



## Stretton State College

# Student Code of Conduct 2020-2023

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

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

Queensland Department of Education  
State Schools Strategy 2019-2023

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Contact Person: Jan Maresca (Executive Principal)

## Endorsement

Principal Name: Jan Maresca

Principal Signature:



Date: 20-06-2020

P/C President and-or School  
Council Chair Name: Ria Wong

P/C President and-or School  
Council Chair Signature:



Date: 20-06-2020

School Council Chair Name: Sally Eeles

School Council Chair  
Signature:



Date: 20-06-2020

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## Purpose

The Stretton State College Student Code of Conduct aims to define high standards of behaviour to ensure that all students can participate in a positive manner within our P12 community.

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

The Stretton State College 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.

As members of our P12 College community, we consider and respect the rights of others, appreciate individual differences and care about the wellbeing of our College community.

## Principal's Foreword

Stretton State College is a high performing educational institution. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students in our P12 College. The Administration team, Teaching team, Ancillary and Support staff are all focused on ensuring that student individual outcomes are testimony to our College SPIRIT values. Our College partners with students, their families and caregivers, as together we aim for individual success. This is measured through the extensive individual opportunities and outcomes achieved by our students. We firmly believe that strong, inclusive, positive relationships between all members of our College are the foundation to supporting the success of our students.

As an educational institution, we recognize that we are well positioned to address the important challenge of preparing children for successful adulthood in the twenty-first century. By adopting the ethos of positive education and committing to educating the whole-student (academic as well as well-being skills), we are teaching preventative skills that will help students to be resilient, lead meaningful lives, and engage positively with the world around them. With a strong focus on the principles and philosophy of Positive Education, we take an educative approach to discipline and believe that behaviour can be taught and that 'mistakes' are opportunities for everyone to learn. As a College, we believe that we have a moral obligation to promote human flourishing. We believe that happiness, well-being, personal character development needs to be embedded throughout every fabric of our College, both within the classroom and in co-curricular activities. We aim to create a culture of wellbeing, where positive education is not a 'bolt on' approach but an embedded reality.

Integrating positive education into our school means that every staff member assumes responsibility for the well-being of the students in their care. We aim to create an educational environment that enables the student to engage in established curricula, and to also learn the knowledge, skills and character traits that will develop their own and others' well-being.

Our Student Code of Conduct provides an overview of the College local policies on such things as the 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 College 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.



**Sincerity** – the spirit of honesty and working as a team

*For the community of Stretton State College to work together honestly and maintain a genuine strong bond.*

**Perseverance** - the spirit of self-determination and never giving up

*For the community of Stretton State College to practice a sense of determination and strength of character in all that we do.*

**Integrity**- the spirit of being truthful and reliable

*For the community of Stretton State College to be dependable and loyal in all interactions.*

**Responsibility and Respect**- the spirit of owning our own actions and being admirable in our behaviours

*For the community of Stretton State College to be courteous and considerate role models when communicating with others. Furthermore, all individuals must be responsible for the choices they make.*

**Inclusivity** – the spirit of including others and accepting difference.

*For the community of Stretton State College to embrace all people regardless of race, religion, personal limitations, gender and socioeconomic status.*

**Thoughtfulness** - the spirit of being considerate

*For the community of Stretton State College to treat others in a manner in which they themselves wish to be treated. All community members must strive to help those in need.*

## POSITIVE EDUCATION

At Stretton State College we recognise that young people need to be happy, healthy and confident with a strong sense of belonging.

The college goal is to provide all members of the Stretton school community with opportunities to develop and build resourcefulness, resilience, intellectual and emotional skills to optimise well-being in a global society.



One action we have taken to meet this goal is to embed a culture of Positive Education. This approach seeks to combine the science of positive psychology with best-practise teaching to promote optimal development and flourishing in and beyond our school setting.

By teaching our students, staff and parents a common wellbeing language and evidence based tools, our hope is that these skills will help them draw on their strengths to handle challenges and embrace opportunities that life will inevitably present.

## POSITIVE EDUCATION STRATEGY

Our wellbeing strategy is a preventative approach based on the world's leading Positive Education School, Geelong Grammar.



### LEARN IT

Teachers and Parents  
Learn the language  
& Science of Positive  
psychology



### LIVE IT

Teachers and Parents apply  
evidence based wellbeing  
habits in personal lives and  
at work



### TEACH IT

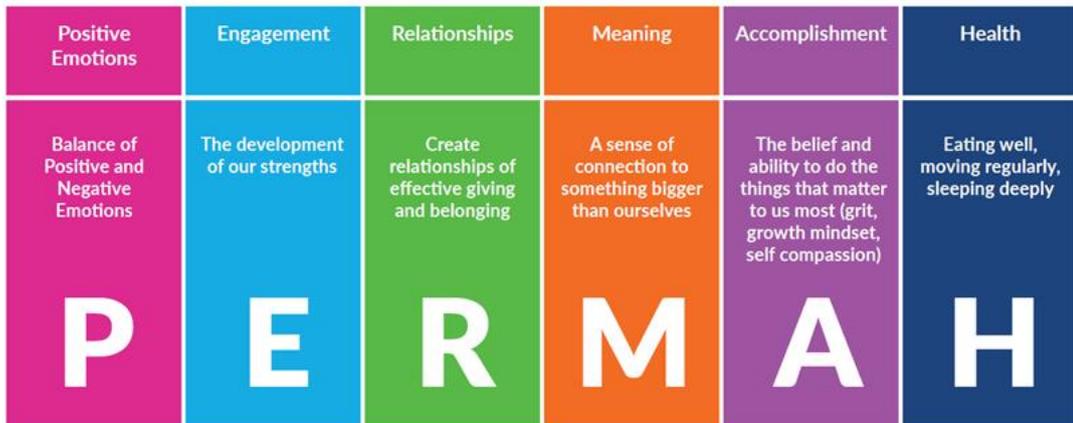
Teach an explicit wellbeing  
curriculum mapped to  
students needs



### EMBED

Embed policies and practices  
across the school that  
reinforces & cultivates  
wellbeing within individuals  
and our community

## OUR WELLBEING FRAMEWORK



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 of 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.



At Stretton, we focus on embedding the 24 VIA character strengths. In the early 2000s, something ground-breaking occurred in the social sciences: Scientists discovered a common language of 24 character strengths make up what's best about our personality. Everyone possesses all 24 character strengths in different degrees, so each person has a truly unique character strengths profile. Each character strength falls under one of these six broad virtue categories, which are universal across cultures and nations. See the full character strengths list here and learn more about each one.

We encourage our students and teachers to identify their character strengths, in particular their top 5. Teachers regularly post their Top 5 on their classroom door to encourage discussion of the importance of character and how a knowledge of our personal strengths can help students navigate through life.



### 10 Stretton Strengths



In 2020, the Stretton community identified the top 10 character strengths which would form the basis for student and staff focus in 2020. This was the result of community and student consultation. These strengths form the basis for our positive focus for Awards, student presentations on Assemblies and Year Parades, Student Newsletters, Community Newsletters and videos.

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

## P&C Statement of Support

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

We encourage all parents to familiarise themselves with the Stretton State College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Stretton State College knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 47 provides an excellent starting point to understand how to approach the school about these types of problems.

