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Kuranda District State College

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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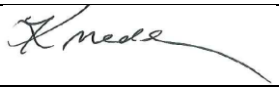
Endorsement

Principal Name:	Steven Moore
Principal Signature:	
Date:	27.01.2021
P/C President and-or School Council Chair Name:	Kirsty Madden
P/C President and-or School Council Chair Signature:	
Date:	27.01.2021

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Purpose

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

Kuranda District State College 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.

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Principal's Foreword

Kuranda District State College has a long and proud tradition of providing high quality education to students from across the remote north west of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Kuranda District State College has three core values, Be Safe and Be Respectful and Be a Learner.

Be Safe	follow all staff instructions, report any problems to staff
Be Respectful	speak and act respectfully, respect yourself, others and the environment
Be a Leaner	be in the right place at the right time, be prepared to do your best

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.

Kuranda District State College staff take 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 on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

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P&C Statement of Support

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Kuranda District State College 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.

Any parents who wish to discuss the Kuranda District State College 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 Kuranda District State College 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.

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School Captains' Statement

On behalf of the student body at Kuranda District State College, we endorse the Student Code of Conduct for 2020. 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 Kuranda District State College 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 Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Primary School Captain: Kayla Hart & Tianwynn Harris-Gallichan

Date: 27.01.2021

Secondary School Captain: Wil van Gemert

Date: 27.01.2021

Secondary School Captain: Charity Lake

Date: 27.01.2021

Indigenous School Captain: Tahnee Richards

Date: 27.01.2021

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Consultation

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

In the first phase, we held a series of internal meetings with staff between March and April 2018. 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. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

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 in July 2018, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in August 2018 for endorsement. The P&C Association unanimously endorsed the Kuranda District State College Student Code of Conduct for implementation in 2019.

A communication strategy has been developed to support the implementation of the Kuranda District State College Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Kuranda District State College Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

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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.

For more information, refer to frequently asked questions page.

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School Opinion Survey

Parent opinion survey

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2001	My child likes being at this school.	16	93.8	14	85.7	27	74.1	10	80.0	22	86.4
S2002	My child feels safe at this school.	16	93.8	14	92.9	27	70.4	10	70.0	22	81.8
S2003	My child's learning needs are being met at this school.	16	87.5	14	92.9	27	85.2	9	88.9	22	63.6
S2004	My child is making good progress at this school.	16	93.8	14	92.9	27	88.9	9	77.8	22	77.3
S2005	Teachers at this school expect my child to do his or her best.	16	93.8	14	92.9	27	92.6	8	87.5	22	90.9
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	15	86.7	14	92.9	25	88.0	8	87.5	22	68.2
S2007	Teachers at this school motivate my child to learn.	16	93.8	14	92.9	26	88.5	9	88.9	22	72.7
S2008	Teachers at this school treat students fairly.	16	75.0	14	92.9	27	88.9	9	66.7	21	66.7
S2009	I can talk to my child's teachers about my concerns.	16	87.5	14	92.9	27	96.3	9	88.9	22	90.9
S2010	This school works with me to support my child's learning.	16	93.8	14	92.9	25	92.0	9	88.9	21	81.0
S2011	This school takes parents' opinions seriously.	16	81.3	13	84.6	25	76.0	9	66.7	21	71.4
S2012	Student behaviour is well managed at this school.	16	68.8	14	71.4	25	60.0	9	55.6	22	59.1
S2013	This school looks for ways to improve.	14	85.7	13	84.6	27	81.5	9	88.9	22	90.9
S2014	This school is well maintained.	15	86.7	14	78.6	25	96.0	8	87.5	22	90.9
S2015	This school gives my child opportunities to do interesting things.	15	86.7	13	84.6	26	92.3	9	66.7	22	63.6
S2016	My child is getting a good education at this school.	15	86.7	14	85.7	27	85.2	9	77.8	21	71.4
S2017	My child's English skills are being developed at this school.	15	100.0	14	92.9	27	85.2	9	88.9	22	86.4
S2018	My child's Mathematics skills are being developed at this school.	15	86.7	14	92.9	27	85.2	8	87.5	22	81.8
S2019	I understand how my child is assessed at this school.	15	80.0	14	85.7	25	96.0	9	77.8	21	76.2
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	15	80.0	14	78.6	25	96.0	9	66.7	21	66.7
S2021	Teachers at this school are interested in my child's wellbeing.	15	80.0	14	92.9	26	92.3	9	77.8	22	77.3
S2022	Staff at this school are approachable.	15	86.7	14	92.9	26	88.5	9	88.9	22	81.8
S2023	Staff at this school are responsive to my enquiries.	15	80.0	14	85.7	27	81.5	9	88.9	21	81.0
S2024	This school asks for my input.	15	60.0	13	84.6	27	85.2	9	88.9	22	68.2
S2025	This school keeps me well informed.	15	60.0	13	92.3	27	70.4	9	77.8	22	77.3
S2026	This school encourages me to take an active role in my child's education.	15	80.0	13	92.3	27	77.8	9	77.8	22	72.7
S2027	This school encourages me to participate in school activities.	15	93.3	13	92.3	27	85.2	8	87.5	22	72.7
S2028	This school provides me with useful feedback about my child's progress.	15	80.0	13	100.0	27	85.2	9	77.8	22	63.6
S2029	This school provides useful information online.	15	60.0	12	75.0	27	63.0	8	62.5	20	65.0
S2030	This school is environmentally friendly.	14	100.0	13	84.6	25	96.0	9	88.9	17	82.4
S2031	This school is well organised.	14	64.3	13	84.6	26	69.2	9	88.9	21	76.2
S2032	This school has a strong sense of community.	14	100.0	13	84.6	26	88.5	9	88.9	22	77.3
S2033	This school celebrates student achievements.	14	92.9	13	100.0	26	92.3	9	77.8	22	90.9
S2034	I would recommend this school to others.	15	73.3	13	92.3	26	76.9	9	77.8	22	68.2
S2035	This is a good school.	15	86.7	13	92.3	26	80.8	9	77.8	22	77.3

