

Student Code of Conduct 2026-2027



Zillmere State
School
Aim High

- Be Respectful
- Be Safe
- Be a Learner

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



Purpose

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

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

This Student Code of Conduct is designed to facilitate the highest standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. We aspire to continually develop the skills in our students to assist in their development of responsible self-management skills, ability to problem-solve interpersonal conflicts with minimal/appropriate adult intervention, accept ownership of their behaviour and to develop a realisation of the effect that their behaviour has on others.

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Endorsement

Principal Name: Andrew Shaw

Principal Signature:



Date:

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

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

Date:

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Consultation

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

In the first phase, was a review of the previous Code of Conduct. This involved review legislation changes, examining a range of data sets and School Opinion data. Strengths and successes were identified from our previous school behaviour plan and areas for further development. A team consisting of the PBL committee, Leadership members and Zillmere teaching staff worked collaboratively to complete this task.

In the second phase a consult with staff, including the regional PBL coach took place to review data and trends to address areas of future development. A whole staff consultation occurred regarding implementation of the social emotional program Berry Street Education Model to align and compliment positive behaviours across the school.

In the third phase consultation and a review with the P and C occurred to have parent and community voice endorsed. A core team has continued to lead, monitor, reflect and adapt the effective universal behaviour management systems in place within the school to continue to support positive behaviour and meet the unique needs of Zillmere State School.



Learning and Behaviour Statement

At Zillmere State School, we expect everyone to actively and responsibly make decisions that respect the rights, feelings and safety of all concerned.

Our community values excellence in teaching and learning, strong relationships between students, staff and parents and a focus on the future when supporting all our students.

Through a supportive and inclusive environment, with a focus on high expectations, our school encourages each student to be an engaged learner and achieve personal success.

We support students to build the necessary knowledge and skills to successfully meet the expectations for behaviour at Zillmere State School.

Legislative Delegations

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 Regulations 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.

Whole School Approach to Discipline

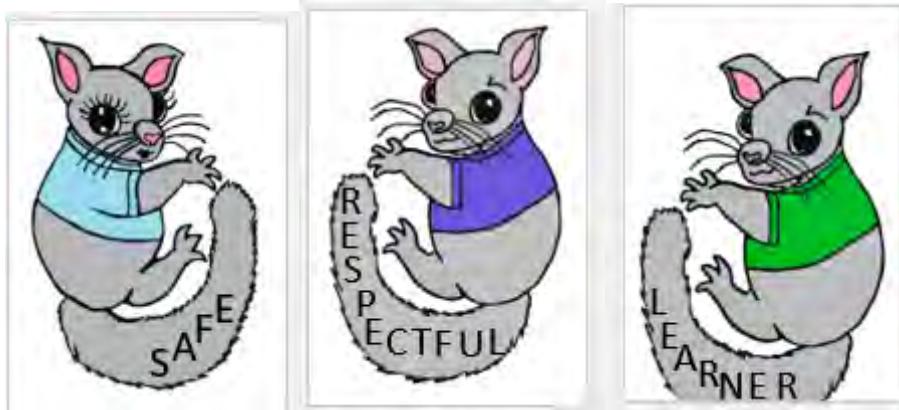
Zillmere State School uses Positive Behaviour for Learning (PBL) framework as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

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.
- approach from a preventative, proactive and positive lens.



School Rules and Expectations:



We are Respectful: we have kind words and kind actions; we treat others how we want to be treated.

We are Learners: we have a positive mindset and give things a go.

We are Safe: we are in the right place, at the right time, doing the right thing.

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

Positive Behaviour for Learning (PBL)

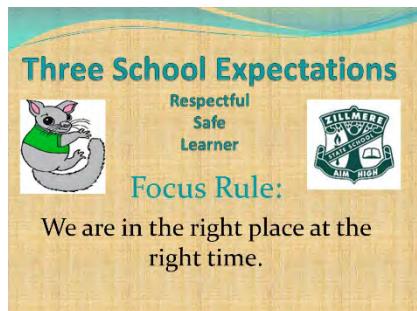
Zillmere State School staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet Zillmere's three core focal points of expected positive behaviour expectations in place for students, I am Respectful, I am Safe, I am a Learner. These three values are demonstrated daily, through explicit teaching, modelling and positive behaviour learning opportunities.

The PBL framework provides the ideal vehicle for teaching identified SEL competencies. Schools teaching SEL within a prevention-focused continuum of supports, such as PBL, have reported reduced rates of bullying, increased sense of school safety, improvements in students' emotional regulation and greater staff and student wellbeing.



