



Gindie State School



Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Principal Name:

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Principal Signature:

Date: 9-12-2020

P/C President and-or School
Council Chair Name:

Andrew Brownlie

P/C President and-or School
Council Chair Signature:

Date: 9-12-2020

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Purpose

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

The 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

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

Gindie State School has five core values:

Excellence

Responsibility

Safety

Manners

Acceptance

Additional facilitation of these standards can be found in the appendix.

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

Gindie State School staff takes an educative approach to discipline, 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 including those relating to 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 Student Code of Conduct together. 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 Gindie State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by the Principal 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 Gindie 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 Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying can be an 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 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, and the flowchart on page 38 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Gindie 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 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

On behalf of the student body at Gindie State School we endorse the Student Code of Conduct. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Gindie State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Leader are invited to approach me directly.

Student Leader: Evan Sullivan (2019 School Captain)

Date: 9-12-2020

Consultation

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

In the first phase, we held a series of internal meetings with staff. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed and the finished version emailed to all families for suggested changes and feedback. The P&C Association unanimously endorsed the Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Student Code of Conduct, including promotion through the school website, Facebook page and newsletter. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

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.

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

There are four different confidential surveys for

- parents
- students
- staff
- principals

Review Statement

The 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.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
their child is getting a good education at school (S2016)	100%	100%	92%
this is a good school (S2035)	100%	83%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	83%	92%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	83%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	83%
teachers at this school motivate their child to learn* (S2007)	100%	100%	83%
teachers at this school treat students fairly* (S2008)	94%	83%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	83%	92%
this school works with them to support their child's learning* (S2010)	100%	83%	92%
this school takes parents' opinions seriously* (S2011)	100%	83%	92%
student behaviour is well managed at this school* (S2012)	94%	67%	83%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2017	2018	2019
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	93%	100%	100%
they feel safe at their school* (S2037)	97%	100%	100%
their teachers motivate them to learn* (S2038)	97%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	97%	100%	100%
they can talk to their teachers about their concerns* (S2042)	97%	100%	100%
their school takes students' opinions seriously* (S2043)	93%	100%	100%
student behaviour is well managed at their school* (S2044)	93%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%

Performance measure			
Percentage of students who agree* that:	2017	2018	2019
their school is well maintained* (S2046)	97%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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 school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

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

Gindie State School			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

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

The first step in facilitating standards of positive behaviour is communicating those standards to all stakeholders. These expectations are communicated to stakeholder via a number of strategies, including:

Weekly explicit behaviour lessons conducted by the classroom teacher focusing on the schools core values (Appendix 2).

Fortnightly behaviour lessons conducted by the classroom teacher through our Social Emotional *You can do it* Program (Appendix 3).

Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Display of the Expectations Matrix in prominent areas within the school and in all teaching areas.

Visual reminders (posters of school and behaviour expectations) displayed in all classroom and non-classroom settings.

A section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.

At Gindie State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. We believe that if appropriate behaviour is rewarded often enough, then ideally there will be far less inappropriate behaviours. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Gindie State School implements proactive and preventative processes and strategies to support student behaviour which includes weekly behaviour and effort grade in each student's Weekly Report Book which is based on the *Gindie State School Student Effort and Behaviour* Matrix (Appendix 1).

Comprehensive induction programs in the Gindie State School's Code of Conduct is delivered to new students as well as new and relief staff.

Individual support profiles developed for students with behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

A dedicated section each week at parade to publicly reward students who are displaying the expected behaviours - Gindie Good Ones, Student of the Week awards and You Can Do It awards.

Individual classroom reward systems.

Positive praise, positive comments in workbook and/or weekly report book.

Positive phone call home to parent/caregiver.

Gindie Good Ones

Staff members hand out Gindie Good One cards to students when they observe them following school rules in both classroom and non-classroom areas. When students are given a Gindie Good One slip they drop the card in one of the designated collection points. Each Monday, a draw is held on parade to select a winner of the Gindie Good One draw for that week. Students are able to select a negotiated reward if they are selected in the draw. The remaining Gindie Good One tickets are then placed in a termly prize draw. This prize draw is drawn on the last parade of the term and the winning ticket will receive a “big” prize e.g. movie tickets. Gindie Good Ones are never taken off students as a consequence for problem behaviour.

You Can Do It Awards

These awards are given to students who have demonstrated the You Can Do It focus of the week as observed by the school leaders. Successful students are awarded a certificate on parade.

Student of the Week Awards

Teachers award a student in their class that has shown excellence in the classroom. This award is announced on parade every Monday and names are published in the school newsletter. The winners of the Student of the Week award are given a certificate and choose a book as a prize.

Individual Classroom Reward Systems

To reinforce positive behaviours in the classroom, teachers have developed classroom reward systems. These reward systems are unique to the classroom. Examples may include; prize box, sticker charts, points and raffle draws. The purpose of these individual classroom reward systems is to reward students who display the schools core values in a classroom setting.

Consideration of Individual Circumstances

Gindie State School takes 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 Wellbeing

Gindie 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 with the principal 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. Our Code of Conduct 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 through the implementation of our P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Gindie State School, we provide age-appropriate health and safety messages.

