



Southport State High  
Independent Public School

# Student Code of Conduct

## 2023-2024

### *Equity and Excellence*

*A progressive, high performing education system realising the potential of every student.*

*Realising the potential of every student renews our focus on empowering our teachers and school leaders, investing in digital innovation, school performance, fostering collaboration between schools and community delivering sustainable investment in schools for the future.*

*The focus areas include: Educational achievement, Wellbeing and engagement, Culture and inclusion.*

## Contact Information

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Contact Person: Nigel Hughes (Executive Principal)

## Endorsement

Principal Name: Nigel Hughes (Executive Principal)

Principal Signature:



Date: 10/07/2023

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

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



Date: 10/07/2023

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## Purpose

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

The Southport State High 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

## Introduction

Southport State High School is a centre for secondary education that is focused on personal excellence for all students.

Our school has a long and proud tradition of providing a supportive and caring community that delivers outstanding educational opportunities for all students.

Positive relationships between parents, students and teachers is the foundation of a supported learning environment that builds respect and allows students to be happy, care about others, expect greatness of themselves and lead to well-grounded and balanced lives.

Southport State High School has four core values, Teaching and Learning, Ourselves, Responsible Relationships and Our Community.

<b>Teaching and Learning</b>	A passion for learning, creativity and excellence; attending all classes with the required resources and demonstrating a positive attitude and work ethic.
<b>Ourselves</b>	A culture of high expectations for behaviour, learning and presentation; acting in a way that enables ourselves, and others to feel safe in our school environment.
<b>Responsible Relationships</b>	Interacting with others with honesty, integrity, respect and accountability.
<b>Our Community</b>	Connection with each other and our community through valuing diversity, and acknowledging and supporting the needs of others.

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 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. Every classroom has the four TORO values posted and teaching staff refer to them in an endeavour to support the ongoing development of positive behaviours.

Southport State High School uses the Positive Behaviour for Learning framework and staff take an educative approach to discipline – behaviours can be taught, and mistakes are opportunities to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their collaborative work in bringing together the Southport State High School Student Code of Conduct. Your interest and views provide a clear explanation of what we expect from students and how we will support them to meet those expectations.

## P&C Statement of Support

As president of the Southport State High School P&C Committee, I am proud to support the Student Code of Conduct. The ongoing consultation process has been an important aspect in the development of the Southport State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Southport State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Southport State High 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 Southport State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

## School Captains/Leaders Statement

On behalf of the student body at Southport State High School, we endorse the Student Code of Conduct for 2023 - 2024. Throughout the year, we will continue to work with the school administration team and the Southport State High 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 TORO Roll Mark teacher, however you are also invited to approach any of us directly.

**School Captain:** Jessie Osborne

**Date:** 2023

**School Captain:** Alannah Cook

**Date:** 2023

**Senior School Council Representative:** Lauren Nguyen

**Date:** 2023

**Senior School Council Representative:** Chrysander Constantinou

**Date:** 2023

**Junior School Council Representative:** Bo Dorahy

**Date:** 2023

**Junior School Council Representative:** Alan Morris

**Date:** 2023

## 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:	2021	2022
My child likes being at this school.	90.4%	91.4%
My child feels safe at this school.	93.8%	94.0%
My child's learning needs are being met at this school.	85.7%	88.9%
My child is making good progress at this school.	87.4%	90.9%
Teachers at this school expect my child to do his or her best.	95.9%	96.4%
Teachers at this school provide my child with useful feedback about his or her schoolwork.	89.9%	89.9%
Teachers at this school motivate my child to learn.	86.1%	87.8%
Teachers at this school treat students fairly.	87.8%	90.2%
I can talk to my child's teachers about my concerns.	92.3%	92.3%
This school works with me to support my child's learning.	87.8%	88.8%
This school takes parents' opinions seriously.	82.9%	83.7%
Student behaviour is well managed at this school.	87.5%	88.7%
This school looks for ways to improve.	90.6%	93.9%
This school is well maintained.	97.2%	97.3%
This is a good school.	93.3%	93.5%

