



# Collingwood Park State School

## Student Code of Conduct 2021-2024

### ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023

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## Endorsement

Principal: Meridee Cuthill

Principal Signature: *Meridee Cuthill*

Date: 09/02/2021

P&C President: Richard Shackel

P&C President Signature: *Richard Shackel*

Date: 9<sup>th</sup> Feb 2021

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## Purpose

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

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

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

## Principal's Foreword

Collingwood Park State School is committed to providing high quality education for every child from Prep to Year 6 within a safe, inclusive and disciplined environment. Our students come to us from a diverse range of backgrounds and are encouraged to become independent and collaborative learners. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

Collingwood Park State School has four core values: Co-operate, Attend, Respect and Excel.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident and self-disciplined 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. We strive to create and maintain positive classroom environments, where all students are valued and where teachers develop and maintain authentic relationships with students and their families.

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

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

## P&C Statement of Support

As president of the Collingwood Park State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Meridee Cuthill and her team has ensured that all parents have had the opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Collingwood Park State 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 Collingwood Park State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Collingwood Park State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying and cyberbullying, and the flowcharts on pages 32 and 34 provide an excellent starting point to understand how to approach the school about these types of problems.

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

## Consultation

The consultation process used to inform the development of the Collingwood Park State School Student Code of Conduct occurred throughout 2020. A review of current strategies and policies in place for students was conducted and areas of improvement identified.

A draft Student Code of Conduct was prepared and distributed to staff for comment and feedback. Parents and caregivers were provided a draft via the school website and given an opportunity to provide feedback. Finally, the draft incorporating suggested changes and feedback, was presented to the Collingwood Park State School P & C Association for endorsement ready for implementation in 2021.

A communication strategy has been developed to support the implementation of the Collingwood Park State School Student Code of Conduct, including promotion through the school website, school newsletter, new enrolment packs and staff emails. Any families who require assistance to access a copy of the Collingwood Park State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

### **Review Statement**

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



# Learning and Behaviour Statement

All areas of Collingwood Park State School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

The focus for our school's Student Code of Conduct is for students to be responsible for and manage their own behaviour. We believe this is best achieved within a whole school environment which is a learning community:

- fostering student engagement as a result of thorough and shared planning, which is relevant to the needs and interests of the students
- featuring differentiated curriculum and adjustment of teaching strategies where necessary to accommodate the range of learning styles and abilities focusing on the development of positive self-concept and self esteem
- featuring whole class/individual goal setting with positive feedback regarding student progress
- employing positive reinforcement with an understanding that it is not necessary for students to be punished to learn to self-manage their behaviour
- encouraging community involvement, awareness and shared understanding
- enabling children to think about issues relevant to their lives within a supportive caring environment
- identifying and providing appropriate and timely intervention in the areas of academic, social, emotional and physical development
- providing recognition for students who manage their behaviour successfully.

We believe it is vital:

- that each teacher has a clear classroom behaviour support plan to develop students' responsible behaviour
- to develop thinking, problem-solving and social skills within the curriculum in order to empower students to make appropriate choices
- that non-violent, non-coercive, non-discriminatory and non-punitive language and practices are defined, modelled and reinforced by all members of our school community
- that behaviour support includes preventative, corrective, as well as repairing and rebuilding stages
- that suspension and exclusion procedures are considered only when all other approaches have been exhausted and/or rejected.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Collingwood Park State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour through the acronym **C.A.R.E.**

**At Collingwood Park State School, we:**

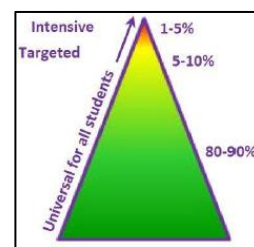
1. **Co-operate**
2. **Attend**
3. **Respect**
4. **Excel**

Our school values have been agreed upon and endorsed by all staff and our school P&C.



## Multi-Tiered Systems of Support

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



<u>Tier</u>	<u>Prevention Description</u>
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 both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>teaching behaviours in the settings 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 so skills are ready and likely to be used when students need them</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>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>there is a clear connection between the skills taught in the interventions and the school-wide expectations</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> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour through their Functional Behaviour Assessment (FBA) and should include strategies 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>

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

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

## Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our Teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences 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

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

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

## **Curriculum and pedagogy**

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Collingwood Park State School, we provide the respectful relationships education program.

Social emotional learning skills are taught through the You Can Do It! Program. This program is designed to support students' social-emotional competence, achievement and well-being. This is achieved through the explicit teaching of the 5 Foundations for Success: Confidence, Organisation, Persistence, Getting Along and Resilience. The Zones of Regulation program is also implemented to support students with identifying emotions and developing self-regulation strategies.