Students

Below are examples of what these expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Zillmere State School. These posters are shared through our school Newsletter and Facebook page, to promote consistency with Positive behaviour at school and home.



Respectful

- Take responsibility for our actions and turn it around
- Respect the learning of others and the classroom
- Stay with class group and move quietly through the school
- Keep hands and feet to self and play fairly

Learner

- Use strategies to regulate emotions 'Ready to learn plans'
- Participate in learning activities
- Arrive on time prepared for class
- Pick up our rubbish and look after my belongings

Safe

- Be a positive upstander
- Ask for permission to leave the classroom and put on a movement band so that everyone knows I am having a movement break.
- Walk when moving through the school
- Sit down while eating and stay in the right area



Parents and staff

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

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you
You are respectful in your conversations at home about school staff	We will ensure positive behaviours are role modelled for all students
You respect the obligation of staff to maintain student and family privacy	We will maintain confidentiality about information relating to your child and family
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You 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 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 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.



Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You 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.



Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You 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 leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.



The Zone's of Regulation

Our teaching staff here at Zillmere State School implement The Zone's of Regulation as a teaching tool to support our Positive Behaviour for Learning (PBL) framework.

The Zones of Regulation is a trusted, evidence-based framework that builds emotional regulation and behavioural skills for life. Grounded in cognitive behavioural science, it gives students and communities a common language for navigating emotions—and the practical strategies to do it well at school and at home.



The ZONES of Regulation® Reproducible A4 Page 2

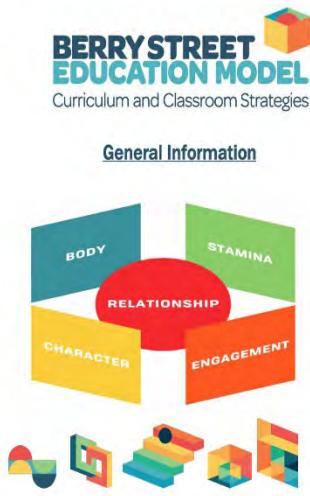


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Berry Street Education Model (BSEM)

Our Pedagogy here at Zillmere State School is driven through evidence-based research. To support Positive behaviour for Learning, we use The Berry Street Education Model (BSEM) to support students in unpacking The Zone's of regulation. The Berry Street model provides schools with a practical, trauma-informed framework that supports both student wellbeing and positive behaviour for learning. Grounded in evidence from trauma theory, positive psychology, and neurobiology, the model equips teachers with strategies to build strong relationships, create predictable routines, and explicitly teach emotional regulation and readiness for learning.



By focusing on the domains of Body, Relationship, Stamina, Engagement, and Character, BSEM aligns closely with Positive Behaviour for Learning (PBL) expectations, helping schools cultivate safe, supportive, and consistent environments where all students —can thrive academically, socially, and emotionally.

Reinforcing Expected Behaviour

At Zillmere State School, communication of our key messages about behaviour is backed up through reinforcement. This provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Whole School Reward Systems include:

- PBL focus skill
- Possum Stamps
- Possum Stamp Kubi Shop
- End of term celebration
- Student of the Week
- Positive Phone Calls/Emails
- Possum Postcards

Minor and Major behaviours

At Zillmere State School expected behaviours are documented in a Behaviour Expectations Matrix (*Appendix A*).

When responding to behaviour incidents, staff member determines if the behaviour is **minor** or **major**. (*Appendix B: Response to Behaviour Flow Chart*)

Appendix C: Minor and Major Behaviours Definitions

Most minor unexpected behaviour is managed by the staff member at the time it happens. Where appropriate, some minor behaviours are referred to the appropriate person for investigation. All major problem behaviour is referred directly to an Administration member.

When assigning consequences, staff undertake an assessment of the behaviour, the level of risk and the appropriate level/type of disciplinary consequences to be applied and consider a student's individual circumstances.



Logical Consequences

Logical consequences are defined consequences that are given to students linked to the unexpected behaviour not the student. Logical consequences allow the unexpected choice or behaviour to be distanced from the student. There is no shaming, judging, or punishment involved. Logical consequences take anger and punishment out of the equation and put the focus on teaching the expected behaviour. It puts the responsibility and choice into the student's hands.

Logical consequences can include but are not limited to:

- Losing play time
- Catching up on missed work during break times/preferred activity
- Writing a letter of apology
- Practicing the expected behaviour
- Community Service
- Missing out on an activity or event

Consideration of Individual Circumstances

Staff at Zillmere 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.