### Student Opinion Survey

Performance Measure		
Percentage of students who agree that:	2021	2022
I like being at my school.	70.3%	65.8%
I feel safe at my school.	82.9%	81.3%
My teachers motivate me to learn.	80.0%	72.8%
My teachers expect me to do my best.	97.2%	90.9%
My teachers provide me with useful feedback about my schoolwork.	80.6%	98.1%
Teachers at my school treat students fairly.	70.2%	64.6%
I can talk to my teachers about my concerns.	61.7%	61.4%

My school takes students' opinions seriously.	57.0%	41.1%
Student behaviour is well managed at my school.	75.8%	56.2%
My school looks for ways to improve.	75.9%	72.3%
My school is well maintained.	91.6%	79.4%
My school gives me opportunities to do interesting things.	76.6%	71.6%
This is a good school.	83.7%	77.5%

### Staff Opinion Survey

Performance Measure		
Percentage of staff who agree that:	2021	2022
I feel this school is a safe place in which to work.	96.0%	89.4%
This school looks for ways to improve.	96.0%	90.9%
I have access to relevant professional development.	87.8%	89.8%
Information and communication technology issues at this school are resolved promptly.	97.2%	97.7%
The wellbeing of employees is a priority for this school.	79.4%	58.1%
I am aware of health, safety and wellbeing procedures at this school.	98.0%	90.2%
This is a good school.	96.0%	93.2%

## School Disciplinary Absences (SDA)

A range of disciplinary consequences are used to address inappropriate behaviour. Suspensions and exclusions are 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 all 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 three main categories of SDA: short suspension, long suspension and exclusion.

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

SOUTHPORT STATE HIGH SCHOOL DISCIPLINARY ABSENCES			
Type	2020	2021	2022
Short Suspensions – 1 to 10 days	345	286	257
Long Suspensions – 11 to 20 days	16	9	13
Exclusions	14	26	21

# Learning and Behaviour Statement

## Our Mission

To provide an outstanding educational environment led by an expert teaching team who respond to individual student needs and talents, whilst delivering a guaranteed, viable, world class curriculum that is digitally rich and academically challenging. We are passionately committed to creating critical, global thinkers who are connected to real world pathways and opportunities.

***"Respice Finem. Look to the end result"***

At Southport State High School, we achieve this mission through a commitment to:

- Personal excellence
- Caring Relationships
- A focus on individual success

## Our Values

Southport State High School has four key values that guide everything we do. We seek to instill these values in every student at the school. We call these values the **TORO values**.

Our **TORO values** are:

### Teaching and Learning

A passion for learning, creativity and excellence, Attending all classes with the required resources and demonstrating a positive attitude and work ethic.

### Ourselves

A culture of high expectations for behaviour, learning and presentation. Acting in a way that enables ourselves, and others to feel safe in our school environment.

### Responsible Relationships

Interacting with others with honesty, integrity and accountability.

### Our Community

Connection with each other and our community through valuing diversity, acknowledging and supporting the needs of others.

To promote these values we embrace:

- A sense of community and belonging
- A diverse curriculum
- Flexible approaches
- Willingness to embrace new technologies

As a result, our school is focused on:

- Individual achievement
- Genuine care
- Responsible behaviour and citizenship
- Education of the whole person
- Leadership

At Southport State High School, we believe that a student's educational outcomes are maximised when they are provided with a safe, disciplined and supportive environment. Our wider school environment includes our entire local community, travel to and from school and online social media platforms. Our school community is able to provide a positive environment by implementing the Student Code of Conduct. We are committed to providing a safe, respectful and positive learning environment underpinned by our relational culture, in which students can excel, have the opportunities to engage in quality learning practices and acquire values supportive of their lifelong wellbeing.

Southport State High's motto of *Respice Finem* (Look to the end result) and the TORO values represent the core beliefs embedded in our Student Code of Conduct. The school promotes four key behaviour expectations: *Be Safe, Be Respectful, Be Responsible, Be a Learner* to ensure student accountability and commitment to a quality education.

