



Queensland
Government

Goondiwindi State Primary School



Student Code of Conduct 2020-2024

Reviewed June 2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name: Marina Clarke

Principal Signature: 

Date: 15/6/23

P/C President Name: Owen Webb

P/C President Signature: 

Date: 15/6/23

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Purpose

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

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

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

Our School Vision is

We strive for excellence in all aspects of learning, enabling us to contribute and thrive in the wider community as life-long learners.

PBL Misson Statement is:

Our PBL Team Mission Statement is to create and maintain a positive learning environment where all student can achieve their potential.

Principal's Forward

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

Goondiwindi State School have 5 **GREAT** School Wide Expectations:

Give your best

Respect

Enjoy

Act Safely

Teamwork

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

Goondiwindi State School staff take an educative approach to discipline, believing that appropriate behaviours can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours.

Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension and exclusion.

This document provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Marina Clarke
Principal

Consultation Process

The Student Code of Conduct was developed and reviewed in consultation with the school community including Administration, teachers, the PBL Team, the Student Council and the P and C.

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

School Review Report

Every Queensland state school is reviewed by the Education Improvement Branch (EIB) at least once every four years. The reviews play an important part in how the department supports school improvement. They provide schools with independent feedback, tailored to their context and needs.

Reviews are conducted by experienced educators trained in the use of the *National School Improvement Tool*, a nationally- recognised framework for reviewing teaching and learning practices. Reviewers look closely at each school's performance data and speak with a wide range of staff, students, parents and community members to get an accurate picture of the school.

Principals use the review findings to work with their school community and assistant regional director to develop clear actions to move the school forward.

The last review carried out by a review team from the School Improvement Unit (SIU) at Goondiwindi State School took place from May 2022.

School Disciplinary Absences (SDA)

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

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

School Opinion Survey

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Highlights report for (0046) Goondiwindi State School, 2022



95

Parents and Caregivers
(35.4%) participated.

Most positive items

Teachers at this school expect my child to do his or her best.

100.0

Agreement

Least positive items

This school asks for my input.

82.0

Agreement

The expectations and rules are clear at this school.

98.9

Student behaviour is well managed at this school.

87.0

This school is well maintained.

98.9

This school takes parents' opinions seriously.

88.2



102

Students
(79.1%) participated.

Most positive items

My teachers expect me to do my best.

96.8

Agreement

Least positive items

My school treats students equally, regardless of gender.

70.1

Agreement

The expectations and rules are clear at my school.

94.9

Student behaviour is well managed at my school.

70.3

My teachers motivate me to learn.

94.8

Teachers at my school treat students fairly.

72.7

Most positive items

I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.

100.0

Agreement

Least positive items

I am confident that poor performance will be appropriately addressed in this school.

69.0

Agreement

I modify my teaching practice after reviewing student assessment data.

100.0

Staff are treated fairly and consistently at this school.

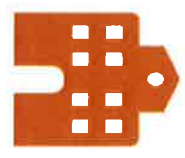
78.7

Students are encouraged to do their best at this school.

100.0

This school offers flexible work arrangements.

81.8



48

Staff
(79.7%) participated.

Agreement presents the aggregation of positive responses as a percentage: i.e., "Somewhat agree", "Agree", and "Strongly agree".

The most positive items and least positive items are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail on the information presented. The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