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

Gindie 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

Gindie 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 school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner. A copy of the form can be access through the school office.

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

Mental health

Gindie State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan on OneSchool and engaging external support agencies.

Suicide prevention

Gindie State School staff who notice suicide warning signs in a student should seek help immediately from the school principal who can access an external visiting guidance officer, senior guidance officer or other appropriate staff.

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

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Gindie State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Student Support Network

Gindie State School has a student support network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

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

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

Role	What they do
Outback Futures	<ul style="list-style-type: none">• Provides educational counselling and support services• Literacy intervention• Speech testing and therapy
BushKids	<ul style="list-style-type: none">• Provides allied health services in areas of emotional, behavioural, social and of development difficulties.
Guidance Officer	<ul style="list-style-type: none">• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting

	<ul style="list-style-type: none"> Assists students with specific difficulties, acting as a mediator or providing information on other life skills Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Central Queensland Regional Health Services	<ul style="list-style-type: none"> Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs. Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the school if you require any assistance.

Whole School Approach to Discipline

In addition to our core values,

Excellence

Responsibility

Safety

Manners

Acceptance

Gindie State School uses the 'You Can Do It' program to encourage positive behaviour for discipline at school. This is a whole-school approach, used in all classrooms and the playground. The program is made up of five capabilities aimed at supporting students' whole growth and guiding students to behave in positive ways.

Getting Along

- Working cooperatively with others, solving problems with others without getting too angry.
- Following important rules of the classroom and home.
- Making friends, accepting others who are different.
- Helping correct injustices in society and making our community safer and healthier places to live and learn.

Emotional Resilience

- Knowing how to stop yourself from getting extremely angry, down or worried when something 'bad' happens.
- It means controlling your behaviour when very upset.
- Emotional Resilience also means being able to calm down when you get overly upset.
- It means bouncing back to work or play after being upset.

Confidence

- Believing you can do it.
- It means not being afraid to make a mistake, to try something new, or to express an opinion.

Persistence

- Trying hard and not giving up when something feels like it's too difficult to do.

Organisation

- Setting a goal to be successful in your schoolwork and other areas.
- Planning your time so you are not rushed.
- Having your supplies ready.
- Keeping track of what you have to do and when you have to do it.

Our core values and capabilities are taught explicitly once a week and revisited in practise during our everyday teaching.

At Gindie State School we believe discipline is about more than punishment. We believe that student behaviour is a part of the overall teaching and learning approach at 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 Gindie State School student Code of Conduct is an opportunity to explain the behaviour management approach with parents and students, and gain their support to implement a consistent approach to teaching positive behaviour. The language and expectations of our behaviour management approach 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.

Behaviour Management Approach

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 practise our five core values of

Excellence

Responsibility

Safety

Manners

Acceptance

Students

Below are examples of what these expectations look like for students across the school.

Gindie State School Core Values	Expectations
Excellence	<ul style="list-style-type: none">-Always do my best work.-Wear my school uniform with pride.-Self- assess own work.-Set and achieve goals.
Responsibility	<ul style="list-style-type: none">-Care for your own learning.-Ready to learn before school.-Accept outcomes.-Solve problems.-Keep workspace tidy.
Safety	<ul style="list-style-type: none">-Use equipment appropriately.-Enter and exit classroom orderly.-Keep hands and feet to yourself.-Sit appropriately.-Always wear your hat outside.
Manners	<ul style="list-style-type: none">-Care for other's learning.-Listen to fellow students in class.-Put rubbish in the bins provided.-Respect others space and belongings.-Say 'please' and 'thank you'.
Acceptance	<ul style="list-style-type: none">-Include others and invite them to be involved.-Make a new friend.-Give a compliment.-Listen to others ideas.

Parents and staff

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

Excellence

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You uphold the school core values and practise in our daily lives.	We uphold the school core values and practise in our daily lives.
You will encourage and support your child to strive to be the best version of themselves.	We will encourage and support your child to strive to be the best version of themselves.
You will encourage your child to work towards achieving learning goals.	You will set, support and encourage your child to work towards achieving learning goals.
You will encourage your child to wear their school uniform correctly and with pride.	We will encourage your child to wear their school uniform correctly and with pride.

Responsibility

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 school newsletter as the primary means of notifying parents about school news, excursions or events.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You 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 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 notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Safety

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You 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.

Manners

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
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 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 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 seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work with families to accommodate their personal needs, including work commitments, finances and family structure.

Acceptance

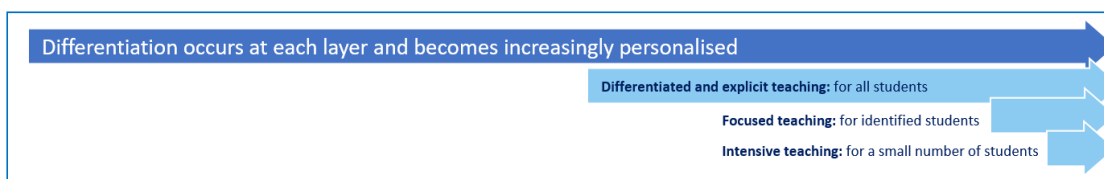
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You listen to teacher concerns and support teacher decisions as they are trained professionals.	We give clear understandings about your child's development and accept that together we can support your child.
Provide insight and knowledge about your child's development.	We listen and work with parents as a partnership to support the child's development.