Southport State High is a school that embraces the principles of Positive Education and Positive Behaviours for Learning (PBL), embedded within the programs offered by the Student Support Services team. All of our students are explicitly taught and practice essential skills that position them to succeed in their preferred careers and thrive in all dimensions of a balanced adult life including relationships, health, creativity, and citizenship.

Our school community believes that:

- It is reasonable to have high expectations of our students and that they will, at all times, act in a manner that will bring credit to themselves, their families and the school.
- Behaviour is learned and that when behaviour is inappropriate, new behaviours can replace old.
- Behaviour management should aim to promote self-discipline and positive behaviours.
- Positive Education and PBL are utilised to reinforce the expected behaviours.
- Individuals are responsible for their behaviours and are capable of problem solving to "make it right". Therefore, our preferred model for behavioural consequences is based upon restorative practice where possible.
- Early intervention and a progression of consequences from least to most intrusive is the best way of reducing inappropriate behaviour.

Parents/Caregivers play a primary role in supporting and nurturing the children, so our work with young people flourishes when all parties work together. Students learn best when they:

- Are treated with understanding, respect and politeness
- Feel safe and confident
- Feel challenged by the tasks they are completing
- Feel pride in their achievements
- Can work in a supportive classroom environment and thrive within a relational culture
- Are emotionally, physically and socially healthy
- Have a sense of belonging to the school community.

## Multi-Tiered Systems of Support

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum, Positive Education and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• Teaching behaviours in the setting they will be used.</li> <li>• Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account.</li> <li>• Providing refresher lessons and targeted recognition throughout the school year.</li> <li>• Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Some students will benefit from targeted instruction and support (10-15%). By providing more time and specialisation in services from a range of school-based staff, we provide opportunity for 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 particular aspects of Positive Education and Positive Behaviour for Learning (PBL). 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"> <li>• There is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• Interventions require little time of classroom teachers and are easy to sustain.</li> <li>• Variations within each intervention are limited.</li> <li>• Interventions have a good chance of working (e.g., they are 'evidence-based' interventions that are matched to the student's need).</li> </ul>
3	<p>Few students (2-5%) may require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. When working with these students the goals are to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour.</li> <li>• TEACH the student an acceptable replacement behaviour.</li> <li>• REINFORCE the student's use of the replacement behaviour.</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul>

## Consequences for Unacceptable Behaviour

All behaviour incidents are recorded on OneSchool. When responding to behaviours incidents, the staff member determines if the problem behaviour is minor or major with the following agreed understanding.

- Minor behaviour incidents are managed by staff members at the time it happens.
- Major behaviour incidents are referred directly to Dean of Students, Curriculum Head of Department, Deputy Principals or Principals.

The consequence for a minor problem behaviour is logically connected to the inappropriate behaviour, and may include the following:

- i) Complete removal from an activity or event for a specified period of time,
- ii) Time out from the activity or event,
- iii) An individual meeting with the student,
- iv) Apology, restitution, restorative justice, or detention for the completion of work.

A redirection process where a staff member takes the student aside and:

- i) Names the behaviour that the student is displaying
- ii) Asks the student to name the expected school behaviour
- iii) States and explains the expected school behaviour, if needed
- iv) Gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- i) Significantly violate the rights of others
- ii) Put others or self at risk of harm
- iii) Require the involvement of the Dean of Students, Curriculum Head of Department, Deputy Principals or Principals.

Major behaviours result in an immediate referral because of the seriousness of the behaviour. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of the expected school behaviour. The student is directed to the Engagement Hub or Staffroom. Alternatively, a call can be made to request a staff member to collect the student from the classroom.

## Consideration of Individual Circumstances

Staff at Southport State High 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 principals 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

Southport State High 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 our TORO curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and student can have on a students' academic and social outcomes. As part of the whole school's curriculum at Southport State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; 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*

Southport State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is undertaken as a proactive and protective measure for the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

Southport State High 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*

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

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

Southport State High 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*

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

#### *Suicide prevention*

Southport State High 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, Southport State High 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, Southport State High 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, Southport State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support Network**

Southport State High 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 Southport State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help to 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 relevant Year Level Dean of Students on the school phone number.

