

*Wellington Point*  
STATE HIGH SCHOOL

# Student Code of Conduct 2026-2030

*Working together, we can realise the potential of every student*

DYNAMIC | DETERMINED | UNITED | RESPECTFUL | SELFLESS

## Purpose

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

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

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

## Contact Information

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Contact Person: Dr Robyn Burton-Ree (Principal)

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## Endorsement

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Principal Name: Dr Robyn Burton-Ree

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Principal Signature: *Robyn Burton-Ree*

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Date: 27<sup>th</sup> November 2025

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P/C President: Jessica Clacy

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P/C President Signature: *Jessica Clacy*

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Date: 10<sup>th</sup> February 2026

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## Principal's Foreword

Wellington Point State High School's Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Wellington Point State High School's vision is working together, we can realise the potential of every student. Our motto is Aim High. Wellington Point State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

Wellington Point State High School is an excellent school, with a commitment to personal excellence, high standards and a strong sense of belonging. Our school is an extension of your family, where students feel safe, cared for and respected. Building strong relationships are extremely important to us.

We pride ourselves on our values – respectful, united, dynamic, selfless and determined. These underpin our daily thoughts, behaviour and actions. We provide challenge, offer opportunity and entrust responsibility so that every child leaves our school having achieved their personal best.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future. This ensures that the teaching and learning in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Wellington Point SHS staff take a restorative approach to discipline, that behaviour can be explicitly 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 breaches of our values. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

## P&C Statement of Support

As president of the Wellington Point State High School P&C Committee, I am proud to support the Student Code of Conduct.

We encourage all parents to familiarise themselves with the Wellington Point State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

## School Captain's Statement

On behalf of the Wellington Point Student Council we endorse the Student Code of Conduct for 2025-2029. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school leadership team and the Wellington Point State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

Senior School Captains:

1. Abbey Bergman
2. Jamie Edwards
3. Sofia Matjasec
4. Andreas Madsen

Date:

## Consultation

The consultation process used to inform the review of the Wellington Point State High School Student Code of Conduct.

## Review Statement

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

## Data Overview

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

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

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

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

There are four different confidential surveys for:

- parents
- students
- staff
- principals

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

## Data Overview

### School Opinion Survey

The School Opinion Survey (SOS) is a suite of surveys to gauge opinions from parents/ caregivers, students, staff and principals on important aspects of schooling in Queensland state schools. The staff and principal surveys also provide an opportunity for school staff to express their opinions on the school as a work environment.

The State Schools Division of the Department of Education collect data annually to increase understanding of the opinions of parents/caregivers, students and school staff and to identify areas of strength and possible improvements in the school. Data collected is reported to the community as the Annual Report and the Strategic Plan and also used as key performance indicators and to monitor performance at both school and systemic level.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey.

Percentage of parents/carers who agree that:	2022	2023	2024	2025
This is a good school.	83.4%	77.0%	86.3%	76.3%
My child likes being at this school.	77.9%	74.9%	84.2%	79.4%
My child feels safe at this school.	77.1%	74.7%	77.5%	76.7%
My child's learning needs are being met at this school.	81.1%	79.5%	80.4%	73.6%
My child is making good progress at this school.	84.6%	81.3%	84.1%	83.5%
Teachers at this school expect my child to do their best.	97.6%	95.2%	96.8%	95.0%
Teachers at this school provide my child with useful feedback about their schoolwork.	89.7%	86.8%	85.2%	88.6%
Teachers at this school motivate my child to learn.	82.5%	80.3%	82.7%	80.6%
Teachers at this school treat students fairly.	81.0%	78.5%	79.1%	78.6%
I can talk to my child's teachers about my concerns.	90.2%	87.0%	92.2%	91.6%
This school works with me to support my child's learning.	85.0%	80.5%	89.0%	88.6%
This school takes parents' opinions seriously.	73.2%	69.7%	66.2%	64.0%
Student behaviour is well managed at this school.	64.0%	59.8%	64.1%	63.8%
This school looks for ways to improve.	82.2%	82.0%	76.3%	65.3%
This school is well maintained.	87.0%	84.6%	81.2%	82.0%