Differentiated and Explicit Teaching

Gindie 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 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 model used for academic and pedagogical differentiation.



A set of behavioural expectations in specific settings attached to each of our five core values (appendix 4). The Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

Focused Teaching

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

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

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

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

Gindie State School has a range of student support network staff, in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

In this section of the Gindie 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 Gindie State School allows 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 focused 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 levels, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

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
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour

- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network 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.

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

Gindie State School has 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 Devices
- Preventing and responding to bullying
- School's Social Media Guide

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 policy 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 Gindie 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 Gindie State School:

- do not require the student's consent to search school property such as desks or computers 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 Gindie 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 Gindie 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 Gindie 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 Gindie 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 their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of Mobile Devices

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.

The explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

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 Gindie State School to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device.
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language

- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Teachers who feel valued and supported are more likely to engage positively with students and

build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

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:

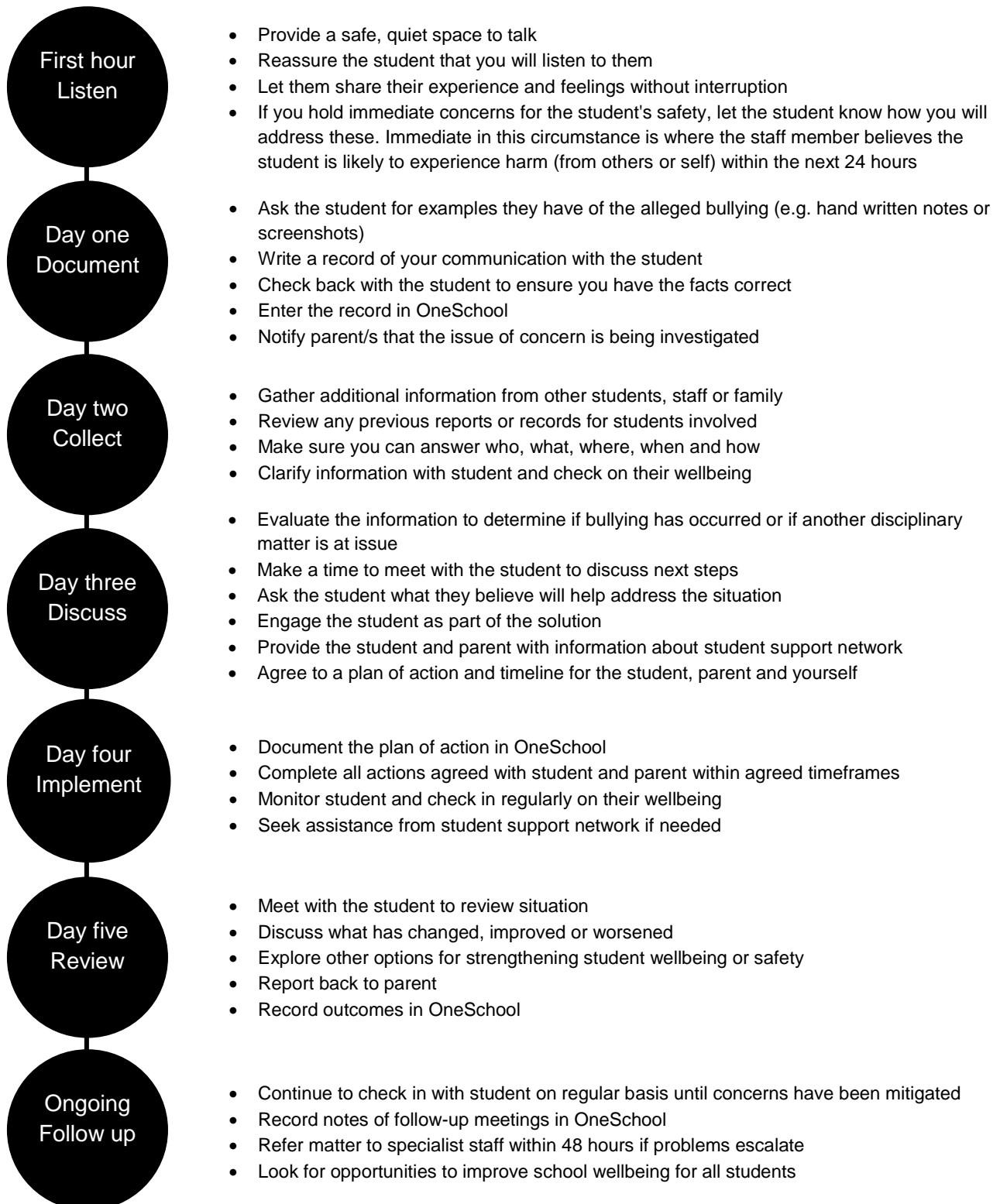
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Gindie 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 Gindie 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.