Role	What they do
Guidance Officers	<ul style="list-style-type: none"> <li>• Provide a comprehensive student support program in the school environment offering counselling with students on a one-on-one basis or in a group setting.</li> <li>• Assist students with specific difficulties, acting as a mediator or providing information on other life skills.</li> <li>• Liaises with parents, teachers, or other external health providers as needed within the counselling process.</li> </ul>
HOD TORO	<ul style="list-style-type: none"> <li>• Promotes and tracks positive behaviour within the school.</li> <li>• Supports students, teachers and HODs in managing and dealing with behaviour incidents.</li> <li>• Promotes positive student engagement in learning and extracurricular activities.</li> <li>• Coordinates student leadership programs to develop student character and connectedness within the school and wider community.</li> <li>• Lead role for implementation of Positive Behaviour for Learning (PBL) and Positive Education.</li> </ul>
Dean of Students (Year 7 – Year 12)	<ul style="list-style-type: none"> <li>• Monitors attendance, behaviour and academic data to identify areas of additional need.</li> <li>• Responsible for student welfare of the relevant year level.</li> <li>• Provides continuity of contact for students and their families through the six years of schooling.</li> <li>• Ensures students feel safe and comfortable and want to come to school.</li> <li>• Nurtures a sense of belonging to the home group, year level and school.</li> <li>• Identifies opportunities to reward students to enhance cohort cohesion at each year level.</li> <li>• Meets with students to inspire, grow and support their capabilities.</li> <li>• Organises Guest Speakers for Year Level Assemblies.</li> <li>• Liaises with relevant agencies to protect and support students as required.</li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>• Provides individual and, at times, group support to students to assist their engagement with education and training.</li> <li>• Supports students to overcome barriers to education such as <ul style="list-style-type: none"> <li>○ attendance at school</li> <li>○ vaping, drug and alcohol support needs</li> <li>○ learning support</li> <li>○ relationships/social skills</li> <li>○ conflict with family/peers/teachers</li> <li>○ social/emotional/physical wellbeing.</li> </ul> </li> </ul>
Indigenous Liaison Officer	<ul style="list-style-type: none"> <li>• Works closely with Deputy Principal, Dean of Students, Guidance Officer and their local communities, to provide support and advice for students, staff and parents in order to enhance the educational experience for Indigenous students.</li> </ul>
Industry Liaison Officer	<ul style="list-style-type: none"> <li>• Provides support for students seeking industry placement and qualifications by discussing workplace expectations (e.g. appropriate clothing, safe behaviour, communicating with peers).</li> </ul>

	<ul style="list-style-type: none"> <li>Assists students to gain essential documents and follow key processes (i.e. TFN, USI, Superannuation, Driver Licence, Mygov etc).</li> <li>Shares key information with parents and carers to support and encourage student progress.</li> </ul>
HOD Junior School	<ul style="list-style-type: none"> <li>Coordinates transition of students moving from Year 6 to Year 7.</li> <li>Monitors student performance and engagement data, arranges intervention for students in Years 7 and 8.</li> </ul>
HOD Middle School	<ul style="list-style-type: none"> <li>Coordinates transition from Junior to Senior phase of learning (including SET-P).</li> <li>Monitors student performance and engagement data, arranges intervention for students in Years 9 and 10.</li> </ul>
HOD Senior School	<ul style="list-style-type: none"> <li>Manages student attainment of Queensland Certificate of Education (QCE), vocational qualifications and Year 13 pathways.</li> <li>Monitors student performance and engagement data, arranges intervention for students in Years 11 and 12.</li> </ul>
School-Based Police Officer	<ul style="list-style-type: none"> <li>Promotes positive relationships between the school community and police.</li> <li>Develops crime prevention and problem orientated initiatives, engaging community and inter-agency partnerships.</li> <li>Assists with the understanding of law/legal process and procedures, particularly in relation to young people.</li> <li>Attends to police-related matters within the school community, where appropriate.</li> <li>Ensures Queensland school communities are safe and secure.</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>healthy eating and exercise</li> <li>relationships</li> <li>personal and family problems</li> <li>feeling sad, worried and angry</li> <li>sexual health</li> <li>smoking and vaping</li> <li>alcohol and other drugs.</li> </ul> </li> </ul>
Youth Worker (Mission Australia)	<ul style="list-style-type: none"> <li>Provides individual consultations and support to students at risk of disengaging from school and youth homelessness.</li> </ul>
Drug and alcohol counsellor (Ted Noffs)	<ul style="list-style-type: none"> <li>Provides support and education to students experiencing challenges with drugs and alcohol.</li> </ul>