Student opinion survey

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	153	88.9	113	80.5	105	76.2	121	79.3	152	77.0
S2037	I feel safe at my school.	151	84.1	112	84.8	103	69.9	126	75.4	148	79.7
S2038	My teachers motivate me to learn.	154	92.2	110	90.0	103	86.4	123	80.5	153	81.0
S2039	My teachers expect me to do my best.	155	94.8	109	99.1	105	95.2	122	87.7	148	94.6
S2040	My teachers provide me with useful feedback about my school work.	152	91.4	112	85.7	103	83.5	125	81.6	151	80.8
S2041	Teachers at my school treat students fairly.	155	73.5	112	77.7	104	68.3	124	65.3	150	70.7
S2042	I can talk to my teachers about my concerns.	149	82.6	111	74.8	101	76.2	120	65.0	149	70.5
S2043	My school takes students' opinions seriously.	153	69.9	111	76.6	103	55.3	116	61.2	152	67.1
S2044	Student behaviour is well managed at my school.	155	58.1	112	57.1	102	45.1	126	47.6	151	62.3
S2045	My school looks for ways to improve.	153	85.0	111	87.4	102	80.4	124	77.4	152	84.2
S2046	My school is well maintained.	155	81.3	111	82.9	102	71.6	124	71.8	148	77.0
S2047	My school gives me opportunities to do interesting things.	152	81.6	113	79.6	103	75.7	123	69.9	151	75.5
S2048	I am getting a good education at my school.	151	86.8	111	91.0	101	84.2	122	81.1	151	82.1
S2049	My English skills are being developed at my school.	152	88.8	109	94.5	101	91.1	124	83.9	150	88.0
S2050	My Maths skills are being developed at my school.	151	88.7	112	94.6	103	92.2	126	88.1	150	87.3
S2051	I understand how I am assessed at my school.	147	89.1	111	87.4	97	88.7	119	84.9	146	85.6
S2052	I can access computers and other technologies at my school for learning.	153	88.9	111	92.8	100	91.0	123	88.6	150	88.7
S2053	I am encouraged to use computers and other technologies at my school for learning.	153	79.7	112	87.5	99	88.9	123	86.2	149	79.2
S2054	I use computers and other technologies at my school for learning.	152	90.1	113	92.9	103	90.3	125	87.2	151	81.5
S2055	I enjoy using computers and other technologies at my school for learning.	153	90.2	112	92.0	100	90.0	125	84.8	149	90.6
S2056	I feel accepted by other students at my school.	152	78.9	110	78.2	103	71.8	122	70.5	150	74.0
S2057	My schoolwork challenges me to think.	150	89.3	109	93.6	102	89.2	124	86.3	149	83.9
S2058	My teachers challenge me to think.	153	88.9	111	91.9	99	85.9	124	87.1	149	84.6
S2059	My teachers encourage me to do my best.	152	92.8	112	95.5	102	93.1	121	90.9	150	88.7
S2060	My teachers clearly explain what is required in my school work.	152	91.4	110	83.6	101	88.1	121	81.8	149	82.6
S2061	My teachers help me with my school work when I need it.	149	91.3	111	92.8	102	85.3	121	86.8	151	81.5
S2062	My teachers use a variety of resources to help me learn.	151	90.1	112	86.6	100	86.0	121	82.6	150	84.0
S2063	My teachers care about me.	151	89.4	111	86.5	102	79.4	122	76.2	147	81.0
S2064	My school encourages me to participate in school activities.	150	87.3	110	89.1	102	88.2	121	85.1	150	88.0
S2065	My school encourages me to be a good community member.	153	85.0	112	83.9	101	82.2	123	84.6	150	84.0
S2066	My school celebrates student achievements.	150	91.3	111	84.7	102	80.4	117	77.8	153	79.1
S2067	I would recommend my school to others.	150	81.3	108	76.9	99	73.7	120	69.2	151	78.8
S2068	This is a good school.	153	85.0	111	78.4	102	75.5	120	73.3	149	77.9