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.

Gindie State School - Bullying response flowchart for teachers



Cyberbullying

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

It is important for students, 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 Gindie 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. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Gindie 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](#).

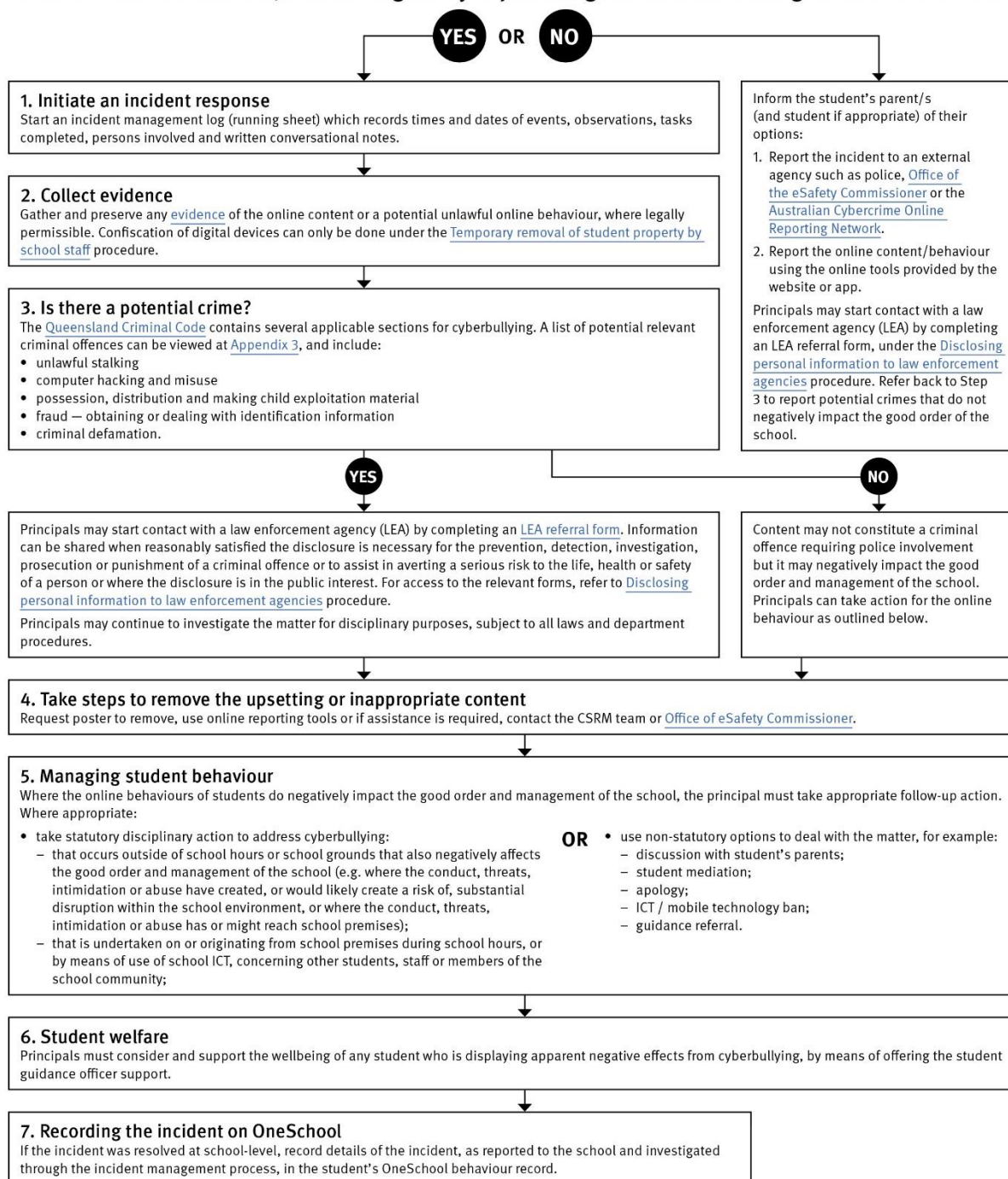
Explicit images

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 has created a guide for parents called 'Online awareness: Information for parents and caregivers' (which can be access from the school office) 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.

<https://behaviour.education.qld.gov.au/resources-publications/Documents/cyberbullying-parents-caregivers-guide.pdf>

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management and 'Managing your online reputation' (which can be access from the school office) to assist students, staff and parents with prevention of reputation degrading.

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

Student Intervention and Support Services

Gindie 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 Gindie 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.

Gindie State School - Anti-Bullying Contract

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

Gindie State School - Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature _____

Parent's signature _____

School representative signature _____ Date _____

School's Social Media Guide

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 Gindie 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

Conclusion

Gindie 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 complaints information sheet (Appendix 5).

Appendix 1: Gindie State School Effort and Behaviour Matrix

This matrix is used to report weekly on students' effort and behaviour in their Weekly Report Book.



