



Kalamia State School

Student Code of Conduct 2025-2028

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Mrs Renee Cross
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Principal Signature:

Date:

P/C President and-or School Council Chair Name:	Chloe Thompson
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P/C President and-or School Council Chair Signature:
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Date:

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Purpose

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

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

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

Principal's Foreword

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

Kalamia State School has eight core values:

Honesty	honesty is speaking the truth. A big part of honesty is what you say and how you act toward others. But another part of the definition of honesty is whether you treat yourself the same way. Being honest with yourself means you really know why you are acting in a certain way or whether what you tell yourself is true.
Fairness	treat people equally, include others without exception, and to acknowledge the rights and feelings of others. To address the injustices and work towards a fair and just environment within our school, our community and society.
Responsibility	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment. Being responsible for your own actions and the consequences within our school, our community and society.
Support	to encourage others in caring and kind ways, through your thoughts, your words and your actions.
Cooperation	the willingness and ability to listen and develop an understanding the opinions of others and working together to succeed.
Acceptance of differences	act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
Respect	to take responsibility of each other through being trustworthy, honest and reliable. To interact with others in a polite and courteous manner .
Friendliness and inclusion	be welcoming and kind to everyone at our school, in our community and in society. To adapt and develop an environment where all people have equal opportunities.

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 young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

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

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

Data Overview

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

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

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey

Parent opinion survey

Performance measure

Parent/Caregiver school report, 2024

(1494) Kalamia State School

	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2023	Your school type Primary	Your region NQR	Old state schools
Fairness / Clarity of rules												
The expectations and rules are clear at this school.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	6.3	7.8	7.4
Teachers at this school treat students fairly.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	10.0	14.0	12.5
Student behaviour is well managed at this school.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	16.8	21.8	19.7
Safety												
My child feels safe at this school.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	9.6	13.7	11.6
Teachers at this school are interested in my child's wellbeing.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	7.0	10.3	9.2
Partnerships												
This school works with me to support my child's learning.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	9.8	11.9	11.4
I can talk to my child's teachers about my concerns.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	5.8	7.3	7.4
This school keeps me well informed.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	12.7	14.5	13.4
Staff at this school are responsive to my enquiries.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	7.7	9.9	9.4
Staff at this school are approachable.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	5.9	7.4	7.2
This school asks for my input.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	19.1	21.4	21.6
This school takes parents' opinions seriously.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	16.8	18.9	19.0

Parent/Caregiver school report, 2024

(1494) Kalamia State School

	Your school								References			
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2023	Your school type Primary	Your region NQR	Old state schools
School culture												
My child likes being at this school.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	7.6	11.6	10.5
This school celebrates student achievements.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	4.9	6.2	6.2
This school fosters respectful relationships among all students.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	8.8	12.5	11.6
Teachers at this school motivate my child to learn.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	7.3	11.6	10.8
This school looks for ways to improve.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	10.3	12.6	12.0
This school treats students equally, regardless of gender.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	7.4	11.3	9.9
This school has a strong sense of community.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	9.0	10.9	11.1
This is a good school.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	7.0	10.0	9.2
Teaching and learning												
Teachers at this school expect my child to do their best.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	3.1	4.8	4.2
Teachers at this school provide my child with useful feedback about their schoolwork.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	9.8	11.6	11.4
My child is making good progress at this school.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	8.9	11.5	10.8
I understand how my child is assessed at this school.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	11.8	11.8	12.4
My child is interested in their schoolwork.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	11.0	14.6	14.2
My child's learning needs are being met at this school.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	12.2	15.4	14.4
Other												
This school is well maintained.	3	DW	DW	DW	DW	DW	DW	100.0	0.0	7.0	7.2	7.7

Student opinion survey

Performance measure

Staff opinion survey

Performance measure

Staff school report (all staff items), 2024

(1494) Kalamia State School

	Your school							References				
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2023	Your school type Primary	Your region NQR	Qld state schools
Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:												
Fairness / Clarity of rules												
The expectations and rules are clear at this school.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	10.9	14.2	12.2
Students are treated fairly at this school.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	10.9	14.8	11.5
Student behaviour is well managed at this school.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	22.9	29.2	25.6
Students with disability are well supported at this school.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	10.8	13.8	10.7
Safety												
I am aware of health, safety and wellbeing procedures at this school.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	4.7	5.9	5.4
There is adequate focus on workplace safety at my workplace.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	9.2	13.0	10.9
I feel this school is a safe place in which to work.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	10.5	15.8	12.3
Partnerships												
This school takes staff opinions seriously.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	19.0	24.0	22.5
This school encourages parents/carers to be active partners in educating their child.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	6.1	8.9	7.6
School culture												
This school fosters respectful relationships among all students.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	6.7	10.7	8.8
This school looks for ways to improve.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	6.6	9.9	8.1
I enjoy working at this school.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	8.1	10.6	8.2
This school promotes gender equality.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	4.1	5.6	5.3
If I raised a concern, I feel confident that it would be taken seriously.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	16.6	21.9	19.7
This is a good school.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	7.3	9.8	8.8
Teaching and learning												
Students are encouraged to do their best at this school.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	2.1	4.9	3.9

Staff school report (all staff items), 2024

(1494) Kalamia State School

	Your school								References			
Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2023	Your school type Primary	Your region NQR	Qld state schools
Other												
Information and communication technology issues at this school are resolved promptly.	5	0.0	0.0	0.0	0.0	20.0	80.0	100.0	0.0	10.4	13.4	11.3
This school is well maintained.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	9.9	12.2	11.8
This school is well managed.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	13.9	18.1	16.5
The school leadership team model the behaviours expected of all employees.	5	DW	DW	DW	DW	DW	DW	100.0	0.0	14.4	19.3	17.2



