



Success with Honour

Everton Park
State School

Student Code of Conduct

2023 - 2025



Queensland
Government

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.

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Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name: Aminta Miller

Principal Signature: 

Date: 18.10.2023

P&C President Name: Rebekkah Dixon

P&C President Signature: 

Date: 18.10.2023

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1. Purpose

Everton Park State School believes children need to feel valued and that they belong. They have a right to opportunities to learn and grow into socially responsible young adults. We have the responsibility to ensure we provide a safe, welcoming and engaging learning environment.

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

2. Principal's Forward

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

We actively build quality relationships, encourage quality work from staff and students, and provide a supportive and engaging environment which encourages staff and children to achieve their potential. We know our children and value their individual qualities. We embrace and employ evidence-based teaching and learning practices to meet their needs. We foster a culture of learning and care, which includes having fun, in which all children are valued for the diversity, skills and talents they have.

A Student Code of Conduct, in line with the Department of Education, has been developed with student, teacher, parent and caregiver input. Our aim is to create the conditions for each child to move towards responsible self-management while learning about how and why people behave the way they do.

At Everton Park State School, we focus on catering for individual differences. We realise that all children will move towards the goal of self-management at their own pace and that they will have individual needs along the way. We use a non-coercive approach that is evident in all that we do – through our building of relationships, encouragement of self-evaluation and focus on quality. This includes a set of expectations about behaviour. We focus on encouraging students to accept responsibility for the things they say and do. We actively teach them to be self-managed and to make choices that help them be the person they want to be.

Everton Park State School has five core values, Responsibility, Respecting, Caring, Collaborating, Achieving and Kindness.

Responsibility – We all choose what we do with our lives and we are responsible for these choices. The only person whose behaviour we can control is our own. Our behaviour is our best attempt to satisfy one or more of our needs (to fill our cup). Our behaviour is made up of our doing, thinking, feeling and body talk. It is our job to learn to satisfy our needs in responsible ways.

Respecting – We allow ourselves and others to do and be their best. It is our job to negotiate differences in constructive and peaceful ways and to accept that everyone has their own journey. We listen, encourage and trust that others are able to make the choice that is right for them. By using these habits, we create a mutually respectful atmosphere between all that are involved within our school including staff, students, parents/caregivers and visitors.

Caring – We care for ourselves, we care for others, we care for our learning and we care for the environment. We recognise when our needs are not being met and choose behaviours that are helpful. We understand that to be healthy means that we must be self-aware and use self-management strategies. We recognise that caring for our body and our mind helps us to be our best self. We recognise that having connections with other people is important.

Collaborating – We work with others to reach a common goal. We share age-appropriate responsibilities to teach us how to work together. We know that an environment that supports positive behaviour encourages change more effectively than one that focuses on negative behaviour.

Achieving – Our teachers use effective classroom management, teaching for learning, parent and caregiver involvement, and believe that all students can learn, grow and achieve. We take responsibility by feeding up, back and forward in our learning so we can achieve to our potential. We make choices and take actions which lead us toward achieving our academic goals.

Kindness – Connection is at the heart of our work. We are present and listen to each other. We believe that everyone belongs and is an important part of our school. We show compassion to other people by being mindful and calm, considering how other people are thinking and feeling and by showing and sharing moments of gratitude. We show courage and build trust so that others understand that we are aware of ourselves, others and our world. We believe that one person has the power to make a difference.

These values have been used in the development of this Student Code of Conduct. Our staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.



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

consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents/caregivers and other members of the community for their work in bringing this Everton Park State School Student Code of Conduct together. Your interest and views that have been shared throughout 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.

3. P&C Statement of Support

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

We encourage all parents/caregivers to familiarise themselves with the Everton Park State School 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 Everton Park State School 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/caregivers and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 51 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents/caregivers who wish to discuss the Everton Park State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Everton Park State School 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.

4. School Captains' Statement

On behalf of the student body at Everton Park State School, we endorse the review of the Student Code of Conduct for 2020-2023. We thank the student captains of 2020 who 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. As School Captains, we will continue to work with the school administration team and the Everton Park State School P&C Association as to 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 and class teacher, however they are also invited to approach any of us directly.

School Captain: Holly Cravigan **Date:** 11.10.2023

School Captain: Joey Pittendreigh **Date:** 11.10.2023

Vice School Captain: Abby Taylor **Date:** 11.10.2023

Vice School Captain: Harper-Grace Hall **Date:** 11.10.2023

5. Consultation

Everton Park State School developed this plan in collaboration with our school community. Broad consultation with parents, caregivers, staff and students was undertaken through survey distribution, focus group meetings, whole staff meetings and community meetings held during 2020.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents, including bullying and cyber-bullying, was undertaken.

This Student Code of Conduct was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2020 and has been reviewed in 2023 as required by legislation.

The Process

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

In the first phase, we held a series of internal meetings with staff between May and October 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents, caregivers 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 meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Everton Park State School Student Code of Conduct for implementation in December 2020.

A communication strategy has been developed to support the implementation of the Everton Park State School Student Code of Conduct, including parent information sessions, promotion through the school website and school newsletter. Any families who require assistance to

access a copy of the Everton Park State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

6. 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/caregivers and staff about school climate, attendance and school disciplinary absences.

a. School Opinion Survey

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey (data updated during review, October 2023). 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/caregivers
- students
- staff
- principals.

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

Parent opinion survey

Percentage of parents/caregivers who agree¹ that:	2021	2022
This is a good school.	94.7%	96.8%
My child likes being at this school. ²	95.6%	96.1%
My child feels safe at this school. ²	96.6%	91.4%
My child's learning needs are being met at this school. ²	85.0%	88.9%
My child is making good progress at this school. ²	87.6%	94.4%
Teachers at this school expect my child to do his or her best. ²	97.4%	99.2%
Teachers at this school provide my child with useful feedback about his or her school work. ²	92.7%	96.7%
Teachers at this school motivate my child to learn. ²	92.1%	93.8%
Teachers at this school treat students fairly. ²	92.2%	91.4%
I can talk to my child's teachers about my concerns. ²	94.8%	96.1%
This school works with me to support my child's learning. ²	90.3%	94.5%
This school takes parents' opinions seriously. ²	87.3%	86.8%
Student behaviour is well managed at this school. ²	89.5%	88.6%
This school looks for ways to improve. ²	97.3%	94.2%
This school is well maintained. ²	96.5%	95.3%

Student opinion survey

Percentage of students who agree¹ that:	2021	2022
I like being at my school. ²	90.6%	79.8%
I feel safe at my school. ²	92.7%	89.0%
My teachers motivate me to learn. ²	98.4%	92.6%
My teachers expect me to do my best. ²	100.0%	98.3%
My teachers provide me with useful feedback about my school work. ²	96.9%	90.8%
Teachers at my school treat students fairly. ²	93.0%	81.5%
I can talk to my teachers about my concerns. ²	84.1%	76.1%
My school takes students' opinions seriously. ²	89.0%	77.1%
Student behaviour is well managed at my school. ²	83.7%	80.2%
My school looks for ways to improve. ²	98.4%	88.4%
My school is well maintained. ²	91.2%	86.1%
My school gives me opportunities to do interesting things. ²	96.9%	92.6%

Staff opinion survey

Table 5: Staff Survey

Percentage of staff who agree¹ that:	2021	2022
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	90.5%	96.0%
I enjoy working at this school. ²	92.9%	100.0%
I feel this school is a safe place in which to work. ²	100.0%	100.0%
I receive useful feedback about my work at this school. ²	100.0%	97.1%
Students are encouraged to do their best at this school. ²	100.0%	100.0%
Students are treated fairly at this school. ²	100.0%	97.2%
Student behaviour is well managed at this school. ²	100.0%	80.6%
Staff are well supported at this school. ²	92.6%	91.7%
This school takes staff opinions seriously. ²	89.3%	80.6%
This school looks for ways to improve. ²	100.0%	100.0%
This school is well maintained. ²	100.0%	100.0%
This school gives me opportunities to do interesting things. ²	100.0%	97.1%

b. 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.

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2020	2021	2022
Short suspension	19	8	3
Long suspension	0	0	0
Exclusion	0	0	0
Total	19	8	3

c. OneSchool Record Keeping

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. OneSchool supports teachers, administrators and students in student management, curriculum and assessment management.