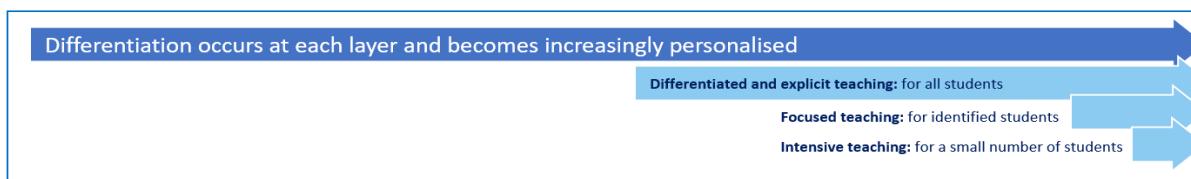
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Zillmere 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 Zillmere 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.



students. Each layer provides progressively more personalised supports for students.

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

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



Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Zillmere 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.

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

For more information about these programs, please speak with your class teacher.



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.

Disciplinary Consequences

The disciplinary consequences model used at Zillmere 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. A percentage 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, 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 4 positive to 1 negative commentary or feedback to class
 - Corrective feedback (e.g. “Hand up when you want to ask a question”)
 - Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
 - Explicit behavioural instructions (e.g. “Pick up your pencil”)
 - Proximity control
 - Tactical ignoring of inappropriate behaviour (not student)
 - Revised seating plan and relocation of student/s
 - Individual positive reinforcement for appropriate behaviour
 - Classwide incentives
 - Reminders of incentives or class goals
 - Redirection
 - Low voice and tone for individual instructions
 - Give 30 second ‘take-up’ time for student/s to process instruction/s
 - Reduce verbal language
 - Break down tasks into smaller chunks
 - Provide positive choice of task order (e.g. “Which one do you want to start with?”)
 - Prompt student to take a break or time away in class
 - Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
 - Provide demonstration of expected behaviour
 - Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)



- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Restorative conversations

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
- Reset Room
- Student transition and reflection space (STARS)
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network (LAUNCH) for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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 Zillmere 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 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Zillmere State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to



suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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



School Policies

Zillmere 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 including cyber bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Zillmere State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco and vaping devices)



- 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).
- Devices used for recording (images, motion, sound) e.g. digital cameras, MP3 players

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

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

Responsibilities

State school staff at Zillmere 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 Zillmere State School

- ensure your children do not bring property onto school's grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Zillmere State School Student Code of Conduct



- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Zillmere 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 Zillmere State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

We recognise that parents may prefer that students have access to a mobile phone to enhance security for travel to and from school. Mobile phones are items of value and can be disruptive to the classroom and learning environment. The following conditions are to be followed by all stakeholders with regards to mobile phones at Zillmere State School to meet the statewide requirements for mobile phones and wearable devices under the policy of “away for the day”.

Responsibilities

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

It is **acceptable** for students at Zillmere State School to:

- upon arrival at school, students must leave their mobile phones or devices at the school office to be collected prior to leaving



- wearable devices such as smart watches must have notifications unrelated to medical requirements switched off so that phone calls, messages and other notifications cannot be sent or received during school hours
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

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

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



In addition, students and their parents should;

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
 - schools may remotely access departmentally owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying, including cyber bullying

Zillmere 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.

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 fight 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 Zillmere 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 Zillmere 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.

