe
- Be responsible
- Be respectful.
- Be a Learner

A student needs to be socially and emotionally 'ready to learn' to maximise the success of academic education programs. The personal and social capabilities of the Australian Curriculum are actively taught via programs such as 'You Can Do It' and 'Zones of Regulation' expectations.

Student Wellbeing and Support Network


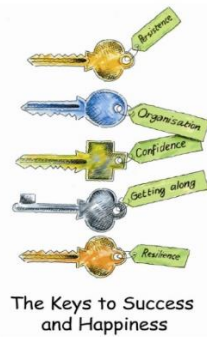

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Refer to Student Learning and Wellbeing framework and the Social Skills Framework.

Wellbeing is enhanced when it is embedded in the curriculum and taught by the regular classroom teacher. The foundations for wellbeing is taught 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 use the ‘You Can Do It’ keys and ‘The Zones of Regulation’ to uphold our values by teaching students:

Our thinking → Determines our feelings → Our feelings influence our actions

Therefore, we teach our students:

<p>1. Student and Wellbeing Framework</p> 	<p>2. You Can Do It Keys</p>  <p style="text-align: center;">The Keys to Success and Happiness</p>	<p>3. Zones of Regulation</p> <p style="text-align: center;">The ZONES of Regulation®</p> 		
<i>Getting Along</i>	<i>Confidence</i>	<i>Persistence</i>	<i>Resilience</i>	<i>Organisation</i>
<ul style="list-style-type: none"> • Think first • Talk friendly • Be tolerant • Play by the rules 	<ul style="list-style-type: none"> • Accept yourself • Be independent • Take reasonable risks 	<ul style="list-style-type: none"> • Give effort • Be positive • Work • tough 	<ul style="list-style-type: none"> • Bounce back • Think positively • Identify solutions to problems • Avoid the blame game 	<ul style="list-style-type: none"> • Set goals • Plan to achieve them Use time well

The ‘You Can Do It’ keys and ‘The Zones of Regulation’ relate to the Personal and Social Capability Framework by teaching students:

Self-Awareness		Self-Management	
Getting Along	Recognising emotions	Confidence	Expressing emotions appropriately
Confidence	Recognising personal qualities and achievements	Organisation	Developing self-discipline and set goals
Resilience	Understanding themselves as learners	Resilience	Working independently and showing initiative
Persistence		The Zones of Regulation	Becoming confident, resilient and adaptable
The Zones of Regulation	Developing reflective practice		
Social Awareness		Social Management	
Getting Along	Appreciating diverse perspectives	Getting Along	Communicating effectively
	Contributing to society		Working collaboratively
	Understanding relationships		Making decisions
			Negotiating and resolving conflict

Multi-Tiered Systems of Support

Kin Kora State School uses a multi-tiered system of support based on a problem-solving model. School staff match increasingly intensive interventions to the identified needs of individual students.

The tiers represent levels of intervention. OneSchool records are used to document supports.

Tier		Description
1	Differentiated and Explicit Teaching for all students (100%)	<p>The first step in facilitating standards of positive behaviour is communicating expectations to all students. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise. Individual needs or circumstances of students are addressed through reasonable adjustments to teaching, curriculum and assessment</p> <p>Every classroom in our school uses the Schoolwide Expectations Matrix as a basis for developing their class rules. The class teacher uses the school expectations as the basis of teaching expectations, works with all students to explain exactly how each of the expectations is enacted. It is revisited regularly to address any new or emerging issues.</p>
2	Focused Teaching for identified students (10-15%)	<p>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.</p> <p>Support staff work collaboratively with class teachers at Kin Kora State School to provide focused teaching. Supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum Personal and Social Capabilities or particular aspects of You Can Do It or Zones of Regulation expectations.</p> <p>Student Support Services staff help arrange and deliver focused teaching to students who need more support to meet expectations through targeted small group planning (boost) and wellbeing survey feedback. In addition, the school uses the following evidence-informed programs to address specific skill development for some students:</p> <ul style="list-style-type: none"> • Rock and Water • RAGE • A2B- leadership building <p>Oneschool records such as Personalised Learning and Support Provisions may be used to document supports.</p>
3	Intensive Teaching for a small number of students (2-5%)	<p>Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.</p> <p>For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment, 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 based on the underlying reasons for a student's behaviour.</p> <p>Students who require intensive teaching may be assigned an individual case manager at the school that will oversee the coordination of their Complex Case management program, communicate with stakeholders and directly consult with the student.</p>

Consideration of Individual Circumstances

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

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

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

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

Student Welfare

Kin Kora 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](#).