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Staff opinion survey

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	43	93.0	35	97.1	48	95.8	44	90.9	41	90.2
S2070	I feel this school is a safe place in which to work.	43	86.0	35	94.3	48	87.5	44	93.2	41	92.7
S2071	I receive useful feedback about my work at this school.	43	72.1	35	94.3	48	83.3	43	86.0	41	80.5
S2072	Students are encouraged to do their best at this school.	43	95.3	35	100.0	48	97.9	44	100.0	40	97.5
S2073	Students are treated fairly at this school.	42	90.5	35	94.3	48	93.8	44	95.5	40	97.5
S2074	Student behaviour is well managed at this school.	43	62.8	35	65.7	48	70.8	44	79.5	41	80.5
S2075	Staff are well supported at this school.	42	69.0	35	77.1	48	79.2	43	79.1	39	82.1
S2076	This school takes staff opinions seriously.	41	68.3	33	84.8	48	83.3	43	81.4	38	81.6
S2077	This school looks for ways to improve.	43	90.7	35	97.1	47	91.5	44	97.7	39	94.9
S2078	This school is well maintained.	43	86.0	33	87.9	48	93.8	44	97.7	41	95.1
S2079	This school gives me opportunities to do interesting things.	42	71.4	35	82.9	48	87.5	43	90.7	39	89.7
S3201*	Students with a disability are well supported at my school.	43	83.7	33	93.9	48	95.8	43	97.7	39	97.4
S3202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	48	95.8	44	100.0	40	97.5
S3203	People are treated fairly and consistently at my school.	0	NA	0	NA	48	85.4	43	88.4	40	82.5
S3204	My school is well managed.	0	NA	0	NA	47	87.2	44	86.4	40	87.5
S3207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	48	77.1	43	76.7	38	86.8
S3208	I have choice in deciding how to do my job.	0	NA	0	NA	48	93.8	43	88.4	39	84.6
S3209	I have the authority necessary to do my job effectively.	0	NA	0	NA	48	93.8	44	90.9	40	87.5
S3210	My school inspires me to do the best in my job.	0	NA	0	NA	48	89.6	43	86.0	39	87.2
S3211*	My school encourages me to take responsibility for my work.	42	95.2	34	97.1	48	93.8	43	100.0	39	94.9
S3212*	My school encourages me to undertake leadership roles.	40	57.5	33	87.9	46	82.6	41	82.9	37	83.8
S3213*	My school encourages coaching and mentoring activities.	41	85.4	33	87.9	46	87.0	42	85.7	37	91.9
S3252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	38	78.9
S3253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	35	74.3
S3214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	48	81.3	42	71.4	38	81.6
S2086	I have access to quality professional development.	42	66.7	33	75.8	48	68.8	43	76.7	38	84.2
S3215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	44	86.4	40	72.5	36	88.9
S3216*	I can access necessary information and communication technologies to do my job at my school.	43	79.1	34	73.5	47	83.0	44	86.4	38	94.7
S3217*	Information and communication equipment is well maintained at my school.	43	72.1	34	70.6	47	70.2	43	79.1	40	82.5
S3218*	My school provides useful information online.	40	75.0	34	88.2	46	80.4	40	82.5	36	91.7
S3219*	My school keeps me well informed about things that are important to my work.	41	75.6	35	80.0	47	80.9	43	79.1	39	87.2
S3220*	There is good communication between all staff at my school.	43	62.8	35	65.7	46	80.4	42	83.3	38	86.8
S3221	Staff at my school work as a team to deliver improved outcomes.	0	NA	0	NA	47	87.2	44	90.9	37	91.9
S3222*	I feel that staff morale is positive at my school.	43	58.1	35	68.6	46	82.6	44	77.3	40	80.0
S3223*	Staff at my school are interested in my wellbeing.	42	85.7	35	91.4	47	89.4	44	86.4	39	82.1
S3224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	46	87.0	43	81.4	39	84.6
S3225	I can cope with the pressures of my workload.	0	NA	0	NA	47	80.9	44	88.6	40	87.5
S3226*	I am aware of occupational health and safety procedures at my school.	42	95.2	34	94.1	47	91.5	44	95.5	38	100.0

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S3227	I am proud to tell others I work for my school.	0	NA	0	NA	47	91.5	44	93.2	36	94.4
S3228	My work has a direct positive impact on the community.	0	NA	0	NA	47	93.6	42	100.0	37	97.3
S3229	I feel a strong personal connection to my school.	0	NA	0	NA	47	89.4	44	97.7	38	97.4
S3230	I am satisfied with my job at my school.	0	NA	0	NA	47	87.2	44	88.6	39	92.3
S3231*	I would recommend my school as a good place to work.	41	85.4	35	94.3	47	78.7	44	84.1	37	89.2
S2108	This is a good school.	42	88.1	35	94.3	46	84.8	44	93.2	36	94.4
S3232	My school has taken action as a result of last year's School Opinion Survey.	0	NA	0	NA	34	79.4	33	87.9	26	88.5
S3233	The last week of a school term is generally as productive as the rest of the term.	0	NA	0	NA	45	75.6	43	79.1	38	84.2

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.

