



Upper Coomera
State College

Learning Pathways to the Future

Student Code of Conduct

Purpose

The Student Code of Conduct replaces the:

- Responsible Behaviour Plan for Students
- Statement of Expectations, and
- Code of School Behaviour.

The Student Code of Conduct clearly sets out expectations about staff responsibilities to support students to understand and meet discipline expectations of the school, and guidance on the application, where required, of disciplinary consequences. This document will be available on each school's website and provided to newly enrolled students and their parents.

Upper Coomera State College recognises that appropriate and meaningful relationships form the basis for positive interactions between students, staff and community. The college's Student Code of Conduct acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a safe supportive environment.

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Endorsement

Principal Name:	Noel Rawlins
Principal Signature:	<i>Noel Rawlins</i>
Date:	21/03/2024
P/C President and-or School Council Chair Name:	Jacinda Clarke
P/C President and-or School Council Chair Signature:	<i>Jacinda Clarke</i>
Date:	21/03/2024

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Principal's Foreword

Introduction

Upper Coomera State College is committed to providing a safe, respectful and disciplined teaching and learning environment, where all students have opportunities to engage in quality schooling.

We believe that education is a shared community responsibility, and that the formal schooling that we provide is an essential component of that responsibility. We promote a spirit of positivity and belonging amongst students, staff, carers and the community. We aim to prepare our students for life as literate, informed, skilled, happy, responsible and caring individuals who are encouraged to take individual pride in their own 'Learning Pathway to the Future'.

The four core expectations that support the range of teaching and learning contexts at our College are:

- I am Safe
- I am Responsible
- I am Respectful
- I am a Learner

This Student Code of Conduct sets out the responsibilities and processes we use in our College to promote a productive and effective approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the College community, ensuring teaching and learning in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

P&C Statement of Support

As president of the Upper Coomera State College P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Deputy Principal 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 Upper Coomera 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 Upper Coomera 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 Upper Coomera 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 of bullying, and the flowchart on page 43 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Upper Coomera 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 Upper Coomera 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.

School Captains/Leaders Statement

Students in roles as school captains or leaders can present the student body view of the Student Code of Conduct, the consultation and support for the expectations and approach taken by the staff to provide a safe, supportive and disciplined learning environment for all on site.

Primary School Captain Name: Haylo Gilies

Primary School Captain Name: Santhosh Thatchinamoorthy

Primary School Vice Captain Name: Rida Abassi

Primary School Vice Captain Name: D'Zhelle Turner

Secondary School Captain Name: Queenie Valk

Secondary School Captain Name: Angelica Watt

Secondary School Vice Captain Name: Kieran Epiha

Secondary School Vice Captain Name: Lucas Scheepers

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.

Consultation

The consultation process used to inform the development of the Upper Coomera 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 2020. 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 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 October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Exemplar State College Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Upper Coomera 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 Upper Coomera State College Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

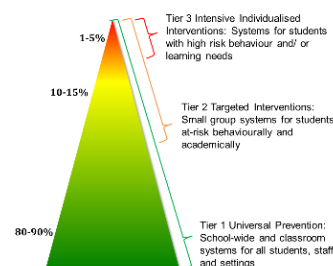
The Upper Coomera State College Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

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

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

	<ul style="list-style-type: none"> • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>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.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

Staff at Upper Coomera 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 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

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

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Exemplar 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.

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

Upper Coomera 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

Upper Coomera 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

Upper Coomera 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.

Upper Coomera 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

Upper Coomera 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

Upper Coomera 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, Exemlar State College staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Upper Coomera 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, Upper Coomera 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 Support Network

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

Students can approach any trusted school staff member at Upper Coomera 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 of the Student Support Network.

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

Role	What they do
Community Elder	<ul style="list-style-type: none"> • provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • 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.
Head of Department Wellbeing and Engagment/ Head of Department Student Service	<ul style="list-style-type: none"> • lead role for implementation of Positive Behaviour for Learning (PBL) • monitors student attendance data, arranges intervention for students in Years Prep to 12 • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need. • responsible for student welfare at each year level • provides continuity of contact for students and their families through the 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.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
Registered Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

Youth Support Coordinator	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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.
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It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Administration.

Whole School Approach to Discipline

Upper Coomera 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 Upper Coomera 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 Upper Coomera 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.

The school framework develops and explicitly teaches appropriate and positive behaviours and has a consistent approach to behaviour with an emphasis on data based decision making. The framework is evaluated regularly and practices are adjusted to make sure the process is achieving effective results for our school. The table below effectively explains the difference in the approach as compared to traditional methods.

PBL Approach	Traditional Approach
The school regularly records and analyses discipline data to inform the improvement of school systems and provides appropriate responses to challenging behaviours.	The school creates systems and consequences for student behaviour without the use of data.
The school has a continuum of individualised support strategies for students with chronic rates of behaviour referrals.	The school has no system for providing a continuum of individual support strategies.

Upper Coomera State College's pedagogical framework is Explicit Instruction. Explicit Instruction is a highly structured, systematic, and effective methodology for teaching academic skills used by all teachers at Upper Coomera State College. It incorporates the methods of intensive teaching, a structured overview and drill and practice.

The teacher actively directs the students in learning activities and focuses on ensuring all students achieve and consolidate the learning objectives. Topics and contents are broken down into small parts and taught individually through explanation, demonstration and practise, in a logical order as directed by the teacher.

Explicit Instruction also involves modelling skills and behaviours and modelling thinking, where the teacher thinks out loud when working through problems and demonstrating processes for students. The attention of students is important and listening and observation are key to success.

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 Year Level Head of Department Wellbeing and Engagement or make an appointment to meet with a deputy principal.

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 four Positive Behaviour for Learning (PBL) expectations in place for students, I am Safe, I am Responsible, I am Respectful and I am a Learner.