## **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.

## **Specialised health needs**

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

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

## **Medications**

Collingwood Park State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the 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.

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

## **Mental health**

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

## **Suicide prevention**

Collingwood Park State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, Principal 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, Collingwood Park State School staff follow suicide intervention and prevention advice by ensuring:

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

## **Suicide postvention**

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

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

## **Student Support Network**

Collingwood Park State School has 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 Collingwood Park State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Through a referral process, teachers identify students who may require additional assistance beyond differentiated classroom planning in the following areas: attendance, behaviour, communication, curriculum and learning, and health and wellbeing. The Student Support Services Team respond to requests in order to identify possible actions and interventions.

Education Queensland offers access to the following universal, targeted and intensive support personnel at Collingwood Park State School and at regional level for students and their families:

- Teachers
- Leadership Team
- Support Staff
- Administration Staff
- Guidance Services
- Metropolitan Behaviour Support Staff
- Regional Support Staff
- Therapy Services

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

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

- Disability Services Queensland
- National Disability Insurance Scheme (NDIS)
- Child and Youth Mental Health (CYMHS)
- Family and Child Connect
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centres

For more information about these services and their roles, please contact the Principal or Guidance Officer on the school phone number.

# Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

## **Restorative Practices**

Our school expectations of behaviour and learning are supported and enhanced through Restorative Practices. Evidence suggests that when schools shift their focus to a restorative approach, there is a visible improvement in:

- attitudes and relationships across the school community
- engagement of learning within the classroom
- time spent on teaching and learning rather than behaviour management
- an overall feeling of calmness across the school.

This process enables students to collaboratively work with each other, staff and members of the school community to problem solve conflicts both in and out of the classroom in a structured and meaningful way.

Using a restorative approach in line with Positive Behaviour for Learning, Collingwood Park State School can better serve their students who may behave inappropriately by:

- helping students accept responsibility for their own actions
- encouraging students to be inclusive and respect the diversity of our school community (social, cultural, family background, all identities and abilities)
- teaching alternative ways to behave, and
- focusing on restoring harm to social relationships and the school environment.

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



## PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students: **Co-operate, Attend, Respect and Excel (C.A.R.E.)**.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. A set of behavioural expectations in specific settings has been attached to each of our four school expectations, **C.A.R.E.** The School-Wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

C.A.R.E. Crows		SETTINGS										
		All Settings	Classroom	Playground	Tuckshop	Eating Areas <i>including Breakfast Club</i>	Excursions/ At Sport	Toilets	Assembling in Hall	Before/After School	Office	