Staff school report by demographic (all staff items), 2024

(1494) Kalamia State School

	Gender		Aboriginal and Torres Strait Islander origin		Staff position		Your school	
	Male (0)	Female (5)	Yes (0)	No (4)	Teaching (2)	Non-Teaching (3)	n	Agreement
Fairness / Clarity of rules								
The expectations and rules are clear at this school.	NA	100.0	NA	100.0	DW	DW	5	100.0
Students are treated fairly at this school.	NA	100.0	NA	100.0	DW	DW	5	100.0
Student behaviour is well managed at this school.	NA	100.0	NA	100.0	DW	DW	5	100.0
Students with disability are well supported at this school.	NA	100.0	NA	100.0	DW	DW	5	100.0
Safety								
I am aware of health, safety and wellbeing procedures at this school.	NA	100.0	NA	100.0	DW	DW	5	100.0
There is adequate focus on workplace safety at my workplace.	NA	100.0	NA	100.0	DW	DW	5	100.0
I feel this school is a safe place in which to work.	NA	100.0	NA	100.0	DW	DW	5	100.0
Partnerships								
This school takes staff opinions seriously.	NA	100.0	NA	100.0	DW	DW	5	100.0
This school encourages parents/carers to be active partners in educating their child.	NA	100.0	NA	100.0	DW	DW	5	100.0
School culture								
This school fosters respectful relationships among all students.	NA	100.0	NA	100.0	DW	DW	5	100.0
This school looks for ways to improve.	NA	100.0	NA	100.0	DW	DW	5	100.0
I enjoy working at this school.	NA	100.0	NA	100.0	DW	DW	5	100.0
This school promotes gender equality.	NA	100.0	NA	100.0	DW	DW	5	100.0
If I raised a concern, I feel confident that it would be taken seriously.	NA	100.0	NA	100.0	DW	DW	5	100.0
This is a good school.	NA	100.0	NA	100.0	DW	DW	5	100.0

STUDENT ATTENDANCE



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.

KALAMIA STATE SCHOOL DISCIPLINARY ABSENCES		
Number of SDAs	Students with an SDA	Students with SDA > 1
0	0	0
		Students with >20 Suspension Days
		0

Consultation

The consultation process used to inform the development of the Kalamia State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between November 2024 and February 2025. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, the School Opinion Survey by students, parents and staff was analysed and interagated to determine our school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in July 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in August 2020 for endorsement. The P&C Association unanimously endorsed the Kalamia State School Student Code of Conduct at the P&C Meeting on Wendnesday 18th November, 2020 for implementation in 2021.

A communication strategy has been developed to support the implementation of the Kalamia State School Student Code of Conduct, including parent information sessions, promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Kalamia State School Student Code of Conduct, are encouraged to contact the principal.

Review Statement

The Kalamia 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.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

All areas of Kalamia 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 school-wide framework for managing behaviour is Positive Culture for Life (PCL).

Our school vision is: Our students will become confident, respectful, positive and independent lifelong learners.

Our school motto is: 'Achieving Great Things'

Our core beliefs are: We expect success. Every student. Every Classroom. Every Day.

- All students can achieve high standards given the right support and time;
- All teachers can teach high standards given the right assistance;
- High expectations and early ongoing intervention are essential; and
- Teachers and administrators need to be able to articulate what they do and why they teach the way they do.
- A curriculum that enhances wellbeing will equip students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships;
- Encouraging the development of responsible citizens, confident individuals and effective contributors through the provision of a safe and supportive learning environment.

Behaviour

Our school community values:

- Honesty, Fairness, Responsibility, Support, Cooperation, Acceptance of differences, respect and friendliness and inclusion
- Emotional intelligence, Relationships, Empathy, Fairness, Belonging and Self-monitoring,
- Trustworthiness, Awareness and Supportiveness
- Confidence, Persistence, Getting Along, Resilience and Organisation

Our school community believes:

- Every child can change; change comes from internally, given environmental opportunities and support;
- Every child can develop positively; behaviour is seen as separate from the child; all children want to be accepted, included;
- Every child is precious to their own society; all children need guidance to achieve positive change strong positive modelling; and celebrating success with children.

Our parents believe:

- All parents/cares should know the school rules and expectations;
- They should reinforce weekly PCL focus areas communicated by the teacher, parade and newsletter;
- All weekly rules and PCL focus is explicitly taught weekly across the school

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

- Be safe;
- Be respectful; and
- Be a learner

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Teaching and Learning

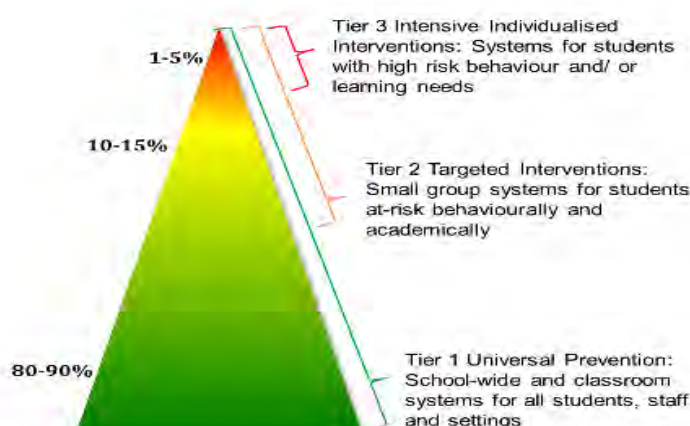
- Attendance: At Kalamia State School students are expected to attend school every day and participate in the teaching and learning programs offered by ALL our staff.
- Teaching Practice: Our teacher implement the core curriculum through Kalamia State School's Pedagogical Framework and differentiate for the needs of the students in our school.
- Positive Culture for Life: (PCL) : PCL focuses on recognising and fostering positive behaviours while making sure our school rules and motto: 'Achieving Great Things – We are SAFE, RESPECTFUL LEARNERS is upheld and followed while at school.

