



Burpengary State School

# Student Code of Conduct 2025-2027

***Equity and Excellence: realising the potential of every student***

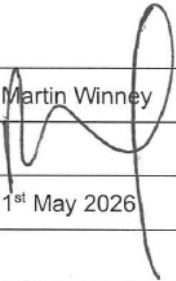

*Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.*

*Queensland Department of Education*

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Contact Person:	Martin Winney (Principal)

## Endorsement

Principal Name:	Martin Winney
Principal Signature:	
Date:	1 <sup>st</sup> May 2026
P/C President and-or School Council Chair Name:	Sarah Brown
P/C President and-or School Council Chair Signature:	
Date:	1 <sup>st</sup> May 2026

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## Purpose

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

The Burpengary 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 a safe and disciplined learning environment.

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

Burpengary State School has a proud tradition built on the core values of **Excellence, Respect, Resilience, Integrity, and Co-operation**. We believe these values form the foundation of a supportive and inclusive environment where every student can thrive and reach their potential. Our school is committed to building a positive culture that encourages personal growth, respectful relationships, and the development of life skills to prepare our students for the future.

Founded in 1876, Burpengary State School is a vital part of a vibrant and growing community, currently educating over 1000 students from Prep to Year 6. We offer a dynamic learning environment, ensuring that students are well-equipped for their futures.

### Our Core Values are:

- **Excellence** – Celebrating success in academic, sporting, and cultural pursuits.
- **Respect** – Treating ourselves and others with kindness, tolerance, care, and compassion.
- **Resilience** – Demonstrating perseverance and a growth mindset, even in the face of challenges.
- **Integrity** – Acting with honesty, responsibility, and fairness.
- **Co-operation** – Working together to achieve shared goals through collaboration and mutual support.

These values guide our decision-making, help foster positive relationships, and are taught to all students. They serve as the foundation for the development of our **Student Code of Conduct**, which supports our aim of providing a quality education with endless possibilities.

At Burpengary State School, each classroom is an engaging and supportive environment led by skilled educators. We focus on both academic learning and the development of social skills and positive relationships. We believe in fostering strong social capabilities and productive relationships among our students.

Our successful iPad program in Years 4-6 and engagement in the Arts curriculum, including Visual Arts, Dance, Drama, Media, and Music, allow students to explore their passions and excel in areas that interest them. We also offer a variety of sporting opportunities, including participation in Local and Regional GALA days, school sporting carnivals, District and Regional sporting trials, and Health and Physical Education classes.

As a school, we work collaboratively and engage in meaningful consultation, actively seeking and valuing feedback from all members of our school community and taking action in response. Together, we are motivated to build a positive, supportive, and successful learning environment that nurtures students from the early years through the foundational years, preparing them for a confident and successful transition to high school. We warmly invite you to join us on this journey.

Thank you for your ongoing support.

Sarah Blair  
Acting Principal

## P&C Statement of Support

The Parents & Citizens (P&C) Association wholeheartedly supports the School Code of Conduct and is dedicated to fostering a safe, respectful, and inclusive environment for all members of our school community. By aligning with the school's Code of Conduct, we reinforce the expectations and standards that guide our collective actions and interactions, ensuring a positive and supportive experience for students, staff, and families alike.

By endorsing and supporting the School Code of Conduct, the P&C Association demonstrates its commitment to the values and standards of our school. Together, we help create a welcoming, respectful, and thriving school community for everyone.

Shannon Macdonald  
P&C President

## Consultation

In 2025, Burpengary State School undertook a consultation process to review school processes for managing student behaviour. The whole of school rewards program was also reviewed. Consultation occurred with all staffing groups within our school community – classroom teachers; specialist teachers; teacher aides and the leadership team. Student Voice groups were created to also allow consultation to occur with representatives of the student body. The consultation process occurred from Term 1 to Term 3.

The draft of the Student Code of Conduct was finalised, and it was presented to and discussed at the P&C meeting on the 9<sup>th</sup> of September 2025. The P&C voted to endorse the Burpengary State School Student Code of Conduct for implementation from the commencement of Term 4 2025.

Our communication strategy, developed to support the implementation of the Burpengary State School Student Code of Conduct, includes enrolment meetings, school website, school Facebook page, and school newsletter.

The Burpengary State School Student Code of Conduct will be available on our school website. Any families who require assistance to access a copy of the Burpengary State School Student Code of Conduct, including translation to a suitable language, are invited to contact our office.

## Review Statement

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

# Learning and Behaviour Statement

At Burpengary State School we believe that an inclusive, safe and supportive environment ensures the rights of all community members as follows

- Students' right to learn
- Teachers' right to teach
- Everyone's right to be safe

Our school expects and aims for high standards of personal achievement and behaviour.

We believe that positive classroom behaviour is achieved through effective teaching, inclusive and engaging curriculum, and respectful relationships between staff, students and community.

We believe that positive behaviour is enhanced through a whole-school approach and effective organisation and school leadership.

A review of whole-school processes and school data relating to current processes, procedures and recorded behaviour incidents has also informed the development of new processes.

We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

## Three Levels of Support

Burpengary State School uses three levels of support as the foundation for our approach to behaviour. Burpengary State School staff match increasingly intensive interventions to the identified needs of individual students.

### Universal Behaviour Support – Tier 1 Support

All students (100%) in the school receive support for their academic and behavioural development. At Burpengary State School our focus is on the whole-school implementation of both the Australian Curriculum and the Burpengary State School Expected Behaviours. This involves

- Teaching expected behaviours in the setting in which they will be used
- Implementation of agreed programs and procedures that are known and understood by all members of the school community
- Consistently following whole-school processes which are clear and well understood, when addressing challenging behaviour, while considering behavioural norms and behavioural function
- Providing refresher lessons and targeted recognition throughout the school year so that students are primed to use these skills as and when they need them
- Seeking feedback from students and parents with regards to school climate, instruction, reinforcement, and discipline so that improvements can be made

Our school values are EXCELLENCE, RESPECT, RESILIENCE, INTEGRITY and COOPERATION and we believe that values are necessary to create a productive and safe learning environment. We believe each person is responsible for their own actions and that all members of the Burpengary State School Community are responsible for school standards and behaviour.

At Burpengary State School our primary focus is on the development and facilitation of a positive school culture that recognises, acknowledges and rewards the positive behaviour and efforts of all students.

## Whole-school Positive Consequences for Acceptable Behaviour

Our whole-school expectations are outlined in the Burpengary State School Expected Behaviours Matrix (see *appendix A*)

ESCM (Essential Skills for Classroom Management)

Teachers will use strategies such as the 10 Essential Skills for Classroom Management to actively reduce inappropriate student behaviour and increase student learning outcomes.

The skills include:

- Establishing Expectations
- Giving Instructions
- Waiting and Scanning
- Cueing with Parallel Acknowledgement
- Body Language Encouraging
- Descriptive Encouraging
- Selective Attending
- Redirecting to the Learning
- Giving a Choice
- Following Through

When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

## Recognition of Positive Behaviour

At Burpengary State School, we value the enactment of the 5 Building Blocks for Success as well as a positive, proactive behaviour system, recognising and rewarding exemplary behaviour and positive achievements. The diverse ways in which our Student Behaviour Expectations are recognised include but are not limited to the following: Classroom Management Plans; ERRICs and Student of the Week Awards.

## ERRICS

In 2026 we will be implementing a new rewards system called 'ERRIC Bucks.' Students will earn ERRIC tokens for displaying the Burpengary State School Expected Behaviours and these tokens will have a monetary value which students can then spend each term in the School Store. This rewards system has been developed based on feedback and input from all sectors of the school community – students; teachers; teacher aides and admin staff via a consultative process which occurred during 2025.

Student points also go towards points for each sports house. At the end of each term, the students in the sports house with the highest points tally will receive an additional reward.

## Targeted Behaviour Support – Tier 2 Support

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 supports, providing more time and specialisation in supports from a range of school-based staff to enable students to meet the required academic and behavioural expectations.

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 the Burpengary State School Expected Behaviours Matrix. The types of interventions offered at this level will vary according to the needs of the students, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are sustainable
- variations within each intervention are limited
- interventions have a good chance of working (e.g. they are “evidence-based” interventions that are matched to the student’s need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 practice is indicated.

## Processes Used To Address Behaviour

Staff use the Student Engagement Flow Charts (*see Appendix B*) to make decisions regarding managing and referring student behaviours.