<b>C</b>	Co-operate	<ul style="list-style-type: none"> <li>Use equipment safely</li> <li>Walk safely on pathways and near all buildings</li> <li>Keep hands, feet and objects to self</li> <li>Enter and exit buildings in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>Know and follow classroom rules</li> <li>Ask permission to leave or enter the classroom</li> <li>Enter the room only when the teacher is present</li> </ul>	<ul style="list-style-type: none"> <li>Wear school hat correctly</li> <li>Play and follow school approved games and rules</li> <li>Wait until directed by staff to enter play area</li> <li>Ask permission to enter out of bounds areas to retrieve objects</li> </ul>	<ul style="list-style-type: none"> <li>Spend only your money</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own food</li> <li>Remain seated in line during eating time</li> <li>Wait for permission before leaving</li> </ul>	<ul style="list-style-type: none"> <li>Remain with the group</li> <li>Remain seated on buses</li> </ul>	<ul style="list-style-type: none"> <li>Ask permission to visit the toilet during class time</li> <li>Walk quickly and quietly to and from the toilets</li> </ul>	<ul style="list-style-type: none"> <li>Remain with my class</li> <li>Leave hall silently in class lines</li> </ul>			
	Attend	<ul style="list-style-type: none"> <li>Be at school every day on time</li> <li>Be in the right place at the right time</li> <li>Be organised and ready to learn with required equipment</li> <li>Report incidents to staff on duty</li> <li>Sign in mobile phone</li> </ul>	<ul style="list-style-type: none"> <li>Use Whole Body Listening</li> <li>Participate actively</li> </ul>	<ul style="list-style-type: none"> <li>Stop playing when first bell rings</li> <li>Move to eating /lining up area by second bell</li> <li>Be visible to staff at all times</li> </ul>	<ul style="list-style-type: none"> <li>Place orders before school</li> </ul>	<ul style="list-style-type: none"> <li>Eat in designated areas</li> <li>Bring everything needed</li> </ul>	<ul style="list-style-type: none"> <li>Be fully prepared for the excursion</li> </ul>	<ul style="list-style-type: none"> <li>Go to the toilet during breaks</li> </ul>	<ul style="list-style-type: none"> <li>Use Whole Body Listening</li> <li>Participate actively</li> <li>Watch for cues and silent instructions</li> </ul>	<ul style="list-style-type: none"> <li>Place bikes/scooters in lock up area</li> <li>Report promptly to LCA / Hall upon arrival (am)</li> <li>Report promptly to designated waiting and pick up areas (pm)</li> </ul>		
	Respect	<ul style="list-style-type: none"> <li>Listen to and follow ALL staff instructions the first time every time</li> <li>Be polite using positive language</li> <li>Look after personal and school property</li> <li>Remove hat when entering all buildings</li> <li>Care for environment</li> </ul>	<ul style="list-style-type: none"> <li>Allow others to learn</li> <li>Listen while others are speaking</li> <li>Raise hand and wait to speak</li> </ul>	<ul style="list-style-type: none"> <li>Solve issues with positive language and actions</li> <li>Take turns and share when playing</li> <li>Look after and put equipment away</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently and quietly in line for your turn</li> <li>Speak clearly and politely using manners when ordering</li> </ul>	<ul style="list-style-type: none"> <li>Leave the area free of rubbish</li> <li>Eat correctly using manners</li> <li>Follow "all silent" signal (hand up)</li> </ul>	<ul style="list-style-type: none"> <li>Care for equipment and places</li> <li>Follow all supervising adults' instructions</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets correctly</li> <li>Care for facilities</li> <li>Look after the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Stand still and sing the National Anthem</li> <li>Respond clearly and politely</li> </ul>	<ul style="list-style-type: none"> <li>Keep noise to a minimum</li> <li>Walk your own bikes/scooters/skateboards to gate and wear helmet</li> </ul>	<ul style="list-style-type: none"> <li>Enter the office silently</li> <li>Stop at front counter</li> <li>Wait silently for staff unless carrying a HELP Card</li> </ul>	
	Excel	<ul style="list-style-type: none"> <li>Wear school uniform correctly</li> <li>Be an active learner</li> <li>Know and follow C.A.R.E. expectations and procedures before, during and after school</li> <li>Be your best</li> </ul>	<ul style="list-style-type: none"> <li>Take care when presenting all work</li> </ul>	<ul style="list-style-type: none"> <li>Show sportsmanship</li> </ul>			<ul style="list-style-type: none"> <li>Show sportsmanship</li> </ul>					