Multi-Tiered Systems of Support

The triangle below visually represents that all students at Kalamia State School receive effective and positive behaviour support and that further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.

There are three specific aspects to PCL:

- **universal focus** – to create a preventative, positive learning environment for all students
- **targeted interventions** – to improve social-emotional skills for students who need additional support
- **individualised intensive supports** - for students who have experienced academic and behavioural difficulties over an extended period of time.



Together, this three step process is known as developing a continuum of support. PCL uses a tiered intervention framework which uses varied levels of support for students based on their needs. The tiered approach addresses these needs through:

- investing in prevention for all students
- identifying and providing targeted supports for individual students who need more support
- providing individualised and intensive interventions for students with significant support needs.

Reinforcing expected school behaviour

At Kalamia State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Staff members are well informed and kept up to date on behaviour issues, harassment and bullying issues via regular discussions at staff meetings, staff intranet and individual approaches made by the principal, Guidance Officer or Students with Difficulties Teacher.

School staff receive regular support and training in appropriate prevention and responsive strategies. These have led to the development and use of effective classroom and playground strategies and practices throughout the school. Staff are always reminded to be persistent and consistent.

Tier	Prevention Description
1	<p>The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Kalamia 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 members which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.</p> <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 (PCL) expectations. This involves:</p> <ul style="list-style-type: none"> • Explicit lessons from our wellbeing programs (eg 'Program Achieve: You can Do It' and 'Friends') • Teaching behaviours in the setting they will be used; • Behaviour lessons conducted by classroom teachers; • Reinforcement of learning from behaviour lessons at School Assemblies (formal and informal) and during active supervision by staff during classroom and non-classroom activities; • 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>Targeted BehaviourSupport</p> <p>Kalamia State School implements the following proactive and preventable processes and strategies to support student behaviour:</p> <ul style="list-style-type: none"> • A dedicated section of the newsletter, enabling parents to be actively and positively involved in school behaviour • Induction programs for new and old students, new staff and relief staff of the Kalamia State School Responsible Behaviour Plan for Students; • Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings. • The Awesomeness Program provides a positive approach to behaviour; • Positive reinforcements and rewards; • Awards; • School Behaviour Plan and PCL Program discussed frequently at P&C meetings; • Yoga and meditation activities • Mindfulness corner • Anti-Bullying Program • Awesome Days •

<p>2</p>	<p>Targeted instruction and supports for <u>some students</u> (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 (PCL) 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). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>Individualised services for <u>few students</u> (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>

Positive Reinforcements & Rewards System

Positive reinforcement is used by staff to encourage students to try to develop their self-esteem, confidence, self-discipline, kindness, communication skills and connections with other people. The reinforcements are aligned with the values, principles and expected standards of behaviour at Kalamia State School.

A variety of strategies are used throughout the school:

- Encouragement and positive feedback
- Verbal and non-verbal praise;
- Build class and individual pride;
- Positive reward systems - 'Gotchas', stickers and certificates;
- Classroom rewards;
- Weekly school parades;
- End of Term Awards – Reading, Academic Achievement, Attendance (100%) and Behaviour;
- Extra responsibilities;
- Recognised in the newsletter
- Principal and Student of the Week Awards
- Student council
- Extra activities – tuckshop, gardening
- Spick and Span Award

Awesomes

Students may earn an 'Awesome' by:

- Being actively engaged in learning & completing all work
- Displaying positive behaviour and focus expectation of the week
- Demonstrating active leadership (eg manners, being helpful, being organised, problem solving)
- Displaying the focus expectation of the week.
- Returning homework/forms on time

The positive rewards system is reviewed annually by the staff, in consultation with the whole school community.

Consideration of Individual Circumstances

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

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

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

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

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Kalamia State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and expectations

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

Drug education and intervention

Kalamia 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

Kalamia 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

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

Kalamia 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

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

Suicide prevention

Kalamia State School 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, Kalamia State School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

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

Where a suicide has occurred on school grounds or at a school event, Kalamia 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

Kalamia 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 Kalamia 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, Mr Damien Pressley on the school phone number.

Role	What they do
Principal	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
PCL & Health/ Well-being Officer	<ul style="list-style-type: none"> • monitors the social and emotional wellbeing of students • enhances awareness and appreciation of the unique Defence lifestyle in schools and communities • provides support to children during times of parental absence.
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. • Complex case management
Speech & Language Teacher	<ul style="list-style-type: none"> • provide support for individual speech and language development plans and programs • assessments of student speech and language development • complex case management
Students with Disability Teacher	<ul style="list-style-type: none"> • provides support for students experiencing difficulty with learning <ul style="list-style-type: none"> • academic engagement • health and well-being activities • intervention • complex case management
Head of Special Education Services	<ul style="list-style-type: none"> • provides planning support for classroom teachers • programming adjustments for inclusive practices • complex case management • professional development for Department of Education staff

It is also important for students and parents to understand there are regional and statewide support services also 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 Dean of Students, Malcolm Smith.

Whole School Approach to Discipline

Kalamia State School uses Positive Behaviour for Life (PCL) 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.

PCL is an evidence-based framework used to:

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

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

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

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

PCL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Life (PCL) expectations in place for students, being safe, respectful and a learner.