It is also important for students and parents to understand there are regional and state-wide support services 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 relevant Year Level Dean.

## Whole School Approach to Discipline

Southport State High School uses Positive Behaviour for Learning processes (PBL) as the multi-tiered support system for discipline within 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 implement and maintain consistent school and classroom improvement practices.

At Southport State High School, we believe discipline is 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 Southport State High 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. Setting students up for success is a shared goal for every parent and school staff member and using the PBL framework provides a consistent language at home and at school.

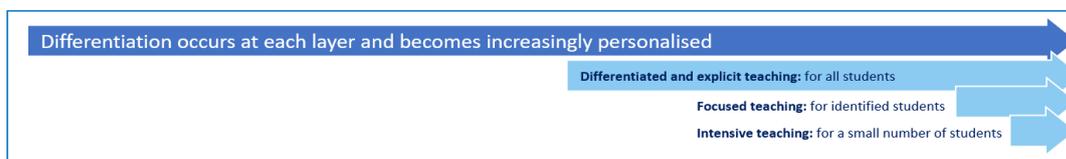
Any students or parents who have questions or would like to discuss the Student Code of Conduct or the underlying principles of PBL are encouraged to speak with either the Year Level Dean or sub-school Deputy Principal.

## Differentiated and Explicit Teaching

Southport State High 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 Southport State High 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.



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

## 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 Southport State High School to provide focused teaching. Focused teaching is aligned to the school-wide expectations, 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.

Southport State High School has a range of Student Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Positive Education
- Rock and Water
- Girls With a Purpose
- Project Booyah
- Working on Me

For more information about these programs, please speak with the relevant Year Level Dean of Students.

## 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.

# Legislative Delegations

## Legislation

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

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

## Delegations

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

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Southport State High 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. "Sit in your seat.")
- 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 tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## Focused

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

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

## Intensive

School leadership team work in consultation with a number of school-based staff and external service providers to address persistent or ongoing serious problem behaviour. This may include:

- 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 Southport State High 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

The re-entry meeting is a targeted support measure that can build positive relationships between the student, family and school staff. The parents of students who are suspended from Southport State High School are invited to attend a re-entry meeting, either before or on the day of the scheduled return to school. The main purpose of this meeting is to welcome the student back to school and provide clear guidance on the supports available to assist their success moving forward. While it is preferred that parents attend the meeting, the student will not be penalised if the family does not engage in this opportunity.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. A record of the meeting is saved in OneSchool, as an action after the suspension as either Administration Follow-Up, Support & Intervention or Discipline Improvement Plan. Any notes, documents or discussions that occur during this meeting are recorded under the Contact tab.

### Structure

This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community. 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.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Check progress of curriculum work
- 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.

**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 HOSES may also offer important advice to ensure a successful outcome to the re-entry meeting.

## Management of Major Disciplinary Matters <sup>1</sup> by Year Level Dean of Students/HOD Positive Behaviour/Deputy Principals/Principal