Percentage of students who agree that:	2022	2023	2024	2025
I like being at school.	68.8%	54.4%	57.5%	60.5%
I feel safe at my school.	78.9%	48.1%	71.6%	80.2%
My teachers motivate me to learn.	77.5%	67.9%	64.9%	77.3%
My teachers expect me to do my best.	91.1%	84.6%	89.9%	90.6%
My teachers provide me with useful feedback about my schoolwork.	79.5%	73.1%	74.3%	82.5%
Teachers at my school treat students fairly.	77.2%	53.8%	59.3%	70.1%
I can talk to my teachers about my concerns.	63.6%	48.1%	58.5%	66.9%
My school takes students' opinions seriously.	57.9%	45.7%	46.1%	60.4%
Student behaviour is well managed at my school.	58.0%	25.0%	42.7%	53.7%
My school looks for ways to improve.	78.4%	65.8%	63.1%	69.2%
My school is well maintained.	61.8%	47.4%	54.5%	61.9%
My school gives me opportunities to do interesting things.	80.0%	67.5%	75.3%	81.3%

Percentage of staff who agree that:	2022	2023	2024	2025
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	84.5%	81.0%	92.2%	89.5%
I enjoy working at this school.	88.2%	77.5%	81.8%	88.4%
I feel this school is a safe place in which to work.	81.6%	73.2%	77.6%	83.7%
I receive useful feedback about my work at this school.	75.3%	64.7%	59.8%	65.9%
Students are encouraged to do their best at this school.	92.8%	83.1%	89.6%	92.8%
Students are treated fairly at this school.	88.4%	83.1%	81.4%	88.1%
Student behaviour is well managed at this school.	59.8%	33.8%	33.0%	47.1%
Staff are well supported at this school.	67.1%	57.1%	54.1%	63.1%
This school takes staff opinions seriously.	69.8%	54.3%	60.2%	65.5%
This school looks for ways to improve.	90.4%	80.3%	72.2%	80.0%
This school is well maintained.	88.2%	74.3%	70.7%	66.3%

## 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.

<b>WELLINGTON POINT STATE HIGH SCHOOL DISCIPLINARY ABSENCES</b>			
<b>Type</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Short Suspensions – 1 to 10 days	261	408	159
Long Suspensions – 11 to 20 days	9	19	5
Exclusions	7	4	4
Cancellation	0	0	0
<b>TOTAL</b>	<b>277</b>	<b>431</b>	<b>168</b>

## Learning and Behaviour Statement

At Wellington Point State High School, we aim to maintain, enhance and continue to develop a safe and supportive school environment for all members of the school community. Our Student Code of Conduct is informed by Chapter 12 *Good order and management of State educational institutions and non-State schools* of the Education (General Provisions) Act 2006, and the shared beliefs of the school community.

We believe social, vocational, sporting and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. All members of the school community are expected to maintain the highest standards of personal behaviour and show respect for others, for all property and for the environment. The following elements outline our continuing aspiration to best teaching practice and the beliefs essential to the operation of the school.

Wellington Point State High School aims to assist each student to develop as a whole person. We seek to produce inspired individuals who show cooperation, tolerance and courtesy to others. We believe in:

- fostering the development of self-discipline and responsibility
- creating an environment which maximises learning time and learning opportunities
- building relationships based on mutual respect
- developing an appreciation of the unique worth of individuals
- nurturing a life-long love of learning
- facilitating participative decision making
- creating a safe and harmonious community

The principles and beliefs are embodied in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our principles and beliefs in all actions. These principles and beliefs are the foundation of our Student Code of Conduct.

The principles that drive and influence all our decisions are:

Respect / United / Determined / Dynamic / Selfless

## Consideration of Individual Circumstances

Staff at Wellington Point SHS 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 equitable. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour.

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

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, don't hesitate in contacting the school in making an appointment.

## Student Wellbeing

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

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

## Curriculum and Pedagogy

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

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

## Restorative Practices

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.



A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

When executive staff prioritise a restorative approach to relationships across the school community and provide adequate staff training and support for implementation, schools can reduce the frequency of behaviour incidents and improve school culture. Restorative practices work best when the whole school community is on board. There are many examples in literature of schools reducing suspension rates and improving student behaviour by adopting this approach.

## Policy and Expectations

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

### *Drug education and intervention*

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

### *Specialised health needs*

Wellington Point State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

### *Medications*

Wellington Point State High 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 need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

### *Mental health*

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

### *Suicide prevention*

Wellington Point State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer.