Parents and staff

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

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Be a Learner

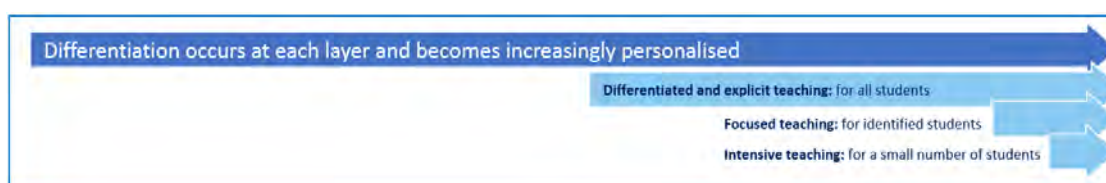
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Differentiated and Explicit Teaching

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

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

Kalamia State School	<i>I am Safe</i>	<i>I am Respectful</i>	<i>I am a Learner</i>
	<p>At Kalamia State School:</p> <ul style="list-style-type: none"> I take care of myself and others socially, emotionally and physically I make decisions based on safety 	<p>At Kalamia State School:</p> <ul style="list-style-type: none"> I manage my own actions and words so I can be counted on to be independent, thoughtful and trustworthy I can bounce back from and accept the consequences of my actions I do what I know is right 	<p>At Kalamia State School:</p> <ul style="list-style-type: none"> I am engaged in my learning I demonstrate my commitment to learning to all staff I show the courage to take risks and ask questions
	<p>Learning areas</p> <ul style="list-style-type: none"> I will enter learning areas only when a teacher is present I move calmly around learning areas I use equipment and furniture safely and sensibly I ask permission to leave the room or learning area I report unsafe behaviours to teachers I keep my hands, feet and body parts to myself I tell a staff member if I feel scared or unsafe I do not reveal personal information when using technology 	<ul style="list-style-type: none"> I respect the teacher's right to teach and the right of others to learn I wear the school uniform with pride I follow instructions first time every time I accept the consequences of my behaviour I put up my hand and wait for the teacher to say my name before I speak I share and listen to other's ideas I use polite and appropriate language I use my manners when entering other learning areas I speak respectfully - calmly and quietly I take pride in myself and in my school I respect the property of others and ask before I use it I am honest and truthful about my behaviour I stand and sit quietly at parade and clap appropriately I sing the National Anthem with pride 	<ul style="list-style-type: none"> I ask questions and request help when needed I participate fully in individual or group activities I am prepared each session for learning I complete work to the best of my ability I strive to complete all tasks on time I am an active problem solver I set myself high learning goals I ask questions - what, why when where and how
Outdoor Areas	<ul style="list-style-type: none"> I will play and follow school approved games and rules I keep my hands, feet and objects to myself I wear a broad brimmed hat and shoes at all times I walk calmly on concrete pathways within the school I play in designated areas with staff supervision I use and look after equipment safely I take turns with others I use play equipment for its intended purpose I line up safely and wait quietly I walk with teachers and wait at the front gate to be dismissed 	<ul style="list-style-type: none"> I am fair and show good sportsmanship I share school equipment and treat it respectfully I invite others to join in I use water responsibly I return sports equipment neatly to class or sports shed I respect the environment and all living things I listen to and follow instructions given by all staff members I stay away from out of bounds areas No hat, no shoes, no play I help others if they are hurt and inform staff 	<ul style="list-style-type: none"> I negotiate and agree on rules before play I play by the agreed upon rules I negotiate to solve disagreements I am aware of my environment and the people around me I use my imagination to create and play games I act confidently and ask to join in games I include everyone who would like to play I know the procedures for safety drills

	<ul style="list-style-type: none"> I report unsafe and inappropriate behaviour to a staff member 	<ul style="list-style-type: none"> I am responsible for my own actions I am honest and truthful about my behaviour I accept the consequences of my behaviour 	
Eating	<ul style="list-style-type: none"> I stay seated during eating times I use my own water bottle I move calmly to the classroom or port racks to put away my lunchbox when directed I will put rubbish in the bin when directed by a staff member I use my manners, friendly talk and polite body language 	<ul style="list-style-type: none"> I accept that not all people are the same or eat the same foods I ask permission to leave or wait until dismissed I put all rubbish in the bins I am honest and truthful about my behaviour 	<ul style="list-style-type: none"> I will make healthy food choices I will return to class promptly I will eat breakfast each day I am aware and interested in other people's cultures and their food choices
Toilets	<ul style="list-style-type: none"> I use the toilet sensibly I display high standards of hygiene I walk carefully I wash my hands 	<ul style="list-style-type: none"> I ignore inappropriate behaviour and tell an adult I use the handtowels provided appropriately I keep the area clean and hygienic I will use the facilities for their intended purpose I respect other people's privacy I am honest and truthful about my behaviour 	<ul style="list-style-type: none"> I go to the toilet and get a drink during at each lunch break I set high standards of hygiene
Before and After School	<ul style="list-style-type: none"> I will not enter the school grounds before 8.00am I walk my bike to the bike rack upon arrival at school I respect my property and the property of others I enter the classroom and greet the staff I go straight to school in the morning I go straight home after school 	<ul style="list-style-type: none"> I am honest and truthful about my behaviour I act confidently and initiate conversations with my peers I participate in Homework Club or quiet reading before class 	<ul style="list-style-type: none"> I arrive at school between 8am and 8.25am I prepare my desk for the first session's learning I return notes or information to the teacher I return all equipment to the designated space My space and classroom is tidy before being dismissed

Kalamia State School School-Wide Expectations Teaching Matrix

Focused Teaching

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

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

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

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

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

- Complex Case Management
- Individualised Curriculum through Inquiry Cycles
- Functional Based Assessment.

For more information about these programs, please speak with the Principal, Mr Damien Pressley.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

In this section of the Kalamia 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

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

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

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

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

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

Re-directing Low Level and Infrequent Problem Behaviour

When a student displays low-level and problem behaviour, the first priority of school staff is to:

- redirect and rule reminder
- re-teach the rules and expectations
- reinforce rules and expectations through modelling

Restorative Justice

Restorative justice is used when the school's Student Code of Conduct is violated and relationships are strained between any members of the school community, students, staff and/or parents.

