



Albany Creek State School

Student Code of Conduct 2025-2028

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2019-2023*

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document.

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Endorsement

Principal Name:	Kerri McGrath
Principal Signature:	
Date:	27/02/2026
School Council Chair Name:	Linda Mensah
School Council Chair Signature:	
Date:	22-06-2021

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Purpose

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

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

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

Principal's Foreword

Albany Creek State School has a long and proud tradition of providing high quality education to students from across the northern suburbs of Brisbane. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

We support the Education Queensland Code of School Behaviour which ensures that all members of our school community understand the values and principles of the Code of Student Conduct and can meet the required standards of behaviour for all Queensland State Schools.

This occurs in accordance with our Vision statement:

Albany Creek State School cultivates a love of learning in an inclusive, supportive and engaging learning community. Our expert teaching team aims to build resilience and encourage all learners to reach their full potential.

Albany Creek State School's four core values are Safety, Responsibility, Respect and being a learner:

- | | |
|-----------------------|---|
| Safety | For self and others. |
| Responsibility | Be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment. |
| Respect | For the thought's feelings and values of others, treating others with dignity. |



Being a Learner Approaching all situations as an opportunity to learn, grow and improve.

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

Albany Creek State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff

take to educate students about these policies and how students are explicitly taught the expected 'Buzza' behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work ensuring values of what we expect from students and how we will support them to meet those expectations. The Student Code of Conduction provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

School Council Statement of Support

As chairperson of the Albany Creek State School Council, I am proud to support the new Student Code of Conduct. Consultation through on-going processes including the school behaviour Navigation Team, school review in 2025 and the writing of the 2025-2028 strategic plan contributed to the consultation process. We encourage all parents to familiarise themselves with the Albany Creek State School Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. 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 Albany Creek State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 29 provides an excellent starting point to understand how to approach the school about these types of problems.

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

School Captains' Statement

On behalf of the student body at Albany Creek State School, we endorse the Student Code of Conduct for 2026. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Albany Creek State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

Captain: Zahlee Hiscock

Date: 25.05.2026

Captain: Alyssa Algate

Date: 25.05.2026

Vice Captain: Alex Hudson

Date: 25.05.2026

Vice Captain: Valiant Sinclair

Date: 25.05.2026

Consultation

Albany Creek State School developed the *Student Code of Conduct* in collaboration with our school community. Initially, broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. An annual review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the process.

Annual reviews ensure the Plan meets current legislation and school requirements.

Review Statement

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

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the 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.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2023	2024	2025
this is a good school (S2035)	96.5 %	89.6%	91.7%
their child likes being at this school* (S2001)	89.5%	90.6%	90.1%
their child feels safe at this school* (S2002)	82.6%	81.4%	84.4%
their child's learning needs are being met at this school* (S2003)	85.6%	80.8%	85.1%
their child is making good progress at this school* (S2004)	95%	89.7%	88.4%
teachers at this school expect their child to do his or her best* (S2005)	97.1%	99.2%	97.5%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87.2%	90.1%	87%
teachers at this school motivate their child to learn* (S2007)	91.4%	90.6%	91.7%
teachers at this school treat students fairly* (S2008)	90.9%	87.6%	87.6%
they can talk to their child's teachers about their concerns* (S2009)	97.2%	96.9%	95.8%
this school works with them to support their child's learning* (S2010)	87.7%	87.8%	90%
this school takes parents' opinions seriously* (S2011)	74%	79.1%	80.7%
student behaviour is well managed at this school* (S2012)	73.2%	69.8%	74.4%
this school looks for ways to improve* (S2013)	87.7%	85.2%	85.7%
this school is well maintained* (S2014)	94.3%	97.6%	97.5%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2023	2024	2025
they like being at their school* (S2036)	68.7%	74.4%	78.8%
they feel safe at their school* (S2037)	78.3%	82.3%	90.6%
their teachers motivate them to learn* (S2038)	86.7%	91.3%	94%
their teachers expect them to do their best* (S2039)	98%	95.5%	97.8%
their teachers provide them with useful feedback about their school work* (S2040)	82%	84.8%	92.5%
teachers treat students fairly at their school* (S2041)	73.4%	69.3%	80.6%
their school takes students' opinions seriously* (S2043)	72.2%	71.4%	73.7%
student behaviour is well managed at their school* (S2044)	55.2%	61.5%	71.4%
their school looks for ways to improve* (S2045)	88.2%	83%	93.4%
their school is well maintained* (S2046)	77%	76.6%	89.4%
their school gives them opportunities to do interesting things* (S2047)	90.7%	91.4%	93.3%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2023	2024	2025
they enjoy working at their school (S2069)	96.9%	95.2%	95.1%
they feel that their school is a safe place in which to work (S2070)	79.4%	79.4%	80.3%
they receive useful feedback about their work at their school (S2071)	86.7%	85%	79.3%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95.2%	90.2%	94.9%
students are encouraged to do their best at their school (S2072)	98.4%	95.2%	96.7%
students are treated fairly at their school (S2073)	78.1%	82.5%	78.7%
student behaviour is well managed at their school (S2074)	57.8%	57.1%	59%
staff are well supported at their school (S2075)	87.1%	87.3%	77%
their school takes staff opinions seriously (S2076)	90.5%	87.1%	81.4%
their school looks for ways to improve (S2077)	96.8%	98.4	95.1%
their school is well maintained (S2078)	98.4%	93.7%	98.4%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