OneSchool provides extensive guidance on recording behaviour incidents, school actions and school disciplinary absences (SDA). Under no circumstances, should non-departmental employees, such as chaplains, be given access to OneSchool records.

OneSchool can be used to record a:

- contact with a parent
- behaviour incident
- 1-10 day suspension
- 11-20 day suspension
- charge-related suspension
- suspension pending exclusion
- cancellation of enrolment.

7. Learning and Behaviour Statement

All areas of Everton Park State School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

At Everton Park State School, we know that student learning and wellbeing are inextricably linked and that they learn best when their wellbeing is optimised. When a student develops a strong sense of wellbeing, they will experience greater success in learning and demonstrate more effective personal and social functioning.

Everton Park State School supports student wellbeing by providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. The Everton Park Wellbeing Framework is used as a guide in the development of a school-wide positive learning culture that enhances student physical, psychological, social, personal and cognitive wellbeing.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our Student Code of Conduct, shared expectations for student behaviour are clear to everyone, assisting Everton Park State School to maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Students who effectively work within our school rules demonstrate a knowledge and understanding of our agreed set of school values.

Our school values:

- **Responsibility**
- **Respecting**
- **Caring**
- **Collaborating**
- **Achieving**
- **Kindness**

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. Our school rules have been agreed upon and endorsed by all staff and our school P&C.

Our school rules:

- **Be Safe**
- **Be Respectful**
- **Be an Active Learner**

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

a. Multi-Tiered Systems of Support

Everton Park State School uses a multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. A MTSS is a systematic improvement framework in which continuous data-based problem-solving and decision making is practiced across all levels of the school.

MTSS is a way of thinking and doing that utilises high-impact, evidence-based pedagogical practices to ensure every student receives the appropriate level of support, instruction and adjustments to be successful and focuses on the positive educational experiences and outcomes of all students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Everton Park State School expectations.</p> <p>This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Focussed or targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Everton Park State School expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Intensive or individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is</p>

Tier	Prevention Description
	<p>needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour by proactively teaching the Everton Park State School Wellbeing Framework • TEACH the student an acceptable replacement behaviour – support student to understand why they are choosing the problem behaviour (What are they trying to access or avoid? What do they want? What do they need?) • REINFORCE the student's use of the replacement behaviour (use Essential Skills for Classroom Management {ESCM}) • MINIMISE the payoff/outcome for problem behaviour (Support student to identify what are they trying to access or avoid/discuss what they want or need) <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.</p>

Each tier has its own set of systems and practices, but some key components appear across every level. Each of these features needs to be present in order for MTSS to be implemented with fidelity:

- Practices are based on evidence to be effective in a similar context with similar populations.
- Practices are organised along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs.
- Data is collected and used to screen, monitor, and assess student progress.
- Resources are allocated to ensure systems and practices are implemented with fidelity over time.

SUPPORT	SOCIAL	EMOTIONAL	ACADEMIC
TIER 1	<ul style="list-style-type: none"> • Kagan Co-operative Learning • Essential Skills for Classroom Management (ESCM) • The Gratitude Project • Play is the Way • Mindfulness • Care Profile 	<ul style="list-style-type: none"> • The Get Happier Project • Kagan Co-operative Learning • The Gratitude Project 	<ul style="list-style-type: none"> • Quality differentiated teaching • Aspirational Reading Goals • Kagan Co-operative Learning
TIER 2	<ul style="list-style-type: none"> • Gratitude Project • Play is the Way 	<ul style="list-style-type: none"> • Gratitude Project • Social Worker 	<ul style="list-style-type: none"> • Focussed teaching • Case Management

	<ul style="list-style-type: none"> • Mindfulness • Classroom Profiling • Identification of Behaviour of Concern • Student Observations • Social Worker 	<ul style="list-style-type: none"> • Chaplain • DSM • Social Worker • Attendance (Support for attendance) 	<ul style="list-style-type: none"> • ST:LaN • EAL/D • Before School Reading Program
TIER 3	<ul style="list-style-type: none"> • IBSP (Individual Behaviour Support Plan) • SPP (Supported Play Plan) • PLP (Personalised Learning Plan) • IHP (Individual Health Plan) • RMP (Risk Management Plan) • Letter to Support a Specialist Appointment • EAP Process 	<ul style="list-style-type: none"> • GO • Seasons for Growth • Talkabout • EAP Process • Attendance (Enforcement of attendance) • Safety Plan • PLP (Personalised Learning Plan) 	<ul style="list-style-type: none"> • Intensive teaching • ST:LaN • ICP • SLP • EAP Process • PLP (Personalised Learning Plan)

References

- Everton Park State School Framework for Wellbeing
- Everton Park State School Individual Curriculum Plan Policy
- Inclusive Education Policy Statement
- Every Student Succeeding – State Schools Strategy 2022-2026
- Behaviour Risk Assessment Tool – Safety or Wellbeing
- Whole School Approach to Differentiated Teaching and Learning
- Play-is-the-Way - <https://playistheway.com.au>

Classroom Profiling: <https://classroomprofiling.com/the-essential-skills-for-classroom-management/>

b. Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents/caregivers to know what consequence another student might have received, we will not disclose or discuss this

information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/caregivers 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.

c. Student Wellbeing

Everton Park State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents/caregivers 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 Everton Park State School Wellbeing Framework supports our school with creating positive school culture 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

Everton Park State School builds 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](#).

At Everton Park State School, we use 'The Get Happier Project' as our Framework for Wellbeing. This framework is for staff and students and has an emphasis on responsibility. We are responsible for everything we say and do. We understand that by working with other people, using 'Open Road behaviours' (accepting, negotiating, trusting, listening, encouraging, respecting and supporting) that this helps us to be able to work productively with others.

Everton Park State School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of our whole school curriculum, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages and a sexuality and relationships education program.

Policy and expectations

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

Drug education and intervention

Everton Park State School can implement 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

Everton Park State School works closely with parents/caregivers 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

Everton Park State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents/caregivers need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

Everton Park State School implements early intervention measures and support 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

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

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/caregivers 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, Everton Park State School would enact a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Everton Park State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

d. Student Support Network

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

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

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

Role	What they do
Classroom Teacher	<ul style="list-style-type: none"> responsible for student welfare at each class. provides continuity of contact for students and their families. ensures students feel safe and comfortable and want to come to school. nurtures a sense of belonging to the year level and school. teaches the 'The Get Happier Project' to ensure children know how and why they behave.
School Chaplain	<ul style="list-style-type: none"> provides individual and group support to students to assist their engagement with education. provides pastoral care and social and emotional support for students and their families.
Defence School Mentor	<ul style="list-style-type: none"> monitors the social and emotional wellbeing of Defence students. enhances awareness and appreciation of the unique Defence lifestyle in schools and communities. provides support to children during times of parental absence.
EAL/D Teaching Assistant	<ul style="list-style-type: none"> provides individual and group support to students to assist English as an Additional Language or Dialect students in their acquisition of English. The EAL/D TA implements work set by the classroom teacher. provides support for students from Bilingual background. monitors the social and emotional wellbeing of EAL/D students.
Teaching Assistants	<ul style="list-style-type: none"> provides individual and group support to students to assist their engagement with education. ensures students feel safe and comfortable and want to come to school.
Support Teachers: Literacy and Numeracy	<ul style="list-style-type: none"> provides focussed support around academic progress.
Guidance Officer	<ul style="list-style-type: none"> monitors and supports the social and emotional wellbeing of students. provides a student support program within the school environment offering short-term counselling with students on a one-on-one basis or in a group setting. assists students with specific difficulties, acting as a mediator or providing information on other life skills. liaises with parents/caregivers, teachers, or other external health providers as needed as part of the counselling process.