When teachers are managing minor behaviours, they immediately initiate the Re-Connection Pathway (*see Appendix C*).

If students choose to behave inappropriately in the school environment, it is in their best interests that they are aware of the consequences of their behaviours, and that they accept responsibility for infringement of the School’s Code of Behaviour and General School Rules. Behaviours have been placed in two separate categories, minors and majors.

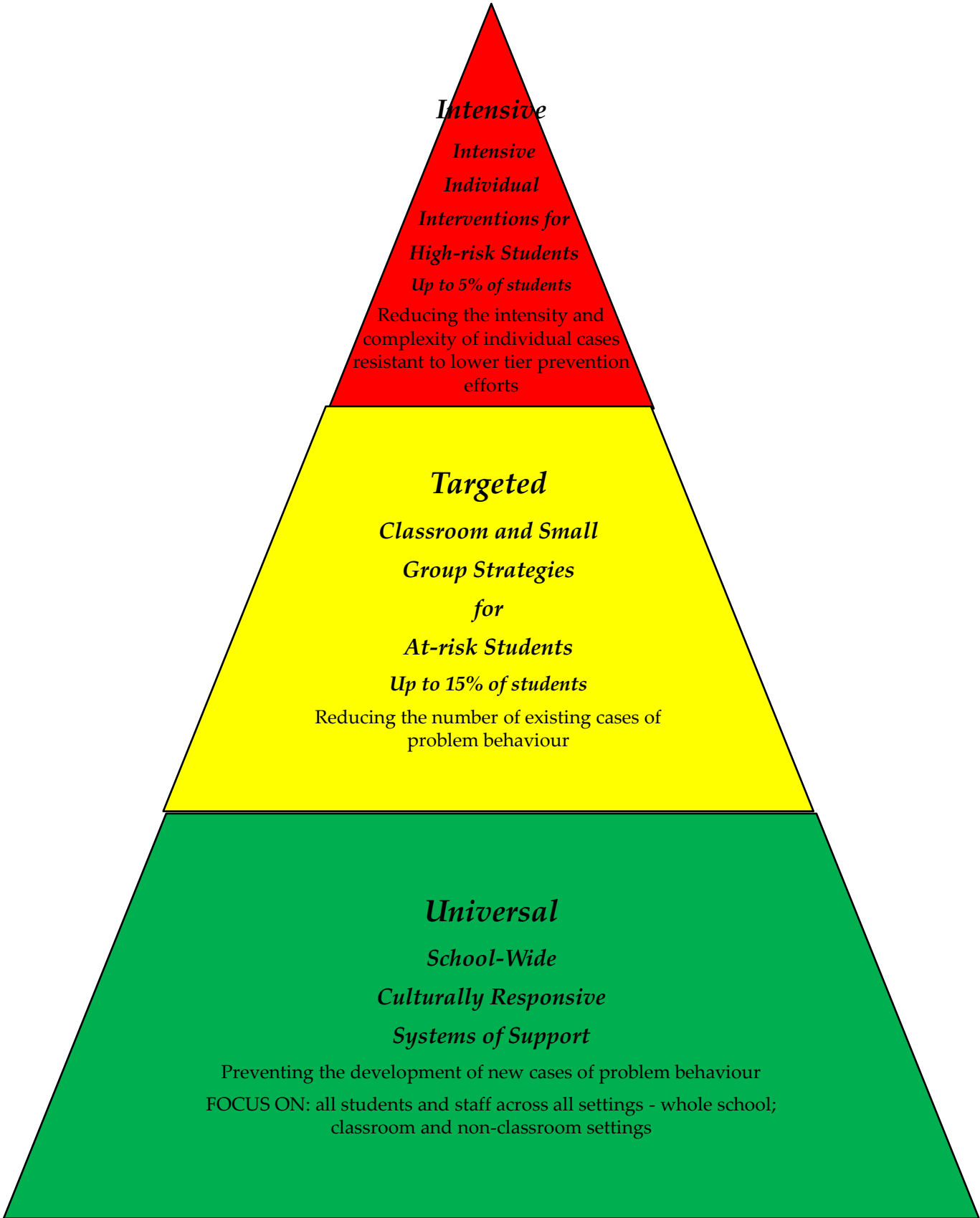
*Appendix D* illustrated the differentiation between majors and minors, giving some examples and some “non-examples” to aid interpretation. Minor behaviours are defined as staff managed; major behaviours are defined as administration managed.

Burpengary State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis.

Data is used to identify students needing extra in the way of targeted behavioural support. Though the problem behaviours of these students may not be immediately regarded as severe, the frequency of their behaviours may put these students’ learning and social success at risk.

Students requiring more targeted support are referred by the class teacher to the Student Support Services Team. Each individual case is discussed and strategies decided upon. Many of these students are placed on an Individual Behaviour Support Plan (IBSP) written by the classroom teacher with support from the Student Support Services Team. They are provided with increased daily opportunities to receive positive contact with adults, meet achievable behaviour goals and receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Students on behaviour plans are monitored closely and reviewed on a regular basis by the classroom teacher, Year Level Deputy and either the Regulation Room teacher or HIVE Inclusion Case Manager. Students whose behaviour does not improve after targeted support may require specialised/external intervention.



## Intensive Behaviour Support – Tier 3 Support

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

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

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

Tier 3 supports exist along a continuum. If the school data indicates that more than up to 5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is indicated.

## Emergency Responses or Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies

#### *Avoid escalating the problem behaviour*

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

#### *Maintain calmness, respect and detachment*

Model the behaviour you want the student/s to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

#### *Approach the student in a non-threatening manner*

Move slowly and deliberately towards the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

#### *Follow through*

If the student/s start displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

### *Debrief*

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

### **Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others

**NB. All incidents involving physical intervention MUST be reported to the Principal or Deputy Principal immediately. Administration will ensure parents/carers are informed of any such incidents involving their child.**

Appropriate physical intervention may be used to ensure that Burpengary State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention **cannot** be used as a form of punishment
- physical intervention **must not** be used when a less intrusive response can effectively resolve the situation
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student

### **Formal debriefing**

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Health and Safety incident record ([Workplace Health and Safety Incident Record](#))
- One School record of incident
- Debriefing meeting



## Network of Student Support

Universal Support	Targeted Support	Intensive Support
Parents Teachers Teacher Aides Support Staff School Chaplain Administration Staff Year Level Teachers	Regulation Room Teacher Guidance Officer HOSES School Chaplain Inclusion Case Managers	Social Worker Speech and Language Pathologist Occupational Therapist Physiotherapist Regulation Room Teacher Advisory Visiting Teachers for: Autism spectrum disorder Hearing impairment Intellectual impairment Physical impairment Speech-language Impairment Vision Impairment

### Government and Community Agencies

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Early Year Place
- Autism Queensland

Related Legislation	Related Policies
Commonwealth Disability Discrimination Act 1992	Safe, Supportive and Disciplined School Environments
Commonwealth Disability Standards for Education 2005	Inclusive Education
Education (General Provisions) Act 2006	Enrolment in State Primary, Secondary and Special Schools
Education (General Provisions) Regulation 2006	Student Dress Code
Criminal Code Act 1899	Student Protection
Anti-Discrimination Act 1991	Hostile People on School Premises, Wilful Disturbance and Trespass
Commission for Children and Young People and Child Guardian Act 2000	Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
Judicial Review Act 1991	Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
Workplace Health and Safety Act 2011	Managing Electronic Identities and Identity Management
Workplace Health and Safety Regulation 2011	Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Right to Information Act 2009	Temporary Removal of Student Property by School Staff
Information Privacy (IP) Act 2009	

## Some related resources

*National Safe Schools Framework*

*National Safe Schools Framework Resource Manual*

*Working Together resources for schools*

*Cybersafety and schools resources*

*Bullying. No way!* [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

*Take a Stand Together*

*Student Learning and Wellbeing Framework* <https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf>

*Parent and Community Engagement Framework* <https://education.qld.gov.au/parents/community-engagement/Documents/pace-framework.pdf>

*Positive Behaviour for Learning*

*Code of Conduct for School Students Travelling on Buses*  
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

## Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Other students 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 staff 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

consequence 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 relevant Deputy Principal to discuss the matter.

## Student Wellbeing

Burpengary 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 their relevant Deputy Principal 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.

Educators, parents, children and young people themselves all have a role to play as part of a whole-school approach to supporting the wellbeing and mental health of all Queensland state school students.