Focussed

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

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

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

Consequences for Unacceptable Behaviour

Kalamia 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 behaviour. One School is used to record both positive and negative student behaviours and principal, in consultation with the reporting staff member then determine the appropriate consequence for the unacceptable behaviour.

Minor and major behaviours

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

Minor Problem Behaviours	Major Problem Behaviours		
Defining the behaviour Minor problem behaviours are generally handled by the staff members at the time it happens	Defining the behaviour Major problem behaviours are referred directly to the principal.		
Minor behaviours are those that: <ul style="list-style-type: none"> • Are minor breaches of the school rules; • Do not seriously harm others or cause you to suspect 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; and • Do not generally require involvement of specialist support staff or the principal. The staff member takes the student aside and: <ol style="list-style-type: none"> 1. Asks student – What is our PCL rule? 2. Asks student – What should you be doing? 3. Staff member states and explains expected school behaviour if necessary. 4. Staff member gives positive verbal acknowledgement for expected school behaviour 	Major behaviours are those that: <ul style="list-style-type: none"> • Significantly violate the rights of others; • Put others/self at risk of harm; • Require the involvement of the principal; • Require the involvement of parents, BMST and G.O. Major behaviours result in an immediate referral to the principal because of the seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member directly enters the incident on One School and the principal is notified.		
	Level 1 Time in office Removal to withdrawal area Alternative lunchtime activities Loss of privilege Restitution Loss of lunch break times Warning regarding future consequences for repeated offence Referral to the principal	Level 2 Parent contact Referral to Guidance Officer Referral to Intensive Behaviour Support Team Suspension from school	Level 3 Students who engage in very serious problem behaviours: Major violent physical assault Use or supply of weapons/drugs Students can expect to be recommended for exclusion from school following an immediate period of suspension Contacting police for assistance with serious behaviours

The following table outlines examples of minor and major behaviours

	Minor		Major	
	Deifintions	Examples	Definition	Examples
Late	Occasionally late to school or late for class following breaks	<ul style="list-style-type: none"> • Parent contact to explain • Intentionally late • Too long at the toilets after lunch break • Late to line up/class 	Truant from class or school	<ul style="list-style-type: none"> • See truancy
Truant/ Skip Class	Failure to attend class/lessons	<ul style="list-style-type: none"> • Hiding under/behind buildings • Refusal to attend class/earning area 	Failure to attend school without parent knowledge Leave school ground without teacher knowledge/permission	<ul style="list-style-type: none"> • Not arrive at school • Leave school grounds once school has started
I.T. misconduct	Unauthorised and inappropriate use of school technology	<ul style="list-style-type: none"> • Downloading software, games, pictures without permission • Accessing unauthorised sites. This may constitute a major behaviour depending on the type of site a student may access (eg sexual sites) • Changing computer settings • Providing personal information to websites 	Unauthorised and inappropriate use of school technology, targeting another student or staff member through social media Downloading or distributing pornography Damaging the school network	<ul style="list-style-type: none"> • 3 minors • Social media • Hacking or deliberate vandalism
Dress Code	Students not wearing the school uniform as per Uniform Policy – School based	<ul style="list-style-type: none"> • Wearing clothing with inappropriate text or message • Wearing short skirts/shorts • Wearing non-sun-safe clothing • Inappropriate hairstyle, jewellery, nail polish, make up 		<ul style="list-style-type: none"> • 3 Minors

	Minor		Major	
	Deifintions	Examples	Definition	Examples
Non-compliant with routine	Failure to respond to an adult request	<ul style="list-style-type: none"> Is slow to respond but eventually does what has been requested Talks while adult is talking/teaching 	Coninued resistance after second request/redirection has been given	<ul style="list-style-type: none"> Continued refusal to follow instructions Walking away Choosing to remove themselves from an activity
Refusal to participate in a program of instruction	Failure to respond to an adult	<ul style="list-style-type: none"> Is slow to respond but eventually does what has been asked Saying things like: 'This is stupid,' 'I'm not doing it.' 'You can't make me,' 'I don't care' 	Refusal to follow adult instruction	<ul style="list-style-type: none"> Screwing up/tearing up/ defacing allocated work 3 Minors Damaging/destroying resources assoicated with task
Disruptive	Low intensity but inappropriate interference that takes away from the learning environment	<ul style="list-style-type: none"> Talking Touching others/or their equipment Repeated noise/tapping objects Throwing objects Unprepared Walking aroundf the room 	Persistent and prolonged interference resulting in an interruption to teaching	<ul style="list-style-type: none"> Yelling/calling out Turning over furniture 3 Minors
Other conduct prejudicial to the good order and management of school	Student engages in actions which disrupt school programming/routine	<ul style="list-style-type: none"> Calling out Work refusal Annoying other students Leaving the classroom or area of instruction 	Student engages in actions which interfere with or seriously disrupt school programming/rotuine	<ul style="list-style-type: none"> Leave the school grounds Aggression towards staff/students resulting in removal from the classroom
Third Minor Referral			Student has received 3 minor referralsfor similar minor offences in a 4 week period	