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

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

Learning and Behaviour Statement

Albany Creek State School aims to actively promote and maintain a safe, responsible, respectful and active learning environment for all students and staff. We aim to provide all students with an opportunity to acquire the knowledge, skills and values to continue their education, and to be respectful, active citizens who serve and positively contribute to the community.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Responsible
- Be Respectful
- Be a Learner



Our school expectations have been agreed upon and endorsed by all staff, our P and C association and our School Council. They are aligned with the values, principles and expected standards of our school community.

Multi-Tiered Systems of Support

Albany Creek State School 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 • 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>

3

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, 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

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

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [K–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 Albany Creek State School, 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

Albany Creek State School 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

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

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

Medications

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

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

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

Mental health

Albany Creek State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Albany Creek State School 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, Albany Creek State School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

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

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

School Support Committee

Albany Creek State School 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 Albany Creek State School 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 HOSES, Jason Glancy on the school phone number.

Albany Creek State School is proud to have a comprehensive School Support Committee in place to help the social, emotional and physical wellbeing of every student. This committee meets every fortnight. 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. The School Support Committee which, is integral to maintaining communication among teachers and specialists regarding student needs.

School Support Committee – Albany Creek State School:

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • Provide guidance and advice to the school support committee about the best practice to support presented students through our committee • Complete assessment of students to gain a more in-depth understanding of their current academic and social functioning. • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis • 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 and assessment process • Provide professional development for staff
Social Worker	<ul style="list-style-type: none"> • Provision of direct support to students and or families who have been referred for counselling and support for mild-moderate mental health needs • Conduct strengths-based early intervention counselling sessions • Provide group therapy to a small group of students with related mild to moderate mental health concern/s (E.g., Anxiety) • Identify when students require additional mental health support outside of the school context and refer those students onto appropriate external agencies. • Work collaboratively with other teachers and support staff to advise what additional supports may assist students
HOSES (Head of Special Education Services)	<ul style="list-style-type: none"> • Provide support and expert advice for students, staff and parents in order to enhance the inclusive educational experience for all students with additional needs at Albany Creek State School • Provide professional development for staff
Speech Language Pathologist	<ul style="list-style-type: none"> • Monitor and assess the needs of students in regards to their speech and language • Complete speech and language assessments on identified students • Provide individual intervention programs for identified students • Provide at home speech and language programs for parents to complete with their children • Provide small group intervention programs • Liaise with the guidance officer to provide information on referred students • Provide professional development for staff.
Inclusion Teacher (IT)	<ul style="list-style-type: none"> • The IT works with classroom teachers, teacher aides and specialists (Guidance Officer, Speech Language Pathologist, HOSES, EAL/D teacher and Leaders of Learning) to improve student achievement and engagement, focussing on literacy and numeracy. This team approach aims to ensure that all students have access to the curriculum. • The IT consults with the classroom teacher to support all students. The IT supports teachers in collecting and analysing data. High achieving students are identified for enrichment programs. Students experiencing difficulty are identified and receive targeted short-term intervention or long-term support. • The IT focuses on the belief that student achievement and engagement can improve through explicit teaching at the class level, targeted teaching in smaller groups and continuous monitoring of learning goals. • Provide professional development for staff.