Policy and expectations

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

Specialised health needs

Kin Kora State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

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

Medications

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

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

Whole School Approach to Discipline

Kin Kora State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Supportive discipline is an important part of the work undertaken in schools each day to help students develop and extend their capabilities in self-management and personal responsibility. The focus for our staff is on implementing proactive, preventative approaches that facilitate student growth.

Our staff take responsibility for making school expectations clear, for providing supportive instruction about how to meet these expectations and to use behavioural incidents as opportunities to re-teach.

Shared expectations for student behaviour should be known to all, with behavioural consequences to create and maintain a positive and productive learning and teaching environment.

As part of their professional practice teachers will create and maintain supportive and safe learning environments by:

- supporting inclusive student participation and engagement in classroom activities.
- organising classroom activities and provides clear directions.
- managing challenging behaviour.
- supporting students' wellbeing and safety.
- supporting the safe, responsible and ethical use of ICT in learning and teaching.

Positive Behaviour for Learning

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

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Kin Kora State School.

Safe

- Walk on pathways
- Hands and feet to self
- Sitting down to eat
- Waiting for Teacher's instructions

Responsible

- Be prepared for class.
- Complete your homework and assignments on time.
- Follow teacher directions.
- Put rubbish in the bins provided.
- Be an Upstander

Be a Learner

- Do your own work.
- Learn from your mistakes.
- Ask for help when you need.
- Have a go

Respectful

- Listen to fellow students' questions in class.
- Say "please" and "thank you".
- Speak politely and kindly at school.
- Give someone a compliment.
- Respect others space and belongings.
- Using a quiet voice at eating times.

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Collaborative relationships with parents are established and promoted. Refer to our Parent and Community Engagement framework.

The Social Skills program 'You Can Do It' is used across the school and is promoted to parents.

A list of schoolwide expectations is attached in Appendix A.

Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Follow School wide expectations of entering and exiting school grounds.	Clear communication of expectations conveyed to our community.
Waiting in the designated drop off and pick up areas.	Posters are displayed in designated areas of expectations.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond in a timely manner to these appointment requests.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

Be a Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Respectful

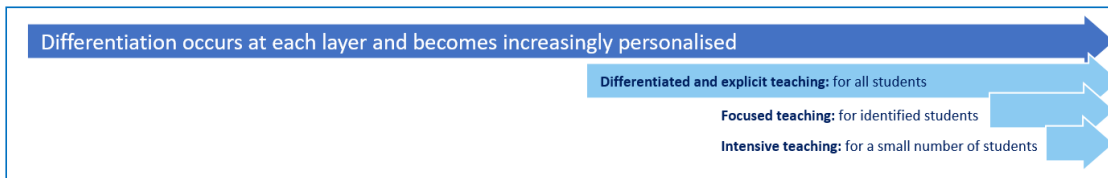
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You are respectful in your conversations at home about school staff.	We will interact with parents in a respectful tone and manner.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Differentiated and Explicit Teaching

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

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



Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Individual positive reinforcement for appropriate behaviour
- Low voice and tone for individual instructions

Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Reflection Room
- Behavioural contract
- Counselling and guidance support
- Check in Check Out strategy
- Referral to Social Justice for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Kin Kora 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, 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. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

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 Kin Kora 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated 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 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

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Kin Kora 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Kin Kora 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 Kin Kora State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Kin Kora 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 Kin Kora 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 Kin Kora 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

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 Kin Kora State School to:

- switch off and place the mobile device out of sight on-site in a safe place such as locked drawer or at the administration building during classes, before and after school, and during lunch breaks
- seek administration approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Kin Kora State School to:

- use a mobile phone and other smart devices (watches ect) during classes, before and after school, and during lunch breaks.
- 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

- record images anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets or any other place where a reasonable person would expect to be afforded privacy
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment

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

Preventing and responding to bullying

Kin Kora State School promotes 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.