Students

Below are examples of what these PBL expectations look like for students across the college. 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 Upper Coomera State College.

College Matrix of Behaviours –

Upper Coomera State College				
Major & Minor Behaviour Response Matrix				
Category & Definition	Proactive Preventative Strategies	Minor	Differentiated responses to minor behaviours.	Major
<p>Abusive Language Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.</p> <p>Academic Misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.</p> <p>Bomb Threat/Fake Alarm Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.</p> <p>Bullying Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</p> <p>Defiance Student refuses to follow directions given by school staff.</p> <p>Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.</p> <p>Disruption Student engages in behaviour causing an interruption in a class, school activity or event. Disruption includes sustained loud talk, yelling, or screaming, noise with materials and/or sustained out-of-seat behaviour.</p>	<ul style="list-style-type: none"> Universal approaches that should be present across all areas in the school to prevent behavioural escalation. PBL RestoT ESOLs <ul style="list-style-type: none"> Clear and consistent expectations for school appropriate language Explicit teaching of regulation strategies and during play break Clear and consistent expectations for academic engagement Appropriate differentiated supports for access to learning and demonstrating knowledge Appropriate awareness education (especially when prevalent in recent news events) Education and awareness Active supervision at all times across the day Pro-active social emotional learning supports Clear and consistent expectations Provide opportunities for enrichment (past time, re-imagining, provide purpose) Appropriate supports for regulation Appropriate supports for access to learning and instruction Clear and consistent expectations Explicit teaching and reinforcement of respectful behaviours through PBL Appropriate supports for regulation Explicit teaching and reinforcement of expected behaviours through PBL & RestoT Appropriate supports for regulation (movement breaks, active hands-on learning) 	<ul style="list-style-type: none"> Managed by staff through effective classroom management processes: play break support strategies. Does not require support from administration staff May require more than one re-direction or additional support Parent/caregiver to be informed by the classroom teacher. Incident and contact to be recorded as minor incident on OneSchool by Classroom Teacher Use of abusive language in conversation that is non-threatening and indirect. Mutual use of directed abusive language between students. Student has submitted work which falsely demonstrates their learning at the draft stage. This includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism. Appropriate awareness education (especially when prevalent in recent news events) Education and awareness Active supervision at all times across the day Pro-active social emotional learning supports Clear and consistent expectations Provide opportunities for enrichment (past time, re-imagining, provide purpose) Appropriate supports for regulation Appropriate supports for access to learning and instruction Clear and consistent expectations Explicit teaching and reinforcement of respectful behaviours through PBL Appropriate supports for regulation Explicit teaching and reinforcement of expected behaviours through PBL & RestoT Appropriate supports for regulation (movement breaks, active hands-on learning) 	<ul style="list-style-type: none"> Contact home PBL Flower Strategies Re-teach expectations Verbal correction Loss of privileges i.e., lunch detention Restorative practices Contact home Re-teach expectations for drafting to enable appropriate feedback to be provided Support in students own time to re-submit work Contact home Re-teach expectations for drafting to enable appropriate feedback to be provided Support in students own time to re-submit work Contact home PBL Flower Strategies Cohort re-teach where high prevalence of bullying behaviour Individual re-teach Restorative practices Warning of increased consequences if continued Contact home PBL Flower Strategies Deliberate behaviour Individual re-teach Restorative practices Warning of increased consequences if continued Contact home PBL Flower Strategies Cohort re-teach where high prevalence of disrespectful behaviour Individual re-teach Restorative practices Warning of increased consequences if continued Contact home PBL Flower Strategies Loss of privileges (e.g., talk with teacher/complete work at break time) Warning of increased consequences if continued Contact home PBL Flower Strategies Loss of privileges (e.g., talk with teacher/complete work at break time) Warning of increased consequences if continued 	<p>Academic Misconduct School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Restorative Conversation Suspension (1-10 days) Suspension (11-20 days) and/or pending evaluation. Suspension length determined by nature and impact of incident and/or history of previous incidents.</p> <p>Bomb Threat/Fake Alarm Where Academic Misconduct is present in accessible tasks student will not be graded on the work submitted that is not their own. Grading is strict on work in original task that is Student's own work. Contact with Parent/Caregiver School based support & intervention for the purpose of completing the task in order to receive feedback (No grading on work submitted after due date)</p> <p>Bullying School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Suspension (1-10 days) Suspension (11-20 days) and/or pending evaluation. Suspension length determined by nature and impact of incident and/or history of previous incidents. Contact with QPS</p> <p>Defiance School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Restorative Conversation Suspension (1-10 days) Suspension (11-20 days) and/or pending evaluation. Suspension length determined by nature and impact of incident and/or history of previous incidents. Possible reporting to QPS</p> <p>Disrespect School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Restorative Conversation Suspension (1-10 days) Suspension (11-20 days) and/or pending evaluation. Suspension length determined by nature and impact of incident and/or history of previous incidents.</p> <p>Disruption School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Restorative Conversation Suspension (1-10 days) Suspension length determined by nature and impact of incident and/or history of previous incidents.</p>