Zillmere State School - Bullying response flowchart for teachers

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

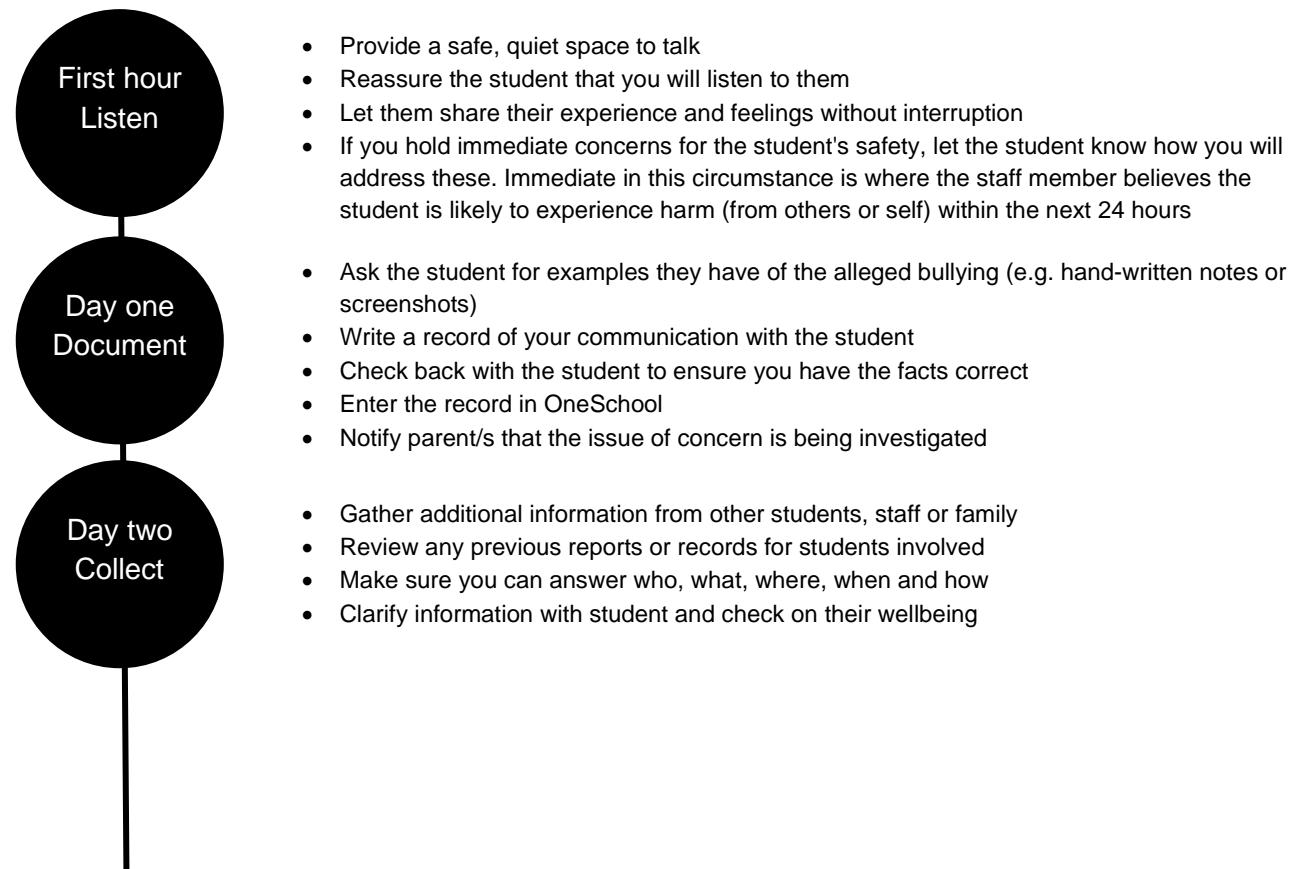


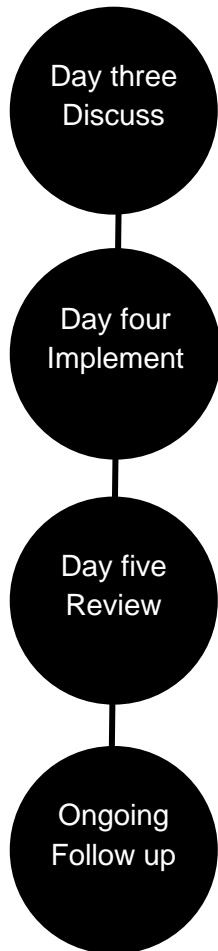
Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal(s)

Principal





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

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

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

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



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The school Principal and Deputy Principals are also available and 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 Zillmere 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 Principal



