



# Newmarket SS

# Code of Conduct

# 2021-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

|                         |                                 |
|-------------------------|---------------------------------|
| Postal address:         | PO Box 225<br>Alderley QLD 4051 |
| Phone:                  | 07 35527222                     |
| Email:                  | office@newmarketss.eq.edu.au    |
| School website address: | www.newmarketss.eq.edu.au       |
| Contact Person:         | Vicki Richards (Principal)      |

## Endorsement

|                              |                      |
|------------------------------|----------------------|
| Principal Name:              | Vicki Richards       |
| Principal Signature:         | <i>V.A. Richards</i> |
| Date:                        | 9/12/2020            |
| P and C President Name:      | Donna Moyle          |
| P and C President Signature: | <i>DMoyle</i>        |
| Date:                        | 9/12/20              |

# Contents

|  |    |
|--|----|
| Purpose  | 4  |
| Principal's Foreword                               | 5  |
| Data Overview                                      | 7  |
| School Opinion Survey                              | 8  |
| Learning and Behaviour Statement                   | 10 |
| Student Wellbeing                                  | 11 |
| Student Support Network                            | 12 |
| Whole School Approach to Discipline                | 13 |
| Differentiated and Explicit Teaching               | 19 |
| Focussed Teaching                                  | 19 |
| Intensive Teaching                                 | 20 |
| Legislative Delegations                            | 21 |
| Legislation  | 21 |
| Delegations  | 21 |
| Disciplinary Consequences                          | 22 |
| School Policies                                    | 29 |
| Temporary removal of student property              | 30 |
| Use of mobile phones and other devices by students | 31 |
| Preventing and responding to bullying              | 33 |
| Appropriate use of social media                    | 38 |
| Restrictive Practices                              | 40 |
| Critical Incidents                                 | 41 |
| Resources  | 42 |

## Purpose

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

Newmarket State School aims to deliver a holistic education through an engaging curriculum which is both relevant and future orientated. As a school, we strive to ensure that each child reaches his/her potential.

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

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

# Principal's Foreword

## Introduction

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

Our Vision: *Together shaping young minds for a successful future*

## Our Belief

***At Newmarket State School we believe that every student matters every day and can be a high achiever.***

***At Newmarket State School our belief that every student matters every day and can be a high achiever has meaning. This is what our staff says our belief looks, sounds and feels like:***

### *Looks Like...*

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Great attendance</li><li>• Happy faces</li><li>• Focused and attentive</li></ul>   | <ul style="list-style-type: none"><li>• Established routines</li><li>• Strong extra-curricular programs</li><li>• All staff positively interacting with each other and students</li></ul>                                       |
| <ul style="list-style-type: none"><li>• High expectations</li><li>• Explicit teaching</li><li>• Bright, stimulating environments</li><li>• Organised</li><li>• Whole school consistency of programs and delivery</li></ul> | <ul style="list-style-type: none"><li>• Team work- staff, parents &amp; students</li><li>• Recognition of diversity and cultures</li><li>• Support networks</li><li>• Quality resources</li><li>• Celebrating success</li></ul> |

### *Sounds Like...*

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Fun, laughter, rapport</li><li>• Explicit teaching</li><li>• Positive interactions- sharing, constructive feedback, discussion</li><li>• Strong, meaningful questioning</li></ul> | <ul style="list-style-type: none"><li>• Clear, structured instructions</li><li>• Chanting</li><li>• Manners are used</li><br/><li>• Peer encouragement and feedback</li></ul> |
|---|---|

### *Feels Like...*

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Buzz-hum of active learning</li><li>• Safe and valued</li><li>• Risk taking is okay</li><li>• Nurtured</li></ul> | <ul style="list-style-type: none"><li>• Motivated classrooms</li><li>• Sense of community/belonging</li><li>• Calm and peaceful</li><li>• Caring for each other</li></ul> |
|--|---|

Newmarket State School has three core values, Be Kind, Be Respectful and Be Responsible.

- |                       |  |
|-----------------------|--|
| <b>Be Kind</b>        | Use kind words and actions   |
| <b>Be Respectful</b>  | Show respect for self, others and the environment  |
| <b>Be Responsible</b> | Behave, work and play in a safe and responsible manner. Be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment |

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.