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

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

### *Suicide postvention*

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

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

## Student Support Network

Wellington Point SHS 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 Wellington Point SHS 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.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process</li> <li>• triage and refer to Youth Workers</li> </ul>
HOSES (Head of Special Education Services)	<ul style="list-style-type: none"> <li>• Case management and support of student with disability</li> <li>• Referrals to regional supports eg. Occupational therapist, physiotherapist, speech language pathologist and advisory visiting teachers.</li> <li>• Managing personal learning plans for students requiring substantial and extensive support.</li> </ul>
Head of Department Student Services	<ul style="list-style-type: none"> <li>• coordinate transition to secondary for students moving from Year 6 to Year7</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• monitors student attendance data, arranges intervention for students</li> </ul>
School- Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to:               <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ accessing emotional wellbeing and support</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs</li> </ul> </li> </ul>
Deans	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provides contact for students and their families throughout schooling</li> <li>• ensures students feel safe and comfortable and want to come to school</li> <li>• nurtures a sense of belonging to the home group, year level and school</li> <li>• arranges intervention for students</li> </ul>

Chaplain	<ul style="list-style-type: none"> <li>• provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>• support students to overcome barriers to education such as <ul style="list-style-type: none"> <li>○ attendance at school</li> <li>○ relationships/social skills</li> <li>○ conflict with family/peers/teachers</li> <li>○ social/emotional/physical wellbeing</li> </ul> </li> </ul>
Indigenous Support Officer	<ul style="list-style-type: none"> <li>• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students</li> </ul>
Youth Workers	<ul style="list-style-type: none"> <li>• support students experiencing social and emotional concerns.</li> <li>• liaise with Guidance Officer</li> </ul>
Psychologist	<ul style="list-style-type: none"> <li>• liaise with Guidance Officer</li> </ul>
GP	<ul style="list-style-type: none"> <li>• Appointments are made at the front office</li> <li>• This is a service for students.</li> <li>• Bulk billed.</li> </ul>

## Whole School Approach to Discipline

Wellington Point State High School uses Positive Culture for Learning (PCL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. PCL is an evidence-based framework used to:

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

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

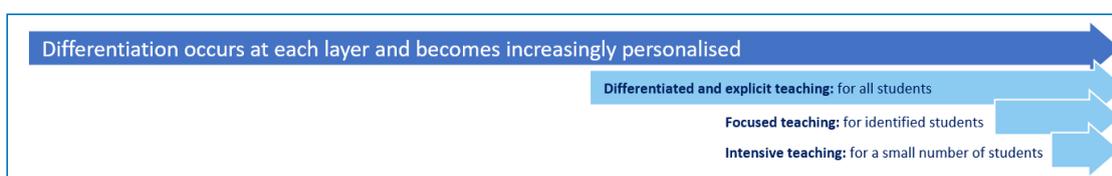
The development of the Wellington Point State High School Student Code of Conduct is an opportunity to explain the PCL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PCL can be used in any environment,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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PCL are encouraged to contact the school to make an appointment.

## Differentiated and Explicit Teaching

Wellington Point State High 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 Wellington Point State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



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

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

 <b>WELLINGTON POINT STATE HIGH SCHOOL</b> <b>POSITIVE CULTURE FOR LEARNING MATRIX</b>					
ARE YOU ...	ALWAYS	USING LEARNING SPACES	IN THE SCHOOL GROUNDS	OUT IN THE COMMUNITY	WHEN USING ICT
<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>using your manners</li> </ul>	<ul style="list-style-type: none"> <li>listening to others</li> <li>entering and exiting the classroom in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>placing rubbish in the bin</li> <li>looking after our equipment and facilities</li> <li>being sun safe</li> </ul>	<ul style="list-style-type: none"> <li>abiding by road rules</li> <li>using public transport with care</li> </ul>	<ul style="list-style-type: none"> <li>being aware of your actions online</li> <li>obtaining consent before sharing or posting online</li> </ul>
<b>UNITED</b>	<ul style="list-style-type: none"> <li>being proud to be a member of our community</li> <li>wearing the uniform correctly</li> </ul>	<ul style="list-style-type: none"> <li>letting others learn</li> </ul>	<ul style="list-style-type: none"> <li>sharing the space</li> <li>contributing to a clean and tidy environment</li> </ul>	<ul style="list-style-type: none"> <li>being a positive role model</li> </ul>	<ul style="list-style-type: none"> <li>using the internet as a learning resource</li> </ul>
<b>DETERMINED</b>	<ul style="list-style-type: none"> <li>making everyday count by making attendance a priority</li> </ul>	<ul style="list-style-type: none"> <li>being an active learner</li> <li>remembering it's about progress not perfection</li> </ul>	<ul style="list-style-type: none"> <li>taking part in school events and groups</li> </ul>	<ul style="list-style-type: none"> <li>representing the school with pride</li> </ul>	<ul style="list-style-type: none"> <li>continuing to work within the limitations of technology</li> </ul>
<b>DYNAMIC</b>	<ul style="list-style-type: none"> <li>demonstrating WPSHS values</li> </ul>	<ul style="list-style-type: none"> <li>always trying new strategies</li> <li>achieving your best</li> </ul>	<ul style="list-style-type: none"> <li>being a role model</li> <li>Are you supporting students in other grades</li> </ul>	<ul style="list-style-type: none"> <li>supporting the community</li> </ul>	<ul style="list-style-type: none"> <li>making positive contributions</li> </ul>
<b>SELFLESS</b>	<ul style="list-style-type: none"> <li>respecting personal space, privacy and property</li> </ul>	<ul style="list-style-type: none"> <li>sharing your notes and understanding</li> <li>standing up to other students who are being disrespectful</li> </ul>	<ul style="list-style-type: none"> <li>being a friend</li> <li>reporting misuse and damage</li> </ul>	<ul style="list-style-type: none"> <li>being considerate of the public</li> </ul>	<ul style="list-style-type: none"> <li>supporting others if they have I.T. issues</li> </ul>