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

## School Captains' Statement

On behalf of the student body at Stretton State College, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Stretton State College P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

**2021 Gowan School Captain:** Owen Yu

**Date:** 17.11.2020

**2021 Junior Secondary Captain:** Edie Miles

**Date:** 17.11.2020

**2021 College Captain:** Serena Huang

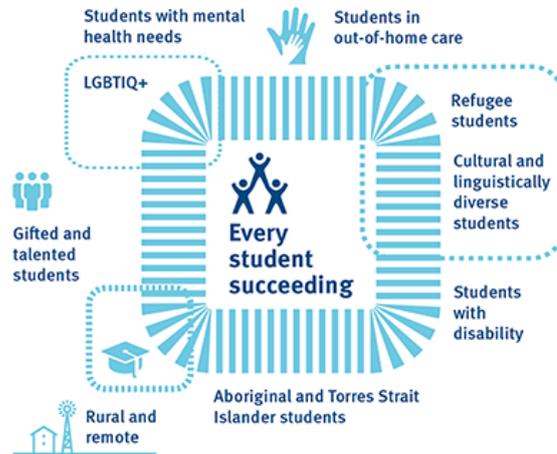
**Date:** 17.11.2020

**2021 College Captain:** Isaac Miles

**Date:** 17.11.2020

## Statement of Inclusivity

“All students deserve equitable access to an engaging and rigorous curriculum.”  
(Tomlinson and Javius 2012)



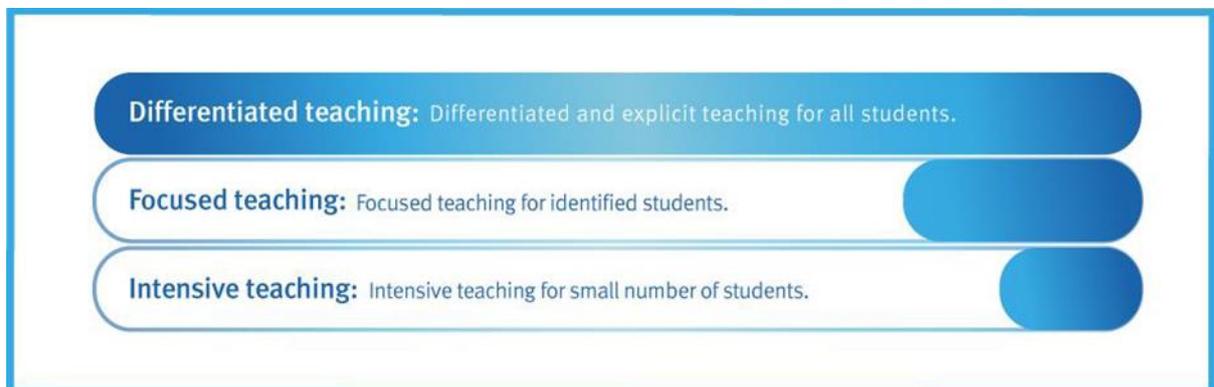
Education Queensland endorses a whole-school approach to improving student learning and it is our shared belief that every child is an individual with unique potential, capabilities and talents. We believe that every student has the ability to accomplish their personal best and flourish as a member of our College community. The Department of Education’s Inclusive Education strategy and both Stretton State College Positive Education framework and Stretton SPIRIT values underpin this collective belief. We are committed to the notion of affording every student the opportunity to access and participate in all College programs and this is achieved through a whole school approach to learning where high expectations are set for all, diversity is celebrated and all students are engaged in an appropriate curriculum in the least restrictive environment. This allows each student the opportunity to attain their maximum potential.

Stretton State College acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we do not tolerate behaviours, language or practices that label, stereotype or demean others.

Stretton State College will:

- ensure that all students and members of our school community are treated with respect and dignity;
- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (eg. schools sports, concerts, excursions, incursions, camps) on the same basis as their peers;
- acknowledge and respond to the diverse needs, identities and strengths of all students;
- encourage empathy and fairness towards others;
- challenge stereotypes that promote prejudicial and biased behaviours and practices contribute to positive learning, engagement and wellbeing outcomes for students.

Our College community supports students from a vast array of cultural, social and learning backgrounds with over 60 different languages spoken within our college community. The College EAL/D program support student from families for who English is not their first language and the Karawatha Learning Centre support students with disabilities across the College. Through the philosophy of positive psychology, the College is able to support student wellbeing and positive mental health outcomes for all. All students who experience a barrier to their learning are supported by various case management which are able to ensure supports are implemented across all settings allowing barriers to learning to be addressed.



## Consultation

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

In the first phase, a series of internal meetings with staff was held between July and September 2020. During these meetings, the school 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, we provided a survey to all students, parents and staff on 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 October 2020, and the finished version, incorporating suggested changes and

feedback, was sent to the P&C Association Executive in November 2020 for endorsement. The P&C Association unanimously endorsed the Stretton State College Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Stretton State College Student Code of Conduct, including parent information evenings, 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 Stretton State College Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Campus Principals.

## Review Statement

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

## Data Overview

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					
PERCENTAGE OF PARENTS WHO AGREE THAT:	2015	2016	2017	2018	2019
My child likes being at this school. (S2001)	96.9	97.2	91.9	94.4	91.9
My child feels safe at this school. (S2002)	95.8	96.8	95.9	96.4	92.3
My child's learning needs are being met at this school. (S2003)	90.5	94.8	91.0	90.8	91.4
My child is making good progress at this school. (S2004)	92.6	94.0	91.9	91.2	90.2
Teachers at this school expect my child to do his or her best. (S2005)	96.8	97.2	93.5	95.7	96.1
Teachers at this school provide my child with useful feedback about his or her school work. (S2006)	94.7	90.7	90.1	90.7	91.0
Teachers at this school motivate my child to learn. (S2007)	94.7	93.9	86.1	90.4	92.7
Teachers at this school treat students fairly. (S2008)	87.0	88.5	87.4	87.0	83.8
I can talk to my child's teachers about my concerns. (S2009)	96.3	95.6	90.2	93.6	93.5
This school works with me to support my child's learning. (S2010)	91.6	94.7	89.3	93.4	91.6
This school takes parents' opinions seriously. (S2011)	85.4	88.2	85.2	86.8	82.4
Student behaviour is well managed at this school. (S2012)	85.1	86.2	86.0	86.4	81.8
This school looks for ways to improve. (S2013)	93.5	93.8	92.6	93.8	90.0
This school is well maintained. (S2014)	96.8	94.0	93.5	92.4	89.3
This school gives my child opportunities to do interesting things. (S2015)	94.7	95.6	93.3	94.4	90.9
My child is getting a good education at this school. (S2016)	95.2	97.2	94.3	93.1	94.8
My child's English skills are being developed at this school. (S2017)	93.5	93.6	91.9	93.1	95.7
My child's Mathematics skills are being developed at this school. (S2018)	93.1	93.6	91.1	92.7	95.3
I understand how my child is assessed at this school. (S2019)	91.5	91.9	86.0	86.9	89.2
I understand how computers and other technologies are used at this school to enhance my child's learning. (S2020)	90.9	94.2	91.8	88.7	90.8
Teachers at this school are interested in my child's wellbeing. (S2021)	92.1	95.5	87.7	92.9	93.9
Staff at this school are approachable. (S2022)	93.1	91.2	90.9	93.6	92.6
Staff at this school are responsive to my enquiries. (S2023)	89.9	89.9	88.5	93.6	92.1
This school asks for my input. (S2024)	81.0	84.9	80.3	79.9	80.3
This school keeps me well informed. (S2025)	90.5	90.4	88.4	87.8	87.7
This school encourages me to take an active role in my child's education. (S2026)	91.4	94.7	91.6	91.9	91.7
This school encourages me to participate in school activities. (S2027)	92.5	93.5	91.7	88.9	89.5
This school provides me with useful feedback about my child's progress. (S2028)	90.5	90.3	87.6	88.7	91.7
This school provides useful information online. (S2029)	91.9	92.0	93.4	90.1	91.6
This school is environmentally friendly. (S2030)	96.1	93.1	95.6	90.6	89.7
This school is well organised. (S2031)	90.0	89.9	90.8	89.7	90.0
This school has a strong sense of community. (S2032)	93.0	92.7	95.0	91.6	90.8
This school celebrates student achievements. (S2033)	95.1	96.4	94.2	93.6	92.6
I would recommend this school to others. (S2034)	89.4	94.3	92.5	92.1	90.8
This is a good school. (S2035)	94.7	96.8	94.2	94.4	92.6