Role	What they do
Speech Language Pathologist	<ul style="list-style-type: none"> provides early intervention, testing and support for students with identified speech language needs.
HOSES and Inclusion Teacher	<ul style="list-style-type: none"> provides leadership to promote an inclusive, positive school culture. leads inclusion across the school. provides support for students, staff and parents/caregivers in order to enhance the educational experience for students. monitors attendance, behaviour and academic data to identify areas of additional need. monitors social and emotional wellbeing of students. monitors and supports students with disabilities. monitors and supports students, staff and parents/caregivers working on ICPs. provides support to students, staff and parents/caregivers to enable differentiation to support all students.
Sector Leaders	<ul style="list-style-type: none"> provides leadership of Student Support Network to promote an inclusive and positive school culture. provides support to students, staff and parents/caregivers to assist with engagement in education. nurtures a sense of belonging in the school. provides social and emotional support for students, staff and parents/caregivers.
Student Wellbeing Committee	<ul style="list-style-type: none"> provides support for student wellbeing and leads the team supporting student wellbeing. nurtures a sense of belonging to the year level and school. monitors the social and emotional wellbeing of students.
Social Worker	<ul style="list-style-type: none"> provides support (groupwork, prevention and early intervention programs to students and their families who have been referred for support and intervention for mild-moderate mental health needs provides parent education and coaching Coordinates, advocates and liaises with external agencies on behalf of students and families
Community Indigenous Support Group	<ul style="list-style-type: none"> provides support and advice for students, staff and parents/caregivers in order to enhance the educational experience for Indigenous and non-Indigenous students.
Administration Officers	<ul style="list-style-type: none"> ensures students feel safe and comfortable and want to come to school. provides supervision for students with medical needs.
Registered Nurse	<ul style="list-style-type: none"> works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs. provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs. liaises with parents/caregivers, teachers or other external health providers to support students with specialised health needs.

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

8. Whole School Approach to Discipline

Everton Park State School uses the multi-tiered system of support (MTSS) for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities, excursions and incursions.

We use an evidence-based framework to:

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

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

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

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

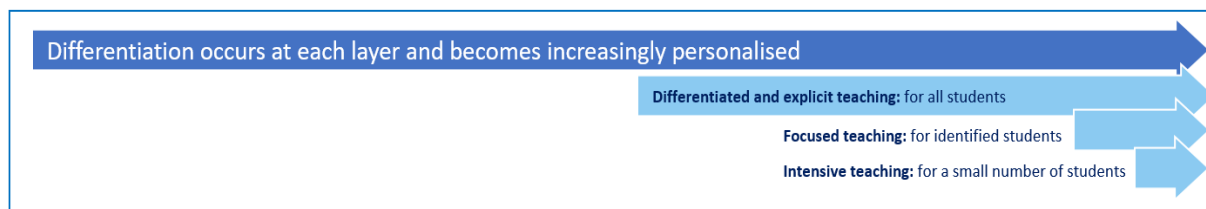


a. Differentiated and Explicit Teaching

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

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

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



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

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

Rules

BE SAFE by keeping hands, feet and objects to yourself; following directions and instructions; thinking first before acting.

BE RESPECTFUL by remaining on task; raising your hand to speak; taking care of yourself and your property; taking care of others and their property; using your manners; making your own choices; accepting the consequences of your choices.

BE AN ACTIVE LEARNER by being organised and ready to work; having a go even when you're unsure; making the most of every opportunity; thinking positively; trying hard when things are tricky; being flexible.

Consequences

- NON-VERBAL REMINDER** (an example may be - teacher may raise their hand to remind student to put their hand up)
- VERBAL REMINDER** (an example may be - teacher may say, 'a reminder it's maths time at the moment')
- REDIRECTION TO LEARNING** (an example may be - teacher may say, 'we are working on our maths at the moment, not talking to our table buddies')
- PROVIDE A CHOICE** (an example may be - teacher may say, 'you can work on your maths at your desk or you can work on your maths at the table closer to me')
- FOLLOW THROUGH** - Time away (teacher may ask student to complete work in another classroom)
- FOLLOW THROUGH** - Parent/caregiver will be contacted regarding child's choices)

Whole school approach – School values

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five values in place for students, being **Responsibility**, **Respecting**, **Caring**, **Collaborating** and **Achieving**.

Students

Below are examples of what these Everton Park State School values look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the values and meet the standards we hold for everyone at Everton Park State School.

Responsibility

- I am accountable for everything I do and say.
- I am prepared for class.
- I follow teacher directions.
- I ask for help when I need it.
- I complete my homework and set tasks on time.

Respecting

- I speak politely to everyone – staff, students, visitors.
- I allow others to do and be their best.
- I listen to fellow students.
- I accept and negotiate differences.
- I use appropriate language at school.

Caring

- I care for myself by eating healthy foods.
- I care for others by supporting them - check in on others – ‘R U OK?’
- I care for my learning.
- I care for the environment by putting rubbish in the bins.
- I use ‘please’ and ‘thank you’.

Collaborating

- I look for opportunities to support and encourage others to do and be their best.
- I take on different roles for collaborative learning activities.
- I respect other people’s space and belongings.
- I solve problems or challenges by negotiating with others.
- I trust other people in the group.

Achieving

- I am responsible for my own work.
- I do quality work.
- I see mistakes as opportunities to learn.
- I make my own choices.
- I focus on achieving my personal best.

Kindness

- I listen to others
- I show compassion to other people by being mindful and calm
- I show and share moments of gratitude
- I show courage and build trust
- I recognise that I have the power to make a difference

Parents/caregivers and staff

The following table explains the Everton Park State School values for parents/caregivers when visiting our school and the standards we commit to as staff.

Responsibility

What we expect to see from you	What you can expect from us
<ul style="list-style-type: none">You respect the obligation of staff to maintain student and family privacy.	<ul style="list-style-type: none">We will maintain confidentiality about information relating to your child and family.
<ul style="list-style-type: none">You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	<ul style="list-style-type: none">We will create a safe, supportive and inclusive environment for every student.
<ul style="list-style-type: none">You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	<ul style="list-style-type: none">We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
<ul style="list-style-type: none">You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent/caregiver.	<ul style="list-style-type: none">We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents/caregivers.

Respecting

What we expect to see from you	What you can expect from us
<ul style="list-style-type: none">You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	<ul style="list-style-type: none">We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
<ul style="list-style-type: none">You are respectful in your conversations at home about school staff.	<ul style="list-style-type: none">We will ensure positive behaviours are role modelled for all students.
<ul style="list-style-type: none">You leave and collect your child from the designated area at school.	<ul style="list-style-type: none">We will give clear guidance about a designated area for parents/caregivers to leave and collect students.
<ul style="list-style-type: none">You respect school, student and staff privacy in your online communications.	<ul style="list-style-type: none">We will act quickly to address social media issues that affect staff, students or families.

Caring

What we expect to see from you	What you can expect from us
<ul style="list-style-type: none">You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	<ul style="list-style-type: none">We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
<ul style="list-style-type: none">You help your child to see the strengths and benefits in diversity and difference in their classmates.	<ul style="list-style-type: none">We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
<ul style="list-style-type: none">You notice when others need help, parents/caregivers, staff and students, and ask if there is anything you can do to assist.	<ul style="list-style-type: none">We will check in with you about your child's needs or any support your family may require.

Collaborating

What we expect to see from you	What you can expect from us
<ul style="list-style-type: none">You share relevant information about your child's learning, social and behavioural needs with school staff.	<ul style="list-style-type: none">We will share relevant information with you about your child's learning, social and behavioural progress at school.
<ul style="list-style-type: none">You take a positive, solution-focused approach to resolving complaints.	<ul style="list-style-type: none">We will nominate a contact person for you to work with to resolve a school related complaint.

Achieving

What we expect to see from you	What you can expect from us
<ul style="list-style-type: none"> You support your child to meet the learning and behavioural expectations at school. 	<ul style="list-style-type: none"> We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
<ul style="list-style-type: none"> You stay informed about school news and activities by reading the school newsletter, class newsletter, curriculum newsletter and other materials sent home by school staff. 	<ul style="list-style-type: none"> We will use the electronic school newsletter as the primary means of notifying parents/caregivers about school news, excursions or events. Classes will use their newsletters and curriculum newsletters to keep parents/caregivers informed as to what is being taught and relevant class news.