### 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.

Our school provides regular instruction to students with regards to behaviour and social expectations, the school values and student wellbeing. Examples of this learning include: Saying No to Bullying (Using the High Five and Reporting), Mindfulness; Growth Mindset; Resilience; Zones of Regulation (Regulating our Emotions); Being Ready to Learn; Showing Kindness.

Additionally, we provide age-appropriate healthy life education through our Health Units from Prep-6. The school also delivers the department's Prep to Year 12 Respect program (Respectful Relationships) which is aligned with the Australian Curriculum and provides teachers with age-appropriate teaching and learning resources to support students to develop the skills and knowledge they need to build and maintain healthy, positive relationships. Burpengary State School also marks events such as R U OK? Day, Queensland Mental Health Week and Day for Daniel with whole of school events or events targeted at appropriate grade levels.

Burpengary State School runs a number of structured and supported play options for students at lunchtimes. Students can be supported with an 'emotional wellbeing plan' or a 'playground plan' where student input is given to create a timetabled plan for play time. An example of lunchtime activities offered at Burpengary State School is shown in *Appendix E*.

## 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 and Medications

Burpengary 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. Staff have access to information on a student's medical condition and develop appropriate supports as required. A percentage of staff are trained in First Aid; CPR and specialised Anaphylaxis support. Specialised training with regards to specific medical care routines is provided on a needs basis.

Burpengary 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.

Burpengary 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

Burpengary State School works closely with students and families to implement early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. Our Guidance Officer will work with families and support engagement with external mental health professionals. Guidance Officer support may include facilitating the development, implementation and periodic review of a Student Plan.

### Suicide Prevention

Burpengary State School staff who notice suicide warning signs in a student understand that they must seek help immediately from the Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid.

Burpengary State School staff follow suicide intervention and prevention advice by assessing risk and as required 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.

Burpengary State School staff follow the Suicide Risk Continuum developed for staff to guide them.

## Suicide Postvention

In the case of a death by suicide of a student that has not occurred on school grounds, Burpengary State School would enact 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 death by suicide occurred on school grounds or at a school event, Burpengary 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

Burpengary State School employs specialised staff to work with students, their families and teachers, to help the social, emotional and physical wellbeing of every student. All of our staff are dedicated to ensuring our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Burpengary 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 staff member.

Role	What They Do
Guidance Officer	<ul style="list-style-type: none"> <li>• support students within the school environment offering counselling with students on a one-on-one basis or in a group setting, offering referrals to external supports as needed</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• provides educational assessments with outcomes and recommendations to support student learning alongside feedback to teachers and parents</li> <li>• liaises with parents, teachers, regional staff and other external health providers as needed as part of the counselling process.</li> </ul>
Head of Special Education Services	<ul style="list-style-type: none"> <li>• coordinate and facilitate Stakeholder meetings with families, educators and allied health professionals to plan for and support our students</li> <li>• management of Complex Cases</li> <li>• collaborate with educators and families to develop Individualised Behaviour Support Plans and Individual Student Safety Plans</li> <li>• provide explicit teaching of Emotional Regulation strategies and individualised strategies to support learning and wellbeing outcomes</li> <li>• provide emergent support to staff and students</li> <li>• follow up on specific behaviour incidents</li> </ul>
Inclusion Teacher	<ul style="list-style-type: none"> <li>• provide emergent support to staff and students</li> <li>• support identified students accessing the curriculum</li> <li>• collaboratively produce Individual Behaviour Support Plans and Wellbeing Plans</li> <li>• lead small groups of students to work on emotional regulation and behaviour</li> <li>• assist to provide resourcing and strategies for classroom teachers and students consistent with student needs</li> </ul>

	<ul style="list-style-type: none"> <li>• implement small group social skills program</li> </ul>
Social Worker	<p>Individual Support to students with mild to moderate mental health concerns addressing areas such as</p> <ul style="list-style-type: none"> <li>• Mental Illness</li> <li>• Adjustment Difficulties</li> <li>• Prolonged Grief and Loss</li> <li>• Trauma</li> <li>• Parental Health Issues</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>• provide individual and, at times, group support to students to assist their engagement with education and training</li> <li>• support students to overcome barriers to education such as <ul style="list-style-type: none"> <li>- attendance at school</li> <li>- referral for behaviour support</li> <li>- relationships/social skills</li> <li>- conflict with peers/teacher/family</li> <li>- social/emotional/physical wellbeing</li> </ul> </li> </ul>

It is also important for students and parents to understand there are regional and statewide support services available to the school and the school may consult these staff where indicated. These include Principal Advisor Student Protection, Regional Guidance Officer (Student Engagement and Wellbeing), Regional Autism Coach, Principal Education Officer (Inclusion), Advisory Visiting Teachers and Senior Guidance Officers.

## Whole School Approach to Discipline

Burpengary State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline within the school which includes the explicit teaching of self-regulation using trauma-informed practices. 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 Burpengary State School we believe discipline is about more than consequences. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach the expected behaviour.

The development of the Burpengary State School Student Code of Conduct is an opportunity to explain the multi-tiered system of support and 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 to set students up for success is a shared goal of every parent and school staff member.

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

## 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 five Positive Behaviour for Learning (PBL) expectations which are Excellence, Respect, Resilience, Integrity and Cooperation.

### Students

Below are examples of what these PBL expectations look like for students across the school. As previously referred to, Appendix A includes the Burpengary State School Expected Behaviours Matrix which clearly outlines the expected behaviours explicitly taught to students and referred to throughout their time at Burpengary State School. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Burpengary State School.

### Excellence

- Remain on task for a sustained period of time
- Set goals, monitor and accept feedback
- Achieve positive results through high expectations
- Be organised and ready for learning
- Be accountable for exhibiting the five building blocks

### Respect

- Demonstrate respect to all staff, peers and visitors by responding politely and following instructions promptly
- Act in a positive way that demonstrates care about themselves, others, school property and the environment
- Move around the classroom and the school respectfully
- Listen actively and demonstrate whole body listening
- Treat others with kind words and actions and respect personal space

### Resilience

- Use a variety of strategies to recover from challenges and conflicts
- Learn from experiences and make improvements
- Persist when faced with challenges
- Accept feedback and adapt behaviour
- Consider different points of view

### Integrity

- Be honest and take responsibility for actions
- Be a positive role model for others
- Have pride in actions and behaviour
- Wear the correct school uniform

### Cooperation

- Communicate effectively, understand compromise and accept new or other ideas
- Work together, with others, in the classroom and playground
- Build positive relationships within the whole school community
- Actively participate in classroom discussions
- Accept student differences and be inclusive

We welcome parents and other members of our diverse community into schools across Queensland.

Working together with their school community, school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful as per the Education Qld Parent and Community Code of Conduct - <https://education.qld.gov.au/parents/community-engagement/Documents/parent-community-code-of-conduct.pdf>

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

### Excellence

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You assist the school by setting your child up for success, both academically and socially. This may involve monitoring individual's learning and social goals.	We meet with parents and provide feedback on your child's learning and social goals.
You assist the school in upholding high expectations and striving for constant improvement.	We communicate explicitly our expectations and feedback on the next steps for improvement.
You assist your child with being organised and ready to learn. This will include ensuring your child has all necessary equipment.	We give clear guidance on the school processes around organisation as well as information about what equipment is required.

### Respect

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or leadership team to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You approach your child's class teacher with any concerns or complaints in a respectful manner and you take a problem-solving approach to complaints and discuss any concerns with us.	We respectfully manage concerns or complaints in an open, fair and transparent manner. We take a problem-solving approach.
You leave and collect your child from the designated area on time.	We will give clear guidance about designated areas and times for parents to leave and collect students.
You communicate respectfully. You listen to the school's point of view.	We will communicate respectfully. We will listen to parents/caregivers' point of view.
You treat all members of the school community respectfully.	We will treat students, parents and community members respectfully.
You are respectful in your conversations at home, at school, online and on social media about the school, its staff and students.	We will ensure positive behaviours are role modelled for all students.
You show care for your child, the school, others, property and the environment.	We show care for your child, the school, others, property and the environment.

You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.
During the school day you ensure that you report to the school office first (this is not required at drop-off or collection before or after school).	We are warm and welcoming at all times.

