

Believe, Strive, Achieve

KILKIVAN P-10 STATE SCHOOL

Student Code of Conduct 2024-2027

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

Purpose



Kilkivan P-10 State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Contact Information

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Contact Person:	Mrs Renai McLean (Principal)

Endorsement

Principal Name:	Mrs Renai McLean
Principal Signature:	
Date:	14 February 2024
P/C President and-or School Council Chair Name:	Regan Learoyd
P/C President and-or School Council Chair Signature:	
Date:	28/5/24

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Principal's Foreword

Introduction

Kilkivan P-10 State School has a proud history and strong community links. We pride ourselves on educational excellence whilst supporting every child's individual learning pathway. We believe that in order to support our students to be productive members of an ever-changing world we need them to be safe, be respectful and be a learner. These values are our foundations for success. Coupled with the mantra that 'Non-progredi, est regredi' (translated as 'If you are not progressing then you are regressing'). Progression and educational gain is our priority for each and every student.

Kilkivan P-10 State School has three core values, I am;

Safe

- I am safe - our learning space is free from danger and distractions and our students have the right to learn in an environment that is conducive to learning.

Respectful

- I am respectful - we are respectful of each other's learning journeys, respectful of self and the importance of working hard to achieve your individual goals.

Learner

- I am a learner - every day in every classroom you are learning and achieving.

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

Kilkivan P-10 State School P-10 is a Positive Behaviours for Learning (PBL) School. This means that we take a learning approach that teaches behaviours that we feel are important, not just in school but later in life. We recognise that as a collective all behaviours can be overcome if the three stakeholders of success are implemented. Parents supporting the school and the child, staff supporting the child and the parents, and the students choosing to make positive behaviour choices. With all stakeholders working together, positive and productive behaviours are achieved. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

Renai McLean
Principal

P&C Statement of Support

As president of the Kilkivan P-10 State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by our PBL coaches, as well as Mrs McLean and the PBL Committee, has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Kilkivan P-10 State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

Kilkivan P-10 State School's core values of Safe, Respectful and Learner are incredible tools to help combat and educate our children to be a positive influence on their classmates and a role model all other students in the school, no matter their age or year level. We encourage all parents and guardians to familiarise themselves with the Kilkivan P-10 State School Student Code of Conduct, and to take time to have discussions with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

As parents and guardians, Bullying is an issue that we can have a massive impact on at home and in the wider community. It is important that we continue engage with our children and reiterate the core values of the school, particularly being respectful, respect for themselves, other students and their teachers, parents and other family members. It is important that while we are trying to stop bullying from occurring in the first place, that every child and their parents know what to do if they are subject to bullying or know of another person being bullied, regardless of where the bullying occurs. Including cyberbullying, through message services, social media, gaming chats and who knows where else. The school offers support and advice to help address problems as they arise.

Any parents who wish to discuss the Kilkivan P-10 State School Student Code of Conduct, and the role of families in supporting the behavioural expectations of students, are welcome to contact myself or to join the Kilkivan P-10 State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, and appropriately supported to meet their individual social and learning needs.

Mr Regan Learoyd

President

Kilkivan P-10 State School P&C Association.

School Presidents' Statement

On behalf of the student body at Kilkivan P-10 State School, we endorse the Student Code of Conduct for 2024. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Kilkivan P-10 State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Presidents are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Senior President: Sophie D

Signature: 

Date: 16/6/24

Vice President: Connor M

Signature: 

Date: 10/6/24

Junior President: Chloe H-M

Signature: 

Date: 10/6/24

Consultation

Kilkivan P-10 State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and through P and C meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed the development process.

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. After incorporating suggested changes and feedback was sent to the P&C Association meeting in March 2024 for endorsement. The P&C Association unanimously endorsed the Kilkivan P-10 State School Student Code of Conduct for implementation in Term 2 of 2024.

Review Statement

The Kilkivan P-10 State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

Data is an integral part of the Kilkivan P-10 State School's School Wide Positive Behaviour Supports. Our expert teaching teams engage in a case management process every term, to analyse student data and plan for targeted support and improved outcomes. The Collaborative Inquiry Cycle of Data Analysis is used to analyse student data, identify patterns and trends, plan and implement units of work with differentiation, targeted support intervention. The SWPBS committee analyses behaviour data and this informs behaviour lessons, Individual Behaviour Support Plans, management of school areas and behaviour goals for students.

The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and staff from each school on what they do well and how they can improve. The Leadership team reviews the data from the School Opinion Surveys and this informs target areas for school improvement.

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.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school. There are 4 categories of SDA's as shown in the table below.

Short Suspensions – 1 to 10 days
Long Suspensions – 11 to 20 days
Charge related Suspensions
Exclusions

Learning and Behaviour Statement

All areas of Kilkivan P-10 State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Shared expectations for student behaviour are made clear to everyone, assisting Kilkivan P-10 State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Multi-Tiered Systems of Support

Kilkivan P-10 State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Kilkivan P-10 State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

The school wide Behaviour Expectations outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies, including:

- Behaviour PBL (positive behaviour for learning) lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. <p>All students have two ‘Champions’ who are their support adults. Students select their own Champions, from the entire school staff. The Champions check-in regularly with students that they support.</p>
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school’s student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • 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 easy to sustain • 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 is needed to address the basic implementation and quality of instruction.
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • 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. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

Kilkivan P-10 State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment that is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing

Kilkivan P-10 State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular wellbeing 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.

At Kilkivan P-10 State School, we understand that a supportive environment combined with a focus on wellbeing is optimal for students to make progress with their individual learning goals.

The Student Learning and Wellbeing Framework is used to ensure our social and emotional programs encourage students to be healthy, confident and resilient young people.