# Arrive with **5**



On time



Charged device



School planner



Writing equipment



Have a growth mindset



# Achieve & Leave



Listen up for instructions



Write up homework



Pack up equipment



Clean up your area



Have a growth mindset

## Focused Teaching

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

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

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

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

Wellington Point State High 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 programs to address specific skill development for some students:

- Functional Behaviour Assessment
- Rock and Water
- Maximising Learning Room

## Intensive Teaching

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

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

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

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

## Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>teaching behaviours in the setting they will be used</li> <li>being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. 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 PCL expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>interventions require little time of classroom teachers and are easy to sustain</li> <li>variations within each intervention are limited</li> <li>interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</li> </ul>
3	<p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>PREVENT problem behaviour</li> <li>TEACH the student an acceptable replacement behaviour</li> <li>REINFORCE the student's use of the replacement behaviour</li> <li>MINIMISE the payoff for problem behaviour.</li> </ul> <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>

# Legislative Delegations

## Legislation

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

## Delegations

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

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Wellington Point State High 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 rule reminders and restorative practice 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 rule reminders and restorative practice 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.

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

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Unconditional positive regard
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives - SWOOPs
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s

- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## Focused

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

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

## Intensive

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

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

## School Disciplinary Absences

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

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

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

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

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

### Re-entry following suspension

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

### Arrangements

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

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

### Structure

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

### Reasonable adjustments

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

## School Policies

Wellington Point State High 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:

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

### Student Dress Code

The Wellington Point State High School [Student Dress Code](#):

- Establishes a welcoming culture of school pride, high expectations and a positive learning environment which promotes our school values of:  
Respectful | Determined | Dynamic | United | Selfless
- Promotes a positive image within the community and represents the school as upholding our school values with an identifiable uniform that is smart (smart means clean, tidy and well-dressed), tidy and worn appropriately;
- Addresses health and safety policies by ensuring students are wearing appropriate footwear and sun safe clothing;
- Promotes the shared belief that we are United
- Furthering social equality among students the uniform diminishes socioeconomic differences, reducing peer pressure associated with expensive 'brand' clothing;
- Improves student safety by enabling staff to identify people within the school grounds who are not associated with the school;
- Reinforces self-discipline – a uniform applies to many occupations and social activities. Wearing a uniform to school reinforces self-discipline which is required outside the school environment.

Under the Education (General Provisions) Act 2006 section 360, a Principal may develop a dress code to apply when students are attending or representing the school. As per the Act, this Student Dress Code outlines the acceptable standard of clothing and personal presentation. The Wellington Point State High School Student Dress Code and Personal Presentation Policy reflects the community expectations and standards, as determined by the Principal, in consultation with school community representatives.

### Technology and Digital Device and Responsible Use Policy

This document defines the Responsible Use Policy for student use of digital technologies at Wellington Point State High School. Its main purpose is to encourage the mature and responsible use of the facilities available to the students through the provision of clear usage guidelines. Students authorised to use the school's computer system also have Internet and Electronic Mail access.

The use of digital technology devices and systems has been designed to help students keep up with the demands of the 21st century. Helping students become responsible digital



citizens will enhance not only what we do in the classroom, but also give students skills and experiences that will prepare them for their future studies and career. Wellington Point State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Wellington Point State High School expects students to engage in positive online behaviours.

Wellington Point State High School preferences learning first by:

- Supporting inclusive education;
- Promoting a strong positive image through student achievement, conduct and uniform;
- Engaging in respectful use of technology for learning;
- Modelling respectful relationships.