School Opinion Survey

	Parent/Carer/giver Agreement				Student Agreement				Staff Agreement			
	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year	Your school	Your region	Qld state schools	Last year
Common items												
...student behaviour is well managed...	95.4	8.6	13.2	3.8	94.7	14.5	17.4	-7.5	100.0	20.4	23.6	5.3
...students are treated fairly...	97.7	6.4	9.0	2.9	90.2	11.3	12.9	1.8	100.0	8.0	10.1	0.0
...expectations and rules are clear...	96.6	2.2	3.6	-1.5	97.6	3.9	4.6	0.1	100.0	11.0	12.2	0.0
...respectful student relationships fostered...	97.1	4.8	7.7	1.7	98.3	5.6	8.1	0.2	100.0	5.7	7.9	2.6
...gender equality at school...	97.0	3.8	5.8	1.8	90.5	13.1	15.5	-1.4	100.0	4.6	5.0	0.0
...this is a good school...	97.2	3.1	5.5	-0.9	95.8	11.1	13.7	-1.1	100.0	6.5	8.3	0.0
...opinions are taken seriously...	89.4	4.7	7.5	-0.9	89.8	17.5	18.8	1.8	98.0	19.9	20.5	5.7
...like being at school...	96.6	3.5	6.3	-2.1	90.8	10.9	14.1	-4.2	100.0	7.9	8.9	2.0
...feel safe at school...	96.0	3.2	6.1	-0.2	96.7	11.3	13.4	0.4	98.0	5.9	7.4	-2.0
...students are interested in school work...	93.2	4.1	6.5	-1.0	87.0	13.0	15.1	-2.2	100.0	9.3	14.2	0.0
Concepts												
Fairness / Clarity of rules	96.6	5.7	8.6	1.7	90.9	9.9	11.7	-1.8	100.0	12.0	13.7	1.3
Safety	96.6	3.5	6.0	0.4	95.1	7.9	9.4	-1.5	98.0	5.0	5.8	1.4
Partnerships	91.1	1.6	3.4	-1.1	91.3	9.2	10.3	-1.6	99.0	13.2	14.2	2.9
School culture	95.9	3.2	5.4	-0.6	93.8	10.0	11.7	-0.8	100.0	8.5	9.6	2.2
Teaching and learning	92.2	1.7	3.1	-1.6	95.0	7.1	8.2	0.3	100.0	8.1	7.9	0.5
Staff wellbeing									97.5	20.7	21.5	5.3
Staff development									96.8	12.0	12.8	2.1
Workplace culture*									96.0	15.3	15.5	3.4

Agreement presents the aggregation of positive responses as a percentage, i.e. "Somewhat agree", "Agree" and "Strongly agree".

Common items are asked in the Parent/Carer/giver Survey, the Student Survey and the Staff Survey.

Concepts show the overall result for items that belong to a concept.

A green reference result means your school received a result more positive than the reference result, shown as the percentage point difference of Agreement.

* The result for 'Workplace culture' does not include responses in relation to staff interactions in the Staff Survey.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

In the PBL framework, Tier 1 provides differentiated and explicit teaching for all students, Tier 2 offers focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Our staff depend on the strong partnership with parents to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and have developed our GREAT Expectations, which are displayed in every part of our school. Students are assisted in remembering them with the slogan – It's Just GREAT at Gundy State !

Students

Below are listed our PBL expectations, with the prompt of how they will look for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations we hold for everyone at Goondiwindi State Primary School.

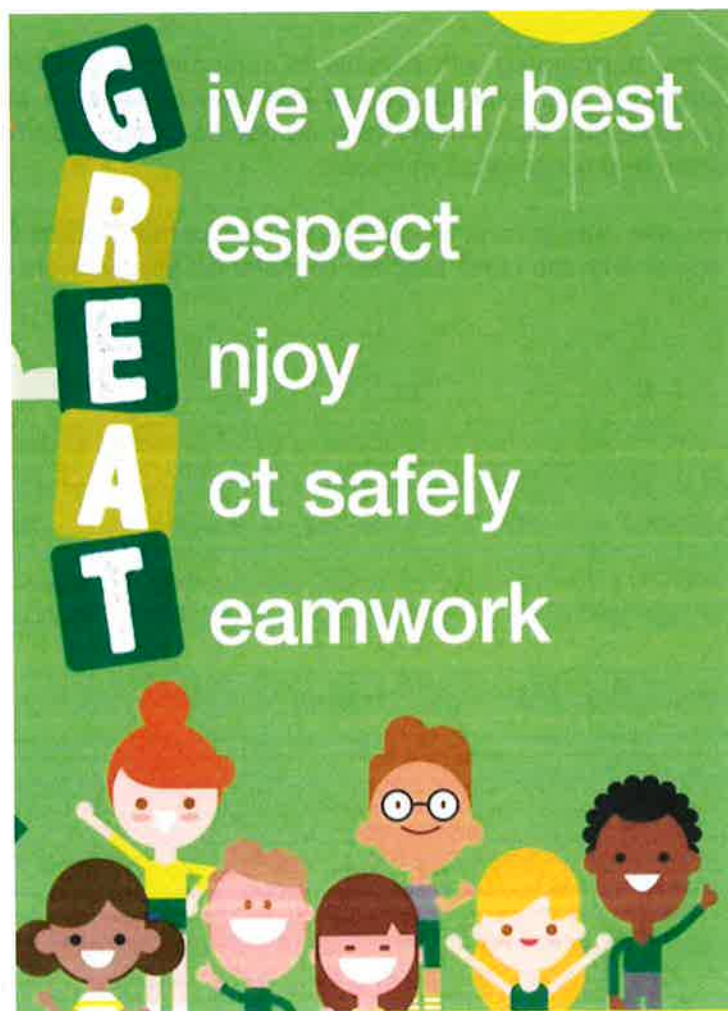
Give Your Best – 'Whatever You Do, Do Well'