GINDIE STATE SCHOOL STUDENT BEHAVIOUR AND EFFORT MATRIX

BEHAVIOUR	A	B	C	D	E
Behaviour and Attitude	<p>Always follows staff directions.</p> <p>Displays a positive attitude</p> <p>Demonstrates leadership qualities.</p> <p>Accepts responsibility for own actions.</p> <p>Works well with limited supervision and employs safe practices.</p>	<p>Mostly follows staff directions.</p> <p>Displays a positive attitude</p> <p>Demonstrates leadership qualities.</p> <p>Accepts responsibility for own actions in most situations.</p> <p>Works well with some supervision and employs safe practices in most situations.</p>	<p>Generally follows staff directions.</p> <p>Usually displays a positive attitude</p> <p>Generally accepts responsibility for own actions.</p> <p>Works well with supervision and employs safe practices in most situations.</p>	<p>Requires adult reminders to follow staff directions.</p> <p>Requires reminders to accept responsibility for own actions.</p> <p>Sometimes employs safe practices.</p>	<p>Requires support to follow staff directions.</p> <p>Requires support to employ safe practices.</p>
Interaction with peers	<p>Always: Demonstrates emotional resilience and uses the Hi5 in conflict situations.</p> <p>Gets along with others and is courteous and respectful towards peers and adults.</p> <p>Shows empathy and consideration for others.</p> <p>Accepts and includes others in all situations.</p>	<p>Mostly: Demonstrates emotional resilience and uses the Hi5 in conflict situations.</p> <p>Gets along with others and is courteous and respectful towards peers and adults.</p> <p>Shows empathy and consideration for others.</p> <p>Accepts and includes others in all situations.</p>	<p>Usually: Demonstrates emotional resilience and uses the Hi5 in conflict situations.</p> <p>Gets along with others and is courteous and respectful towards peers and adults.</p> <p>Shows empathy and consideration for others.</p> <p>Accepts and includes others in all situations.</p>	<p>Sometimes: Demonstrates emotional resilience and uses the Hi5 in conflict situations.</p> <p>Gets along with others and is courteous and respectful towards peers and adults.</p> <p>Shows empathy and consideration for others.</p> <p>Accepts and includes others in all situations.</p>	<p>Rarely: Demonstrates emotional resilience and uses the Hi5 in conflict situations.</p> <p>Gets along with others and is courteous and respectful towards peers and adults.</p> <p>Shows empathy and consideration for others.</p> <p>Accepts and includes others in all situations.</p>

****Individual student abilities and IEP goals are to be considered when completing this matrix.**

Appendix 1 CONTINUED: Gindie State School Effort and Behaviour Matrix

EFFORT	A	B	C	D	E
Attendance	Achieves 96% or higher attendance. Always wears correct school uniform in accordance with GSS uniform policy.	Achieves 90% - 95% attendance. Mostly wears correct school uniform in accordance with GSS uniform policy.	Achieves 85% - 90% attendance Usually wears correct school uniform in accordance with GSS uniform policy.	Achieves 80% - 85% attendance Sometimes wears correct school uniform in accordance with GSS uniform policy.	Attends less than 80% of the time. Rarely wears correct school uniform in accordance with GSS uniform policy.
Punctuality	Always arrives to class on time before school and after breaks.	Mostly arrives to class on time before school and after breaks.	Generally arrives to class on time before school and after breaks.	Often late to class before school and after breaks.	Rarely arrives to class on time before school and after breaks.
Organisation	Independently organises materials and equipment for learning. Including but not limited to: desk set up brain break hat lunch box library books returning notes. Always keeps own learning area tidy.	Mostly organises materials and equipment for learning. Including but not limited to: desk set up brain break hat lunch box library books returning notes. Mostly keeps own learning area tidy.	Usually organises materials and equipment for learning. Including but not limited to: desk set up brain break hat lunch box library books returning notes. Usually keeps own learning area tidy.	Requires verbal reminders to organise materials and equipment for learning. Including but not limited to: desk set up brain break hat lunch box library books returning notes. Requires reminders to keep own learning area tidy.	Requires adult support to organise materials and equipment for learning. Including but not limited to: desk set up brain break hat lunch box library books returning notes. Rarely keeps own learning area tidy.
School Work Ethic	Always: Presents bookwork neatly in accordance to Gindie State School bookwork policy. Begins set tasks promptly and manages time effectively. Completes all set tasks. Attempts difficult tasks. Motivated and independent worker. Contributes to class discussions. Self-assesses own work. Seeks and uses teacher feedback. Aims for mastery / extension of work.	Mostly: Presents bookwork neatly in accordance to Gindie State School bookwork policy. Begins set tasks promptly and manages time effectively. Completes all set tasks. Attempts difficult tasks. Motivated and independent worker. Contributes to class discussions. Self-assesses own work. Seeks and uses teacher feedback. Aims for mastery / extension of work.	Usually: Presents bookwork neatly in accordance to Gindie State School bookwork policy. Begins set tasks promptly and manages time effectively. Completes of all set tasks. Attempts difficult tasks. Motivated worker. Contributes to class discussions. Self-assesses own work. Uses teacher feedback.	Sometimes: Presents bookwork in accordance to Gindie State School bookwork policy. Manages time effectively. Completes of set tasks with assistance. Contributes to class discussions. Self-assesses own work with adult prompting. Uses teacher feedback.	Requires adult support to: Present bookwork in accordance to Gindie State School bookwork policy. Manage time effectively. Complete of set tasks Contribute to class discussions. Assesses own work. Use teacher feedback.
Homework	Always completes all set tasks. Presents homework neatly in accordance to the Gindie State School bookwork policy. Seeks and uses teacher feedback. Always returns homework on time.	Mostly completes all set tasks. Mostly presents homework neatly in accordance to the Gindie State School bookwork policy. Mostly seeks and uses teacher feedback. Mostly returns homework on time.	Usually completes all set tasks. Usually presents homework neatly in accordance to the Gindie State School bookwork policy. Usually uses teacher feedback. Usually returns homework on time.	Sometimes completes set tasks. Sometimes presents homework in accordance to the Gindie State School bookwork policy. Sometimes uses teacher feedback. Sometimes returns homework on time.	Rarely completes all set tasks. Rarely presents homework neatly in accordance to the Gindie State School bookwork policy. Rarely uses teacher feedback. Rarely returns homework on time.