Zillmere State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

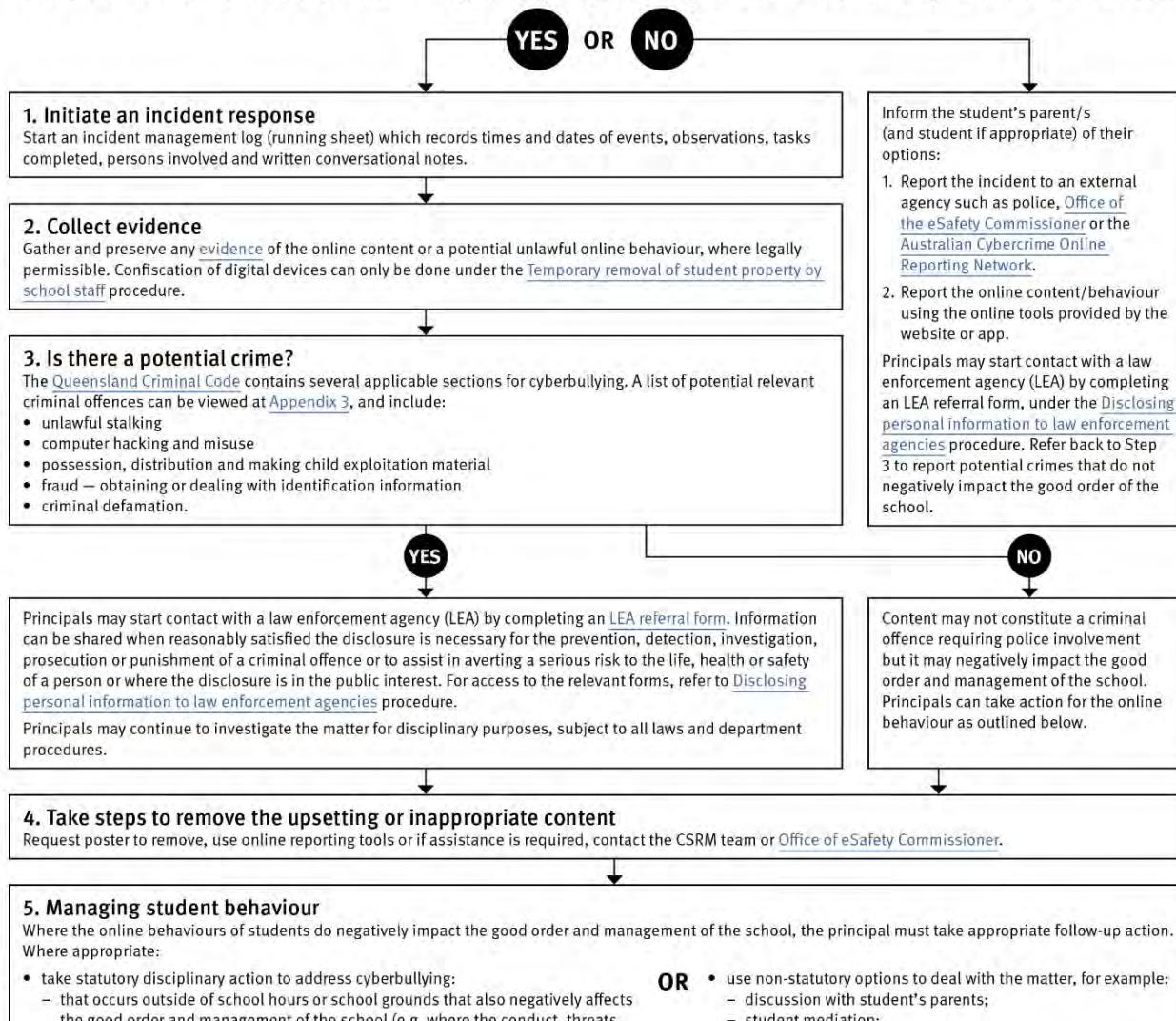
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSR) 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

Zillmere 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 Exemplar State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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



Appropriate use of Social Media

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

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

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

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

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

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



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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (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.



Restrictive Practices

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

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

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

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

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

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

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



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

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

Critical Incidents

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

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

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

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

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.



4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Ongoing professional discussions with Zillmere State School staff reinforce their understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. Staff are provided with information regarding critical incident procedures at staff induction and annually as an ongoing review of school operations. The school understands its obligation to train and update staff skills in behaviour management. There is a select team of staff trained in Crisis Prevention Intervention (CPI).

- An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action.
- Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

In such situations, the following guidelines apply:

1. Have an established process for calling for assistance (send an "Immediate Assistance Required")
2. Red card directly to office staff);
3. Avoid escalating the problem behaviour;
4. Maintain calmness, respect and detachment;
5. Approach the student in a non-threatening manner;
6. Only use restraint as a last resort and if you are trained;
7. Follow through;
8. Debrief.



Basic defusing strategies

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 explicit, clear and concise 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, debrief, 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

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.

In the event of an extreme critical incident, staff complete a Critical Incident Report and save it on OneSchool. Following a critical incident, staff are supported and provided with debriefing opportunities which may involve school Guidance Officer or outside agency support.



Resources

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



Conclusion

Zillmere 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 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 interest 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. Complaints maybe lodged by telephone, writing or in electronic format. (Email addresses can be accessed through the school's 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 28days of receiving the compliant outcome.