Respect – yourself, others and property

Enjoy – a positive attitude towards sharing, learning and playing

Act Safely – for yourself, and towards others

Teamwork – cooperation, consideration and courtesy



Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation. These approaches to differentiated and explicit teaching directly relate to the tiered approach discussed earlier in the Whole School Approach to Behaviour

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

Focused Teaching

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

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

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

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

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

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will 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, individualised, function-based behaviour assessments, support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned a Case Manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

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

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

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

For a small number of students, 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

All class teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. These are based on The 10 Essential Skills for Classroom Management:

1. Establishing expectations – Making Rules
2. Giving instructions – Telling students what to do
3. Waiting and scanning – Stopping to assess what is happening
4. Cueing with parallel acknowledgment – Praising a particular student or behaviour to prompt others
5. Body language encouraging - Smiling, nodding, gesturing and moving near
6. Descriptive encouraging - Praise describing behaviour
7. Selective attending - Not obviously reacting to some bad behaviour
8. Redirecting to the learning - Prompting on-task behaviour
9. Giving a choice - Describing the student's options and likely consequences of their behaviour
10. Following through - Doing what you said you would

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student Behaviour Profile)
- Targeted skills teaching in small group
- Targeted reward systems
- Admin managed detention
- Behavioural goals
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing (Classroom Problem Solving Team)
- Escalation and crisis response plan
- Referral to Tier II and Tier III team-based problem solving and providing supports
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment
- Individual Behaviour Support Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property

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 (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)
- 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)

At Goondiwindi State Primary School, we aim to maximise the learning of all students and -the use of any SDA is considered a very serious decision. It is approached on an individualised basis as one size does not fit all and is the decision made at the discretion of the Principal. 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 Goondiwindi State Primary School will be invited to attend a re-entry meeting with a Parent/Carer. The main purpose of this meeting is to welcome the student, with their parent/s, back to the 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. To do this, a Student Success Plan will be developed in consultation with the student, parents/carers, administrators and teachers.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone, in writing or 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.

Goondiwindi State Primary School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. These are outlined in the following policies:

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or 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 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 Goondiwindi State Primary 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.

Responsibilities

Staff at Goondiwindi State Primary School:

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

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

Students of Goondiwindi State Primary 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 Goondiwindi State Primary 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

In consultation with the broader school community, Goondiwindi State Primary School has determined that the possession and use of personal mobile devices by students during school hours is not required.

Responsibilities

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

It is **acceptable** for students at Goondiwindi State Primary School to:

- use personal mobile phones or other devices for medical monitoring purposes, such as Blood Glucose Monitoring and alerts for students with diabetes.
- Use personal mobile devices whilst travelling on school buses for long distances
- switch off and place the mobile device at the Administration Office for safekeeping on arrival at school.
- seek teacher's approval where they wish to use a mobile device under any other special circumstances.

It is **unacceptable** for students at Goondiwindi State Primary School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- 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

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 Goondiwindi State Primary School Student Code of Conduct. In addition, students and their parents should:

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

Preventing and Responding to Bullying

Goondiwindi State Primary School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Our staff recognise that regular discussion and education on the topic of bullying is essential in equipping students with the strategies they need to identify, react to and assist with the prevention of bullying in our school.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Goondiwindi State Primary 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 Goondiwindi State Primary 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 requiring parents to be advised to report the incident to the police. 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.