#### Expectations

The Queensland Department of Education and Training (DET) deems the following to be responsible use and behaviour by a student:

- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc
- researching and learning through the Department's e-learning environment

The Queensland Department of Education and Training deems the following to be irresponsible use and behaviour by a student:

- use the IT resources in an unlawful manner

- download, distribute or publish offensive messages or pictures
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and Internet resources
- damage any electronic devices, printers or the network equipment
- commit plagiarism or violate copyright laws
- use unsupervised internet chat
- send chain letters or Spam e-mail (junk mail)
- access non departmental 3G / 4G / 5G networks at school
- knowingly download viruses or any other programs capable of breaching the department's networks security

In addition to DET requirements, Wellington Point State High School states that:

- Users are responsible for the security, maintenance and integrity of their individually owned devices and their network accounts.
- Passwords should be difficult enough so as not to be guessed by other users and under no circumstances should passwords be divulged to any other user on the system.
- If users have any reason to suspect that their account security has been compromised or tampered with, it should be reported immediately to Technical Support.
- Students using the system must not at any time attempt to access other computer systems, accounts or unauthorised network drives or files or to access other people's devices without their permission and without them present.
- Students must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- Students need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution from agencies who enforce such copyrights.
- The school will educate students regarding cyber bullying, safe Internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to behave in line with these safe practices.
- Information dispatched from the school network is a reflection on how the global community perceives the school. All students using the systems are encouraged to be positive ambassadors for Wellington Point State High School.
- No obscene, inflammatory, racist, discriminatory or derogatory language should be used in electronic mail or any other form of network communication.
- Vandalism of equipment is unacceptable and will result in immediate referral to the Principal. At the Principal's discretion, this may result in a legal referral.
- It is unacceptable for students to bully, harass or victimise another person in the school grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of the school regardless of when these behaviours occur.
- Students do not have permission to upload images or recordings of students in uniform or whilst at school on to social media platforms.

Breaches of this policy may result in a student's immediate removal from the system for a specified period as per the school's Responsible Behaviour Plan and depending on the severity of the offence additional consequences may be imposed.

## Appropriate Use of the Internet

Wellington Point State High School embraces the amazing opportunities that technology and the internet provide to students for learning and being creative. Use of online communication and apps can provide positive experiences for students.

Students of Wellington Point State High School are expected to engage in the appropriate use of technology. Specific examples of appropriate use of online tools include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about the message they would like to convey, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to send it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.
- Wellington Point State High School is committed to promoting the responsible and positive use of technology.
- No student of Wellington Point State High School will face disciplinary action for simply having an account on Facebook or other social media site, but students are not permitted to use social media whilst at school. When using social media students must not reference the school or upload photos of other students - particularly in uniform.

## Recording voice and Images

Students are not to use personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for personal record or for the purpose of dissemination by any means (including distribution by phone or internet posting).

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 at any time.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal and/or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even when 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 bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have, or will occur.

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 QPS. In such cases police may take possession of such devices for their investigation and students and parents will be advised to contact Queensland Police Service (QPS) directly.

### **Text communication**

Social media and text messaging whilst at school is not permitted. The sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment or even stalking, and if detected will result in disciplinary action by the school and possible referral to QPS. Students receiving such text messages at school or at home, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Laws and Consequences**

In serious cases of inappropriate online behaviour, the school may make a report to the police for further investigation. Wellington Point State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school (outside school hours) it is deemed to be matter for parents and/or police to resolve.

### **Inappropriate Online Behaviour and the Criminal Code Acts**

Inappropriate online behaviour may, in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”. The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

## **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.

## **Switch Off to Switch On – Personal Digital Device Policy**

Wellington Point State High School has aligned with all Redlands State Schools in a joint approach for personal digital devices (eg mobile phones, tablets and smart watches) to combat the problems associated with inappropriate behaviour on digital platforms (stalking, bullying, sexual harassment, the sending of inappropriate text messages, emails, calls and photo distribution). This decision has been made as:

- The school's duty of care to all students is compromised by unregulated use of personal digital devices.
- The use of personal digital device cameras/video invade students' and staff members' right to privacy
- Inappropriate internet sites cannot be blocked by the school on personal digital devices using cellular networks.
- Students and staff have a right not to have their image recorded or viewed by other people.

Personal Digital Devices are to be turned off and out of sight while on school premises.

If a parent needs to contact their child during school hours, this must be done through the school office. Should a student need to go home because of illness or any other reason during school hours the school will contact parents to coordinate arrangements.