The cognitive, social and emotional skills for success are included in the following programs provided at Kilkivan P-10 State School:

<ul style="list-style-type: none"> Life Education Van 	<ul style="list-style-type: none"> Daniel Morcombe Foundation
<ul style="list-style-type: none"> Vision screening program for Prep aged students 	<ul style="list-style-type: none"> Bullying No Way
<ul style="list-style-type: none"> Hearing screener 	<ul style="list-style-type: none"> Social Skills Program
<ul style="list-style-type: none"> Wellbeing Lessons and Journals for Years 7-10 	<ul style="list-style-type: none"> Breakfast Club

Student and Community Engagement Activities:

• ANZAC Day
• Remembrance Day
• RU OK Day
• Colour Run for Fun
• Say NO to bullying
• Daniel Morcombe day
• Little Kids Big Day Out
• Under Eights Day
• Eisteddfod, instrumental music and choir performances
• Health lessons about nutrition and physical activity
• Leadership program
• Sustainability (including Container Refund Scheme, Ag garden, Clean up Australia Day)
• High school Transition activities
• Prep Transition days

• Adopt a Cop
• Fire Ed for Early Years
• Peer reading programs
• SWPBS lessons
• Sporting events (such as Gala days, sports day, cross country, swimming carnival)
• High School transition program
• Prep Transition Program (including orientation days, parent information evenings, child care/kindergarten transition statements and visits)
• Cyber safety
• Indigenous activities – NAIDOC WEEK
• Full Camp Program for Prep – Year 10
• Tuckshop

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Kilkivan P-10 State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 students.

Policy and expectations

Within a school community, there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Kilkivan P-10 State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Kilkivan P-10 State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Kilkivan P-10 State School requires parent/ carer 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.

Kilkivan P-10 State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Kilkivan P-10 State School implements early intervention measures and plans for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Kilkivan P-10 State School staff who notice suicide-warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Kilkivan P-10 State School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide response

In the case of a suicide of a student that has not occurred on school grounds, Kilkivan P-10 State School enacts a prevention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Kilkivan P-10 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

Kilkivan P-10 State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Kilkivan P-10 State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal.

Role	What they do
Chaplain	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training. • Support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
School GP	<ul style="list-style-type: none"> • Provides medical services for students, school-aged siblings and staff at an onsite practice.
Social Worker (Psychologist)	<ul style="list-style-type: none"> • Provides counselling for students referred by the Guidance Officer for a maximum of 6 visits. • Provide professional social welfare assessments, interventions and follow up support to students, parents/carers and individuals as required.
Curriculum Leaders	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school. • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Internal Positive Behaviour Coach	<ul style="list-style-type: none"> • coordinate the SWPBS team meetings and management • lead role for implementation of Positive Behaviour for Learning



	<ul style="list-style-type: none"> monitors student attendance data, arranges intervention for students
Teacher Aides	<ul style="list-style-type: none"> Specialist trained Teacher Aides in social emotional support (SETA) Responsible for supporting students and teachers Responsible for using the School Wide Positive Behaviour programs with integrity Reports any observations or concerns to the classroom teacher and Principal or Deputy Principal
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
Student Engagement Officer	<ul style="list-style-type: none"> Support school staff, students and parents/carers with student behaviour concerns, engagement barriers or school refusal.

It is also important for students and parents to understand there are regional and state-wide support services available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to Discipline

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- K**eeping ourselves and others **Safe**.
- S**howing ourselves and others **Respect**.
- S**howing ourselves to be **Learners**.

Our school rules have been agreed upon and endorsed by all stakeholders. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of Conduct.

Kilkivan P-10 State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. 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.

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.


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.

Positive Behaviour Learning (PBL) Expectations and Reward Systems

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 three Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Respectful and Learner.

Working together with the 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 our school support safety by ensuring their communications and conduct at the school and school activities is respectful. Please visit our school website for the Parent & Community Code of Conduct.

The Behaviour Expectations outline the behaviours that students should demonstrate at school, in transition to/ from school, and in the community. Students are explicitly taught these behaviours by classroom teachers in wellbeing lessons and learning opportunities.

 KILKIVAN P-10 STATE SCHOOL - BEHAVIOUR EXPECTATIONS			
	I am Safe	I am Respectful	I am a Learner
	I follow the KSS Student Code of Conduct by:		
All Areas (including areas below)	<ul style="list-style-type: none"> ▪ Wearing the correct school uniform every day ▪ Wearing a school bucket hat in the sun ▪ Following the schools 'hands off' policy (Keep hands, feet & objects to myself) ▪ Using calm words to solve problems ▪ Being in the right place at the right time ▪ Sitting down and eating my lunch in the designated area ▪ Using all equipment safely ▪ Following good hygiene habits ▪ Promoting a BULLY FREE community 	<ul style="list-style-type: none"> ▪ Speaking politely and using appropriate language at all times ▪ Following staff instructions respectfully ▪ Treating everyone as I want to be treated ▪ Keeping the school free of vandalism / graffiti ▪ Respecting all property ▪ Placing all rubbish in the bin ▪ Thinking before I post online ▪ Being honest 	<ul style="list-style-type: none"> ▪ Attending school every day ▪ Arriving on time ready to learn ▪ Actively participating in class ▪ Doing my best to learn and achieve ▪ Bringing ALL necessary equipment for learning ▪ Being a problem solver ▪ Encouraging and supporting others ▪ Playing fair by taking turns, inviting others to join in and following rules ▪ Making healthy choices
Learning Space	<ul style="list-style-type: none"> ▪ By asking permission to leave my seat/class. ▪ Sitting at my seat properly. ▪ Following the safety procedures of the class. ▪ Waiting to be dismissed by the teacher ▪ Eating & Drinking at appropriate times 	<ul style="list-style-type: none"> ▪ Listening to the person who is speaking to the class ▪ Putting my hand up and waiting silently to speak. ▪ Accepting of the opinions and contributions of others ▪ Allowing teachers to teach and students to learn ▪ Keeping my workspace clean and tidy 	<ul style="list-style-type: none"> ▪ Completing class work to the best of my ability ▪ Completing and submitting homework and assignments on time ▪ Asking for help when I need it ▪ Allowing others to focus on their learning
Toilets	<ul style="list-style-type: none"> ▪ Using the appropriate toilets 	<ul style="list-style-type: none"> ▪ Allowing others their privacy in the toilets ▪ Keeping the toilet facilities clean and use them for the correct purpose 	<ul style="list-style-type: none"> ▪ Being sustainable and limiting the use of water/paper towel ▪ Using the toilets during breaks