	Minor		Major	
	Deifintions	Examples	Definition	Examples
Prohibited items	Students possess on their person or items in their bag which are declared prohibited by school but are not dangerous (unknown or unintentional)	<ul style="list-style-type: none"> • Liquid paper • Permanent marker 	Students possess on their person or items in their bag which are declared prohibited by school but are dangerous	<ul style="list-style-type: none"> •
Possess Prohibited items	Students possess on their person or items in their bag which are declared prohibited by school but are not dangerous (Intentionally brought)	<ul style="list-style-type: none"> • Liquid paper • Permanent marker • Aerosol cans • Matches/lighter 	Students possess on their person or items in their bag which are declared prohibited by school as prohibited with suggested intent to use the item Bringing knives, or knife like objects or weapons to school with or without the intention to harm another person	<ul style="list-style-type: none"> • Mathces/lighter – 'I'm going to burn down the school' • Threatening – 'I have a knife and I'm going to cut you' (show – creating fear in others)
Substance misconduct involving tobacco & other illegal substances	Possession/use of cigarettes, tobacco or other legally obtained but dangerous product	<ul style="list-style-type: none"> • Cigarettes/tbacco • Alcohol • Aerosols • Panadol 	Distribution/use of cigarettes, tobacco or othe legally obtained but dangerous product	<ul style="list-style-type: none"> • Medication prescribed for others • Offering substance to others • Encouraging others

	Minor		Major	
	Deifintions	Examples	Definition	Examples
Lying and Cheating	Student delivers a message that is untrue Copying in everyday class work/cheating	<ul style="list-style-type: none"> Refusing to own up to the wrong behaviour Lying to an adult Student observed copying another student's work 	Major lie that has caused grievance to another person The deliberate act of cheating to improve results in an assessment	<ul style="list-style-type: none"> Students claims to have been approached by soemone from outside the school at the school gate, but the event did not occur Bringing notes/materials into an assessment/exam Someone else completing work for them
Threats to others	Verbal, physical or gestural interactions indicating harm (directed towards students)	<ul style="list-style-type: none"> 'I'm going to punch you' but actually no intention to follow through 	Ongoing threatening verbal, physical or gestural interactions with peers that are directed toward someone indicating the intent to injure or harm physically, emotionally or socially	<ul style="list-style-type: none"> Continued threats with no follow through
Defiant/ threats to adults	Refusal to follow classroom/school rules or staff directions. Threats without intent.	<ul style="list-style-type: none"> Talking back Socially rude interactions (eg body language, facial expressions, tone of voice) Saying; 'I'm going to hurt you' 	Deliberate verbal or physical threatening towards any adult member of the school community	<ul style="list-style-type: none"> 3 Minors Threats with intent (eg in possession of an object that could cause harm) Threats involving physical conduct
Bulyinh/ Harassment	Harassment is negative behaviours towards another student that is not premeditated, targeted or repeated. Harassment can occur as part of bullying, but can also occur in one-ff conflicts or between strangers	<ul style="list-style-type: none"> Usually not one-sided (cause and effect) 	Bullying invloves three aspects – repeated, misuse of relationships and causes harm. Bullyig is pre-meditated, one-sided and can be as an individual or as a group	<ul style="list-style-type: none"> Premeditated targeting a specific student

	Minor		Major	
	Deifintions	Examples	Definition	Examples
Verbal Misconduct	Inappropriate language – non-threatening, non-directional or gestural message used within conversation	<ul style="list-style-type: none"> Swearing behind staff/students back as they walk away Inappropriate topics of discussion 	Abusive, inappropriate interactions with peers and adults – threatening verbal interactions directed toward others	<ul style="list-style-type: none"> Continued inappropriate topics of discussion
Property Misconduct	Treating property inappropriately	<ul style="list-style-type: none"> Taking property that belongs to other students/staff/school Breaking property – pencils, books, games Not sharing property 	Deliberate, substantial damage to property Deliberate theft/stealing	<ul style="list-style-type: none"> Damage to school property or facilities Damage to community property or facilities during excursions or in school uniform
Misconduct involving object	Low intensity misuse of property for a purpose for which it was not intended – doesn't cause physical harm to self or others	<ul style="list-style-type: none"> Taking property belonging to other students/school Roughhandling of equipment or furntiure Ripping up paper or bookwork Kicking bags Wasting materials 	Misuse of property for a purpose which it was not intended –does cause physical harm to self/others	<ul style="list-style-type: none"> Throwing objects at others resulting in harm Poking others with object causing harm Destroying equipment
Physical Misconduct	Physical contact without intent or without the outcome causing harm or injury to others Physical misconduct of a sexual nature	<ul style="list-style-type: none"> Playing football on oval and tackling another student Grabbing/holding another student to stop them from doing something Pay wrestling with other students Playing games which include some inappropriate touching or words 	Physical contact with intent to cause injury or harm to others Inappropriate sexual interactions with peers and adults both physical and verbally	<ul style="list-style-type: none"> 3 minors Deliberately tripping another student Punching, hitting, kicking or using an object to hit Continued inappropriate touching, words or displaying private body parts

1ST WARNING NOTICE

Date: _____

Student's Name: _____

This is your FIRST WARNING NOTICE.

You have been issued with a WARNING NOTICE for the following inappropriate behaviours:

1. _____

2. _____

3. _____

To avoid further behaviour consequences you will need to follow the school rules and teacher direction carefully in the future.

Your teacher will discuss with you strategies that will help you to avoid receiving another WARNING NOTICE.

I _____ have received my child's
WARNING NOTICE and have discussed the behaviours above with him / her.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____



2nd WARNING NOTICE

Date: _____

Student's Name: _____

This is your SECOND WARNING NOTICE.

You have been issued with a WARNING NOTICE for the following inappropriate behaviours:

1. _____

2. _____

3. _____

To avoid a third notice and loss of privileges to attend school events until the end of the term. A meeting will now be held between you, your parent and the school to complete an Individual Behaviour Support Plan to manage your behaviour in the future.

Your teacher will discuss with you strategies that will help you to avoid receiving another WARNING NOTICE.