<p>Dress code Student wears clothing that is not within the dress code guidelines defined by the school.</p>	<ul style="list-style-type: none"> Student dress code clearly outlined to parents and students on enrolment Regular reinforcement of uniform expectations through classroom, cohort and whole school communications 	<p>Isolated incidents of student wearing clothing/jewellery etc that is not within the UCSC dress code</p>	<ul style="list-style-type: none"> Contact home (scripted email template) Removal of non-uniform items where appropriate (e.g., jewellery ...) Uniform pass Referral to UCR 	<p>Intentional incident of student wearing clothing/jewellery that could be considered offensive</p> <p>Repeated incidents of intentional wearing of clothing/jewellery that is not within the UCSC dress code</p>	<ul style="list-style-type: none"> Implementation of Uniform Correction Room processes (ODOP combat home) Removal of non-uniform items Refer to consequences for relevant behaviour e.g., where student refuses direction or is disrespectful
<p>Excluding documents Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.</p>	<ul style="list-style-type: none"> Education and awareness Clear communication home for events and dates for payments/permission 	<p>Falsifying of documents that does not pose potential risk of harm to self or others</p>	<ul style="list-style-type: none"> Parent/carer/peer contact School based support & intervention Mediation/Apology/Restorative conversation 	<p>Falsifying of documents that could result in potential risks of harm to self or others</p>	<ul style="list-style-type: none"> School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Apology/Restorative conversation Suspension (1-10 days) Suspension length determined by nature and impact of incident and/or history of previous incidents.
<p>Fighting Student is involved in mutual participation in an incident involving physical violence.</p>	<ul style="list-style-type: none"> Education and awareness Active supervision at all times across the day Explicit teaching and reinforcement of expected behaviours through PBL & Reboot Appropriate supports for regulation 	<p>Isolated mutual participation in low-level physical interaction with no intent to harm or injure</p>	<ul style="list-style-type: none"> Contact home Re-teach of appropriate behaviours for play, problem solving etc. PBL Flower Strategies Restorative practices Loss of privileges (e.g., time out of play) Warning of increased consequences if continued 	<p>Student is involved in mutual participation in an incident involving physical violence with the intent to harm or injure.</p>	<ul style="list-style-type: none"> School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Apology/Restorative conversation Suspension (1-10 days) Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents. Contact with QPS if required
<p>Harassment (Use of discriminatory language) Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.</p>	<ul style="list-style-type: none"> Education and awareness Active supervision at all times across the day Explicit teaching and reinforcement of expected behaviours through PBL & Reboot Appropriate supports for regulation 	<p>Isolated incident of non-targeted discriminatory language in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.</p>	<ul style="list-style-type: none"> Contact home PBL Flower Strategies Covert re-teach where high prevalence of harassment behaviours Restorative practices Warning of increased consequences if continued 	<p>Delivery of targeted and harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.</p> <p>Repeated use of non-targeted discriminatory language in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.</p>	<ul style="list-style-type: none"> School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Apology/Restorative conversation Suspension (1-10 days) Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents
<p>Other-charge related suspension Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</p>					<ul style="list-style-type: none"> Suspension (11-20 days) and/or pending exclusion.
<p>Physical aggression Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incident of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or those on fauns.</p>	<ul style="list-style-type: none"> Clear and consistent expectations Explicit teaching and reinforcement of expected behaviours through PBL & Reboot Appropriate supports for peer conflict resolution and emotional regulation 	<p>Isolated incidents of intentional engagement in low level directed physical aggression towards peers, animals, plants or objects.</p> <p>Isolated incidents of antagonistic behaviours involving others to undertake physical aggression.</p> <p>Play that escalates to low-level physical aggression without injury.</p> <p>Unintentional damage caused to property through misbehaviour or dysregulation</p>	<ul style="list-style-type: none"> Contact home Re-teach of appropriate behaviours for play, problem solving etc. PBL Flower Strategies Restorative practices Loss of privileges (e.g., time out of play) Warning of increased consequences if continued 	<p>Student intentionally engages in targeted physical aggression towards peers, animals, plants and/or visitors where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or intentional incident of others to undertake physical aggression.</p>	<ul style="list-style-type: none"> School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Apology/Restorative conversation Suspension (1-10 days) Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents. Contact with QPS if required
<p>Property damage Student participates in an activity that results in destruction, damage or disfigurement of property.</p>	<ul style="list-style-type: none"> Explicit teaching and reinforcement of expected behaviours through PBL & Reboot Appropriate supports for regulation 	<p>Intentional damage caused to property through misbehaviour or dysregulation</p>	<ul style="list-style-type: none"> Contact home Restorative practices & restitution if appropriate 	<p>Intentional participation in activity resulting in destruction, damage or disfigurement to property including graffiti.</p>	<ul style="list-style-type: none"> School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Apology/Restorative conversation Suspension (1-10 days) Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents. Contact with QPS if required
<p>Property misuse causing risk to others Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</p>	<ul style="list-style-type: none"> Ensuring dynamic and formal risk assessments are conducted to ensure safe learning environments Explicit teaching and reinforcement of expected behaviours through PBL & Reboot Appropriate supports for regulation 	<p>Misuse of property that does not result in harm but is unsafe.</p>	<ul style="list-style-type: none"> Contact home PBL Flower Strategies Restorative practices Warning of increased consequences if continued 	<p>Misuse of property resulting in harm to self or others</p>	<ul style="list-style-type: none"> School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Apology/Restorative conversation Suspension (1-10 days) Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents. Contact with Emergency services if required
<p>Refusal to participate in the educational program of the school Student refuses to take part in activities or learning that are requested or expected as part of the educational program of the school.</p>	<ul style="list-style-type: none"> Clear expectations and predictability of routines Appropriate supports for regulation Appropriate supports for access to learning and instruction 	<p>Repeatedly unprepared or without required equipment for learning</p> <p>Isolated incidents of refusal to participate in activities or learning that are requested or expected as part of the educational program at the school.</p>	<ul style="list-style-type: none"> Contact home PBL Flower Strategies Restorative practices Loss of privileges (e.g., talk with teacher/complete work at break time) Warning of increased consequences if continued 	<p>Persistent refusal to participate in activities or learning that are requested or expected as part of the educational program at the school.</p>	<ul style="list-style-type: none"> School based support & intervention (e.g., Engagement room, Reset room, Reflect program) Mediation/Apology/Restorative conversation Suspension (1-10 days) Suspension length determined by nature and impact of incident and/or history of previous incidents.