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

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

## Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

# School Opinion Survey

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that:  | 2017 | 2018 | 2019 |
|--|------|------|------|
| • their child is getting a good education at school (S2016)  | 94%  | 100% | 95%  |
| • this is a good school (S2035)  | 94%  | 98%  | 96%  |
| • their child likes being at this school* (S2001)  | 100% | 100% | 95%  |
| • their child feels safe at this school* (S2002)   | 97%  | 100% | 96%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 97%  | 97%  | 95%  |
| • their child is making good progress at this school* (S2004)  | 94%  | 97%  | 95%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 97%  | 100% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 94%  | 98%  | 96%  |
| • teachers at this school motivate their child to learn* (S2007)   | 97%  | 95%  | 98%  |
| • teachers at this school treat students fairly* (S2008)   | 94%  | 95%  | 93%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 97%  | 98%  | 94%  |
| • this school works with them to support their child's learning* (S2010)                                 | 94%  | 96%  | 95%  |
| • this school takes parents' opinions seriously* (S2011)   | 90%  | 93%  | 90%  |
| • student behaviour is well managed at this school* (S2012)  | 88%  | 89%  | 91%  |
| • this school looks for ways to improve* (S2013)   | 91%  | 100% | 96%  |
| • this school is well maintained* (S2014)  | 88%  | 97%  | 96%  |

Student opinion survey

| Percentage of students who agree# that:   | 2017 | 2018 | 2019 |
|---|------|------|------|
| • they are getting a good education at school (S2048)                               | 100% | 100% | 100% |
| • they like being at their school* (S2036)  | 100% | 98%  | 99%  |
| • they feel safe at their school* (S2037)   | 99%  | 100% | 99%  |
| • their teachers motivate them to learn* (S2038)                                    | 100% | 100% | 97%  |
| • their teachers expect them to do their best* (S2039)                              | 100% | 99%  | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 99%  | 100% | 99%  |
| • teachers treat students fairly at their school* (S2041)                           | 99%  | 98%  | 98%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 97%  | 99%  | 95%  |
| • their school takes students' opinions seriously* (S2043)                          | 100% | 98%  | 94%  |
| • student behaviour is well managed at their school* (S2044)                        | 99%  | 98%  | 99%  |
| • their school looks for ways to improve* (S2045)                                   | 99%  | 98%  | 99%  |
| • their school is well maintained* (S2046)  | 100% | 100% | 100% |
| • their school gives them opportunities to do interesting things* (S2047)           | 100% | 98%  | 97%  |



Staff opinion survey

| Percentage of school staff who agree# that:  | 2017 | 2018 | 2019 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 100% | 100% | 96%  |
| • they feel that their school is a safe place in which to work (S2070)   | 100% | 100% | 96%  |
| • they receive useful feedback about their work at their school (S2071)  | 100% | 96%  | 91%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 93%  | 94%  |
| • students are encouraged to do their best at their school (S2072)   | 100% | 100% | 96%  |
| • students are treated fairly at their school (S2073)  | 100% | 100% | 96%  |
| • student behaviour is well managed at their school (S2074)  | 95%  | 100% | 91%  |
| • staff are well supported at their school (S2075)   | 100% | 96%  | 87%  |
| • their school takes staff opinions seriously (S2076)  | 100% | 96%  | 96%  |
| • their school looks for ways to improve (S2077)   | 100% | 96%  | 96%  |
| • their school is well maintained (S2078)  | 100% | 96%  | 96%  |
| • their school gives them opportunities to do interesting things (S2079)   | 100% | 100% | 100% |

## Learning and Behaviour Statement

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

Newmarket State School believes that our learning environment embraces the following values:

- Professionalism: Consistently pursuing excellence in our teaching approach
- Respect: Considering each other's needs and differences
- Innovation and Creativity: Encouraging innovative and creative practices
- Diversity and Inclusiveness: Embracing cultures and difference
- Excellence: supporting the pursuit of excellence

We believe that all members of the school community aim towards becoming responsible, self-motivated and confident people. Our roles, rights and responsibilities are clearly defined and we:

- Accept responsibility for our own behaviour
- Display mutual respect for each other
- Show acceptance and tolerance of others' abilities and differences
- Respect others' rights to learn and teach in a supportive school environment

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

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

- **Be kind** – (*Use kind words at all times*)
- **Be responsible** – (*Behave work and play in a safe and responsible manner*)
- **Be respectful**– (*Show respect for self and others, Show respect for property*)

Our school rules have been agreed upon and endorsed by all staff and our school P&C

## Student Wellbeing

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

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

### Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Newmarket State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program.