Southport State High School			
Category	Problem Behaviour	Definitions	Possible Consequences <sup>2</sup>
Abusive language	Abusive language	Student delivers verbal messages that include swearing, name-calling, or use of words in an inappropriate way.	Focused or Intensive Consequences including possible suspension
	Occupational Abuse	Offensive language directed at a staff member	Focused or Intensive Consequences including possible suspension
Academic Misconduct	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.	Focused or Intensive Consequences including possible suspension
Bomb Threat/False Alarm	Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Focused or Intensive Consequences including possible exclusion
Bullying	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.	Focused or Intensive Consequences including possible suspension
	Bullying	Ongoing bullying and/or intimidation of others. The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling.	Focused or Intensive Consequences including possible exclusion
Defiance	Defiance	Student refuses to follow directions given by school staff or does not follow school processes or procedures e.g. truancy.	Focused or Intensive Consequences including possible suspension
	Consistent and Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support - possession of prohibited items e.g. aerosol sprays and chewing gum.	Focused or Intensive Consequences including possible exclusion
Disrespect	Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Focused or Intensive Consequences including possible suspension

<sup>1</sup> **Major disciplinary matters** means disobedience, misconduct or other conduct prejudicial to the good order and management of the school of a more significant nature, which can only be dealt with by Year Level Dean of Students, HOD Positive Behaviour, Deputy Principals and/or the Principal.

<sup>2</sup> **Possible Consequences:** staff take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary consequence. Our school draws upon a comprehensive range of strategies (previously described, differentiated, focussed and intensive) to consider when addressing individuals and their misbehaviour.

	Occupational Disrespect	Student is disrespectful or dismissive towards adults.	Focused or Intensive Consequences including possible suspension
	Use/possession sexual items	Possession or sharing of pornographic material or sexual items/materials.	Focused or Intensive Consequences including possible exclusion
	Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (Full or partial) during school.	Focused or Intensive Consequences including possible exclusion
Disruption	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.	Focused or Intensive Consequences including possible suspension
	Hostile Disruption	Aggressive behaviour including yelling, throwing objects (not causing harm) or other actions (that could include kicking, punching, smashing objects).	Focused or Intensive Consequences including possible exclusion
Dress code	Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Focused or Intensive Consequences including possible suspension
Falsifying Documents	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.	Focused or Intensive Consequences including possible exclusion
Fighting	Fighting	Student is involved in mutual participation in an incident involving physical violence.	Focused or Intensive Consequences including possible suspension
Harassment	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.	Focused or Intensive Consequences including possible suspension
	Persistent Harassment	Ongoing delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Focused or Intensive Consequences including possible exclusion
	Occupational Harassment/ Threats	The delivery of threats or disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff or community.	Focused or Intensive Consequences including possible suspension
Other – charge – related suspension	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.	Focused or Intensive Consequences including possible exclusion
Physical aggression	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	Focused or Intensive Consequences including possible suspension

		aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	
	Encouragement of Violence	Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises).	Focused or Intensive Consequences including possible exclusion
	Premeditated acts of violence	Student engages in planned actions so as to cause physical harm to another student.	Focused or Intensive Consequences including possible exclusion
	Occupational Violence	Student engages in actions involving physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) with a member of staff or community	Focused or Intensive Consequences including possible exclusion
Property Damage	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Focused or Intensive Consequences including possible suspension
Property misuse causing risk to others	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.	Focused or Intensive Consequences including possible suspension
Refusal to participate in the educational program of the school	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.	Focused or Intensive Consequences including possible suspension
Substance misconduct involving illegal substances	Substance possession involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Focused or Intensive Consequences including possible exclusion
Substance misconduct involving tobacco and/or other legal substances	Substance possession involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Focused or Intensive Consequences including possible suspension
Technology Violation	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 Denial-of-Service (DoS) attacks, use of key loggers, impersonating staff or other students.	Focused or Intensive Consequences including possible exclusion
Theft	Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	Focused or Intensive Consequences including possible exclusion
Truancy	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).	
	Out of school	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	

Use/possession of combustibles	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).	Focused or Intensive Consequences including possible exclusion
Use/possession of weapons	Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.	Focused or Intensive Consequences including possible exclusion

Southport State High 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 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 Southport State High 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 vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

courses, the school will provide information about the procedures for carrying and storing these items at school.

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

## **Responsibilities**

### **Southport State High School Staff:**

- 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 (e.g. 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.

### **Southport State High School Parents and Caregivers:**

- 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 Southport State High 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.