KURANDA DISTRICT STATE COLLEGE SCHOOL DISCIPLINARY ABSENCES			
Type	**2017**	**2018**	**2019**
Short Suspensions – 1 to 10 days	168	71	111
Long Suspensions – 11 to 20 days	1	1	4
Charge related Suspensions	0	0	0
Exclusions	4	1	8

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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.

Multi-Tiered Systems of Support

Kuranda District State College uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

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	• there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is

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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

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

Learning and Well-Being are inextricably linked — students learn best when their Well-Being is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student Well-Being 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 Well-Being and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

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

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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.

Drug education and intervention
Kuranda District State College implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs
Kuranda District State College works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending 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
Kuranda District State College requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the College can provide further information and relevant forms.

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

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

Suicide prevention
Kuranda District State College school staff who notice suicide warning signs in a student should seek help immediately from the school 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, Kuranda District State College staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone

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- 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, Kuranda District State College 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, Kuranda District State College 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 Services

Kuranda District State College is proud to have a comprehensive Student Services 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 at Kuranda District State College 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 from Student Services.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Student Services (Secondary) Janice White or (Primary) Rowie Hooper on the school phone number.

Role	What they do

Community Liaison Officer	• provides individual and, at times, group support to students to assist their engagement with education and training
	• support students to overcome barriers to education such as
	  ○ attendance at school
	  ○ drug and alcohol support needs
	  ○ QCE/learning support
	  ○ suspension/exclusion/referral for behaviour support
	  ○ relationships/social skills
	  ○ conflict with family/peers/teachers
	• social/emotional/physical wellbeing.

Student Well-Being Officer	• provides individual and, at times, group support to students to assist their engagement with education and training
	• support students to overcome barriers to education such as
	  ○ attendance at school
	  ○ drug and alcohol support needs
	  ○ QCE/learning support
	  ○ suspension/exclusion/referral for behaviour support
	  ○ relationships/social skills

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	○ conflict with family/peers/teachers • social/emotional/physical wellbeing.
Head of Department /Curriculum: Student Services	• leadership of Student Services to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need. • coordinate transition to secondary for students moving from Year 6 to Year7 • lead role for implementation of Positive Behaviour for Learning (PBL) • monitors student attendance data, arranges intervention for students in Years 7 to 9.
Guidance Officer	• 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 • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, health information and referral options related to: ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
School Chaplain	• provides social, emotional and spiritual support • engages students in structured program which build self-esteem, self-confidence, develop skills in peer and other relationships and manage life transitions • pastoral care conversations to build resilience and connect students with support networks
Teachers	• responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.

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, Regional Head of Department Student Engagement, Regional PBL Coach, Advisory Visiting Teachers and Senior Guidance Officers. Other services include Intensive Family Support, Child Safety, Act for Kids, Mulungu, Ngnoobi and John Moriarty. For more information about these services and their roles, please speak with the Head of Student Services (Secondary) Janice White or (Primary) Rowie Hooper on the school phone number.

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Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

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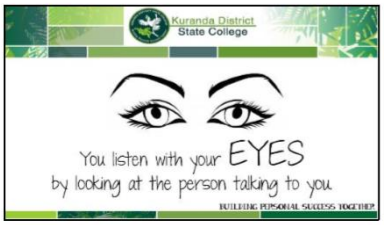
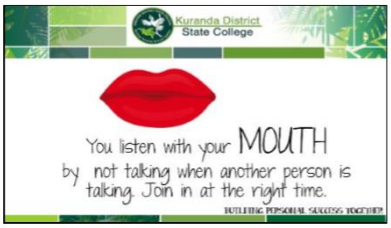
PBL Expectations

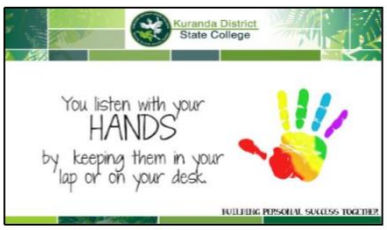
Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, Be Safe, Be Respectful and Be a Learner.

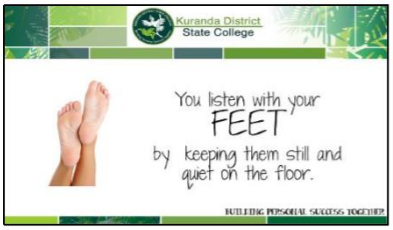
Students

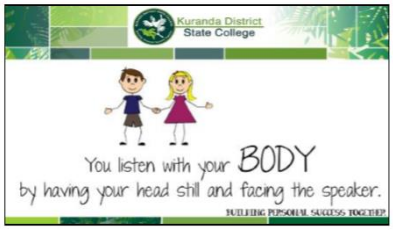
Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Kuranda District State College.