<p>School / Wider Community</p>	<ul style="list-style-type: none"> ▪ Immediately reporting injuries or incidents to staff 	<ul style="list-style-type: none"> ▪ Representing my school with pride and integrity at school and in the community ▪ Showing respect, courtesy and manners in the community (including online) 	<ul style="list-style-type: none"> ▪ Owning my behaviour ▪ Encouraging and supporting others ▪ Celebrating other students' achievements
<p>Transitions: Bus, Classes, to/from school</p>	<ul style="list-style-type: none"> ▪ Modelling the right behaviour when travelling on the bus (as per Bus Code of Conduct) ▪ Following the road rules (e.g. crossings, helmets) ▪ Signing in/ out at the office (e.g. if late or early) ▪ Walking quietly and sensibly when moving about the school ▪ Immediately enter the school gate on arrival ▪ Remaining inside the school grounds once dropped at school 	<ul style="list-style-type: none"> ▪ Speaking politely and quietly to the bus driver and other passengers 	<ul style="list-style-type: none"> ▪ Transitioning between classes in a timely manner ▪ Lining up quietly and waiting for permission to enter the classroom



REWARD SYSTEM

Primary School Double Delights (Reward)

Primary students need to earn 20 Double Delights in a term to attend the termly “Rewards Day”, with no major behaviour incidences (or multiple minor incidences) to be able to attend the end of term Reward’s Day. To qualify for the Diamond Rewards end of year trip, this must be achieved three out of the four terms with no major incidents in Term 4.

P-10 Student Double Delight – weekly prize draw (Reward)

All Students from P-10 have the opportunity to receive Double Delights in Classroom and Non-Classroom settings. A weekly draw of a \$5 tuckshop voucher is presented to one student each from the groupings P-3, 4-6, 7-10.

 <p>Double Delights - Class Safety Respect Learner</p> <p>Name: _____</p> <p>Class: ___ Teacher: _____</p>	<p>Double Delights - Celebrations Safety Respect Learner</p>  <p>Name: _____</p> <p>Class: ___ Teacher: _____</p>
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Primary School Reward System

Diamond Tier	Tier 1	Tier 2	Tier 3
Students who have earned: Tier 1 for 3 out of 4 Terms AND is Tier 1 in Term 4.	Students who have earned: 20 Double Delights for the Term <u>and</u> have no major behaviour incidences.*	Students who have earned: less than 20 Double Delights for the Term <u>and</u> have no major behaviour incidences.*	Students who have major behaviour incidences.*

* multiple or consistent minor behaviour incidences may also exclude tier 1 rewards – at the principal’s discretion

Secondary School Reward System

Diamond Tier	Tier 1	Tier 2	Tier 3
Students who have earned: Tier 1 for 3 out of 4 Terms AND is Tier 1 in Term 4.	Students who have earned: 14 or more points including ALL non- negotiables on their Behaviour Matrix <u>and</u> have no major behaviour incidences.*	Students who have earned: ALL non-negotiables on their Behaviour Matrix <u>and</u> have no major behaviour incidences*	Students who have not earned any of the above Tiers.

* multiple or consistent minor behaviour incidences may also exclude tier 1 rewards – at the principal’s discretion

For the students in Years 7-10 they complete a Behaviour Matrix every term, this allows them opportunities to own their behaviour, as well as encourages them to be a leader, contribute to the community, demonstrate work ethic and expected learning behaviour.

Over the page are examples of what these PBL expectations look like for students across the school.

Personal Goals	
Term 1: Personal Goal	
Term 1: How did you go?	Achieved/ ongoing/ not achieved
Term 2: Personal Goal	
Term 2: How did you go?	Achieved/ ongoing/ not achieved
Term 3: Personal Goal	
Term 3: How did you go?	Achieved/ ongoing/ not achieved
Term 4: Personal Goal	
Term 4: How did you go?	Achieved/ ongoing/ not achieved
My support team	
Who are your Staff Champions?	

BEHAVIOUR MATRIX



2024

You will need to put in the extras and contribute to your community, if you want to achieve Tier 1.

Non-Negotiables

	TERM 1	TERM 2	TERM 3	TERM 4
Classroom Behaviour - I am Safe - I am Respectful - I am a Learner (positive attitude) - No majors - tick box and less than 4 minors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playground Behaviour - Being safe in the playground. How do you show this? - No majors - tick box and less than 4 minors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment Using equipment in the correct manner. (Personal equipment, diaries, sports equipment, computers - own and school based)				
Transitions Moving safely between lessons & breaks				
Technologies - Appropriate use of electronics: laptops, mobile phones, online services, passwords, security.				
Uniform - Following the Student Code of Conduct Uniform Policy. (Hats, Jewellery, Uniform)				
Being prepared for learning (tick) - Having and bringing equipment and materials for each class (e.g. laptop, diaries, water bottles etc) - Laptop charged for each class. - Positive attitude.				
Work Ethic (teacher to sign, different teacher each term). - Completing homework regularly. Show initiative to catch up on missed work e.g., email teacher.				
Contributions to the school community - Give back to the school community - Consider what you have done beyond what is required to assist the school, staff or students. (teacher to sign, different teacher each term)				
Assessment (teacher to sign, different teacher each term). - Following work programs and handing in assessment on time. - Drafting and taking on board feedback.				

Extras

	TERM 1	TERM 2	TERM 3	TERM 4
Try New Things - Challenge yourself to step out of your comfort zone - This should be different each term. (teacher to sign, different teacher each term)				
Speak in Public - Get involved in community forums. - Input into discussions. - Speaking on parade.				
Leadership (ongoing - can be year long) Challenge yourself to lead something in our school that will impact positively. Some ideas are: Sports, Reading Club, Art Activities etc.				
Attendance and Punctuality (tick) - On time to form class and Lessons - Above 95% = less than 2 1/2 days off a term (including school sport)				
Sports Carnival (tick) - Participating in carnivals	Cross Country	Athletics	In School Sport	Swimming
Contributions to the wider community - Give up your time to help in the wider community. (teacher to sign, different teacher each term)				
Week 3 Check in:	_____ points	_____ points	_____ points	_____ points
Week 9 Final:	_____ points	_____ points	_____ points	_____ points
Tier 1 14+ points = Non-Negotiables + extras No major incidents	Tier Reached	Tier Reached	Tier Reached	Tier Reached
Tier 2 < 14 points and all the Non-Negotiables No major incidents				
Tier 3 Students that have not earned any of the above tiers				
				Diamond (tick if eligible)

Students must successfully attain 3 out of the 4 Top Tier Rewards to be able to attend the Diamond Reward, with no major incidents in Term 4.