### **Southport State High School Students:**

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

## Use of mobile 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, Southport State High 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.

### Responsibilities

Junior Secondary students must not use their devices (mobile phone or iPad) during first or second break.

The exception to this is if Junior Secondary students are using their learning device (iPad) during first and second break for learning purposes in the Learning Hub.

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

Under teacher discretion, it is **acceptable** for students at Southport State High School to:

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

It is **unacceptable** for students at Southport State High School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language

- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use 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.

Any student found breaching the Southport State High School Student Code of Conduct in relation to mobile phones will have it confiscated. If a mobile phone is confiscated for a third time, the student's parent / guardian will be contacted to collect the mobile phone from school.

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 Southport State High 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

Southport State High 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 engage positively with their child's education contribute 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.

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



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

A priority for the Student 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 Southport State High School, 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 Southport State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

## **Minimising Bullying**

Numerous activities are undertaken to develop strong friendly relationships between students. Some of these include:

- a transition program from primary to high school
- self-esteem, relationship development and anti-bullying programs run in TORO classes
- student council promoting positive bystander behaviour
- cross age extra-curricular activities
- Year Level Deans working with smaller cohorts of students
- special support programs for improving low self-esteem and socialisation skills
- using the data from the National Safe School Framework survey to inform improvements in practice.

## **When bullying occurs, what should be done?**

By the students

- Initially use appropriate responses to solve the problem (e.g. walk away)
- Seek intervention by reporting bullying to a staff member or parent
- Demonstrate positive bystander behaviour and tell a staff member or parent if they see another student being bullied
- Never ignore the situation.

By the parent

- Model appropriate behaviour at all times
- Support the school's philosophy
- Watch for signs of your child being bullied
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a staff member if they are being bullied
- Inform your student's Year Level Dean of Students immediately of any suspected bullying.

By teachers

- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable. Listen to the student and ask what you can do to help
- Intervene and monitor
- Record all reported incidents on OneSchool, and make a referral to the Year Level Dean of Students.

## **Procedures**

### **Stage 1**

Initial reports of bullying resolved with assistance of classroom teacher and Year Level Dean of Students. All details recorded on OneSchool.

### **Stage 2**

Continued bullying referred to relevant sub-school Deputy Principal. If appropriate, initiate the process of Restorative Justice and place student on a Discipline Improvement Plan (DIP). Both sets of parents/caregivers to be informed and identify role they can play in assisting the resolution.

### **Stage 3**

When bullying continues after support and involvement of parents, the conditions of the DIP have been ignored. This may lead to suspension or a recommendation to exclude the student.

## **Key contacts for students and parents to report bullying:**

**HOD TORO** – (07) 5509 1222

**Year Level Dean of Students (Year 7 to Year 12)** – (07) 5509 1222

## Cyberbullying

Cyberbullying is treated at Southport State High 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 relevant Year Level Dean of Students.

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 Southport State High 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 relevant Year Level Dean of Students.