I _____ have received my child's 2nd WARNING NOTICE and I am aware that I will be required to attend a meeting with the school to discuss an individual Behaviour Support Plan for my child. I am aware that if he / she receive a third notice he / she will lose their privileges to attend school events until the end of the term.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____



3rd WARNING NOTICE

Date: _____

Student's Name: _____

This is your THIRD WARNING NOTICE.

You have been issued with a 3rd WARNING NOTICE for the following inappropriate behaviours:

1. _____

2. _____

3. _____

As this is your third notice you will now be prohibited from attending school events this term. A meeting will now be held between your parent and the school to update your Individual Behaviour Support Plan to manage your behaviour in the future.

To avoid a 4th NOTICE and a suspension you will need to follow your behaviour expectations and meet the goals set out in your Individual Behaviour Support Plan.

I _____ have received my child's 3rd WARNING NOTICE and I am aware that I will be required to attend a meeting with the school to discuss and review the Individual Support Plan for my child. I am aware that a 4th Warning Notice will result in my child being suspended from school.

Please contact the office to make a time to meet with the principal.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

School Policies

Kalamia 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 Kalamia State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Kalamia State School :

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

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

Students of Kalamia State School

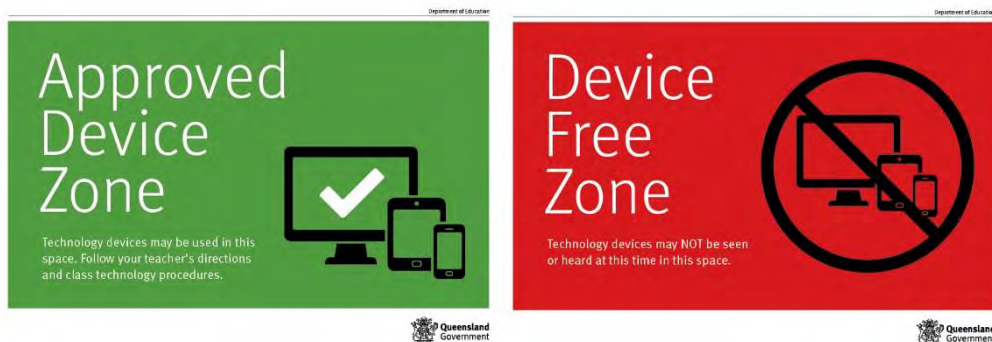
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Kalamia State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Kalamia State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

Students will be provided with Department of Education devices to support their learning.

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

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

It is **not acceptable** for students at Kalamia State School to:

- use personal mobile phones or other devices at school.
- use or wear smart watches at school.

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

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Kalamia 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

Kalamia 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.

Kalamia State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the principal 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. Principal

Principals 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 Leadership Forum 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 Kalamia 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

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

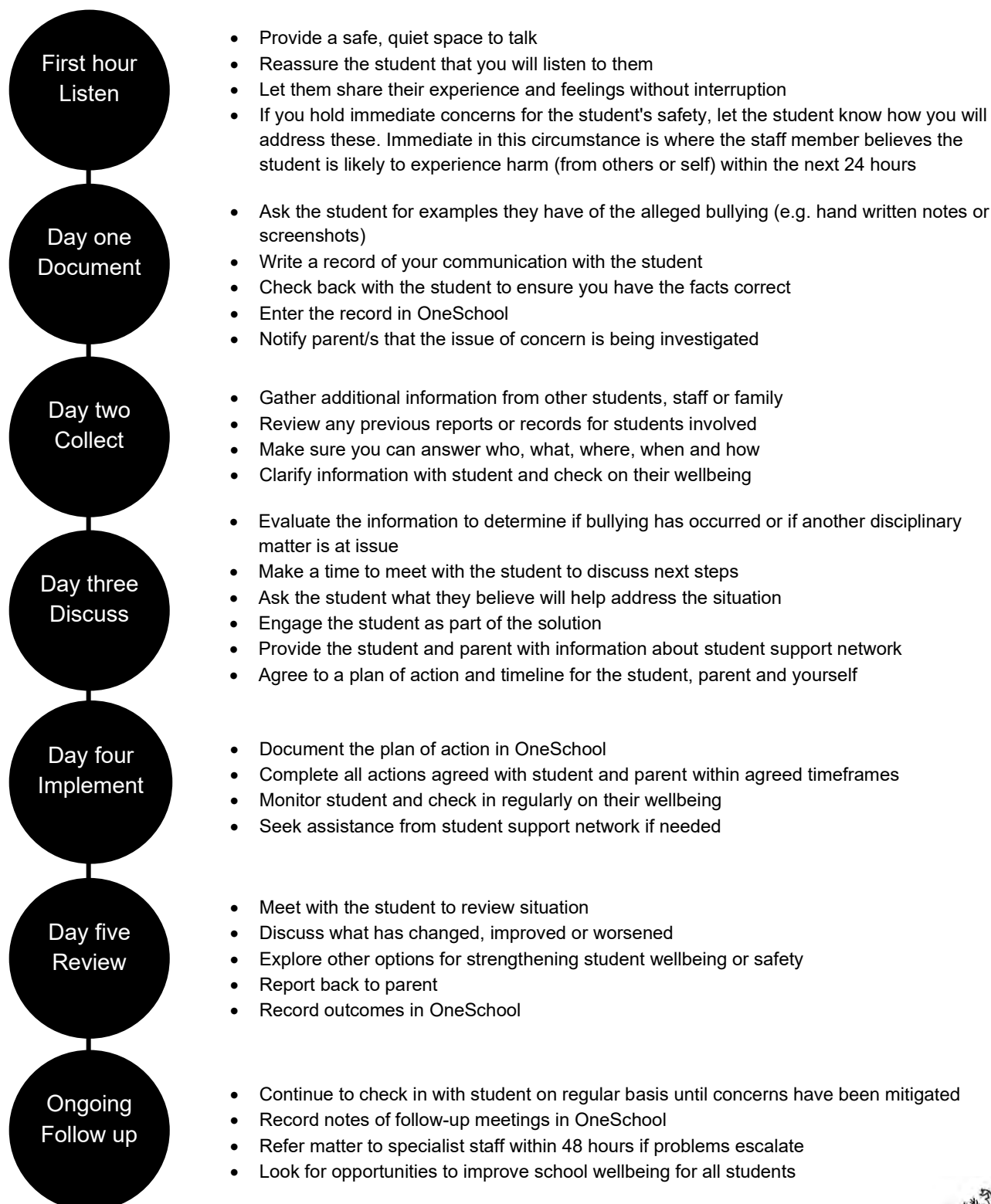
Kalamia State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The principal 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 Kalamia 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 Dean of Students, Malcolm Smith.