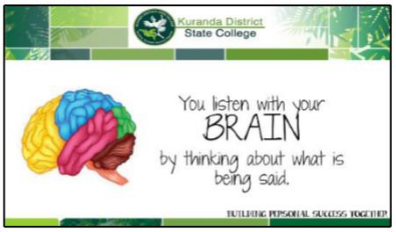












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Parents and staff
The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Thoughtful

What we expect to see from you	***What you can expect from us***
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 are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
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.

Responsible

What we expect to see from you	***What you can expect from us***
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Accountable

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

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Co-operative

What we expect to see from you	*What you can expect from us*
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You 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.

Kind

What we expect to see from you	*What you can expect from us*
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Differentiated and Explicit Teaching

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

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

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

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These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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Kuranda District State College

Positive Behaviour for Learning Matrix - Primary

	TEACHING AREAS	OUTSIDE THE CLASSROOMS	TUCKSHOP/ EATING AREAS	PLAYGROUND/OVAL AREAS	BEFORE/AFTER SCHOOL	TOILETS
BE SAFE	• Enter and exit the room in an orderly way • Walk when inside • Use equipment for intended purposes only • Keep password safe when using computers	• Walk on concrete paths • Place bags on bag racks	• Finish eating before playing • Keep play areas clear by putting lunch boxes away	• Participate in school approved games • Play by the rules	• Walk to and from the bus line • Exit and enter the bus in an orderly way • Walk with your class teacher (primary)	• Toilets are a play free zone • Wash your hands • Report any problems to a teacher immediately.
BE RESPECTFUL	• Follow all staff instructions • Allow others to learn by raising your hand • Use appropriate volume inside • Keep the classroom tidy by cleaning up after yourself.	• Use footpaths • Line up at the end of lunch and wait quietly for your teacher	• Sit quietly while eating • Only eat own food • Put rubbish in the bin when finished • Line up for frozies • Use manners	• Play fairly - share, take turns, include others • Care for the environment - turn off taps and walk on foot paths	• Quietly wait at the office until 8:30	• 1 person = 1 toilet • Flush the toilet • Allow others privacy
BE A LEARNER	• Have the right equipment • Show whole body listening • Attempt all tasks and ask for help if needed • Actively participate	• Transition between learning activities promptly	• Eat in the correct areas	• Return equipment on time • Stop play and return to class when the first bell goes		• Use bathrooms for intended purpose only • Use toilets at break time

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Positive Behaviour for Learning Matrix – Secondary

	TEACHING AREAS	OUTSIDE THE CLASSROOMS	TUCKSHOP/ EATING AREAS	PLAYGROUND/OVAL AREAS	BEFORE/AFTER SCHOOL	TOILETS
BE SAFE	• Enter and exit the room in an orderly way • Walk when inside • Use equipment for intended purposes only • Keep password safe when using computers	• Walk on concrete paths • Place bags on bag racks	• Keep area free from play	• Participate in school approved games • Play by the rules	• Walk to and from the bus line • Exit and enter the bus in an orderly way	• Wash your hands Toilets are a play free zone • Report any problems to a teacher immediately.
BE RESPECTFUL	• Follow all staff instructions • Allow others to learn by raising your hand • Use appropriate volume inside • Keep the classroom tidy by cleaning up after yourself.	• Use footpaths • Line up at the end of lunch and wait quietly for your teacher	• Sit quietly while eating • Only eat own food • Put rubbish in the bin when finished • Line up for service • Use manners	• Show respect • Care for the environment	• Quietly wait at the office until 8:30	• Flush the toilet • Allow others privacy
BE A LEARNER	• Have the right equipment • Attempt all tasks and ask for help if needed • Actively participate	• Transition promptly	• Stay in designated areas	• Stop play and return to class when the first bell goes		• Use bathrooms for intended purpose only

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Focused Teaching

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

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

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

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

Kuranda District State College has Student Services/Well-Being staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation
- Resilience, Rights and Respectful Relationships
- Well-Being Support
- A2B Program (Secondary)
- Check In Check Out

For more information about these programs, please speak with the Head of Student Services (Secondary) Janice White or (Primary) Rowie Hooper on the school phone number.

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.

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

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

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Legislative Delegations

Legislation

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

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

Delegations

Under the Education (General Provisions) Act 2006, state 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

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Disciplinary Consequences

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

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

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

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

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

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")

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- 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

Focussed

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

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

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

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

Re-entry following suspension

Students who are suspended from Kuranda State College are 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

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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 or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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School Policies

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

- Temporary removal of student property
- Student Mobile Phones
- Preventing and responding to bullying
- Truancy
- Good Standing
- Uniform

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Kuranda District State College 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)

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- 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 Kuranda District State College:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Kuranda District State College

- 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 Kuranda District State College 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.

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Students of Kuranda District State College

- 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 Kuranda District State College 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.