## Student opinion survey:

PERFORMANCE MEASURE					
PERCENTAGE OF STUDENTS WHO AGREE THAT:	2015	2016	2017	2018	2019
I like being at my school. (S2036)	92.9	93.3	89.3	92.1	93.8
I feel safe at my school. (S2037)	94.1	93.3	91.2	95.4	90.5
My teachers motivate me to learn. (S2038)	95.4	94.5	92.0	94.2	95.1
My teachers expect me to do my best. (S2039)	98.7	95.8	95.1	98.3	99.2
My teachers provide me with useful feedback about my school work. (S2040)	93.2	89.0	89.0	95.8	95.1
Teachers at my school treat students fairly. (S2041)	77.0	82.8	80.5	81.7	81.9
I can talk to my teachers about my concerns. (S2042)	83.2	84.6	81.3	81.5	81.8
My school takes students' opinions seriously. (S2043)	80.3	80.1	76.6	88.8	78.6
Student behaviour is well managed at my school. (S2044)	78.6	80.3	71.2	77.7	67.5
My school looks for ways to improve. (S2045)	94.1	94.5	89.3	96.2	93.0
My school is well maintained. (S2046)	89.4	91.6	85.9	94.6	72.8
My school gives me opportunities to do interesting things. (S2047)	89.0	94.5	90.6	92.4	90.9
I am getting a good education at my school. (S2048)	94.1	95.4	91.5	96.6	97.5
My English skills are being developed at my school. (S2049)	92.0	95.8	91.6	94.1	95.5
My Maths skills are being developed at my school. (S2050)	94.5	94.9	90.7	95.0	97.1
I understand how I am assessed at my school. (S2051)	90.6	94.1	90.1	92.4	91.4
I can access computers and other technologies at my school for learning. (S2052)	95.8	95.8	96.0	96.6	95.1
I am encouraged to use computers and other technologies at my school for learning. (S2053)	84.9	92.4	93.0	94.1	92.1
I use computers and other technologies at my school for learning. (S2054)	91.6	94.1	96.9	95.8	96.7
I enjoy using computers and other technologies at my school for learning. (S2055)	94.5	96.2	92.9	95.0	90.1
I feel accepted by other students at my school. (S2056)	87.2	86.5	79.5	84.9	80.7
My schoolwork challenges me to think. (S2057)	93.7	96.2	93.3	96.2	98.4
My teachers challenge me to think. (S2058)	96.2	94.0	94.2	97.1	97.5
My teachers encourage me to do my best. (S2059)	97.1	96.6	92.0	98.8	97.9
My teachers clearly explain what is required in my school work. (S2060)	94.6	90.6	87.6	95.0	91.4
My teachers help me with my school work when I need it. (S2061)	94.1	93.6	93.7	94.6	93.0
My teachers use a variety of resources to help me learn. (S2062)	92.4	95.8	91.5	95.4	95.9
My teachers care about me. (S2063)	89.0	91.0	88.6	88.6	86.7
My school encourages me to participate in school activities. (S2064)	96.2	94.5	90.2	96.3	90.1
My school encourages me to be a good community member. (S2065)	95.4	93.6	90.0	95.8	86.8
My school celebrates student achievements. (S2066)	93.6	95.8	93.8	95.8	92.1
I would recommend my school to others. (S2067)	90.6	90.0	86.8	91.3	84.2
This is a good school. (S2068)	92.4	91.7	89.6	94.5	83.7

## Staff opinion survey:

PERFORMANCE MEASURE					
PERCENTAGE OF STAFF WHO AGREE THAT:	2015	2016	2017	2018	2019
This school is well maintained. (S2078)	95.1	97.2	95.0	93.6	90.5
This school gives me opportunities to do interesting things. (S2079)	93.8	88.6	89.2	91.0	81.9
Students with a disability are well supported at my school. (S3201)	94.9	94.9	96.3	93.4	90.1
My school has an inclusive culture where diversity is valued and respected. (S3202)	NA	NA	94.3	94.9	93.0
People are treated fairly and consistently at my school. (S3203)	NA	NA	84.7	78.4	77.4
My school is well managed. (S3204)	NA	NA	93.5	85.6	81.7
I am confident that poor performance will be appropriately addressed in my school. (S3207)	NA	NA	83.1	77.5	71.6
I have choice in deciding how to do my job. (S3208)	NA	NA	92.2	85.2	82.9
I have the authority necessary to do my job effectively. (S3209)	NA	NA	90.7	87.1	82.8
My school inspires me to do the best in my job. (S3210)	NA	NA	92.2	87.7	87.1
My school encourages me to take responsibility for my work. (S3211)	98.6	96.6	96.4	94.2	93.0
My school encourages me to undertake leadership roles. (S3212)	80.6	79.9	86.3	85.1	76.4
My school encourages coaching and mentoring activities. (S3213)	90.9	88.8	90.5	85.6	84.1
My workplace culture supports people to achieve a good work-life balance. (S3252)	NA	NA	NA	NA	67.2
My workplace offers flexible work arrangements. (S3253)	NA	NA	NA	NA	73.9
I am satisfied with the opportunities available for career development. (S3214)	NA	NA	81.6	79.9	76.1
I have access to quality professional development. (S2086)	85.9	86.1	84.1	81.6	78.1
Staff at my school are actively involved in Developing Performance discussions. (S3215)	NA	NA	91.2	90.6	80.0
I can access necessary information and communication technologies to do my job at my school. (S3216)	91.7	91.4	95.7	94.8	92.1
Information and communication equipment is well maintained at my school. (S3217)	88.2	89.1	95.7	93.5	86.1
My school provides useful information online. (S3218)	93.7	92.6	94.9	96.6	91.2
My school keeps me well informed about things that are important to my work. (S3219)	83.4	88.6	89.9	89.5	81.9
There is good communication between all staff at my school. (S3220)	83.4	77.8	80.6	70.2	66.7
Staff at my school work as a team to deliver improved outcomes. (S3221)	NA	NA	92.1	91.5	80.0
I feel that staff morale is positive at my school. (S3222)	82.1	80.5	86.2	72.7	72.2
Staff at my school are interested in my wellbeing. (S3223)	90.3	91.4	87.1	83.6	80.0
The wellbeing of employees is a priority for my school. (S3224)	NA	NA	82.6	70.2	74.6
I can cope with the pressures of my workload. (S3225)	NA	NA	88.6	82.4	80.2
I am aware of occupational health and safety procedures at my school. (S3226)	95.9	94.9	94.2	92.2	90.3
I am proud to tell others I work for my school. (S3227)	NA	NA	94.3	94.1	90.4
My work has a direct positive impact on the community. (S3228)	NA	NA	93.2	96.0	88.3
I feel a strong personal connection to my school. (S3229)	NA	NA	93.4	89.4	82.1
I am satisfied with my job at my school. (S3230)	NA	NA	90.0	90.3	87.0
I would recommend my school as a good place to work. (S3231)	93.8	90.9	92.7	86.9	85.3
This is a good school. (S2108)	95.1	93.2	94.2	92.9	87.9

My school has taken action as a result of last year's School Opinion Survey. (S3232)	NA	NA	85.7	74.3	75.0
The last week of a school term is generally as productive as the rest of the term. (S3233)	NA	NA	83.5	87.1	82.9

## 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.

STRETTON STATE COLLEGE SCHOOL DISCIPLINARY ABSENCES					
TYPE	2015	2016	2017	2018	2019
Short Suspensions – 1 to 10 Days	109	183	158	211	216
Long Suspensions – 11 to 20 Days	4	6	25	19	16
Charge related Suspensions	0	0	0	0	0
Exclusions	1	8	6	12	5

# Learning and Behaviour Statement

At the core of student academic success is our focus on ensuring the right conditions for learning. These conditions include regular attendance, active engagement, being well resourced and prepared, and completing all assessment tasks. It is an expectation that students, with the support of their families and the College, meet these expectations with the intention to attain positive academic outcomes.