For the purpose of this policy, personal digital devices include, but are not limited to:

- Mobile phones
- Tablets
- iPods/MP3 players/ media players
- Smart Watches / Fitness trackers
- Earphones
- Gaming devices
- Cameras and/or voice recording devices
- iPads (refer to BYO Device section)
- Laptops (refer to BYO Device section)

iPads and laptops are the exception and are to be used during school time with the permission and under the supervision of the Classroom Teacher for educational purposes only.

## In summary

Everyday Everywhere	<p>No use of social media or messaging</p> <p>No use of hotspots or VPNs</p> <p>No headphones</p>
In the playground	No personal digital devices visible at any time until 2:40pm
In classrooms	<ul style="list-style-type: none"> <li>• No personal digital devices visible (except BYO devices)</li> <li>• BYO devices used at the discretion of the teacher – educational purposes only</li> <li>• All device usage will be monitored</li> </ul>
In the Library – during break time	<ul style="list-style-type: none"> <li>• No personal devices visible (except BYO devices)</li> <li>• BYO devices used for educational / recreational purposes only when supervised by staff</li> </ul>

## Consequences

The use of personal technology devices contrary to this policy, on school premises is managed as follows:

	Offence	Consequence
First Offence	Device is visible on campus -except BYO devices (first offence)	<ul style="list-style-type: none"> <li>• Device confiscated – collection to be arranged with care giver</li> </ul>
Second and Subsequent offences	Device is visible on campus except BYO devices(second or subsequent offence)	<ul style="list-style-type: none"> <li>• Device confiscated – collection to be arranged with care giver</li> <li>• Suspension</li> <li>• MLR Referral</li> </ul>
Refusal to relinquish a personal digital device will result in <b>additional</b> disciplinary action.		

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 will be advised to contact Queensland Police Service (QPS) directly.

## Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition, other disability or for a special project) are required to negotiate a special circumstances arrangement with the Principal. Students who need to make contact with parents/carers should attend C Block or administration to request assistance. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's negligence.

# Switch Off to Switch On

## Personal Digital Device Policy



All Redlands State Schools will have a joint approach for personal digital devices (eg mobile phones, tablets and smart watches) to combat the problems associated with inappropriate behaviour on digital platforms – stalking, bullying, sexual harassment, the sending of inappropriate text messages, emails, calls and photo distribution.

### The policy has been enacted because:

- the school's duty of care to all students is compromised by unregulated use of personal digital devices.
- the use of personal digital device cameras/video invade students' and staff members' right to privacy
- inappropriate internet sites cannot be blocked by the school on personal digital devices using cellular networks.
- students and staff have a right not to have their image recorded or viewed by other people.

Personal Digital Devices are to be turned off and out of sight whilst on school premises. As outlined in the BYO device (BYOD) Policy, iPads are permitted to be used during school time with the permission of the classroom teacher and for educational purposes only.

If a parent needs to contact their child during school hours, they must do so through the school office. Should a student need to go home because of illness or any other reason during school hours, it is the school's responsibility to contact parents to coordinate arrangements.

For digital devices and technology use at school:

Everyday Everywhere	<ul style="list-style-type: none"><li>• no use of social media or messaging</li><li>• no use of hotspots or VPNs</li><li>• no headphones (school provided headphones allowed)</li></ul>
In the playground	<ul style="list-style-type: none"><li>• no personal digital devices visible at any time until 2:40pm</li></ul>
In classrooms	<ul style="list-style-type: none"><li>• no personal digital devices visible (except BYODs)</li><li>• BYODs used at the discretion of the teacher – educational purposes only</li><li>• all device usage will be monitored</li></ul>
In the Library – during break time	<ul style="list-style-type: none"><li>• no personal devices visible (except BYODs)</li><li>• BYODs used for educational / recreational purposes only when supervised by staff</li></ul>

For the purpose of this policy, personal digital devices include but are not limited to:

- mobile phones
- tablets
- iPods/MP3 players/ media players
- smart Watches
- fitness trackers
- earphones
- gaming devices
- cameras and/or voice recording devices
- iPads (refer to BYOD Policy)
- laptops (refer to BYOD Policy)

Allowable personal technology devices used contrary to this policy on school premises will be confiscated by school staff.

	Offence	Consequence
First offence	Device is visible on campus (except BYO Laptop/ iPad)	<ul style="list-style-type: none"><li>• Device confiscated – collection to be arranged with caregiver</li></ul>
Second and subsequent offences	Device is visible on campus (except BYO Laptop/ iPad)	<ul style="list-style-type: none"><li>• Device confiscated – collection to be arranged with caregiver</li><li>• Suspension</li></ul>

Refusal to relinquish a personal digital device will result in **additional** disciplinary action.  
Offences reset each semester

### Special Circumstances Arrangement

Students who require the use of a personal 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 Principal.