Goondiwindi State Primary School - Bullying response flowchart for teachers

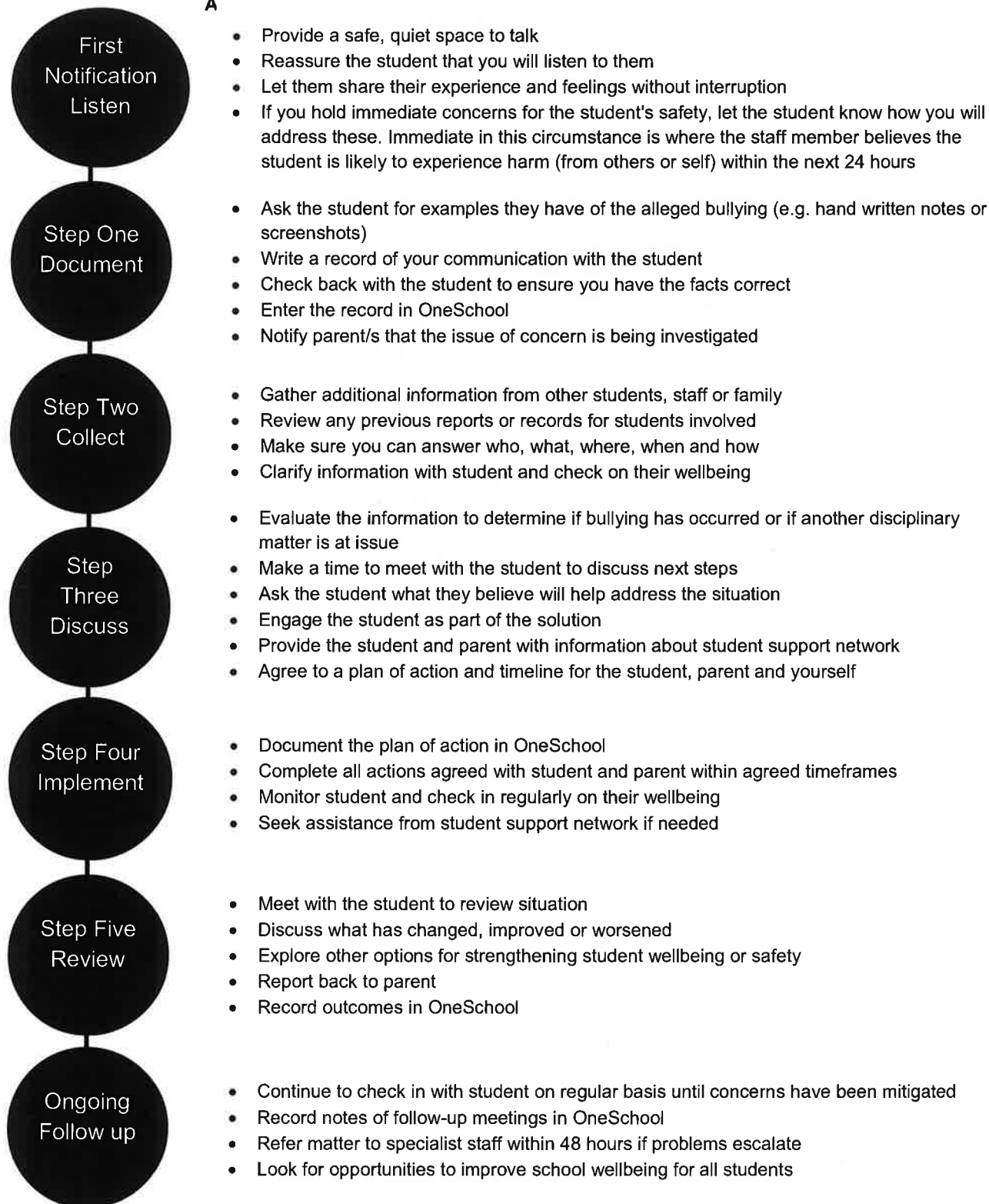
Please note timelines for these steps may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

First Point of Contact – Class teacher

If not resolved, then

A



Cyberbullying

Cyberbullying is treated at Goondiwindi State Primary 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. Members of the Administration Team can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

Goondiwindi State Primary 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](#).