<p>Substance misconduct involving illegal substances Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.</p>	<p>- Appropriate awareness education</p>	<p>- Appropriate awareness education</p>	<p>- Appropriate awareness education</p>	<p>- Appropriate awareness education</p>	<p>- School based support & intervention for health & wellbeing - Suspension (1-10 days) - Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents. - CPS contact as required - School based support & intervention for health & wellbeing - Suspension (1-10 days) - Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents.</p>
<p>Substance misconduct involving tobacco and other legal substances Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.</p>	<p>- Appropriate awareness education</p>	<p>- Appropriate awareness education</p>	<p>- Appropriate awareness education</p>	<p>- Appropriate awareness education</p>	<p>- School based support & intervention for health & wellbeing - Suspension (1-10 days) - Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents.</p>
<p>Technology violation Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</p>	<p>- Explicit teaching of expectations for technology use - Outline expectations and policy for technology use to parents and students upon enrolment</p>	<p>- Removal or restriction of technology privileges and access - Device to be handed in to office/teacher for determined time (as per IT expectations). - Contact home - Re-learn of expectations</p>	<p>- Isolated incidents of unauthorised use of prohibited technology on school grounds (phones, airports/ headphones, smartwatch and/or other technology device). - Inappropriate use of authorised technology (eg accessing home apps, inappropriate online content)</p>	<p>- Engagement in repeated use of prohibited technology - Engagement in repeated mis-use of technology - Engagement in fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students. - Flouting or distribution of content that is violent, anti-racial or explicit in nature.</p>	<p>- Removal of device and/or technology privileges and access - School based support & intervention (e.g., Engagement room, Reset room, Reflect program) - Suspension (1-10 days) - Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents.</p>
<p>Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</p>	<p>- Education and awareness - Active supervision at all times across the day - Explicit teaching and reinforcement of expected behaviours through PBL & Restort</p>	<p>- Contact home - Restorative practices & restitution if appropriate - Return of property</p>	<p>- Talking of found objects that the student knows do not belong to them, but are not in someone's possession (i.e., a hat found on the ground) - Reboot</p>	<p>- Threat of objects in the possession of a student or staff member (i.e. in their bag, on their desk) - Theft of valuable items found or otherwise i.e. laptop, phone, iPad etc. - Theft of school resources</p>	<p>- School based support & intervention (e.g., Engagement room, Reset room, Reflect program) - Mediation/Acology/Restorative conversation & Restitution if appropriate - Suspension (1-10 days) - Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents. - Contact with CPS if required</p>
<p>Tammy (out of class) Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).</p>	<p>- Use of everyday courts resources - Non-negotiable routines - Accurate roll marking - Clear expectations and predictability of routines - Appropriate supports for regulation - Appropriate supports for access to learning and instruction</p>	<p>- Support to regulate and re-engage</p>	<p>- Student left class without permission but responds immediately to staff re-direction - Late to school unexplained - Student absent from school- unexplained</p>	<p>- On school grounds but not present in class without permission or reason and not responsive to initial staff re-direction - Leaving class without permission and not responsive to initial staff re-direction - Repeated incidents of unexplained late arrival at school despite differentiated responses (where reason for absence is caused by the student and not their parent/caregiver) - Unauthorised absence from school for part of or entire day - Leaving school grounds without permission</p>	<p>- Contact home - School based support & intervention (e.g., Engagement room, Reset room, Reflect program) - Suspension (1-10 days) - Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents. - Contact with CPS if required</p>
<p>Tammy (out of school) Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).</p>	<p>- Appropriate awareness education (especially when prevalent in recent news events)</p>	<p>- Removal of prohibited items - Contact home</p>	<p>- Possession of aerosols - Possession of non-realistic by weapons (nerf guns, water pistols etc.) - Use of non-realistic by weapons in a non-threatening manner</p>	<p>- Possession of high risk combustibles including matches, lighters, firecrackers, petrol, lighter fluid - Use of combustibles including aerosols presenting potential risk of bodily harm and/or property damage</p>	<p>- Contact home - School based support & intervention (e.g., Engagement room, Reset room, Reflect program) - Suspension (1-10 days) - Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents. - Contact with CPS if required</p>
<p>Use/possession of combustibles Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols)</p>	<p>- Appropriate awareness education (especially when prevalent in recent news events)</p>	<p>- Removal of prohibited items - Contact home - School based support & intervention</p>	<p>- Possession of non-realistic by weapons (nerf guns, water pistols etc.) - Use of non-realistic by weapons in a non-threatening manner</p>	<p>- Use and/or possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm, including but limited to: Gas gun, Knives, Guns, Screwdrivers, Broken bottle, Homemade object with sharpened point, etc.</p>	<p>- Removal of combustible if safe to do so - School based support & intervention (e.g., Engagement room, Reset room, Reflect program) - Suspension (1-10 days) - Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents. - Contact with CPS if required</p>
<p>Use/possession of weapons Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.</p>	<p>- Appropriate awareness education (especially when prevalent in recent news events)</p>	<p>- Removal of prohibited items - Contact home - School based support & intervention</p>	<p>- Possession of non-realistic by weapons (nerf guns, water pistols etc.) - Use of non-realistic by weapons in a non-threatening manner</p>	<p>- Use and/or possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm, including but limited to: Gas gun, Knives, Guns, Screwdrivers, Broken bottle, Homemade object with sharpened point, etc.</p>	<p>- Removal of weapon if safe to do so - School based support & intervention (e.g., Engagement room, Reset room, Reflect program) - Suspension (1-10 days) - Suspension (11-20 days) and/or pending exclusion. Suspension length determined by nature and impact of incident and/or history of previous incidents.</p>

Parents and staff

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

I am Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the behavioural expectations at school.	We are clear about our 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 website and other materials sent home by school staff.	We will use the electronic communication as the primary means of notifying parents about school news, excursions or events.
You approach the College administration 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.