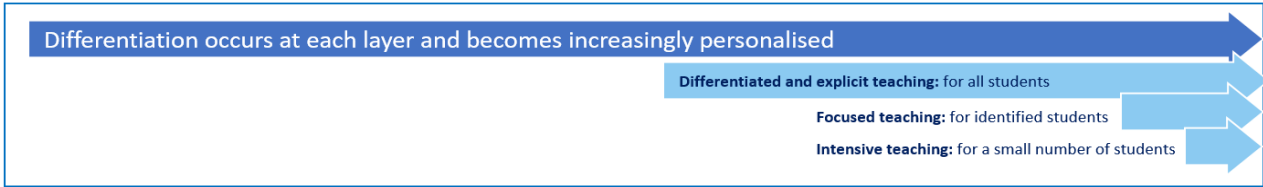
## Differentiated and Explicit Teaching

Collingwood Park State School is a 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 practice.

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

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





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 focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL School Expectations as a basis for developing their behaviour standards. In non-classroom settings, these expectations are modified to reflect desired behaviour in specific settings.

The PBL School Expectations are communicated to students via a number of strategies, including:

- the explicit behaviour focus lessons conducted by classroom teachers
- positive reinforcement of learning from behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities
- consistent use of Collingwood Park State School behaviour expectation language
- school-wide positive behaviour acknowledgment system.

The PBL Team analyses the behaviour data monthly to determine the whole school week behaviour focus. Lessons are created from the Matrix and are expected to be delivered in the classroom. During PBL lessons, the class teacher works with all students, through PowerPoint presentations, videos, discussion, roleplay and hands-on activities, to explain exactly what each behaviour expectation looks, sounds and feels like in their classroom and school grounds. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

**Reinforcing and Acknowledging Expected School Behaviour**

At Collingwood Park State School, communication of our key messages about behaviour is supported through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. We utilise a school-wide reward system that positively recognises our students for displaying the Collingwood Park State School C.A.R.E. expectations. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