Appendix 2: Overview of behaviour lessons

Term 1:	
Week 1 Focus:	Gindie State School Core Values: Excellence, Responsibility, Acceptance, Safety and Manner – what do they mean?
Week 2 Focus:	Safety: I am safe when I know the School's evacuation and snake procedures, I use the High-5 to help me solve my problems
Week 3 Focus:	ANTI-BULLYING LESSON: What is bullying, strategies, reporting etc.
Week 4 Focus:	Responsibility: I am responsible for my behaviour and take responsibility for my own actions
Week 5 Focus:	Acceptance: Work cooperatively with others in class
Week 6 Focus:	Excellence: I always respect school property and take pride in our school environment
Week 7 Focus:	Manners: I use manners when talking to others
Week 8 Focus:	Excellence: I always try my best and work to the best of my ability. I ask for help when I need it
Week 9 Focus:	Safety: I listen to and follow staff/ adult instructions
Week 10 Focus:	Responsibility: I am responsible for my learning. I use technology responsibly.
Term 2:	
Week 1 Focus:	Gindie State School Core Values: Excellence, Responsibility, Acceptance, Safety and Manner – what do they mean?
Week 2 Focus:	Safety: I am safe when I know the School's evacuation and snake procedures, I use the High-5 to help me solve my problems
Week 3 Focus:	Responsibility: I organised for learning and work neatly
Week 4 Focus:	Excellence: I strive to achieve my goals
Week 5 Focus:	ANTI-BULLYING LESSON: What is bullying, strategies, reporting etc.
Week 6 Focus:	Manners: I raise my hand to speak
Week 7 Focus:	Responsibility: I return all borrowed equipment promptly on the bell and move to class quickly
Week 8 Focus:	Safety: I report damage or dangerous situations to staff
Week 9 Focus:	Responsibility: I keep all areas clean and tidy and put rubbish in the bin
Week 10 Focus:	Safety: I wear a sun safe hat and closed in shoes
Term 3:	
Week 1 Focus:	Gindie State School Core Values: Excellence, Responsibility, Acceptance, Safety and Manner – what do they mean?
Week 2 Focus:	Safety: I am safe when I know the School's evacuation and snake procedures, I use the High-5 to help me solve my problems
Week 3 Focus:	Excellence: I am a positive role model
Week 4 Focus:	Acceptance: I share equipment and encourage others to join in
Week 5 Focus:	ANTI-BULLYING LESSON: What is bullying, strategies, reporting etc.
Week 6 Focus:	Responsibility: I am honest and tell the truth
Week 7 Focus:	Manners: I am a good and active listener
Week 8 Focus:	Safety: I use the 'High 5'
Week 9 Focus:	Acceptance: I congratulate others successes
Week 10 Focus:	Responsibility: I stay focused and on task at all times.
Term 4:	
Week 1 Focus:	Gindie State School Core Values: Excellence, Responsibility, Acceptance, Safety and Manner – what do they mean?
Week 2 Focus:	Safety: I am safe when I know the School's evacuation and snake procedures, I use the High-5 to help me solve my problems
Week 3 Focus:	Manners: I use polite language and tone
Week 4 Focus:	Excellence: I practise the 'You Can Do It' strategies
Week 5 Focus:	ANTI-BULLYING LESSON: What is bullying, strategies, reporting etc.
Week 6 Focus:	Acceptance: I treat others in a nice way
Week 7 Focus:	Responsibility: I look after and use my personal and school equipment appropriately
Week 8 Focus:	Manners: I say 'good afternoon' to the staff member on bus duty
Week 9 Focus:	Responsibility: I play in the designated areas and play by the rules of the game. I show good sportsmanship.
Week 10 Focus:	Acceptance: I can deal with change