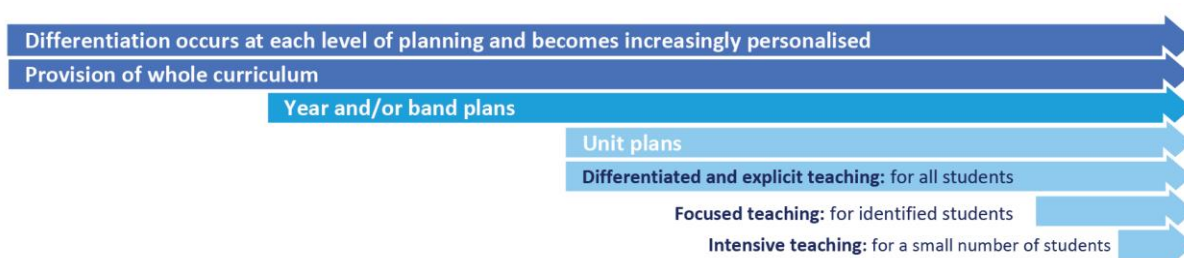


Differentiated and Explicit Teaching

Kilkivan P-10 State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours; provide feedback and correction, and opportunities for practise.

Teachers at Kilkivan P-10 State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

Every classroom in our school uses the PBL Expectations Matrix, 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, school, in the wider community and transitions (including buses). 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

At times, some students 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 Kilkivan P-10 State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Kilkivan P-10 State School implements focused lessons and they are explicitly taught each week. This is done through classroom, Assembly, and announcements as a consistent message across the whole school.

Intensive Teaching

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.

Students exhibiting significant behavioural challenges are provided with higher levels of support from a wider range of agencies and personnel. Students requiring intensive behaviour support are determined by analysis of OneSchool data and teacher information. The PBL committee discuss the needs of the student and refer to regional behaviour support team for input and what possible interventions and or alternate options are available and suitable to the student. The classroom teacher assumes the role of Case Manager; however, a support team approach is adopted.

This proactive process is coordinated through the development and regular review of an Individual Behaviour Support Plan (Intensive).

Preventative and Teaching Interventions to reduce identified behaviour

- Parental support from school - Strategies for parents to enact
- Specific in class and out of class teaching strategies - Curriculum adjustments
- Professional development for staff - Monitoring strategies
- Acknowledgement / celebration programs - Daily program / timetable
- Documentation of timetabled support - Timetable adjustments

Consequence-based interventions to reduce the likelihood of the continuance of the problem behaviour (e.g. a consequence flow chart)

Student Support Network (all personnel who provide support to the student)

Safety / Emergency Procedures (Risk Assessment and Crisis Intervention Plan)

Evaluation

- Who is involved in the evaluation?
- What information is to be collected?
- How will the success of the IBSP be measured?

Support provided at this level is geared to meet the student's specific needs and in doing so aims to assist the student in reaching agreed goals.

Legislative Delegations

Legislation

In this section of the Kilkivan P-10 State School Student Code of Conduct are links to legislation, which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Disciplinary Consequences

Kilkivan P-10 State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. 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.

Staff are expected to record all minor behaviour incidences on OneSchool. All major behaviour incidences are referred to the principal, who will record the behaviour on OneSchool. The Kilkivan P-10 Behaviour Expectations are used as guide when determining the level of the incident and the appropriate consequences.

For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or personal circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Minor and Major Behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Principal or Officer in Charge.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require support from specialist support staff, leadership team or principal.
- do not involve Queensland Police interaction with the school

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution, confiscation, relocation or buddy class or detention for work completion.
- a re-direction procedure.

The staff member takes the student aside and:

1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of specialist support staff, leadership team or principal.
- adversely affects, or is likely to adversely affect, the good order and management of the school

Major behaviours result in an immediate referral to Administration because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then refers the incident to the Principal or Officer in Charge to follow up.

Major problem behaviours may result in the following consequences;

- **Level One:** Parent contact, withdrawal from class to work in principal office/ other space, alternate lunchtime activities, loss of privilege, confiscation, restitution and detention.

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension/ in-school suspension from school.

- **Level Three:** Students who engage in very serious problem behaviours such as violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion.

Students returning from suspension will be required to have a re-entry meeting with the principal. Parents and Carers are required to attend.



Kilkivan State School Behaviour – Major and Minor incidents

Behaviour Incident Examples		
OneSchool Category	MINOR INCIDENTS	MAJOR INCIDENTS
KEY	<ul style="list-style-type: none"> • Teacher or Teacher Aide to follow up consequences. • Record on One School and include referral to relevant teachers (and Principal if necessary) • 3 or more minors will have a greater consequence 	<ul style="list-style-type: none"> • Principal/ Leadership Team to follow up consequences and record on One School. • Principal/Leadership Team to One School action taken.
ABUSIVE LANGUAGE and GESTURES	<i>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</i>	
	<ul style="list-style-type: none"> • General swearing not directed at a person. 	<ul style="list-style-type: none"> • Obscene language/ swearing / gestures directed aggressively at another person or persons. • Yelling at another person aggressively. • Gestures or words directed towards others in a demeaning or provoking manner, includes racial or religious slurs.
ACADEMIC MISCONDUCT	<i>Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.</i>	
	<ul style="list-style-type: none"> • Non-compliance with homework. • Non-submission of assessment on or before due date. 	<ul style="list-style-type: none"> • Copying, plagiarizing or lying about assignments (using AI services such as ChatGPT). • Cheating during an examination.
BOMB THREAT/FALSE ALARM	<i>Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.</i>	
		<ul style="list-style-type: none"> • Student delivers a message of possible explosive materials being on campus (school grounds), near campus, and/or pending explosion.
BULLYING	<i>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.</i>	
	One off incident to be recorded as Abusive Language and Gestures, Disrespect or Harassment.	<i>Bullying – Actions are ongoing and targeted at the same person/group.</i> <ul style="list-style-type: none"> • Intimidation/bullying behaviors with a power imbalance (teasing, pushing and shoving etc). • Cyber bullying (text messaging, email, all Social Media Platforms) • Verbal/physical threat to another person/persons.