<p><b>Frequent</b></p>	<p><b>C.A.R.E. Tokens</b> A range of C.A.R.E. Tokens are awarded to acknowledge positive student behaviour throughout the school. These are instant rewards and are given to students who demonstrate appropriate behaviour at school.</p> <p><b>Classroom Based Rewards</b> Classroom teachers acknowledge positive student behaviour by rewarding students with Classroom C.A.R.E. Tokens. The teacher provides specific feedback, and links this to the behaviour focus for the fortnight or through demonstration of classroom based rules listed under our school expectations.</p>
<p><b>Short Term</b></p>	<p><b>Weekly C.A.R.E. Awards and Student of the Week Awards</b> Students are acknowledged for positive behaviour and academic success at weekly assemblies.</p> <p><b>Weekly C.A.R.E. Tokens Draws</b> At the end of each week, two students' names are randomly drawn on assembly to receive a prize at the C.A.R.E. Mart.</p> <p><b>C.A.R.E. Mart and Crow Merchandise</b> Students accumulate C.A.R.E. Tokens to earn 'Crow Credit' to trade for prizes at the C.A.R.E. Mart. Crow Credit can be spent on tangible and non-tangible merchandise at the C.A.R.E. Mart.</p>





<b>Long Term</b>	<p><b>Midterm Check-ins Postcard</b> Postcards are sent home Week 6 to acknowledge students who are 'on track' to achieve end of term rewards.</p> <p><b>End of Term Rewards Day - Crowbration</b> At the end of each term, students who consistently display positive behaviour are rewarded by attending a Rewards Day event.</p> <p><b>End of Term C.A.R.E. Token Draws</b> At the end of each term, two students' names are randomly drawn on assembly to receive a special crow prize package.</p>
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## Focused Teaching

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

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

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

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching

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

- You Can Do It! program
- Zones of Regulation
- Supported Play program
- Bella Girls

For more information about these programs, please speak with the Head of Inclusion or Deputy Principal.

## 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, Individual Behaviour 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 support will be assigned a case manager 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 Collingwood Park State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

## Delegations

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

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

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

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

## Disciplinary Consequences

Collingwood Park State School makes systematic efforts to prevent problem behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these problem behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to problem behaviour are consistent and proportionate to the nature of the behaviour.

The disciplinary consequences model used at Collingwood Park State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Problem behaviours are clearly defined and range in their level of severity. Staff utilise a school-wide process for dealing with problem behaviours, both in classroom and non-classroom environments.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback 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 focused teaching, in-class corrective feedback 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")
- explicit behavioural instructions (e.g. "Pick up your pencil")
- rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- low voice and tone for individual instructions
- reduce verbal language when giving instructions
  
- whole class practising of routines and procedures
- non-verbal and visual cues (e.g. posters, hand gestures)
- provide demonstration of expected behaviour
- model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- redirection to learning task

- provide positive choice of task order (e.g. “Which one do you want to start with?”)
- restorative Chat with student about expected behaviour
- 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”)
- reminders of incentives or class goals
- individual positive reinforcement for appropriate behaviour
- class-wide incentives
- tactical ignoring of inappropriate behaviour (not student)
- revised seating plan and relocation of student/s
- proximity control
- give 30 second ‘take-up’ time for student/s to process instruction/s
- break down tasks into smaller chunks
- peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- prompt student to take a break
- reminder of logical consequences (e.g. thinking time in classroom, time away from classroom)
- referral to office.

## Focused

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

- targeted skills teaching in small group
- ratio of 8 positive to 1 negative commentary or feedback to student
- check in Check Out strategy
- self-monitoring plan
- individual student behaviour support strategies (e.g. Student behaviour plan)
- Functional Behaviour Assessment
- teacher coaching and debriefing
- counselling and guidance support
- referral to Student Services for team based problem solving
- stakeholder meeting with parents and external agencies.

## Intensive

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

- Functional Behaviour Assessment based individual support plan
- individual student behaviour support strategies (e.g. Student behaviour plan, Risk Assessment Evaluation, Individual Student Safety Plan)
- complex case management and review
- stakeholder meeting with parents and external agencies including regional specialists
- temporary removal of student property (e.g. mobile phone)
- short term suspension (up to 10 school days)
- long term suspension (up to 20 school days)
- charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

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

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

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

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

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

### Re-entry following suspension

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

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

### Arrangements

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

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

### Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made

to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible re-entry meeting agenda:

- welcome back to school
- check in on student wellbeing
- discuss any recent changes to school routine or staffing
- offer information about supports available (e.g. Guidance Officer)
- set a date for follow-up
- thank student and parent/s for attending
- walk with student to classroom.

### **Reasonable adjustments**

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

# School Policies

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

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

## 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 Collingwood Park State School and will be removed if found in a student's possession:

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

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



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

## **Responsibilities**

### **State school staff** at Collingwood Park State School:

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

### **Parents** of students at Collingwood Park State School:

- ensure your children 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 Collingwood Park State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### **Students** of Collingwood Park State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Collingwood Park State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect
- collect their property as soon as possible when advised by the Principal or state school staff that the property 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.