## BYOD

Wellington Point State High School has a Bring Your Own Device (BYOD) model, for computers and other personal electronic devices. These include the use of iPads for Years Seven and Eight, and laptops for Years Nine to Twelve.

The school recognises the prevalence and convenience of digital technology and the necessity to allow students restricted use in the school environment to prepare them to be responsible digital citizens. Teachers, in accordance with the school's Teaching and Learning framework are encouraged to facilitate a curriculum focussed, blended learning environment for their students. This includes the use of digital devices such as laptops and iPads for educational use and under the direct supervision of a teacher. Class materials, resources and assessment are also provided through an online platform to ensure 24/7 access, on and off school grounds.

It is an expectation that students engage with digital technology at school and bring their device every day. This device must be charged and pre-configured with the appropriate software and/or applications.

## Etiquette

Students understand that using a personally owned device on school grounds is subject to conditions and appropriate etiquette including:

- the standards of behaviour outlined in the Technology, Digital Device and Responsible Use Policy
- that all devices are switched off and on silent and used only as instructed by a teacher
- school appropriate material only to be stored on BYO devices
- teachers may monitor use of apps and functionality
- Incidents of students using a BYOD device for internet messaging, video calling or otherwise as a phone will be managed as per the Switch Off to Switch On policy.

## Security and Insurance

Devices are the responsibility of the student and should be kept with them at all times. Secure storage arrangements will be available for times when this is not suitable e.g. sport.

Laptops are expensive technical devices and they do break down and can be damaged, especially in the hands of teenagers. It is vital to ensure a fast turnaround for repairs when the need arises.

We highly recommend every device has Accidental Damage Protection (ADP) insurance with Next Business Day (NBD) warranty. Each of the above portals offer this as an option to you.

Note: The school IT Support staff are unable to repair personally owned devices, however may be able to assist in some warranty claims.

You may have the option of adding ADP to your home and contents insurance policy. However, be sure that it covers the device 24/7 and while away from your home.

## Safe Connectivity

Approved devices that meet the outlined specifications will recognise the School's Wi-Fi and students will be able to connect to the network. Standard EQ internet security filters will screen usage and access.

3G /4G / 5G network access should be disabled on all devices and as this function allows students to bypass the EQ internet security filters. Students are also not permitted to tether or

hotspot their BYO Device to a cellular 3/4G network while on campus. The school will take no responsibility for the content accessed by students using 3/4G facility on their personally owned devices.

Students are not permitted to use or install VPN software, browsers or apps. These are designed to circumvent the school's safety measures and filters and allows students to access content that is normally unavailable while on campus. Devices found to with a VPN will be removed and blocked from the school network by the department. A complete factory reset will be required and must be sighted by IT Services before the device can be reinstated to the network.

## Repairs and Maintenance

All maintenance for student devices, operating systems, software and/or applications purchased by the family are the responsibility of the family. Families should ensure quick maintenance turnaround for student devices. Families are strongly encouraged to have insurance and warranty on personal devices. It is strongly recommended that all devices are covered in a 'tough' case and have that iPads have the screen covered with a tempered glass film to prevent damage.

## Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the 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 Wellington Point State High School and will be removed if found in a student's possession:

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

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

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

## Responsibilities

**State school staff** at Wellington Point State High School:

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

**Parents** of students at Wellington Point State High School ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Wellington Point State High 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 Wellington Point State High 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 Wellington Point State High School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection

## Preventing and responding to bullying

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

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

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



- 1. Leadership**  
Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
- 2. Inclusion**  
All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- 3. Student voice**  
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- 4. Partnerships**  
Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
- 5. Support**  
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student 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.

## **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 Wellington Point State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

## Reporting Bullying

Communication of bullying is an integral part of ensuring that bullying is managed and addressed. Students may report an incident(s) of bullying to any staff member at the school. Incidences can also be reported through STYMIE [www.stymie.com.au](http://www.stymie.com.au)

Student Response to Bullying	
If it is happening in class report to classroom teacher.	
If it is happening in the playground, report to year level Dean.	
If it is happening across multiple subjects and/or in the playground, report to year level Dean.	
Student to provide relevant details to staff including	
<ul style="list-style-type: none"> <li>- Examples/evidence of the bullying.</li> <li>- Witnesses if applicable</li> </ul>	
Provide any additional details if applicable, to the staff member that it was originally reported to.	
If the situation is not resolved in the agreed timeframe, report to year level Dean/Deputy Principal.	
Parents are encouraged to make contact with year level Dean to discuss bullying concerns.	