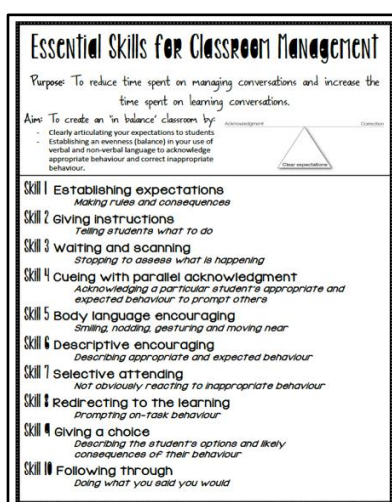
Kindness

What we expect to see from you	What you can expect from us
<ul style="list-style-type: none"> You support your child to be kind, to be present and to listen to other's viewpoints 	<ul style="list-style-type: none"> We listen and respond to all communication.
<ul style="list-style-type: none"> You show compassion to other people by being mindful and calm, considering how other people are thinking and feeling and by showing and sharing moments of gratitude. 	<ul style="list-style-type: none"> We demonstrate that everyone belongs and that your child is an important part of our school.

Whole school approach – Essential Skills for Classroom Management

Classroom Management refers to teachers' practice as well as student behaviour. Positive classroom climate, positive interpersonal relationships, clarity and consistency of expectations and consequences (both positive and negative) all work together to create an efficient and disciplined learning environment.

At Everton Park State School, we believe that when all staff consistently use the 10 Essential Skills for Classroom Management, then time spent on managing conversations is reduced and time spent on learning conversations is increased. More effective learning conversations and experiences i.e. clear instructions, clear expectations and well-sequenced pedagogy also reduce time spent on managing conversations.



Whole school approach – Teaching of expectations – School rules

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The school wide, Expectations – School rules - Teaching matrix, aim to ensure that all students and staff share a common language to discuss behaviour and have a clear understanding of each of these expectations for behaviour.

Expectations – School rules – Teaching matrix

School rules	Be Safe	Be Respectful	Be An Active Learner
Uniform	All Everton Park State School students are expected to follow the school code of dress in all settings.		
All Areas	<ul style="list-style-type: none"> I keep my hands, feet and objects to myself. I follow the High 5 steps to manage when I don't like what is happening. I always stay inside school boundaries. I move safely at all times. I wait my turn. I encourage others to act in a safe manner. I wait in the supervised area until the first bell. I follow the first bell and second bell rules. I walk my bike/scooter in the school grounds. I check my mobile phone in at the office and put any other technology devices in the classroom when in the school grounds. 	<ul style="list-style-type: none"> I respect my own and others personal space and property. I keep hurtful and bullying actions out of our school. I follow staff directions. I use polite, encouraging and appropriate language at all times, with all members of the school community. I use all equipment and facilities appropriately. I encourage others to be respectful. I wear correct school uniform. 	<ul style="list-style-type: none"> I am an active listener. I am an active participant. I am responsible. I am punctual and organised for all learning activities. I encourage others to be active learners. I follow road and bike safety to and from school.
Learning Environments	<ul style="list-style-type: none"> I enter classrooms only in the presence of a staff member. I leave only with permission. I follow all directions from staff and water safety rules when in the pool area. I follow IT Code of Conduct and protective behaviours when using devices and the internet at school. 	<ul style="list-style-type: none"> I am inclusive and cooperative with others. I respect the right of others to learn. I raise my hand to speak. I use active listening skills. I use manners at all times. I care for others and their property. I care for school equipment and furniture. I speak at an appropriate volume. 	<ul style="list-style-type: none"> I am in class on time. I am prepared with all equipment, including technology. I am an active participant. I do my best at all times. I ask for support when I need it. I follow classroom rules. I know my learning goals and next steps.
Online/iPad Environment	<ul style="list-style-type: none"> My device is used in learning settings only. My iPad is used with staff supervision. I demonstrate personal safety when interacting online; i.e. not sharing 	<ul style="list-style-type: none"> I only access my device. I follow internet agreement terms. I only comment in a positive or kind manner online. 	<ul style="list-style-type: none"> I have all my apps downloaded. I organise my apps into home and school folders.

Expectations – School rules – Teaching matrix

School rules	Be Safe	Be Respectful	Be An Active Learner
	<p>private/personal information.</p> <ul style="list-style-type: none"> I report unsafe online behaviours to a teacher. I use school approved apps only. 	<ul style="list-style-type: none"> I seek permission before taking photos on my iPad. I sign in my mobile phone at the office. 	<ul style="list-style-type: none"> I use my own log in, username and passwords. If I BYOiPad, I bring my iPad every day with at least 80% charge.
Library	<ul style="list-style-type: none"> I walk in the library. I stay in the student areas only. I care for books and resources. I pack away all items when I have finished with them. 	<ul style="list-style-type: none"> I use a quiet, inside voice. I return books to the 'returns box' when due. I use games and equipment respectfully and pack up when the bell rings. 	<ul style="list-style-type: none"> I am an active listener during lessons. I bring an appropriate library bag or folder for borrowing. I return books on time.
Assembly	<ul style="list-style-type: none"> I walk in and out of the hall quietly. I sit and follow staff instructions. I keep my hands and feet to myself. 	<ul style="list-style-type: none"> I enter hall on time and sit quietly throughout the assembly. I remove my hat when entering the hall. I consider others' personal space when seated. I listen to speakers. I celebrate appropriately. 	<ul style="list-style-type: none"> I pay attention to important messages shared. I acknowledge everyone's successes. I stand quietly, with hands by my side during National Anthem, Acknowledgement of Country and School Creed.
Ovals and Playgrounds	<ul style="list-style-type: none"> I wear my hat and shoes at all times in all outdoor areas. I play by the rules. I report any issues to a duty teacher. I participate in school approved games. 	<ul style="list-style-type: none"> I play fairly and inclusively. I share equipment and play areas. I invite others who want to join in. I follow staff instructions. 	<ul style="list-style-type: none"> I try new games and activities. I support others during games. I problem solve respectfully. I consider others' play ideas.
Terraces, Shed and Friendship Garden - Play	<ul style="list-style-type: none"> I walk at all times on the concrete. 	<ul style="list-style-type: none"> I take care of borrowed equipment. I speak positively to others. I care for the environment. I am considerate of others when I am outdoors during learning times. 	
Eating Time -Terraces and Courtyard	<ul style="list-style-type: none"> I sit while eating. I only eat my own lunch. 	<ul style="list-style-type: none"> I place all rubbish in the bins and leave the area tidy. I stay seated until dismissed. 	<ul style="list-style-type: none"> I care for the environment and my own health.

Expectations – School rules – Teaching matrix

School rules	Be Safe	Be Respectful	Be An Active Learner
Tuckshop	<ul style="list-style-type: none"> I line up in single file at the Tuckshop. I walk to the tuckshop when dismissed by duty teacher after eating time. I keep my hands and feet to myself. I eat purchased items from the tuckshop in the eating area. I only purchase items that I intend to eat myself 	<ul style="list-style-type: none"> I speak politely to the Tuckshop staff. I wait patiently for my turn. I only line up if I am ordering or collecting food. I place tuckshop orders in on time. I only collect our class tuckshop box and take items that belong to me. 	<ul style="list-style-type: none"> I follow Tuckshop rules. I think and plan ahead before ordering. I visit the tuckshop with plenty of time before the bell rings.
Walkways and Stairs	<ul style="list-style-type: none"> I don't use balls or play after the bell. I only use the verandahs during breaks with teacher's permission. I keep the verandahs clear and tidy at all times. My bag remains on the bag racks at all times. I walk on pathways and collect rubbish for the bins. 	<ul style="list-style-type: none"> I walk quietly so others can continue learning. I move quietly and with purpose throughout the school. I give way to adults, share pathways with others and wait my turn. I greet visitors and adults as I pass. I care for others' property. 	<ul style="list-style-type: none"> I take the most direct route. I move in an orderly manner. I stay with my group as required.
Toilets	<ul style="list-style-type: none"> I go to the toilets with a partner. I use the toilets appropriately. I wash my hands with soap and water. 	<ul style="list-style-type: none"> I allow for privacy of others. 	<ul style="list-style-type: none"> I return to class promptly. I go to the toilet and have a drink when the first end of play bell rings, or before. I report any problems to a teacher. I am Water Wise.
Before School (Terraces/ Library Courtyard)	<ul style="list-style-type: none"> I arrive at or after 08:30. I sit down. I stay in my area. My devices and sporting equipment remain in my bag. When the bell sounds, I walk safely to class. 	<ul style="list-style-type: none"> I follow staff instructions. I sit quietly while talking to friends. 	<ul style="list-style-type: none"> I set good examples for peers. I visit bathroom and get a drink before bell rings.
Pick-up/Drop off zones	<ul style="list-style-type: none"> I always exit and enter car on the side nearest to footpath. I look both ways before stepping into car zones. I move straight to the Terraces or the Courtyard before school. 	<ul style="list-style-type: none"> I move to the collection point as quickly as possible. I am alert and ready for collection – keeping my belongings in bag. 	<ul style="list-style-type: none"> I keep iPads/ devices/ toys/ belongings in my school bag. I model safe and respectful behaviour for other students. I wait patiently.