3. External review - Contact a review authority.

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

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- Complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.



Appendix A

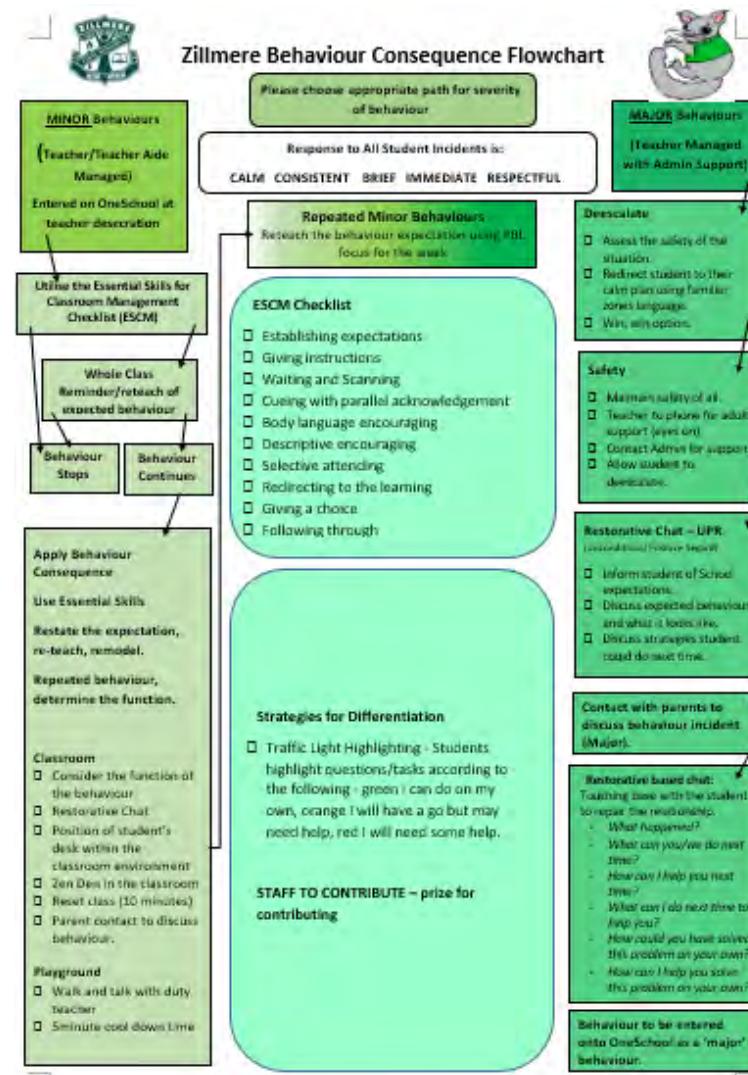


Zillmere State School Behaviour Matrix

	All Areas	Classrooms/Assembly	Playground, Walkways & Outside Areas	Toilets	Social Media
<i>Be a Safe, Respectful Learner.</i>	<ul style="list-style-type: none"> We always speak kindly and politely to others Includes others Use the High Five Be in the right place at the right time Use quiet voices so learning can continue Line up quietly in two lines We keep our hands and feet to ourselves We wear our uniform proudly 	<ul style="list-style-type: none"> Use whole body active listening Follow instructions Use our Toolkits and the Zones of Regulation Think about what the teacher is saying Have a go at something new Raise our hand to speak Respect others' right to learn Look after other people and our school's equipment Try our best Use our Growth Mindset Be prepared for learning Encourage others Ask to leave Be respectful of cultural and community traditions 	<ul style="list-style-type: none"> Ask for help if you need it Walk quietly and safely Play fairly and by the rules Help others learn the rules of the game Take care of our environment Wear a hat and correct footwear Put rubbish in the bin 	<ul style="list-style-type: none"> Respect everyone's privacy Leave the toilet clean for others Use the toilet during appropriate times of the day Take a buddy to the toilet Wash our hands Leave food outside the toilet 	<ul style="list-style-type: none"> We use school devices for learning purposes We follow internet/ social media guidelines We communicate positively We report to an adult if we see inappropriate content or feel unsafe