## Resilience

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You assist your child to use a variety of appropriate strategies to recover from challenges and/or disappointments.	We assist your child in building strategies he/she can use to recover from challenges and/or disappointments.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

## Integrity

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You continue to be a positive role model for your child and continue to work in partnership with the school.	The school will continue to be a positive role model for your child and continue to work in partnership with school families.
You will encourage your child to take responsibility for their actions.	The school will continue to guide students by encouraging them to take responsibility for their actions.
You approach the class teacher or a member of the leadership team if you are concerned about the behaviour of a staff member, another student or a parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

You take a positive, solution-focused approach to resolving concerns.	We will nominate a contact person for you to work with to resolve a school related concern.
You respect school, student, parent and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

## Cooperation

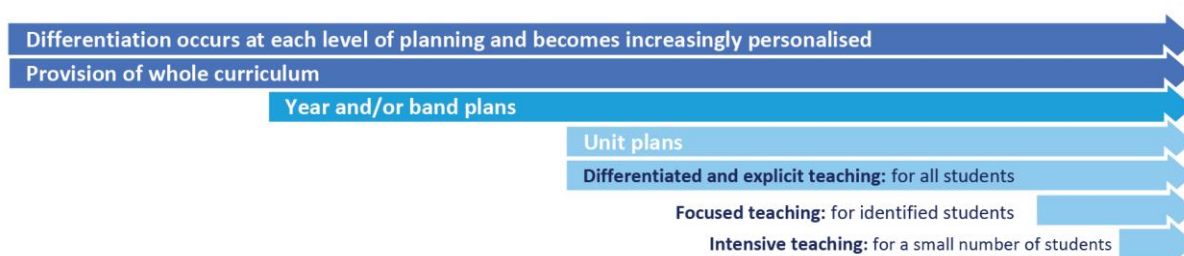
<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You stay informed about school news and activities by reading the school newsletter, emails and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

## Differentiated and Explicit Teaching

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

Staff at Burpengary 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 staff 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, 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 Behaviour Expectations Matrix (see *Appendix A*), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. It has been developed to reflect our school's core values of Respect, Responsibility and Integrity.

## Focused Teaching

Approximately 10 to 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 development, emotional regulation or behaviour management, work collaboratively with class teachers at Burpengary State School to provide focused teaching. Focused teaching is aligned to the Behaviour 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.

Burpengary 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:

- Personal Learning Plans
- Individual Curriculum Plans
- Individual Behaviour Support Plans
- Playground Plans
- Classroom Profiling
- Essential Skills in Classroom Management
- Management of Actual or Perceived Aggression
- Lunchtime Activity Clubs
- Scheduled Check-Ins
- Functional Behaviour Assessment

Key documents/plans are uploaded to One School as a record of support provided to individual students and families.

For more information about these programs, please speak with the relevant Deputy Principal for your child's year level.

## Intensive Teaching

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

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

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

Students who require intensive support will be assigned a Complex Case Manager at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student and their parents/carers. If and as the need for support reduces, the additional supports will reduce and the need for a Complex Case Manager will be reviewed.

## Legislative Delegations

### Legislation

In this section of the Burpengary State School Student Code of Conduct are links to legislation which influences the 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.

A copy of the Instrument of Authorisation (Chapter 12, Part 3 of Education (General Provisions) Act 2006) from the Principal to the persons who are from time to time the holders of the position of Deputy Principal at this school is included in *Appendix E*.

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

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

[Education \(General Provisions\) Act 2006 Minister’s delegations](#)

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

[Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)

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

## Disciplinary Consequences

The disciplinary consequences model used at Burpengary State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 10 to 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

## Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Using Zones of Regulation strategies to focus and self-regulate student behaviour
- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Time-in with class teacher

## Focused

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

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

## Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management (known locally as Complex Case Support) 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.

We reserve the right to refuse permission for students to attend off-site activities e.g. excursions/camps if their prior behaviour is such that concerns are raised about their ability to meet the Student Code of Conduct.

We further reserve the right to refuse permission for students to attend and represent the school at sporting/arts/cultural events if their prior behaviour is such that concerns are raised about their ability to meet the Student Code of Conduct.

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

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

### **Arrangements**

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

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

### **Structure**

The structure of the re-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 agenda:

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

### **Reasonable adjustments**

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

# School Policies

Burpengary State School applies Education Queensland 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

Any updated policies of the Department of Education in relation to any of the above-mentioned areas will supersede current policy and will be communicated as necessary.

## 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 Burpengary 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 Burpengary State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent 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);
- require consent from the student or parent 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 Burpengary 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 Burpengary 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 at Burpengary 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 Burpengary State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

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

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. Mobile devices include mobile phones, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

All state school students must keep mobile phones switched off and 'away for the day' during school hours. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

The decision to implement a consistent, statewide approach to putting mobile phones away during the school day is based on the advice of Ms Cheryl Vardon AO, former Queensland Family and Children's Commissioner, who completed an independent review of Queensland's approach to mobile phones. Ms Vardon AO's review included consultation with key education stakeholders, such as Principals, school staff, students and families from each education region, as well as a review of recent research on student use of mobile phones and personal devices in schools.

'Away for the day' supports schools to maintain a strong focus on student educational achievement, wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Burpengary State School has determined that the school will be a device free zone. Students have access to school iPads and laptops for research or curriculum purposes so there is no need to have mobile phones in the school grounds.

In order to support students who require mobile phones to communicate with parents, the following is expected and will be enforced. Students who travel to school with a mobile phone must immediately switch their mobile phone off and proceed to the office when they arrive at school to check in their mobile phone in for the day. Mobile phones must not be kept in school bags, desks or on their person. In the afternoon when the student has been released for the day, the student must immediately proceed to the office to collect their mobile phone. Students may switch their phone on once they leave the school grounds, or in the event they need to contact their parent for safety purposes.

Smart Watches: Once at school, any function of a smart watch other than telling time must be switched off. Students must not be connected to any 4G network or messaging Apps whilst on the school grounds.

Burpengary State School will not take responsibility for any communication devices that are lost or stolen as a result of not being submitted to the office, nor will the school use resources to search for these devices.

It is also agreed that time and space should be provided, at school, where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

## Responsibilities

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

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

- use school provided devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment

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

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

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 Burpengary State School Student Code of Conduct and the Burpengary State School iPad Program Acceptable Use Policy (see *Appendix F*) which is provided to and signed by students and parents each year. This document is also reviewed each year to ensure it continues to meet departmental requirements and Burpengary State School expectations.

In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the Burpengary State School iPad Program Acceptable Use Policy – see *Appendix F*) 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 and/or temporary removal of a student's access to a device
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Burpengary State School complies with Education Queensland policies which reference the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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



### **1. Leadership**

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

### **2. Inclusion**

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

### **3. Student voice**

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

### **4. Partnerships**

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

### **5. Support**

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

## **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.

At Burpengary State School we believe that the role of the bystander can have a direct impact on the incident. Burpengary State School considers a bystander being a witness who sees or knows about bullying happening to someone else. A bystander doesn't have to watch this happening. By doing nothing, a bystander may imply that they are supportive of the behaviour. At Burpengary State School we teacher bystanders that they can stop bullying in its tracks.

Behaviours that do not constitute bullying include:

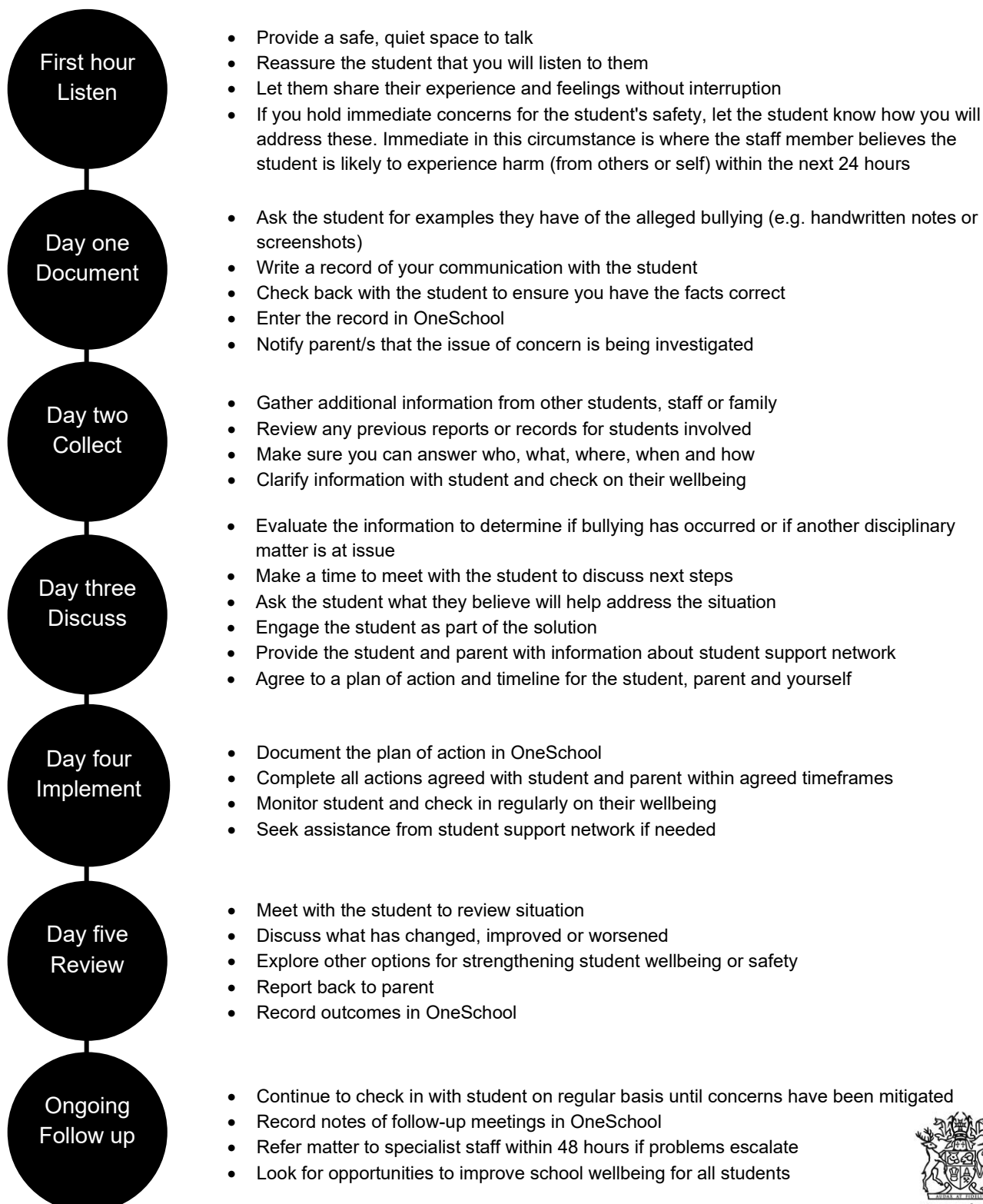
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Burpengary 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 Burpengary 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.

## Burpengary State School - Bullying response flowchart for teachers

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



## Cyberbullying

Cyberbullying is treated at Burpengary 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.

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 Burpengary State School may face in-school disciplinary action, such as removal 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 School Principal, Rod Finney.

# Burpengary State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

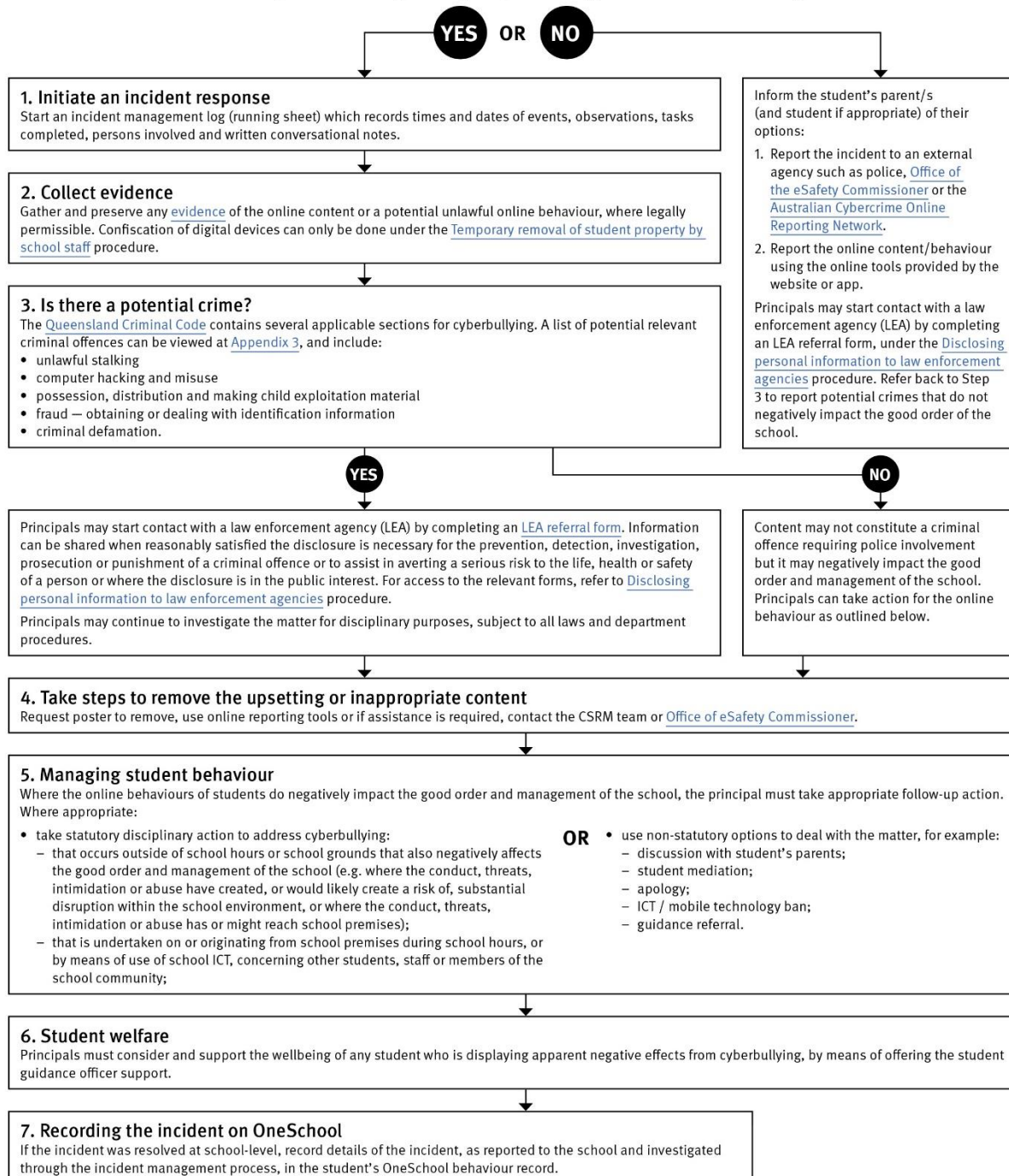
### Explicit images

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

### Report

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



## Cyberbullying 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 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.

## Student Intervention and Support Services

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

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

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

## Appropriate use of social media

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

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, Principals and even parents can be permanently

damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Restrictive Practices

School staff at Burpengary 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 state 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. When staff use restrictive practices they will do so in accordance with the **Restrictive Practices Procedure** of Education Queensland.

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.
5. Follow through if the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
6. 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.

## School safety and security

Queensland state schools are committed to providing a safe, secure and supportive learning environment for students, staff and the wider school community.

This includes:

- the welfare of staff and students
- protecting property, resources and information.

### Safety and security policies

#### School security

The [School Security policy](#) identifies responsibilities and recommended strategies to help address security risks, including:

- harm to staff and students from a criminal act, committed by an unauthorised person on school property
- theft or damage of resources due to break and enter incidents
- malicious damage to the inside and outside of school buildings
- arson damage to buildings.

#### Preventing and managing unsafe situations

The [Managing Inappropriate and Hostile Conduct Procedure](#) outlines how school Principals and staff can prevent and manage unsafe situations in state schools.

## Related Procedures and Guidelines

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

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

## Resources

[Australian Professional Standards for Teachers](#)

[Behaviour Foundations professional development package](#) (school employees only)

<https://bullyingnoway.gov.au/>

[ehedspace](#)

[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

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

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

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

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

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.