PBL Team Leader	<ul style="list-style-type: none"> • Monitor behaviour incidents at ACSS through data tracking using One School • Provide behaviour support and advice for identified students. • Complete time samples and functional behaviour analysis • Work with the classroom teacher and parents to create IBSP (Individual Behaviour Support Plans) • Work with the classroom teacher and parents to create Wellbeing Plans
Deputy Principal	<ul style="list-style-type: none"> • Creation of the school support committee referral process • Organise and coordinate meetings for every fortnight • Organise and coordinate school support committee referrals from classroom teachers • Take minutes at meetings • Record all data into an excel document for tracking and monitoring of the school support committee referral process • Implement and coordinate case retrieval process once a term • Communicate with classroom teachers and leaders of learning regarding the referral process. • Provide professional development to staff regarding our school support committee.

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 Dean of Students, Malcolm Smith.

Outside Agencies:

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

Positive Behaviour Expectations

Parents and staff

The table below explains our expectations for the school community members when visiting our school and the standards we commit to as staff. It is important for all staff and parents to be aware of the expectations below and endeavour to adhere to them.

Being Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You approach the class teacher, deputy principal or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Being Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You make an appointment to speak with the class teacher, deputy principal 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.

Being Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

Being Learners

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with their class teacher or make an appointment with a member of the leadership team.

Consideration of Individual Circumstances

At Albany Creek State School, we consider the individual circumstances of all students when facing disciplinary action and or providing support for behaviour.

A student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are taken into account when responding to inappropriate behaviour and applying a disciplinary consequence. A student's Personalised Learning Plan and Support Provisions are used by the school to represent the supports are being used.

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 equity, 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 practice 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.

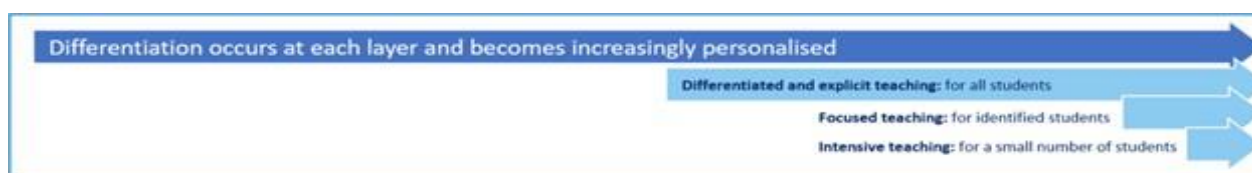
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Deputy Principal or Principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



There are multiple planned and unplanned opportunities at Albany Creek State School to explicitly teach behaviour expectations. Positive, open and regular communication is at the core of these teaching opportunities. Opportunities include:

- Classroom Teaching
- Junior and Whole School Assemblies
- School signage and photos
- Playground interactions

The Buzza program underpins all communication and teaching of the school's four values, Be Respectful, Be Responsible, Be Safe and be a Learner. This school wide recognition and monitoring system has been developed to model and celebrate positive interactions between students and staff. Each class has its own acknowledge and reward system that feeds directly to the school wide Buzza Passport system. The School wide celebrating and rewarding of expected behaviour and achievement includes:

Classroom Opportunities	Junior and Senior Assemblies
<ul style="list-style-type: none"> • Classroom reward system • 70 Buzza Certificates • 120 Buzza Mentor Certificates • Be a Reader' bookmarks (Prep) • Buzza B-IP 	<ul style="list-style-type: none"> • Class Buzza Awards (Junior) • 30 Buzza Bag Tags • 15 Buzza Certificates • 45 Buzza Badges • 90 Buzza Medallions • 150 Buzza Badges • PAL Badges • ICAS certificates • Buzza Boosters

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 Albany Creek State School 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.

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.