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

## Multi-Tiered Systems of Support

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

### LEARNING

#### **Differentiated and explicit teaching (Tier 1 – Support and engagement for All)**

Stretton State College has built a robust and positive learning environment that utilises purposeful practice and explicit teaching across all classrooms and year levels. Through the implementation of Marzano's 'The Art and Science of Teaching' and Ritchhart's Cultures of Thinking, as our pedagogical framework, and Positive Education as the basis for character development, teachers are able to provide quality teaching and differentiated practice for all students as a regular part of curriculum provision. Informed by student performance data and validated by research, teachers are able to differentiate the level of complexity (content), how students make sense of information (process) and how students demonstrate their understanding (product). "We all have the right to challenging and engaging learning opportunities in appropriate settings". (Learners First 2014/17)

In response to data and a cycle of reflection the college has identified the following approaches to permit all students to achieve expected learning outcomes.

**Foundation Q – Read it Again** – This is a program implemented by class teachers and dedicated Foundation Q teacher aides that supports the Australian Curriculum and is designed to strengthen and develop students' early foundations in language and literacy. This program is supported by the Speech Pathologist and is implemented across Prep to Year 2.

**EALD** – Support In class/Small groups for students Years 1-12 requiring EALD support.

**Foundation Classes** – In-class support for students Years 7 – 9 requiring additional, intensive support in core class subjects.

**Flying Squad** – In-class support for students requiring additional literacy/numeracy support P-6.

**Robust Vocabulary** - Explicit Instruction through the gradual release model (recite, recall, apply) of Vocabulary identified in English. This is implemented within the classroom and is supported by the class teacher, the Academic Acceleration teachers, Literacy and Numeracy Coaches, HOD's and Speech Pathologists across all Year levels of the College.

**Coaching** - Coaching is available to all staff across the College to assist Teachers in identifying the learning needs of students through the use of student evidence and data, the establishment of goals and development of pedagogical approaches to meet these goals.

#### **Senior mentoring program**

All Year 11 and 12 students are paired with a Teacher Mentor who supports their academic wellbeing across all subject areas.

#### **Focused teaching (Tier 2 – Focused teaching for identified students)**

The College provides support for students who are not meeting expected curriculum outcomes. Support staff, including specialist teachers for EAL/D and disability along with Literacy and Numeracy coaches work collaboratively with Teachers to provide focused teaching that is aligned to the teaching program. This support is generally provided in the following manner:

**Prep Oracy Program** - The Prep Oracy program is an oral and early literacy language program focusing on speaking, listening and basic literacy skills aimed specifically at Students who have English as an additional language or dialect (EAL/D). This program is implemented by the EAL/D teacher and aides during the Prep year of schooling.

**Numeracy** - In-class support for differentiated Mathematics lessons. This supports take various forms across the college and includes Flying Squad, foundation classes and foundation teacher aides.

**Lighthouse Class** – Through an application process, high ability students are able to be grouped across Years 4-9 into core class where they are able to obtain extension and accelerated learning.

**Before/After School Programs** – Reading Club and Homework Club for students in Years 1-6 along with Illaweenaa Levelled Literacy Intervention (ILLI) and homework in the Library for student requiring additional support in Years 7-12.

**The Wonder of Science Program** - is a P-12 extension initiative offered by the Enable Cluster, the University of Queensland and Griffith University. This program enables students to participate in 'Challenge Projects' in groups within their science classes, parallel to the standard curriculum, fostering team-work, resilience, growth mindset and most importantly a sense of wonder for the scientific phenomena.

#### **Intensive teaching (Tier 3 - for a small number of students)**

Following the implementation of focused teaching, a very small number of students will continue to perform substantially below their peers and at this point intensive

supports will be implemented. At Stretton State College, frequent and explicit instruction, with individuals or small groups, will be implemented by various support staff, to develop sequential mastery of basic concepts, skills and knowledge in the following manner.

**Quick Smart Literacy and Numeracy** - The Quick Smart reading program focuses on improving students' automaticity of word recognition and fluency in reading connected texts. While the Quick Smart mathematics lessons begin with a review of the focus facts, starting with those already known, and move on to those yet to be remembered. Quick Smart is implemented by trained staff for identified students and is a 15-week intervention program that is implemented across year 7-9.

**Individual Curriculum Plans (ICP)** - For a small percentage of students, who are not yet meeting or who are exceeding the achievement standard for their year level, an ICP can be implemented. This enables students to access either a higher or lower year level curriculum than their age cohort so they can continue to progress in their learning. The decision to implement an ICP is based in data and may include one or more learning areas/subjects. An ICP must cover all of the achievement standards for the learning areas or subjects selected. This means that an ICP cannot be developed for a strand/sub-strand in a learning area/subject.

**New Arrival Program** – This intensive language program is intended for learners in their first 12 months of Australian schooling who may require concentrated Standard Australian English (SAE) language teaching to develop sufficient proficiency in Standard Australian English to enable learners with English as an Alternative Language or Dialect to access the curriculum for their age cohort.

**Gifted and Talented** – Identified students are able to access a virtual classroom, participate in accelerated assessment and extend higher order thinking through project areas of interest including activities e.g. World Scholars' Cup.

**Karawatha Learning Centre (KLC)** – This centre is staffed by specialist teachers who provide targeted supports for students across the college who have an identified disability under the six Educational Adjustment Program (EAP) categories. These categories include Autism Spectrum Disorder, Intellectual Impairment, Speech Language Impairment, Hearing Impairment, Vision Impairment and Physical Impairment. Each student is supported by a case manager who works with classroom teachers, allied health professionals, external agencies, families and the student to ensure supports are implemented within their classroom settings to ensure barriers to learning are addressed. Furthermore, the KLC offers alternative programs and opportunities for students with disabilities based on individual needs and in consultation with students' families. This may include but is not exclusive to evidence based social skills and behaviour supports, facilitated speech and language programs and individualised physiotherapy and Occupational therapy programs. These services are delivered as part of the educational program and are directed towards educational outcomes (For further information see Statement of Inclusivity p12).

### **College Support Plans**

As a means of providing targeted supports for students at Stretton State College, a Student Referral Process exists to facilitate the identification of students and the supports required. This process covers learning, behaviour, social and emotional and health care support needs.

As a result, and in conjunction with the above mentioned supports students with diverse learning needs may also access support provisions through the Guidance



Officer, School Based Youth Health Nurse (Qld Health), Aboriginal & Torres Strait Islander support services, Autism Qld Schools Outreach program and the School base Speech Pathologists

At Stretton State College we recognise that young people need to be happy, healthy and confident with a strong sense of belonging. The college goal is to provide all members of the Stretton school community with opportunities to develop and build resourcefulness, resilience, intellectual and emotional skills to optimise well-being in a global society.