DEFIANCE	Student refuses to follow directions given by school staff.	
	<ul style="list-style-type: none"> • Failure to follow directions given by staff 	<ul style="list-style-type: none"> • Continuous defiance/noncompliance by failing to follow directions/instructions given by staff member, in relation to school expectations which impacts teacher's ability to teach, students ability to learn or safety is compromised.
DISRESPECT	Student intentionally delivers socially rude or dismissive messages to adults or students.	
	<ul style="list-style-type: none"> ▪ Lying to a staff member or another student. ▪ Disrespectful actions towards another person such as spitting, rolling eyes, walking away, back chatting, mumbling/grunting. ▪ Inappropriate discussions 	<ul style="list-style-type: none"> • Being involved in an incident which is found to be blatantly untrue and affects the reputation of another person or our school • Bringing our school into disrepute through police/community involvement, and/or posting on social media at any time (includes outside school hours) • Behaviour that affects the good order or running of our
DISRUPTION	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	
	<ul style="list-style-type: none"> • Low level disruption of the learning environment or other students. • Disruption of other classes when walking past them. • Disruption of special activities (parade, guest speaker, official ceremonies). 	<ul style="list-style-type: none"> • Extreme deliberate disruption during class time and special activities (parade, guest speaker, official ceremonies) e.g. screaming or making inappropriate noises.
DRESS CODE	Student wears clothing that is not within the dress code guidelines defined by the school. *This includes our Uniform & Appearance Policy in the Student Code of Conduct.	
	<ul style="list-style-type: none"> • Not following Uniform & Appearance Policy as published in the Student Code of Conduct, including; <ul style="list-style-type: none"> ○ Dressing appropriately for safety (e.g. no hoodies, no dangly jewellery, hair tied up etc). ○ inappropriate jewellery (See Student Code of Conduct) ○ inappropriate closed in footwear (e.g. steel-cap/ cowboy boots) ○ clothing that is not sun safe. ○ hats that are not school approved broad brimmed (e.g. caps, cowboy hats) ○ not bringing appropriate swimming clothes to lessons. 	
FALSIFYING DOCUMENTS	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	
		<ul style="list-style-type: none"> • Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission. (See Academic Misconduct for Plagiarism)
FIGHTING	Student is involved in mutual participation in an incident involving physical violence.	
	<ul style="list-style-type: none"> ▪ Inappropriate or deliberate contact made by hands or feet which does not result in injury (mutual participation). 	<ul style="list-style-type: none"> ▪ Physical contact with the intent or outcome of causing injury or harm to others. (mutual participation).
HARRASSMENT	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	
	<ul style="list-style-type: none"> • Inappropriate actions which make people feel uncomfortable 	<ul style="list-style-type: none"> • Use of discriminatory language that is racist, sexist or homophobic. • Inappropriate sexual acts or sexual assault. • Serious slander and defamation of character. • Use of electronic equipment that infringes on the privacy of others. For e.g. taking photos/videos of others on mobile phone or making comments made about staff/students on social media. • Inappropriate touching, kissing or hugging with intent to harass.

OTHER CHARGE RELATED SUSPENSION	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	
		<ul style="list-style-type: none"> • Being charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.
PHYSICAL AGGRESSION	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	
	<ul style="list-style-type: none"> ▪ Pushing and shoving that is non-aggressive. ▪ Damaging flora and fauna. 	<ul style="list-style-type: none"> • Being physically aggressive (eg. pushing/ shoving/ slapping/ kicking). • Fighting that involves a power imbalance. • Inciting violence within the school. • Intentionally damaging flora and fauna.
PROPERTY DAMAGE	Student participates in an activity that results in destruction, damage or disfigurement of property	
	<ul style="list-style-type: none"> • Minor deliberate damage/ defacing/ destruction to own, others or school property eg: graffiti on a desk which can be removed. 	<ul style="list-style-type: none"> • Major deliberate damaging/defacing/destruction of own, others or school property.
PROPERTY MISUSE CAUSING RISK TO OTHERS	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	
	<ul style="list-style-type: none"> • Having possession of school-banned substances (spray deodorant, rubber bands, paint pens, chewing gum, energy drinks etc.) • Throwing objects in class and around school without the intent to cause harm e.g. Paper planes. • Wetting other students with water. 	<ul style="list-style-type: none"> • Throwing objects that causes risk to others. • Throwing objects with intent to cause harm.
REFUSAL TO PARTICIPATE IN THE EDUCATIONAL PROGRAM OF THE SCHOOL	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	
	<ul style="list-style-type: none"> • Non-completion of class work. • Not bringing equipment to school/class. • Refusal to take part in activities or learning that are requested or expected as part of the education program at the school. 	<ul style="list-style-type: none"> • Intentional continuous refusal to take part in activities or learning that are requested or expected as part of the education program at the school.
SUBSTANCE MISCONDUCT ILLEGAL SUBSTANCES	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements	
		<ul style="list-style-type: none"> • Dealing, supplying, possessing, using or being under the influence of illegal substances at school or school events. • Being in possession of associated paraphernalia.
SUBSTANCE MISCONDUCT TOBACCO and OTHER LEGAL SUBSTANCES	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	
		<ul style="list-style-type: none"> • Dealing, supplying, possessing, using or being under the influence of alcohol, tobacco or other legal substances at school or school events. • Being in possession of associated paraphernalia, including vapes • Misuse of prescription medication.
TECHNOLOGY VIOLATION	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	
	<ul style="list-style-type: none"> • Accessing inappropriate Internet/Web sites. • Inappropriate emails/language in emails. • Altering equipment and physical environment of a computer lab. • Using another's password. • Inappropriate gaming. • Misuse of technology e.g. graphics calculators. • General inappropriate use of a BYOD as deemed by school. 	<ul style="list-style-type: none"> • Interfering with another's files. • Password fraud, hacking, downloading or possessing inappropriate files and implementing DoS attacks or key loggers. • Use of mobile phone and other electronic and wearable devices during school hours (phone confiscated by teacher and handed to office). • Inappropriate emails/language in emails to students or teachers. • Hot spotting from a mobile phone device / 3G dongle to a BYOD.
THEFT	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property	