ALBANY Creek State School Matrix

Location	We are Safe	We are Respectful	We are Responsible	We are learners
General (to be used across all areas of the school)	We keep our hands and feet to ourselves.	We are kind to others. We use kind words. We wear our uniform with pride.	We look after our school. We are role models.	We come to school ready to learn. We give everything a Red Hot Go!
Learning Settings Classroom, Library, pathways, Hall	We walk. We sit on our chair properly. We enter and exit in an orderly manner. We use equipment properly. We stay on the carpet area when playing in the hall.	We follow teacher directions. We raise our hand to speak. We treat all property with care. We use respectful language. We treat others the way I want to be treated.	We are responsible for our equipment. We complete work on time. We solve our own problems or ask for help. We accept outcomes for our behaviour.	We do our best. We ask for help if needed. We stay on task. We are active learners. We have a growth mindset.
Eating areas & tuckshop	We eat our own food. We sit in the right area. We carry the tuckshop box to the eating area carefully.	We use appropriate language and volume. We wait our turn We keep our hands and feet to ourselves We use "please" and "thank you"	We put rubbish in the bin. We pack our lunchbox up and carry it to the right area after eating. We order food only for ourselves. We do not share money.	We know and follow all of the safety rules.
Play Areas Oval Adventure Playground, OLA	We wear our hat to play outside. We play in the designated area. We use play equipment safely. We leave sticks and stones on the ground. We ask for help when needed.	We include others who want to join in. We share equipment We use kind words. We respect other people's space.	We play fairly and follow the rules. We practice good sportsmanship. We return borrowed equipment.	We leave toys at home. We clean up. We listen to the teacher on duty. We respond to bells when they ring.
Transition Lining Up Walking around the school	We walk on concrete. We use safe hands, feet and words.	We walk quietly past classrooms so others can continue learning.	We walk in an orderly manner to the left of the path.	We listen and follow teachers' instructions We will be on time and ready in line.
Toilets	We wash our hands. We use the toilet properly. We walk	We allow for the privacy of others. We wait our turn. We are quiet, quick and clean. We use an inside voice.	We use toilets only for toileting. We leave the toilet as soon as we are finished. We report mess to an adult so it can be cleaned up.	We know and use all safety rules. We try to use the toilets during breaks.
Before & after school	We follow the directions of crossing supervisors. We wait on the footpath for parents. We return to office if not collected by 3:15pm.	We sit quietly at the hall and wait for the 8:30am bell. We greet everyone with respect.	We store our bike/scooter/ safely. We follow road rules. We follow bike rules. We go straight to the hall or classroom.	We arrive at school on time. We hand in any notes or mobile phones to the front office.
Assembly	We sit on the floor or chair safely. We enter and exit in an orderly manner.	We follow adult directions. We are active listeners. We treat others the way we want to be treated.	We sit with our class in a calm manner. We wait patiently. We do not eat or drink whilst in the hall.	We listen to teachers, special guests and school leaders. We participate respectfully.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

The following table outlines examples of minor and major behaviour incidents*

Albany Creek State School School-wide definitions of minor and major behaviour incidents