Expectations – School rules – Teaching matrix

School rules	Be Safe	Be Respectful	Be An Active Learner
	<ul style="list-style-type: none"> I walk cautiously, but directly to destination (school or car). I move straight to the pick-up zones after school. 	<ul style="list-style-type: none"> I stay on the seating and pathways at the pick-up area. I keep pathways clear. I listen to staff instructions. 	<ul style="list-style-type: none"> I return to the office if I have not been collected by 15:15.

These expectations are communicated to students via a number of strategies, including:

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

Whole school approach - Reinforcing expected school behaviour

At Everton Park State School, communication of our key messages about behaviour is followed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Formal recognition of expected behaviours is provided on the spot to students using descriptive encouraging. Some teachers choose to recognise this through Student of the Week. Expected behaviours also form part of the Student Leadership Process from Year 5. This recognition is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement through the ESCM training.

Each week, classroom teachers nominate students from their class to receive a Student of the Week Award. This is presented to students at the weekly school assembly.

Whole school approach - Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviours, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Whole school approach – Everton Park State School Wellbeing Framework – The Get Happier Project

When our staff actively understand and teach Choice Theory through 'The Get Happier Project Framework', then everyone is able to take responsibility and make choices that help them to meet their needs without harming others.

We actively build quality relationships, encourage quality work from staff and students, and provide a supportive and engaging environment which encourages staff and children, to achieve their potential. We know our children and value their individual qualities. We embrace and employ evidence-based teaching and learning practices to meet their needs. We foster a culture of learning and care, of which includes having fun, in which all children are valued for the diversity, skills and talents they have.

Our aim is to create the conditions for each child to move towards responsible self-management while learning about how and why people behave the way they do. At Everton Park State School, we focus on catering for individual differences. We realise that all children will move towards the goal of self-management at their own pace and that they will have individual needs along the way. We use a non-coercive approach that is evident in all that we do – through our building of relationships, encouragement of self-evaluation and focus on quality.

We focus on encouraging students to take responsibility for everything they say and do. We actively teach children to become self-aware, self-managed and to make choices that help them be the person they want to be.



Whole school approach – Kagan Cooperative Learning

Collaborative Learning is a major component of our pedagogy at Everton Park State School. It is one of the most extensively researched educational innovations of all time and one of the most proven approaches to increasing academic achievement, engagement, quality of relationships and psychological health. It produces gains across all content areas, all grade levels, and amongst all types of students including special needs, high achieving, gifted, urban, rural, and all ethnic and racial groups.

Below is a table with more detail about each of these areas:

Effort to achieve	Engagement	Quality of relationships
Includes variables such as: <ul style="list-style-type: none"> • Achievement and productivity. • Long-term retention. • On task behaviour. • Use of higher-level reasoning strategies. • Generation of new ideas and solutions. 	<ul style="list-style-type: none"> • One indication of engagement in learning is time on task. Cooperators spend considerably more time on task than competitors (effect size = 0.76) or students working individually (effect size = 1.17). • Students working collaboratively tend to be 	Includes variables such as: <ul style="list-style-type: none"> • Interpersonal attraction, liking, cohesion, • A feeling of pride and loyalty and social support. Cooperative learning improves: <ul style="list-style-type: none"> • The degree of emotional bonding that exists among students has a profound effect on student behaviour.

<ul style="list-style-type: none"> • Transfer of what is learned within one situation to another. • Intrinsic motivation, achievement motivation, continuing motivation to learn. • Positive attitudes toward learning and school. 	<p>more involved in activities and tasks, attach greater importance to success and engage in more on-task behaviour and less off-task behaviour.</p>	<ul style="list-style-type: none"> • Commitment to group goals, feelings of personal responsibility to the group, willingness to take on difficult tasks, motivation and persistence in working toward goal achievement. • Work satisfaction and morale. • Willingness to endure pain and frustration on behalf of the group.
<p>Overall, cooperation tends to promote higher achievement than competitive or individualistic efforts</p>	<p>Cooperative experiences, compared with competitive and individualistic ones, have been found to promote more positive attitudes toward the task and the experience of working on the task</p>	<p>The more cooperative learning experiences students are involved in, the more mature their cognitive and moral decision making and the more they will tend to take other people's perspectives into account when making decisions.</p>



b. Focussed Teaching

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

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

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

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

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

- Supervised Play - Play is the Way
- Identification of Behaviour of Concern
- Student observations

Play is the Way

Play is the Way supports students experiencing challenges with their peers during break times and places them in a more structured play environment. The deputy principal or sector leader are consulted if a teacher wishes to recommend a student for this group. Teachers supervising these duties model and encourage students to interact appropriately with their peers.

Play is the Way is a practical methodology for teaching social and emotional learning using guided play, classroom activities, self-reflection and an empowering language – behaviour education using wisdom, not force.

Play is the Way aims to help the staff, students and parents/caregivers of a primary school create a safe learning environment in which students train to be independent, self-managing, self-motivated learners in persistent pursuit of their personal best and able to get along with each other – to help develop students with empathy, good character and decency with the social and emotional competencies to live and learn well.

Play is the Way is a games-based program that teaches children to:

- Respond appropriately to the thrill of success and the disappointment of failure
- Develop the skills of self-regulation
- Use a common language to discuss their interactions
- Value effort and application in the pursuit of success

There are 5 elements that make up the Play is the Way Life Raft:

1. Treat others as you would like them to treat you – If someone is unlike you, seek to understand them.
2. Have reasons for the things you do and say – If you don't know why you are doing something, your thinking is not in control and it will most likely be unsafe.
3. Pursue your personal best no matter who you work with – We don't come to school to be better than others, we come to school to better ourselves by working with others.
4. Be brave – Participate to progress – School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.
5. It takes great strength to be sensible – We do the right thing, because it's the best thing to do.



Identification of behaviour of concern

This questionnaire is completed by staff who have had recent ongoing contact with the student. Information gathered from the questionnaire can be used to help formulate an Individual Behaviour Support Plan (IBSP) to better prevent and manage the challenging behaviours displayed and/or prepare a letter to support a specialist appointment.

The questionnaire –

- identifies the Behaviours of Concern and the frequency of those behaviours;
- defines a broad Category of the Behaviour (Disrespectful, Irresponsible, Unsafe, Not Being a Lifelong Learner, Resilience);
- identifies the purpose of the Behaviour of Concern (what the student is trying to access (get) or avoid (get out of) by choosing the behaviours)

Student observations

Student observations are conducted by a member of the Support Team Everton Park (STEP). An observation will capture information from a 20-30 minute period, that includes the modelled-shared-guided phase of a lesson. The information gathered will be presented in a feedback session with the classroom teacher and can be used to support completion of identification of behaviour of concern, letter to support a specialist appointment and Individual Behaviour Support Plans.

For more information about these programs, please speak with the deputy principal.

c. Intensive Teaching

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

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

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

Everton Park State School is committed to educating all students, including those with intensive needs. We recognise that students with complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

This school-based approach has a referral system in place. Following the initial referral, parents/caregivers are contacted, and any relevant staff members, to form a team and begin the assessment and support process. In many cases the support team also includes individuals

from other agencies already working with the student and their family, a representative from the school's administration and Support Team Everton Park (STEP).

Students who require intensive teaching will be assigned a staff member, the year level sector leader, who will oversee the coordination of their program or plan, communicate with stakeholders and directly consult with the student. In most cases their behaviour is not regarded as severe, but the frequency of the behaviour may put the child and other students learning and social success at risk.