I am Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You 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.

I am Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You 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.

I am a Learner

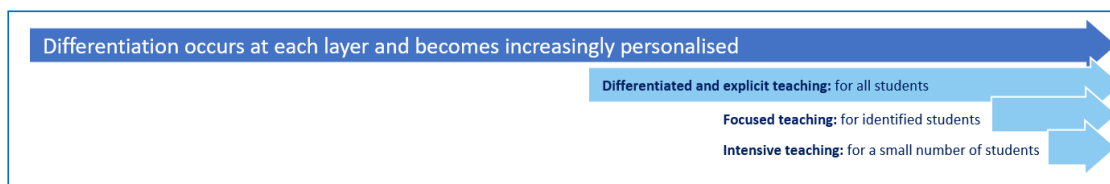
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning expectations at school.	We are clear about our learning expectations, and contact you to provide regular feedback about your child's progress.
You ensure that your child/ren are prepared for learning.	We will ensure that you child/ren are provided with differentiated access to the curriculum.
Your child/ren have a device to access the learning.	We will ensure that lessons use digital technologies to engage your child/ren at school and at home.

Differentiated and Explicit Teaching

Upper Coomera 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 Upper Coomera 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.



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.

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 Upper Coomera 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.

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

In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- The Incredible Years
- Check and Connect
- Shared Concern Method
- Functional Based Assessment.

Intensive Teaching

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

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

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

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

Acknowledging Positive Behaviours

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

Upper Coomera State College recognises the link between better behaviour and better learning hence the daily PBL rewards are linked to the rules of 'Be Safe, Be Responsible and Be Respectful'. This is clearly articulated to the community and reinforces our level of high expectations. Staff recognise safe, responsible and respectful learner behaviours through PBL 'Free and Frequent's'. Students can 'spend' their Crocs to purchase both tangible and non-tangible rewards at the 'Croc Shop' each Tuesday and Thursday.

The safety of the Croc Passport is the responsibility of each student. In their first semester, the prep teachers will manage their students' Croc Passports.

Please find below a list of ways in which the college promotes, teaches and maintains the behavioural expectations to ensure there is consistency of approach

Primary School Positive Reward System:

1. Merit Awards (Student of the Week)

School recognises the link between better behaviour and better learning hence fortnightly sector assembly awards are linked to the principles of I am Safe, I am Responsible, I am Respectful and I am a Learner. There is an expectation for each class to have a student receive an award every fortnight. This is clearly articulated to the community and reinforces our level of high expectations.

2. CREED STAR CAFE

Each fortnight the principal holds a morning tea. Teachers select one student from their class who enacts the elements of the UCSC Creed. The expectation is that the student on attendance is able to clearly articulate their reason for being chosen.

3. PBL Merit Award (Croc Thumbs Up) and the PBL Croc Shop

Upper Coomera State College recognises the link between better behaviour and better learning hence the daily PBL rewards are linked to the principles of 'be Safe, be Responsible and be Respectful'. This is clearly articulated to the community and reinforces our level of high expectations. The expectation is that for each class, the teacher awards a PBL point to students that display the above mentioned principles through their actions

Student can accrue their PBL rewards in their CROC passports which can be given out at certain point levels. Students will determine the reward for the following term. For example

- 10 points Croc card home and pencil
- 25 points P.E. equipment borrow bank
- 50 points VIP computer usage in the library labs
- 75 points Handball or hat
- 100 points Movie with drink and popcorn

PBL points can only be earned, they cannot be taken away.

Rewards to be collected from the PBL Croc Shop (operating Tuesday and Thursday at first break). PBL points ('Croc Thumbs up') can be used as earned or 'banked' for a higher point prize. Once a prize is redeemed, a student's number of points return to zero. The safety of the CROC passport is the responsibility of each student. In their first semester, the Prep Teacher will manage their students' Croc Passports.

All school awards are recorded under Positive Behaviour Incidents in One School.

Secondary School Positive Reward System:

1. PBL Merit Awards (Croc Thumbs Up)

Upper Coomera State College recognises the link between better behaviour and better learning hence the daily PBL rewards are linked to the principles of 'I am Safe, I am Responsible, I am Respectful and I am a Learner'. This is clearly articulated to the community and reinforces our level of high expectations. The expectation is that for each class, the teacher awards a PBL point to students that display the above mentioned principles (maximum 5 points per class). PBL rewards are given out at certain point levels

- 10 points will earn the students a reward
- 25 points will earn the students a \$5 canteen voucher
- 50 points will earn the students a \$10 canteen voucher
 - Senior students (Year's 11 and 12) can use this amount against their Senior Jersey or Formal Payment)
- 75 points will earn the students a UCSC Pen and notepad
- 100 points will earn the students a UCSC Croc USB

PBL points can only be earned, they cannot be taken away. Rewards to be collected from the Year Level Head of Department – Student Services. PBL points ('Thumbs up') are tallied for an end of semester event and an end of year celebration events.

2. Class Awards

There is an expectation that staff will develop a classroom award system that is unique to the needs of their students and falls within the boundaries of the college's philosophy of being Safe, being Responsible and being Respectful.

3. Principal's Morning Tea Awards

Each semester the principal holds a morning tea to reward students and staff for their attendance. Students and staff who have attained 100% attendance for the semester are invited to attend the special event.

4. PBL Certificates

PBL Badges are awarded to student on a whole school assembly (Secondary) when the criteria outlined below is met.