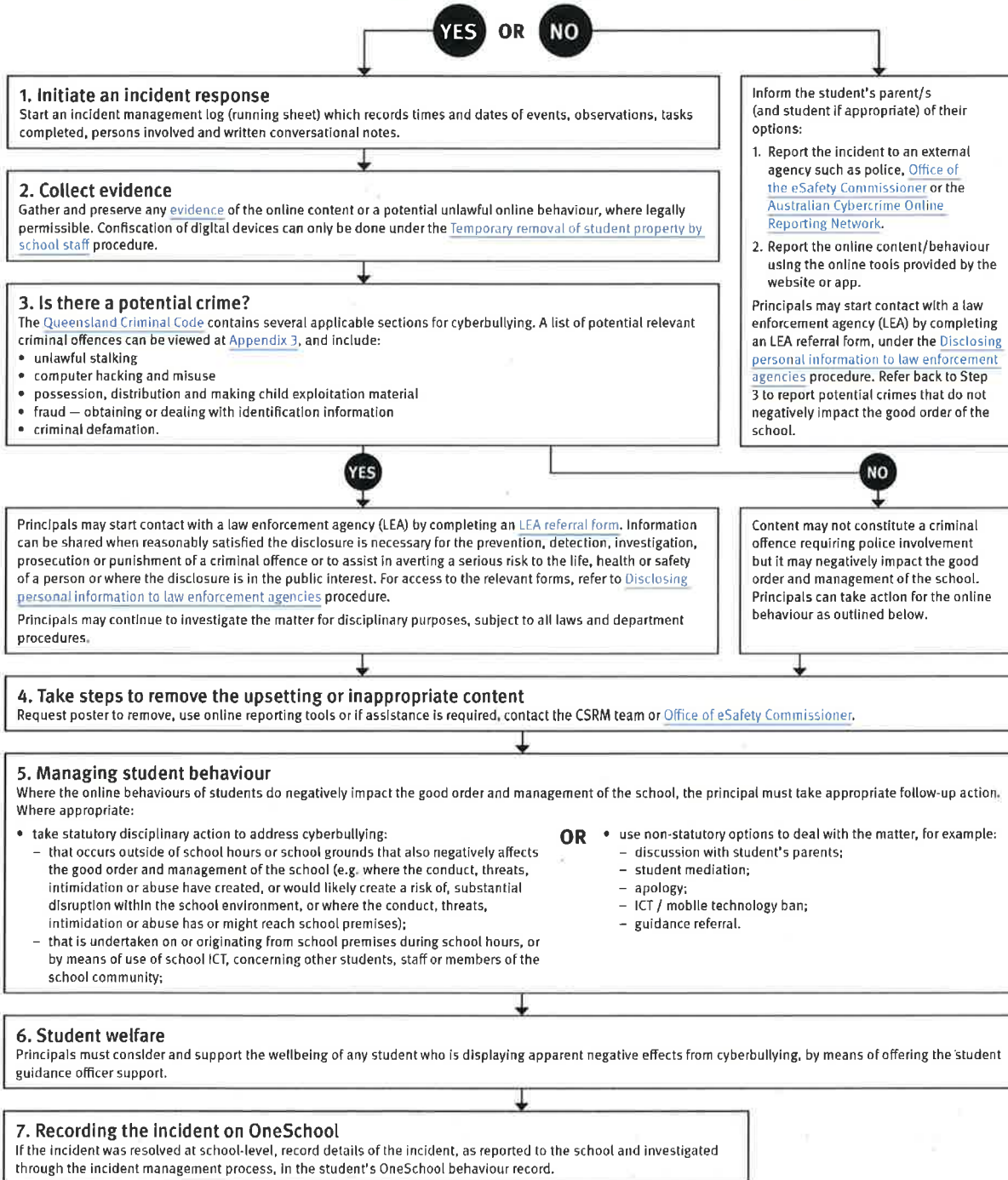
Explicit images

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.

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



Student Intervention and Support Services for Cyberbullying

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

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

Appropriate Use of Social Media

Goondiwindi State Primary School recognises that the required minimum age for subscription to social media platforms is thirteen – therefore the majority of students at our school should not be subscribed to these platforms.

Negative comments posted about the school community can sometimes have a greater impact than expected. 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.

Simple strategies that 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.

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 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.

Camp Inclusion Policy

Goondiwindi State School is an inclusive school that values every student reaching their potential. Camp is considered part of the school curriculum, and as such, the school will work towards all students attending camp. Policy is framed in terms of expected positive behaviours, with a rationale for each behaviour. Safety and enjoyment are critical aspects of school camp, and all students have the right to access camp activities in this manner.

Children are expected to be able to consistently demonstrate the following behaviours. Goondiwindi State School acknowledge that some students may require support to do this, and these students may require support while on camp. However, there may be occasions where a student's behaviour impacts the safety and participation of themselves and other students.

If there are concerns, please contact Administration Team. Camp expectations are based on our school expectations Give you best, Respect, Enjoy, Act Safely and Teamwork.