The following programs have been developed to respond to these needs. These programs increase the student's opportunities to receive positive contact with adults, and allow for the delivery of intensive social skill training and/or adult mentoring. The programs are coordinated by a team that includes the principal, deputy principal, sector leaders, teachers and the guidance officer. All members of the team are involved in continuous professional development to develop the programs and reporting responsibilities.

Students attend their normal classes and activities with appropriate adjustments if required. They have increased daily opportunities to receive positive contact with adults, additional support to check-in/check-out and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in intensive teaching, may be an indicator for specialised intervention.

The sector leader:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan (Individual Behaviour Support Plan {IBSP}) and
- works with the School Administration to achieve continuity and consistency.

Programs or plans that may be implemented include:

- Individual Behaviour Support Plans
- Supported Play Plan
- Risk Management Plan
- Student Monitoring Card – Success Plan

Individual behaviour support plans

An Individual Behaviour Support Plan (IBSP) documents the evidence based, proactive and positive behaviour supports implemented by school staff to shape and promote productive student behaviours. They are typically developed as a structured, systemic response to assist students with complex behaviours or unproductive behaviours which are frequent and or intense. The plan will identify a behaviour of concern and document the operational - relationship strategies, curriculum changes and organisational strategies that may assist the student to change the behaviour of concern.

Supported play plan

If a child is identified as requiring a Supported Play Plan (SPP), the deputy principal adjusts the playground duty roster to manage this support. The assigned supported play support teacher or teaching assistant attends the play area with the student as an additional support

person. Teachers supervising these duties model and encourage students to interact appropriately with their peers.

Risk management plans

A risk management plan will be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

The plan documents the likelihood and impact of the behaviour, the level of risk, and the adjustments in place.

Student monitoring card – Success plan

A student may be identified as benefitting from a student monitoring card. The monitoring card is managed by the child and their teacher. Students set a personal goal to achieve on a daily or weekly basis. This card becomes the student's Success Plan. The Success Plan is the student's way of monitoring and recording success and achievement. This Success Plan can also enable the student to work towards re-entering the regular play environments. This plan would be a part of the Individual Behaviour Support Plan for the student.

9. Legislative Delegations

a. Legislation

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

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

b. 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](#)

10. Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student’s behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and/or 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 responses to low-level or minor behaviour. These responses are modelled on Essential Skills for Classroom Management (ESCM). This may include:

- Pre-correction (e.g. “Remember, we walk quietly to our seats”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Balanced model of positive (acknowledgement) to negative (correction) 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
- Refer to class rules
- Selective attending to inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection to expectation and or learning
- Low voice and tone for individual instructions
- Give ‘take-up’ time for student/s to process instruction/s
- Cueing with parallel praise
- Reduce/limit verbal language
- Break down tasks or instructions 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
- Private discussion with student about expected behaviour
- Consequence for inappropriate behaviour
- Reminder of more serious consequences (e.g. removal from classroom)

Focussed

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

- Supported play
- Alternative break arrangements
- Individual student behaviour support strategies (e.g. Play is the Way - recorded as support on OneSchool)
- Targeted skills teaching in small group
- Behavioural contract/compact
- Counselling and guidance support
- Self-monitoring plan
- Check in/Check Out strategy
- Teacher coaching and debriefing
- Referral to Support Team Everton Park (STEP) for team-based problem solving
- Stakeholder meeting with parents/caregivers and external agencies

Intensive

The school leadership team work in consultation with Support Team Everton Park (STEP) to address persistent or ongoing serious problem behaviour.

This may include:

- Functional Behaviour Assessment based Individual Behaviour Support Plan
- Complex case management and review
- Stakeholder meeting with parents/caregivers 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)

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

Parents/caregivers 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 Everton Park State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/caregiver/s, back to the school. It is **not a time to**

review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the principal or their delegate attending with the student and their parent/caregiver/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/caregiver/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up if required
- 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, may also offer important advice to ensure a successful outcome to the re-entry meeting.

11. School Policies

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

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

- Working together to keep Everton Park safe
- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

a. Working Together to Keep Everton Park State School a Safe Place

At Everton Park State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

We can work together to keep knives out of school. If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- 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. A Curriculum Activity Risk Assessment (CARA) is required to be approved.
- 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 principal or deputy can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences for example, a long suspension.
- Staff can search a student's bag and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if staff suspect that a student has a knife on or in school property.
- If staff suspect the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents/caregivers help to keep Everton Park State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact administration.

b. 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 Everton Park State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- e-cigarettes, pod vapes, vape pens, box mods or vaporizers
- 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 Everton Park State School:

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

Parents/caregivers of students at Everton Park State School:

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Everton Park State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Everton Park State School:

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

c. Use of Mobile Devices and Other Devices by Students

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

In consultation with the broader school community, Everton Park State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these

technologies safely while developing digital literacy is a responsibility shared between parents/caregivers, 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.

Responsibilities

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

It is **acceptable** for students at Everton Park State School to use mobile devices for:

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

It is **unacceptable** for students at Everton Park State School to use a mobile device to:

- communicate with people outside the school
- use a mobile phone, cellular device or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions regarding 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 device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using Information Communication Technologies (ICT) facilities and devices supplied by the school, will be required to act in line with the requirements of the Everton Park State School Student Code of Conduct.

In addition, students and their parents/caregivers 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.

BYO iPad is an optional program that students and parents choose to participate in. Participation in the Program is dependent on a signed Responsible Use of iPad agreement by both students and parents. Students adhere to the rules outlined in the iPad Handbook.

Please Note:

- No students are to use iPads before or after school or during lunch times without being directed to do so by a staff member.
- iPads are to be locked in classrooms at all times.
- No student is to handle another student's iPad.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent or caregiver.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents/caregivers will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the principal.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if approved devices are brought to school, they must be turned off and school policy followed unless under the direction of a staff member. Personal technology devices are handed into the office before school and collected after the last bell of the day.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Everton Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in any of the below listed:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording will be in breach of this policy and may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Text communication

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service (QPS).

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should keep the message as evidence and immediately bring the matter to the attention of the school office.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Assumption of cheating

Personal technology devices must not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Recording classroom lessons or activities, parent/caregiver teacher interviews - Special circumstances arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the deputy principal or principal.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature. Cellular Devices.*



Success with Honour

Everton Park State School

Dear Parents/Caregivers

Permission to have a mobile phone or device at school

It is understood that some students are issued with mobile phones or devices by their parents and caregivers for safety when travelling to and from school. If you require your child to have a mobile phone at school, please sign and return the following permission form, accepting the following policy:

1. All students who bring a mobile phone are required to have a signed permission note from their parent or carer.
2. Mobile phones must be switched off and handed in at the office to be stored securely in the school's strong room.
3. The school accepts no responsibility for loss/damage of valuable items.
4. Under no circumstances are students permitted to access or use the mobile phone during school time (8:45-3:00).
5. Students determined to be in breach of the policy will have their mobile phones held at the office for parent or carer collection at or after 3:00pm.

For safety reasons it is imperative that all contact to students during the school day is done through the office. We ask parents not to call or send messages to students on their mobile phones during the school day.

Kind regards

Aminta Miller | **Principal**
Everton Park State School | 35502222
Responsibility | Respect | Caring | Cooperating | Achieving

PERMISSION TO HAVE A MOBILE PHONE OR DEVICE AT SCHOOL

I give permission for my child _____ in class _____ to have a mobile phone or device at school. I understand and accept the policies that are stated above. The mobile device details are:

Make: _____ Model: _____

Parent/caregiver signature _____ Date _____

Deakin Street, Everton Park, QLD 4053
Tel: 07 3550 2222 Fax: 07 3550 2200
Email: info@evertonparkss.eq.edu.au
Website: www.evertonparkss.eq.edu.au

d. Preventing and Responding to Bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents/caregivers 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.