1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, responsible and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.



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 Kin Kora State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Kin Kora 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.

Student Intervention and Support

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

Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns.

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 or involvement in a method of shared concern.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from class, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Bullying response steps for teachers

Listen	<ul style="list-style-type: none">• Provide a safe, quiet space to talk• Reassure the student that you will listen to them• Let them share their experience and feelings without interruption• If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
Document	<ul style="list-style-type: none">• Ask the student for examples they have of the alleged bullying• Check back with the student to ensure you have the facts correct• Notify parent/s that the issue of concern is being investigated
Collect	<ul style="list-style-type: none">• Gather additional information• Make sure you can answer who, what, where, when and how• Clarify information with student and check on their wellbeing
Discuss	<ul style="list-style-type: none">• Make a time to meet with the student to discuss next steps• Ask the student what they believe will help address the situation• Agree to a plan of action and timeline
Implement	<ul style="list-style-type: none">• Complete all actions agreed with student and parent within agreed timeframes• Monitor student and check in regularly on their wellbeing
Review	<ul style="list-style-type: none">• Meet with the student to review situation• Discuss what has changed, improved or worsened• Report back to parent
Ongoing	<ul style="list-style-type: none">• Continue to check in with student on regular basis until concerns have been mitigated

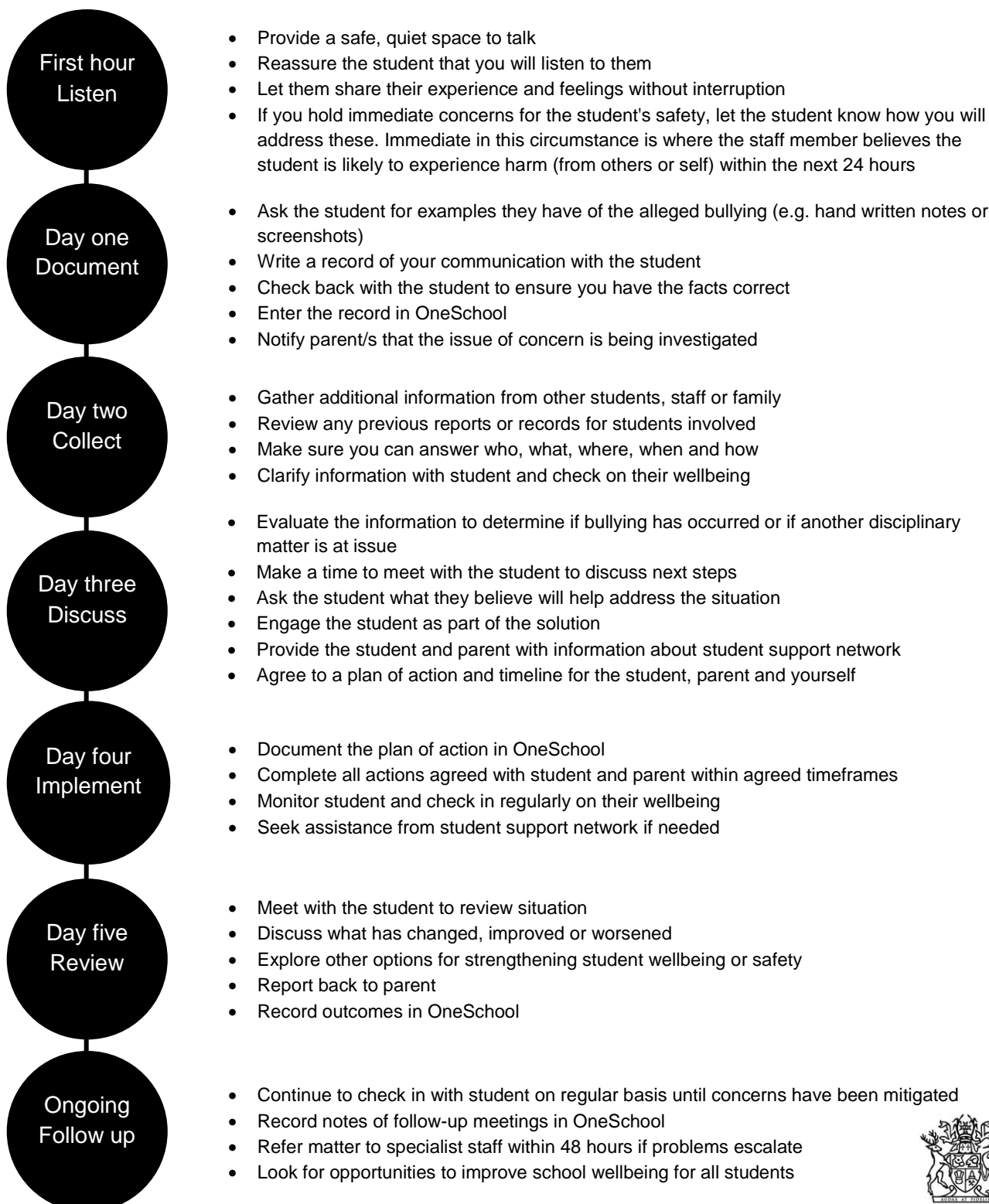
Kin Kora State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep – 3 Deputy Principal – Mitchell Taylor