Student Mobile phones

Commencement	**28 January, 2020**	**Review**	**November, 2020**
Year Levels	**Prep – Year 12**		
Related Policy Safe, Supportive and Disciplined School Environment Policy: http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx			

Rationale

At Kuranda District State College all students have a right to feel safe and supported when at school. All students also have a right to a quality education free from distraction. With a strong focus on student learning, and academic and personal achievement, this policy restricts the use of mobile phones to ensure a conducive learning environment that promotes a strong focus on teaching, learning and student engagement.

Implementation of Policy

1. Year 11 & 12 students are permitted to have their mobile phones on them, but it is expected that senior students will only use their phones appropriately and when it does not impact teaching, learning, or the wellbeing of other students.
2. All P – 6 students must hand their mobiles phones in at the office. Section 3 to 12 relates to Year 7 – 10 students.
3. Parents/carers and students are both responsible for the correct use of a student's mobile phone. Parents or carers are primarily responsible for educating their own child.

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about their digital footprint and the possible police action that could be taken for inappropriate use.

4. Mobile phones are banned from use during schools hours when a student is in the care of Kuranda District State College staff.
   4.1 For the purpose of this policy school hours are defined as being from 8:45am until 2:35pm.
   4.2 The only exception to section 4 is when a student has been explicitly provided instructions by a teacher or member of staff to utilise their phone for educational purposes.
5. Kuranda District State College waives all responsibility for any loss, theft, damage or vandalism of a student's mobile phone if the phone was brought onto school grounds.
6. If a student brings a mobile phone to school, he or she does so at their own risk. Mobile phones must always:
   6.1 Remain inside a student's personal bag, switched off and out of sight between the hours of 8:45am and 2:35pm. This includes lunch breaks, OR
   6.2 Handed into the office before 8:45am for collection after the school day from 2:35pm
7. Students are permitted to use administration phones when on school grounds to contact their parents or carers in the case of an emergency.
8. Mobile phones must not be used to bypass school procedures in relation to school-parent contact. Parents or carers must contact the front office to pass on any messages to their child (see sections 6.1 and 6.2).
9. If a student requires a mobile phone due to a serious medical condition, exemption from this policy can be sought through the Principal.

Procedures for Non-compliance

10. A student who is found utilising their mobile phone or found to be carrying a personal mobile on themselves will be provided a verbal warning and provided an opportunity to address section 6.1 or 6.2.
11. In the instance that a student is non-compliant with section 10 a member of the leadership team will assist in the matter.
    11.1 Where a leadership team member has provided the directive in section 10, section 11 will not be applicable.
12. The student will be requested to hand over their phone to the member of the leadership team. The student will be instructed that the phone will be kept in the office and can be collected at the end of the school day (see section 6.2).
    12.1 A warning will be issued to the student for a first and second non-compliance with policy and recorded on OneSchool.
    12.2 Three official warnings and the student's phone will be temporarily removed from the student. A parent or carer will be required to collect the phone from the school.
    12.3 Ongoing and persistent behaviour in sections 10 and 12 may result in a Student Disciplinary Absence (SDA).

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Preventing and responding to bullying

Kuranda District State College uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

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

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

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

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

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

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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 Kuranda District State College 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 Kuranda District State College 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.

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Kuranda District State College - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
Year 7 to Year 12 – Form teacher/Subject teacher
Head of Student Services Secondary – Janice White
Head of Student Services Primary – Rowie Hooper

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also Head of Student Services who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Kuranda District State College 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Head of Student Services – Janice White/ Rowie Hooper.

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Kuranda District State College - 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?

YES OR **NO**

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

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

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

YES

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

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

NO

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

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

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

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

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

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

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

OR

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

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

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

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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Kuranda District State College 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 Kuranda District State College 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.

Kuranda District State College – Anti-Bullying Compact

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

Kuranda District State College – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Kuranda District State College. 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

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Truancy

Commencement	**28 January, 2020**	**Review**	**November, 2020**
Year Levels	**Year 5 – Year 12**		

Related Policies and Information

Education (General Provisions) Act 2006:

https://www.legislation.qld.gov.au/view/pdf/2007-11-02/act-2006-039

Safe, Supportive and Disciplined School Environment:

http://ppr.det.qld.gov.au/education/learning/Procedure%20Attachments/Safe,%20Supportive%20and%20Disciplined%20School%20Environment/safe-supportive-disciplined-school-environment.pdf

Rationale

There are three main reasons that necessitate this policy:

A) *When a student is not in class they are not learning.*
B) *When a student is not where they should, this becomes a significant safety concern for the student.*
C) *Students who truant place an unacceptable strain on human resources when they are not where they should be. Often there will be several adults looking for the student(s) if they have not presented to their scheduled class.*

Implementation of Policy

1. Truancy is defined as a student not attending their scheduled class and they do not have permission to be in another location on or off school grounds while in the care of Kuranda District State College staff during school hours.
2. A student is required to attend the scheduled class they are enrolled in.
3. A student must have permission from College staff to be in an alternative location to their usually scheduled class or activity.