### Policy and expectations

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

#### *Drug education and intervention*

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

#### *Specialised health needs*

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

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

#### *Medications*

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

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

Newmarket State School maintains a minimum of two adrenaline auto-injector and asthma reliever/puffer, stored in the office medical cupboard and playground bag to provide emergency first aid medication if required.

#### *Mental health*

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

#### *Suicide prevention*

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

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

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

## **Student Support Network**

Every member of the school community, including teachers, support staff, families and students work collaboratively so that students can access and participate in all aspects of school life. The Student Services Committee support the academic, social, emotional and physical wellbeing needs of every student. Our team comprises of EALD teacher, Support Teacher- Literacy and Numeracy, Special Education Teacher, Speech Language Pathologist, Head of Curriculum and Guidance Officer, who work with Class Teachers to understand and support individual needs, ensuring our school is an inclusive, nurturing community.

Maximising positive outcomes for students can also involve collaborative and productive partnerships with and between students, teachers, parents and carers, support staff and community based professionals. At various times, we willingly engage with a range of school-based services and external agencies to support the health and wellbeing of students and their families.

Our students also participate in Life Education and the Let's Talk About It program to support their personal and social growth.

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

## Whole School Approach to Discipline

Our staff are committed to delivering a high-quality education for every student, and believe all adults in the school, whether visiting or working should meet the same positive behavioural expectations of being kind, respectful and responsible. Our expectations are aligned with the values, principals and expected standards outlined in Education Queensland's Code of School Behaviour. Newmarket State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn.

### Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix ON PAGE 15 outlines our agreed rules and specific behavioural expectations in all school settings.

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

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

Newmarket State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Newmarket State School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Newmarket State School Student Code of Conduct for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Recording of individual student data and follow-up on One School
- Implementation of specific policies to address a range of issues.

At Newmarket State School, communication about our key messages about behaviour is reinforced through providing students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system have been developed to increase the quantity and quality of positive interactions between students and staff. All staff members are expected to give consistent and appropriate acknowledgements and rewards.

### Newmarket State School **YCDI Awards**

Staff members hand YCDI Awards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a YCDI Award.

When students are given a YCDI Award they drop the card in one of the designated collection points at the following locations:

- School administration block
- Hall

On Monday at Assembly, two names are drawn out of the box. These students are issued with a voucher that can be redeemed at the tuckshop. Names stay in the box until the end of term. At the commencement of term, the process begins again. Cards are never removed as a consequence for problem behaviour.






### SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

|                | ALL AREAS  | CLASSROOM  | PLAYGROUND   | STAIRWELL   | TOILETS  | BIKE RACKS   |
|----------------|--|--|--|---|--|--|
| BE RESPECTFUL  | <ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>▪ Keep hands, feet and objects to yourself</li> <li>▪ Respect others' personal space and property</li> <li>▪</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Walk</li> <li>▪ Sit still</li> <li>▪ Enter and exit room in an orderly manner</li> <li>▪ Respect others' right to learn</li> <li>▪</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Participate in school approved games</li> <li>▪ Wear shoes and socks at all times</li> <li>▪ Be sun safe; wear a broad brimmed hat</li> </ul> | <ul style="list-style-type: none"> <li>▪ Rails are for hands</li> <li>▪ Walk one step at a time</li> <li>▪ Carry items</li> <li>▪ Keep passage ways clear at all times</li> </ul> | <ul style="list-style-type: none"> <li>▪ Respect privacy of others</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Use own bike/scooter only</li> <li>▪ Walk bike/scooter to the gate</li> </ul> |
| BE RESPONSIBLE | <ul style="list-style-type: none"> <li>▪ Ask permission to leave the classroom</li> <li>▪ Be on time</li> <li>▪ Be in the right place at the right time</li> <li>▪ Follow instructions straight away</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Be prepared</li> <li>▪ Complete set tasks</li> <li>▪ Take an active role in classroom activities</li> <li>▪ Keep work space tidy</li> <li>▪ Be honest</li> <li>▪ Use classroom resources appropriately</li> </ul> | <ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Return equipment to appropriate place at the sports bell</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Move peacefully in single file on the left hand side</li> <li>▪ Walk quietly and orderly so that others are not disturbed</li> </ul>     | <ul style="list-style-type: none"> <li>▪ Use toilets during breaks</li> <li>▪ Do not waste water or paper</li> <li>▪ Wash hands</li> <li>▪ Walk</li> <li>▪ Flush the toilet after use.</li> <li>▪ Enter the cubicle alone</li> </ul> | <ul style="list-style-type: none"> <li>▪ Leave school promptly</li> <li>▪ Keep your belongings nearby</li> </ul>       |
| BE KIND        | <ul style="list-style-type: none"> <li>▪ Use kind words</li> <li>▪ Care for equipment</li> <li>▪ Clean up after yourself</li> <li>▪ Use polite language</li> <li>▪ Wait your turn</li> <li>▪ Greet adults</li> <li>▪ Use Please and Thank you</li> </ul> | <ul style="list-style-type: none"> <li>▪ Raise your hand to speak</li> <li>▪</li> <li>▪ Talk in turns</li> <li>▪ Be a good listener</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Play fairly – take turns, invite others to join in and follow rules</li> <li>▪ Care for the environment</li> </ul>                            | <ul style="list-style-type: none"> <li>▪ Use appropriate language and volume of voice</li> </ul>  |  | <ul style="list-style-type: none"> <li>▪ Wait your turn</li> <li>▪ Keep your belongings nearby</li> </ul>              |