Appendix 3: Overview of You Can Do It Lessons



You Can Do It Program

		Term 1	Term 2	Term 3	Term 4
Even Years Cycle A	Wk 2	Emotional Resilience Lesson 1: Feelings Lesson 2: Dealing with emotions	Emotional Resilience Lesson 3: What is resilience	Emotional Resilience Lesson 4: How to be Resilient	Emotional Resilience Lesson 5: Resilient Thinking
	Wk 4	Getting Along Lesson 1: Friends Lesson 2: Teamwork	Getting Along Lesson 3: How we treat others	Getting Along Lesson 4: Problems	Getting Along Lesson 5: Doing the right thing Lesson 6: The Solutions
	Wk 6	Organisation Lesson 1: Getting Organised Lesson 2: Setting Goals	Organisation Lesson 4: Record It Lesson 3: Working Hard	Organisation Lesson 5: Not forgetting	Organisation Lesson 6: Getting organised
	Wk 8	Persistence Lesson 1: Be Persistent! Lesson 2: Weighing it	Persistence Lesson 3: Obstacles Lesson 4: Hard Yakka	Persistence Lesson 5: Getting it done	Persistence Lesson 6: Quitting
	Wk 10	Confidence Lesson 1: What is confidence Lesson 2: Relaxing	Confidence Lesson 3: Being Confident Lesson 4: Making Mistakes	Confidence Lesson 5: Nobody's Perfect	Confidence Lesson 6: Being Confident
Odd Years Cycle B	Wk 2	Emotional Resilience Lesson 1: Feelings	Emotional Resilience Lesson 2: Dealing with emotions Lesson 3: What is resilience	Emotional Resilience Lesson 4: How to be Resilient	Emotional Resilience Lesson 5: Resilient Thinking
	Wk 4	Getting Along Lesson 1: Friends	Getting Along Lesson 2: Teamwork Lesson 3: How we treat others	Getting Along Lesson 4: Problems	Getting Along Lesson 5: Doing the right thing Lesson 6: The Solutions
	Wk 6	Organisation Lesson 1: Getting Organised	Organisation Lesson 2: Setting Goals Lesson 3: Working Hard	Organisation Lesson 4: Record It Lesson 5: Not forgetting	Organisation Lesson 6: Getting organised
	Wk 8	Persistence Lesson 1: Be Persistent!	Persistence Lesson 2: Weighing it Lesson 3: Obstacles	Persistence Lesson 4: Hard Yakka Lesson 5: Getting it done	Persistence Lesson 6: Quitting
	Wk 10	Confidence Lesson 1: What is confidence Lesson 2: Relaxing	Confidence Lesson 3: Being Confident	Confidence Lesson 4: Making Mistakes Lesson 5: Nobody's Perfect	Confidence Lesson 6: Being Confident

Appendix 4: Schoolwide Expectations Teaching Matrix

Rule	School and Community Settings	Classrooms and Library	Eating Areas and Bus Line	Outdoor Areas and Play Times	Toilets	Office, Stairs and Veranda
Excellence	<ul style="list-style-type: none"> -I always try my best and work to the best of my ability -I strive to achieve my goals -I am a positive role model -I practise the 'You Can Do It' strategies 	<ul style="list-style-type: none"> -I always try my best and work to the best of my ability -I strive to achieve my goals -I am a positive role model -I practise the 'You Can Do It' strategies 	<ul style="list-style-type: none"> -I always respect school property and take pride in our school environment -I am a positive role model -I practise the 'You Can Do It' strategies 	<ul style="list-style-type: none"> -I always respect school property and take pride in our school environment -I am a positive role model -I practise the 'You Can Do It' strategies 	<ul style="list-style-type: none"> -I respect our school equipment and only use the toilet for its intended purpose -I only go to the toilet before school, lunchtimes and after school 	<ul style="list-style-type: none"> -I always respect school property and take pride in our school environment -I am a positive role model -I practise the 'You Can Do It' strategies
Responsibility	<ul style="list-style-type: none"> -I am responsible for my behaviour -I am punctual and always attend school -I wear my school uniform with pride -I am honest and tell the truth 	<ul style="list-style-type: none"> -I am responsible for my learning -I organised for learning and work neatly -I look after and use my personal and school equipment appropriately -I stay focused and on task at all times. -I am willing to have a go -I ask for help correctly 	<ul style="list-style-type: none"> -I make healthy food choices -I put my lunchbox in the fridge or my bag -I put rubbish in the bin -I keep the area clean and tidy -I say 'good afternoon' to the staff member on bus duty -I have my bag packed and organised -I line up at the gate promptly and quietly waiting for my name to be called for the bus 	<ul style="list-style-type: none"> -I look after equipment and the environment -I play by the rules of the game -I play in the designated areas -I make sure all of my personal belongs are collected and put in my bag -I return all borrowed equipment promptly on the bell and move to class quickly 	<ul style="list-style-type: none"> -I use a quiet voice -One person per toilet -I clean up after myself -I use water, soap, paper towel and bins correctly -Take care to conserve water -I return to class quickly 	<ul style="list-style-type: none"> -I wait patiently in the office until I am assisted -I walk to one side to allow others to easily pass -I the keep veranda and stairs clear of my bag and pick up rubbish
Acceptance	<ul style="list-style-type: none"> -I accept consequences -I speak kindly about myself and others -I cooperate with others -I can deal with change 	<ul style="list-style-type: none"> -I show interest in what others have to say or do -Work cooperatively with others in class -I congratulate others successes 	<ul style="list-style-type: none"> -I show interest in what others have to say or do -I treat others in a nice way 	<ul style="list-style-type: none"> -I share equipment and encourage others to join in -I consider others feelings -I congratulate others 	<ul style="list-style-type: none"> -I consider others and respect their privacy 	<ul style="list-style-type: none"> -I consider others when using these common areas
Safety	<ul style="list-style-type: none"> -I listen to and follow staff/ adult instructions -I do the 'High 5' 	<ul style="list-style-type: none"> -I listen to and follow staff/ adult instructions -I follow our school rules 	<ul style="list-style-type: none"> -I walk sensibly to line up for the bus and wait in respectful manner -I listen to and follow staff/ adult instructions -I do the 'High 5' 	<ul style="list-style-type: none"> -I wear a sun safe hat and closed in shoes -I listen to and follow staff/ adult instructions -I report damage or dangerous situations to staff -I do the 'High 5' 	<ul style="list-style-type: none"> -I use hygienic practices 	<ul style="list-style-type: none"> -I walk calmly and quietly around our school -I listen to and follow staff/ adult instructions
Manners	<ul style="list-style-type: none"> -I use manners when talking to others -I use polite language and tone 	<ul style="list-style-type: none"> -I raise my hand to speak -I take turns -I am a good and active listener -I ask permission 	<ul style="list-style-type: none"> -I use manners when talking to others -I stay seated until the bell rings 	<ul style="list-style-type: none"> -I take turns -I am a good and active listener -I use manners when talking to others -I use polite language and tone 	<ul style="list-style-type: none"> -I leave the toilet tidy for others -I ask permission 	<ul style="list-style-type: none"> -I use manners when talking to others -I use polite language and tone