Appendix B



Behaviour Category	Definition	Non-examples	Minor Examples Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option	Major Example Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> • Swearing in conversation with peers (non-malicious) • Saying “stupid” or “ugly” and it is not directed at others. 	<ul style="list-style-type: none"> • Non-directed swearing in the classroom e.g. this is **** about work or a situation 	<ul style="list-style-type: none"> • Swearing directed at an adult or peer. • Making inappropriate racial or sexual comments. • Detailed threats to harm others.
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<ul style="list-style-type: none"> • Students work together and produce the same outcome in their work 	<ul style="list-style-type: none"> • Using other students work as their own. • Copying other students work on assessments 	<ul style="list-style-type: none"> • Multiple examples of copying – continuing to claim others work as their own after intervention of Minor academic misconducts.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.			<ul style="list-style-type: none"> • Student delivers a message of possible explosive materials being on school site, near school site, and/or pending explosion.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm.	<ul style="list-style-type: none"> • Calling someone ‘stupid’ as an isolated incident. • Saying “I’m not going to be your friend”. 	<ul style="list-style-type: none"> • Calling another person, a name more than once after that student has indicated that they do not like that name. 	<ul style="list-style-type: none"> • Repeated and intentional name calling/physical/teasing behaviour directed towards another (student or teacher).



Behaviour Category	Definition	Non-examples	Minor Examples Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option	Major Example Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff
	Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.			
Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Refusal to remove hat Wearing incorrect uniform Late to class with a reasonable excuse and evidence. 	<ul style="list-style-type: none"> Not following instructions first time or after warning choice/rule reminder Refusing to go to class. Refusing to line up. Running on concrete. In an out of bounds area. Five minutes late to class or leaving class early. Failing to remain for a detention. 	<ul style="list-style-type: none"> Failing to cease unsafe behaviour after corrected. Failing to response to redirection multiple times. Repeatedly refusing to go to class Refusing to go to Buddy Class. Refusing to surrender banned item. Failing to move away from an unsafe environment after prompted.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Rolling eyes when asked to do something. 	<ul style="list-style-type: none"> Mimicking a teacher Putting others down Talking throughout the lesson Uses non-directed swearing or gestures when given a direction. 	<ul style="list-style-type: none"> Persistently ignoring a staff member. Calling staff a disrespectful name. Repeatedly talking over a staff member.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk,	<ul style="list-style-type: none"> Throwing a rubber to a friend who has asked for a rubber. Calling out answers to questions excitedly. 	<ul style="list-style-type: none"> Loud talking to peers after rule reminder. Making noise – tapping pencils, calling out, sounds from laptop/device Moving around classroom 	<ul style="list-style-type: none"> Persistent and unresolved yelling/calling out. Sustained out of seat behaviour. Constantly stepping in and out of the classroom.



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	yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.		<ul style="list-style-type: none"> Stopping the learning of others 	<ul style="list-style-type: none"> Prolonged interruption to learning.
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> Wearing incorrect uniform and agreeing to change. Green but non-school logo shirt, pants, skort, skirt. Financial hardship Reluctance to seek assistance. 	<ul style="list-style-type: none"> Continual wearing of jewellery without cultural significance. Refusal to change into school provided uniform when arriving in incorrect uniform (exempt from non-example reasons). 	<ul style="list-style-type: none"> Wearing clothing with offensive slogans or symbols.
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	<ul style="list-style-type: none"> Misinterpretation of a message leading to miscommunication about an incident. 	<ul style="list-style-type: none"> Intentional lying to an adult with intent to mislead or misdirect. Taking an out-of-class lanyard without permission. Taking a lunch slip without permission Taking a first aid slip without permission. 	<ul style="list-style-type: none"> Deliberately misleading and consciously giving incorrect information relating to a behaviour incident. Making a false statement about an incident. Forging an adults signature.
Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> A student pushes another learner 		<ul style="list-style-type: none"> Student punching, slapping, hitting, biting, pulling hair, kicking or pushing of another person repeatedly in a back-and-forth manner with another student.



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				<ul style="list-style-type: none"> • Filming a fight between students. • Filming teachers trying to stop a fight.
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.	<ul style="list-style-type: none"> • Saying "I hate you!" to another person. 	<ul style="list-style-type: none"> • Teasing, taunting, belittling, using mean words or put downs. 	<ul style="list-style-type: none"> • Threatens to harm another student either directly or indirectly with probable actions. • Makes repeated gestures that indicate harm e.g. fake punching or throwing items, cutting throat. • Emailing inappropriate or rude messages and photos/pictures to other people on school device.
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.			<ul style="list-style-type: none"> • Principal' digression in relation to incident falling outside of the specific behaviour categories.