Newmarket State School also implements the following programs to support positive behaviour:

**You Can Do It!** Is a program aimed at the development of young people's social and emotional capabilities. The program is centred on five Foundations for Development and twelve Habits of Mind that support these Foundations. It is a program with the goal of fostering the social and emotional development of children, assisting them to develop to their full potential. Within a common theme of developing RESILIENCE, the program focuses on the five key foundations of CONFIDENCE, PERSISTENCE, ORGANISATION, GETTING ALONG and EMOTIONAL RESILIENCE. Positive Habits of the Mind provide the "nuts and bolts" that support these foundations.

| RESPECT FOR SELF  | RESPECT FOR OTHERS  | RESPECT FOR THE SCHOOL   |
|---|---|--|
| KEY TO SUCCESS & HAPPINESS  | HABITS OF THE MIND  | BEHAVIOURAL EXPECTATIONS   |
|    | ★ BEING INDEPENDENT ★<br>★ TAKING RISKS ★<br>★ "I CAN DO IT" ATTITUDE ★<br>★ ACCEPTING MYSELF ★             | <input checked="" type="checkbox"/> working independently and trying my best to get finished.<br><input checked="" type="checkbox"/> "having a go" and trying new activities with confidence.<br><input checked="" type="checkbox"/> being positive and not worried when I make mistakes and try again.  |
|   | ★ "I CAN DO IT" ATTITUDE ★<br>★ GIVING EFFORT ★<br>★ WORKING TOUGH ★  | <input checked="" type="checkbox"/> rising to challenges with my best efforts.<br><input checked="" type="checkbox"/> trying harder even when work is hard or frustrating.<br><input checked="" type="checkbox"/> being motivated to keep going even when the rewards are small.   |
|  | ★ SETTING GOALS ★<br>★ PLANNING MY TIME ★   | <input checked="" type="checkbox"/> setting goals to help me be successful at tasks.<br><input checked="" type="checkbox"/> being prepared for work and putting things where they belong.<br><input checked="" type="checkbox"/> thinking about how long things will take and planning enough time to get finished.<br><input checked="" type="checkbox"/> get all my homework finished.   |
|  | ★ SOCIAL RESPONSIBILITY ★<br>★ PLAYING BY THE RULES ★<br>★ THINKING FIRST ★<br>★ BEING TOLERANT OF OTHERS ★ | <input checked="" type="checkbox"/> using my manners.<br><input checked="" type="checkbox"/> being a good role model to others.<br><input checked="" type="checkbox"/> caring for others.<br><input checked="" type="checkbox"/> considering others' feelings and needs.<br><input checked="" type="checkbox"/> cooperating with everyone.<br><input checked="" type="checkbox"/> showing self-control and resolving conflicts without fighting.<br><input checked="" type="checkbox"/> showing tolerance of others' differences.<br><input checked="" type="checkbox"/> taking responsibility for my actions. |
|  | ★ IT'S NOT THE END OF THE WORLD! ★<br>★ I CAN STAND IT! ★<br>★ ACCEPTING MYSELF ★<br>★ TAKING RISKS ★       | <input checked="" type="checkbox"/> staying calm when I am upset<br><input checked="" type="checkbox"/> not "catastrophising!"<br><input checked="" type="checkbox"/> "bouncing back" from difficult situations.<br><input checked="" type="checkbox"/> being positive in hard times.<br><input checked="" type="checkbox"/> accepting consequences and the decisions of adults.   |



Through our **Mindset Manifesto**, Newmarket State School encourages a growth mindset which is the belief that abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Teaching a growth mindset creates motivation and productivity as well as enhancing relationships.