	<ul style="list-style-type: none"> • Taking someone's property without permission.e.g. taking a pen. 	<ul style="list-style-type: none"> • Stealing items of personal or monetary value.
TRUANCY (OUT OF CLASS)	<i>Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence)</i>	
or	Missing for inappropriate lengths of time from class by taking excessive breaks eg. in toilets, around grounds to avoid class.	<ul style="list-style-type: none"> • Not-attending class by hiding in toilets, around grounds or running to avoid class.
TRUANCY (OUT OF SCHOOL)	<i>Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).</i>	
		<ul style="list-style-type: none"> • Not-attending school without permission or appropriate reason. Including leaving the grounds during the day.
USE/POSSESSION OF COMBUSTIBLES	<i>Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols)</i>	
	<ul style="list-style-type: none"> • Possession of aerosol/spray on deodorant. To be confiscated by observing teacher. 	<ul style="list-style-type: none"> • Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid and dangerous use of aerosols)
USE/POSSESSION OF WEAPONS	<i>Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.</i>	
		<ul style="list-style-type: none"> • Student is in possession of or uses knives and guns (real or look alike), or other objects (laser pointers or tasers) readily capable of causing bodily harm.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Kilkivan P-10 State School staff members are authorised to issue consequences for problem behaviours. Teachers and Teacher Aides are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or when consequences are applied for problem behaviour.

Network of student support

Students at Kilkivan P-10 State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Teacher aides
- Support Staff
- Administration Staff
- Principal
- Guidance Officer
- Social Worker
- Champions

- Advisory Visiting Teachers
- Senior Guidance Officer
- School Based Youth Health Nurse
- School GP
- Chaplain

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department

School Guidelines or Policies

Kilkivan P-10 State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

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 Kilkivan P-10 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 and drug administering devices** (including tobacco and vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)

- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- Mobile phones or hotspotting devices

* 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 school staff will supervise the use of them. 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 Kilkivan P-10 State School:

- do not require the student's consent to search school property such as lockers, desks or technology devices 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/carer 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/carers (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/ Carers of students at Kilkivan P-10 State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Kilkivan P-10 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 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 (including mobile phones).

Students of Kilkivan P-10 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 Kilkivan P-10 State School Code of Conduct or 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

The department reserves the right to restrict access of personally-owned mobile devices to ensure the integrity of the network and a safe working and learning environment for all network users. These mobile devices include but are not limited to mobile phones, laptops, tablet devices, voice recording devices (whether or not integrated with a mobile phone or MP4 player), handheld gaming devices (e.g. Nintendo Switch, Sega Genesis), smart watches, SD cards or USBs.

Away for the Day!

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.

'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

This Kilkivan P-10 State School policy, in accordance with the *Student use of mobile devices procedure*, requires:

- all students to keep their mobile phones switched off and 'away for the day' (including anytime they are on school property) and/or disable notifications on wearable devices during school hours;
- students to seek a formal exemption from this policy where students require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons;
- students understand conditions applying to formal exemptions (e.g. digital licence on device, usage agreement, loss or damage responsibility); and
- students store mobile phones (turned off) in their personal locker, which must be locked, or at the office.
- Students do not use mobile phones during school events outside of the school, including school excursions/ camps or school sporting events, unless otherwise permitted by the teacher in-charge.

Responsibilities

The responsibilities for students using their Bring your own Device (BYOD) Laptop option at school or during school activities, are outlined below.

It is **acceptable** for students at Kilkivan P-10 State School to:

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

- switch off BYOD Laptop, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a BYOD Laptop under special circumstances.
- seek school approval for student's to use their mobile phone for medical circumstances.

It is **unacceptable** for students at Kilkivan P-10 State School to:

- use a mobile phone, BYOD Laptop or other devices in an unlawful manner
- use a mobile phone, BYOD Laptop or other devices in technology-free designated spaces or times
- 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 (eg Tor, Onion browser) capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.
- Use mobile phones or other devices to hotspot to networks outside of the Education Queensland network.

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 Kilkivan P-10 State School Student Code of Conduct. In addition, students and their parents should:

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

Preventing and responding to bullying

Kilkivan P-10 State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Kilkivan P-10 State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Kilkivan P-10 State School, we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying – what is it?

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.

Bullying – what is it not?

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.