Student Council

Everton Park State School has a student council, with diverse representatives from Year 6 who meet regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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



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

Bullying

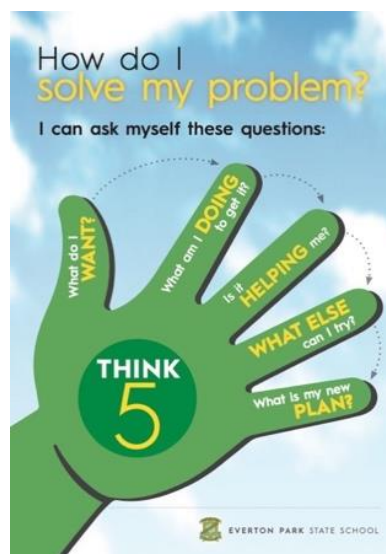
The agreed national definition for Australian schools describes bullying as:

- 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 Everton Park State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents/caregivers.

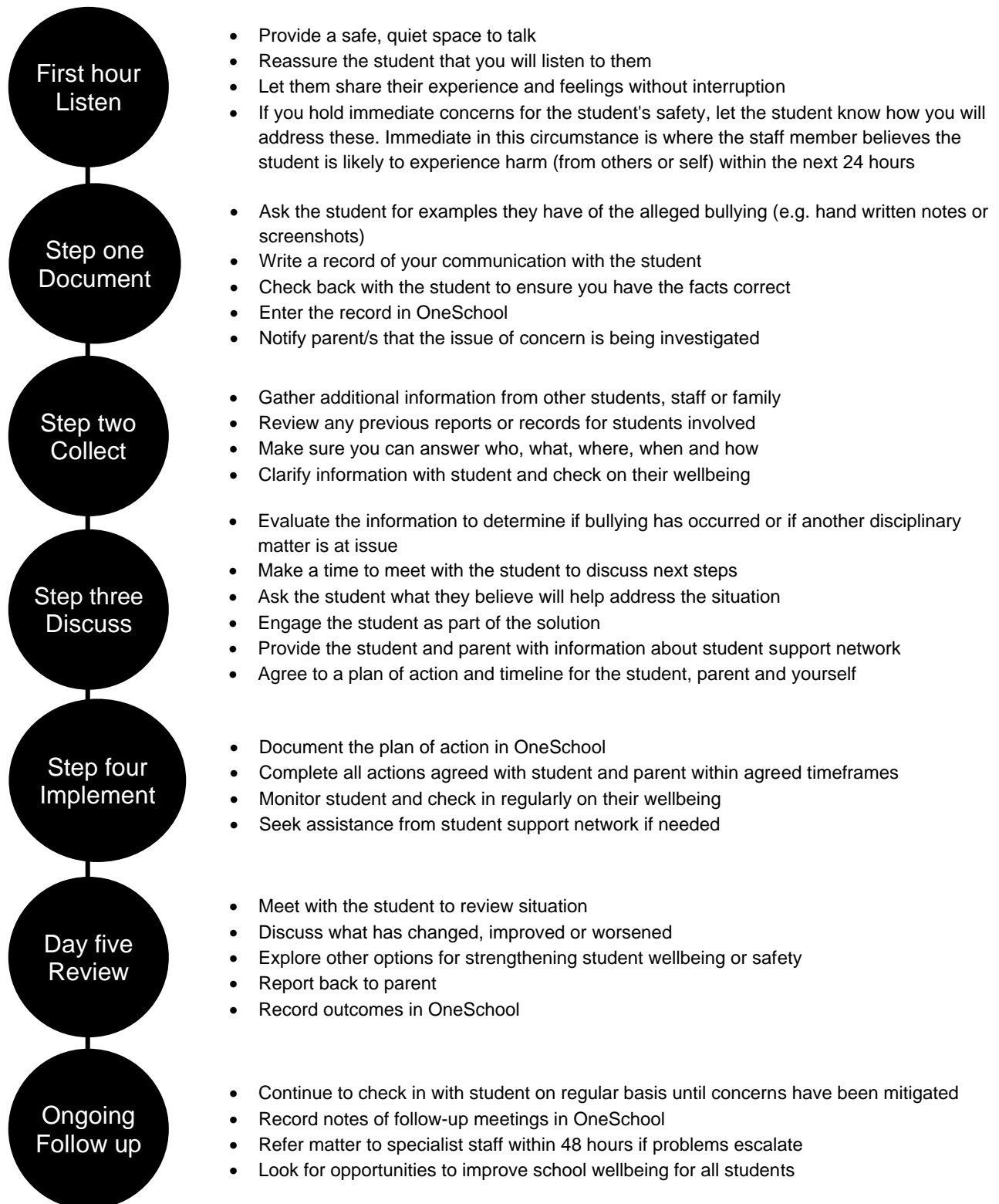


The following flowchart explains the actions Everton Park State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Everton Park State School - Bullying response flowchart for teacher

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/caregivers to report bullying: Prep to Year 6 – Class teacher



Cyberbullying

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

In the first instance, students or parents/caregivers who wish to make a report about cyberbullying should approach the regular class teacher or the sector leader for that year level.

It is important for students, parents/caregivers 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/caregivers 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 Everton Park State School may face in-school disciplinary action, such as 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/caregivers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/caregivers 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 sector leader or deputy principal.

Everton Park State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

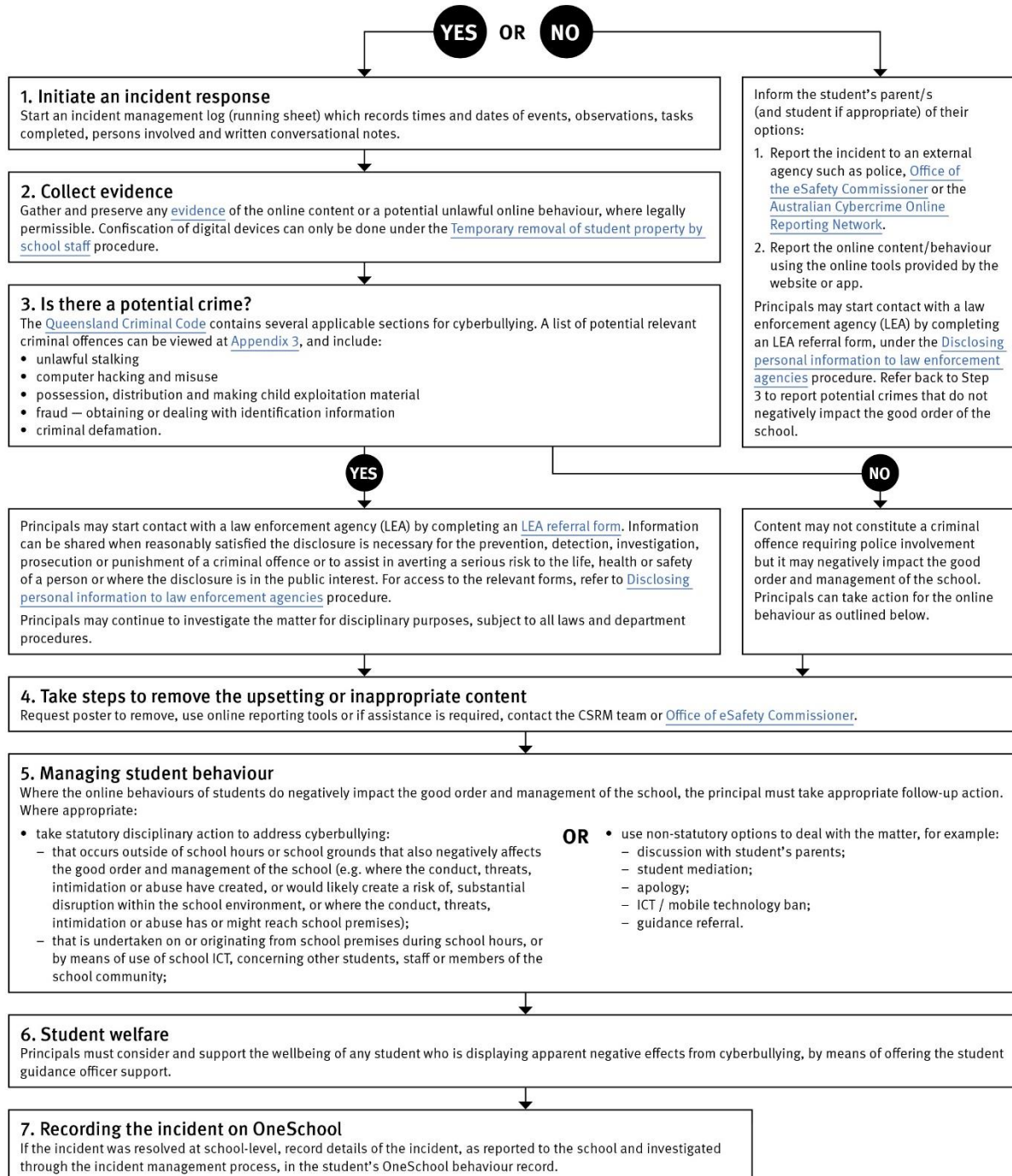
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student intervention and support services

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

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

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

Everton Park State School – Anti-bullying compact

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

Everton Park State School – Anti bullying compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

e. 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/caregivers 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/caregivers 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/caregivers 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/caregivers of school notices, the department prefers that parents/caregivers 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/caregivers are not. If you are tagging or naming students, consider that other parents/caregivers 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.