**NEWMARKET**  
WORK TO WIN

# MINDSET MANIFESTO

The culture of learning at Newmarket State School is based upon a **GROWTH MINDSET.**

- MISTAKES MEAN I AM LEARNING**  
We welcome mistakes as opportunities to learn.
- THE POWER OF YET**  
We are always able to improve no matter where we begin.
- WE POWER UP!**  
We build our brain with effort.
- PERSONAL BEST MATTERS MOST**  
We do not compare ourselves to others.
- FEEDBACK IS MY FRIEND**  
We welcome feedback because it helps me to improve.
- WE USE OUR PROBLEM SOLVING TOOLKIT**  
We apply strategies before we ask for help.
- WE DO STRETCH, NOT 'EASY'**  
Learning happens when we stretch outside our comfort zone.
- EFFORT IS ESSENTIAL**  
We progress when we apply effort and our YCDM keys.
- WE WELCOME MISTAKES AS OPPORTUNITIES TO LEARN**  
We welcome mistakes as opportunities to learn.
- WE ARE ALWAYS ABLE TO IMPROVE NO MATTER WHERE WE BEGIN**  
We are always able to improve no matter where we begin.

## **Consideration of Individual Circumstances**

Staff at Newmarket State School consider a 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.

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

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

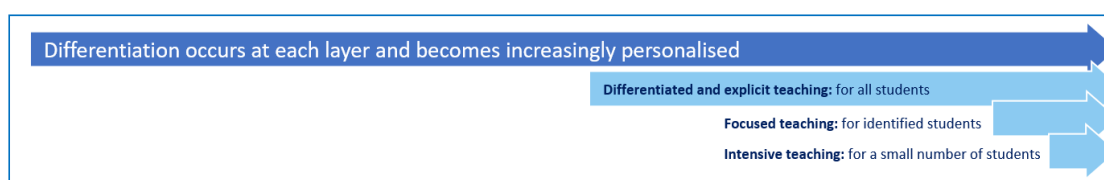
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Schoolwide Expectations Matrix, illustrated above, 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.

## 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 Newmarket State School to provide focused teaching. Focused teaching is aligned to the Schoolwide Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- Managing Young Children Program (MYCP)
- Friends Program
- You Can Do It
- Life Education

For more information about these programs, please speak with the Guidance Officer or the Principal.

## Intensive Teaching

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

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

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

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

# Legislative Delegations

## Legislation

- [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 Newmarket State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

## Differentiated

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

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

- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom to Buddy classroom)
- Detention/ being kept in to make up missed work/time

## Focussed

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

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

## Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)



- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

## **Behaviour Outside of School**

Students while out in the community, typically on their way to and from school, or at any other time when they are in school uniform, or otherwise identifiable as a Newmarket State School student by their clothing, conduct or association, are to abide by the school behavioural expectations.

Student behaviour that affects the reputation or good order and management of the school is addressed by the Student Code of Conduct.

### Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

### **Re-directing low-level and infrequent problem behaviour**

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

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

### **Targeted behaviour support:**

Each year a small number of students at Newmarket State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students who are placed on a behaviour management program attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from the Guidance Officer or Principal and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Behaviour Management Program is coordinated by Student Services Committee with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in an Individualised Behaviour Plan, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### **Intensive behaviour support: Student Services Committee**

Newmarket State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. **The Student Services Committee** works with other staff members to develop appropriate behaviour expectations and strategies.





- Teachers refer students to Student Services Committee after discussing concerns regarding the student's behaviour with their parents and a Case Manager (usually the Principal) is appointed.
- A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, the Principal, the Guidance Officer, Behaviour Support Services, Behaviour Support AVTs and relevant external agencies. This assessment is used to inform the development of a Behaviour Support Plan.
- Monitoring and follow-up of the formal support plan may involve a series of case conferences with staff members, parents/carers, the classroom teacher/s, specialist support personnel and external support agencies, as necessary.

### Consequences for inappropriate or unacceptable behaviour

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

An Incident referral form is used to record all major behaviour incidents. These incidents are also recorded on One School by the referring teacher.