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Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> • Making unintentional contact with peers as part of a game – bumping into someone. 	<ul style="list-style-type: none"> • Student engages in inappropriate physical contact which does not result in physical injury. • Pushing another student while waiting in line. • Playing tackle football outside of gala day training with coach. 	<ul style="list-style-type: none"> • Physical contact with intent or outcome of causing injury or harm to others. • Intentionally hitting, punching, biting, hair pulling, tripping, pinching, kicking. • Encouraging a physical fight between others.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> • Accidental transfer of marker or pen onto a book in passing 	<ul style="list-style-type: none"> • Drawing on someone's book or worksheet. • Drawing on desks or chairs. • Stationery damage through incorrect use. 	<ul style="list-style-type: none"> • Breaking someone's personal property. • Damaging someone's personal property where it is deemed unusable. • Graffiti. • Vandalism. • Damage to staff cars or buildings.



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Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> Accidentally hitting someone with a ball. 	<ul style="list-style-type: none"> Uses stationary for a purpose other than its intent causing damage. Dangerous use of objects. 	<ul style="list-style-type: none"> Uses stationary for a purpose other than its intent causing physical injury to another student or staff. Uses an object to threaten, cause harm or physical injury to another person. Throwing an object with intent to cause harm.
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	<ul style="list-style-type: none"> Not completing work due to a skill deficit which would impair completion of work. 	<ul style="list-style-type: none"> Failure to respond to reasonable instructions given by an adult following reminders and prompts Failure to complete tasks during class time after supported Saying, "I'm not doing it" in relational to learning requirement. 	<ul style="list-style-type: none"> Ongoing work refusal. Persistent refusal to respond to staff instructions or engage with supports provided to assist with participation.
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.			<ul style="list-style-type: none"> In possession of, using or distributing any products containing tobacco or vaping products.
Substance misconduct involving	Student is in possession of, has supplied or is using illegal			<ul style="list-style-type: none"> Student found in possession of or using marijuana, alcohol



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illegal substances	drugs/substances/imitations or implements.			or any other illegal substance.
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.	<ul style="list-style-type: none"> • Accidentally accessing an inappropriate site. • Inappropriate use of social media at home. 	<ul style="list-style-type: none"> • Inappropriate use of a digital device (e.g. gaming). • Writing an inappropriate word in the text of an email at school. • Using IT without permission. • Mobile phone use on school grounds. 	<ul style="list-style-type: none"> • Using someone else's account. • Accessing inappropriate websites. • Mobile phone use on school grounds after reminders. • Refusal to take mobile phone to the office. • Recording/photographing others without consent. • Refusing to delete images/videos obtained without consent. • Sharing images/videos taken of others on school grounds without permission. • Accessing someone's school login account.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> • Finding a lost item and handing it to staff. • Handing an item to staff that someone else took. 	<ul style="list-style-type: none"> • "Borrowing" items and equipment without permission and not returning promptly. • Taking something from an open space without permission. 	<ul style="list-style-type: none"> • Searching through the desk, bag, or lunchbox of others and removing items. • Stealing school equipment. • Taking property of monetary value such a phone, charger, laptop, iPad.
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled	<ul style="list-style-type: none"> • Student asks for a break. • Student leaves the classroom to regulate and 	<ul style="list-style-type: none"> • Student arrives late to learning following a break/transition (15-20 mins). 	<ul style="list-style-type: none"> • Persistent and unresolved excessive lateness to learning time.



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	classes without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> • returns within 5 minutes and remains in line of sight. • Student leaves without permission but accesses the reset room and engages with staff and completes time. 	<ul style="list-style-type: none"> • Student takes excessive amount of time to go to the toilet or get a drink (15-20 mins). • Student leaves the classroom without permission (15-20 mins). 	
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> • Student collects a ball outside of the fence with staff permission and presence. • Arriving late to school. 	<ul style="list-style-type: none"> • Not entering the school grounds in the morning upon drop off. • Loitering at the bus stop before school. 	<ul style="list-style-type: none"> • Student is observed leaving school grounds. • Student is seen out of school grounds during school hours without parent present. Or an appropriate reason.
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).			<ul style="list-style-type: none"> • Student is in possession of an item such as lighter, matches, aerosol can. • Student uses, items such as lighters, matches, aerosol can.
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.		<ul style="list-style-type: none"> • Student manufactures a look alike weapon incapable of physical harm e.g., out of paper, cardboard and markers. 	<ul style="list-style-type: none"> • Student is in possession of items such as knives, guns or other objects that could cause harm. • Student uses, items such as knives, guns or other objects that could cause harm.