Expectation	Rationale
Give Your Best	
Children are expected to attempt challenging tasks, individually and with classmates.	Many activities on camp are challenging for students, both physically and emotionally. While students will never be forced to do something unsafe, they will be encouraged and supported to attempt new and challenging tasks.
Children are expected to attend school for at least 85% of the school year.	<p>Children are expected to attend school unless they are unwell or have been given special permission from the principal e.g., extended family holidays. The Education Department has a motto – every day counts which is a state-wide initiative that aims to assist in improving student attendance at school through a shared commitment by students, parents, care givers, schools and the community. Every day counts promotes four key messages:</p> <ul style="list-style-type: none"> • All children should be enrolled at school and attend on every school day • Schools should monitor, communicate and implement strategies to improve regular school attendance • Truancy can place a student in unsafe situations and impact on their future employability and life choices • Attendance at school is the responsibility of everyone in the community. <p>School camps links into curriculum learning, therefore children should have prior knowledge of the curriculum expectations and outcomes taught in class before attending camp. Friendships and relationships are built in the classrooms and playground, and act as a safety net for children to feel comfortable attending camp with their friends. Teachers explain the camp expectations prior to attending camp so that there is a clear understanding of the behavioural expectations and processes to follow on the camp. Health and safety are of the utmost importance when taking students on a school camp. Therefore, an understanding of each student's needs and anxieties about</p>

	being away from home needs a partnership to have been fostered between the teacher, student and family.
Respect	
Children are expected to be able to follow directions given to them by an adult.	Following directions while on camp is critical not only to the safety of students and staff, but also ensures activities are completed with maximum enjoyment and learning
Children are expected to be able to listen, in a group situation, without disrupting.	The ability to listen while on camp is important as information regarding safety, activity instructions and expectations often need to be given orally.
Children are expected to speak to others in a respectful way, using appropriate words, tone of voice and volume.	Camp can be emotionally challenging for all students, and it is important that all communication is respectful in order to ensure full participation by all students.
Enjoy	
Children are expected to demonstrate a level of independence requiring a 'can do', positive attitude.	To gain the full benefit of camp children will need to have the attitude that they are able to attempt all activities and that they will achieve to their potential.
Act Safely	
Children are expected to act safely at all times	Acting safely while on camp is critical to maintaining the safety of staff other students and themselves ensuring that no harm comes to any participant
Teamwork	
Children are expected to work as a team to navigate through unfamiliar routines and environments. They will be required to rely on peers and staff to do so.	Camp can be very busy, with many instructions and a timetable of events. We acknowledge that this can be difficult for students as it is a completely new, and out of routine. While they are also expected to listen, and show independence, it is also important that they are able to work as a team asking for help from both peers and staff.

While every effort will be made to ensure each student attends camp in some capacity individual student needs will be considered. The school may offer alternatives such as:

1. A reduced number of days at camp.
2. Support provided by the school.
3. Day trips only.
4. An alternate program at school.

Restrictive Practices

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

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

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

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

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

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 will use basic defusing techniques, such as:

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. **Maintaining calmness, respect and detachment:** Modelling the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choosing language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approaching the student in a non-threatening manner:** Moving slowly and deliberately toward the problem situation, speaking privately to the student/s where possible, calmly and respectfully, minimising body language, keeping a reasonable distance, establishing eye level position, be brief, stay with the agenda, acknowledge cooperation, withdrawing if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour, acknowledging their choice and re-directing other students' attention towards their usual work/activity. If the student continues with the problem behaviour, reminding them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, helping the student to identify the sequence of events that led to the unacceptable behaviour, pinpointing decision moments during the sequence of events, evaluating decisions made, and identify acceptable decision options for future situations



"IT'S JUST GREAT AT GUNDY STATE"

***Goondiwindi State Primary School
P & C Association***

Goondiwindi State Primary
School P&C Association
Locked Bag 5
GOONDIWINDI QLD 4390
Phone: 07 4677 7333
Fax: 07 4677 7300

Agenda

Date: 17th July 2023

Time: 5.30 p.m.

Location: School Staff Room

- 1. Apologies**
- 2. Minutes from previous meeting held 12th June 2023 - emailed**
- 3. Business arising from previous meeting.**
- 4. Correspondence**
- 5. Treasurer's report**
- 6. Tuckshop report**
- 7. PCYC report**
- 8. Administration/Principal's report**
- 9. Deputy Principal's report**
- 10. Music Sub-Committee report**
- 11. Chaplaincy Report**
- 12. General Business**
 - i. Music subcommittee disco - helping hand where possible**
 - ii. Movie night - general update**
 - iii. Bank account change - still happening? Possibility of extra EFT machine**
 - iv. Banking - request to update signatories at CBA on the Tuckshop account to current executive, and update QKR settling account for P&C department at CBA**
 - v. Colour Run - obstacles to be decided / confirmation of bank account details and when to start advertising. Possible grandparent or parent Calcutta.**
 - vi. Excess equipment at tuckshop, disposal/sale options**
 - vii. Jolly sock fundraiser**
- 13. Meeting closed: , next meeting: 14th August, 2023**