Minor incidents are handled by staff at the time of the incident and a warning is given or a short time out. Minor incidents are recorded in the playground duty folder and recorded on OneSchool at the teacher's discretion.

#### Minor and major behaviours

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

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

**Minor** problem behaviours are those that:

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

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

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

**Major** behaviours are those that:

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

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. An Incident Referral Form is completed by the supervising staff member and sent with another student to the Administration Team. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Respond Program  
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Services Committee, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

### Definition of consequences\*

|                                      |  |
|--------------------------------------|--|
| <b>Time out</b>                      | <p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>                |
| <b>Detention</b>                     | <p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p> |
| <b>Temporary Removal of Property</b> | <p>A principal or staff member of Newmarket State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</p>  |

The following table outlines examples of minor and major behaviour incidents\*

|                          | Aspect                                      | Minor   | Major  |
|--------------------------|---|---|--|
| <b>Being Safe</b>        | Movement around school                      | <ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings</li> <li>▪ Running in stairwells</li> <li>▪ Not walking bike in school grounds</li> </ul>                    |  |
|                          | Play  | <ul style="list-style-type: none"> <li>▪ Incorrect use of equipment</li> <li>▪ Not playing school approved games</li> <li>▪ Playing in toilets</li> </ul>                                     | <ul style="list-style-type: none"> <li>▪ Throwing objects</li> <li>▪ Possession of weapons</li> </ul>  |
|                          | Physical contact                            | <ul style="list-style-type: none"> <li>▪ Minor physical contact (eg: pushing and shoving)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Fighting</li> </ul>  |
|                          | Correct Attire                              | <ul style="list-style-type: none"> <li>▪ Not wearing a hat in playground</li> <li>▪ Not wearing shoes outside</li> </ul>  |  |
|                          | Other                                       |   | <ul style="list-style-type: none"> <li>▪ Possession or selling of drugs</li> <li>▪ Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul> |
| <b>Being Responsible</b> | Class tasks                                 | <ul style="list-style-type: none"> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Refusing to work</li> </ul>   |  |
|                          | Being in the right place                    | <ul style="list-style-type: none"> <li>▪ Not being punctual (eg: lateness after breaks)</li> <li>▪ Not in the right place at the right time.</li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight)</li> <li>▪ Leaving school without permission</li> </ul>   |
|                          | Follow instructions                         | <ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non compliance</li> <li>▪ Unco-operative behaviour</li> </ul>                           |  |
|                          | Accept outcomes for behaviour               | <ul style="list-style-type: none"> <li>▪ Minor dishonesty</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others</li> </ul>  |
|                          | Rubbish                                     | <ul style="list-style-type: none"> <li>▪ Littering</li> </ul>   |  |
|                          | Mobile Phone or personal technology devices | <ul style="list-style-type: none"> <li>▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>                  |
| <b>Being Respectful</b>  | Language                                    | <ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> </ul>                     | <ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> </ul>   |
|                          | Property                                    | <ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Stealing / major theft</li> <li>▪ Wilful property damage</li> <li>▪ Vandalism</li> </ul>  |
|                          | Others                                      | <ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying</li> </ul>                               | <ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>                                     |

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

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

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

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

### Re-entry following suspension

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

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

### Arrangements

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

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

## Structure

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

Possible agenda:

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

## Reasonable adjustments

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

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2017 | 2018 | 2019 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days    | 2    | 1    | 1    |
| Long suspensions – 11 to 20 days    | 0    | 0    | 0    |
| Exclusions                          | 0    | 0    | 0    |
| Cancellations of enrolment          | 0    | 0    | 0    |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## School Policies

Newmarket State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

## Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Newmarket State School and will be removed if found in a student's possession:

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

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

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

### Responsibilities

**State school staff** at Newmarket State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;



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

#### **Parents** of students at Newmarket State School:

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

#### **Students** of Newmarket State School

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

## **Use of mobile phones and other devices by students**

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

## Responsibilities

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

It is expected that students hand their mobile phones in at the office at the start of the day. I pads are used under the direction of the teacher in class time.