Tier	Behaviour Support
1	<p><b>All students</b> (100%) at Stretton State College receive support for their academic and behavioural development. There is a consistent focus on the whole-school implementation of both the Australian Curriculum, Positive Education, and behaviour expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours relevant to the classroom setting and how they will be used using the 3 tier system.</li> <li>• reminding students of expected school behaviour, and asking them to change their behaviour so that it aligns with the school's expectations.</li> <li>• asking students how they might be able to act more safely, more respectfully or more responsibly</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects the schools behaviour expectations. The types of interventions offered at this level will vary according to the needs of the year level/cohort, needs of identified student groups, or needs of the identified student. In all instances, there are common expectations of addressing the behaviour:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).</li> </ul>

Specific Tier 2 interventions include:

- Use of specific behaviour strategies incorporated in a negotiated behaviour plan for students. Such plans may include adjustments to the environment the student is exposed to; the curriculum tasks being delivered and their appropriateness, interactions with other teachers and peers, and any special needs the student may have.
- Students may be referred to the Buddy Class as an alternative classroom environment, where a fellow teacher will support and maintain the significance of the time out process, while providing a “cooling off” period for the concerned parties. The allocation of Buddy classes should occur as early as possible at the beginning of each school year. Buddy teachers should regularly discuss and evaluate the system and individual student requirements.
- Students who exhibit ongoing behavioural issues will work closely with the College Administration teams and school guidance officers and where needed, a student referral completed for further investigation of intervention and support.
- Consultation with Parent/Guardian/Caregiver.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 will be enacted to address the basic implementation and quality of instruction.

**3** Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

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:

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

Tier 3 supports exist along a continuum. 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.

Specific support interventions for students may include but are not limited to:

- Withdrawal from normal classes to complete supervised work.
- Supervised play time where students are monitored in a controlled environment, thus ensuring safety of all students and the opportunity to promote appropriate social skills in the playground environment.

- Contracts with students to ensure participation in all school activities and clear goals, expectations, consequences and timelines discussed and monitored.
- Individual Behaviour Plans
- Risk management planning, in-class supervision/withdrawal, counselling, teacher aide support, peer mentoring, mediation, referral to external agencies, alternative education program, small group intervention and specialist support personnel intervention, extended School Disciplinary Absences and /or a Disciplinary Improvement Plans.

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 will be recommended.

The **Stretton Student Code of Conduct** outlines 3 rights that are essential for a safe, supportive and disciplined environment.

- ***The rights of all students to learn***
- ***The rights of all teachers to teach***
- ***The rights of all to be safe.***

It is expected that all members of the College community uphold these rights by displaying the following expected behaviours.

### Students

Role	Responsibility
<p>To be 'the best I can be' I expect:</p> <ul style="list-style-type: none"> <li>• A safe environment that encourages me to engage with the College</li> <li>• Structured opportunities for personal development</li> <li>• Our College community to take responsibility for their own behaviour and learning</li> <li>• To be treated respectfully</li> <li>• To be free from discrimination</li> <li>• My belongings to be secure</li> <li>• Clear communication and expectations to be delivered to me</li> <li>• Access to and advice about support I can access if needed</li> </ul>	<p>To be the best I can be I will:</p> <ul style="list-style-type: none"> <li>• <b>Demonstrate commitment</b> by presenting myself in a manner that displays pride in myself and the College by wearing the correct uniform</li> <li>• <b>Communicate</b> with clarity and understanding by speaking and listening to others respectfully, working interdependently to cooperate with all members of the Stretton College community</li> <li>• Develop <b>caring relationships</b> by treating others with understanding and empathy</li> <li>• Uphold the <b>Stretton SPIRIT values</b> in my dealings with all members of the community</li> <li>• Demonstrate <b>courtesy</b> by managing impulsivity, thinking before acting and respecting other people's property</li> <li>• Uphold the value of <b>persistence</b> by attending regularly, having the correct equipment, trying my best, completing homework and assignments on the day required.</li> </ul>

## Parents/Carers

Role	Responsibility
<p>To assist my child to be 'the best they can be' I expect:</p> <ul style="list-style-type: none"> <li>• Teachers and staff to show an active interest in my child's schooling and progress</li> <li>• An inclusive and engaging curriculum</li> <li>• Best practice teaching</li> <li>• College staff to maintain a safe and respectful learning environment for all students.</li> <li>• Constructive communication and relationships with College staff regarding my child's learning, wellbeing and behaviour.</li> <li>• To be informed at regular intervals of my student's progress including prompt feedback of any problems or concerns.</li> <li>• Systems and procedures are implemented within the College to address issues affecting people's rights and the acceptance of their responsibilities.</li> </ul>	<p>To assist my child to be 'the best they can be' I will:</p> <ul style="list-style-type: none"> <li>• Promote the core Stretton SPIRIT values to my child.</li> <li>• Provide my child with an organised space to stay at home.</li> <li>• Encourage my child to strive for accuracy with their work.</li> <li>• Develop my child's resilience through supporting them when they are challenged by their performance</li> <li>• Communicate regularly and positively with the College</li> <li>• Ensure my child attends College regularly and contact the College online when they are absent.</li> <li>• Assist my child with personal presentation through supporting the College Uniform Policy (See Uniform Policy on the College website).</li> <li>• Sign off on the Student Code of Conduct agreement and support the College in the implementation of the Code of Behaviour should my child have breached the Code.</li> </ul>

## Stretton State College Staff

Role	Responsibility
<p>To assist our students to be 'the best they can be' I expect:</p> <ul style="list-style-type: none"> <li>• A safe and supportive learning environment</li> <li>• To be free from discrimination</li> <li>• To be treated with respect and dignity</li> <li>• To be free from intimidation and harassment</li> <li>• To be free from threats and verbal and/or physical abuse</li> <li>• To have reasonable requests carried out promptly</li> <li>• Established processes to support communication and relationships with students/parents/carers.</li> </ul>	<p>To assist our students to be 'the best they can be', I will:</p> <ul style="list-style-type: none"> <li>• Provide focused lessons to develop students' social competencies</li> <li>• Provide an engaging and relevant curriculum</li> <li>• Provide a wide range of extra-curricula activities to promote a supportive and engaging environment</li> <li>• Engage in professional development that is responsive to student/staff needs and systemic requirements</li> <li>• Communicate positively with parents/carers</li> <li>• Monitor students' attendance and contact parents/carers if students are regularly absent without explanation</li> <li>• Assist students with their presentation by implementing and embracing the College Uniform Policy</li> <li>• Implementing the Student Code of Conduct by embracing the principles of the Stretton SPIRIT values and Positive Education principles</li> <li>• Promote the skills of responsible self-management</li> </ul>

## Consideration of Individual Circumstances

Staff at Stretton State College 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

Informed by Education Queensland's 'Learning and Wellbeing Framework', Stretton State College staff support wellbeing by building a positive learning culture, providing challenging, interactive and engaging learning experiences, and by nurturing relationships with families and the wider community. Students support their own wellbeing by being actively involved in their College and their community. Research on resilience shows a sense of belonging is critical for young people. Stretton State College is committed to developing a rich College culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement. We embed social and emotional capabilities within a Positive Education framework, into the general curriculum and are committed to improving educational outcomes for all students. The alignment with a Positive Education focus ensures PERMAH values are embedded within our teaching/learning framework.

Stretton State College 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](#).

We 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 Stretton State College, 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 our College 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*

Stretton State College 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*

Stretton State College 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*

Stretton State College 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.

Stretton State College maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the campus specific first aid kit to provide emergency first aid medication if required.

#### *Mental health*

Stretton State College 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*

Stretton State College 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. This may include but is not limited to the Campus Principal, Year Level Deputies, Head of Departments or Year Level Coordinators.

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, Stretton State College 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, Stretton State College 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, Stretton State College 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**

Stretton State College 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 Stretton State College 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 relevant year level Deputy Principal through the school phone number – 37230333/37230222.