Behaviour Category	Definition	Non-examples	Minor Examples	Major Example
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Low intensity instance of inappropriate language. Eg. Someone said "stupid", "what the hell?"	Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option Inappropriate language not directed towards others eg "This is shit", or swearing under their breath. Unkind words. A student copies someone else's work.	Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff Swearing directed towards a student, staff or community member in a negative, aggressive or emotive way. Repeated intentional use of swearing eg "You are a f@king idiot!" A student copies someone else's assessment.
Academic misconduct	Student inappropriately and illicitly demonstrates their learning. It includes cheating, copying work.	Office discretion	Office discretion	Office discretion
Bomb Threat/false Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Office discretion	Office discretion	Office discretion
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.	Student directs an unkind comment once to another student eg says "I don't like your bag".	Low level disrespect to others at a single incident.	Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff Requested targeting of a student, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm.
Defiance	Student refuses to follow directions given by school staff.	Brief or low intensity failure to respond to a reasonable adult request. Student keeps playing a game after the bell but packs up when reminded.	Refusal to follow reasonable adult requests. Student refuses to follow instructions from a staff member.	Continual, persistent refusal to follow reasonable adult requests. May be combined with an aggressive tone or language. eg student refuses multiple requests from staff member, says "No" or walks away when given a direction, rolls eyes towards staff member.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Student continues to walk past when called by a teacher when they have not heard the instructions.	Student talks back to a staff member but stops when directed.	Student swears at a teacher or another student, student uses discriminatory comments (racial, sexual etc) to staff 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.	Student calls out answers excitedly.	Low intensity behaviour that disrupts learning and/or teaching. Student continues talking after redirection, leaving seat to walk around the room, touching other student's belongings without permission, making tapping sounds.	Sustained behaviour causing interruption to learning and refusing to comply with class expectations. Student talks loudly and deliberately over teacher and other students, out of seat constantly, sustained vocalisations eg whistling, siren noises, squealing, yelling/screaming.
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Student wears wrong uniform to school.	Student wears inappropriate clothing to school. Student wears clothing that is not sun safe.	Do not use - Refer to office for parent to be contacted.
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading.	Student writes something that is untrue.	Student records details of an incident in an untrue manner.	Student forges parent's signature. Signing a person's name without that person's permission.
Fighting	Student is involved in mutual participation in an incident involving physical violence.	Students (friends) wrestling with each other (consent given).	Students both purposefully push each other once without the intent to injure, perhaps in the context of a soccer game. No one is hurt.	Students deliberately punch or kick each other with the intent to injure. This may include closed fist punches to body or face, use of fists or objects, wrestling aggressively on the ground.
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.	A student makes an unkind/unnecessary comment about someone eg "You can't run fast."	A student makes a 'one off' unkind/unnecessary comment towards someone eg "You run slow like a girl".	A student makes intention and repeated comments intended to cause emotional distress. Verbal: ongoing name calling, racial slurs, family comments, comments about ability, direct swearing, commenting on another's looks or appearance. Physical: purposeful hurting or overpowering another. Social: Ongoing social exclusion, cyber bullying, written notes, or physical gestures.
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.			
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	Student engages in unintentional contact eg bumps into someone.	Student intentionally engages in physical contact without the intent to injure, causing limited injury. This may include tripping, pushing into others, shoulder charging, shove/unwanted body proximity.	Serious physical aggression (with or without the intent to cause harm) that causes an injury. This may include punching, kicking, biting, pushing, fighting, spitting.

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Behaviour Category	Definition	Non-examples	Minor Examples	Major Example
Property damage	premeditated acts or incitement of others. Physical aggression may be directed towards peers, adults, visitors or animals, or flora or fauna.	Disfiguring/drawing on own belongings.	Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option	Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff
Property misuse causing risk to others	Student engages in misuse of property (eg throwing or using objects unsafely) which may cause a risk of injury or ill-health to others.	Accidentally kicking a water bottle when walking past.	Low intensity misuse of property which does not result in physical harm to self or others eg drawing on someone's book or belongings, breaking own belongings.	Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
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 at the school.	Student is unable to attend to the lesson eg upset from a lunch incident, feeling unwell, anxious (mental health).	Student refuses to complete work. With support is able to engage in task.	Student repeatedly refuses to participate in learning. Does not engage with learning even with support.
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.	Office discretion	Office discretion	Office discretion
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drug/substances/imitations or implements.	Office discretion.	Office discretion.	Office discretion.
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.	Student engages in non-serious inappropriate use of a digital device eg playing games, setting alarms.	Student engages in inappropriate use of a digital device eg accessing phones during the school day, using iPads during breaks, accessing websites that are not related to learning.	Student engages in serious inappropriate use of a digital device eg sharing photos/videos of others with the intention to cause harm, posting hurtful comments/cyber bullying others, accessing inappropriate websites, sharing inappropriate material, recording or photographing students or teachers without permission.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Student borrows an item without permission.	Student repeatedly borrows items from others without permission.	Student steals the property of others with the intent to keep it.
Tuancy (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).	Student is lost in the school eg student can't locate their classroom after attending choir, class has left the classroom and student is unsure where to go.	Student is continuously late arriving back to class after going to the toilet, getting a drink, waiting for a friend or wandering around the school during learning time.	Student leaves classroom for an extended period of time, or multiple times per day without permission. Refuses to re-enter classroom with support. Hides or continues absconding from staff.
Tuancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).			Student leaves the classroom/school grounds.
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).	Office discretion	Office discretion	Office discretion
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.	Office discretion	Office discretion	Office discretion

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Disciplinary Consequences

The disciplinary consequences model used at Albany Creek State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

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

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

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
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s

- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequences (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)
 - RAP- Reflect and Plan at lunch time

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Support Committee 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 Albany Creek State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or via email. Re-entry meetings are short, taking less than 30 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.