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 Child and Student Protection Policy - <https://ppr.qed.qld.gov.au/pp/student-protection-procedure>
- Complaints about corrupt conduct, public interest disclosures, or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#)

## Appendix

- Appendix A – Burpengary State School’s Expectations Matrix**
- Appendix B – Burpengary State School Student Engagement Flowchart**
- Appendix C – Burpengary State School Re-connection Pathway**
- Appendix D – Burpengary State School Minor/Major Behaviour Definitions and Examples**
- Appendix E – Lunchtime Activities Roster**
- Appendix F – Burpengary State School iPad Program – Acceptable Use Policy**



# Burpengary State School's Expectations Matrix



**Excellence**

**Respect**

**Resilience**

**Integrity**

**Cooperation**



Settings	Expectations <i>At BSS we are:</i>		
	Safe	Kind	Learners
<i>Everywhere</i>	Keep hands, feet and objects to self Stay in bounds Be SunSmart Use walking feet & follow the pathways	Use polite & caring language Keep all areas clean & tidy Show care for self, others, property & the environment Include others & respect their needs, beliefs & cultures	Listen & follow staff instructions the first time, every time Be in the right place at the right time Try your best & be prepared for learning Take responsibility for your actions
<i>Toilets</i>	Wash your hands thoroughly Use the toilets appropriately & report damage or misuse	Respect people's privacy Wait for friends outside	Use the toilets at break time Use the toilets promptly Use the correct toilets
<i>Bubblers</i>	Only use bubblers for drinking Keep objects out of the bubblers	Patiently wait your turn Keep drinking areas clean	Get drinks and fill water bottles at break times

<b><i>Tuckshop</i></b>	<p>Sit down to eat</p> <p>Play games in appropriate areas</p>	<p>Use your manners</p> <p>Line up at the end of the line</p> <p>Patiently &amp; quietly wait your turn</p>	<p>Use your own money</p> <p>Put rubbish in the correct bins</p>
<b><i>Eating areas</i></b>	<p>Practice good hygiene</p> <p>Show consideration towards dietary &amp; allergy needs</p>	<p>Park it, Eat it, Bin it</p> <p>Sit &amp; chat quietly in year level area</p> <p>Pack away belongings</p>	<p>Make healthy choices</p> <p>Put rubbish in the correct bins</p> <p>Wait for staff permission to go play</p>
<b><i>Play areas</i></b>	<p>Use the correct year level areas</p> <p>Use sports &amp; play equipment for its purpose</p> <p>Keep your shoes on</p>	<p>Share equipment &amp; take turns</p> <p>Include others in games</p> <p>Be an upstander</p>	<p>Agree on &amp; follow the rules of the game</p> <p>Wait for duty teacher before going on the oval &amp; playgrounds</p> <p>Eat your food in the eating areas</p>
<b><i>Library</i></b>	<p>Line up and wait to be invited in</p> <p>Use a calm and quiet manner</p> <p>Use resources &amp; pack away appropriately</p>	<p>Hold and read books with care</p> <p>Use manners when borrowing</p> <p>Support others' right to read</p>	<p>Return books to the returns desk</p> <p>Use Shelf-Markers correctly</p> <p>Select &amp; borrow 'good fit' books</p>
<b><i>Assembly</i></b>	<p>Enter/exit the hall in a calm &amp; quiet manner</p> <p>Sit with your class</p> <p>Keep walkways clear</p> <p>Sensibly help to set &amp; pack up</p>	<p>Use whole body listening</p> <p>Respect National Anthems</p> <p>Celebrate &amp; respond appropriately</p> <p>Use respectful audience manners</p>	<p>Be proud of your achievements</p> <p>Be a positive role model</p> <p>Reflect on key messages shared</p>
<b><i>Bus</i></b>	<p>Walk &amp; line up when bus arrives</p> <p>Stay seated on the bus &amp; be traffic aware when exiting</p>	<p>Wait calmly &amp; quietly with duty staff</p> <p>Be considerate of others on the bus &amp; share the seats</p> <p>Take all rubbish &amp; belongings with you</p>	<p>Be on time to the bus line</p> <p>Stay in the waiting area</p> <p>Be ready &amp; organised</p>

	Follow all bus driver instructions & only get off at your stop		
<b>Before &amp; After School</b>	Wait with your responsible adult until supervision begins in the morning  Walk your bike/scooter through the school  Be in the correct waiting areas  Enter & exit the school calmly & promptly	Use your manners at Chappy Breakfast  Sit & chat quietly  Play appropriate calm games  Wait patiently for bikes/scooters in the afternoon	Demonstrate expectations to & from school  Wear appropriate uniform  Go to the front office if late, drop/collect phone or a parent needs to be called.
<b>Front Office/ Health room</b>	Enter calmly & quietly via the correct door  Be mindful of others	Use your manners & speak politely  Wait patiently in the correct area	Have a reason & permission  Move directly back to class

## Kind

We make responsible choices that respect teachers, the environment, ourselves, each other & the broader community

## Safe

We make choices that help to make sure that we and others are safe

## Learners

We understand the choices we make can impact upon our learning and the learning of others - *We listen carefully, try our best, and keep going even when things are hard*

# APPENDIX B



## Burpengary State School Student Engagement Flowchart



### Preventative Tools

Positive Relationships established with student & home – <b>Unconditional Positive Regard</b>	Expected behaviours clearly established, taught & positively acknowledged	Trauma informed/Berry St practices embedded daily	Consistent & predictable routines taught & practiced	Safe & Supportive classroom environments -safe spaces -sensory & regulation supports Connect with students
Differentiated curriculum supports	Whole class & individualised positive recognition systems	Student agency	Social & Emotional Learning practices	

### Responding Tools

<b>Respectful:</b> polite response free of sarcasm, avoid audience, maintain unconditional positive regard	<b>Attuned:</b> connect before you correct, co-regulation, identify & avoid triggers, trusted adult.	<b>Calm:</b> Lower tone & volume of voice, use relaxed body language. <b>"Be the Calm in their storm"</b>	<b>Consistent:</b> Timely response each time a behavioural learning error occurs.	<b>Brief:</b> Short & concise response, avoid entering the conflict cycle.	<b>Specific:</b> identify the observable behaviour problem from the Expectations matrix.
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### Decision Making Tools



# APPENDIX C

**Low Key**

- Proximity
- Pause
- Non-verbal cue
- Acknowledge positive choices
- Golden statements
- Classroom expectations

**Choice**

- Two choices
- "You can choose to work on the floor or at your desk"
- Think time

**Buddy Class**

- 10mins in buddy class
- Welcomed back
- Restorative chat

**Follow Up**

- Unconditional positive regard
- Restorative/Re-teach
- Positive reinforcement

**Connect**

- Connect, then redirect
- Individual close talk
- Re-state expectations
- Think time

**Circuit Breaker**

- In class 'think space'
- Safe/Calm zone
- Ready to learn strategy

**Support**

- Call front office
- "I am not the right person to help you at the moment, I will get someone to support"

## Re-Connection Pathway


Good Choice,  
Thank you!



# Minor/Major Behaviour Definitions and Examples



One School Category	Minor Behaviours – Teacher Managed	Major Examples – Teacher and Leadership Team Managed	Non-Examples
<p><b>Abusive Language</b></p> <p>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</p>	<ul style="list-style-type: none"> <li>❖ Inappropriate school language as a reaction, without intent</li> <li>❖ Saying unkind/hurtful comments</li> <li>❖ Calling another student names in a non-consistent or non-repeated manner.</li> <li>❖ Swearing in general speech</li> <li>❖ Muttering under breath</li> <li>❖ Loud voices, shouting, unkind comments about another person</li> </ul>	<ul style="list-style-type: none"> <li>❖ Inappropriate school language/swearing – with intent/or directed at others.</li> <li>❖ Repeated name calling</li> <li>❖ Abusive personal attacks</li> <li>❖ Racial slurs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Loud voices</li> <li>❖ Shouting</li> <li>❖ Unkind comments about another</li> </ul>
<p><b>Bullying</b></p> <p>Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</p>	<ul style="list-style-type: none"> <li>❖ Calling another student names in a non-consistent or non-repeated manner.</li> <li>❖ Being a bystander while others are engaging in bullying behaviours.</li> <li>❖ Not talking to someone due to conflict</li> </ul>	<ul style="list-style-type: none"> <li>❖ Inciting others in bullying behaviours.</li> <li>❖ Targeting particular student/s with physical behaviours including rough pushing and objects.</li> <li>❖ Persistent intimidation of a student.</li> <li>❖ Persistently emotionally assaulting/ harming another person.</li> <li>❖ Consistently bullying and/or targeting particular student/s.</li> <li>❖ Encouraging and inciting others in conflict &amp; joining in.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Calling another student names in a non-consistent or non-repeated manner.</li> <li>❖ One-off altercation</li> <li>❖ Physical misconduct that is not repeated</li> <li>❖ Not talking to someone due to conflict</li> </ul>