Role	What they do
Executive Principal	<ul style="list-style-type: none"> <li>• Provide leadership and support to the personnel implementing the Code and associated student support.</li> <li>• Review and monitor the effectiveness of whole College practices P12.</li> <li>• Ensure One School remains an accurate and updated record of all student behaviour.</li> </ul>
Campus Principals	<ul style="list-style-type: none"> <li>• Assist the Executive Principal in continuous monitoring and reviewing the effectiveness of College practices.</li> <li>• Provide support to staff, students, parents/carers with high educational, social and emotional needs.</li> <li>• Referrals to Department of Child Safety.</li> <li>• Part time and re-entry processes.</li> <li>• Accurately record events into OneSchool</li> </ul>
Deputy Principals	<ul style="list-style-type: none"> <li>• Provide behaviour, social and emotional support to year levels of responsibility.</li> <li>• Monitor the implementation of the Code by staff, parents/carers and students.</li> <li>• Monitor the use of OneSchool records/ensure staff are accurately recording events in OneSchool</li> <li>• Regularly review behaviour pertinent to year level responsibility and address ongoing concerns</li> <li>• Access support and inter-agencies where required to ensure behaviour support for students where required.</li> <li>• Engage parents/carers in partnership to create success for students.</li> </ul>
Dean of Students, (Illaweena)	<ul style="list-style-type: none"> <li>• Responsible for student welfare at each year level</li> <li>• Provides continuity of contact for students and their families through the six years of schooling</li> <li>• Ensures students feel safe and comfortable and want to come to school</li> <li>• Actively supports student wellbeing in the different phases of learning on the Senior School</li> <li>• Nurtures a sense of belonging to the home group, year level and school. leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>• Monitors attendance, transition points, behaviour and academic data to identify areas of additional need.</li> </ul>
Head of Department Senior Schooling	<ul style="list-style-type: none"> <li>• Coordinates and supports senior pathways of students in years 10, 11 and 12.</li> <li>• Actively supports student wellbeing in the senior phase of learning</li> <li>• Monitors and supports student engagement in class and implements intervention strategies for students who are struggling with their school studies.</li> </ul>
Guidance Officer (Gowan and Illaweena)	<ul style="list-style-type: none"> <li>• 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</li> <li>• Assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>

Head of Department Positive Education (Gowan and Illaweena)	<ul style="list-style-type: none"> <li>• Coordinates whole-school programs and activities promoting positive education/character education</li> <li>• Takes a lead role in developing pastoral care programs</li> </ul>
Head of Department Pre-Prep and Prep	<ul style="list-style-type: none"> <li>• Coordinates Stretton Sprouts program to support transition to school and build partnerships with ECEC agencies and families</li> <li>• Actively lead the implementation of curriculum within the Early Years by engaging in Age-Appropriate Pedagogies</li> <li>• Monitors and supports student engagement in class and coordinates intervention strategies to support differentiation</li> <li>• Leads instructional coaching in the Prep classrooms to embed Think Inc. and Positive Education and Wellbeing</li> </ul>
Head of Department Years 1 – 6 (Gowan)	<ul style="list-style-type: none"> <li>• Monitors and supports student engagement in class and coordinates intervention strategies to support differentiation</li> <li>• Leads instruction coaching in classrooms to embed thinking routines, Positive Education and Wellbeing.</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs.</li> </ul> </li> </ul>
Registered Nurse	<ul style="list-style-type: none"> <li>• Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> <li>• Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>

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
- Autism QLD
- CHYMS
- Transition Pathways Officer
- Allied Health Professionals
- Inclusion Coach
- Success Coach
- Advisory Visiting Teachers
- Senior Guidance Officers.

For more information about these services and their roles, please contact the school.

## Whole School Approach to Discipline



At the heart of our College is the belief, that all successful learning can only occur where there are positive relationships established. Student wellbeing is a core objective for us as a school. Our aim is to encourage students to become more proactive in managing their health and wellbeing. Through adoption of the PERMAH framework, we are teaching our children the skills for a flourishing life and for nourishing their personal wellbeing. Positive Education brings together the science of Positive Psychology with best practice teaching and learning to encourage and support schools and individuals within their communities to flourish.

A strength of our Stretton State College culture is that time is allocated to ensure that students are recognised for their successes and efforts. Numerous awards recognize commitment to our Stretton SPIRIT values. The College is progressively refining and adapting our behaviour acknowledgement system as part of an approach to encourage and reward appropriate behaviour in our students.

Throughout the year a range of acknowledgements and awards are presented to students who have performed well in many different aspects of College life. The College promotes a range of awards in the areas of Academia, Sports, The Arts, Community Support and behaviour.

We focus on promoting positive relationships with all members of the College community. The practices move from proactive to reactive, along a continuum of support Movement from one end of the continuum to the other involves widening the circle of care around the participant. The emphasis is on early intervention through building a strong base and an integrated approach to behaviour often being a component of learning and social issues.

At Stretton State College 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.

## Differentiated and Explicit Teaching

Stretton State College 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 Stretton State College 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 expectations are communicated to students via a number of strategies, including Pastoral Care lessons conducted by the class teacher, College Assemblies, Year Level Assemblies, special events, Facebook and College newsletters.

Stretton State College promotes positive relationships by providing:

- Quality teaching and learning – *Australian Curriculum, Essential Skills for Classroom Management, Classroom Profiling*
- Relevant and engaging curriculum – *The Art and Science of Teaching, Cultures of Thinking*
- Positive relationships, supportive programs and procedures – *Positive Education, PERMAH framework*

## Focused Teaching

The College facilitates a range of pro-active strategies and small group intervention strategies. These support initiatives are modified or sequenced each year to support the current student population needs.

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 Stretton State College to provide focused teaching. Focused teaching 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.

Stretton State College 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.

The College has developed a wide array of pro-active support programs to help students who are 'at risk' of disengaging from their education or with their peers. The programs have a wide range of aims and strategies that target particular groups of students with similar concerns, areas of interest and goals. Examples of age-appropriate programs that have been delivered at Stretton State College are:

- Academic Mentoring
- Body Image support
- Social Skills program
- Anti-Bullying Programs/performances
- Rock and Water
- Zones of Regulation
- Social and Personal Learning
- Lunchtime clubs
- Shine
- Happy, Healthy, Me

## 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, functional-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 (DP/HOD/GO) at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

# Legislative Delegations

## Legislation

In this section of the Stretton State College Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

## Delegations

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

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Stretton State College 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

### **Focused**

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

- 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**

The College leadership team at Stretton State College work in consultation with the 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.

### Consequences for Inappropriate or Unacceptable Behaviour:

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

All minor and major problem behaviour incidents are recorded on OneSchool.

#### Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. A staff member then either escorts the student to Administration or seeks assistance from a member of the Administration Team. A report of the student's behaviour is recorded on OneSchool.

The following table includes (but is not limited to) examples of minor & major behaviour incidents:

<b>Six Core Values</b>	<b>Area</b>	<b>Minor</b>	<b>Major</b>
<b>Thoughtfulness</b> <b>Inclusivity</b> <b>Respect &amp; Responsibility</b> <b>Integrity</b> <b>Perseverance</b> <b>Sincerity</b>	<b><u>Campus grounds</u></b>	<ul style="list-style-type: none"> <li>▪ Lack of care for the environment or facilities</li> <li>▪ Littering</li> <li>▪ Incorrect use of facilities/buildings/equipment</li> <li>▪ Engaging in non-school approved activities</li> <li>▪ Playground misbehaviour</li> <li>▪ Non-compliance with playground rules</li> <li>▪ Failure to complete or misbehaviour in detention</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inappropriate use of facilities/buildings/equipment which could harm</li> <li>▪ Wilful/intentional property damage</li> <li>▪ Vandalism and graffiti</li> <li>▪ Stealing / Major theft</li> <li>▪ Contravention of the Acceptable Use Policy for IT</li> </ul>
	<b><u>Movement around the school</u></b>	<ul style="list-style-type: none"> <li>▪ Out of bounds or in restricted areas</li> <li>▪ Excessive noise in inappropriate areas</li> <li>▪ Leaving class, without permission (in sight)</li> <li>▪ In classroom/building without permission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated pattern of being in out of bounds or restricted areas</li> <li>▪ Repeatedly leaving classroom/school grounds without permission (out of sight)</li> <li>▪ Truancy, including whole or part days</li> </ul>
	<b><u>Items at school</u></b>	<ul style="list-style-type: none"> <li>▪ Possession of low-level excluded items eg. sports cards, gum and toys</li> <li>▪ Possession of items that could harm others eg. sports equipment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Involvement/Possession/Selling of illegal/prohibited items or substances eg. Weapons (which includes material that is purposed to be a weapon), cigarettes, vape (e-cigarettes) devices, illicit drugs, alcohol, inappropriate images or electronic devices</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Incorrect use of mobile phone or personal technology devices in school</li> <li>▪ Mobile phone not submitted to administration for secure storage ♦</li> <li>▪ Mobile phone switched on or used in school grounds without authorisation</li> <li>▪ Minor breaches of the BYOD Policy/Expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Persistent incorrect use of mobile phone or personal technology devices in school</li> <li>▪ Inappropriate/Illegal use of personal technology devices or social networking sites, which impacts on the good order, positive reputation and management of the school. This can include behaviour at or outside of the school setting.</li> <li>▪ Persistent breaches of the BYOD Policy/Expectations</li> <li>▪ Sharing of content (video/images/text) that compromises the good order and management of the school and/or students</li> </ul>
	<b><u>Interactions with others</u></b>	<ul style="list-style-type: none"> <li>▪ Teasing/Inappropriate comments</li> <li>▪ Lack of concern for others feelings</li> <li>▪ Low level harassment</li> <li>▪ Using language that is culturally insensitive or discriminatory in nature</li> <li>▪ Inappropriate/Offensive/Aggressive language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bullying/Harassment of another person that is identified as deliberate, targeted and persistent.</li> <li>▪ Using language that is culturally, racially, or sexually abusive/discriminatory, and may be persistent in nature</li> <li>▪ Verbal abuse/ directed profanity</li> <li>▪ Abusive behaviour towards students, staff or visitors including threats, swearing</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Dangerous behaviour/physical interactions</li> <li>▪ Aggressive behaviour/physical interactions</li> <li>▪ Encouraging fights</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inciting violent acts resulting in injury or potential injury</li> <li>▪ Assault that causes and/or has the intent to cause injury</li> <li>▪ Violent acts including physical fights</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Behaviour that discredits the positive image of our school and/or students, regardless of where the behaviour occurs, and includes online behaviour (such as social media)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behaviour that discredits the positive image of our school and/or students, regardless of where the behaviour occurs, and includes online behaviour (such as social media)</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Failure to respond to adult request</li> <li>▪ Dishonesty to staff or visitors</li> <li>▪ Deliberate disobedience or insolence</li> <li>▪ Non-cooperation with classroom/school rules</li> <li>▪ Disruptive in class</li> <li>▪ Not completing set tasks eg. assessment/homework</li> </ul>	<ul style="list-style-type: none"> <li>▪ Deliberate and persistent uncooperative behaviour</li> <li>▪ Gross disobedience or insolence that could potentially cause harm</li> <li>▪ Persistent non-cooperation with classroom/school rules</li> <li>▪ Persistent disruptive behaviour in class</li> </ul>
<b><u>College Uniform</u></b>	<ul style="list-style-type: none"> <li>▪ Isolated breaches of the College Uniform Policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Deliberate and persistent breaches of the College Uniform Policy that indicates non-compliance with this policy</li> </ul>	

## 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 Stretton State College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when:

- other disciplinary options are not appropriate to deal with the behaviour;
- other disciplinary options have been exhausted; or
- in the case of long suspensions/exclusions, the student's behaviour is so dangerous that continued attendance compromises the good order and management of the school, and is considered a risk to the safety and/or wellbeing of the school community.

Parents/carers 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 Stretton State College are normally 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. During the re-entry process, there may be scope for reflection and discussion of strategies to support the student. It is however, **not a time** to engage in further criticism of the student's behaviour or the decision to suspend, as 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.

### 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 approximately 10 to 15 minutes, and kept small with the Principal/their delegate/classroom teacher attending with the student and their parent/s.

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

### Structure

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

An example agenda may include:

- 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.

## School Policies

Stretton State College 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 Stretton State College 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 Stretton State College:

- 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)/illicit substance/s in their school bag, prior to seeking consent to search from a parent or calling the police;
- understand 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;
- realise 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);
- understand 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 Stretton State College

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Stretton State College 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 Stretton State College**

- 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 Stretton State College 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. Stretton State College recognises that technology plays an integral part in our everyday lives, and as result students now have greater access to mobile phones and personal technology devices on a daily basis. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Stretton State College has three distinct areas associated with the use of mobile phones and other technology devices. These include:

- BYOD (Bring Your Own Device): which relates to students in years 3 to 12 and the use of a technology device specific to learning. BYO Devices include iPads, tablets and laptops.
- Cyber Safety Policy: which relates to the way in which students use mobile phones and other personal devices at school.
- Stretton State College ICT Responsible Use Policy: which articulates the way in which students use school-based devices, networks, or services (such as internet and email)

In consultation with the broader school community, Stretton State College 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 (specifically in classrooms), that clearly identify whether mobile phone devices are allowed to be used for the purpose of learning.



In the context of Stretton State College, the term other technology device applies to a range of devices. Including mobile phones, other technology devices include, but are not limited to the following;

- Mobile phones (including smart phones and older cellular phones) iPod, iPod Touch, portable gaming devices, Nintendo Switch, Tamagotchi® and similar games, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), and devices of a similar nature.
- Headphones, including wireless/Bluetooth headphones such as AirPods, are deemed an extension of a mobile phone or personal technology device and therefore are subject to the same conditions of this policy.
- Smart Watches are regarded as a personal technology device, as they have the capacity to access mobile data, internet related services, and various applications (Apps). Students should consider the appropriate use of Smart Watches in line with the conditions of this policy.

### **Mobile, Other Devices and BYOD Responsibilities:**

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

It is **acceptable** for students at Stretton State College to:

- use mobile phones, other devices, or BYO devices when directed by the teacher for the following learning experiences:
  - 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 online platforms 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 online eLearning environments such as eLearn, OneNote, SharePoint, and STILE
- be courteous, considerate and respectful of others when using a mobile device when used for the purpose of learning

- switch off or on silent and place the mobile device out of sight during classes, before 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.
- Hand in and log their mobile phone devices to the relevant campus administration (required for the Gowan Campus) for safe keeping and collected at the end of school day

It is **unacceptable** for students at Stretton State College to:

- use a mobile phone, other devices, or BYO device in an unlawful manner
- use a mobile phone, other device or BYO device during class when this is deemed as a technology-free space or time
- 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.

### **Stretton State College ICT Responsible Use:**

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 Stretton State College 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

Stretton State College is guided by the Queensland Government's **Student Learning and Wellbeing Framework** and 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.

Stretton State College has a **Student Representative Council (SRC)**, with diverse representatives from across the College, meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Representative Council meetings are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

A priority for the Student Representative Council is contributing to the implementation of strategies that enhance wellbeing, specifically the way in which Character Education can promote good quality students. Through targeted strategies of Character Education, it is the belief of the Student Representative Council that students can come to school feeling safe, free from 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 Stretton State College 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 Stretton State College 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 Stretton State College 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.