Kalamia State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

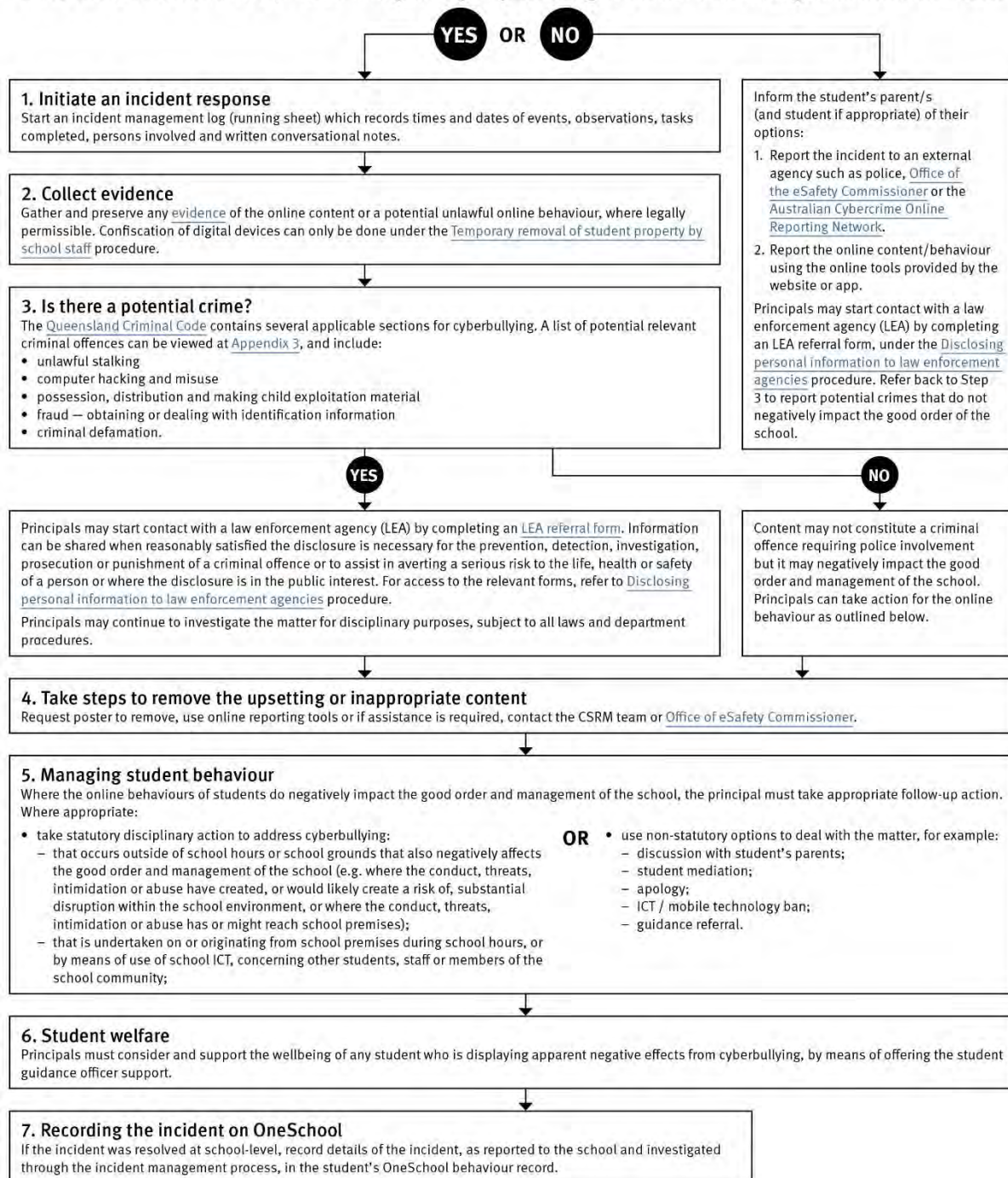
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Kalamia 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 Kalamia 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.

Kalamia State School – Anti Bullying Compact

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

Kalamia State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Kalamia 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.

1. 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.
2. 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.

Physical Intervention

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

- physically assaulting another student or staff member; and / or
- posing an immediate danger to him/herself or to others.

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

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

When dealing with serious behaviours, it is important that all staff understand the underlying function of the behaviour and that:

- Physical intervention cannot be used as a form of punishment.
- Physical intervention must not be used when a less severe response can effectively resolve the situation.

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

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

Any physical intervention made must:

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

Training

Suitable training will be offered to staff when it becomes available and practicable to attend or participate.

Critical Incidents

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

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

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

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

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

Debriefing Report

Formal debriefing

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

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

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

Debriefing should provide information on:

- Who was involved
- 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?

Noters 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).

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, and event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (E.g. was angry because I asked him/her to stop teasing).		

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).