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

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

Temporary removal of student property

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

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

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

The Principal or 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 Albany Creek State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains);
- imitation guns or weapons;
- potentially dangerous items (e.g. blades, rope);
- drugs** (including cigarettes, vaping, tobacco);
- alcohol;
- aerosol deodorants or cans (including spray paint);
- explosives (e.g. fireworks, flares, sparklers);
- flammable solids or liquids (e.g. fire starters, mothballs, lighters);
- poisons (e.g. weed killer, insecticides);
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).; or
- 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

Staff at Albany Creek State School:

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

Parents of students at Albany Creek State School ensure your children do not bring property onto schools' grounds or other settings used by the school (e.g. camp, sporting venues) that:

- Is prohibited according to the Albany Creek State School Student Code of Conduct;
- Is illegal;
- Puts the safety or wellbeing of others at risk;
- Does not preserve a caring, safe, supportive or productive learning environment;
- Does not maintain and foster mutual respect; and
- 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 Albany Creek State School do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- Is prohibited according to the Albany Creek State School Code of Conduct
- Is illegal;
- Puts the safety or wellbeing of others at risk;
- Does not preserve a caring, safe, supportive or productive learning environment
- Does not maintain and foster mutual respect; and
- 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 consultation with the broader school community, Albany Creek State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.





Responsibilities (mobile phones)

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

It is **acceptable** for students at Albany Creek State School to:

- use devices such as iPads, laptops and computers 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, or experts in relation to school work
- accessing online references such as dictionaries, encyclopedias, etc.
- researching and learning through the department's eLearning environments
- be courteous, considerate and respectful of others when using a mobile device
- use 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). This special circumstance arrangement can be negotiated with the Deputy Principal or Principal.

Bringing a mobile phone (or other communication device) to school

Mobile phones (including Smart watches/fit bits/communication devices etc)) should not be at school unless absolutely necessary. A necessary case would include your child walking to and from school on their own and you would like confirmation from them that they are safe.

A Smart watch/fit bit/personal communication device is one that can be used to send messages or see/make calls on and may have the capability to Bluetooth to a mobile phone. Devices that utilise their own data are not permitted and are treated in the same manner as mobile phones and are not allowed to be with students during the school day.

Student must:

- Sign in mobile phones/electronic devices at the office as soon as they arrive at school (placed in a class container labelled e.g. 6C Mobile Phones);
- Mobile phones/ electronic devices are signed out at the end of the day;
- It is the student's responsibility to remember to collect their phone/device and sign it out;
- Any phones/device left at school in the collection buckets will be locked in a secure room; and
- Mobile phones/devices are NOT to remain in school bags during the day and are only to be used once outside the school grounds.

*It is **unacceptable** for students at Albany Creek State School to:*

- Use a mobile phones/electronic devices or other devices in an unlawful manner;
- Use a mobile phone during the school day;
- Download, distribute or publish offensive messages or pictures;
- Use obscene, inflammatory, racist, discriminatory or derogatory language;
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking;
- Insult, harass or attack others or use obscene or abusive language;
- Deliberately waste printing and internet resources;
- Damage computers, printers or network equipment;
- Commit plagiarism or violate copyright laws;
- Ignore teacher directions for the use of social media, online email and internet chat;
- Send chain letters or spam email (junk mail);
- Knowingly download viruses or any other programs capable of breaching the department's network security;
- Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material;
- Use a BYO device at school during lunch times or before or after school. They must remain in school bags or in the classroom;
- A comprehensive set of agreements guidelines for your BYO iPad program are agreed to by parents and students prior to the them commencing in Year 4
- Parent enrolment agreement is signed at the enrolment interview_
<https://ppr.qed.qld.gov.au/attachment/application-for-student-enrolment-form.pdf>
 - Bring a BYO iPad to school with a SIM data card installed.
- Message or email parents or other students during the school day, unless requested by a staff member.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Albany Creek State School Student Code of Conduct.

In addition, students and their parents should:

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities;
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.

Be aware that:

- Access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs;
- The school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices;
- Schools may remotely access departmentally-owned student computers or mobile devices for management purposes;
- Students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access;
- Despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed;
- Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student; and students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Albany Creek State School 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.