Be Respectful - Purple Certificate

- In all but one subject: Excellent in Effort on a student's semester report card - (The other one, no less than a VG)

Be Responsible - Green Certificate

- 100% Explained Attendance at the end of the semester - decisions on what is acceptable explained absences to be decided by Year Level Heads of Department – Student Services

Be Safe - Yellow Certificate

- All subjects: Excellent in Behaviour on a student's report card
- No incidents recorded on OneSchool

Be a Learner - Grey Certificate

- All subjects: A on a student's report card

All school awards are recorded under Positive Behaviour Incidents in One School.

Legislative Delegations

Legislation

In this section of the Upper Coomera 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](#)

Disciplinary Consequences

The disciplinary consequences model used at Upper Coomera 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 Hub or Year Head of Department 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")
- 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 '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
- Restorative Practices
- Reflect Program
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Upper Coomera 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

TABLE OF BEHAVIOURS AND POSSIBLE CONSEQUENCES (Based on individual incidents)

Behaviour	Definition	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	✓	✓	✓	
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	✓	✓	✓	
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	✓	✓	✓	
Defiance	Student refuses to follow directions given by school staff.	✓	✓	✓	
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	✓	✓	✓	
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	✓	✓	✓	
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.				
Fighting	Student is involved in mutual participation in an incident involving physical violence.	✓	✓	✓	
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	✓	✓	✓	
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	✓	✓	✓	
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	✓	✓	✓	
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of	✓	✓	✓	

Behaviour	Definition	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
	misleading. It includes signing a person's name without that person's permission.				
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	✓	✓	✓	
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	✓	✓	✓	
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	✓	✓	✓	
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	✓	✓	✓	
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	✓	✓	✓	
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	✓	✓	✓	
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	✓	✓	✓	
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	✓	✓	✓	
Other – charge-related suspension	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff. 				✓

School Policies

Upper Coomera 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
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Upper Coomera 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, vapes, e-cigarettes pod vapes, vape pens, box mods and vaporizers;)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Upper Coomera 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 Upper Coomera 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 Upper Coomera 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.

Students of Upper Coomera 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 Upper Coomera 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.

Use of mobile phones and other devices by students

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

In accordance with the Queensland Department of Education *Student Use of Mobile Devices* procedure students must keep their mobile phone switched off and 'away for the day' and disable notifications on wearable devices during school hours, 8:40 am – 2:40 pm. There are situations where some students may be exempt for medical, disability and wellbeing reasons. Approved BYOX as per the College's ICT policy are permitted.

Please respect the Department of Education expectations in all schools for these spaces and behaviours.

The Use of Personal Technology Devices* at Upper Coomera State College

This guide is to be followed in conjunction with the UCSC ICT Policy, available through the school's web page www.uppercoomerasc.eq.edu.au and based on the [Advice for state schools on acceptable use of ICT facilities and devices](#)

This policy reflects the importance the college places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Junior School (P – 6)

Students in the Primary School who bring mobile phones or other personal technology device to school must hand the device in to Administration each morning, or at the time they arrive at the College. Devices will be securely stored for the day. Students may collect their device at the end of the school at 2:40 pm, or when collected by a parent if permission is granted to leave early.

Notifications on wearable devices must be disabled during school hours.

Primary School students are not permitted to make or receive phone call, or send text messages during the school day.

Students requiring an exemption for medical, disability and wellbeing reasons may apply for an exemption in writing to their Sector Deputy Principal with accompanying medical documentation to be provided. The Sector Deputy Principal will seek approval for the exemption from the Primary School Principal. If an exemption is approved staff will be notified about this information.

Secondary School (7 – 12)

Students in the Secondary School who bring mobile phones to school must keep the device switched off and stored securely in their bag or on their person out of sight.

Notifications on wearable devices must be disabled during school hours.

Students requiring an exemption for medical, disability and wellbeing reasons may apply for an exemption in writing to their Year Level Wellbeing and Engagement Head of Department with accompanying medical documentation to be provided. The Wellbeing and Engagement Head of Department will seek approval for the exemption from the Secondary School Principal. If an exemption is approved staff will be notified about this information.

Whole College (P – 12)

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, iPods, mobile phones, digital video cameras or MP3 players to school, as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office upon provision of a note of request and relevant medical documentation to the Principal. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during the entire school day.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Upper Coomera State College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets, or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for

the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) is against the law and if detected by the school will result in a referral to the Queensland Police Service (QPS).

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Head of School.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, headphones/earphones/pods, iPods® and devices of a similar nature.*

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Student Responsibilities

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

It is **acceptable** for students at Upper Coomera State College to:

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

It is **unacceptable** for students at Upper Coomera State College to:

- use a mobile phone, Personal Technology Devices (P.T.D.) or other device (personal/BYOX or department) in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone/device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using BYOX, ICT facilities and devices supplied by the college, will be required to act in line with the requirements of the Upper Coomera State College Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices

- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Upper Coomera 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.

Upper Coomera State College has a Student Leadership Forum, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



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.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Upper Coomera State College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 Upper Coomera 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 Upper Coomera 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.