Wellington Point State High School Response	
Listen and refer	Staff will; <ul style="list-style-type: none"> <li>- Provide a safe and quiet place to talk regarding the situation.</li> <li>- Ask for examples/evidence from the student.</li> <li>- If required, provide an alternative place for the student to access for further support eg. Student Services.</li> <li>- Gather additional information from students/staff.</li> <li>- Ask the student what they believe will resolve the situation.</li> </ul>
Collect and Document	<ul style="list-style-type: none"> <li>- Check on student welfare.</li> <li>- Make a time with the student to discuss next steps.</li> <li>- Gather any additional information if required.</li> <li>- Review any previous reports if applicable.</li> </ul>
Decide and Discuss	<ul style="list-style-type: none"> <li>- Follow up with other student or students to resolve the issue.</li> <li>- Determine if disciplinary action is required.</li> <li>- Advise parent of incident/timeline of addressing the concerns.</li> </ul>
Implement plan of action	<ul style="list-style-type: none"> <li>- Record outcomes in OneSchool</li> </ul>
Review and Follow up	Contact with the student/s and /or parent/s to review the process and current situation. Document review and outcomes.  Ensure students are aware it is their responsibility to report any further harassment or bullying. Students are encouraged to seek further support if required.

Students may also use STYMIE to report any concerns. More information on the infographic below.



**Stymie** is an anonymous harm reporting tool that schools proactively use to support their students to say something without fear. **Stymie** works with school communities to connect students with their empathy and conscience so that they can, in an empowered and courageous way, enhance or change the culture of care in their school.

**EM  
PA  
THY**

**We make a difference by having EMPATHY**

We are active listeners who are inclusive, kind and understanding. We focus on the positives. Each person is an individual who is also part of the group. We actively promote empowerment and continuous development in a supportive manner.

**COU  
RAGE  
OUS**

**We make a difference by being COURAGEOUS**

We take responsibility, respectfully challenge the status quo, strive to have the difficult conversations and ask for what we need.

**HO  
NES  
TY**

**We make a difference with HONESTY**

We earn trust by communicating directly, respectfully and fairly. We do the right thing with accountability and integrity.

**SA  
FE  
TY**

**We make a difference by providing SAFETY**

We protect ourselves, each other and those we serve, reliably focussing on wellbeing and welfare. We operate proactively in safety critical environments. We won't compromise on laws, rules or principles that are meant to keep people safe.



**Cyberbullying**

Cyberbullying is treated at Wellington Point State High 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.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or on school grounds. This includes cyberbullying that is having an impact on students at school. Parents and students who have concerns about



cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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



## Parent and Community Code of Conduct

### Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents<sup>1</sup> and other members of our diverse community into schools across Queensland.

Working together with their school community<sup>2</sup>, school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
<b>Communication</b> 	<ul style="list-style-type: none"> <li>be polite to others</li> <li>act as positive role models</li> <li>recognise and respect personal differences</li> <li>use the school's communication process to address concerns</li> </ul>	<ul style="list-style-type: none"> <li>using polite spoken and written language</li> <li>speaking and behaving respectfully at all times</li> <li>being compassionate when interacting with others</li> <li>informing staff if the behaviour of others is negatively impacting them or their family</li> <li>respecting staff time by accepting they will respond to appropriate communication when they are able</li> <li>requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited</li> </ul>
<b>Collaboration</b> 	<ul style="list-style-type: none"> <li>(parents) ensure their child attends school ready to learn</li> <li>support the Student Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>taking responsibility for their child arriving and departing school safely on time every day</li> <li>reading and encouraging their child to understand and follow the Student Code of Conduct</li> </ul>
<b>School Culture</b> 	<ul style="list-style-type: none"> <li>recognise every student is important to us</li> <li>contribute to a positive school culture</li> <li>work together with staff to resolve issues or concerns</li> <li>respect people's privacy.</li> </ul>	<ul style="list-style-type: none"> <li>valuing each child's education</li> <li>acknowledging staff are responsible for supporting the whole school community</li> <li>speaking positively about the school and its staff</li> <li>not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media</li> <li>understanding, at times, compromises may be necessary</li> <li>considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.</li> </ul>

<sup>1</sup>The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.  
<sup>2</sup>The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to 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.

## Student Intervention and Support Services

Wellington Point State High 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 Wellington Point State High 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 reflective detentions, community service, internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

## Related Procedures and Guidelines

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

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

## Resources

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

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school. The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#) If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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