Albany Creek State School has a Student Council Committee, 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 Council Committee 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 Council 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 Albany Creek 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:

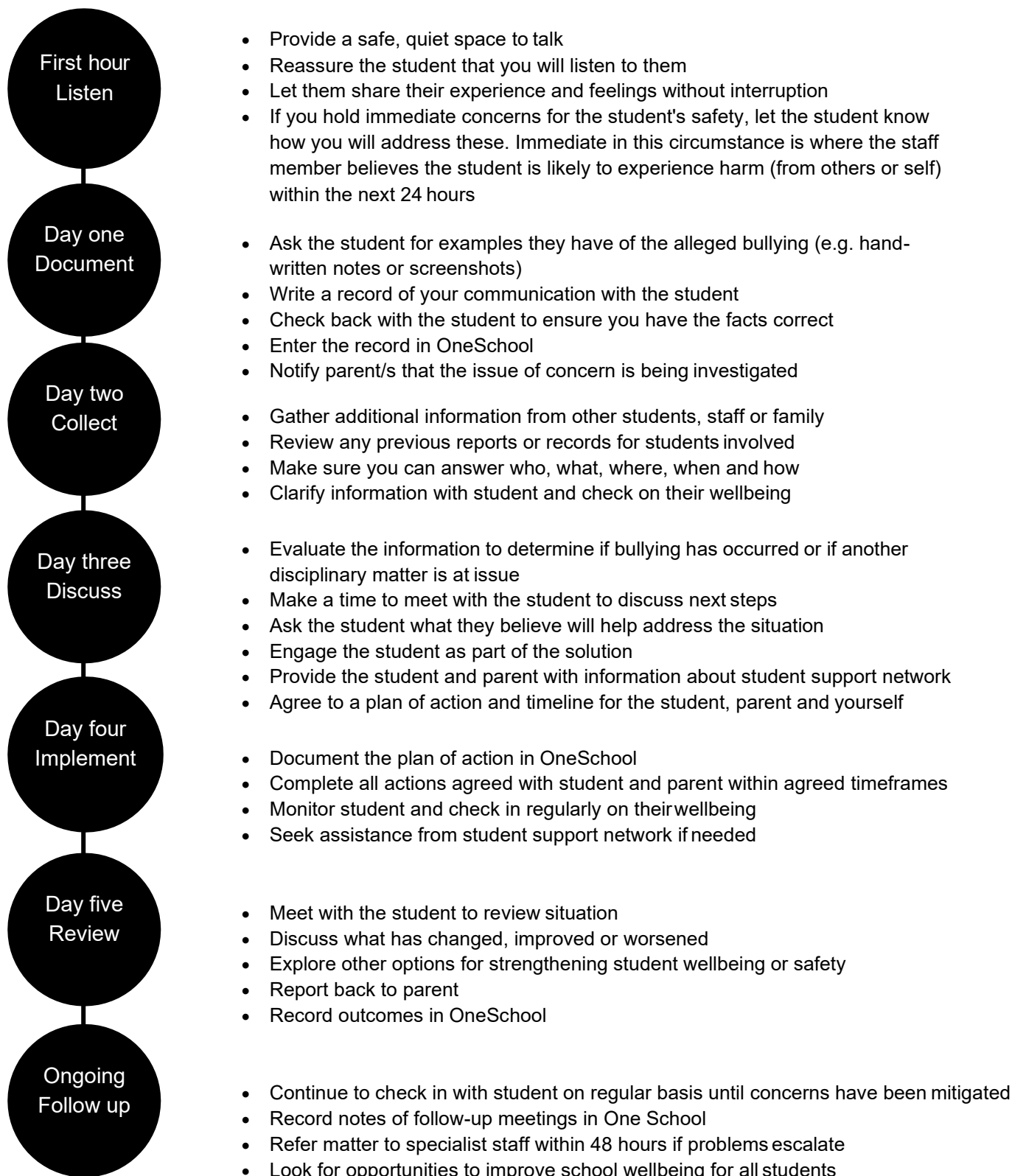
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Albany Creek State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Albany Creek State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Albany Creek State School - Bullying response flowchart for teachers

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



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, 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 Albany Creek State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