3 - 6 Deputy Principal – Andrew Shonhan



Cyberbullying

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service.

Kin Kora State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

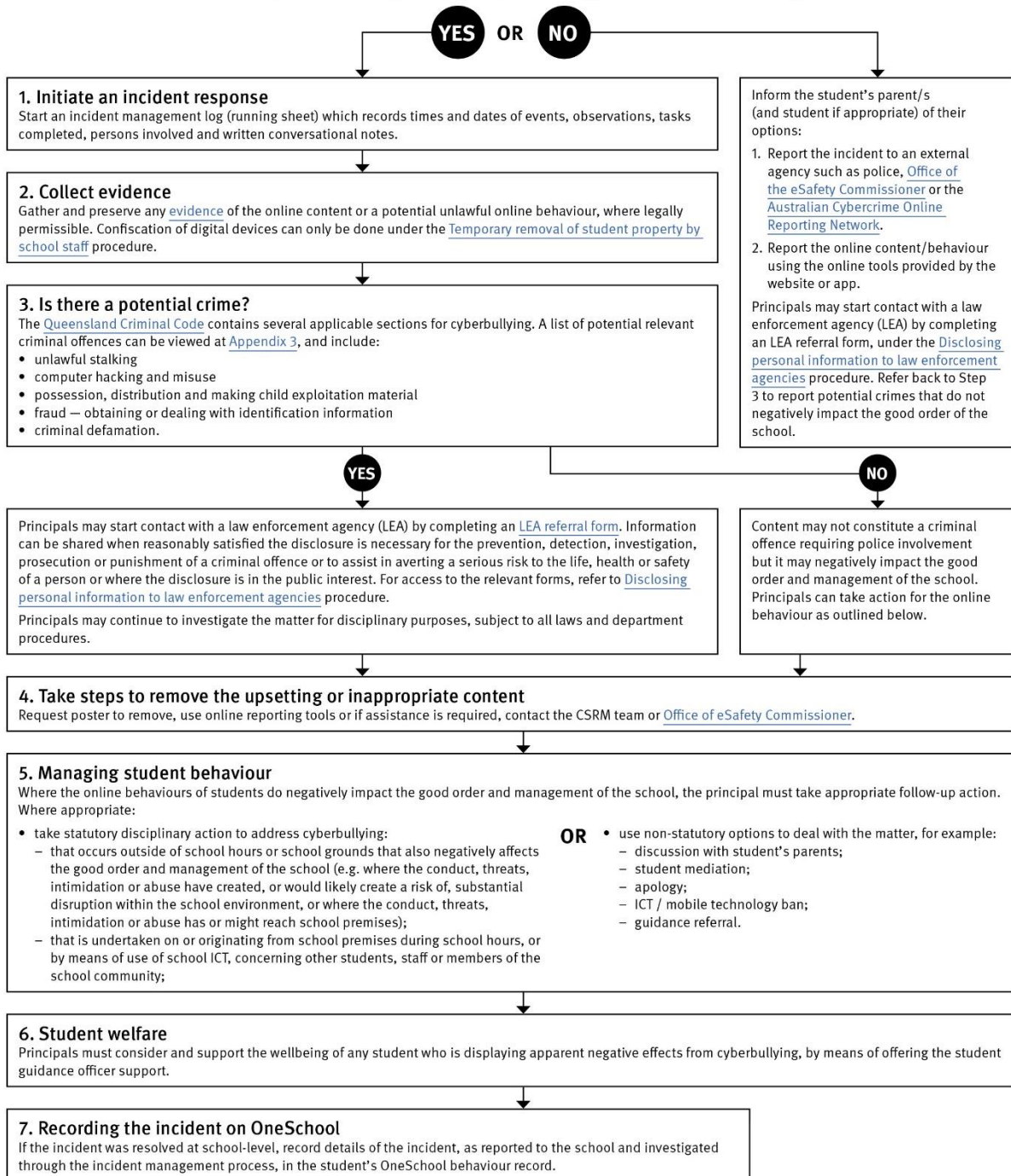
Explicit images

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

Report

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

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



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.

Student Intervention and Support Services

Kin Kora 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 Kin Kora 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.

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 Kin Kora 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 Incidents

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

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

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

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

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

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

Guiding Principles – Disciplinary Decision Making

Guiding principles — disciplinary decision making

There are general principles that should be considered when considering applying a disciplinary consequence. Principals should:

- undertake an assessment of the student’s behaviour and the level of risk
- consider a student’s individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- consider:
 - procedural fairness in all decision making
 - the grounds for suspending or excluding a student apply to all students,
 - the conduct of a student may include an omission to perform an act by the student
 - the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises or during school hours

Procedural fairness

Procedural fairness (or natural justice) applies to any decision that can affect the rights, interests or expectations of individuals, including students. Procedural fairness is an integral element of a professional investigation and acts as a safeguard for the individual whose rights are being affected. The rules of procedural fairness are:

- avoid bias
- give a fair hearing.

These rules have been designed to ensure that all decision-making is fair and reasonable. The success of an investigation will often rely on the integrity and ability of the person conducting it to ensure that individuals are afforded the opportunity to provide their version of events. This enables an individual to comment on any facts that might be detrimental or adverse to them.