Customer complaints management

Gindie State School

1. Purpose

Gindie State School appreciates and acknowledges that parents, carers, students and community members have a right to make a complaint. This document outlines how Gindie State School will manage these complaints.

2. What is a customer complaint?

A complaint is a customer complaint if the person is unhappy with the service or action of Gindie State School or our staff, and directly affected by the service or action they are unhappy with.

In our Gindie State School, the person making a complaint will usually be a parent, carer, student or other school community member, but could also be anyone else directly impacted by something at our Gindie State School.

Some complaints must be managed using different processes. These include:

- issues about harm, or risk of harm, to a student attending a state Gindie State School, which must be managed in accordance with the [Student protection procedure](#); and
- [complaints](#) about corrupt conduct, public interest disclosures, or certain decisions made under legislation – refer to the [Excluded complaints factsheet](#) for more information.

3. Roles and responsibilities

We treat everyone with respect, courtesy and fairness, and aim to act compatibly with human rights. Our responsibilities include:

- following the customer complaints management [framework](#), [policy](#) and [procedure](#) when managing complaints;
- resolving complaints promptly; and
- [providing](#) information about our processes, timeframes and any available review options.

If someone makes a complaint, they also have responsibilities, including:



- cooperating respectfully and understanding that unreasonable conduct will not be tolerated;
- giving us a clear idea of the issue or concern and a possible solution;
- providing all relevant information when making the complaint;
- understanding that addressing a complaint can take time; and
- letting us know if something changes, including if help is no longer needed.

4. Complaints management process

At Gindie State School, our complaints management process involves the following steps:

i. Receipt

The complaint should be made where the problem or issue arose. At Gindie State School, we ask parents, carers, students or community members who would like to make a complaint to initially make an appointment discuss concerns with their child's teacher. If not resolved please email the principal at principal@gindiess.eq.edu.au.

We accept anonymous complaints, however it is important to understand that this could limit how a complaint is assessed and resolved, and it may also prevent an outcome being provided.

ii. Assessment and management

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly, but understand that we have many other responsibilities and it may not be possible to make contact or resolve a complaint immediately.

iii. Providing an outcome

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

5. Review options

If the person who has made the complaint is dissatisfied with the outcome or the way we handled their complaint, they can contact the [regional office](#) to ask for an internal review. A [Request for internal review form](#) should be completed and the request should be submitted within 28 days.



Appendix 6: Complaints Fact Sheet Continued

Department of Education

There is also an external review option (for example, the Queensland Ombudsman or Queensland Human Rights Commission), which becomes available once the department's complaints have been exhausted.

6. More information and resources

The following resources contain additional information:

- Customer complaints management [framework](#), [policy](#) and [procedure](#)
- [Compliments, suggestions and customer complaints website](#)
- [Making a customer complaint: Information for parents and carers](#).

7. Endorsement

Principal: _____

P&C/ School President: _____

Effective date:  _____

Review date:  _____