Procedures for Non-compliance

4. A student will be redirected to class in every instance that they are not in the correct location.
   4.1 A student's refusal to follow reasonable instruction given to them by College staff may result in an after-school detention or other school-based consequence that will be discussed with the student's parent or carer.
5. Students who have left school grounds or who are located in the surrounding agricultural or forest areas will be given an automatic after-school detention and a warning on every occasion.
6. When a student has received two warnings, on the third occasion of truanting from a class, the student may receive a Student Disciplinary Absence (SDA).

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Good Standing

Commencement	**28 January, 2020**	**Review**	**November, 2020**
Year Levels	**Year 3 – Year 12**		

Related Policies and Legislation

Education (General Provisions) Act 2006:

https://www.legislation.qld.gov.au/view/pdf/2007-11-02/act-2006-039

Safe, Supportive and Disciplined School Environment:

http://ppr.det.qld.gov.au/education/learning/Procedure%20Attachments/Safe,%20Supportive%20and%20Disciplined%20School%20Environment/safe-supportive-disciplined-school-environment.pdf

Rationale

All students at Kuranda District State College are required to commit themselves to actively participate and engage in their school work to the best of their ability. The key focus is on learning and it is essential for individuals to achieve their best and for classes and activities to run effectively for all participants.

Implementation of Policy

Maintaining Good Standing requires the following:

- A minimum attendance of 85% or above
- Genuine participation in learning
- Completing all set assessments, course work, practicals and competencies, etc.
- Completing work for classes missed due to absence for any reason
- Acting in compliance with the behaviour and uniform expectations of the College.

Student Responsibility

1. Students take responsibility for their own attendance. Attendance data will be communicated to students on a regular basis.
2. Seek support from teachers, teacher aides, heads of department, guidance officer, deputy principal, principal or the Well-Being team as required.
3. Maintain satisfactory progress in all subjects studied, including catching up with work that has been missed during absences.
4. Maintain lines of communication by attending parades, reading the school newsletter and listening to student notices.
5. Seek extensions for work completion with the relevant teacher in a timely manner.
6. Follow the behaviour expectations of the College as documented in the Student Code of Conduct (2020).
7. Ensure on-going compliance with the Kuranda District State College - Uniform and Mobile Phone Policies.

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Parent or Carer Responsibility

8. Ensure that their child is at school on every day possible (see Education (General Provisions) Act 2006).
9. Parents or carers should notify the school for any absences and provide a reasonable explanation for their child's absence from school.
10. Keep documentation for all absences. This includes medical certificates; excursion forms, etc. in the event that they are needed for an appeal.
11. Ensure that their child is appropriately dressed and presentable for school (see Kuranda District State College – Uniform Policy).

College Staff Responsibility

12. Support students and their families to remedy any issues that may affect their child's Good Standing.

Loss of Good Standing

Loss of Good Standing may lead to the following consequences:

- Being unable to represent the College at representative sport, community events, school-based initiatives, or events including, but not limited to, TCN athletics, cheerleading and NAIDOC touch football competition.
- Attending events such as, but not limited to, Year 12 Graduation, school camps, and incursions or excursions.
- Ineligible to be nominated for a school leadership position.
- Review of enrolment which may result in cancellation of enrolment, with recommendations for alternative education/training programmes (student who is 16 years of age or older).

In order to be considered for participation or representation at an internal or external event the following criteria needs to be met by the student:

- Maintain a minimum attendance rate of 85%
- No suspensions or major incidences recorded against the student for a minimum of 5 weeks before the event.
- 100% compliance with the mobile phone and uniform policy a minimum of 5 weeks before the event.
- There is no outstanding assessment or school work required by a staff member.

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Uniform

Commencement	**28 January, 2020**	**Review**	**November, 2020**
Year Levels	**Prep – Year 12**		

Related Policy & Resources

Provision of School Uniforms and Representative Sports Uniforms and Accessories Standards Factsheet:

https://intranet.qed.qld.gov.au/Services/Procurement_Purchasing/Supplyarrangements/Documents/DET78764-sun-safe-uniforms.pdf#search=uniform%20policy

Student Dress Code Policy (All State Schools):

http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Student%20Dress%20Code/student-dress-code.pdf

Implementation of Policy

1. It is the responsibility of parents or carers to ensure their child is appropriately dressed for school in accordance with the uniform standards and expectations contained in this policy**.**

School Shirt

2. A student must wear a Kuranda District State College school shirt or senior shirt.
   - 2.1 Students must not wear different shirts or long-sleeved shirts under or over their school shirt**.** The only exception to this is black or dark green thermal shirts during winter (Term 2 & Term 3)
   - 2.2 The Kuranda District State College long-sleeved shirt may be worn; however, these have been discontinued by the P & C committee uniform shop.

Shorts, Skirt, Skort, Dress and Leggings

3. A student must wear one of the following: black shorts, a skirt or a skort with their school shirt.
   - 3.1 No patterns or other colours on the shorts, skirt or skort.
   - 3.2 Hot pants or very short shorts of any colour are not permitted to be worn.
   - 3.3 The length of the shorts, skirt or skort should be an appropriate length and cover at least half of a student's thighs.
4. Black leggings/gym tights can't be worn on its own. If a student wears leggings/gym tights a second layer of clothing such as shorts, a skirt or a skort must be worn as well.
   - 4.1 No patterns or other colours to be obvious on the leggings. For example, no striped leggings with alternating colours.
   - 4.2 Leggings/gym tights should be in good working order. No deliberate tears, etc.