Balance of probabilities

The balance of probabilities test requires the decision maker to weigh up all the material gathered and decide, on balance, whether the evidence supports the allegation and can ‘more likely than not’ be capable of being substantiated.

Detentions

Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Detentions may occur during the play break for a period of up to 15/25 minutes.

Students will be given access to food and toilet breaks however these may occur away from the usual eating areas.

Teachers are authorised to impose lunchtime detentions. Outside-of-school hours detentions are by referral to the school administration team and imposed at the direction of school administration.

For **outside of school hours**, including Saturday:

- a **risk assessment will be** completed and a **risk management plan** developed
- parents have been notified verbally and in writing of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- parents have been consulted about suitable times for the detention to be completed within the parameters set by the school and

- parents have been informed of:
 - location and duration of the detention
 - their responsibility to arrange travel/supervision to and from the detention, where appropriate.

Discipline improvement plan

A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive

Suspension 1–10 school days

Any decision to suspend a student from school, regardless of the length of time, is a very serious disciplinary action. This is one of the reasons that the authority to make these decisions is restricted to the principal. Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. A short suspension is from 1 to 10 school days, and the student or parents are not able to appeal the principal's decision.

Suspension 11–20 school days

A long suspension is 11 to 20 school days. The student or their parent is entitled to appeal to the Director-General, Department of Education (or their delegate) for a review of a long suspension decision.

Charge-related suspension

A charge-related suspension is separate from short- or long-term suspension. A charge-related suspension may be imposed if the principal is reasonably satisfied that the student enrolled in their school has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

The principal has the authority to request the Director-General obtain information on student charges or convictions through the Queensland Police Commissioner.

Exclusion

Principals have the authority to exclude a student from school for a period of not more than one year, or permanently.