<p><b>Defiance</b></p> <p>Student refuses to follow directions given by school staff.</p>	<ul style="list-style-type: none"> <li>❖ Student initially refuses to follow directions</li> <li>❖ Talks back</li> <li>❖ Uses non-directed swearing when given a direction</li> <li>❖ Yelling at an adult</li> <li>❖ Active resistance to attempt task.</li> <li>❖ Arriving at class unprepared to work.</li> <li>❖ Refusing to work with certain other students when directed</li> <li>❖ General off-task behaviour</li> <li>❖ Tasks not attempted or completed without care and attention or in a negative manner, failure to adhere to bookwork policy.</li> <li>❖ Persistent/repeated attendance at class without required materials eg. Exercise books, textbooks, laptop, writing materials.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Verbally stating a defiant response to a request from a teacher in an aggressive manner.</li> <li>❖ Wilful, persistent refusal to follow directions</li> <li>❖ Persistent display of non-compliant behaviours</li> <li>❖ Physically or verbally threatening staff</li> <li>❖ Consistently and intentionally not attempting or completing a set task despite interventions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tasks attempted but not completed. Passive resistance to attempt task.</li> <li>❖ Persistent/repeated attendance at class without required materials eg. Exercise books, textbooks, laptop, writing materials.</li> <li>❖ One off refusal to follow direction</li> <li>❖ One off ‘no’ or ‘don’t want to’ type comments before following direction given</li> <li>❖ Raising voice</li> <li>❖ Challenging direction</li> </ul>
<p><b>Disrespect</b></p> <p>Student intentionally delivers socially rude or dismissive messages to adults or students.</p>	<ul style="list-style-type: none"> <li>❖ Inappropriate school language as a reaction, without intent</li> <li>❖ Saying unkind/hurtful comments</li> <li>❖ Calling another student names in a non-consistent or non-repeated manner</li> <li>❖ Making threatening gestures</li> </ul>	<ul style="list-style-type: none"> <li>❖ Inappropriate school language/swearing – with intent/or directed at others.</li> <li>❖ Threatening harm to others</li> <li>❖ Aggressive comments/gestures of a threatening nature directed at another person</li> </ul>	<ul style="list-style-type: none"> <li>❖ Saying ‘shut up’</li> <li>❖ Comments made in jest as part of play</li> </ul>
<p><b>Disruption</b></p> <p>Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour</p>	<ul style="list-style-type: none"> <li>❖ Late to class and then cause a disturbance.</li> <li>❖ Unauthorised movement around the classroom.</li> <li>❖ Calling out to distract others, interrupting learning of others.</li> <li>❖ Talking to other students, during learning time, after reminders</li> <li>❖ Calling out.</li> <li>❖ Chatting</li> <li>❖ Repetitive sounds.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Extreme and persistent class disruption.</li> <li>❖ Persistent chatting despite the use of School wide Positive Behaviour System.</li> <li>❖ Persistent off-task calling out</li> <li>❖ Persistent interruption of teacher</li> <li>❖ Repeatedly getting out of seat and disrupting others</li> </ul>	<ul style="list-style-type: none"> <li>❖ Making noises that are related to a disability</li> <li>❖ Calling out answers to questions out of enthusiasm</li> <li>❖ Tapping pencil</li> <li>❖ One off talking to another student</li> </ul>
<p><b>Dress Code</b></p> <p>Student wears clothing that is not within the dress code guidelines defined by the school.</p>	<ul style="list-style-type: none"> <li>❖ Wearing jewellery or other items of clothing that are not part of the mandated school uniform, such as shorts, shoes, bracelets.</li> </ul>		<ul style="list-style-type: none"> <li>❖ Not wearing the correct uniform where there are genuine circumstances</li> <li>❖ Not wearing a hat during play</li> </ul>









<p><b>Fighting</b></p> <p>Student is involved in mutual participation in an incident involving physical violence.</p>		<ul style="list-style-type: none"> <li>❖ Physically assaulting/harming another person.</li> <li>❖ Verbal or physical actions which are consistent - pushing objects, hitting or kicking people and/or swearing/abusive (put-down) language towards others.</li> </ul>	
<p><b>Harassment</b></p> <p>Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</p>	<ul style="list-style-type: none"> <li>❖ Saying unkind/hurtful comments</li> </ul>	<ul style="list-style-type: none"> <li>❖ Persistent harassment of others.</li> <li>❖ Persistently emotionally assaulting/harming another person.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Un-intentionally causing a reaction.</li> </ul>
<p><b>Physical Aggression</b></p> <p>Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.</p>	<ul style="list-style-type: none"> <li>❖ Pushing someone causing no harm</li> <li>❖ Not keeping hands and feet to self – gentle hitting, tapping not near the head area.</li> <li>❖ Rough/unsafe play</li> <li>❖ Play fighting</li> <li>❖ Incidental pushing</li> <li>❖ Grabbing as part of play during activity</li> <li>❖ Being rough with peers without intent.</li> <li>❖ Hitting with hats.</li> <li>❖ Tackling (football without supervision).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Spitting directly towards an adult.</li> <li>❖ Anti-social behaviours including dacking, hitting in genital area.</li> <li>❖ Aggressive behaviours using closed fist and spitting.</li> <li>❖ Punching, kicking with force, on purpose with intent.</li> <li>❖ Repeatedly tackling (football without supervision).</li> <li>❖ Physically assaulting/harming another person.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Horseplay</li> <li>❖ Friendly punch in the arm</li> <li>❖ Accidental contact during activity</li> </ul>
<p><b>Property Damage</b></p> <p>Student participates in an activity that results in destruction, damage or disfigurement of property.</p>	<ul style="list-style-type: none"> <li>❖ Accidental damage of school property such as running through gardens or marking school furniture.</li> <li>❖ Drawing on books</li> <li>❖ Destroying own/others stationery</li> <li>❖ Opportunistic stealing e.g. finding and keeping</li> </ul>	<ul style="list-style-type: none"> <li>❖ Damaging school property intentionally/permanently/ with intent</li> <li>❖ Repetitive misuse or destruction of material/item of high personal or monetary value that could result in impairment or injury of materials/items.</li> <li>❖ Repetitive and ongoing vandalism/graffiti</li> <li>❖ Stealing</li> </ul>	<ul style="list-style-type: none"> <li>❖ Accidentally breaking a pencil or dropping equipment</li> </ul>


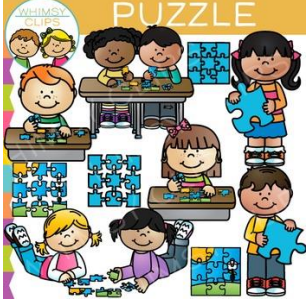




<p><b>Property misuse causing harm to others</b></p> <p>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</p>	<ul style="list-style-type: none"> <li>❖ Not using materials/items for its intended use or causing harm to materials/items.</li> <li>❖ Making paper planes and throwing them in the classroom</li> <li>❖ Throwing balls of paper in a classroom</li> <li>❖ Using a plastic bottle as a football</li> <li>❖ Playing with sticks</li> </ul>	<ul style="list-style-type: none"> <li>❖ Dangerous throwing of objects directly at an adult/other students</li> <li>❖ Physically assaulting/harming another student with object.</li> <li>❖ Throwing objects into a fan</li> <li>❖ Hitting others with objects</li> </ul>	<ul style="list-style-type: none"> <li>❖ Picking up sticks/rocks or any other item (have not used them for anything)</li> <li>❖ Doodling on books</li> </ul>
<p><b>Technology Violation</b></p> <p>Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</p>	<ul style="list-style-type: none"> <li>❖ Use of computer for off-task purposes</li> <li>❖ Student has mobile phone out during class or break times.</li> <li>❖ Mobile phone ringing during class.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Accessing/distributing inappropriate materials electronically</li> <li>❖ Tampering with hardware</li> <li>❖ Hacking school files</li> <li>❖ Using phone to record other students or staff.</li> <li>❖ Using a mobile phone during school hours for the purpose of bullying another person.</li> <li>❖ Using mobile phone to view or send inappropriate images or content.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Forgetting student log on</li> <li>❖ Not saving work so as to make it irretrievable</li> </ul>
<p><b>Theft</b></p> <p>Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</p>	<ul style="list-style-type: none"> <li>❖ Taking someone's hat and wearing it.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Student in possession of, or having passed on, or responsible for removing someone else's property.</li> </ul>	
<p><b>Truancy (out of class)</b></p> <p>Student is present at school but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).</p>	<ul style="list-style-type: none"> <li>❖ Being in an out of bounds area during play time</li> <li>❖ Taking an extended toilet break during class time</li> <li>❖ Frequently being late to class after break</li> </ul>	<ul style="list-style-type: none"> <li>❖ Skipping classes</li> </ul>	<ul style="list-style-type: none"> <li>❖ One off lateness to class</li> </ul>