**Personal technology devices** include, but are not limited to, such devices as:

- mobile phones
- MP3 Players
- electronic tablets such as iPads
- personal gaming devices
- personal laptop computers
- smartwatches – any watch with an integrated mobile phone, camera, recording device and capability to text or receive messages and access to the internet
- cameras and/or voice recording devices (whether or not integrated with a mobile phone, smartwatch or MP3 player)
- speakers.

### Personal technology device etiquette

Bringing personal technology devices such as **mobile phones** to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they **must be handed in** at the office for safe storage and **collected at 3pm**.

### Certain personal technology devices banned from school

Students **must not** bring valuable personal technology devices like cameras, digital video cameras or MP3 players or similar devices to school as there is a risk of damage or theft. Such devices will be removed by Principal or delegated school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

### Removal of personal technology devices

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

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

Students who have a personal technology device removed more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

### Recording voice and images

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

We uphold the value of trust and the right to privacy at Collingwood Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony, and will result in serious consequences. Strictly no recordings or images are to be taken in any place that is reasonably considered an invasion of privacy (e.g. in change rooms, toilets, etc.).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A Collingwood Park State School student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing Collingwood Park State School into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, Collingwood Park State School will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. Students will be subject to discipline if they breach the policy by being involved in recording and/or disseminating material via any medium (text messaging, display, internet uploading, etc.) and/or knowingly the subject of such a recording (as per the Student Code of Conduct).

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

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline (as per the Student Code of Conduct) and possible referral to Queensland Police Service. Students receiving such text messages should ensure they keep the message as evidence and bring the matter to the attention of the school office as soon as possible.

### **Assumption of cheating**

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

### **Recording private conversations and the Invasion of Privacy Act 1971**

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Responsibilities**

It is **acceptable** for students at Collingwood Park State School to:

- use **school technology** devices such as laptops and iPads for:
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - 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 school technology devices
- switch off and hand in personal technology and mobile devices to office before and collect from the office at 3pm

- seek staff approval if they wish to use personal technology and mobile devices under special circumstances when on school grounds (e.g. after 3pm while waiting for parent).

It is **unacceptable** for students at Collingwood Park State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone while or other personal devices on school grounds during school hours
- 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 and access non-approved online games and websites
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Collingwood Park State School Student Code of Conduct. In addition, students and their parents should:

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

### **Special circumstances arrangement**

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal prior to the necessary use of the item, as appropriate to the situation.

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Preventing and responding to bullying

Collingwood Park State School uses the [Student Learning and Wellbeing framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

### Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that **do not** constitute bullying include:

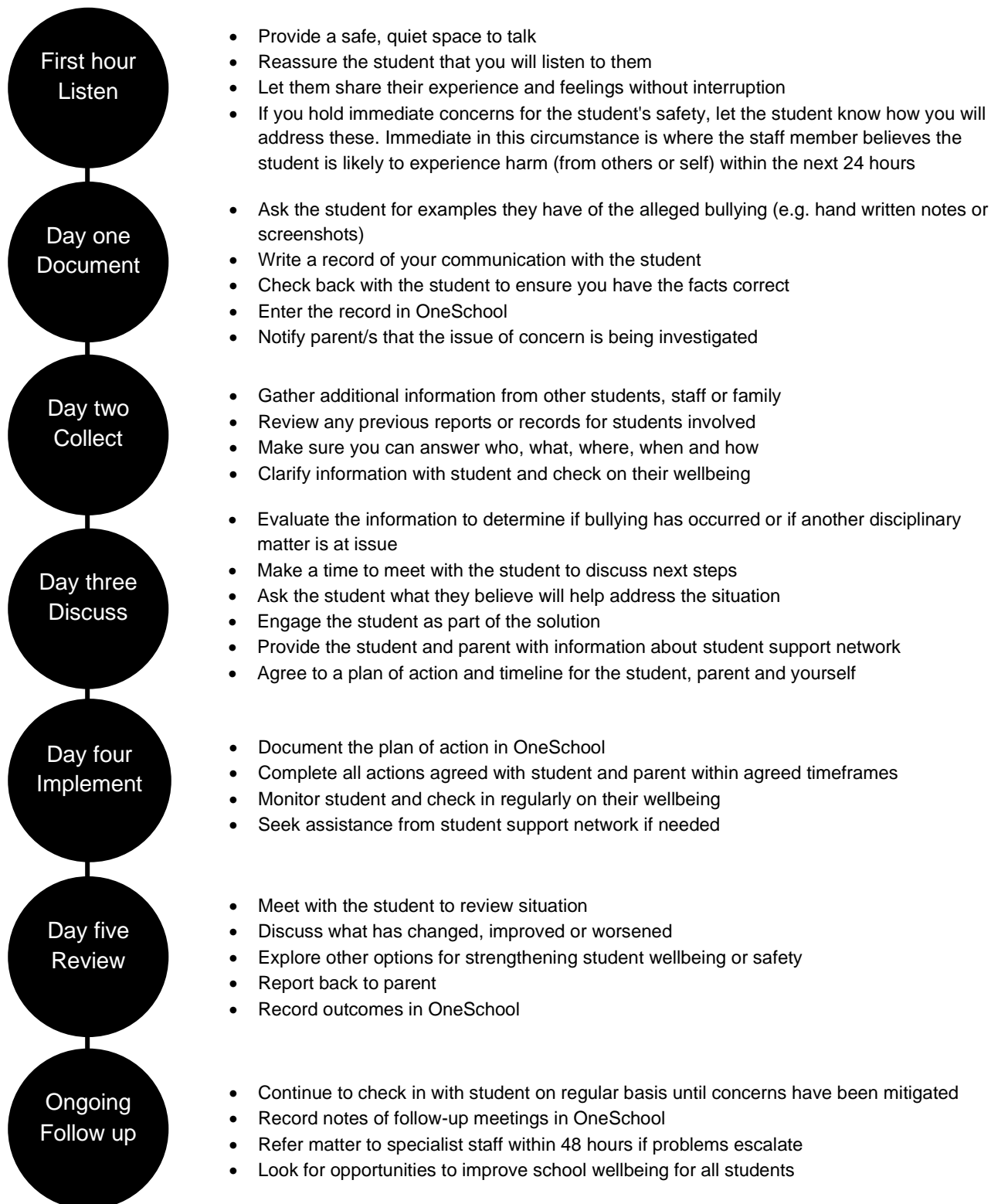
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