# Southport State High School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

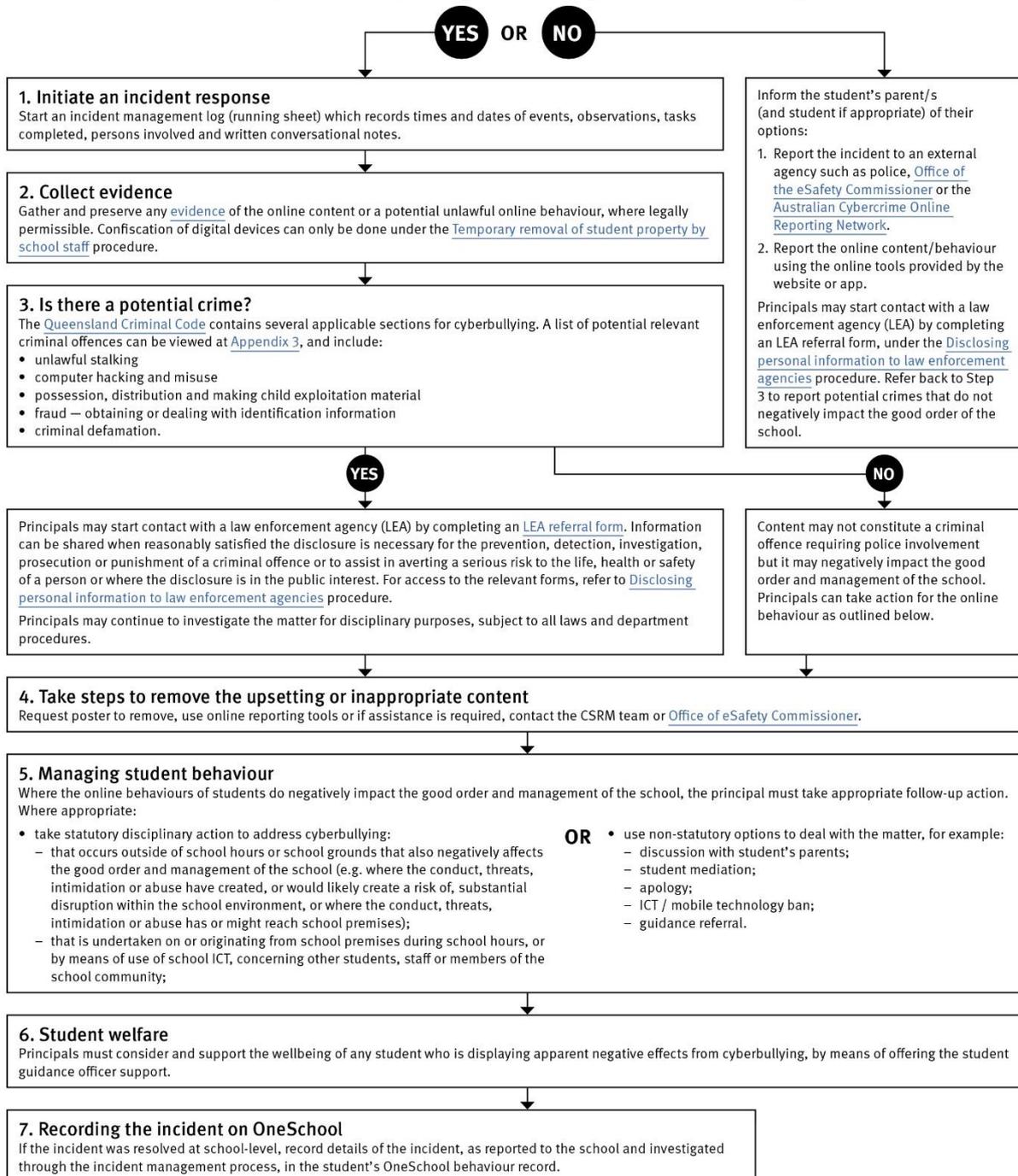
### Explicit images

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

### Report

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

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



## **Student Intervention and Support Services**

Southport State High 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 Southport State High 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 withdrawal from class, playground or school celebrations or more severe punishments such as suspension or exclusion from school.

## Southport State High School – Anti-Bullying Contract

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

### Southport State High School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Southport State High 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 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 is 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:

- 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.
- 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.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.

### 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 social media.

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

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

## **Possible civil or criminal ramifications of online commentary**

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

## **What about other people's privacy?**

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

## **What if I encounter problem content?**

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

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

## Restrictive Practices

School staff at Southport State High 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 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 needs 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 possible time 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 may be sudden, urgent, usually unexpected, generally requiring immediate action or it may be protracted (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 punish or discipline the student; it is a period of crisis management.

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, moving into the student's space, touching or grabbing the student, cornering the student, communicating anger and frustration through body language, sudden responses, sarcasm, or becoming defensive.
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 key moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

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

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

# Resources

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

## Conclusion

Southport State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. However, there may be occasions where parents need to raise a concern or make a complaint about an issue they 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
- understand that unreasonable, disrespectful, or abusive conduct will not be tolerated
- advise us if something changes, or you wish to withdraw your complaint.

**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](http://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](#).