### Stretton State College - Bullying response flowchart for teachers

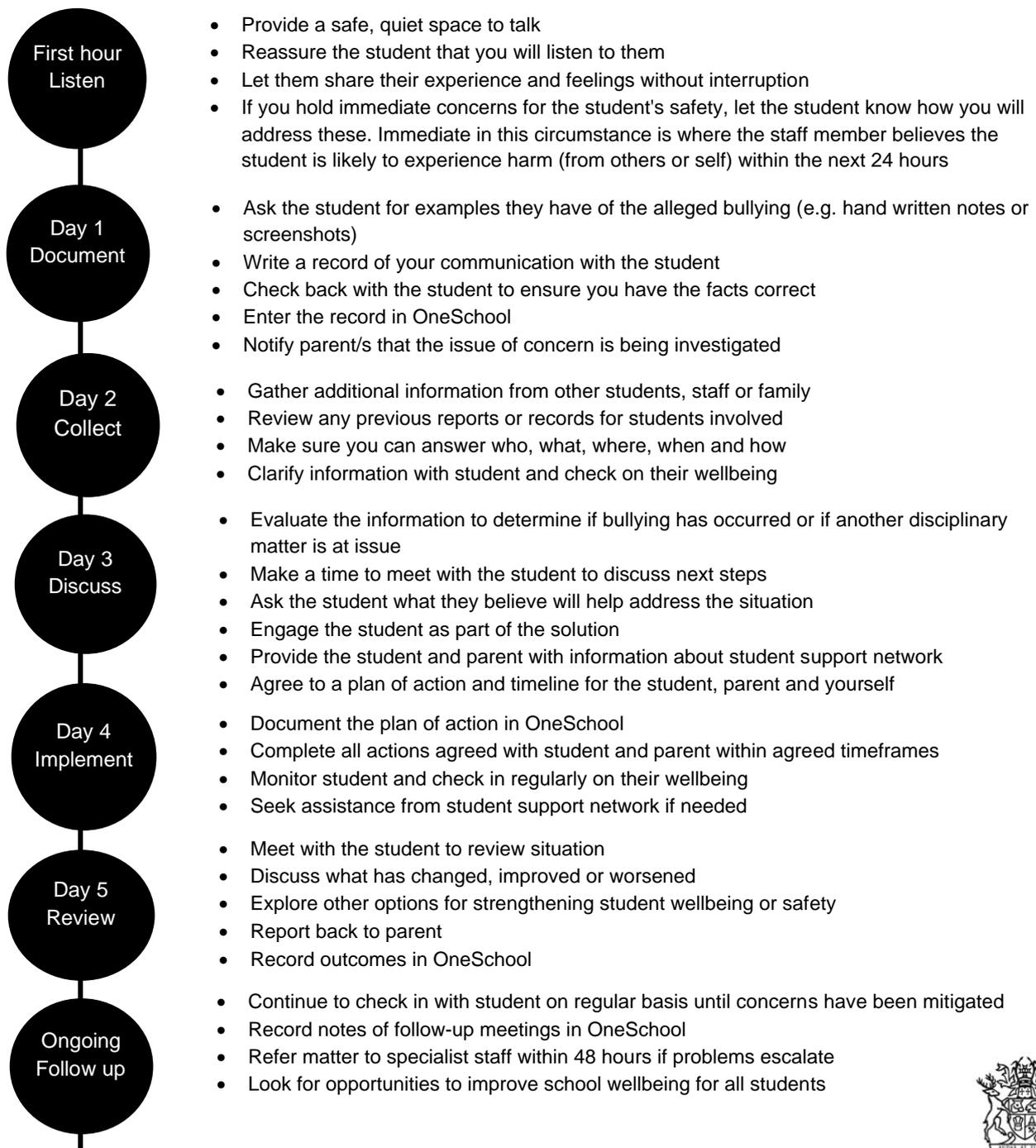
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

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

**Prep to Year 6** – Class teacher

**Year 7 to Year 12** – Pastoral care teacher or Year Level Coordinator

**HOD of Student Services (Illaweena)**



## Cyberbullying

Cyberbullying is treated at Stretton State College 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 (for students on the Gowan Campus) or the care class teacher (for students on the Illaweena Campus). There are also dedicated year coordinators on the Illaweena Campus who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

# Stretton State College - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

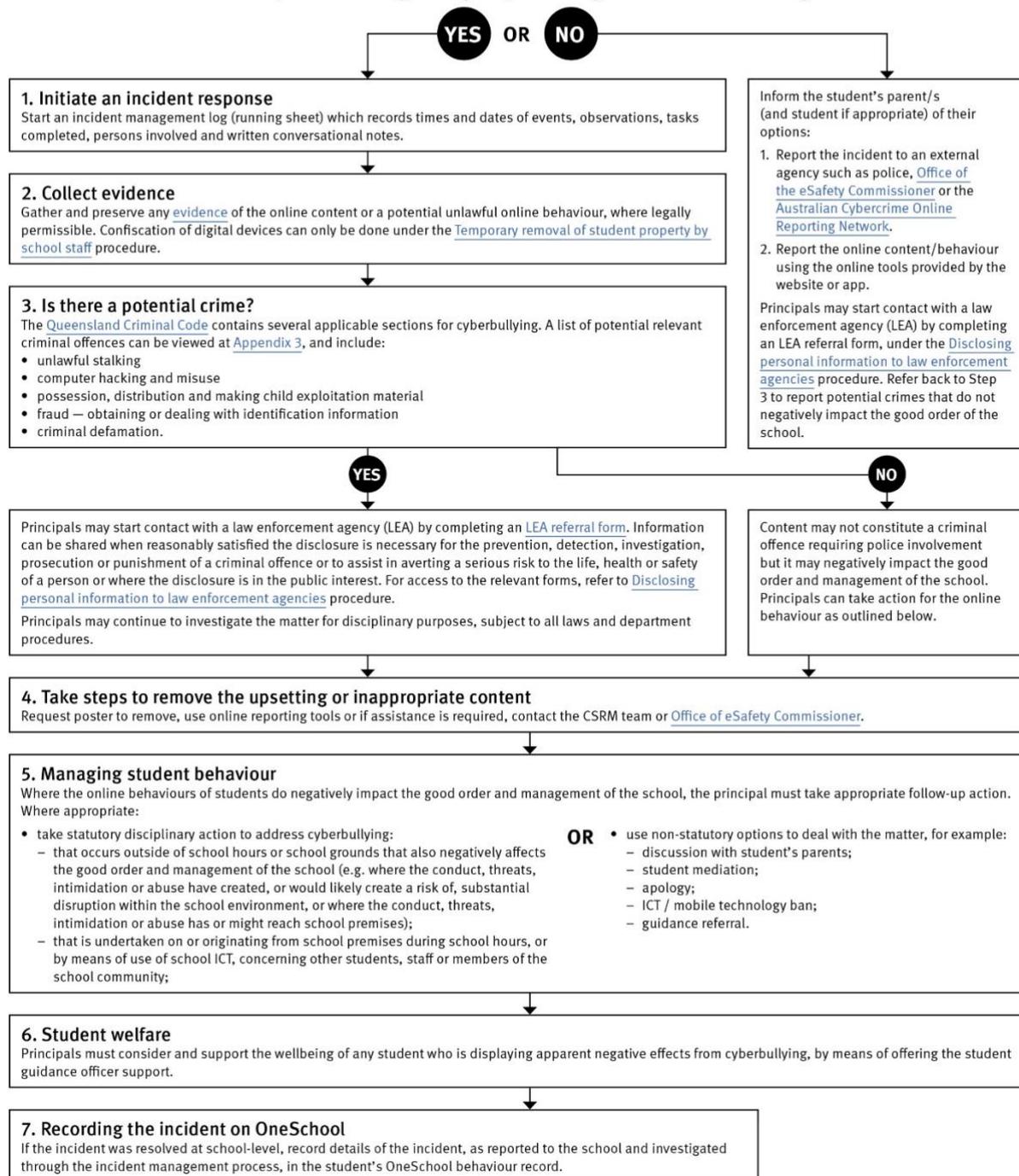
### Explicit images

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

### Report

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

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



## 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

Stretton State College 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 Stretton State College 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.

## **Stretton State College – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Stretton State College 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.

## **Stretton State College – Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Stretton State College. 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

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

- 3. External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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