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

## Collingwood Park State School - Bullying response flowchart for teachers

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



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

**Prep to Year 6 students** – report incidents to class teacher school staff, Principal, Deputy Principals

**Parents / Carers** – email Principal @ [principalcollingwoodparkss@eq.edu.au](mailto:principalcollingwoodparkss@eq.edu.au) or

call the school office – 07 3318 4333





## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Principal or Deputy Principals can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Collingwood Park State School may face in-school disciplinary action, such as reflection, removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

# Collingwood Park State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

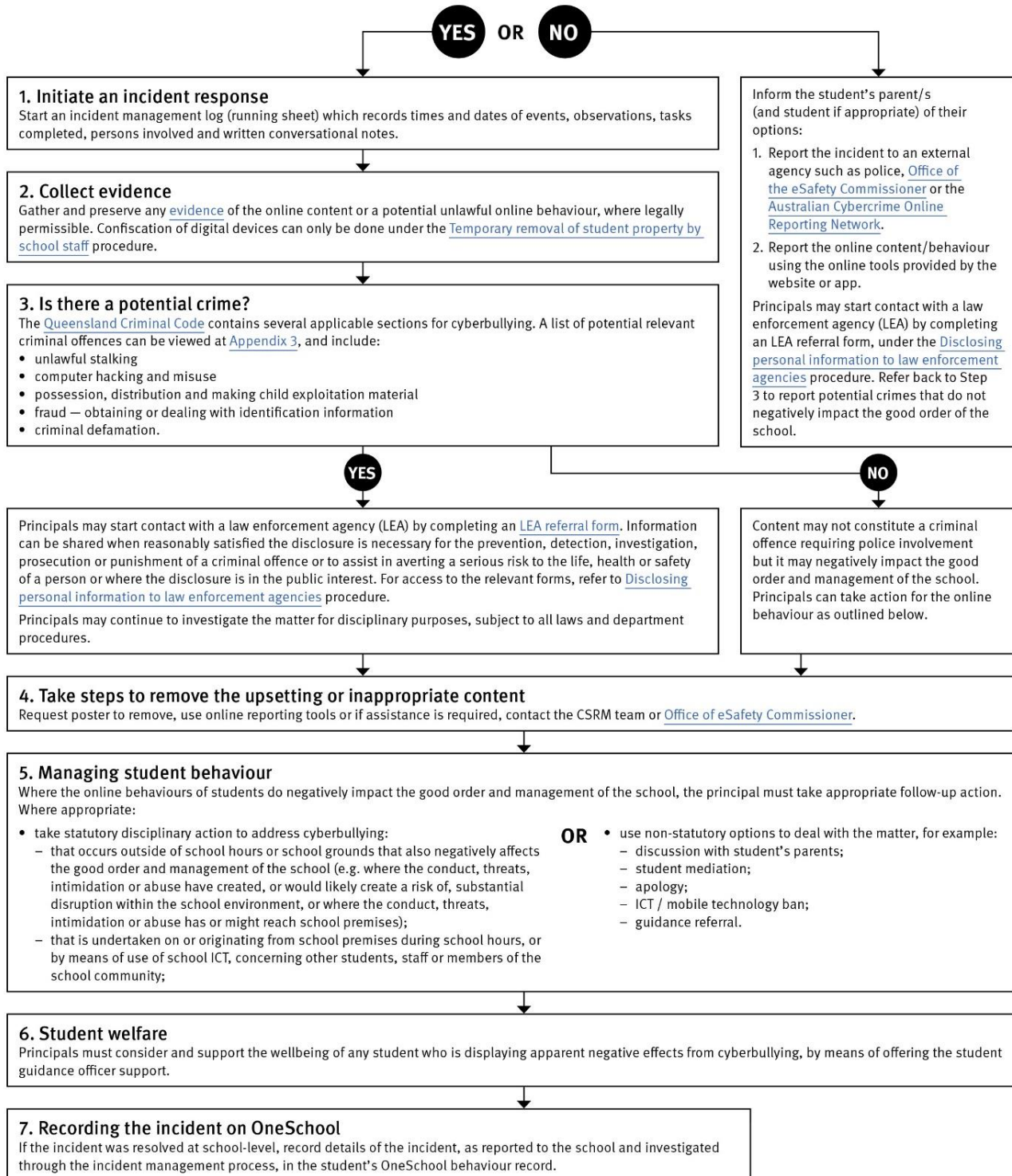
### Explicit images

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

### Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity 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?



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. 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 Collingwood Park State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## Collingwood Park State School – Anti-Bullying Compact

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

## Collingwood Park State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

- treat everyone with kindness and respect
- abide by the school's anti-bullying policies and procedures
- support individuals who have been bullied
- speak out against verbal, relational, physical bullying and cyberbullying
- notify a parent, teacher or school administrator when bullying does occur.

Student's signature:

Parent's signature:

School representative signature:

Date:

## Student Dress Code Policy

The Collingwood Park State School Community supports and complies with the Education Policy & Procedures Register [Student Dress Code](#), as we believe that a student dress code policy promotes the objectives of the school, and in particular that it:

- promotes a safe learning environment for students by enabling ready identification of students and non-students of the school
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school
- fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social difference
- promotes a supportive environment at the school by fostering a sense of belonging
- and promotes sun safety.

Our Dress Code Policy reflects our high standards for presentation and compliments our high expectations for work and behaviour. Therefore, students attending Collingwood Park State School are expected to wear the designated school uniform and adhere to the school's dress code unless an exemption has been granted by the school Principal.

- When in uniform, students must behave in a way that reflects well on themselves, their family and Collingwood Park State School's expectations – Co-operate, Attend, Respect and Excel
- The school uniform is to be worn on all occasions, including hats and recommended footwear. This includes daily to school, on excursions, when representing the school, and when accepting and presenting awards on assembly
- All items should be clearly marked with the student's name.

Collingwood Park State School and the Parents & Citizens Association (P&C) have endorsed the following expectations of students with regard to uniform and personal appearance:

### Summer Uniform

#### Boys:

- Checked shirt (school fabric) with navy/dark blue shorts; **or**
- School polo shirt worn with navy/dark blue sports shorts.

#### Girls:

- Checked dress (rounded neckline with navy tie, Peter Pan collar and sleeves, two square pockets with navy corded piping trim across width of pocket); **or**
- Checked peplum blouse (school fabric) with navy/dark blue skirts or navy/dark blue shorts; **or**
- School polo shirt worn with navy/dark blue skirts or navy/dark blue sports shorts.

Sport Shirt	Formal Shirt	Navy Shorts	Formal Dress
			



## Winter Uniform



### Boys and Girls:

- School jumper or school jacket (school badge screen printed in chest pocket area available from the School Uniform Shop); **or**
- Plain (no images) maroon or navy/dark blue track pants; **or**
- Plain (no images) maroon or navy/dark blue pullovers (no hoods)

The above can be worn with a checked shirt (school fabric), checked peplum blouse (school fabric) or school polo shirt.