How to manage online incidents that impact your school

Student protection

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

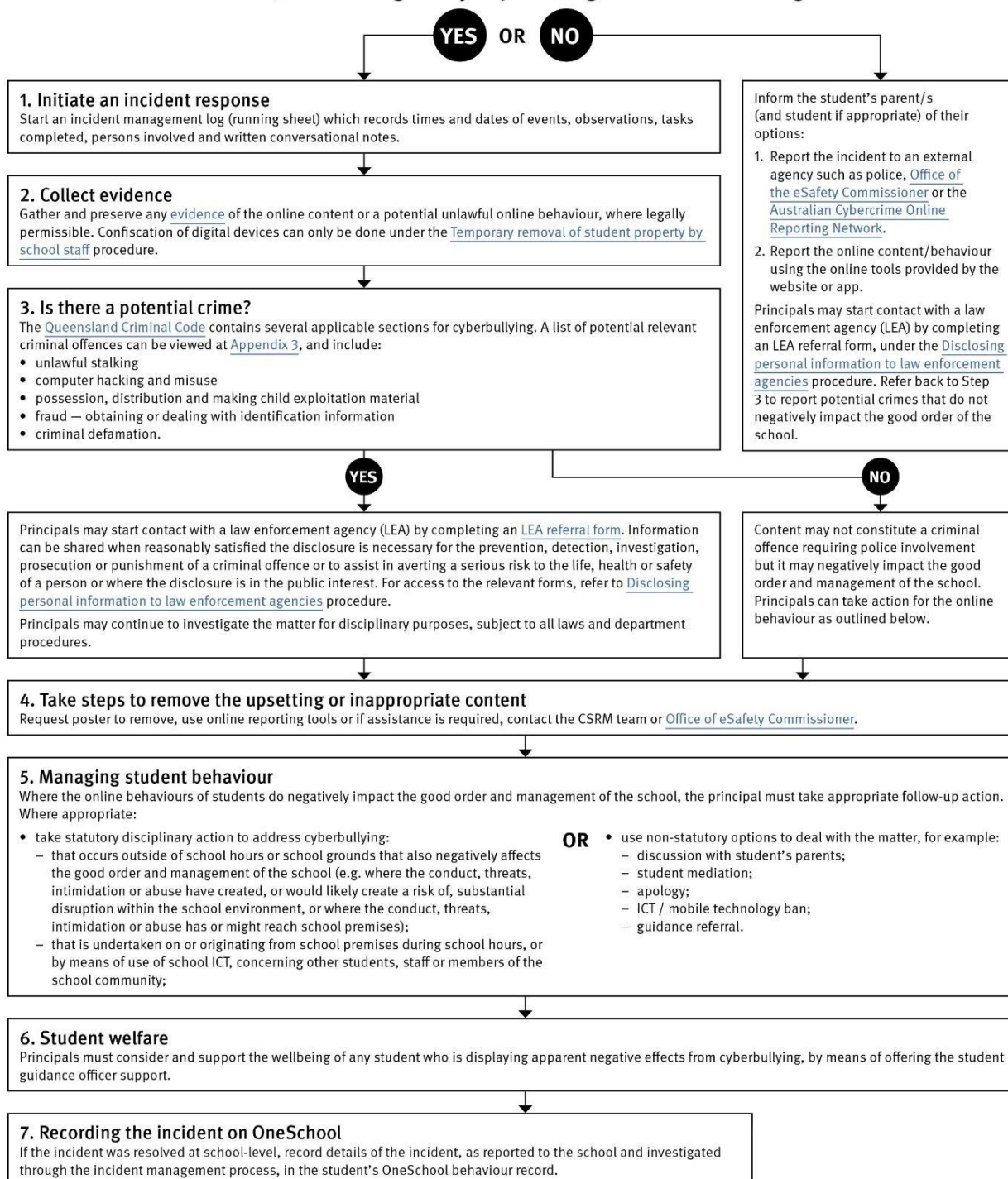
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Albany Creek State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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Albany Creek State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Albany Creek State School 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.

Albany Creek State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise. 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* (Cwth) 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.

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

- 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.
- 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.
- 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.
- 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.
- 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 student's 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](#)
- [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](#)

Some related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

Albany Creek State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school

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

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

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Complaints and grievances management policy](#).