Exclusion from certain or all state schools by Director-General

Principals can refer an exclusion decision to the Director-General for their consideration to exclude a student from certain or all state schools, however the Director-General is the only individual with the authority to exclude students from certain (state schools in a particular area or region) or all state schools in Queensland (except schools of distance education). The Director-General can exclude a student for a period of not more than one year or permanently.

Refusal to enrol – Risk to safety or wellbeing

Only the Director-General can refuse the enrolment of a prospective student if they reasonably believe that, if enrolled, the prospective student would pose an unacceptable risk to the safety or wellbeing of members of the school community.

Temporary removal of student property by school staff

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, students and visitors. Prohibited items should be described clearly in the Student Code of Conduct for the school, along with explanation of possible consequences.

State school staff **do not have** the authority to open, examine or otherwise deal with the temporarily removed student property without the consent of the student or parent. For example, principals or state school 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 without the consent of the student or parent. Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.

Kin Kora State School - Restrictive practices - summary

Guiding principles

State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.

Generally, the restrictive practices permitted under this procedure must only be used where:

- a) the restrictive practice is reasonable in all the circumstances, and
- b) there is **no less restrictive measure** available to respond to the behaviour in the circumstances.

State school staff may only use physical restraint where:

- a) physical restraint is **reasonable in all the circumstances as a response to the student's behaviour**, and
- b) **there is no less restrictive measure available** to respond to the student's behaviour in the circumstances.

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

Kin Kora 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](#).

Appendix A: Schoolwide Expectations at Kin Kora State School.