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5. Blue jeans are not permitted to be worn.
   5.1 Black jeans may be worn in the winter months (term 2 and term 3).
6. The school dress may be worn by primary students all year round.

Socks and shoes

7. Only white or black socks are to be worn.
8. Closed, flat shoes are to be worn by students at all times.
   8.1 Low or high boots are not permitted.
   8.2 Sandals and thongs are not permitted unless there is a medical reason that requires a student to wear sandals or thongs. A letter from a parent or doctor will be required.

Make up, Nail Polish, Jewellery and Hair accessories

9. Subtle, natural looking make up may be worn at school (Years 7 – 12 only).
   9.1 Bright and/or bold make up is not permitted unless for a school event or curriculum initiative (i.e. drama production, cheerleading, etc.).
   9.2 Make up for Prep – Year 6 students may not be worn unless for a curriculum related activity.
10. Only clear nail polish is permitted.
11. Only dark green, white or black hair accessories are encouraged.
12. Only stud or sleeper earrings may be worn.
   12.1 Hoop earrings or large coloured earrings are not permitted to be worn unless for a school event or curriculum initiative.
   12.2 Brow, nose or any other type of facial jewellery should be covered, OR where a piercing exists, a sleeper may be used and covered.
   12.3 The school will not be held liable for any injury sustained by a student for non-compliance with section 12.1 or 12.2.

Hats and Beanies

13. Only school hats should be worn (available in 2020). All hats must be removed when in the classroom.
   13.1 Caps are not permitted to be worn at school.
   13.2 Where a family chooses not to purchase the school hat only a black or dark green broad brim or bucket hat is permitted.
14. Only black beanies may be worn in winter; however, they need to be removed when in the classroom.

Winter uniform considerations

15. Only black or dark green jumpers or jerseys should be worn.
16. Sporting jerseys are not permitted to be worn.
17. A scarf can be worn but it must be black or dark green.
18. Gloves can be worn by they should be black or dark green.
19. Only black stockings can be worn but they should be in good working order. No deliberate tears, etc. Also see section 4.

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Procedures for non-compliance

General Procedures

20. Whenever corrective action is taken, parents or carers will be notified by letter, email or a phone call if their child was not appropriately dressed or presentable for school in accordance with the Uniform policy (see section 1).
21. Parents or carers who do not have the financial means to provide their child a school uniform should meet with a member of the school leadership team (principal, deputy principals or head of student services) to discuss how the school can support the student and family.
22. A student who is not appropriately dressed for school will be loaned spare uniform items wherever possible and if there is availability.
23. If a student is wearing inappropriate jewellery they will be requested to remove the item and either store it in their school bag or hand it into the office for collection after school.
24. A student will be requested to remove inappropriate make up or nail polish with the school providing support and materials to do so.

Persistent or Belligerent Non-compliance with the Uniform Policy

25. Where a student has received support to ensure compliance with this policy, but who demonstrates an on-going non-compliance, after school detentions will be issued in consultation with the parent or carer in every instance.
26. Non-compliance will affect a student's good standing (see Good Standing Policy).

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Restrictive Practices

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

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

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

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

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

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

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

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

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

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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.

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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

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Resources

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

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Conclusion

Kuranda District State College 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.

When making a complaint, parents have a responsibility to:

- provide complete and factual information in a timely manner
- deliver your complaint in a nonthreatening manner
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

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. If your complaint relates to suspected official misconduct or criminal activity, then you should direct your complaint directly to the Crime and Corruption Commission or the Queensland Police Service.

The following four-step procedure 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 class teacher
   The best place to raise any concerns is at the point where the problem or issue arises. If your complaint is with your child's teacher or an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the school administration to resolve the problem at this level.

   The teacher will make a record of the complaint and report your meeting and any outcomes to the school principal. Where the teacher has been approached but the issue remains unresolved, make an appointment with the school principal to discuss the issue further.

2. **Early resolution**: discuss your complaint with the principal
   If your complaint is related to the school more generally, you should raise your complaint directly with the principal. The principal will make a record of your complaint and work with you to resolve the issue.

   Complaints to the principal may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

3. **Internal review:** contact the local Regional Office

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If you have discussed the issue with the principal and still feel that your complaint has not been addressed, you have the right to contact the local Regional Office to conduct a review.

Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue.

When you contact the regional office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the Regional Office will attempt to resolve the issue.

4. **External review**: contact a review authority
   If you feel that your issue has not been resolved through these formal processes, the Queensland Ombudsman provides an avenue for an independent, external review of the department's decision.

   The Ombudsman may be contacted at:
   Office of the Ombudsman
   GPO Box 3314
   Brisbane QLD 4001
   phone (07) 3005 7000

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