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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Newmarket State School Student Code of Conduct. In addition, students and their parents should:

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



## Preventing and responding to bullying

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

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

### 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.
- Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying

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

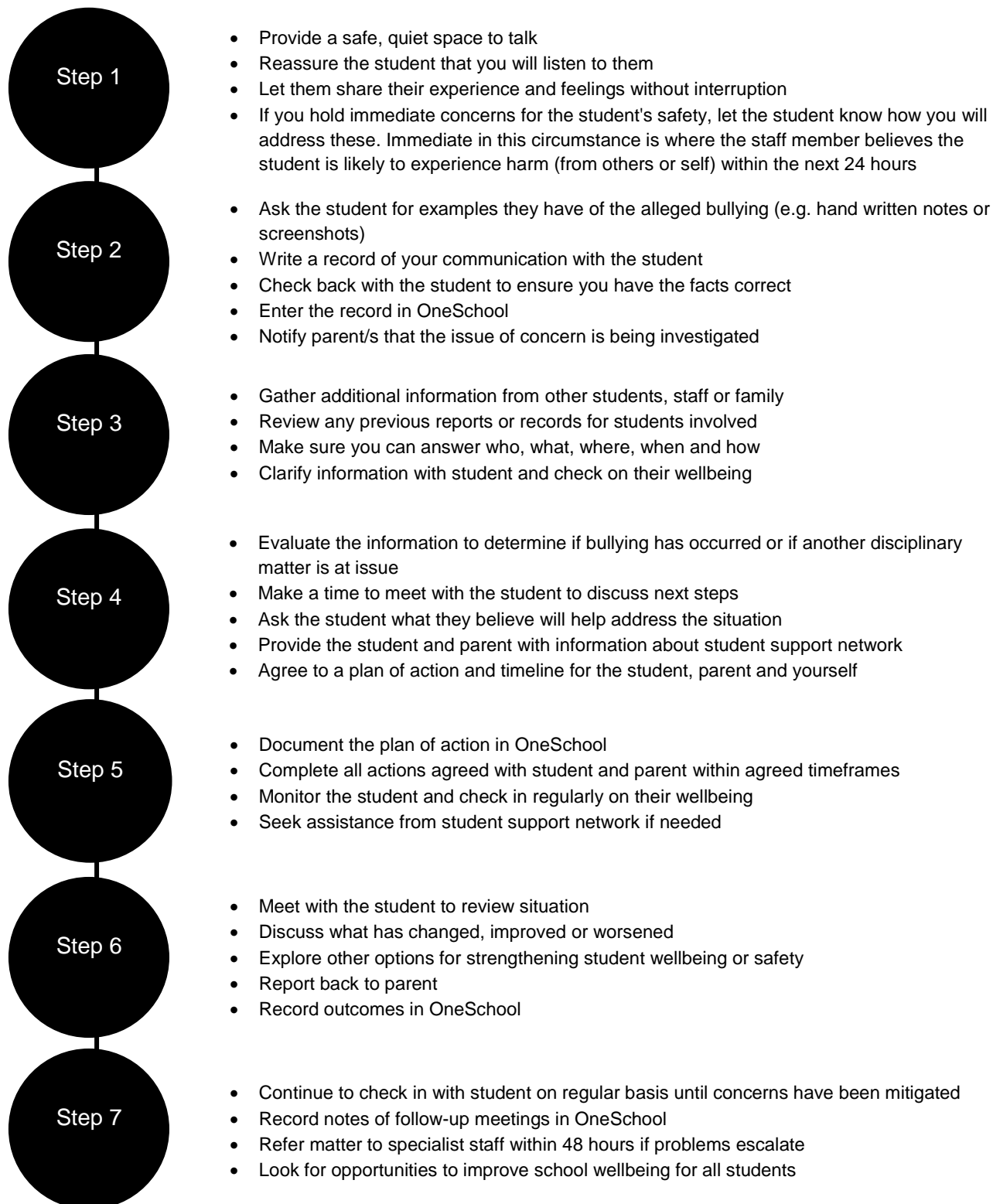
In March every year, Newmarket State School students celebrate Say No to Bullying Day. On this day, every student makes a pledge to be more tolerant and kinder to other students. This is displayed on a notice board on the Western stairwell in A Block.

Anti-bullying strategies are taught and visually displayed in all classrooms and the playground (The High Fives) to allow a student to develop and refine strategies to use if being bullied. Staff are acutely aware that if a student reports any bullying, follow through and investigation is essential.



## Newmarket State School - Bullying response flowchart for teachers

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



## Cyberbullying

Cyberbullying behaviour is wilful and repeated harm inflicted through the use of computers, mobile phones, or other electronic devices.

Newmarket State School embraces the amazing opportunities that technology provides for learning, creativity and socialising. We are committed to promoting the responsible and positive use of social media sites and apps.