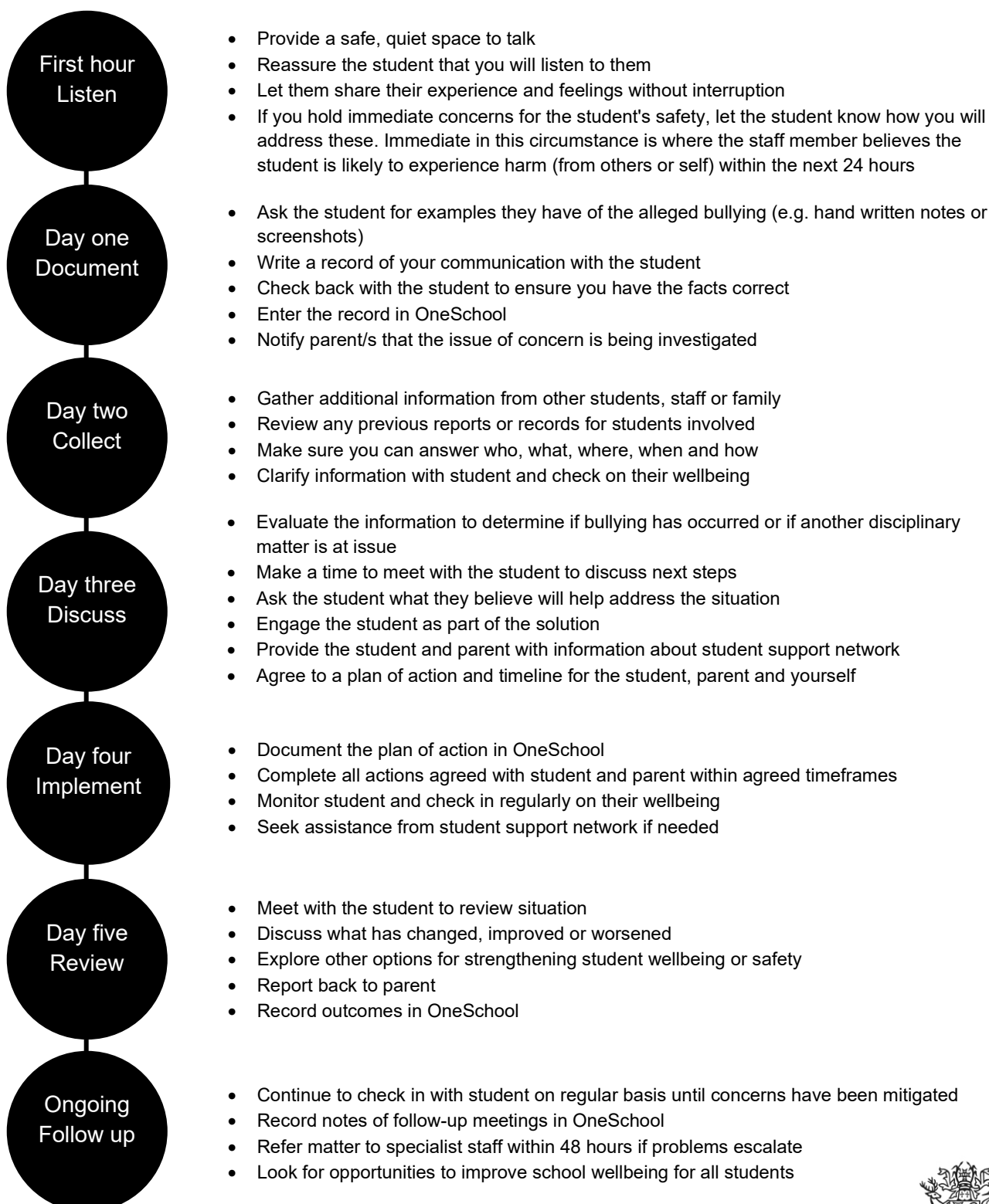
Upper Coomera State College - Bullying response flowchart for teachers

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 or Head of Department – Student Services

Year 7 to Year 12 –Year Level Head of Department – Wellbeing and Engagement



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated leadership officer, Head of Department – Student Services (Primary School) and Head of Department – Wellbeing and Engagement (Secondary School) 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 Upper Coomera 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 Department – Student Services (Primary School) and Head of Department – Wellbeing and Engagement (Secondary School)

Upper Coomera 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](#).

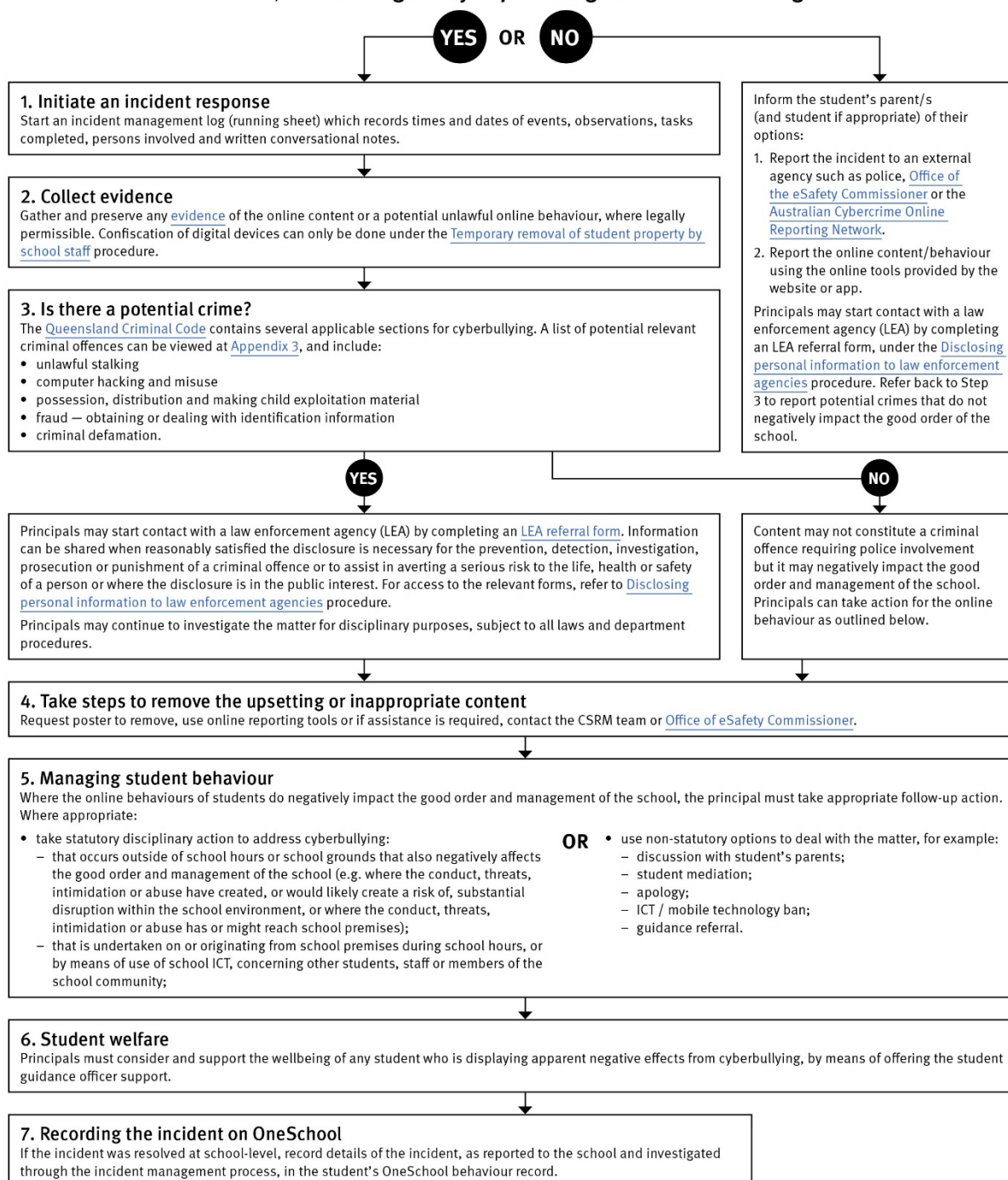
Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