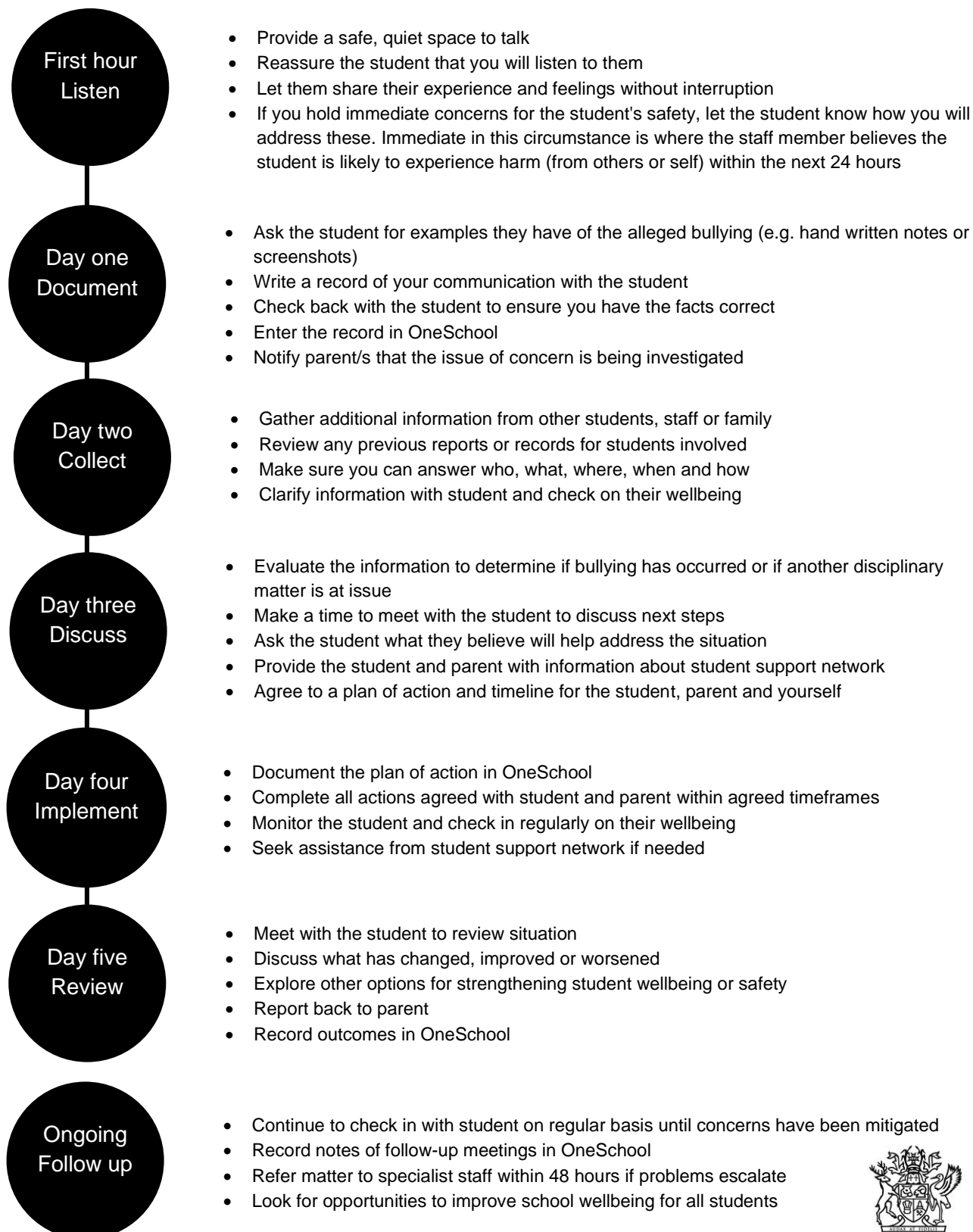
However, these conflicts are still considered serious and need to be addressed and resolved. At Kilkivan P-10 State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Kilkivan P-10 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.

Key contacts for students and parents to report bullying:

Prep to Year 10 – Class Teacher

Principal – principal@kilkivanss.eq.edu.au



Cyberbullying

Cyberbullying is treated at Kilkivan P-10 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 or Principal, Renai McLean, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Kilkivan P-10 State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying, which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Kilkivan P-10 State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

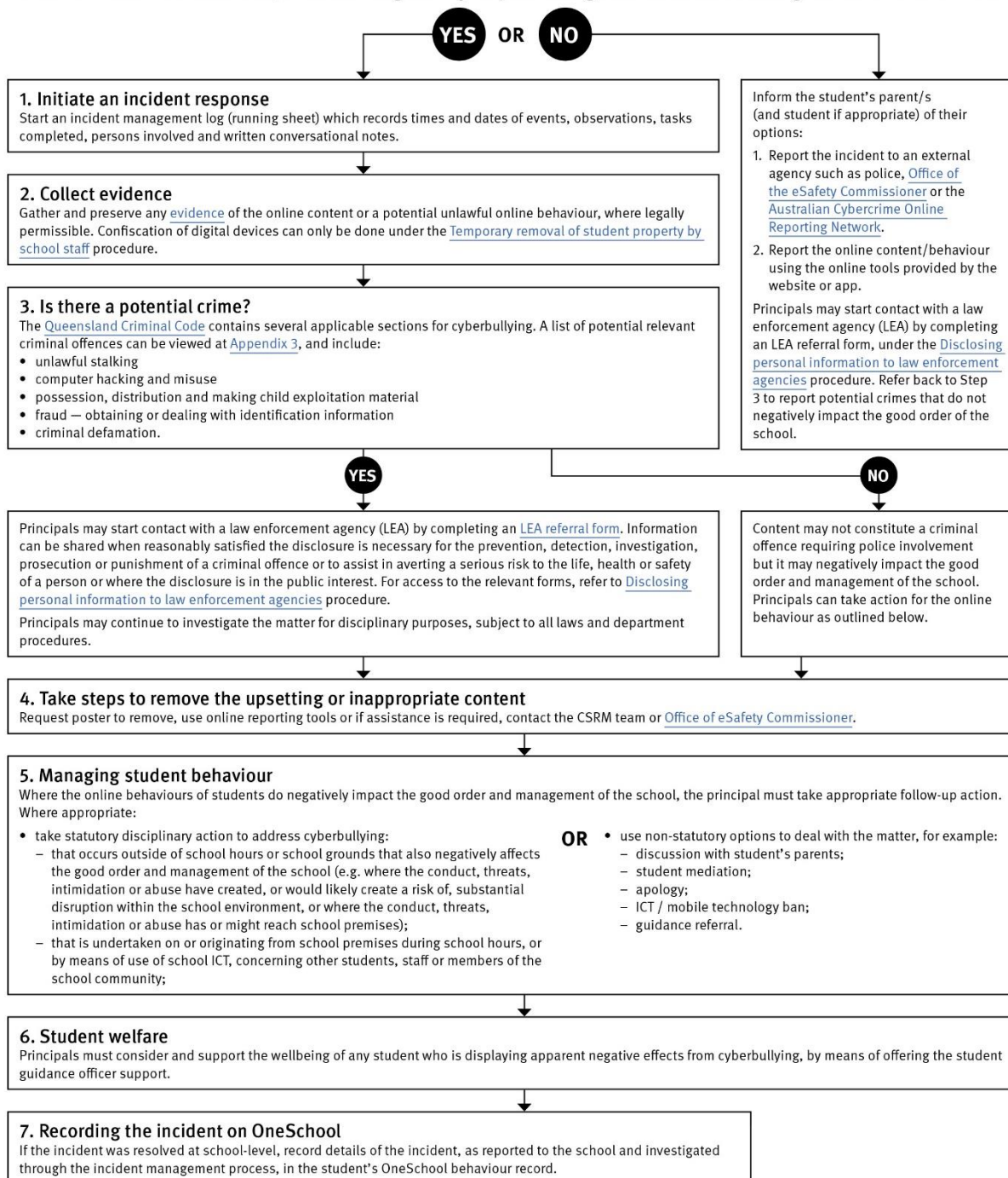
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Kilkivan P-10 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 Kilkivan P-10 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual ~~really~~ need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. ~~People~~ **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.