It is illegal for students under the age of 13 to have a Facebook, Instagram, Tik Tok or Social Media account. No students at Newmarket SS will face disciplinary action for having an account on Facebook or other social media site with their parent's knowledge. However, should a student use their EQ user name, email address or password to create a social media account they will face disciplinary consequences.

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

# Newmarket State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

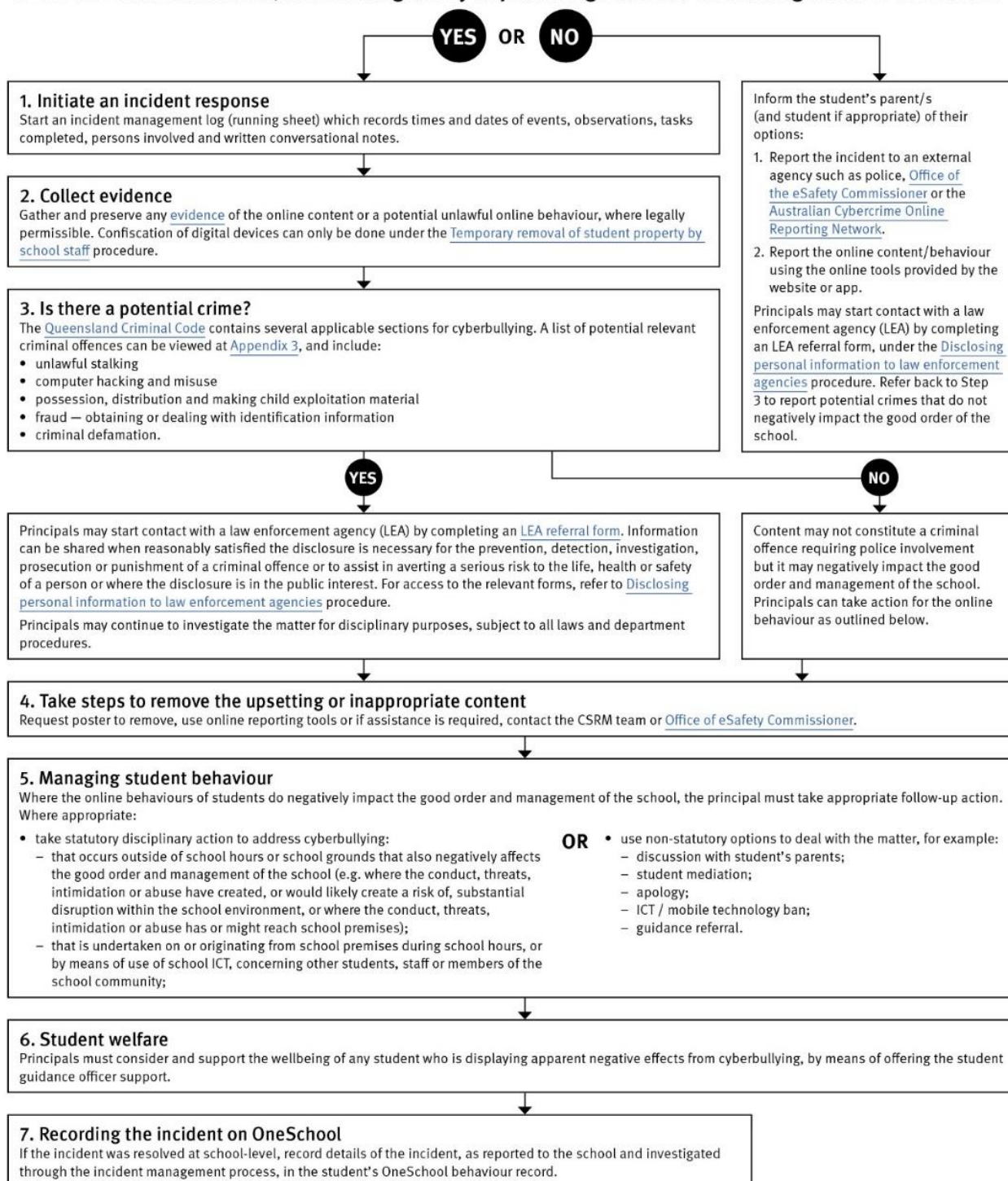
### Explicit images

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

### Report

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

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





## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

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

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

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

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

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

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

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

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

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

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

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



## Critical Incidents

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

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

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

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

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

# 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](#)