Upper Coomera 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 Upper Coomera 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.

Upper Coomera State College – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Upper Coomera 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.

Upper Coomera State College – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Upper Coomera 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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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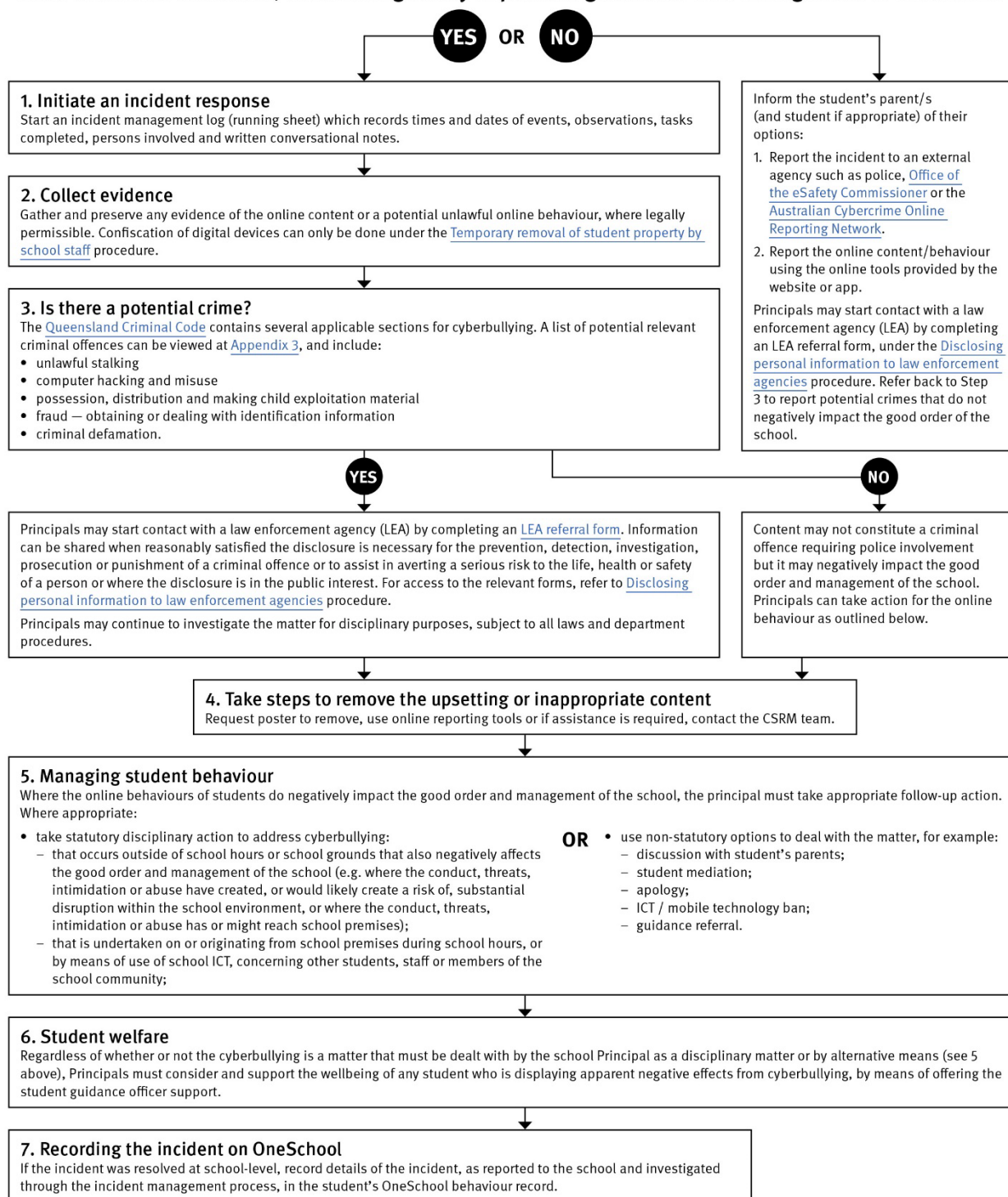
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Does the online behaviour/incident **negatively impact the good order and management** of the school?



Restrictive Practices

College staff at Upper Coomera 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.

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Upper Coomera 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. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).

- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).