Student Dress and Appearance Guidelines

Kilkivan P-10 State School prides itself on the appearance of its students. We believe that adhering to the expectations about appearance demonstrates enacting the KSS virtues of being safe, respectful and a learner.

This belief in association with the advice of students and parents associated with the P and C and Student Representative Council has led to the formation of the following policies:

- Uniform
- Jewellery
- Hair
- Makeup

Uniform: The accepted uniforms are pictured on the next page. Sports jogger style shoes are recommended. Boots are not to be worn. Shorts/ skirts should be of an acceptable length, as approved by the principal.

Winter Uniform is as per summer uniform, and may also include;

- Navy track pants, students may wear navy tights only if they are under their shorts/skirts.
- Navy tidy jeans are being trialed in secondary in 2024. Jeans must be worn with a belt and tucked in shirt. They must be free of rips and bleaching, and must be straight/ bootleg (no skinny jeans permitted). Jeans should not be worn on PE days and only in term 2 and 3.
- Navy jacket with Kilkivan logo or plain navy jumper/ jacket (NO hoodies)

Parents/ carers should contact the school on the day if their student is out of uniform. Students may be withdrawn from relevant school activities if they are out of uniform. Parents will be contacted to provide appropriate clothing.

Formal Uniform: The wearing of the formal uniform is strongly encouraged (for secondary students and those in leadership positions) at parades, ceremonies and other functions where students are representing the school. It is preferred that on these occasions, students wear white socks and black shoes.

Brag Friday: Students who have represented their school, region, zone, state or nation at a school sporting event, are invited to wear their representative uniform on Fridays.

Hats: The school-approved hat is a sun safe bucket hat with the school's logo. The school-approved cap with the school logo may also be worn only by secondary students only (coming in 2024).

Swimwear: Modest style swimwear should be worn to PE lessons and school swimming events (eg. No bikinis). Sunsafe swimwear should be worn. For safety reasons, students should not wear swimwear that is the same colour as the pool base, including any light blue swimwear or rashie shirts. Swim caps stop the spreading of head lice and are preferred for all students.

Jewellery: Students are permitted to wear the following items listed below, however, they may be required to remove ALL jewellery (including that listed below) during practical subjects for their own safety. Security, loss and damage of removed items of jewellery/ watches are the responsibility of the student. Permitted:

- A watch
- Sleepers or studs in ear lobes (no dangly earrings). No stretchers/ fleshies are permitted. Any other piercings must be either 'clear' or removed totally.
- A plain signet ring
- A necklace can be worn for religious purposes
- Items of health significance, such as Diabetes Identification bracelets or sensory necklaces are permitted as approved by the principal.

All other items of jewellery are NOT permitted and students will be asked to remove these items.

PRIMARY UNIFORM



SECONDARY UNIFORM



FORMAL UNIFORM



WINTER UNIFORM



The Principal has the discretion to waive the wearing of the uniform (eg for 'free dress' fundraising events) but in these rare cases, all other parts of the dress code still apply e.g., sun safety, no offensive motifs, correct footwear.

Hair

Attending school with hair dyed unnatural colours is not permitted. The decision regarding 'unnatural' will be made by the administration. These students will be requested to have their hair returned to a natural colour before returning to school. It is therefore strongly advisable to use non-permanent hair colouring if an unnatural hair colour is applied for an activity (eg. sports day).

All hair 'on collar' or longer should be in a ponytail. This is a safety requirement for all practical subjects including; cooking, design technology, physical education etc.

Only conservative hairstyles, as defined by the principal are acceptable. Hair should be clean, neat and tidy in a modest style.

Makeup

Students are not permitted to wear makeup to school except for foundation, which incorporates sunscreen and a clear lip-gloss or balm. Students who are seen to be wearing other makeup will be asked to remove this.

Nail polish may be worn in natural and lighter colours only (no dark or bright colours). For safety reasons, nails should not be excessive in length. Fake nails are not suitable for school and should not be worn.

Restrictive Practices

School staff at Kilkivan P-10 State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

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.

A staff member trained in the process who has not been involved in the event should lead formal debriefing. The goals of debriefing 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).

Debriefing should provide information on:

- Who was involve

- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

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. These may includes;

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

Resources

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

Conclusion

Kilkivan P-10 State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

Please see the Parent Code of Conduct on the Kilkivan State School website for details regarding expected behaviour of parents and carers. <https://kilkivanss.eq.edu.au/>

Making a complaint about a state school—for parents, carers and students

If you are unhappy about something that happened at a state school and it has impacted you or your child, we would like to hear about it.

We do our best to respond to complaints quickly and fairly in a way that is compatible with human rights.

Our [customer complaints management framework \(PDF, 2 MB\)](#) has 3-steps:

1. Early resolution: Make an appointment, call or email the school to raise your concern. The [schools directory](#) contains contact information.

Alternatively, you can make a complaint by contacting Queensland Government on 13 74 68 or via the [online form](#). If you are a student, you can use the [child and student complaint form \(PDF, 357 KB\)](#).

2. Internal review: If you are unhappy about how your complaint was dealt with or the outcome, you can ask the [regional office](#) to conduct an internal review.
3. External review: If you are still unhappy after the internal review, you can ask for an independent, external review from a review authority, such as the [Queensland Ombudsman](#) or [Queensland Human Rights Commission](#).