 KIN KORA STATE SCHOOL SCHOOL WIDE EXPECTATIONS TEACHING MATRIX							
	IN THE CLASSROOM I WILL:	WHEN USING AMENITIES, I WILL:	DURING EATING TIME/ TUCKSHOP, I WILL:	DURING PLAY TIME, I WILL:	DURING TRANSIT AROUND THE SCHOOL, I WILL:	ARRIVING AND DEPARTING SCHOOL I WILL:	ALL AREAS
BE SAFE	<ul style="list-style-type: none"> <input type="checkbox"/> Sit properly <input type="checkbox"/> Enter and exit in an orderly fashion <input type="checkbox"/> Use equipment properly <input type="checkbox"/> Keep a tidy work area 	<ul style="list-style-type: none"> <input type="checkbox"/> Wash my hands <input type="checkbox"/> Use the toilet properly 	<ul style="list-style-type: none"> <input type="checkbox"/> Eat only my food <input type="checkbox"/> Sit in my area <input type="checkbox"/> Wait my turn 	<ul style="list-style-type: none"> <input type="checkbox"/> Wear my hat <input type="checkbox"/> Play in my area <input type="checkbox"/> Use equipment properly <input type="checkbox"/> Leave sticks and stones on the ground <input type="checkbox"/> Ask for help 	<ul style="list-style-type: none"> <input type="checkbox"/> Keep left <input type="checkbox"/> Put my bag away <input type="checkbox"/> Use pathways 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow directions of crossing supervisors <input type="checkbox"/> Wait on the footpath <input type="checkbox"/> Follow road rules <input type="checkbox"/> Return to office if not collected <input type="checkbox"/> Use the tunnel to cross the road <input type="checkbox"/> Report to parade area before 8:30am <input type="checkbox"/> Sit down in the parade area <input type="checkbox"/> Walk scooters/bikes to designated areas 	<ul style="list-style-type: none"> <input type="checkbox"/> Walk <input type="checkbox"/> Hands off <input type="checkbox"/> Be aware of safe and unsafe situations
BE RESPECTFUL	<ul style="list-style-type: none"> <input type="checkbox"/> Follow directions <input type="checkbox"/> Treat others respectfully <input type="checkbox"/> Wait patiently 	<ul style="list-style-type: none"> <input type="checkbox"/> Allow for privacy of others <input type="checkbox"/> Wait my turn <input type="checkbox"/> Be quiet, quick and clean. <input type="checkbox"/> Clean up after myself <input type="checkbox"/> Flush the toilet 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate volume <input type="checkbox"/> Wait my turn <input type="checkbox"/> Clean up any rubbish 	<ul style="list-style-type: none"> <input type="checkbox"/> Consider inviting others who want to join in <input type="checkbox"/> Share equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> Move quietly <input type="checkbox"/> Move in 1 or 2 lines 	<ul style="list-style-type: none"> <input type="checkbox"/> Greet everyone with respect <input type="checkbox"/> Follow directions <input type="checkbox"/> Be mindful of the volume I speak <input type="checkbox"/> Clean up any rubbish <input type="checkbox"/> Invite others to sit with you <input type="checkbox"/> Follow bus driver's instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> Respect others feelings and viewpoints <input type="checkbox"/> Express their emotions respectfully <input type="checkbox"/> Be cooperative <input type="checkbox"/> Prompt others <input type="checkbox"/> Treat property respectfully <input type="checkbox"/> Use polite and kind language <input type="checkbox"/> Represent KKSS to the best of my ability
BE RESPONSIBLE	<ul style="list-style-type: none"> <input type="checkbox"/> Try my best <input type="checkbox"/> Work collaboratively <input type="checkbox"/> Show initiative <input type="checkbox"/> Start each session with a positive attitude 	<ul style="list-style-type: none"> <input type="checkbox"/> Use toilets only for toileting <input type="checkbox"/> Leave the toilet when finished <input type="checkbox"/> Use toilets during breaks <input type="checkbox"/> Only put toilet paper in the toilet <input type="checkbox"/> Advise teacher if there are any problems 	<ul style="list-style-type: none"> <input type="checkbox"/> Order only for myself <input type="checkbox"/> Keep my money in a safe place <input type="checkbox"/> Sit in the eating areas <input type="checkbox"/> Look after my belongings <input type="checkbox"/> Look out for others <input type="checkbox"/> Close my lunch box <input type="checkbox"/> Store lunchboxes in tubs 	<ul style="list-style-type: none"> <input type="checkbox"/> Return borrowed equipment <input type="checkbox"/> Play by the rules <input type="checkbox"/> Be a good sport <input type="checkbox"/> Be aware of my surroundings <input type="checkbox"/> Help others in need <input type="checkbox"/> Use conflict resolution strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Go straight to designated area and wait patiently 	<ul style="list-style-type: none"> <input type="checkbox"/> Move quietly and respectfully to class when released <input type="checkbox"/> Ask to use the toilet <input type="checkbox"/> Keep my belongings with me <input type="checkbox"/> Be aware of my surroundings <input type="checkbox"/> Go straight home <input type="checkbox"/> Store my bike/ scooter in the designated area <input type="checkbox"/> Go straight to class/ pick up area and wait patiently <input type="checkbox"/> Complete before school jobs (office, tuckshop, library). 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow routines <input type="checkbox"/> Be organised <input type="checkbox"/> Take ownership of emotions and actions <input type="checkbox"/> Be responsible equipment <input type="checkbox"/> Be honest <input type="checkbox"/> Solve own problems or ask for help <input type="checkbox"/> I will wear the correct uniform everyday <input type="checkbox"/> Regulate my emotions <input type="checkbox"/> Be punctual <input type="checkbox"/> Accept outcomes for my behaviour <input type="checkbox"/> Be a good role model for other students
BE A LEARNER	<ul style="list-style-type: none"> <input type="checkbox"/> Be an active learner <input type="checkbox"/> Support my peers <input type="checkbox"/> Reflect on how my effort affects my skills/achievements <input type="checkbox"/> Develop self-discipline and work towards my goals <input type="checkbox"/> Seek and apply feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Return to class promptly 	<ul style="list-style-type: none"> <input type="checkbox"/> Make healthy choices <input type="checkbox"/> Refuel my brain/body by eating my lunch 	<ul style="list-style-type: none"> <input type="checkbox"/> Consider learning new games <input type="checkbox"/> Learn from my mistakes <input type="checkbox"/> Be active 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply all safety rules <input type="checkbox"/> Transition with necessary equipment (e.g. pencil case, headphones, hat). 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply all safety rules 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify your abilities, talents and interests as learners.