### Girls:

- Navy blue stockings (**not leggings**) may be worn under dresses, skirts, skorts and shorts

School Jumper	School Jacket
	

## Hats

- Bucket / wide brimmed hats in either maroon or navy blue must be worn (no images)
- Students are required to wear a bucket / wide brimmed hat for all outdoor activities
- Bucket hats in **school house colours** are available from the School Uniform Shop

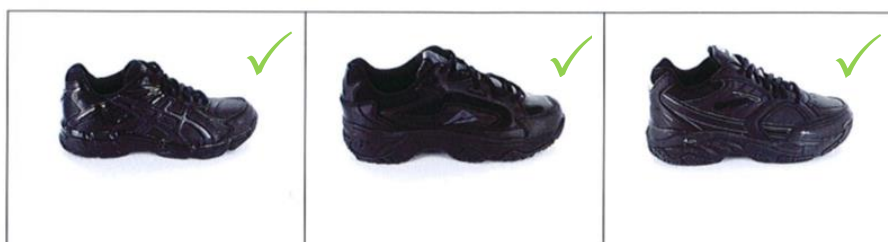


## Footwear

- Plain black, impervious shoes (leather or vinyl) must be worn
- These shoes can have black laces or velcro and are worn with white socks
- Canvas shoes, suede shoes, ballet shoes, high-tops, multi-coloured shoes, thongs or sandals are not to be worn

### APPROPRIATE FOOTWEAR

These shoes are suitable for our dress code policy and also allow the children to participate in all types of activities.



## INAPPROPRIATE FOOTWEAR

These types of shoes are NOT suitable because of the following reasons:

- They do not suit our school dress code policy
- Often impede the normal lunch time play
- Children may find it uncomfortable/unsafe to actively participate
- Do not support healthy development of child's feet
- Leather soles are slippery



## Music Uniform

### Boys:

- School Music shirt (available from the School Uniform Shop) with navy/dark blue shorts and black shoes.

### Girls:

- School Music shirt (available from the School Uniform Shop) with navy/dark blue shorts or skirts and black shoes.

## Hair and Makeup

- Hair is to be neat, clean and tidy at all times; worn off the face so that the eyes are visible
- Long hair (hair that is longer than collar length) is to be tied back
- Hair must not be coloured or dyed a non-natural colour
- Hairstyles such as Mohawks, under-cuts, tracks, rat's tails or shaved sections **are not acceptable**
- A part line may be defined by a single shaved track, however multiple track lines are not permitted
- Hair ribbons, headbands, clips and scrunchies are permitted in school colours only (navy, maroon or white)
- Other accessories are not permitted. These include, but **are not** limited to, bandanas, beanies, beads and adornments, and other non-school coloured headwear or accessories
- Head covers worn for cultural reasons must be a plain school colour
- Eyeliner, eye shadow, mascara and other makeup **must not** be worn
- Eyebrow tracks or shaved sections in the eyebrows **are not permitted**

- Nail polish, nail patterns/art and nail jewellery **must not** be worn
- False nails or nail attachments **must not** be worn

## Jewellery

This policy allows for minimal jewellery at school. At all times workplace, health and safety and school image will be the determining factors in the application of this policy.

The following items **may be worn** at school:

- School badge/school awarded excellence badges
- A watch
- One pair of stud or sleeper earrings. Studs are to be no larger than 5mm in diameter. Sleepers are to be no larger than a 5 cent piece
- Medic alert bracelets/necklace
- Devotional jewellery (not to be visible)

**The following are prohibited:**

- Other piercings or facial studs, including tongue studs of any kind are strictly prohibited and are not to be worn to and from the school, during any school events, or when in school uniform
- No other accessories or jewellery are to be worn

The above jewellery standards apply to any occasion during or out of school hours including, but not limited to, where a student is at school, representing the school in any way, dressed in school uniform including uniforms for various sporting, extra-curricular or other programs where the school is represented by the student, or the school is on display in the community.

The school will not be held liable for any damage/loss/theft of student or parent's personal items (e.g. mobile phones or jewellery) whilst on school premises or at a school activity.

### Exemptions

There may be occasions when dress other than school uniform is worn. This is at the discretion of the Principal and requires a request from the parent or carer. In all circumstances dress should be neat and comfortable.

### Free Dress Days

Students are required to dress appropriately for the occasion and are expected to do so with the responsibility of being ambassadors for the school. On these occasions, it is important that students present themselves in a manner that is neat, tasteful and meets safety requirements. Clothing should be sun safe and footwear should be enclosed shoes - **sleeveless shirts and open-toed shoes are not permitted**. Extremes of style and fashion are not acceptable.

### Non-compliance with Dress Code

A number of approaches may be employed by the school staff in the event students are non-compliant with the school's Dress Code. These approaches will be compliant with the Education (General Provisions) Act 2006. Approaches include:

- seeking parental support for compliance via telephone call, email or letter. This may include requesting correct uniform be brought to school for the student.
- request removal of any non-approved items e.g. jewellery or hair accessories
- reflection time – consequence of repeated non-compliance or refusal to comply with the school dress code
- preventing the student from taking part in a school event outside the school
- assisting students with genuine economic hardship to acquire uniform e.g. uniform loan.



## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student 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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

- 1. Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).  
  
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
- 2. Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
- 3. External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](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](#).