Feedback from current Year 6 students

"Children shouldn't be allowed to have social media if they are under the age of 13 as they are not mature enough to make decisions that benefit themselves and others, and are prone to making bad decisions that could result in them getting hurt."

"Having social media exposes privacy and is dangerous. It takes away potential and discourages relationships between family and friends. Social media should be avoided until an acceptable age."

"Children under 13 shouldn't use social media because of the inappropriate content online, the power of addiction and that children under 13 are not mature enough."

12. Restrictive Practices

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

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents/caregivers
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.

13. 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 give a consequence/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. Refer also to our 4C model for Regulation:

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.



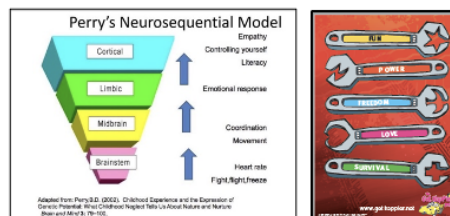
4C MODEL TO SUPPORT REGULATION

	Process	Brain part and function	Regulation stage	Need
1.	Calm the brain stem	Brain stem (fight/flight/freeze) and midbrain (movement and coordination)	Regulate (brains 1&2)	Survival 
2.	Connect using empathy	Limbic brain (feelings and emotions)	Relate (brain 3)	Love, belonging and connectedness 
3.	Communicate	Cortex (control, empathy, learning)	Reason (brain 4)	Power 
4.	Coach to learn	Cortex (control, empathy, learning)	Resolve and Reflect (brain 4)	Freedom, Fun and learning 

A person can't be in brain and 1 and 4 at the same time. Calming the brainstem is critical to supporting someone to be able to return to brain 4.

MOVING FROM BRAIN 1-4...

1. **CALM** the person so they can regulate their fight/flight/freeze responses. Support them to meet their **survival** need.
2. **CONNECT** and relate to the person using acknowledgement and empathy. Support them to meet their **love, belonging and connectedness** need.
3. and 4. **COMMUNICATE** and **COACH** the person using the reality therapy questions to reflect and **learn**. Support them to meet their **power** and **freedom** needs to have control and choices. This supports the person to move into their learning brain which helps them to meet their **fun and learning** need.



Last updated 21.08.2023

14. Related Procedures and Guidelines

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

15. 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](#)

16. Conclusion

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or caregiver, 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/caregivers and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school

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

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

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

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

3. External review: contact a review authority

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

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

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

Appendix 1: Student Dress Code

Everton Park State School Student dress code - Uniform, hair and jewellery

In accordance with section 360 of the Education (General Provisions) Act 2006 (Qld), a principal may develop a student dress code that will apply when students are attending, or representing, the school. When developing a dress code, the principal must ensure it is compliant with guidelines, as described in this procedure.

Dress codes must:

- be developed in consultation with the school community
- be consistent with health and safety considerations
- comply with anti-discrimination legislation
- consider affordability, functionality and durability of uniform items
- provide uniform options, including shorts and pants, in all uniform categories for all students, regardless of gender.

Student dress codes clearly explain and document standards of acceptable dress in relation to clothing worn by students, including headwear, footwear, and other aspects of personal presentation. Student dress codes must incorporate strategies to accommodate the individual needs and circumstances of students and strategies for managing non-complying students.

Everton Park State School developed its Student dress code in consultation with the school staff, students, parents/caregivers and the P&C Association. The dress code addresses three important aspects - safety, appearance and comfort.

Wearing of the school uniform has the following benefits:

- it promotes a sense of identity and pride
- children are easily identifiable
- the design affords some measure of sun protection

Everton Park State School has always prided itself on the large number of students who always wear their school uniform.

Children will not be disadvantaged for not wearing a school uniform to school. However, children not in the correct school uniform will be asked to change into a school uniform provided by the school or their parents/caregivers will be called to provide a uniform if they do not have their uniform with them. Consequences can be applied if a child then refuses to change into the correct school uniform. Our school has a small supply of school shirts, shorts and school jumpers.

The Everton Park State School Student dress code stipulates the following standards:

Uniform and hair

All students are required to:

- wear school uniform at all times, unless otherwise stipulated by the principal (such as Free Dress Days) – this includes sporting and cultural activities, excursions, school photos and special assemblies
- wear enclosed shoes/joggers – predominantly black shoes and white socks.
- wear broad brimmed school hats - the 'no school hat, no outdoor play' rule is strictly enforced.
- hair colour is to be natural – outlandish coloured hair is not acceptable

- wear appropriate hair ties to ensure hair is out of faces and for safety in the playground and during hands-on learning activities including sport, The Arts, Technologies and Science
- make up and nail polish are not permitted at any time

In addition, all students are required to:

- wear swimming caps and sun protection shirts when participating in swimming activities
- wear a sun safe swimming outfit when participating in swimming activities

Jewellery

The wearing of jewellery is to be kept to a minimum including:

- a watch and plain studs or sleepers in ears
- no other form of jewellery or adornment is to be worn, except for medical, cultural or religious purposes
- for safety reasons students may be asked to remove jewellery for some activities
- no responsibility will be taken should jewellery or other valuables be lost or damaged
- students wearing jewellery of a cultural or religious significance require approval from the principal in writing.

On Free Dress Days, clothing should be of a standard that is deemed safe, appropriate and not likely to cause offence.

Uniform, hair or jewellery breaches

Depending on the circumstances, students in breach of the act may be:

- prevented from attending an activity where they are representing the school
- prevented from participating in an activity where safety is an issue
- required to remove inappropriate clothing or jewellery
- requested to change into school supplied shirts, shorts or jumpers (if available)

Where a child is directed to change into a school supplied uniform and they do not adhere to the direction, consequences can be applied.

The process for uniform and jewellery breaches is as follows:

- letter sent to parents/caregivers notifying of breach – student provided with uniform owned by the school (warning and jewellery held in office for parent/caregiver collection)

Behaviour point

- Failure to adhere to the Student dress code will result in letters of breach being issued.
- Students in breach of the uniform standard will be required to change into school supplied uniforms if available.
- Students in breach of the jewellery standard are to be warned and jewellery removed.

Examples of preferred footwear



Examples of unacceptable footwear



Student dress code - Example letter to parents/caregivers



Dear Parents/caregivers

Student dress code

This letter is to inform you your child has breached the Everton Park State School Dress Code.

Your child has been formally reminded in relation to the following points:

- Uniform
- Footwear
- Jewellery
- Hair

Enclosed is a copy of the Everton Park State School Student dress code as per the Everton Park State School Student Code of Conduct.

Please contact me if there are any circumstances preventing your child from adhering to the Student dress code, if you have any questions, or you would like to discuss this matter further.

Thank-you for your support.

Kind regards

Name | **Class Teacher**

Everton Park State School | 35502222

Responsibility | Respect | Caring | Cooperating | Achieving

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EVERTON PARK STATE SCHOOL

Our Values

responsibility

respecting

caring

collaborating

achieving

kindness




Appendix 3: School Rules and Consequences

 EVERTON PARK STATE SCHOOL


School Rules



- be **safe**
- be an **active** learner
- be **respectful**

 EVERTON PARK STATE SCHOOL

Consequences



- Non-verbal reminder
- Verbal reminder
- Redirect to the learning
- Choice
- Follow-through - time away
- Follow-through - contact parent/carer