<p><b>Truancy (out of school)</b></p> <p>Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).</p>		<ul style="list-style-type: none"> <li>❖ Being out of school grounds without permission once student has arrived at school – no leaving school grounds.</li> </ul>	
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# Appendix E

		Term				
		Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> Break	Junior	<p>Jenga and Playdoh</p>  <p>Year 2/3 Oval Ms Shepherd</p>	<p>Just Dance</p>  <p>Prep E Classroom Ms Giret</p>	<p>Junior Choir</p>  <p>Music Room Mrs Marchant</p>	<p>Dance Club</p>  <p>Hall Mrs Coulter</p>	<p>Chess Club</p>  <p>Science Room Ms Shepherd</p>
	P-6	<p>Sports</p> 				<p>Pokemon Club</p> 

		<b>Hall</b> <b>Mr Hart</b>				<b>Science Room</b> <b>Miss Homes</b>
	<b>Senior</b>		<b>Chess Club</b>  <b>Science Room</b> <b>Mrs Turner</b>	<b>Computer Lab</b>  <b>Mrs Sims</b>	<b>Senior Choir</b>  <b>Mrs Marchant</b>	<b>Computer Lab</b>  <b>Ms Franklin</b>
		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>2<sup>nd</sup> Break</b>	<b>Junior</b>		<b>Computer Lab</b>  <b>Mrs Steindl</b>	<b>Computer Lab</b>  <b>Ms Franklin</b>	<b>Sports</b>  <b>Hall</b>	<b>Computer Lab</b>  <b>Mr Lloyd</b>

					<b>Mr Hart</b>	
<b>P-6</b>				<b>Colouring Club</b>  <b>Science Room</b> <b>Mr Masters</b>	<b>Puzzle Club</b>  <b>Science Room</b> <b>Tamie M</b>	<b>Board Games</b>  <b>Science Room</b> <b>Mrs Milne</b>
<b>Senior</b>	<b>Japanese Club</b>  <b>Japanese Room</b> <b>Mr Masters</b>		<b>Sports</b>  <b>Hall</b> <b>Ms Burke</b>	<b>Karaoke Club</b> <b>6D Classroom</b> <b>Ms Burgess</b> 		



## Appendix F

# Burpengary State School iPad Program

## Year 4 / 5 / 6 2025

### Acceptable Use Policy

#### Aim

To enable students to act in an acceptable and responsible manner when using technology, the Internet and Electronic Mail. The iPad Program enables students to use technology to support their learning on a daily basis. Helping students become responsible digital citizens will enhance not only what they do in the classroom, but also give students skills and experiences that will prepare them for their future studies and career.

#### **Burpengary State School deems the following to be responsible use and behaviour by a student:**

It is expected that students will use technology devices, and school computers and network infrastructure for:

- assigned class work and assignments set by teachers;
- developing appropriate literacy, communication and information skills;
- authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by the school;
- conducting general research for school activities and projects;
- communicating or collaborating with students, teachers or parents in relation to schoolwork;
- accessing online references, including dictionaries and encyclopedias;
- researching and learning through the Department's e-learning environment; and
- any other relevant use as directed by their teacher.

#### **Burpengary State School deems the following to be unacceptable use and behaviour by a student:**

It is unacceptable for students to:

- use the IT resources in an unlawful manner;
- download, distribute or publish offensive messages, photographs or graphics;
- cyberbully, insult, harass or attack others or use obscene or abusive language;
- access social networking sites such as Facebook and Instagram during the school day;
- use their device to photograph, video or record others;
- damage any electronic devices, printers or the network equipment, including devices allocated to them and those of other students;
- damage iPad accessories such as cases, headphones and iPad pens;
- commit plagiarism or violate copyright laws; (e.g. use of illegally downloaded games and music, and illegal sharing of games and music);
- use unsupervised internet chat;
- knowingly download viruses or any other programs capable of breaching the Department's networks security; or
- handle or use another student's device without teacher authorisation.

#### **In addition to this Burpengary State School states that:**

- Students will accept that teachers can and will regularly check their iPad to ensure usage it is consistent with the acceptable use policy.



- Under no circumstances should passwords be divulged to any other user on the system. If users have any reason to suspect that their account security may have been compromised or tampered with, it should be reported immediately to their teacher.
- Students must ask for permission before airdropping and should not accept an airdrop unless they are aware that the student has permission to send it.
- Students are not to change iPad settings unless they are specifically instructed to by a teacher.
- Student iPads must have a clearly identifiable home page– name and/or school appropriate photo as background.
- iPads will be named with the student’s name, not a nickname or pseudonym.
- Accidental damage to a device will be assessed by the school. **Students and their parents/guardians will be held responsible for the wilful and deliberate misuse or inappropriate behaviour resulting in damage to the device allocated to them or another student’s device.** In the event of a dispute regarding the cause of damage to a device, the Principal will be the arbitrator.
- Information dispatched from the school network is a reflection on how the global community perceives the school. All students using the systems are encouraged to show that they are positive ambassadors for Burpengary State School. No obscene, inflammatory, racist, discriminatory or derogatory language should be used in electronic mail or any other form of network communication. Systems are in place to monitor inappropriate language; offenders will be dealt with under the school Code of Conduct.
- Students using the school network must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people’s devices without their permission and without them present.
- Students must not record, photograph or video any students or school personnel without the express permission of the supervising teacher.
- Students must have teacher permission before copying files from another user. Copying files belonging to another user without express permission may constitute plagiarism and/or theft.
- Students will not copy software, information, graphics, or other data files that may violate copyright laws.
- The school will educate students regarding cyber bullying, privacy considerations, safe Internet practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to behave in line with these safe practices.



# Burpengary State School eLearning Program 2025

## Student Participation Agreement

### For the Student:

#### General Use:

- I understand that I am responsible for the safe use of my allocated device each day.
- I will ensure my device is connected to a charger in the charging cabinet at the end of school each day.
- I will hold my device with two hands when carrying it with the screen closed and I will walk with it at all times.
- I will keep food and drinks away from my allocated device at all times.
- I will immediately report any accidents or breakages to my teachers, as applicable.

#### Learning:

- I will use my device only to support my school learning program.
- I accept my teachers can and will perform checks to monitor that I have not installed illegal/unsuitable software applications and content to check the websites which I visit, and to check that I am using the iPad for learning. I understand there will be consequences for inappropriate use.
- I am responsible to ensure my work is backed up and will maintain an organised file structure.

#### Safety and Security:

- I will only visit websites at school that support my learning activities when using the Internet. If I accidentally access an inappropriate website, I will exit the page immediately and report it to my teacher.
- I will be cyber safe and cyber smart at all times.
- I will not use my device to record, video or photograph anyone.
- I will not airdrop any image or document without teacher permission.
- I will demonstrate etiquette when using my device and other equipment with regard to other people.
- I will use my device lawfully and in accordance with the Acceptable Use Policy regarding ethical use of equipment, technology, use of legal software, use of the Internet and the protection of personal data.
- For security reasons, I understand that I am not to share account names and passwords with anyone unless requested by school staff.
- I understand that if the above conditions are not followed, I will not be granted permission to use my device, or restrictions will be placed on my device usage for a time period to be determined by the school.
- I understand that if I regularly breach the Student Participation Agreement, the authorisation to use my device and other ICTs at school will be removed for a greater period of time.

*My student and I have read, understand and accept the iPad Acceptable Use Policy and Student Participation Agreement. We agree to abide by the rules.*

Student's Name: ..... Class \_\_\_\_, 2025  
(PLEASE PRINT)

Student's Signature: ..... Date: / /

Parent/Guardian's Name: .....  
(PLEASE PRINT)

Parent/Guardian's Signature: ..... Date: / /



